

Job performance and job satisfaction of board secretaries in state universities and colleges in Luzon, Philippines: Bases for the formulation of Standard Operational Instruction (SOI) processes

Domingo, June Grace C. ✉

Nueva Vizcaya State University, Philippines (jgcdomingo@nvsu.edu.ph)

Received: 27 April 2025
Available Online: 23 May 2025

Revised: 12 May 2025
DOI: 10.5861/ijrse.2025.25135

Accepted: 18 May 2025



ISSN: 2243-7703
Online ISSN: 2243-7711

OPEN ACCESS

Abstract

This study investigates the job performance and job satisfaction levels of board secretaries in State Universities and Colleges (SUCs) across Luzon, Philippines, with the goal of developing a Standard Operational Instruction (SOI) to enhance their effectiveness. Job performance is defined as the extent to which individuals achieve specific work-related goals (Campbell, 1990), while job satisfaction reflects employees' overall positive or negative attitudes toward their work (Goodman, 2007). Using a descriptive-correlational design, data were collected through structured questionnaires and analyzed via frequency distributions and correlational statistics. Findings reveal that most board secretaries are in middle adulthood (ages 35–65), reflecting a mature and experienced workforce. Female respondents comprise the majority, consistent with educational sector demographics. A significant portion hold or are pursuing doctoral degrees, demonstrating a commitment to continuous professional development. All respondents met civil service eligibility criteria; however, gaps in advanced IT literacy were noted. Performance evaluations indicated outstanding proficiency in key board secretarial functions such as preparing, conducting, transcribing, and implementing meetings. Dissemination and monitoring tasks were rated very satisfactory. Job satisfaction was uniformly high across multiple dimensions including communication, resource availability, procedural clarity, training opportunities, work-life balance, recognition, compensation, job security, and equity. These results underscore the competent performance and positive work attitudes of SUC board secretaries and provide a foundational basis for designing targeted SOI processes to further improve job efficiency and satisfaction. The study contributes empirical data to support institutional policy-making aimed at strengthening governance roles within higher education institutions.

Keywords: job performance, job satisfaction, standard operations instruction processes, board secretaries

Job performance and job satisfaction of board secretaries in state universities and colleges in Luzon, Philippines: Bases for the formulation of Standard Operational Instruction (SOI) processes

1. Introduction

The world today is undergoing rapid technological, social, and economic transformations, affecting both individuals and institutions. We live in a time marked by the tension between technological advancement and humanistic values, leading to profound shifts in social norms, political ideologies, and cultural foundations. As Tillah (2004) aptly described, globalization—propelled by technological leaps, rapid information exchange, and the movement of capital and people—reshapes institutions at an unprecedented pace. This dynamic landscape challenges conventional systems of governance and demands innovative responses from every sector, including education. The Philippine education sector is not immune to these global currents. Like its counterparts worldwide, it faces immense and dynamic transformations. Sursmari (2000) emphasized the need for educational leaders to embrace a comprehensive and global perspective to navigate the forces shaping education today. These forces are not limited to policy or pedagogy—they include broader societal shifts that call for a responsive and future-focused institutional management approach.

As mandated by Article XIV of the 1987 Philippine Constitution, the State must protect and promote every citizen's right to quality education, ensuring accessibility and relevance from early childhood to higher education. The Constitution also prioritizes science, technology, arts, and culture, calling for an education system that is integrated, adequate, and responsive to societal needs (De Leon, 1999). Higher education plays a vital role in national development. Universities and colleges are not only centers of learning but also engines of innovation and ideology. As Valisno (1994), cited by Domingo (2002), noted, higher education institutions are essential for any nation's progress and survival in a technological age. In the Philippines, the establishment of 110 chartered state universities and colleges (SUCs) aims to fulfill this vision by providing an organized, modernized system of higher education. The passage of Republic Act No. 8292, or the Higher Education Modernization Act of 1997, laid the groundwork for the governance, structure, and academic freedom of these institutions.

Central to the effective governance of SUCs are their governing boards—and by extension, the Board Secretaries who support them. Section 7 of RA 8292 provides for the appointment of a Board Secretary who keeps records, communicates meeting schedules, and maintains the flow of institutional information. According to Lao (2000), Board Secretaries play a strategic role in enabling SUCs to restructure for increased relevance, productivity, and competitiveness. By maintaining open channels for the exchange of information and ideas, they contribute meaningfully to institutional transformation. The responsibilities of a Board Secretary go far beyond clerical duties. They are expected to manage the logistics and communications of the Board of Regents (BOR), prepare meeting agendas and minutes, and ensure organizational readiness. Their ability to synthesize critical information and maintain accurate records supports sound decision-making and policy formulation. The role demands diligence, objectivity, and a commitment to excellence. Pada (2000) noted that the Board Secretary's role has evolved from merely recording events to proactively influencing outcomes—helping “make things happen.”

Board Secretaries often act as the alter ego of university presidents. Their duties may range from representing the president in official functions to serving as executive officers, liaison officers, or protocol managers. Montemayor (1995), as quoted by Pada (2000), likened the role to “moving along the corridors of power,” highlighting both the influence and complexity of the position. Given their extensive responsibilities, the job satisfaction of Board Secretaries deserves attention. Job satisfaction is generally defined as the positive emotional state resulting from the appraisal of one's job or job experiences (Turner, 2004). Erdogan (1994), as

cited by Celik (2011), explained that job satisfaction results when job characteristics, expectations, and outcomes align with an employee's personal desires and values. Conversely, when these expectations are unmet, dissatisfaction can emerge.

The earliest studies of job satisfaction, notably the Hawthorne studies, highlighted the importance of emotional fulfillment in the workplace. Taber and Alliger found that while enjoyment of work tasks contributes to job satisfaction, other variables such as supervision, task importance, and the need for concentration may also play a role—though to varying degrees. They noted that enjoyment does not fully explain an employee's overall satisfaction, indicating that job satisfaction is a multifaceted construct. Some studies suggest a direct relationship between job satisfaction, motivation, and productivity. Others, such as those by Brayfield and Crockett (1981), as cited by Hicks (2001), find no strong correlation between staff attitudes and job performance. Despite this ambiguity, many organizational theorists agree that job satisfaction influences motivation, and therefore, effectiveness at work. Positive workplace experiences enhance employee morale, while dissatisfaction can hinder performance.

Recognizing that human resources are the most vital element of institutional success, it is crucial to examine and support the welfare of Board Secretaries. Their work environment, scope of responsibilities, recognition, and professional development opportunities directly affect their job satisfaction and, in turn, their performance. A satisfied Board Secretary is more likely to contribute to effective governance, support institutional goals, and champion continuous improvement in SUCs. Given the crucial role they play, the researcher—herself a Board Secretary at the Nueva Vizcaya State University—was inspired to investigate the levels of job satisfaction and performance among her counterparts in Luzon. This research seeks to identify areas for improvement and propose initiatives that enhance their well-being and quality of work life.

It is noted by the researcher that Board Secretaries serve as pivotal figures in Philippine SUCs. Their ability to manage institutional information, support governance, and contribute to policy-making positions them as key drivers of organizational success. However, their complex roles also make them vulnerable to job stress and burnout. It is therefore essential to understand the factors that influence their job satisfaction and performance. Doing so not only honors their contributions but also strengthens the institutions they serve, ensuring that higher education remains responsive, relevant, and resilient in an era of rapid global change.

2. Related Literature

The call for enhanced efficiency and consistent service quality within government institutions has led to various legislative and administrative reforms aimed at institutionalizing accountability, professionalism, and high performance among public servants. One key initiative was the issuance of Administrative Order No. 161 in October 2006, under the administration of President Gloria Macapagal-Arroyo. This directive institutionalized a Quality Management System (QMS) in the Philippine government, with the goal of building a results-oriented, customer-driven culture and establishing measurable standards for public service performance. Complementing this structural reform is Republic Act No. 6713, or the *Code of Conduct and Ethical Standards for Public Officials and Employees*, which lays out ethical benchmarks for government personnel. The law defines eight norms of conduct—such as commitment to public interest, professionalism, and political neutrality—that function as frameworks to ensure integrity and ethical accountability in public administration.

To operationalize performance accountability, the Civil Service Commission (CSC), as mandated by the Philippine Constitution, spearheaded the development of a robust merit and rewards system. Recognizing the value of reliable and valid employee evaluation, the CSC issued Resolution No. 070733 in April 2007, mandating the implementation of the Performance Management System (PMS). The PMS, in alignment with agency vision and mission, promotes a performance-based culture rooted in efficiency, productivity, and accountability. An essential tool in this system is the Office Performance Evaluation System (OPES), a standardized point system for evaluating organizational outputs.

Specifically, the PMS-OPES is designed to: (1) quantify office-level outputs, (2) compare performance across units, (3) establish fair and attainable performance expectations, and (4) standardize output-based evaluation. At the individual level, tools such as the Career Executive Service Performance Evaluation System (CESPES) and the Performance Evaluation System (PES) integrate with the PMS framework, enabling detailed performance tracking across job classifications. Scholars and practitioners alike underscore that job performance is pivotal to the realization of organizational vision and goals. Job performance is commonly evaluated using two dimensions—efficiency and effectiveness. Kast (1997, in Gacayan, 2009) suggested additional parameters for measuring organizational performance, such as participant satisfaction. These dimensions collectively underscore the multifaceted nature of performance assessment.

In the domain of personnel psychology, meta-analytical studies identify general mental ability as the most consistent predictor of job performance. Campbell (1990), as cited in online literature, categorized performance predictors into three domains: declarative knowledge (what one knows), procedural knowledge and skill (how one applies knowledge), and motivation (the drive to perform). Each domain contributes differently, but significantly, to overall job performance. For instance, while knowledge informs action, motivation determines the intensity and persistence of behavior. Campbell's model also outlines conceptual distinctions relevant to performance evaluation. These include speed versus accuracy, typical versus maximum performance, and behavior versus outcomes. Speed and accuracy relate to quantity and quality of output, which often involve trade-offs depending on organizational priorities. The typical-maximum performance dichotomy illustrates how routine behavior differs from peak capabilities under optimal motivation—highlighting the role of context in employee assessment. Moreover, Campbell differentiates between performance, a behavior under individual control, and effectiveness, an outcome that may be influenced by external variables. For example, an employee may exhibit excellent sales techniques (performance) but record low sales figures (effectiveness) due to broader economic downturns.

Closely related to these concepts is productivity, which represents the ratio of effectiveness to cost or effort, and utility, which reflects the perceived value of an individual's performance. Another crucial element is goal relevance—performance must align with organizational objectives to be considered valid. In understanding performance variability, dispositional theories emphasize the role of personality traits such as self-esteem, emotional stability, and locus of control. Studies reveal that individuals with higher scores in these traits generally report higher job satisfaction, which is often linked—though not universally—to better performance. Investigations into the five-factor model of personality also show that conscientiousness, neuroticism, and extraversion are moderately associated with job satisfaction. Expanding on this, Murphy (1994) developed a taxonomy for the U.S. Navy, categorizing job performance into four dimensions: (1) task-oriented behaviors, which relate directly to job responsibilities; (2) interpersonally-oriented behaviors, which encompass both task-related and social interactions; (3) down-time behaviors, which may indirectly affect job performance (e.g., absenteeism due to off-site issues); and (4) destructive or hazardous behaviors, which are detrimental to organizational functioning.

Contemporary literature also distinguishes between task performance and contextual performance. Task performance includes formal job duties, while contextual performance refers to behaviors like organizational citizenship or counterproductive actions. These behaviors, although not formally required, influence the workplace climate and collective morale. The relationship between job performance and job satisfaction continues to be debated. The traditional "happy worker is a productive worker" hypothesis is not consistently supported by empirical evidence. While dissatisfaction may correlate with turnover and absenteeism, many other factors influence both job satisfaction and performance. Mortera (2012) notes the absence of universally applicable conclusions, underscoring the complexity of human behavior at work. Judge et al. (2001) outlined seven theoretical models describing the satisfaction-performance relationship. These include unidirectional models—suggesting either satisfaction leads to performance or vice versa—and reciprocal models, where each influences the other. For instance, Wanous (1994) supports the reciprocal model, positing that extrinsic satisfaction (e.g., salary, benefits) leads to better performance, while intrinsic satisfaction (e.g., meaningful work)

is a consequence of high performance.

In summary, the literature presents a comprehensive framework for understanding job performance in the public sector. It highlights the interplay of institutional mandates, ethical norms, psychological predictors, and behavioral models. Effective performance management requires integrating these components into systems like the PMS-OPES, ensuring that employee efforts are aligned with public service goals. As the Philippine government continues to build a performance-oriented bureaucracy, these insights offer valuable direction for fostering a more accountable, motivated, and capable workforce.

3. Methodology

Research Design. This study employed a descriptive-correlational research design using a three-part structured questionnaire to gather data. This method is suitable for describing and analyzing phenomena through fact-finding with interpretive analysis. Descriptive research, commonly used in education, aims to understand actions, forms, and changes over time. It integrates both qualitative and quantitative approaches to enhance study planning. Data collection was done through survey research to determine opinions, attitudes, and practices, which inform educational policies. As noted by Mortera (2011) and Joppe (2002, as cited in Bacani, 2014), this method offers a systematic, accurate portrayal of real situations.

Research Environment. This research was conducted in 42 of the 55 state universities and colleges (SUCs) in Luzon under the Commission on Higher Education (CHED) and members of the Luzon Association of State Universities and Colleges (LASUC). These include Don Mariano Marcos Memorial State University, Mariano Marcos State University, University of Northern Philippines, Ilocos Sur Polytechnic State College, Pangasinan State University, Abra State Institute of Science and Technology, Benguet State University, Ifugao State University, Mountain Province State Polytechnic College, Kalinga-Apayao State College, Cagayan State University, Isabela State University, Quirino State University, Nueva Vizcaya State University, Batanes State College, Central Luzon State University, Nueva Ecija University of Science and Technology, Aurora State College of Technology, Bataan Peninsula State University, Don Honorio Ventura Technological State University, Tarlac College of Agriculture, Bulacan State University, Pampanga State Agricultural University, Ramon Magsaysay Technological University, Bulacan Agricultural State College, Batangas State University, Cavite State University, Laguna State Polytechnic University, Southern Luzon State University, University of Rizal System, Marinduque State College, Occidental Mindoro State College, Palawan State University, Bicol University, Camarines Norte State College, Central Bicol State University of Agriculture, Camarines Sur Polytechnic Colleges, Catanduanes State University, Eulogio "Amang" Rodriguez Institute of Science and Technology, Philippine Normal University, Polytechnic University of the Philippines, and Technological University of the Philippines.

Research Instrument. The primary research instrument was a three-part structured questionnaire. Part I gathered the respondents' profile, including age, gender, civil status, ethnicity, religious affiliation, highest educational attainment, length of service as board secretary, eligibility, literacy in advanced IT, professional and civic organization memberships, authorship, and international travel experience. Part II featured a Job Performance Questionnaire adapted from the Board Secretaries Performance Checklist used in the researcher's 2002 master's thesis. It was revised to assess job performance in six areas: preparing, conducting, transcribing, disseminating, implementing, and monitoring. Part III measured job satisfaction in terms of communication, resources and procedures, respect and recognition, work life, compensation and benefits, job security and equality, and training.

Statistical Treatment of Data. The data collected were analyzed using appropriate statistical tools. Frequency counts and percentages were employed to describe the respondents' profile, including age, gender, civil status, ethnicity, religious affiliation, highest educational attainment, years of service as board secretary, eligibility, IT literacy, organizational memberships, authorship, and travel abroad. To assess levels of job

performance and job satisfaction, the weighted mean was computed. The Pearson Product–Moment Correlation Coefficient (Pearson r) was used to examine the relationships between the respondents' profile and their job satisfaction, as well as between job performance and job satisfaction. Statistical significance was tested at the 0.05 and 0.01 levels.

4. Results and Discussion

Problem 1. What is the profile of the board secretary respondents of state universities and colleges in Luzon in terms of age, gender, civil status, cultural identity, religious sect, highest educational attainment, years of service, eligibility, IT literacy, membership to professional and civic organizations, authorship, and travel abroad?

- Among the 42 respondents:
 - 40.48% are aged 50–59 years;
 - 59.52% are female;
 - 71.43% are married;
 - 30.95% are Ilocano;
 - 78.57% are Roman Catholic;
 - 30.95% hold doctorate degrees;
 - 26.19% have served 0–4 years as board secretaries;
 - 92.86% have Civil Service Professional eligibility;
 - 100% are literate in basic IT tools;
 - 97.62% are members of professional organizations;
 - 71.43% are members of civic organizations;
 - 76.19% have no published authorship;
 - 69.05% have traveled abroad.

The profile of the board secretary respondents reveals a mature and experienced workforce, with the majority aged 50–59 and holding advanced degrees. This suggests that SUCs prioritize maturity and academic credentials in appointing board secretaries. The dominance of females and married individuals indicates a gendered dynamic and stability in these administrative roles. The prevalence of Roman Catholicism, high literacy in advanced IT, and strong membership in professional and civic organizations reflect a workforce embedded in both cultural traditions and modern professional norms. The relatively short tenure (0–4 years) of many respondents may suggest recent reappointments or a generational transition. Meanwhile, the high Civil Service eligibility and travel abroad experience of many respondents indicate competence and exposure to broader perspectives—traits beneficial for governance and policy support roles. However, the low rate of authorship suggests a potential area for development in research contributions or academic output. These findings underscore the need for continuous capacity building, particularly in scholarly productivity and retention strategies, to leverage the experience and qualifications of board secretaries more effectively in advancing institutional goals.

Problem 2. What is the level of job performance of the respondents along preparing, conducting, transcribing, disseminating, implementing, and monitoring?

- Respondents' job performance is rated as:
 - Outstanding in preparing ($M = 4.570$), conducting ($M = 4.359$), transcribing ($M = 4.619$), and implementing ($M = 4.234$);

- Very Satisfactory in disseminating ($M = 4.014$) and monitoring ($M = 4.011$).

The board secretaries' job performance ratings—predominantly “outstanding” in preparing, conducting, transcribing, and implementing tasks—suggest high competence and professionalism in their roles. The slightly lower but still “very satisfactory” scores in disseminating and monitoring functions highlight areas where performance can still be enhanced. This disparity may point to systemic or structural barriers in these functions, such as delayed communication channels or weak feedback mechanisms in monitoring implementation. Their excellence in core secretariat tasks like documentation and coordination is commendable, aligning well with the central responsibilities of board secretaries in higher education governance. However, strengthening performance in dissemination and monitoring could further increase operational efficiency and accountability in SUCs. Tailored professional development programs that focus on strategic communication and results-based monitoring and evaluation systems may address these gaps. In a governance landscape that increasingly demands transparency, speed, and accuracy, empowering board secretaries with tools and training for effective dissemination and monitoring will enhance their contribution to institutional decision-making and compliance. These findings advocate for continuous quality improvement even in well-performing roles, ensuring that all facets of board secretarial duties are uniformly excellent.

Problem 3. What is the respondents' level of job satisfaction along communication, resources and procedures, training and career, work life, respect and recognition, compensation and benefits, and job security and equality?

- Job satisfaction levels are high across all indicators:
 - Communication ($M = 3.541$), Resources and Procedures ($M = 4.110$), Training and Career ($M = 3.994$), Work Life ($M = 4.091$), Respect and Recognition ($M = 3.870$), Compensation and Benefits ($M = 3.737$), and Job Security and Equality ($M = 3.481$).

The board secretaries' job satisfaction levels reflect a generally positive work environment, with particularly high satisfaction in resources, work-life balance, and training opportunities. However, relatively lower satisfaction ratings in communication, compensation, and job security indicate underlying issues that could affect long-term retention and morale. The high rating for resources and procedures suggests that institutional support is sufficient to perform their duties, and good ratings in training and work life show that these SUCs have made efforts to develop their personnel while promoting well-being. Nevertheless, communication gaps could hinder collaboration and the flow of critical information, particularly in institutions with complex bureaucratic structures. Furthermore, dissatisfaction in compensation and job security may reflect the nationwide concerns over salary standardization and contract renewal practices in the public sector. Addressing these areas is vital because they directly impact motivation and performance. Policy interventions, such as clearer career pathways, increased dialogue between top management and board secretaries, and the review of compensation structures, could greatly improve satisfaction. These insights suggest that while the job environment is supportive in many aspects, targeted improvements in communication and compensation could significantly uplift morale and institutional loyalty.

Problem 4. Do the respondents' profile relate significantly with their levels of job performance and job satisfaction?

- Cultural identity significantly correlates with job performance in conducting ($r = 0.3485$, $p = 0.0237$).
- Cultural identity and travel abroad show very significant relationships with job satisfaction in communication ($r = 0.413$, $p = 0.0065$; $r = 0.3214$, $p = 0.0379$).
- Other profile variables did not show significant relationships.

The significant relationship between certain profile variables—particularly cultural identity and travel abroad experience—and job performance and satisfaction suggests that individual backgrounds influence

administrative efficiency and fulfillment. For example, cultural identity's correlation with job performance and communication satisfaction highlights the role of socio-cultural values in influencing workplace interaction and delivery. Respondents with travel experience likely bring broader perspectives and increased adaptability, which positively impact how they perceive communication within their roles. The lack of correlation between other profile variables and performance or satisfaction also suggests that while demographics are important, they are not the sole determinants of professional outcomes. This reinforces the importance of inclusive, individualized professional development strategies that consider personal experiences, backgrounds, and exposures. It also underscores the value of intercultural competence and global awareness, which can be cultivated through exchange programs or international training opportunities. Organizations should therefore not only consider qualifications and tenure in staffing but also support board secretaries' exposure to diverse contexts and cultures to further enhance effectiveness and workplace satisfaction.

Problem 5. Do the respondents' level of job performance and job satisfaction relate significantly with each other?

- Several significant correlations were found, including:
 - Preparing and Training & Career ($r = 0.3958$, $p = 0.0095$), and Respect & Recognition ($r = 0.3075$, $p = 0.0476$);
 - Conducting and Communication ($r = 0.5988$, $p = 0.0000$);
 - Transcribing and Training & Career ($r = 0.3199$, $p = 0.0389$), Work Life ($r = 0.4708$, $p = 0.0017$), and Respect & Recognition ($r = 0.4824$, $p = 0.0012$);
 - Implementing and Training & Career ($r = 0.3222$, $p = 0.0374$), Work Life ($r = 0.3691$, $p = 0.0162$), and Respect & Recognition ($r = 0.3363$, $p = 0.0295$);
 - Monitoring and Training & Career ($r = 0.4606$, $p = 0.0021$) and Job Security & Equality ($r = 0.4046$, $p = 0.0079$).

The significant correlations between specific areas of job performance and dimensions of job satisfaction reveal a reciprocal relationship: satisfied board secretaries perform better, and strong performance likely enhances their sense of fulfillment. High correlations between performance in preparing, conducting, and implementing with satisfaction in training, communication, and respect suggest that when board secretaries feel competent and recognized, they are more likely to excel in their duties. Notably, respect and recognition stand out as recurring satisfaction dimensions linked with performance across various tasks. This underscores the critical role of acknowledgment and professional validation in driving motivation and output. Institutions must therefore nurture environments where board secretaries feel heard, valued, and adequately trained. Leadership styles that are inclusive and appreciative could be key in this regard. These insights confirm existing organizational behavior theories suggesting that job satisfaction is both a driver and outcome of high performance. For SUCs, investing in initiatives that boost employee morale—such as recognition programs and regular skills enhancement workshops—could lead to sustained improvements in both personal productivity and institutional governance effectiveness.

Problem 6. Based on the significant findings of the study, what intervention can be undertaken to enhance the job performance and job satisfaction of the respondents?

- A Standard Operational Instruction (SOI) was proposed to improve both the job performance and job satisfaction of board secretaries in state universities and colleges.

The proposed Standard Operational Instruction (SOI) emerges as a strategic response to the observed performance and satisfaction gaps. Anchored on the study's findings, the SOI serves as a practical tool that standardizes board secretarial processes while aligning them with institutional expectations. By focusing on areas with relatively lower performance (e.g., dissemination and monitoring) and satisfaction (e.g.,

communication and compensation), the SOI aims to streamline workflows, clarify role expectations, and improve documentation and feedback loops. It also promotes uniformity and continuity across all SUCs in Luzon, which is essential in fostering a cohesive administrative culture within a geographically and culturally diverse network. More importantly, an SOI empowers board secretaries with clear guidelines, reducing ambiguity and enhancing confidence in their tasks. It encourages consistency, promotes accountability, and serves as a training reference for incoming secretaries. To ensure its effectiveness, the SOI should be dynamic, regularly reviewed, and updated based on emerging educational governance needs. Its institutionalization could lead to enhanced performance, better job satisfaction, and ultimately improved organizational efficiency in the delivery of higher education services.

5. Conclusions

Based on the significant findings of the study, the following conclusions are drawn:

1. The board secretaries from state universities and colleges in Luzon are predominantly in their middle adulthood. They are generally female, married, Ilocano by cultural identity, and Roman Catholic by religious affiliation. Most hold a doctorate degree, are relatively new to their roles as board secretaries, possess the required eligibility, and demonstrate proficiency in advanced IT technologies. Additionally, the majority are active members of both professional and civic organizations, have no record of authorship, and have experienced international travel.
2. The respondents exhibit an outstanding level of job performance in key secretarial functions such as preparing, conducting, transcribing, and implementing. Their performance in disseminating information and monitoring activities, while slightly lower, remains very satisfactory, indicating strong overall competence in fulfilling their responsibilities.
3. The board secretaries report a high level of satisfaction across all measured dimensions. This includes communication, availability of resources and procedures, training and career development, work-life balance, respect and recognition, compensation and benefits, as well as job security and equality, reflecting a generally positive work environment.
4. Job performance, particularly in conducting duties, shows a strong and significant correlation with the respondents' cultural identity. Similarly, job satisfaction related to communication is significantly linked with both cultural identity and experiences of travel abroad, underscoring the influence of personal background and exposure on workplace attitudes and effectiveness.
5. Various aspects of job performance are closely and significantly associated with corresponding dimensions of job satisfaction. For example, performance in preparing tasks correlates strongly with satisfaction in training, career development, and respect and recognition. Conducting duties align significantly with communication satisfaction, while transcribing links with training, work life, and recognition. Implementing responsibilities are associated with satisfaction in training, work life, and respect, and monitoring tasks correlate significantly with job security and equality. These findings highlight the intertwined nature of effective job execution and employee contentment.

Recommendations

In light of the study's findings and conclusions, the following recommendations are proposed to further improve the professional development, job performance, and job satisfaction of board secretaries in state universities and colleges:

- Board secretaries should be motivated to pursue graduate studies to deepen their expertise, enhance their competencies, and strengthen their professional values, thereby elevating the prestige and effectiveness of their role.

- Doctorate degree holders are encouraged to actively participate in relevant national and international seminars, workshops, and training programs. This continuous learning will help sustain high job performance levels and further increase their job satisfaction.
- While job performance in disseminating and monitoring tasks is rated very satisfactory, targeted efforts should be made to further improve these areas. Meanwhile, performance dimensions already rated outstanding should be maintained through ongoing support and recognition.
- Although respondents report high overall job satisfaction, certain aspects received mixed responses or neutrality. Management should carefully review these areas and implement appropriate interventions to fully meet the needs and expectations of board secretaries.
- The proposed Standard Operational Instruction (SOI) processes should be adopted and consistently applied across all board meetings of State Universities and Colleges (SUC) Governing Boards to standardize and optimize secretarial functions.
- To build a more comprehensive understanding, this study should be replicated on a national scale, incorporating additional variables not covered in the current research. This will allow for comparative analysis and a clearer picture of board secretaries' job performance and satisfaction nationwide.

6. References

- Agaran, F.V. (2005). The level and extent of satisfaction of the psychosocial needs of college freshman students of the Nueva Vizcaya State University: basis for developing enhancement lessons in general psychology. Unpublished Thesis, NVSU.
- Ancheta, R.S. (2003). Emotional intelligence level of elementary school administrators in Nueva Vizcaya: Its relationship to conflict management and decision making practices. Unpublished dissertation. NVSPC.
- Apostol, E.P. (2008). The influence of the social, cultural and economic subsystems of the Nueva Vizcaya State University on faculty professional path decisions: basic for policy review. Unpublished dissertation. NVSU.
- Bullecer, Z. (2002). Conflict management practices and administrative capabilities among secondary school administrators in Nueva Vizcaya. Unpublished thesis. NVSPC
- Dalloran, N.C. (2002). Leadership skills and decision making practices of top and middle level managers of DENR in Region 02. Unpublished dissertation NVSU.
- Dizon, P. (2003). General Psychology. Rex Bookstore, Manila
- De Vera, M.P. (2002). Instructional supervisory skills of public elementary school administrators in Nueva Vizcaya as perceived by themselves and their teachers. Unpublished dissertation, NVSPC.
- Domingo, JG. C. (2002) Board meeting practices of SUC Governing Boards in Region 02: Its relationship to the performance of board secretaries. Unpublished thesis, Nueva Vizcaya Polytechnic College, Bambang, Nueva Vizcaya
- Duco, A. R. (2000). Communication climate and faculty participation in organizational decision making in the three state colleges in Region 02. Unpublished dissertation.
- Dulawan, A.M. (2006). Level of stress among secondary school administrators in the Division of Nueva Vizcaya and its relationship to their professionalism and empowerment, NVSU, Bambang, Nueva Vizcaya. (unpublished dissertation.)
- Gibson, J. (2000). Organizations: Behavior, structure and processes. Buxton, Massachusetts: McGraw Company
- Grimes (www.educ.hum&rela.com).
- Hesturood (www.train@people.com.au)
- <http://cyber.bentty.faculty/ub/printable/opencom.pd4>
- Ibasco, GS Jr. (2000). Leadership among public secondary school administrators in Nueva Vizcaya. Unpublished thesis. NVSPC.

- Jallorina, M.V. (2011). Leadership behavior and stress level of public secondary school administrators in Nueva Vizcaya. Unpublished dissertation. NVSU.
- Magdirila, J. A. (2006) Organizational cultures and administrative capabilities of the provincial government unit of Nueva Vizcaya. Unpublished thesis.
- Manlulu, MCJ.V. (2004). Human resource management practices of the local government of Bambang, Nueva Vizcaya: Implications to public administration. Unpublished thesis. NVSPC
- Mehra (<http://www.ind@educ.us>)
- Miranda, F. (2000). Management: A global perspective. Manila: National bookstore Inc.
- Nadal, W.D. (2006). Interplay of communication, decision making skills and supervisory practices of elementary school administrators in the Division of Quirino. Unpublished thesis. NVSU.
- Naguit NC. S. (2012). Administrative philosophies, emotional quotient, anxiety level, and stress-coping mechanisms: their relationship to the administrative competencies of secondary school administrators in Nueva Vizcaya. Unpublished dissertation, NVSU, Bambang, Nueva Vizcaya
- Pada, F. (1999). SUC Governing Board Empowerment PASUC Conference.
- Pagadut, J. (2005). Administrative competencies of public secondary school administrators in Nueva Vizcaya: their relationship to team-building capability and quality of work life. Unpublished dissertation. NVSU.
- Pascual, C.M. (2008). Intellectual and non-intellectual variables affecting the managerial and social skills administrators in higher education institutions in Nueva Vizcaya. Unpublished dissertation, NVSU.
- Ramos, E.A. (2007). Academic and administrative policies in private higher education institutions of Nueva Vizcaya: Its implication to quality assurance in education. Unpublished dissertation, NVSU.
- Santos, JPS. (2008). Administrative competence, administrative philosophy and emotional quotient; their relationship to the quality of work life of the municipal local school board members in Southern Nueva Vizcaya. Unpublished dissertation, NVSU
- Western and Lloyd (<http://www.psych@work.au>)
- Williams, M. (1995). How to make decisions. Quebec, Canada, HIS Publishing House.

