

Long Paper

# Job Satisfaction among DepEd Non-Teaching Personnel

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## Abstract

The objective of this research is to investigate the job satisfaction among Department of Education non-teaching personnel and the factors that influence their job satisfaction. The current study focused on five thematic areas: job securities; development and training opportunities; remuneration; communication; and work environment. This research followed a descriptive design and utilized a survey as its method. Four-point Likert's scaling technique was computed to examine the five key measures of job satisfaction of non-teaching personnel. Data gathered were also compared in terms of offices in division offices and offices in schools. The survey was conducted among non-teaching personnel in the Department of Education Division of Pangasinan II. Results show that the level of job satisfaction of non-teaching personnel is very satisfied with a 3.38 weighted mean over 4. Contributing to these findings is the non-teaching personnel's job satisfaction according to the assigned department, employment position, salary, and years in the service as reflected in their responses. While the current study provided insights on the current level of job satisfaction of non-teaching personnel in terms of the five areas, further research is necessary to validate these findings.

**Keywords** – job satisfaction, job securities, development and training opportunities, remuneration, communication, work environment



## INTRODUCTION

### *Background of the Study*

In today's organizational environment, one of the most essential success factors is the employees themselves. They have been seen as an organization's most significant asset and resource because of their efforts in helping the organization to achieve its goals (Eskildsen & Dahlggaard, 2000). Assessing employee satisfaction is necessary to achieve organizational success. Employees are considered satisfied if they are happy with the benefits they receive. However, they are dissatisfied if there is no intrinsic motivation. Highly satisfied employees indicate that they are more effective and efficient in their work or service.

According to Maslow (1943), the basic need of an individual originates based on the Hierarchy of Needs, which tends to go upward when the lower needs are met. Motivation is a combination of forces that motivates people to engage in one's conduct rather than some alternative behavior (Griffin & Moorhead, 2012).

Furthermore, job satisfaction refers to the attitudes and sentiments of people towards their jobs. Positive views toward one's job indicate job satisfaction. Job dissatisfaction is expressed through negative opinions (Armstrong, 2006).

In 2015, 88% of employees in the United States said they were generally satisfied with their jobs, with 37% saying they were very satisfied and 51% saying they were somewhat satisfied. This percentage shows the highest level of satisfaction in the last ten years and has been rising since 2013. A higher rate of satisfaction is only pleased to a certain extent, indicating room for development. Regarding employer satisfaction, 45% said they were somewhat satisfied, and 40% were extremely satisfied with their company (SHRM, 2016).

Respectful treatment of all employees is the top contributor to job satisfaction at a rate of 67%. Compensation/pay was the second most important contributor to job satisfaction at a rate of 63%. Third is job security at a rate of 58%. Trust between employees and senior management and opportunities to use your skills and abilities in your work will be the fourth and fifth contributors and tied with a rate of 55%. These areas are the top contributors to the job satisfaction of the employees (SHRM, 2016).

According to the Randstad Work Monitor, Indians are the most content at work, while Japanese are the least satisfied among the 34 nations studied. Only 42% of the Japanese indicated they were content with their work, while 21% said they were dissatisfied, the lowest and highest percentages in the study. There are numerous reasons why people are unhappy at work, and much has been made about the

competitive character of Japanese work culture. A lousy work environment can also contribute to dissatisfaction (Buchholz, 2020).

According to the latest Philippine Job Happiness Index, job satisfaction among Filipino workers dropped in 2017 due to a lack of career development and training options. On a scale of one to ten, with one being extremely sad and ten being extremely happy, Filipinos scored 4.97 this year, down from 5.25 in 2016. A growing number of Filipinos are looking for opportunities to advance their careers. They want to grow in their chosen fields, but their current employers appear to be preventing them from doing so due to a lack of professional development and training possibilities. It is a helpful reminder to employers that the situation is not improving but rather worsening (Jobstreet, 2017).

Employees in the government had an average rating of 4.85 out of 7 points. A survey found that reputation, strong relationships with immediate managers, and the agency's mission, vision, and values were the essential factors in government employees' happiness. Other employees expressed dissatisfaction with the company's lack of travel opportunities, performance bonuses, and poor pay (Jobstreet, 2018).

The Department of Education is eyeing hiring 65,000 individuals for teaching and non-teaching positions in 2021. The department has 988,567 open job items, of which 932,760 are already filled and 55,807 are unfilled. Aside from these vacant positions, the department requested an additional 10,000 posts in the proposed budget for 2021, bringing the total number of unfilled positions to almost 65,000 (DepEd, 2020).

Despite those mentioned above, some Filipinos are still dissatisfied with their jobs. A lack of travel opportunities, performance bonuses, and low income were the primary sources of dissatisfaction among government employees.

As a result, the current study aims to assist the Department of Education in increasing the job satisfaction level of non-teaching personnel, particularly in job security, development and training opportunities, remuneration, communication, and work environment. By increasing the job satisfaction of non-teaching personnel, the turn-over rate will be reduced. An improvement in job satisfaction of non-teaching personnel will improve their work performance as well as the division's turnover rate.

## ***Theoretical Framework***

Job satisfaction theories have substantial overlap with theories explaining human motivation. The most common and prominent theories in this area include the motivator-hygiene theory, situated learning theory, and job characteristics model.

**Herzberg's two-factor theory of motivation**, commonly known as the motivation-hygiene theory, defines job satisfaction as determining several aspects that define the nature of one's work. Job discontent, according to Herzberg, was not caused by the

absence of these characteristics; instead, it was caused by unfavorable judgments of the job-contingent factors, which link to job unhappiness.

According to Herzberg, motivators and hygiene elements make up the two-factor hypothesis. The pay and benefits, acknowledgment of talent, more responsibility, employee participation in decision-making, emotions of importance, employee achievement, and employee progress are all examples of motivators. Workplace security and conditions, on the other hand, are considered part of the hygiene factors. Hygiene variables do not increase job happiness or motivation on their own. They do increase job discontent when they are not present. The combination of these two characteristics leads to enhanced job satisfaction and motivation of employees in the workplace; when one of these factors is in threat, employees' unhappiness rises, while motivation plummets. Organizations should guarantee that hygiene factors are addressed to eliminate unhappiness.

According to **situated learning theory**, every idea and human action is a generalization that has adapted to the current environment; it is based on the belief that what people learn, see, and do is situated in their role as a member of a community (Lave and Wenger, 1991). The learners progressed from novices to experts by gradually acquiring knowledge and skills. This theory contrasts classroom learning, which frequently involves abstract and out-of-context knowledge. The learners become involved in a "community of practice" that embodies beliefs and behaviors to be acquired. Social interaction within an authentic context is critical.

The **job characteristics model** is a work design theory created by Greg R. Oldham and J. Richard Hackman in their late seventies and early eighties. This theory is widely used as a framework to investigate how specific job characteristics influence job outcomes, including job satisfaction. Based on this theory, job satisfaction occurs when the work environment promotes intrinsically motivating factors. Five essential job qualities influence three psychological states: skill variety, task identity, task relevance, autonomy, and feedback. Improving the five core job dimensions will result in a more positive and effective work environment and increased job satisfaction.

### **Conceptual Framework**

Based on motivator-hygiene theory, situated learning theory, and job characteristics model, the preposition proposed in this research are: (1) motivator-hygiene theory, in this theory, the motivational construct (pay and benefits, recognition and achievement, job security and interaction with colleagues) can predict non-teaching personnel's level of job satisfaction in the areas of job securities, remuneration, and communication, (2) situated learning theory, in this theory, the construct of learning (individual's acquisition of professional skills) can predict non-teaching personnel's level of job satisfaction in the area of development and training opportunities, (3) job characteristics model, in this theory, the workplace construct (satisfaction on work

environment) can predict non-teaching personnel's level of job satisfaction in the area of the work environment.

One of the theories to investigate the crucial contributors to job satisfaction was Herzberg's motivator-hygiene theory. Job satisfaction and dissatisfaction are not two opposite ends of the same continuum but rather two different and, at times, even unrelated concepts. 'Motivating' factors such as compensation and benefits, recognition, and achievement must be met for an employee to be satisfied with their employment. However, 'hygiene' factors (such as working conditions, policies and structure, job security, interaction with colleagues, and management quality) are linked to job dissatisfaction.

Situated learning theory explains how non-teaching personnel acquire professional skills and includes apprenticeship research into how legitimate peripheral participation leads to membership in a community of practice. The concept of situated learning is also crucial in practice theory and information literacy, emphasizing learning as a socially situated practice where 'agent, activity, and the world mutually constitute each other rather than as an internalized and individualistic practice. This theory enables non-teaching personnel to improve their knowledge by putting them into practice. Performing tasks make them familiar with their duties (Lave & Wenger, 1991, p. 33).

Job characteristics model theory enables the non-teaching personnel to improve their performance and job satisfaction by adjusting the job itself. This model states that if the non-teaching personnel do this successfully, they can create the conditions to thrive in their role. By succeeding, the non-teaching personnel will be motivated, perform to a high level, and be satisfied with their position.

### ***The paradigm of the Study***

The paradigm of the study reflected in figure 1, on the next page, shows the relationship between input, process, output, and outcome of this study. The profile variables of the non-teaching personnel which composed of age, sex, civil status, assigned department, employment position, salary, years in the service, job satisfaction level, and factors that may affect the job satisfaction of the non-teaching personnel were considered as the input of the study.

Meanwhile, the job satisfaction level of non-teaching personnel and the factors affecting job satisfaction were considered the output of this study.

Finally, the outcome of this study is the proposed continuing program called "Employee Retention Program: A Work Plan to Improve Job Satisfaction of Non-Teaching Personnel". The crafted retention program addresses the lowest means in the indicators of job satisfaction.

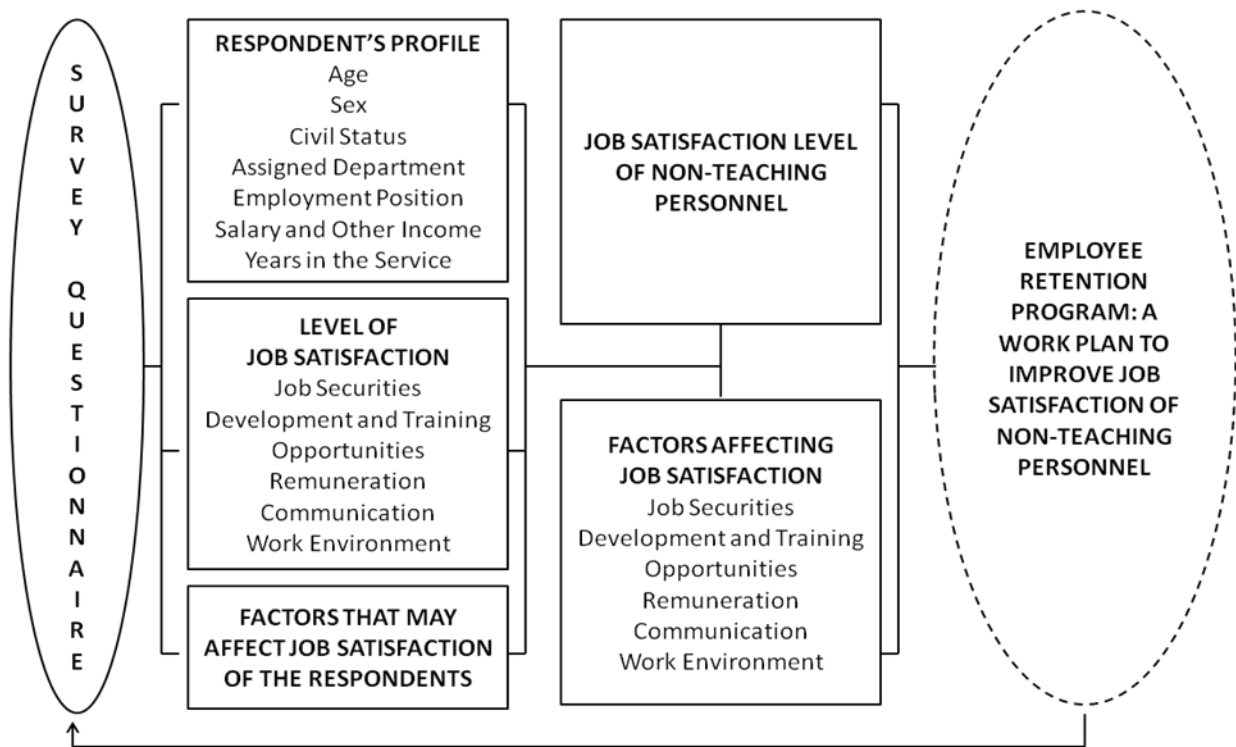


Figure 1. Research Paradigm

### Statement of the Problem

This study aimed to determine the job satisfaction of non-teaching personnel in the Department of Education, Division of Pangasinan II.

Specifically, the research study sought to find answers to the following questions:

1. What is the level of job satisfaction of non-teaching personnel in terms of
  - a. Job Securities,
  - b. Development and Training Opportunities,
  - c. Remuneration,
  - d. Communication, and
  - e. Work Environment?
2. What are the factors that may influence the job satisfaction of non-teaching personnel?
3. Is there a significant difference in the level of job satisfaction of the respondents if they are grouped according to
  - a. assigned department,
  - b. employment position,
  - c. salary, and
  - d. years in the service?
4. What is the proposed program that would improve and maintain the job satisfaction level of non-teaching personnel, especially in the areas that affect their job satisfaction?

## METHODOLOGY

### *Research Design*

This study used a descriptive method as a research design. The method is suitable because this study describes the job satisfaction level of non-teaching personnel. Likewise, correlation analysis is also employed in this investigation.

Descriptive research describes a phenomenon or subject's characteristics, behavior, and situation. This research design focuses more on the “what” of the research subject than the “why” of the research subject.

A correlational study refers to two variables that determine whether they are correlated or not. It established the relationship between the level of job satisfaction of non-teaching personnel of the Department of Education Division of Pangasinan II towards job security, development and training opportunities, remuneration, communication, and work environment.

### *Population and Locale of the Study*

A total of one hundred twenty-five (125) non-teaching personnel from the division are included in the study. The choice of the Schools Division Office is influenced by the proximity to the researcher's easy access to information and the openness on the part of the Schools Division Office of Pangasinan II to assist in the provision of data since the researcher is an administrative assistant in the division. The division has a non-teaching personnel population of 637. Therefore, a suitable division could study and the findings reasonably generalized as what pertains to other divisions in the Philippines. Table 1 shows the breakdown of the respondents according to their position.

Table 1. The population of the Study

Non-Teaching Personnel	Total Population	Percentage	Number of Respondents
1. Administrative Aide	177	28%	35
2. Administrative Assistant	359	56%	70
3. Administrative Officer	101	16%	20
<b>TOTAL</b>	<b>637</b>	<b>100%</b>	<b>125</b>

Most of the respondents belong to the age brackets of 21 to 30 years old. The majority are females, married, assigned in school, an administrative assistant II, earning P10,000.00 to P19,999.00, and working for 1 to 5 years in the service. In computing the total number of respondents, the researcher used Slovin's Formula, where 8% is the margin of error. Slovin's formula  $n$  (Equation 1) is

$$n = \frac{N}{1 + Ne^2}$$

Where      n = number of samples      *Equation 1*  
                  N = Total population  
                  e = margin of error

### **Data Gathering Instruments and Procedure**

This study utilized a questionnaire as its main data-gathering instrument. The instrument used in this study was a structured questionnaire prepared by the researcher. The questionnaires were employed to determine the job satisfaction of non-teaching personnel of the Department of Education, Division of Pangasinan II. The questionnaires are divided into three parts. The first part consists of questions regarding the profile of the non-teaching personnel.

The second part includes job satisfaction level questionnaires, which determine the job satisfaction level of non-teaching personnel regarding job securities, development and training opportunities, remuneration, communication, and work environment. And the third part is to determine the factors that may influence the job satisfaction of non-teaching personnel.

To conduct the present study, the researcher distributed the questionnaire and gathered data freely and righteously, with the approval of the Schools Division Superintendent and concerned non-teaching personnel of the said organization.

### **Statistical Treatment of the Data**

To interpret the profile variable of the respondents (e.g., age, sex, civil status, assigned department, employment position, salary, and years in the service) and the factors influencing job satisfaction of the non-teaching personnel in the division, the researcher used frequency counts and percentages. The formula for percentage P (Equation 2) is

$$P = \frac{F}{N} \times 100$$

Where      F = Frequency      *Equation 2*  
                  N = Total No. of Respondents

In determining the level of job satisfaction of the respondents, the researcher used the weighted mean to interpret the weighted mean derived from the data gathered. The researcher also used the Four Point Likert's Scaling Technique with its corresponding statistical limits and transmutation equivalent (Table 2), using the following:



Table 2. Scale, Description, and Interpretation

Scale	Description	Interpretation
3.26 - 4.00	Very Satisfied	Very high positive correlation
2.51 - 3.25	Satisfied	High positive correlation
1.76 - 2.50	Dissatisfied	Moderate positive correlation
1.00 - 1.75	Very Dissatisfied	Low positive correlation

To determine the significant difference between the level of job satisfaction of the non-teaching personnel and their selected profile variables, the researcher used an analysis of variance.

## RESULTS AND DISCUSSION

### *Level of Job Satisfaction of Non-Teaching Personnel*

Table 3. Overall Average Weighted Mean

Job Satisfaction of Non-Teaching Personnel	Weighted Mean	Description
Job Securities	3.37	Very Satisfied
Development and Training Opportunities	3.42	Very Satisfied
Remuneration	3.25	Satisfied
Communication	3.42	Very Satisfied
Work Environment	3.43	Very Satisfied
<b>Overall Average Weighted Mean</b>	<b>3.38</b>	<b>Very Satisfied</b>

Legend:

Scale	Description	Interpretation
3.26 - 4.00	Strongly Agree	Very high positive correlation
2.51 - 3.25	Agree	High positive correlation
1.76 - 2.50	Disagree	Moderate positive correlation
1.00 - 1.75	Strongly Disagree	Low positive correlation

Table 3 shows that non-teaching personnel rated their job satisfaction in job security as very satisfied with a weighted mean of 3.37, very satisfied in development and training opportunities with a weighted mean of 3.42, very satisfied in remuneration with a weighted mean of 3.25, very satisfied in communication with a weighted mean of 3.42 and very satisfied in a work environment with a weighted mean of 3.26. The overall weighted mean of job satisfaction of non-teaching personnel is very satisfied with a weighted mean of 3.38 as reflected.

It means that non-teaching employees are very satisfied with the positive indicators in job security, development and training opportunities, remuneration, communication, and work environment. Non-teaching employees are very pleased with

job security, particularly promotion, retirement benefits, recognition, awards, and leave credits. In development and training opportunities, the employees are satisfied with the activities conducted by the agency, such as the seminars, study privileges, and the agency's openness to possible contributions from its employees. Regarding remuneration, the employees' vote is somewhat between satisfied and very satisfied. The remuneration includes salaries, allowances, and computations to where the deductions went. The employees are also very satisfied with the communication support systems since the respondents receive explicit instructions from their superiors, the platforms used, and the conveyance of information. And the employees are very satisfied with the segregation of tasks and the workplace.

### **Job Securities**

In job security, Table 4 shows that the benefits of having leave credits for personal purposes of non-teaching personnel receive the highest weighted mean of 3.61. Meanwhile receiving awards and recognition has the lowest weighted mean of 3.09.

The non-teaching employees were pleased with the agency's leave benefits, which they could use. Employees may use their leave credits for personal reasons such as vacation leave for any planned events, sick leave for emergencies if they are unable to attend work due to illness, special leave for special occasions, 105-day maternity leave, etc.

Table 4. Job Satisfaction of Non-Teaching Personnel in the area of Job Securities

<b>Job Securities</b>	<b>Weighted Mean</b>	<b>Description</b>
<b>Job Securities</b>		
1. There are available avenues for promotion.	3.27	Very Satisfied
2. Qualifications and considerations as to retirement are reasonable.	3.43	Very Satisfied
3. An employee receives recognition for accomplishments.	3.18	Satisfied
4. Programs for self-development are provided.	3.21	Satisfied
5. There is challenging work observed.	3.39	Very Satisfied
6. An employee receives awards for the exemplary job	3.09	Satisfied
7. Leave credits are available for personal purposes.	3.61	Very Satisfied
8. Leave credits can be used easily by the employees	3.57	Very Satisfied
9. Actions on leave requests are given on reasonable time.	3.51	Very Satisfied
10. The agency can easily cope with emergencies such as a pandemic.	3.40	Very Satisfied
<i>Average Weighted Mean</i>	3.37	<i>Very Satisfied</i>

Legend:

<b>Scale</b>	<b>Description</b>	<b>Interpretation</b>
3.26 - 4.00	Very Satisfied	Very high positive correlation
2.51 - 3.25	Satisfied	High positive correlation
1.76 - 2.50	Dissatisfied	Moderate positive correlation
1.00 - 1.75	Very Dissatisfied	Low positive correlation

Non-teaching personnel, on the other hand, are somewhat satisfied with the awards and recognition for their job performance and accomplishments. It indicates that the employees are not receiving the proper credit. Awards are given solely for the agency's accomplishments as a whole rather than for an individual. The respondents state that it would be more motivating if their superiors could notice and recognize their exceptional efforts in performing their jobs.

### **Development and Training Opportunities**

In terms of development and training opportunities, as shown in Table 5 the seminar topics given are suited for non-teaching personnel and have the highest weighted mean, with a weighted mean of 3.50. The lowest weighted mean of 3.30 is for the comprehensiveness of the post-seminar discussions.

Table 5. Job Satisfaction of Non-Teaching Personnel in the area of Development and Training Opportunities

<b>Development and Training Opportunities</b>		<b>Weighted Mean</b>	<b>Description</b>
<b>Development and Training Opportunities</b>			
1.	I get support from the agency to attend seminars and pieces of training that will enhance my skills and ability.	3.50	Very Satisfied
2.	The agency is conducting a seminar for non-teaching employees.	3.48	Very Satisfied
3.	The seminar topics are suited to the employee sent by the agency.	3.50	Very Satisfied
4.	There is an equal opportunity given to everyone who wants to attend pieces of training and seminars outside the division.	3.37	Very Satisfied
5.	There is available time to broaden knowledge and skills.	3.37	Very Satisfied
6.	Training programs provided by the agency are adequate.	3.35	Very Satisfied
7.	Employees with higher degrees (master's and doctorate) are considered for career advancement.	3.44	Very Satisfied
8.	Announcements for available seminars are posted on time.	3.49	Very Satisfied
9.	There is a comprehensive discussion on imparting after-seminar topics among employees.	3.30	Very Satisfied
10.	Research and development are welcome.	3.37	Very Satisfied
<i>Average Weighted Mean</i>		3.42	<i>Very Satisfied</i>

Legend:

<b>Scale</b>	<b>Description</b>	<b>Interpretation</b>
3.26 - 4.00	Very Satisfied	Very high positive correlation
2.51 - 3.25	Satisfied	High positive correlation
1.76 - 2.50	Dissatisfied	Moderate positive correlation
1.00 - 1.75	Very Dissatisfied	Low positive correlation

One of the reasons why non-teaching personnel is happy with the division's development and training opportunities is that the seminars held by the division are well-suited to the needs of non-teaching personnel in carrying out their duties. Seminars will help simplify and eliminate unnecessary processes in their work process manual. The non-teaching personnel is very satisfied because the seminar topics discussed are relevant to

their work updates. The provided training was integrated with their current tasks. On the other hand, some seminars were so brief that the employees' questions were not addressed. And the speakers' knowledge was limited because they frequently relayed information they had learned when they attended seminars conducted by the regional and national offices.

### **Remuneration**

In remuneration, Table 6 shows that the computation of monthly deductions attached to the pay slip received the most satisfying response with a weighted mean of 3.51. Their satisfaction with the salary increase was measured by the lowest weighted mean of 2.93. Non-teaching employees were very satisfied with the comprehensiveness and transparency of their pay slips; indicating the gross pay and deductions. Transparency is very important to the respondents, as each deduction was listed in detail, along with their maturity dates.

Table 6. Job Satisfaction of Non-Teaching Personnel in the area of Remuneration

	<b>Remuneration</b>	<b>Weighted Mean</b>	<b>Description</b>
<b>Remuneration</b>			
1.	Salaries and benefits are given on time	3.49	Very Satisfied
2.	The monthly salary is reasonable with the workload and quality of work needed.	3.14	Satisfied
3.	I am happy with the amount of salary increase considering the present cost of living in our country.	2.93	Satisfied
4.	I am receiving allowances (travel, communication, etc.) as reimbursement of expenses consumed in performing my job.	2.98	Satisfied
5.	My benefits are comparable to those offered by our agency to other employees.	3.18	Satisfied
6.	I have a clear understanding of my monthly salary and how it arrived to my net pay.	3.51	Very Satisfied
7.	Salary disputes are addressed immediately.	3.34	Very Satisfied
8.	The computation of monthly deductions is stapled on the payslip.	3.51	Very Satisfied
9.	Agency links employees to companies who offer insurance (health, life, accident and among others)	3.26	Very Satisfied
10.	Employees can air their sentiments regarding salary.	3.18	Satisfied
<i>Average Weighted Mean</i>		3.25	<i>Satisfied</i>

Legend:

<b>Scale</b>	<b>Description</b>	<b>Interpretation</b>
3.26 - 4.00	Very Satisfied	Very high positive correlation
2.51 - 3.25	Satisfied	High positive correlation
1.76 - 2.50	Dissatisfied	Moderate positive correlation
1.00 - 1.75	Very Dissatisfied	Low positive correlation

On the other hand, the non-teaching personnel is hoping for a salary increase that is competitive enough in this time of pandemic and rising commodity prices. And because of the current situation, the cost of living in our country has risen, as we all know.

### Communication

In communication, Table 7 shows that all memorandums are comprehensive and understandable and receive the highest weighted mean, as it garnered a weighted mean of 3.62. Job descriptions were strictly monitored and receives the lowest weighted mean of 3.29.

The non-teaching personnel is very satisfied with the agency's memorandums because they are comprehensive and easy to understand. The agenda and recipient are both clearly stated. The memorandums are also available on various social media platforms, making them easily accessible to all.

On the other hand, non-teaching personnel claimed that their actual jobs did not correspond to their job descriptions. The division office could not directly monitor their duties, particularly those deployed in the field.

Table 7. Job Satisfaction of Non-Teaching Personnel in the area of Communication

	Communication	Weighted Mean	Description
<b>Communication</b>			
1.	I receive clear instructions from my superiors.	3.46	Very Satisfied
2.	Memorandums are comprehensive and understandable.	3.62	Very Satisfied
3.	There is a smooth conveyance/communication of job-related matters between co-workers.	3.50	Very Satisfied
4.	There are available platforms to exchange conversations within the organization.	3.47	Very Satisfied
5.	There is easy access to deliver reports and queries	3.42	Very Satisfied
6.	Responses from inquiries are timely	3.34	Very Satisfied
7.	Suggestions and complaints are being entertained and responded to.	3.34	Very Satisfied
8.	Guidelines were discussed properly.	3.37	Very Satisfied
9.	Delegation of tasks and responsibilities to employees are given.	3.42	Very Satisfied
10.	A job description is strictly monitored.	3.29	Very Satisfied
<i>Average Weighted Mean</i>		3.42	<i>Very Satisfied</i>

Legend:

Scale	Description	Interpretation
3.26 - 4.00	Very Satisfied	Very high positive correlation
2.51 - 3.25	Satisfied	High positive correlation
1.76 - 2.50	Dissatisfied	Moderate positive correlation
1.00 - 1.75	Very Dissatisfied	Low positive correlation

## Work Environment

In the work environment, Table 8 shows that employees are very satisfied with the parking area provided around the division in the workplace. It has the highest weighted mean of 3.57 because the Pangasinan II division has an open space surrounded by spacious barangay roads. And having enough staff to perform office tasks to avoid work overload, and the weighted mean is 3.23.

Non-teaching employees are very satisfied with their workplace's parking spaces and surrounding premises because they can park and maneuver their vehicles around the grounds. On the other hand, they believe that the agency should hire more personnel to relieve their workloads and have more attainable duties; additionally, if there are more employees, they can complete their tasks faster and with more reliable output. In the Division of Pangasinan II, employees are delegated in clusters because the number of available non-teaching personnel is insufficient to meet the demand for each school.

Table 8. Job Satisfaction of Non-Teaching Personnel in the area of Work Environment

	Work Environment	Weighted Mean	Description
<b>Work Environment</b>			
1.	There is sufficient staff to perform all the office tasks to avoid work overload.	3.23	Satisfied
2.	There is fair and proper segregation of tasks and workloads.	3.26	Very Satisfied
3.	I possess all the necessary information to perform my job.	3.47	Very Satisfied
4.	The working place is well-lighted and has comfortable office facilities.	3.38	Very Satisfied
5.	The working place is well-ventilated and has access to fresh air.	3.39	Very Satisfied
6.	The workplace is accessible from home.	3.54	Very Satisfied
7.	There are available public transport vehicles as transportation to workplace.	3.46	Very Satisfied
8.	The workplace has safe surroundings.	3.48	Very Satisfied
9.	The workplace has enough space for parking areas.	3.57	Very Satisfied
10.	Setting aside emergency funds that would cover expenses in the future,	3.49	Very Satisfied
<i>Average Weighted Mean</i>		3.43	<i>Very Satisfied</i>

### Legend:

Scale	Description	Interpretation
3.26 - 4.00	Very Satisfied	Very high positive correlation
2.51 - 3.25	Satisfied	High positive correlation
1.76 - 2.50	Dissatisfied	Moderate positive correlation
1.00 - 1.75	Very Dissatisfied	Low positive correlation

## **Factors that may Influence Job Satisfaction of Non-Teaching Personnel**

As shown in Table 9, communication is the top factor in influencing job satisfaction at a rate of 98%. Development and training opportunities were the second factors affecting job satisfaction at a rate of 97%. Job security and work environment will be the third and fourth factors in influencing job satisfaction and tied with a rate of 96%. Remuneration at a rate of 90% will be the fifth-factor influencing job satisfaction.

Table 9. Factors Influencing Job Satisfaction

<b>Factors Influencing Job Satisfaction</b>	<b>Frequency</b>	<b>Percentage</b>
Does job security influence your job satisfaction?		
Yes	120	96%
No	5	4%
Does development and training opportunity influence your job satisfaction?		
Yes	121	97%
No	4	3%
Do remuneration and benefits influence your job satisfaction?		
Yes	113	90%
No	12	10%
Does communication influence your job satisfaction?		
Yes	122	98%
No	3	2%
Does the work environment influence your job satisfaction?		
Yes	120	96%
No	5	4%

### **Job Security affects Job Satisfaction**

For the non-teaching personnel, job security influences their job satisfaction. Respondents said that having a secured job is more important than a high salary. They are nevertheless open to the possibility of leaving their current employment, even though they are content with the job security provided by the Department of Education.

Non-teaching employees need to maintain their jobs since they are the breadwinners in their families, their jobs are their bread and butter, and they are responsible for their children's futures. They feel more secure and at ease knowing that their jobs are secured. They can provide food for their family, a decent home, and clothing from the benefits and salary given by the agency. Likewise, they can also achieve their personal and professional objectives through their work. Job stability not only inspires individuals to do their jobs well but also improves their psychological well-being.

One of the advantages of having a stable job is the steadiness of a long-term position, which allows a person to work as long as they like and helps them have a better grasp of their field of expertise. Some people even wish to work until they are no longer capable of doing so. Another advantage of working in a safe environment is that they are guaranteed a steady income and benefits, even during a pandemic. To them, job security means that they have a reliable source of income.

### ***Development and Training Opportunities Affect Job Satisfaction***

Development and training opportunities indeed affect the job satisfaction of non-teaching personnel. Development and training will help them improve their job performance. Some respondents have experienced attending training and seminars, while some have not yet participated in seminars conducted outside the division office. Regarding the training and seminars provided by the division office, non-teaching employees have different feelings towards it. Some respondents said they feel happy and grateful since they get answers to all their inquiries through the seminars.

Training and seminars also motivate them to provide quality services and output. Training help employees become more efficient and effective in their fields, and they believe that it improves their professional talents and fosters strong bonds with coworkers, resulting in improved client service. The training and seminars are used to help them enhance their career.

They will gain a better understanding of their tasks and obligations as a result of these activities. The respondents said that the division should conduct more seminars and training suited to their jobs. The announcement must be well-coordinated to the participants, so everybody gets the chance to join. A memorandum about various conferences should have clear instructions on where it is charged. Others believe that the opportunities for workshops, particularly those held at the regional and national levels, are unfair. Non-teaching employees believe that the division should train outside the division to strengthen their knowledge.

### ***Remuneration affects Job Satisfaction***

The employees have different responses as to their satisfaction with salaries and benefits. Some of the employees are satisfied since their present work is the sole source of income. The employees think that the Department of Education offers more benefits than most private companies here in the province. They are appreciative of the uninterrupted benefits that they are receiving. Having satisfaction with their remuneration serves as a motivator for them to strive for more. On the other hand, some were hoping for a raise due to rising commodity costs; they also believe it should be more competitive than teachers. They think that their pay is insufficient for the amount of labor they do.



According to non-teaching personnel, there should be fairness between them and the teaching personnel because teachers have more benefits than non-teaching personnel. They claimed that they must be reimbursed for their expenses such as transportation while submitting reports and overtime pay that they occasionally get. Those non-teaching personnel working in the field also cited that their job is much riskier since they handle multiple schools and are even deployed to remote places. The majority responded that their pay meets their necessities.

### ***Communication affects Job Satisfaction***

Yes, communication is vital and influences job satisfaction based on the response given by the non-teaching employees. The majority said that they get clear instructions, orders, and guidelines from their superiors. They stated that they feel free and secure in asking questions and making comments regarding the reports and assignments.

Since communication is vital in every organization, it also plays a big part in the job satisfaction of non-teaching employees. Providing reliable reports and quality service is essential for them. The personnel feels like there is smooth communication in their workplace. School heads and supervisors are accommodating regarding their opinion and suggestion, and they can freely ask questions to clear their queries. Written memorandum received can be easily accessed through social media platforms and bulletin boards around the division office.

Though there is many of good feedback, there are still employees who are hesitant to voice their opinions and queries. The respondents also feel that the communication process lacks professionalism and organization. The ability to respond may sometimes be challenging because of the heavy workloads. One thing that the employees do not want is for higher-ranking employees to refuse to listen to their subordinates' suggestions. The non-teaching personnel feels there is inconsistency regarding the proper dissemination of information.

### **Work Environment affects Job Satisfaction**

The work environment affects the job satisfaction of the non-personnel personnel. The non-teaching personnel is motivated and supported by their work, and most of them are well-equipped to do so. However, they recommend that the division hire more security personnel and give them the required training, equipment, and armament to ensure that everyone in the division is safe. Employees believe that the offices should be better equipped and have a better working atmosphere. To avoid spreading viruses and becoming ill during the pandemic, the working place should be well-ventilated and sterilized.

According to the respondents, more air conditioning should be built, especially in the summer. Office supplies and equipment must be provided to all employees to

complete their jobs as quickly as possible as there are urgent reports needed to be submitted. It must have a dependable internet connection, which is essential since everything is in a virtual environment.

There must be a more amicable interaction between co-workers and bosses regarding the work environment. The employees want to feel valued and appreciated by their bosses as well. There must be a better-organized method for filing and documenting so that when reports are needed, they can find them quickly.

The relationships between the employees are strong and bonded. The respondents said they get along well in their offices and work together to achieve set goals. They like each other's company. Some employees even consider their co-workers as a part of their family because they enjoy each other's company. They value each other's respect, ensuring that they do their jobs well and that everyone's function in the agency is respected. There should be more team building and character development for everyone to spend more time with their co-workers and, more importantly, with themselves.

### ***Significant Difference in the Level of Job Satisfaction of Non-Teaching Personnel***

The significant difference in job satisfaction level of non-teaching personnel in the Department of Education is grouped according to the assigned department, employment position, salary, and years in service, as shown in Table 9.

Table 9. Analysis of Variance

Source of Variation	SS	df	MS	F	P-value	F crit
<i>According to Assigned Department</i>						
Between Groups	0.001	1	0.001	0.01	0.94	3.92
Within Groups	21.493	123	0.175			
<i>According to the Employment Position</i>						
Between Groups	1.766	6	0.294	1.76	0.11	2.18
Within Groups	19.730	118	0.167			
<i>According to Salary</i>						
Between Groups	0.219	2	0.110	0.63	0.54	3.01
Within Groups	21.276	122	0.174			
<i>According to Years in the Service</i>						
Between Groups	1.328	3	0.443	2.66	0.05	2.68
Within Groups	20.167	121	0.167			

The computed p-value for the assigned department is 0.94, for employment position is 0.11, and for salary is 0.54, all of which are outside the significant level of 0.05, implying that the hypothesis "there is no significant difference in the level of job

satisfaction of non-teaching personnel towards job security, development and training opportunities, remuneration, communication, and work environment of non-teaching personnel according to the assigned department, employment position, and salary" is accepted. Meanwhile, the computed p-value for years in service is 0.05, which is within the statistically significant range of 0.05, the hypothesis that "according to years in service, there is a significant difference in the level of job satisfaction about job security, development and training opportunities, remuneration, communication, and work environment" is accepted.

The respondent's assigned department, whether in the division office or the school-based office, is the same because their job description and responsibilities are the same. And because their work is mainly administrative and focuses on providing support to the agency, the respondent's job satisfaction does not differ in their current position. Lastly, the respondent's job satisfaction does not differ in terms of pay because the pay they receive justifies the labor they accomplish.

Meanwhile, the respondent's job satisfaction varies depending on how long they've been working for the agency. Those who are more tenured and have a family are more likely to stay with the agency until they retire. Those new to the agency, on the other hand, are more open to prospects outside the agency.

Compared to the study, Nacpil and Lacap (2018) discover a significant difference in job satisfaction when grouped by years in service and assigned department. They are statistically comparable when divided into groups based on their length of stay and department. However, there is no significant difference in job satisfaction when the respondents are divided into groups depending on their employment position.

In much-existing literature, the relationship between compensation and job satisfaction appears to be dynamic. Income was assumed to link satisfaction levels (Solly, 1983, Solly and Hohensill, 1986, South, 1990).

### ***Proposed Program to Improve and Maintain Non-Teaching Personnel's Job Satisfaction***

The crafted proposed retention program addresses the lowest means in different indicators of job satisfaction among non-teaching personnel in terms of job security, development and training opportunities, remuneration, communication, and work environment. The program is called "Employee Retention Program: A Work Plan to Improve Job Satisfaction of Non-Teaching Personnel."

The agency's administrative responsibilities are challenging and crucial to the agency's support service activities. The agency will not run for a single minute without administrative assistance. Non-teaching personnel is those who provide support to the

agency. Non-teaching personnel's job satisfaction must take into consideration for them to be more productive and effective in their work.

The “Employee Retention Program: A Work Plan to Improve Job Satisfaction of Non-Teaching Personnel” intends to improve and maintain non-teaching personnel's job satisfaction in terms of job security, development and training opportunities, remuneration, communication, and work environment. The program will be focusing on conducting seminars on maintaining and increasing job satisfaction of non-teaching personnel by concentrating on the areas that affect their job satisfaction. During workshops, the agency will have an open forum for non-teaching personnel to share their thoughts on the areas that are dissatisfied with their work. It is critical to understand the feelings of non-teaching personnel for the agency to identify areas where it can improve to improve the satisfaction of non-teaching personnel.

## **CONCLUSIONS**

The study on job satisfaction of non-teaching personnel in the Department of Education Division of Pangasinan II concluded that they are delighted with their current job. Non-teaching personnel's job satisfaction concluded as high since they indicated that they are highly content with the benefits they receive from the agency, particularly in terms of job security, development and training opportunities, communication, and working environment. On the other hand, in remuneration, non-teaching personnel are only satisfied because they are not satisfied enough with what they are receiving.

Moreover, it can also conclude that job satisfaction of non-teaching personnel is affected by five areas: job security, development and training opportunities, remuneration, communication, and working environment.

Non-teaching personnel's job satisfaction does not vary by assigned department, where those employment positions and salaries are the same. Non-teaching personnel's job satisfaction varies by years in the service, with those who are already satisfied being more tenured, and those who have their own family; they are already set to offer their services until they retire.

Moreover, the “Employee Retention Program: A Work Plan to Improve Job Satisfaction of Non-Teaching Personnel” will improve and maintain the job satisfaction level of non-teaching personnel to be more effective and efficient.

## **RECOMMENDATIONS**

The researcher recommends for the result of the study to also explore the job satisfaction level of the non-teaching personnel of the Department of Education and add

more areas that could affect the job satisfaction of both teaching and non-teaching personnel.

The researcher recommends that the institution, specifically the Department of Education, consider the proposed continuing program on job satisfaction in terms of job security, development and training opportunities, remuneration, communication, and work environment among non-teaching personnel and even teaching personnel by facilitating seminars addressing employee job satisfaction to improve and maintain job satisfaction. In development and training opportunities, there should be more training that would enhance the skills and abilities of employees. In communication, there should be a centralized platform for broadcast and gathering of information. In the workplace, the agency must supply employees with equipment and resources that they may utilize to carry out their duties. Furthermore, the activities must have a specific objective to meet, such as knowing what to improve in the five areas affecting job satisfaction, addressing the problems about satisfaction of the employees, and areas that affect their satisfaction. After the seminars and activities, a job satisfaction examination should be conducted to determine the level of job satisfaction among non-teaching personnel, as well as an open forum to learn about non-teaching personnel's sentiments and suggestions to determine the areas that need to be improved. This can also be a technique to obtain input on the requirements of the participants, which will be utilized to better the activities that follow.

In terms of methodology, more respondents were needed to obtain more conclusive and generalized results. Furthermore, for future research, the researchers recommended focusing primarily on areas that potentially affect personnel job satisfaction to get a more conclusive generalization of job satisfaction and highlight areas where the agency can improve.

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