

Job satisfaction and performance of non-teaching employees at Ilocos Sur Polytechnic State College

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Abstract

This study was conducted to determine the Job Satisfaction and Performance of Non-Teaching Employees at Ilocos Sur Polytechnic State College during the Academic Year 2021-2022. It identified the profile of the respondents concerning their age, sex, civil status, salary grade, educational attainment, designation, length of service, and the number of training attended. It also aimed to determine job satisfaction in terms of job, supervision, interpersonal relationship, professional development, salary and benefits, and working conditions. It also determines the performance of employees in terms of output, job knowledge, skills, work management, concern in the organization, and IPCRF. The study used a descriptive research design. It involved the one hundred forty-eight (148) permanent non-teaching employees of the six campuses of Ilocos Sur Polytechnic State College. Among these are 17 from Tagudin, 15 from Cervantes, 14 from Candon, 11 from Santiago, 78 from Santa Maria, and 13 from Narvacan. This study used three sets of questionnaires to gather the data needed. The first set of questionnaires was distributed to all non-Teaching personnel of ISPSC. The second part of the questionnaire is about Job Satisfaction, and the third part is about the Performance Level of the Non-Teaching Employees. The questionnaire was collected for tabulation. Frequency, percentage, mean, and simple correlation analysis were used in the computation of data on the profile of the respondents, the level of perception of the respondents as to Job Satisfaction and Performance, and the significant relationship between the profile and degree of job satisfaction and extent of performance.

Keywords: job satisfaction, job performance, non-teaching employees

Job satisfaction and performance of non-teaching employees at Ilocos Sur Polytechnic State College

1. Introduction

Employment satisfaction is described as how motivated, pleased, and satisfied an employee is. Employment satisfaction occurs when a person perceives job stability, professional advancement, and a healthy work-life balance. One of the most significant aspects of people's lives is their job. Their work influences their way of life and social lives. It gauges a worker's job satisfaction or whether they enjoy their current position. In addition, job satisfaction can be measured in cognitive and emotive ways. As a result, having a content workforce is critical for any business. They do not only provide excellent services but also provide employment chances to a significant number of individuals. This study aims to learn about employee work satisfaction and its link with performance level, keeping in mind the private sector's contribution to society and the significant role of job satisfaction in improving employee performance.

Researchers define job satisfaction in many ways. Job satisfaction is currently described as an agreeable or favorable state of mind from evaluating one's job or job experience. It came from the idea that one's job allows the fulfillment of an individual's essential job values, with the understanding that those values are coherent with one's needs. It is the extent to which a person is gratified or fulfilled by their work (Griffin & Moorhead, 2013). Nonetheless, Kreitner and Kinicki (2006) underscored that it is a global construct or a constellation of different aspects to which the employee reacts effectively. Furthermore, the consensus is that an organization's total productivity and success depend on its employees' effective and efficient performance and that improved performance depends on employee job satisfaction. Researchers have identified numerous dimensions of job satisfaction, their relative relevance, and their link to performance and productivity for this purpose. Notably, employee satisfaction is an employee's excellent and negative feelings toward his or her job and the degree of happiness associated with the job. As a result, work satisfaction is one of the most commonly explored issues in organizational psychology.

Job satisfaction has been researched due to various individual and workplace factors and is an antecedent to various outcomes. Employees who are more content with their jobs are typically less absent, less likely to leave, more productive, more likely to demonstrate organizational loyalty, and more satisfied with their lives. There are a variety of factors that can influence a person's level of job satisfaction. Some of these factors include the level of pay and benefits, the perceived fairness of the promotion system within a company, the quality of the working conditions, leadership and social relationships, and the job itself. Job satisfaction involves many variables, conditions, feelings, and behavioral tendencies.

In another research by Salman (2012), private Universities Academicians were more satisfied with pay and supervision. Notably, the study discovered that they were dissatisfied with job security while the public university Academicians were confident with job security rather than pay. In Ilocos Sur Polytechnic State College, it has been observed that non-teaching employees pursue graduate studies. After finishing their master's degree, they shift careers and apply for a teaching job. With this, the institution hires and trains new employees to handle the job. This result affects the operation of the institution. In addition, many studies have examined the factors influencing job satisfaction. There is still a need to establish causal relationships between these factors and job satisfaction outcomes. Identifying the factors that directly contribute to job satisfaction can help organizations develop effective strategies to enhance employee satisfaction.

Due to the information mentioned earlier on employee satisfaction and performance of employees, the researcher found it interesting to conduct descriptive research that shall formulate the best outcome of the study. This study aims to provide better satisfaction and performance of the college as a general output.

Framework of the study - Job satisfaction or employee satisfaction (also referred to as morale) is one of the most widely used variables in organizational behavior. It is an employee's attitudinal response to their organization. As an attitude, job satisfaction is summarized in the evaluative component and composed of cognitive, affective, and behavioral components. The following sections summarize job satisfaction's cognitive and affective components, their relationship to organizational inducements systems, and their impact on performance and membership. The concept of job satisfaction and its meaning have frequently developed, expanded, and spread throughout the past decades.

Recently, Hulin and Judge (2003) defined the concept of job satisfaction as "job satisfaction includes multidimensional psychological responses to an individual's job and that these personal responses have cognitive (evaluative), affective (or emotional), and behavioral components." Researchers define job satisfaction in many ways. Job satisfaction is currently described as an agreeable or favorable state of mind from evaluating one's job or job experience. Job satisfaction came from the idea that one's job allows the fulfillment of an individual's essential job values, with the understanding that those values are coherent with one's needs.

According to Griffin and Moorhead (2013), job satisfaction is the extent to which a person is gratified or fulfilled by his/her work. Kreitner and Kinicki (2006) defined job satisfaction as a global construct or constellation of different aspects to which the employee reacts effectively. Human beings are motivated in many ways. These depend on many factors and vary by person and individual differences. Basic needs are clothing, food, medicine, and shelter, but the workplace needs acceptance and self-esteem. Each individual will experience these factors in different situations offering awards when his job is done as expected; Maslow said it is more important to be part of a social group that will motivate him. According to Maslow (1954), five basic constructs form the human hierarchy of needs. These are physiological needs, security needs, belongingness needs, self-esteem needs, and self-actualization needs. Maslow stated that lower-level needs must be satisfied before the next higher level. When people satisfy the first level, they will go to the next level and the next.

School administrators must employ Maslow's theory on non-teaching staff in their schools as it is associated with job satisfaction. For physiological needs, provide meals at work and good pay that allow workers to buy life essentials. For safety needs, provide a safe working environment, job security, freedom from threats, protective clothing, insurance, medical cover, and a pension scheme. Social needs generate a feeling of acceptance, belonging, and community by reinforcing team dynamics. On self-esteem motivators, recognize achievement, assign essential projects, and provide status to make employees feel valued and appreciated. On self-actualization, offer challenging and meaningful work assignments which enable innovation, creativity, and progress according to long-term goals. To satisfy employees, employers must understand the current needs at which they find themselves and leverage needs for workplace job satisfaction. Little evidence suggests that people satisfy one motivating need at a time other than when needs conflict. In some communities, social conditions are placed fundamentally more than others; scientists have also failed to reinforce this theory.

Statement of the Problem - The study assessed the job satisfaction and performance of the non-teaching employees of ISPSC. Specifically, it aimed to answer the following questions: What is the profile of the respondents in terms of age; Sex; Civil Status; Salary Grade; Educational Attainment; Designation; Length of Service; and The Number of Training and Seminars Attended? What is the degree of satisfaction of the Non-Teaching Employees in terms of Job; Supervision; Interpersonal Relationship; Professional Development; Salary Benefits; and Working Conditions and Equipment? What is the extent of performance of the Non-Teaching Employees in terms of Job Description Output; Job-Knowledge & Skills; Work Management; Concern in the Organization, and Individual Performance Commitment and Review? Is there a significant relationship between profile and non-teaching employees' job satisfaction levels? Is there a significant relationship between the level of job satisfaction and the performance of non-teaching employees?

Hypotheses

1. There is a significant relationship between the profile and non-teaching employees' level of

satisfaction.

2. There is a significant relationship between the level of job satisfaction and the level of performance of non-teaching employees.

Scope and Delimitation of the Study - This study focused on assessing the job satisfaction and performance of non-teaching employees of Ilocos Sur Polytechnic State College. A survey questionnaire was used to get the demographic profile, job satisfaction, and respondents' performance. Regarding job satisfaction, it focuses on the job, supervision, interpersonal relationship, professional development, salary and benefits, and working conditions. In addition, the performance of employees was measured according to their output, job knowledge & skills, work management and concern in the organization, and individual performance commitment and review.

Importance of the Study - The results of the study are deemed significant for the following:

Non-Teaching Employees. The development of the study encourages the staff to enhance their job satisfaction and performance level.

School Administrator. This study serves as a basis to help initiate and support non-teaching employees to increase job satisfaction and improve their performance.

Researcher. The study result serves as a guide, reference, and a further reference for the researchers about job satisfaction and performance of non-teaching employees at Ilocos Sur Polytechnic State College and other State Universities and Colleges.

Future Researcher. This study helps future researchers identify research gaps, unanswered questions, and areas that require further exploration. This study allows future researchers to contribute to the existing body of knowledge and advance the field.

ISPSC. This study can be added to the research output of the school.

2. Review of Related Literature

The following studies are related and relevant to the present study. The following studies were carefully and analytically examined to suit the concepts in this research work.

Profile of Respondents - The profile of the respondents includes age, sex, civil status, salary grade, educational attainment, administrative position (Designation), length of service, and seminars attended. Respondents' profiles should be considered when determining the Job Satisfaction and Performance of Non-Teaching Employees of ISPSC.

Age. Acosta (2022) cited the study of Lucinario (2019) that the respondent's age is one of the essential characteristics in understanding their views about particular problems; by and large, age indicates individuals' maturity levels. Age, sex, marital status, and tenure are some personal traits, according to Mison and Bernabe (2004), that impact an employee's performance. During the ensuing ten years, the connection between aging and job performance might become a more significant concern. Many people think that as you become older, your ability to function at work reduces. There are numerous advantages to growing older and gaining experience; for many, their self-esteem is one of them. According to Tim Khlai (2006), who reviewed a variety of studies on the topic, "All studies show positive shifts occurring in the middle years, particularly between ages 40 and 50," along with the fact that teachers frequently experience increased responsibilities and have just as much, if not more, to do. The notion that there is a correlation between job satisfaction and age has been one of the more recurrent discoveries.

Sex. Girls possess talents and skills beyond cognitive performance, such as attention and memory (Wood, 2013). These characteristics make it simple for girls to learn more quickly and comprehensively than boys in

school and other learning situations, including attentiveness, task persistence, enthusiasm to learn, learning independence, flexibility, involvement, and better job organization (Gamonde, 2019). It also contributed to the perception that women are more effective than men at all hierarchy levels and across practically all functional areas of the organization (Jack & Joseph, 2019). Fewer disparities exist between males and females that will impact how they handle their jobs. Regarding absences and turnover rates, some data suggests that women experience higher turnover rates, whereas other studies have discovered discrepancies. (Mison, et. al., 2004)

Given that women's occupations are frequently inferior in salary, autonomy, and promotion opportunities, Khelai (2006) concluded that certain studies on sex and job happiness indicated that women's job satisfaction is not worse than men's. Additionally, there are no gender differences in the correlates of job happiness, and men and women perceive fairness and job satisfaction similarly. Conversely, women value compensation, promotions, and possibilities for advancement more than men do. It was discovered that the association between equality and satisfaction was much more vital for males than for women (Witt et al., 1999). Moreover, according to Meisenberg and Woodley's (2015) thorough literature review on gender and life satisfaction, studies suggest otherwise. There also appears to be significant variation between countries. Notably, some research indicates that women are happier in developing nations than industrialized nations (Vieira Lima 2013, while other research indicates that women are generally happier overall regarding subjective well-being).

Civil Status. Being married or having a marital status is crucial for preserving a long-lasting culture within a business since people today seek a balance between their personal and professional lives (Akram et al., 2014). According to specific research, married workers are more content with their occupations than their single peers, positively impacting their ability to execute their duties (Azim et al., 2013). It may be because marriage brings about extra obligations, raising the value and significance of stable work.

Salary Grade. Job happiness is fueled by a competitive wage plan, which encourages contented workers to be enthusiastic about their work (Onyekwelu et al., 2020; Agba et al., 2021; Omang et al., 2018; Bassey et al., 2012). When workers receive fair compensation, it is clear that you regard them both as people and as employees. Lack of productivity and a constant search for the next chance indicate an employee's dissatisfaction with the working environment. As a result, a system that is centered on the needs of employees and offers competitive pay is necessary for a firm to keep its quality human resources (Chiekezie et al., 2017; Angioha et al., 2021; Iji et al., 2018).

Educational Attainment. It concluded that educational attainment outperforms measures of cognitive abilities, personality characteristics, and intrapersonal and interpersonal competencies as indicators of success in the job market. Compared to employees who attended school for fewer years, those with higher levels of education are better able to perform a given task, learn more from complex task training, and allocate resources to their jobs more effectively (Pellegrino et al., 2013). According to Labadia (2010), the main factors contributing to employees' total job satisfaction were a success, career direction, recognition, interpersonal relationships, and feelings of accountability, authority, and autonomy.

Designation. A few decades ago, people's designations started significantly affecting their social and professional lives. Employees frequently identify with their job titles, and the public often forms impressions of people's maturity, contentment, and substance based on their business cards, the designations embossed thereon, and the roles they are playing (Seth, 2015)

Length of Service. Years or length in service is essential to job satisfaction since satisfied workers stay at work and unsatisfied workers leave (Sarker *et al.*, 2003). In addition, employees with more extended tenure status were found to be much more dedicated to their organization, according to Federico's (1996) study on the relationship between communication satisfaction and organizational commitment in three Guatemalan firms. Older workers had higher levels of job satisfaction than younger people. Regarding its correlation with job happiness, tenure could be more reliable. The psychological effects of adding years to a job's service period rely more on the specifics of the working environment. As a result, while considering tenure, care must be taken to

analyze the particulars of the employment setting.

Seminars Attended. Employee training and development is crucial to human resources planning operations since it maximizes individual returns and can draw in better talent for the firm (Bapna et al., 2013).

Degree of Satisfaction of the Non-Teaching Employees - Non-teaching employees' satisfaction includes job, supervision, interpersonal relationship, professional development, salary benefits, and working conditions and equipment.

Job. Lanka (2015) Job description and job specification were also reviewed in International Journal, concluding that a job description is best conceived as a blueprint for a role. It explains the employee's essential tasks and responsibilities and the primary goal of the work they are expected to do. It also establishes organizational accountability, which aids in preventing overlap of responsibilities and identifies task responsibility. According to Club & Job (2013), a work description describes an employee's tasks, obligations, and responsibilities. Thorndike, quoted by Labadia (2010), established the primary criterion for defining work performance. This ultimate standard specifies everything that characterizes success at work over the entire range of a specific job. He goes on to say that the ultimate standard is conceptual and cannot be quantified. As a result, researchers and practitioners utilize the final criterion as a guide to select performance indicators, aware that they will only partially grasp the performance domain.

Supervision. Supervision does not occur in a vacuum, and it is subject to various outside forces. The supervision literature, mainly those affected by psychodynamic theories, investigates how what happens at other system levels affects the supervisory relationship. One example is mirroring, which Morrison (2005) defines as an unconscious process in which the dynamics of one scenario (such as the worker-service-user interaction) are recreated in another relationship (such as that between the worker and supervisor). This method can be used in both ways. In the helping professions, supervision can take many different forms. Regular meetings and in-depth, one-on-one talks about the supervisee's work and professional practice are typically part of the supervisory process. Supervisors are typically industry experts with better expertise, knowledge, and more practical experience than the specialists they are directing. The supervisor's responsibility is establishing a structured and supportive relationship to help the supervisee's professional practice flourish professionally and personally (Smithells & Smithells, 2011). One-on-one face-to-face supervision, face-to-face group supervision (with more than one supervisee), and live supervision, in which the supervisor sees the supervisee, are some efficient methods for professional supervision.

Interpersonal Relationship. An interpersonal relationship is a close or powerful bond between people who work in the same company. Interpersonal interactions heavily influence the result of occupational tasks. The type of working environment in which various tasks are allocated to and done by individuals is determined by the relationships between persons at work. Individuals can experience fulfillment through interpersonal interactions (Juneja, 2017). Many studies must be conducted to observe and analyze interpersonal relationships at work because understanding them will help managers make better decisions about tasks assigned to employees based on their personalities, attributes, and behaviors and develop conflict resolution procedures. Interpersonal relationships can be classified as positive, negative, or indifferent depending on the presence of personal and shared emotions; mutual understanding can be classified as adequately or inadequately understood; and cognitive identification between communication subjects can be classified as resistance, cooperation, or inaction (Obozov, 1979 cited in Kleptsova & Balabanov, 2016). On the other hand, according to Stoetzer (2010), interpersonal relationships at work are the daily interactions between coworkers, bosses, and employees. However, further research is needed because there is a lack of research on the variables that influence interpersonal relationships at work.

Professional Development. Training is one of the factors that can improve a workforce's ability to complete organizational tasks. It is one of the most critical responsibilities in human resource management, and it relates to developing an employee's or an organization's capacity and competence to meet standard performance levels.

By providing comprehensive training and development, any firm can develop and improve the quality level of its staff. Employees' abilities alter due to the efficacy of training programs, which not only increase employee performance but also improve their knowledge, skills, and attitude in preparation for future jobs. The desired results attained by the organization determine the training program's success (Somasundaram, 2017). Employee training and development is one of the most important motivators to support people and organizations in attaining their short- and long-term goals and objectives. The benefits of training and development go beyond only improving knowledge, abilities, and attitudes (Nassazi, 2013). It aids the company in enhancing the staff's availability and caliber. It is essential to remember that training and development initiatives make people more productive (Bapna et al., 2013). Even organizations provide financial aid to participants in these programs (Jehanzeb & Bashir, 2013).

Salary and Benefits. Employee benefits are part of a compensation strategy and a reward system. Compensation strategy and reward systems are central issues of Human Resource Management, an effective tool for increasing business performance by aligning individual and organizational goals (Martocchio, 2016). The remuneration and benefits programs that an organization provides to its employees are a fundamental reward system. Employees should be rewarded for their commitment, consistency, quality, and value in their work. To inspire employees and generate higher-quality, more productive work, incentives, rewards, and recognition are used (Umali et al., 2013).

Working Conditions and Equipment. Working circumstances can significantly impact job satisfaction and organizational commitment among the workforce. The work environment encompasses all characteristics or features that affect employees' work conditions. Employees that wish to stay with the company need a clean and healthy atmosphere. The proportions of the surroundings and staff values may characterize our organization's trustworthiness. The working environment is one of the critical factors that impact employees' decisions to stay or leave an organization, according to Abdali (2012), because individuals want to work in environments that are conducive to their lives. Deligero and Laguador (2014) highlighted that these employees have the propensity to achieve varying levels of job engagement, which is subjective depending on the various elements that affect the degree of their interest, dedication, and drive. The workplace must be in regular shape to enable employees to perform their duties effectively. Employee motivation levels decline in workplaces with insufficient circumstances, negatively impacting job satisfaction (Daljeet et al., 2011). Herzberg's study from 1968 found that if working conditions are unfavorable, hardworking employees who can find work elsewhere live while mediocre people would remain and undermine organizational success. Their working conditions can influence employee satisfaction and performance (Lin, 2007).

Extend of performance of the Non-Teaching Employees.

Output. When there is enough balance, employees have enough control, authority, and permissions to make most operational decisions; productivity is maximized. Barry P. Haynes (2012) states that technology, tools, and equipment can limit or boost production. Highly skilled, motivated, and engaged individuals can only be productive with sufficient tools and equipment to complete their job. Failure to supply technology, upgrades, or adequate training in an era where technology dominates practically every activity can severely decrease production. Employee productivity is determined by the amount of time an individual is physically present at work and the degree to which he is engaged in his work, or she is "mentally present" or able to operate effectively while present at a job. Businesses must address both of these issues.

Job-Knowledge & Skills. According to a study by Khawaja and Nadem (2013), organizations that provide training and related career development to their workforce can reap both short- and long-term benefits. Employees become more enthusiastic and productive with updated knowledge, skills, and improved capabilities. The study concluded that human capital is the most critical asset for an organization to compete with global business trends. The importance of training opportunities for any company was underlined by Bernstein (2009). Employees can improve their proficiency and qualification at a task at their current positions with the help of

training, which offers on-the-job experience and knowledge. Lack of training forces managers and staff to work more and harder to complete tasks, leading to increased errors and job unhappiness.

Work Management. Participating in formal arrangements that include flexi-time gives employees the feeling that they have the freedom to fit job-related duties into their broader life, which leads to less stress and burnout. A survey of over 19,000 employees at nine different organizations (in the pharmaceutical, technical, manufacturing, financial, and professional services sectors, as well as a non-profit organization) was conducted. Stress and burnout were found to be reduced among workers who had various forms of workplace flexibility agreements (Grzywacz, J.G et al., 2008).

Concern in the Organization. Employees are the most critical part of an organization; indeed, they are the most valuable asset. Their performance in an organization influences the organization's overall performance. As a result, performance is characterized as an action that increases an employee's ability (Yong et al., 2021). Employee performance is linked to their attitudes and actions at work, which are linked to the organization's objectives. Employees, or human capital, are essential because they can generate additional value for the company. Hence, an employee's role and function is to help accelerate productivity, maximize efficiency, and effectively use time because if employees do not work productively and efficiently, they are no longer the most important capital for the company but instead become an obstacle to competitiveness. A long-term employment bond is characterized by constructive social exchange approaches in the employee–firm relationship, in which both parties needs are met. The employer is concerned about the employees' commitment, involvement, and trustworthiness toward them in the trade partnership. In contrast, employees are concerned about whether their employer upholds their promises by caring for their well-being (Maan et al., 2020).

Employees' great desire (tendency) for the company's success is where the idea of organizational concern comes from (Mo & Shi, 2017). This may have its roots in a weak level of comprehensive reasoning that claims that the welfare of the employees follows from the welfare of the organization (Halbesleben et al., 2010). The employees' concern in this area and willingness to do their best to raise the organization's chances of success can be better explained by their belief that the success of their company can lead to an improvement in their welfare and comfort. The employees' interest in and commitment to the organization (psychological link), according to a more tenable theory, is what drives their organizational concern (Bourdage et al., 2012). They care about this and want to do their best to raise the organization's chances of success in improving welfare and comfort. The employees' interest in and commitment to the organization (psychological link), according to a more tenable theory, is what drives their organizational concern (Bourdage et al., 2012).

Individual Performance Commitment and Review. Employees can express and resolve their work-related problems through employee performance evaluation. For any organization, having highly productive employees is essential since they can help the company reach its full potential. Conversely, a company's success may suffer if its employees perform poorly. Maintaining highly effective and productive employee output helps businesses. From annual reviews to quarterly quotas, performance is measured. As a result, workers will put forth their best effort or risk receiving negative feedback. Employees might be motivated to continue their good job after being evaluated by offering further training. (Lyld, 2014)

Relationship between Profile and Level of Satisfaction of Non-teaching Employees

People's feelings about their jobs are referred to as job satisfaction. It refers to how satisfied or dissatisfied people are with their jobs. It can also indicate emotional well-being and reflect favorable care. Job satisfaction is divided into three parts. Job happiness is based on values. These are linked to a person's consciously and unconsciously expressed wants to acquire. People will be happy in their professions if they believe they fulfill their core principles. The second part of job happiness is ideal because it is critical to understand that various employees have different perspectives on work and that the same conditions might result in varying levels of job satisfaction. The third factor of job happiness is perception. Job satisfaction is usually based on something other than a thorough examination of the situation. Each person evaluates job satisfaction in light of his or her values,

and opinions are likely to differ (Noe et al., 2009). Employees are usually regarded as the company's most valuable assets, and a company's capacity to keep its stakeholders' loyalty, which includes customers and employees who manage the business, is critical to its success (Ilagan & Javier, 2014). According to Kalaw (2014), successful firms understand how to excel in today's competitive business by developing, shaping, and retaining skilled and productive people resources. The company requires highly motivated, devoted, and hardworking professionals that can provide services that go above their responsibilities to help the company realize its vision and objective by taking the initiative to make a difference.

Relationship between the Level of Job Satisfaction and Level of Performance

Job performance is used to make objective human resource decisions and to back up those judgments with documentation. Several factors influence employee performance, many of which supervisors are ignorant of. When dealing with poor job performance or recent unfavorable workplace behavior, it is a good rule of thumb always to be prepared to engage in counseling. These are all examples of changes in quality and amount of work, absenteeism, adherence to policy and norms, and changes in cooperativeness and relationships with others, especially supervisors. It is worth noting that the number of studies examining the link between job satisfaction and performance is substantially fewer than those examining the link between job satisfaction and performance. According to Wills (2013), in industrial and organizational psychology, the part of psychology that deals with the workplace, job performance is a widely used but poorly defined notion. It most frequently refers to someone who does a good job. Job performance as a variable at the individual level. That example, performance is something that a single person does. It is distinguished from broader constructs such as organizational or national performance, which are higher-level variables.

3. Research design

The descriptive research design was used in the study to achieve the desired output. Descriptive research obtains facts about existing conditions or detects significant relationships between current phenomena. It may reveal development conditions and trends that convince citizens to keep pace with others or prepare for probable future events. This method investigates all the facts concerning the nature and status of anything: a group of persons, several objects, a set of conditions, or any phenomena one may wish to study (Estolas et al., 1995). In this study, it describes the profile of the respondents, the level of job satisfaction, and the level of performance of the non-teaching employees. In addition, the correlation was also utilized. Correlational research is a non-experimental method in which a researcher measures two variables and understands and assesses the statistical relationship between them without any extraneous variable influence (Jopling, 2019). The present investigation correlates the profile of the non-teaching employees and the level of job satisfaction, and the level of job satisfaction to their level of performance.

Population and Locale of the Study - Table 1 shows the distribution of respondents by Campus.

Table 1
Distribution of respondents by campus

Campuses	Population (N)
Cervantes	15
Tagudin	17
Candon	14
Santiago	11
Santa Maria	78
Narvacan	13
Total	148

The study's respondents included the non-teaching employees of Ilocos Sur Polytechnic State College during the Academic Year 2021-2022. A total enumeration of 148 respondents was included in the study.

Research Instrument - The instrument used in the study was adopted from the study of Quelnan (2018).

The first part aimed to gather data regarding the profile of respondents. The second part asked questions regarding job satisfaction, and the third part asked questions regarding the Performance Level of respondents, respectively.

Data Gathering Procedure - This study used three sets of questionnaires to gather the data needed. The first set of questionnaires was distributed to all non-teaching employees of ISPSC. The second part of the questionnaire is about job satisfaction, and the third is about the non-teaching employees' performance levels. The questionnaire was collected for tabulation and analysis.

Statistical Treatment of Data - The following statistical tools were used in the analysis of data.

Frequency (f) and Percentage (%) was used to describe the profile of the respondents in terms of age, sex, civil status, monthly income, educational attainment, position, length of service, and number of training.

Mean (M) was used to determine the level of perception of the respondents as to the job satisfaction and performance level of non-teaching employees of ISPSC.

Bivariate Analysis (r) was used to determine the extent of relationship between the profile and degree of job satisfaction; and degree of job satisfaction and extent of performance of the respondents.

Data Categorization - The following norms were used in the interpretation of data:

A. Level of Job Satisfaction

Scale	Statistical Limit	Item Descriptive Rating	Overall Descriptive Rating
5	4. 21- 5. 00	Extremely Satisfied (ES)	Very High
4	3. 41- 4. 20	Very Satisfied (VS)	High
3	2. 61- 3. 40	Moderately Satisfied (MS)	Moderate
2	1.81- 2.60	Slightly Satisfied (SS)	Low
1	1.00-1.80	Not Satisfied (NS)	Very Low

B. Level of Performance

Scale	Statistical Limit	Descriptive Equivalent
5	4. 21- 5. 00	Outstanding
4	3. 41- 4. 20	Very Satisfactory
3	2. 61- 3. 40	Satisfactory
2	1.81- 2.60	Unsatisfactory
1	1.00-1.80	Poor

4. Results and discussions

Table 2 presents the profile of the respondents in terms of age, sex, civil status, salary grade, highest educational attainment, designation, length of service, and number of trainings attended.

Table 2
Profile of Non-Teaching Employees

Profile	f	%
Age		
20 – 30	24	16.22
31 – 40	50	33.78
41 – 50	45	30.41
50 and above	29	19.59
Total	148	100
Sex		
Male	91	61.49
Female	57	38.51
Total	148	100

Civil Status		
Single	35	23.65
Married	111	75.00
Widow	2	1.35
Total	148	100
Salary Grade		
1 – 5	80	54.05
6 – 10	30	20.27
11 – 15	24	16.22
16 – 20	12	8.11
21 and above	2	1.35
Total	148	100
Highest Educational Attainment		
College Level	38	25.68
College Graduate	55	37.16
With Units in Master's Degree	38	25.68
Master's Degree Holder	14	9.46
Doctorate Degree Holder	3	2.02
Total	148	100
Designation		
Without Designation	86	52
With Designation	62	48
Total	148	100
Length of Service		
0 – 1	22	7.43
2 – 3	30	13.51
4 – 5	19	12.84
>5	98	66.22
Total	148	100
Number of Training Attendance		
Provincial		
0 – 3	77	52.03
4 – 6	50	33.78
7 – 9	5	3.38
10 and above	16	10.81
Total	148	100
Regional		
0 – 3	99	66.89
4 – 6	36	24.32
7 – 9	3	2.03
10 and above	10	6.76
Total	148	100
National		
0 – 3	130	87.84
4 – 6	12	8.11
7 – 9	1	0.67
10 and above	5	3.38
Total	148	100

Age. The age of the college's non-teaching employees is dominated by the percentage of 64.19 or 95, whose age ranges from 31 – 50 years old. This finding means that a marked percentage of the non-teaching employees are in their prime years in the government service. Usually, they are the most dedicated employees when it comes to their job. In contrast, the remaining employees cover 35.81% or 53 employees aged 20 – 30 and 50 and above. This data means that only a few employees are new to government service. In addition, a substantial percentage of the employees are at a retirable age (>50). Results show that a significant percentage of the employees were at the peak of their professions. These are the ages when employees feel secure and tenured in their work. Hence, these feelings are transformed in their work, making them more productive college employees. According to Khilai (2006), who reviewed a variety of studies on the topic, "All studies show positive shifts occurring in the middle years, particularly between ages 40 and 50," along with the fact that employees frequently experience increased responsibilities and have just as much, if not more, to do. The notion that there is a correlation between job satisfaction and age has been one of the more recurrent discoveries.

Sex. The non-teaching force of the college is dominated by male (61.49% or 91) employees compared with female employees (38.51 or 57) with a difference of 22.98%. Most female employees reside in the college's offices doing clerical work and office stuff. These offices include accounting, administration, supply, budget, and even in the Income Generating Program office. The efficiency of the female gender in terms of office work is most suitable for them, as this has been the practice even before. On the other hand, most of the male employees are the ones who are employed outside offices, in the field, doing rigorous work, including maintenance of the building and ground cleanliness, farming, plumbing, guarding, and fishing. The physical of the male gender in performing such tasks is most suitable because of the vitality and strength present in them while such demands carrying out the tasks. Results show that equality in tasks performed and hired employees are distributed. Thus, it was evident that there was no discrimination of some sort in terms of hiring employees for the college because, regardless of sex, it was proven that they were suitable for the work that they were performing for the institution. According to Jack & Joseph (2019), it also contributes to the perception that women are more effective than men at all hierarchy levels and across practically all functional areas of the organization.

Civil Status. Married employees dominate the college's non-teaching employees comprising 75% or 111. Conversely, there are 35 single (23.65%) and two widows (1.35%) employees. The dominance of married employees in the college can be construed toward productivity. Employees with responsibilities like feeding their family members or sending their children to school tend to be more responsible, industrious, and productive because they value their job. It would be safe to assume that their current job is their only bread and butter and that they do not want to lose it, for it sustains their family's survival. However, this does not necessitate that such value is not reflected in single or widow employees. Being single reflects industry to the mentioned status because it is their bread and butter. Hence, valuing work is of utmost importance. The findings imply that regardless of marital status, employees value their work because it sustains the survivability of their families. This valuing of one's job is manifested more intensely, especially during the height of the pandemic. In research, married workers are more content with their occupations than their single peers, which positively impacts their ability to execute their duties (Azim et al., 2013). This may be because marriage brings about extra obligations, raising the value and significance of stable work.

Salary Grade. Most of the non-teaching employees (74.03% or 120) receive a range of 1 – 10 salary grades, while only (9.46% 14) receive a salary grade ranging from 16 – 21 and above. This means that the majority of the non-teaching employees are compensated appropriately. This also entitles them to other benefits like life and health insurance and sick and vacation leave, to name a few. There were only a few non-teaching employees who have reached a salary grade of 21 and above (1.35% or 2) because only a few items (positions) have reached such rank. Additionally, such positions have to be requested from the different offices before they will be granted and occupied by qualified college employees. Job happiness is fueled by a competitive wage plan, which encourages contented workers to be enthusiastic about their work (Onyekwelu et al., 2020; Agba et al., 2021; Omang et al., 2018; Bassey et al., 2012). When workers receive fair compensation, it is clear that you regard them both as people and as employees.

Highest Educational Attainment. Most of the non-teaching employees have earned their college degree or have reached college level (91 or 62.84%), while there were employees who have earned their master's degree or have earned units in their graduate studies (52 or 35.14%) and doctorate holders (3 or 2.02%). Educational qualification for employees who want a permanent government agency position must reach at least college level or have earned their degrees. Gone are the days when high school graduates could be a part of a government organization. Additionally, employees who seek the same should earn their eligibility from the Civil Service Commission. As discussed in the previous table, there were only a few whose salary ranges from 21 and above. The three doctorate degree holders are the ones that were mentioned. The higher the educational attainment, the higher the salary grade; this scenario is actual in the college.

In contrast, the majority of college graduates and college employees receive a salary grade of 1 – 10, as was mentioned in the table as well. Hence, in college, advancement in terms of educational qualification is

imperative. Professional development is imperative if an employee wants to be promoted or given an administrative position that equates to a higher salary. An employee must continually learn. Pellegrino et al. (2013) concluded that educational attainment outperforms measures of cognitive abilities, personality characteristics, and intrapersonal and interpersonal competencies as indicators of success in the job market. Compared to employees who attended school for fewer years, those with higher levels of education are better able to perform a given task, learn more from complex task training, and allocate resources to their jobs more effectively.

Designation. Non-Teaching Employees of the College had a Designation. Those designations are from the systemwide, from the SUC President III of the college. Most of the Non-teaching employees of the college have no Designation (52 or 86%), while there are also non-teaching employees with a designation (48 or 62%). Those designations are the Campus Coordinators for Physical Plant and Facilities Maintenance and Focal Persons, PPMP Focal Persons, Designated Property Custodians, and ISO Focal Persons of the college. Hence, the non-teaching employees of the college are essential; it is crucial for outlining the organizational structure and its place within it. It is better to comprehend a company's hierarchy and establish long-term career goals by á Ê Û Ä ão Seth (2015), A few decades ago, a person's designations started to matter significantly in their social and professional lives. Employees frequently identify with their job titles, and the public often forms impressions of people's maturity, contentment, and substance based on their business cards, the designations embossed thereon, and their roles.

Length of Service. The majority of the non-teaching employees of the college (117 or 79.06%) are tenured employees who have been serving the college for four (4) years and above, while the remaining non-teaching employees served for 0 – 3 years (52 or 20.94). The more significant number of tenured employees gives them a sense of job security. This feeling would conform to a feeling of being able to provide for the needs of their family. It would also be safe to assume that the security of tenure is equated with better performance in their job because they can master their routine work. While fifty – two (52) employees are still new to their positions, considering the number of years that they have been there. These employees are the ones who are still adjusting to their work, especially those whose work does not commensurate with the kind of course that they have earned. Adjustment is what they need. According to Sarker et al. (2003), Years or length of service is an essential factor in job satisfaction since satisfied workers stay at work and unsatisfied workers leave.

Number of Trainings. The Number of Training Attended is divided into three parts: Provincial, Regional, and National. On the provincial training, first for the 0-3 training with a frequency of 77 or 52. 03%. Second, for the 4-6 training with a frequency of 50 or 33.78%. Third, for the 7-9 training with a frequency of 5 or 3.38%. Lastly, ten and above training with a 16 or 10.81% frequency. For the Regional training, 0-3 has the highest frequency with a 99 or 66.89% frequency. Next in the highest is the 4-6 with a frequency of 36 or 24.32%. While on the 7-9 number of training with a frequency of 3 or 2.03%. Lastly, the ten and above training has a frequency of 10 or 6.76%. While on the National Trainings, the 0-3 number of training has 130 respondents or an 87.84%. Second, is the 4-6 numbers of training. Twelve respondents attend, or 8.11%. While on the 7-9 number of training, it has 1 or 0.67%. Lastly, on the ten and above number of training, it has 5 or 3.38%. Hence, employers can specify the information and skills they want their staff to possess by offering training and development opportunities to workers. Employees can learn new skills or receive updates on honed ones through training and development programs, which can increase productivity. According to Manning (2015), various training techniques can be employed to improve employees' job performance, leading to improved performance across the organization. Training practices can therefore be a significant factor in a company's success, justifying its assessment through research.

Table 3 shows the degree of satisfaction of the non-teaching employees of the ISPSC in terms of jobs. It can be seen from the table that it garnered an overall rating of 4.45 with a description of extremely satisfied, which means that the non-teaching employees of the college are contented and happy with their job.

Table 3*Degree of Satisfaction of the Non-Teaching Employees of ISPSC regarding the job.*

Items	Mean	DR
1. I am satisfied with my work; it varies and is not routine.	4.67	ES
2. I am satisfied with my work as it is challenging and motivating.	4.44	ES
3. I am satisfied with my work as it allows me to work independently.	4.49	ES
4. I am satisfied with my work as it requires creativity.	4.36	ES
5. I am satisfied with the work assignment set as it relates to my specialized training.	4.29	ES
Over All Rating	4.45	VH

Legend: 4.20 – 5.00 Extremely Satisfied (ES)

Specifically, the highest mean ratings were registered along the statements: "I am satisfied with my work, and it varies and is not routine" (4.67) and "I am satisfied with my work as it allows me to work independently" (4.49) both with a description of extremely satisfied. This means these non-teaching employees see their job as satisfying both personal growth and independent working. They do not see their job as something routine but as something that could bring them challenges.

On the other hand, the statements: "I am satisfied with my work as it requires me to be creative" (4.36) and "I am satisfied with the set of work assignment as it is related to my specialized training" (4.29) still with a description of extremely satisfied registered the lowest mean ratings. Some works require creativity, as it may seem not applicable, while some see their work as something that is somehow related to the kind of degree that they have earned. Hence, job satisfaction, as manifested in the table, shows a non-teaching college employees to be satisfied. This satisfaction is reflected in their job performance, as working efficiently to beat deadlines, work effectively to do the job without prior hesitations, and working harmoniously with their colleagues in their respective offices. According to Lanka (2015), the job description is best conceived as a blueprint for a role. It explains the employee's essential tasks and responsibilities and the primary goal of the work they are expected to do. It also establishes organizational accountability, which aids in preventing mismatches of job descriptions.

The Degree of Satisfaction of the Non-Teaching Employees of ISPSC in terms of supervision is seen in Table 4. It garnered an overall rating of 4.28 with a description of extremely satisfied. This means that the college's non-teaching employees are pleased with how their immediate superiors monitor them in their respective work. Additionally, a description of extremely satisfied was registered along with: "I am satisfied with the opportunity that my supervisor gives me to express my opinion and participate in giving any suggestions for work improvement: (M=4.33) and "I am satisfied with respect, support and equal treatment of my supervisor" (M=4.31). This means that a supervisor exercises a kind of leadership that allows his/her subordinates to express their feedback/opinions regarding their respective work. Also, these employees felt the respect and equality accorded to them by their immediate supervisor, which is apparently a good thing.

Table 4*Degree of Satisfaction of the Non-Teaching Employees of ISPSC in Terms of Supervision*

Items	Mean	DR
1. I am satisfied with my supervisor's attention to all staff complaints, grievances, issues and concerns.	4.27	ES
2. I am satisfied with the opportunity that my supervisor gives me to express my opinion and participate in giving any suggestions for work improvement	4.33	ES
3. I am satisfied with my supervisor's respect, support, and equal treatment.	4.31	ES
4. I am satisfied with the ability of my supervisor to solve problems between subordinates.	4.26	ES
5. I am satisfied with the willingness of my supervisor to be responsible for his subordinate's performance.	4.24	ES
Over All Rating	4.28	ES

Legend: 4.20 – 5.00 Extremely Satisfied (ES)

On the other hand, the lowest mean ratings were registered along the statements: "I am satisfied with the ability of my supervisor to solve problems between subordinates: (M=4.26) and "I am satisfied with the willingness of my supervisor to be responsible for his subordinate's performance" (M=4.24), both as a description of extremely satisfied, as well. The statement deals with the supervisor's responsibility towards

his/her subordinates. The ability to manage people in specific tasks of resolving conflicts between and among co-workers while being responsible towards their performance. The rating expressed satisfaction. However, it would be safe to say that such qualities of the supervisor are not manifested in the office. Hence, management is the art of handling people, and supervision is on the tasks underneath it. Supervisors are adopting different supervision strategies that will suit the needs of the organization and his/her colleagues, as well. Both are crucial in the management process. According to Morrison (2005), supervision is an unconscious process in which the dynamics of one scenario (such as the worker-service-user interaction) are recreated in another relationship (such as that between the worker and supervisor. This method can be used in both ways, whatever is most suitable for the superior and subordinate.

The degree of satisfaction of the non-teaching employee of ISPSC in terms of interpersonal relationships is manifested in Table 5. An overall rating of 4.27 with a description of extremely satisfied was registered. This means that a healthy relationship between superior and subordinate is manifested in every office of the college, in which such a relationship contributes to harmonious work every day.

Table 5

Degree of Satisfaction of the Non-Teaching Employees of ISPSC in Terms of Interpersonal Relationship

Items	Mean	DR
1. I am satisfied with the relationship between and among colleagues.	4.29	ES
2. I am satisfied with the attitude of my colleagues, being receptive to ideas and suggestions.	4.21	ES
3. I am satisfied with the teamwork and unity in the workplace.	4.28	ES
4. I am satisfied with my colleagues' pleasant and friendly atmosphere.	4.29	ES
5. I am satisfied with the ability of the employees to follow.	4.26	ES
Over All Rating	4.27	VH

Legend: 4.20 – 5.00 Extremely Satisfied (ES)

Looking closer at the table, it can be seen that the statements: "I am satisfied with the relationship between and among colleagues," and "I am satisfied with the pleasant and friendly atmosphere that my colleagues provide: (4.29), and "I am satisfied with the teamwork and unity in the workplace" (4.28), all of which has a description of extremely satisfied. This means that the college office employees work in an atmosphere of peace and order. They feel that teamwork and unity are present among each of them. This feeling of pleasantry among them is what motivates them to go to work every day; and with this, it gets the work done and then again goes to work for the next day.

In contrast, the statements: "I am satisfied with the ability of the employees to follow" (M=4.26) and "I am satisfied with the attitude of my colleagues being receptive to ideas and suggestions" (M=4.21), all of which are translated to a description of extremely satisfied, respectively, registered the lowest mean ratings. Employees vary in almost every aspect of their behavior. Such variations manifest in their abilities and attitude towards work, sometimes in being receptive to ideas and suggestions. As this was rated extremely satisfied, it is safe to assume that such is not a big issue for the college employees. Such discrepancies in behavior are devoured by their excellent relationship as colleagues in their respective offices. These small fractions of one's attitude and behavior are just minute details of the big picture because it would still be the harmonious relationship that will still stand out.

As such, interpersonal relationship is an essential ingredient of an organization. The attitude of employees, in an office or the organization, in general, has a ruffling effect, not only on the employee but also on the office and the whole organization. Unity and teamwork, camaraderie, and sound and harmonious relationship between and among employees of the office and organization is an essential factor that leads to productivity and personal and organizational growth. Juneja (2017) affirms that the type of working environment in which tasks are allocated and done by individuals is determined by the relationship between persons at work. Individuals can experience fulfillment through interpersonal interactions.

Table 6*Degree of Satisfaction of the Non-Teaching Employees of ISPSC in Terms of Professional Development*

Items	Mean	DR
1. I am satisfied with the resources and chance to attend the training and seminars that the organization provides.	3.86	VS
2. I am satisfied with the promotional opportunities as they are adequate and not limited.	3.76	VS
3. I am satisfied with the chance to enter as a non-teaching college employee.	3.95	VS
4. I am satisfied with the opportunity to pursue another course and higher education.	4.11	VS
5. I am satisfied with the organization as it puts the right person in the correct position.	4.00	VS
Over All Rating	3.94	VS

Legend: 3.40 – 4.19 Very Satisfied (VS)

The degree of satisfaction of the non-teaching employees of ISPSC in terms of professional development is shown in Table 6. An overall rating of 3.94 with a description of very satisfied. This means employees are allowed to pursue professional development per their office designations. Furthermore, enrolling in graduate or postgraduate programs is the only way office employees can advance themselves from being promoted to a higher position in the college. In particular, a very satisfactory rating was registered along the statements: "I am satisfied with the opportunity to pursue another course and a higher degree of education" (M=4.11) and "I am satisfied with the organization as it puts the right person in the right position" (M=4.00). This means that employees in the college are encouraged to pursue their graduate and postgraduate studies. This was evidenced by the profile table along highest educational attainment that two of the employees have reached the highest educational attainment, a doctorate, while there were also employees who have earned their master's degree, in which such positions are administrative. This is a concrete manifestation of the administration not employ people in the proper position in the organization but also helps them to grow professionally by allowing them to enroll in their graduate programs.

Contrastingly, a very satisfied rating was registered along the statements: "I am satisfied with the resources and chance to attend the training and seminars that the organization provides" (M=3.95) and "I am satisfied with the promotional opportunities as they are not limited and are fairly adequate" (M=3.76). The first statement contrasts with the profile table, particularly the training and seminars attended, which manifest that the non-teaching employees of the college are sent on regional, national, and even international training and seminar workshops. Hence, it would be safe to say that the pandemic has limited the mobility of office employees to attend such events and that for the past couple of years, this was not undertaken because only webinars are the ones which were done. Moreover, these webinars were undertaken in the comfort of their own homes. Furthermore, promotional opportunities observed in the college were perceived as fair, mainly because of the creation of the promotion committee. This body, created by the college, functions as the screening committee on who will be hired and who will be promoted. A careful and thorough selection is undertaken, and a series of evaluations and deliberation are also executed to ascertain that a particular employee deserves to be hired or promoted.

As such, professional development in the college is evident not only among the teaching force but also among the non-teaching employees. It would be safe to say that the administration's view that everybody in the college should be given equal opportunities to grow professionally, mainly so that the intellectual needs are changing, and this can only be achieved by enrolling in a graduate program or professional development courses and by attending seminars, workshops, and conferences, as well. Somasundaram (2017) asserts that employees' abilities later as a result of the efficacy of training programs, which increases employee performance and improves their knowledge, skills, and attitude in preparation for future jobs. The desired results attained by the organization determine the training program's success.

Table 7 shows the degree of satisfaction of the non-teaching employees of ISPSC in terms of salary benefits. It registers an overall rating of 3.89 with a description of very satisfied. This means that non-teaching employees are given the benefits that are due to them.

Table 7*Degree of Satisfaction of the Non-Teaching Employees of ISPSC in Terms of Salary Benefits*

Items	Mean	DR
1. I am satisfied with my salary as it is adequate for my living expenses.	3.93	VS
2. I am satisfied with my salary at ISPSC as a non-teaching employee as it is competitive with similar jobs I might find elsewhere.	3.95	VS
3. I am satisfied with the prompt pay for implementation of overtime pay for services rendered after official time.	3.62	VS
4. I am satisfied with the provision of standard traveling expenses and per diems for seminars and training programs.	3.99	VS
5. I am satisfied with all the necessary fringe benefits being provided (e.g., paid vacation, health insurance, travel tickets, accommodation, and allowances)	3.95	VS
Over All Rating	3.89	VS

Legend: 3.40 – 4.19 Very Satisfied (VS)

Furthermore, these benefits are consumed by them in times of emergencies, such as loans from insurance agencies and health benefits, as well. Meticulously looking at the results from the table, it can gleam that the statements: "I am satisfied with the provision of standard traveling expenses and per diems for seminars and training programs" (3.99) and "I am satisfied with all the necessary fringe benefits being provided (e.g., paid vacation, health insurance, travel tickets, accommodation, and allowances)" (3.95) with a description of very satisfied registered the highest mean ratings. Such items were evident in the reimbursements that are being received by employees every time they travel or are sent to seminars. However, of course, such reimbursements were duly supported by proper receipts and documents needed for liquidation. Also, they receive fringe benefits, such as health insurance that they can use during hospitalizations, and cash advances in an insurance agency. Furthermore, the administration also offers monetization of unused leaves to employees, which the researcher affirms to be an excellent step taken by the administration, and a big help to employees, both the teaching and non-teaching.

On the other hand, the statements: "I am satisfied with my salary as it is adequate for my living expenses" (M=3.93) and "I am satisfied with the prompt pays for implementation of overtime pay for services rendered after official time" (M=3.62), both registers a description of very satisfied. It is still considered a positive thing, despite its low means, because respondents perceived their salary to be adequate that could provide the needs of their families with the pay rendered for overtime services. Additionally, there are delays in the computation and payment of overtime pay because of the proper documents to be presented. However, most of the employees were willing to render overtime hours of service of the exigency of services and their commitment to their work whenever it calls for it.

For this reason, employees were satisfied with their salary benefits because of the fringe benefits that an employee is receiving. The security of tenure in government service is equated with the adequacy of financial resources that could meet the family's needs. Furthermore, aside from these benefits, the college is also taking means to help its employees by allowing them to monetize their unused leave benefits, which could help with financial burdens. Interestingly, the administration is also very willing to help its employees financially by every means possible. According to Martocchio (2016), employee benefits are part of a compensation strategy and a reward system. These things lure employees to stay in a job for a long time. Better benefits, even, are some of the reasons why an employee transfers from one job to another, despite the tenure in service. This ensures that such benefits will pay for the family's needs in future times.

The degree of satisfaction of the non-teaching employees of ISPSC regarding working conditions and equipment are seen in Table 8. An overall rating 3.86 with a "very satisfied" description was registered. This means that employees are provided with a good working environment and are using the kind of equipment that eases their everyday work. Specifically, the statements: "I am satisfied with the organization as it takes proper precautions to ensure a safe and healthy workplace" (M=4.10) and "I am satisfied with the rules and regulations as they are flexible and sensible in the working systems" (M=4.03) with a description of very satisfied, registered the highest mean ratings. The assurance of a safe workplace is proper as there were no mishaps that happened

with the researcher's stay in the college and all other campuses. This was even more evident during the pandemic when signs were posted almost in every corner of the offices, to remind everybody, employees and clients, of the signs that should be observed. Furthermore, in the researcher's case, based on her observation, every office in the college is conducive to learning because it is well-ventilated, regardless of campus. The second statement, on the other hand, covers the manual for employees about rules and regulations. The implementation of it is manifested strictly by the college.

Table 8

Degree of Satisfaction of the Non-Teaching Employees of ISPSC in Terms of Working Conditions and Equipment

Items	Mean	DR
1. I am satisfied with the necessary equipment and resources provided for work (e.g., Internet connection, computer, printer, scanner)	3.45	VS
2. I am satisfied with the health and wellness/fitness program provided.	3.86	VS
3. I am satisfied with the rules and regulations as they are flexible and sensible in the working systems.	4.03	VS
4. I am satisfied with the organization as it takes proper precautions to ensure a safe and healthy workplace.	4.10	VS
5. I am satisfied with the working environment (e.g., lighting and temperature) as it is comfortable.	3.89	VS
Over All Rating	3.86	VS

Legend: 3.40 – 4.19 Very Satisfied (VS)

In contrast, the statements: "I am satisfied with the health and wellness/fitness program provided" (3.86) and "I am satisfied with the necessary equipment and resources provided for work (e.g., Internet connection, computer, printer, scanner)" (3.45) with a description of very satisfied were registered to be the lowest means. The college provides a wellness program due to the presence of a medical officer (licensed physician) and a dental office (licensed dentist) who monitors the employees' health. One of their monitoring systems requires every employee to undergo an annual executive examination which medical laboratories. Moreover, free medical consultation is provided by the office. However, as with dental services, personal consultation was only undertaken recently due to the pandemic. Internet is one of the problems in most offices, not the equipment. Every office has the proper equipment to help them ease their work, especially the computer and printer. However, the supply for the office is the fundamental predicament rather than the equipment. Some of these supplies include ink refills and bond papers, to name a few. Although they were provided, sometimes, it is late.

As such, working conditions in the offices of the ISPSC are conducive due to well-ventilated offices, as ventilation is of prime importance because it makes one comfortable. While office equipment is enough for every employee in an office, as manifested by the quality of the paper works that are prepared, printed, and submitted. This equipment is even maintained by employees in the college that fixes them if they are broken or not working to maintain the flow of work in an office. According to Abdali (2012), the working environment is a crucial factor that impacts an employee's decision to stay or leave an organization. As demand in the workplace increases, computers and other sophisticated equipment are of prime importance. This equipment not only eases employees' work but also maintains the accuracy of data and the integrity of the output being produced.

The summary of the degree of satisfaction of the non-teaching employee of ISPSC is shown in Table 9. It registers a rating of 4.12, translating to a "very satisfied" description. This means that the non-teaching employees of ISPSC are satisfied in terms of their tasks that concern their job, their relationship with their superiors and so with their co-workers, their professional development, fringe benefits, and so with their working conditions and equipment that they were using in their respective jobs and offices. The very satisfied description indicates that satisfaction equates to good performance and productivity.

The indicators with a description of extremely satisfied were: job ($M=4.25$), supervision ($M=4.28$), and interpersonal relationship ($M=4.27$), respectively. The three indicators mentioned all evolve around the physical condition of the employee. The job that he/she performs in the office usually occurs every working day, and so with his/her relationship with his/her immediate superior and so with his/her colleagues in the office. Each

employee's physical activities are considered to be of great importance. It is from these things that employee is compensated. Also, from these things, he/she can work with superiors or colleagues harmoniously.

Table 9

Summary of Degree of Satisfaction of the Non-Teaching Employees of ISPSC

Indicators	Mean	DR
1. Job	4.45	ES
2. Supervision	4.28	ES
3. Interpersonal Relationship	4.27	ES
4. Professional Development	3.94	VS
5. Salary Benefits	3.89	VS
6. Working conditions and equipment	3.86	VS
Over All Rating	4.12	VS

Legend: 4.20 – 5.00 Extremely Satisfied (ES) 3.40 – 4.19 Very Satisfied (VS)

On the other hand, a very satisfied description is registered along the following items: professional development (M=3.94), salary benefits (M=3.89), and working conditions and equipment (M=3.86), respectively. These three low indicators are secondary to the job. Salary benefits are given monthly in return for a service being rendered, alongside the different fringe benefits that it entails. While working conditions and equipment also is very evident in the workplace, this is a priority of the administration because they can provide the necessary equipment to carry out the functions of each employee in the office. While professional development is optional, meaning this depends on the employee whether he/she wants to pursue higher education or not, the administration encourages its employee to do so.

All in all, almost all of the non-teaching employees of the college are very satisfied with their current positions. Moreover, this feeling of satisfaction can be construed as a feeling of security which will lead to better performance on the job and in carrying out tasks which will also lead to organizational productivity. This is the ruffling effect of satisfaction – from the minute detail to a larger scale, it has an effect. This is why there are many tenured non-teaching employees in the college because of this feeling. This observation is in the college and other government agencies like the local government unit. The extent of performance of the non-teaching employee of ISPSC in terms of output is shown in Table 10, where it registers an overall rating of 4.43, which is translated to an outstanding descriptive rating. This means that employees are doing their assigned work/tasks efficiently and effectively with the observation of commitment and dedication.

Table 10

The Extent of Performance of the Non-Teaching Employees of ISPSC in Terms of Output

Items	Mean	DR
1. Work has accuracy, thoroughness, and reliability.	4.36	O
2. Willingness to do all work assigned.	4.56	O
3. Acceptability of output based on standards.	4.38	O
4. The volume of work produced is acceptable compared to the expected results.	4.34	O
5. Works efficiently and effectively.	4.49	O
Over All Rating	4.43	O

Legend: 4.20 – 5.00 Outstanding (O)

Specifically, the highest mean ratings were registered along the statements: "Willingness to do all work assigned (M=4.56) and "Works efficiently and effectively (M=4.49), all with a description of outstanding, respectively. These statements conform to the sworn statement of each government employee during the Civil Service Month every September of the fiscal year, taking an oath and swearing to be committed to our task in serving the government. Moreover, this sworn statement is manifested in the items mentioned above. However, the lowest mean ratings registered along the statements: "Work has accuracy, thoroughness and reliability" (M=4.36) and "The volume of work produced is acceptable compared to expected results" (M=4.34), with a description of outstanding, respectively. These conform to the output the employee produces, like reports being submitted to agencies that need them. Work that is accurate, reliable, and acceptable, above the expected result. As shown, this might be considered to be low in terms of its mean, but it can be considered a positive result considering its descriptive rating. Hence, it would be safe to assume that this might be the lowest simply because

commitment and dedication are the two most important things considered in government service. Employee productivity is determined by the amount of time an individual is physically present at work as well as the degree to which he is engaged in his work or she is "mentally present" or able to operate effectively while present at a job. Businesses must address both of these issues. (Haynes, 2012).

The extent of performance of the non-teaching employees of ISPSC, along with job knowledge and skills, is reflected in Table 11. It garnered an overall rating of 4.39 which is translated as outstanding. This means that the non-teaching employees are knowledgeable about the job they are assigned and so with the skills necessary in the execution and carrying out of the job. Furthermore, this is very important in one's job because an employee can function well with the knowledge and skills. Hence, such criteria were met. Consequently, all of the items were rated outstanding; however, the statements: "Willing to make continuous improvement on the job" (M=4.51) and "Willing to learn new techniques and tasks and apply to the job" (M=4.49) registered the highest mean ratings. The items about the initiative of the employees to learn new things and acquire new knowledge when it comes to their line of work. These employees keep adapting to new trends like upgrading their computer skills, compliance with the standard procedures like the International Standard Organization, compliance with the standards of accrediting agencies like

Table 11

The Extent of Performance of the Non-Teaching Employees of ISPSC in Terms of Job – Knowledge and Skills

Items	Mean	DR
1. Prepare and consolidates reports on the assigned action.	4.39	O
2. Keeps files and records for future reference.	4.42	O
3. Ensure all information/messages from higher offices or other stations are properly received and relayed to concerned sections.	4.41	O
4. Transmits and receives information/messages obtained from the field or any sources through radio, telephone, and online computer.	4.31	O
5. Possesses necessary job skills and knowledge (computer literate)	4.28	O
6. Willing to make continuous improvements on the job.	4.51	O
7. Willing to learn new techniques and tasks and applies to the job.	4.49	O
8. Able to respond effectively to the changing needs of the organization.	4.41	O
9. Creativity and resourcefulness.	4.41	O
10. Good oral and written communication skills.	4.28	O
Over All Rating	4.39	O

Legend: 4.20 – 5.00 Outstanding (O)

AACCUP, and other things needed in the work that should have been taught in school. Hence, this initiative attitude in each non-teaching employee is manifested on the table. On the other hand, the statements: "Transmits and receives information/messages obtained from the field or any sources through radio, telephone, and online computer" (M=4.31) and "Good oral and written communication skills" (M=4.28) registered the lowest mean ratings. It would be safe to say that transmitting information and messages is not a problem among non-teaching employees because most of them, as seen in the table profile, were in their prime years of working; hence the problem is the fluctuating internet connection that hinders them from doing so. The college provides a free internet connection on each campus; however, its non-connectivity is a problem. Sometimes, each of these employees was forced to use their personal cell phone data to go online and even receive emails (electronic mail). Also, not everybody in the college's offices was given a gift to write good communication skills or to have it orally. The grammar seems correct, but a persuasive communication letter lacks these employees. This is the reason why such items were rated low.

All in all, job knowledge and skills are of optimal importance in the execution of one's job. It is these two factors that determine the productivity of an employee because these are the things that are needed in carrying out a task. The knowledge acquired during their college days, together with their skills, needs to be used. Additionally, a new set of knowledge and skills are being acquired while they are performing their respective jobs. Moreover, this is where adaptability to work and initiative comes in, and such attitude is also manifested among the employees, which can also be considered a mandated attitude. According to a study by Khawaja and Nadeem (2013), organizations that provide training and related career development to their workforce can reap

both short- and long-term benefits. Employees become more enthusiastic and productive with updated knowledge, skills, and improved capabilities. The study concluded that human capital is the most critical asset for an organization to compete with global business trends.

Table 12 shows the extent of performance of the non-teaching employees of ISPSC in terms of work management. It registered an overall rating of 4.37 with a description of outstanding. This means that the non-teaching employees of the college can manage the events concerning their respective work. They can maximize the time needed to finish their tasks to beat the deadline and submit reports ahead of time. An outstanding description was registered along the statements: "sense of priority" (M=4.43) and "able to meet and stay on schedule" (M=4.41). This usually happens when an employee can maximize their time in accomplishing work. They can stay on schedule and submit mandated reports ahead of schedule. Also, they know how to prioritize work – which is supposed to be finished first and which is to be the last. This will avoid them from cramming work to be submitted. This equates to productivity which is a good sign among the non-teaching employees of the college.

Table 12

The Extent of Performance of the Non-Teaching Employees of ISPSC in Terms of Work Management

Items	Mean	DR
1. Compliance with Policies and Standard Operating Procedures	4.33	O
2. Reports at work on time	4.36	O
3. Able to meet and stay on schedule	4.41	O
4. Sense of priority	4.43	O
5. Client satisfaction/orientation	4.31	O
Over All Rating	4.37	O

Legend: 4.20 – 5.00 Outstanding (O)

On the other hand, the statements "Compliance with Policies and Standard Operating Procedures" (M=4.33) and "Client satisfaction/orientation" (M=4.31) were registered to be the lowest mean ratings. These ratings have something to do with external factors involving client feedback. As to the researcher's observation, each non-teaching employee observed proper decorum at work and always followed the policies and operating procedures of the college. It would be safe to assume that an infraction of such may have been incurred, but it somehow did not affect the employee's overall performance in the execution of his/her job. Furthermore, client satisfaction is heard through a suggestion box and the ISO form filled out by clients who visit offices. Hence, this feedback is being entertained to address concerns and things be corrected whenever mistakes are committed.

Work management is pivotal to productivity and contributes to organizational growth and development. This also involves the maximization of time needed to finish one's task so that an employee can work on other tasks given to him/her. Hence, when cramming does not interfere with the job, mistakes are avoided making one's work accurate and correct. Participating in formal arrangements that include flexi-time gives employees the feeling that they have the freedom to fit job-related duties into their broader life, which leads to less stress and burnout. A survey of over 19,000 employees at nine different organizations (in the pharmaceutical, technical, manufacturing, financial, and professional services sectors, as well as a non-profit organization) was conducted. Stress and burnout were found to be reduced among workers who had various forms of workplace flexibility agreements (Grzywacz, Carlson, & Shulkin, 2008). The extent of performance of the non-teaching employees of ISPSC in terms of concern in the organization is gleamed in Table 13 with an overall rating of 4.33 and translated as outstanding. This means that the college's non-teaching employees have high regard for organizational concerns. One of the manifestations of this concern is the achievement of the college of being granted the International Standard Organization (ISO) certification. This elevated the standard of the college in terms of rendering better service to its clients. Hence, if the non-teaching employees were not concerned with the organization, such will not be achieved.

Table 13*The Extent of Performance of the Non-Teaching Employees of ISPSC in Terms of Concern in the Organization*

Items	Mean	DR
1. Stewardship of unit's properties	4.30	O
2. Preservation of unit interest	4.32	O
3. Maintains confidentiality of information within the organization.	4.35	O
4. Housekeeping	4.32	O
5. Coordination	4.34	O
Over All Rating	4.33	O

Legend: 4.20 – 5.00 Outstanding (O)

When taken singly, the highest mean ratings were registered along: with "Maintains confidently of information within the organization" (M = 4.35) and "Coordination" (M = 4.34) with a translation of outstanding. This means that employees coordinate with each other by maintaining confident information within the bounds of the organization. Harmony in terms of interpersonal relationships among the employees of an office is also high on the previous table. This further implies a healthy relationship between employees in the college. Also, information is being kept within the walls of their offices, which is a more profound manifestation of coordination. Interestingly, such an attitude is appreciated aside from having initiative at work.

On the other hand, the lowest mean ratings were manifested along: "Preservation of unit interest," "Housekeeping" (M = 4.32), and "Stewardship of unit's properties" (M = 4.30), all with a description of outstanding. The three (3) items pertain to the physicality of the office itself, which pertains to the office environment, unit interest, and properties. These were registered to be low because they are the second priority. After all, things are not to be valued over people. Hence, cleanliness should be maintained, and units are to be taken care. Employees are the ones who execute this aspect.

Overall, concern in the organization is a must for every employee. This is due to the reason that the organization is their bread and butter. Without the attitude of concern, the organization may close, losing every employee's bread and butter. Concern for one's job in the office is equated with office productivity which may result in organizational success. Employees are the most essential part of an organization; indeed, they are the most valuable asset. Their performance in an organization influences the organization's overall performance. As a result, performance is characterized as an action that increases an employee's ability (Yong et al., 2021). Employee performance is linked to their attitudes and actions at work, which are linked to the organization's objectives. Employees, or human capital, are essential because they can generate additional value for the company. Hence, an employee's role and function is to help accelerate productivity, maximize efficiency, and effectively use time because if employees do not work productively and efficiently, they are no longer the most important capital for the company but instead become an obstacle to competitiveness.

The extent of performance of the non-teaching employees of ISPSC in terms of IPCR gleams in Table 14. Most of the Non-teaching employees are Outstanding on their IPCR (55 or 37.16%), while there are Very Satisfactory employees (67 or 45.27%); Only a little portion of employees are Satisfactory (3 or 2.03%). Lastly, some non-teaching employees have no IPCR (23 or 15.51).

Table 14*The Extent of Performance of the Non-Teaching Employees of ISPSC in Terms of IPCR*

Rating	Adjectival Rating	Frequency	Percentage (%)
4.51-5.00	Outstanding (O)	55	37.16
3.51-4.50	Very Satisfactory (VS)	67	45.27
2.51-3.50	Satisfactory (S)	3	2.03
No IPCR		23	15.51
		148	100.00

Maintaining highly effective and productive employee output helps businesses. From annual reviews to quarterly quotas, performance is measured. As a result, workers will put forth their best effort or risk receiving negative feedback. Employees might be motivated to continue their good job after being evaluated by offering

further training (Lyld, 2014).

The summary of the Extent of the Performance of the Non – Teaching Employees of ISPSC is seen in Table 15. It registers an overall rating of 4.38 which translates to an outstanding description. This means that the college's non-teaching employees perform their jobs beyond what is expected. They render their services overtime during the exigency of service, especially when needed.

Table 15

Summary of Extent of Performance of the Non-Teaching Employees of ISPSC

Indicators	Mean	DR
1. Output	4.43	O
2. Job – Knowledge and Skills	4.39	O
3. Work Management	4.37	O
4. Concern in the Organization	4.33	O
Over All Rating	4.38	O

Legend: 4.20 – 5.00 Outstanding (O)

In particular, the highest mean ratings were registered along the indicators: “output” (M=4.43) and “job knowledge and skills” (M=4.39), all with a description of outstanding, respectively. This means that employees possess the proper job knowledge and skills needed to carry out their tasks and functions. This is because having the proper knowledge and skills results in a better job output. Also, having the initiative that is present among them makes the output even better. This is the willingness to learn new skills needed in the job.

On the other hand, the lowest mean ratings were registered along the items: “work management” (M=4.37) and “concern in the organization” (M=4.33) which translates to an outstanding description, as well. These items pertain to the employee's attitude toward his/her performance. Work management is the ability of the employee to be able to meet the demands of his/her work and be able to stay focused, and meet deadlines in the submission of specific tasks or work. The attitude of being concerned with the organization is also manifested among them, considering that their employment in the college is their bread and butter. Hence, the extent of performance is imperative in every organization regardless of its nature of existence. This means that each employee should render their services to their maximum delivery and consider their performance something that would also reflect their respective offices and agency. Having the proper knowledge and skills renders excellent output while having the proper attitude, like efficient utilization of time and concern towards the organization, should also be held by the employee so that productivity will be achieved, both by the office and the organization.

Table 16 shows the relationship between the profile and degree of job satisfaction of the non-teaching employees of ISPSC. As gleaned from the table, educational attainment is significantly related to the degree of job satisfaction of the respondents in terms of professional development and salary benefits, as evidenced in the -0.177 and -0.163 computed r values, respectively. This means that as the employees pursue their education, their satisfaction in terms of their professional development and salary benefits becomes evident. Workers with a higher level of education are better able to accomplish a task, learn more from complex task training, and are more efficient in allocating work resources (Pellegrino & Hilton, 2013). As they pursue a higher level of learning, they are assured of their professional development and salary benefits.

In addition, the length of service is significantly related to the degree of job satisfaction of the respondents in terms of supervision, professional development, and salary benefits, as supported by the -0.197, -0.180, and -0.167 computed r values, respectively. The results indicate that length of service is a factor that influences the employees' job satisfaction in terms of professional development and salary benefits. The findings also suggest that employees who have spent long years in the institution manifest positive job satisfaction. Years or length in service is essential to job satisfaction since satisfied workers stay at work and unsatisfied workers leave (Sarker et al., 2003).

Table 16*Relationship between the profile and degree of job satisfaction of the non-teaching employees of ISPSC.*

Profile	Degree of Satisfaction						&
	Job	Supervision	Interpersonal Relationship	Professional Development	Salary Benefits	Working Conditions & Equipment	
Age	0.024	-0.009	0.044	0.013	0.007	-0.018	
Sex	0.051	0.028	0.046	-0.112	-0.051	-0.015	
Civil Status	0.049	-0.012	0.065	-0.023	-0.008	-0.001	
Salary Grade	0.031	-0.090	-0.047	-0.152	-0.100	-0.148	
Educational Attainment	-0.047	0.024	-0.085	-0.177*	-0.163*	-0.134	
Designation	-0.019	-0.076	0.068	0.018	0.045	0.030	
Length of Service	0.028	-0.197*	-0.078	-0.180*	-0.167*	-0.133	
Number of Training & Seminars							
Provincial							
b. Regional	0.204*	0.130	0.193*	0.108	0.047	0.051	
c. National	0.040	0.054	0.052	0.050	0.030	0.067	
	-0.128	-0.177*	-0.263*	-0.169*	-0.157	-0.210*	

*Correlation is significant at 0.05

Finally, the number of training and seminars attended at the provincial level is significantly related to the respondents' satisfaction level regarding job knowledge and skills and interpersonal relationship, as seen in the $r=0.204$ and $r=0.193$, respectively. This shows that the training and seminars they attended helped build job knowledge and skills, and interpersonal relationships. The number of training and seminars attended at the national level is significantly related to the employee's level of job satisfaction along supervision, interpersonal relationship, professional development, and working conditions and equipment, as shown by the computed r values of -0.177 , -0.263 , -0.169 , and -0.210 . The results highlight the vital roles of training and seminars in meeting employees' job satisfaction in terms of supervision, interpersonal relationship, professional development, and working conditions and equipment. Notably, employees who attend training perform effectively in their work (Ekpoh *et al.*, 2013).

Table 17 shows the relationship between the level of job satisfaction and performance of non-teaching employees of ISPSC. As shown in the table, the output is significantly related to all the variables in the level of job satisfaction. This suggests that job satisfaction is vital to the quality of employee outputs. The performance indicators are the output, job knowledge and skills, work management, and concern in the organization. All of the parts of the job performance the part of an employee must have. It indicates the performance of each employee in a company or school. How is the output in his or her work if it is okay? Knowledge and skill of an employee if he or she keeps files and records for future references or he or she prepares reports. Also, work management is related to the job performance of employees if he or she is able to meet and stay within schedules. Lastly, if he or she is also concerned with the organization where the employees are good in housekeeping and maintaining the confidentiality of information within the organization. Job performance is part of an employee's actions that have value (good or bad). Employees who are positively satisfied with their job perform well, produce quality outputs, and show high commitment (Almintisir *et al.*, 2012; Perry, 2011).

Table 17*Relationship between the level of job satisfaction and performance of non-teaching employees of ISPSC*

Profile	Degree of Satisfaction						&
	Job	Supervision	Interpersonal Relationship	Professional Development	Salary Benefits	Working Conditions & Equipment	
Output	0.230**	0.396**	0.441**	0.502**	0.367**	0.402**	
Job Knowledge & Skills	0.139	0.417**	0.275**	0.423**	0.375**	0.386**	
Work Management	0.147	0.429**	0.367**	0.440**	0.418**	0.337**	
Concern in the Organization	0.068	0.351**	0.325**	0.419**	0.400**	0.341**	
IPCR	-0.024	0.080	-0.041	0.020	0.045	-0.062	

**Correlation is significant at 0.01

Interestingly, the level of performance along job knowledge and skills, work management, and concern in the organization are significantly related to the employee's degree of job satisfaction along supervision, interpersonal relationship, professional development, salary benefits, and working conditions and equipment as revealed by the computed r values. The results show that job satisfaction along supervision, interpersonal relationship, professional development, salary benefits, and working conditions and equipment is pivotal in sustaining and improving the level of performance along with job knowledge and skills, work management, and concern in the organization of the employees. It must be noted that unsatisfied employees are less willing to do their job, less committed to the organization, and need to perform better (Almintisir et al., 2012).

Notably, the Individual Performance Commitment Review (IPCR) is not significantly related to the respondents' job satisfaction level. This means that the result of the IPCR does not affect the degree of satisfaction of the employees. In this part, it does not affect the job, supervision, interpersonal relationship, professional development, salary benefits, and working conditions and equipment. The IPCR is a self-rating of the performance of employees. In which employees are rated on their performance at work. It also included the commitment to attaining his or her performance at the end of the rating period. This highlights the positive attitude and commitment of the employees. As such, a positive outlook and commitment to work surpass other factors that may affect employees' satisfaction with their job (Dela Cruz, 2019; Blonski & Jefmanski, 2013).

5. Conclusions

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

1. The demographic profile of the respondents in terms of age, sex, civil status, salary grade, educational attainment, designation, length of service, and number of training and seminars attended vary.
2. The non-teaching employees of ISPSC are satisfied in terms of their tasks that concern their job, their relationship with their superiors and so with their co-workers, their professional development, fringe benefits, and so with their working conditions and equipment that they were using in their respective jobs and offices.
3. The non-teaching employees of the college excellently perform their respective jobs and even go beyond what is expected of them.
4. Employees' satisfaction in terms of their professional development and salary benefits becomes evident as they pursue their education; the length of service is a factor that influences the job satisfaction of employees in terms of professional development and salary benefits. The training and seminars they attended help build job knowledge, skills, and interpersonal relationship, and they are vital in meeting employees' satisfaction in terms of supervision, interpersonal relationship, professional development, and working conditions and equipment.
5. Job satisfaction is vital in the quality of outputs produced by employees. Also, job satisfaction along supervision, interpersonal relationship, professional development, salary benefits, and working conditions and equipment is pivotal in sustaining and improving the level of performance along with job knowledge and skills, work management, and concern in the organization of the employees.

Recommendations - From the findings and conclusions of the study, the following recommendations are forwarded:

- The non-teaching employee of the college shall enroll in graduate and doctorate studies.
- The college should continue meeting and promoting the satisfaction of the non-teaching employees by investing in what they need for their job, their relationship with their superiors and their co-workers, their professional development, fringe benefits, and working conditions and equipment.

- The college should sustain the outstanding performance of its non-teaching employees by supporting their holistic development and the resources they need to dispense their duties and responsibilities.
- The college should continue investing in the professional development of the non-teaching employees by sending them to various training and seminars and other professional advancement opportunities and by providing necessary benefits, monetary or not.
- The college should continuously address job satisfaction along with supervision, interpersonal relationship, professional development, salary benefits, and working conditions and equipment because these are pertinent in sustaining and improving the level of performance along with output, job knowledge and skills, work management, and concern in the organization of the employees.

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