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JOB SATISFACTION OF THE NON-TEACHING PERSONNEL IN THE PUBLIC ELEMENTARY SCHOOLS OF KALINGA

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ABSTRACT

This study determined the level of job satisfaction of non-teaching personnel in public elementary schools in the Province of Kalinga during the School Year 2025–2026. It specifically examined the respondents' profile in terms of age, gender, civil status, position, educational attainment, years of service, and performance rating. It also assessed their level of job satisfaction across key areas such as motivation, working environment, fringe benefits, relationships with school administrators, peers, and the community, as well as the problems they encountered in relation to these factors.

The study utilized the descriptive research method, employing a questionnaire checklist supported by unstructured interviews and documentary analysis. Twenty (20) non-teaching personnel served as respondents. Data were analyzed using frequency count, percentage, and weighted mean.

Findings revealed that the respondents were generally moderately satisfied with their job across all variables. Among the areas assessed, relationships with peers registered a higher level of satisfaction, while motivation, working environment, fringe benefits, and relationships with administrators and the community were rated at a moderate level. On the other hand, the problems encountered were described as moderately serious, with fringe benefits emerging as the most pressing concern, followed by motivation and relationships with school administrators.

The study concludes that while non-teaching personnel demonstrate a fair level of satisfaction, there remain areas that require attention to further improve their work conditions and performance. It is recommended that school management strengthen motivational programs, ensure fair and timely distribution of benefits, enhance administrative support, and foster stronger collaboration among stakeholders to improve overall job satisfaction.

KEYWORDS: *Job Satisfaction, Non-Teaching Personnel, Public Elementary Schools, Motivation, Working Environment, Fringe Benefits, Interpersonal Relationships, Kalinga Province*

INTRODUCTION

Job satisfaction continues to be a central topic in organizational and educational research because of its strong influence on employee performance, productivity, and well-being. According to Singh and Jain (2023), job satisfaction is a multidimensional concept shaped by workplace conditions, leadership, compensation, and employee motivation. Employees who are satisfied with their jobs tend to be more engaged and committed, while dissatisfaction often results in poor performance and higher turnover. This perspective reinforces the idea that organizations must continuously evaluate and improve factors that contribute to employee satisfaction.

In educational institutions, both teaching and non-teaching personnel play essential roles in achieving organizational goals. While teachers are directly responsible for instruction, non-teaching personnel ensure that administrative, operational, and support systems function effectively. These roles include clerical work, financial management, maintenance, and security services. Despite their importance, non-teaching personnel are often overlooked in studies focusing on job satisfaction. As emphasized by Garcia and Torres (2024), support staff are critical to institutional efficiency, yet their workplace experiences are rarely examined in depth. This gap highlights the need to explore their level of job satisfaction and the challenges they encounter.

Motivation is widely recognized as a key determinant of job satisfaction. It serves as the driving force that encourages employees to perform their duties and achieve organizational objectives. A study by Rahman et al. (2024) found that employee motivation has a direct and positive relationship with job satisfaction, indicating that motivated employees are more productive and committed to their work. Similarly, Khan and Abdullah (2023) explained that motivation and satisfaction are interconnected, as employees who receive recognition, incentives, and opportunities for growth tend to develop a stronger sense of fulfillment in their roles. These findings suggest that organizations must implement effective motivational strategies to enhance employee satisfaction.

The working environment also plays a crucial role in shaping job satisfaction. A supportive and positive work environment fosters collaboration, reduces stress, and enhances employee morale. According to the American Psychological Association (2024), employees who feel psychologically safe in their workplace are more likely to experience higher levels of satisfaction and productivity. This includes having a work environment where

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individuals feel respected, valued, and free to express their ideas. In schools, a conducive working environment enables both teaching and non-teaching personnel to perform their duties efficiently and contribute to institutional success.

Fringe benefits and compensation are additional factors that significantly influence job satisfaction. Employees expect fair and equitable compensation for their work, including salaries, bonuses, and other benefits. Lopez (2023) found that reward systems, including financial incentives and recognition programs, are among the strongest predictors of job satisfaction. When employees perceive that their efforts are properly rewarded, they are more likely to remain loyal and motivated. On the other hand, inconsistencies or delays in providing benefits can lead to dissatisfaction and decreased morale.

Interpersonal relationships within the workplace further contribute to job satisfaction. The relationship between employees and their supervisors is particularly important, as leadership style can influence employee motivation and engagement. According to Hernandez and Cruz (2024), supportive leadership that emphasizes fairness, respect, and open communication enhances job satisfaction and reduces workplace stress. In addition, relationships among peers foster teamwork and a sense of belonging. Employees who maintain positive relationships with their colleagues are more likely to feel satisfied and engaged in their work.

Beyond internal workplace relationships, interactions with external stakeholders, particularly the community, also affect job satisfaction. Schools operate within a broader social environment, and collaboration with community members is essential for achieving educational goals. Santos et al. (2024) found that strong partnerships between school personnel and the community contribute to higher levels of job satisfaction and organizational effectiveness. Conversely, lack of support or conflicts with stakeholders may create challenges that negatively impact employee morale and performance.

Despite the importance of job satisfaction, employees often encounter various challenges that affect their work experience. Common issues include lack of motivation, limited opportunities for professional growth, inadequate administrative support, and inequities in compensation. A report by Pew Research Center (2024) revealed that many employees expressed dissatisfaction with career advancement opportunities and workplace benefits, indicating a growing concern among workers worldwide. These challenges highlight the need for organizations to address employee concerns and implement strategies that promote satisfaction and well-being.

In the Province of Kalinga, non-teaching personnel in public elementary schools perform essential roles that support the educational system. However, their level of job satisfaction and the challenges they face have not been widely studied. Understanding these factors is crucial for improving their working conditions and overall performance. As reflected in this study, job satisfaction is influenced by several variables, including motivation, working environment, fringe benefits, and interpersonal relationships . These variables interact to shape employees' experiences and determine their level of commitment to their work.

Given the vital contributions of non-teaching personnel, it is necessary to assess their level of job satisfaction and identify the problems they encounter. By doing so, school administrators and policymakers can develop appropriate interventions to improve workplace conditions, enhance motivation, and strengthen relationships within the organization. Addressing these factors will not only improve employee satisfaction but also contribute to the overall effectiveness of the educational system.

In conclusion, job satisfaction is a multifaceted concept that significantly affects employee performance and organizational success. Recent studies consistently show that motivation, working environment, compensation, and interpersonal relationships are key determinants of satisfaction. For non-teaching personnel in public elementary schools, these factors play a crucial role in their ability to support educational processes. Therefore, improving job satisfaction among non-teaching personnel is essential for creating a productive, efficient, and harmonious school environment.

Objectives of the Study

The objective of this study was to find out the job satisfaction of the non-teaching personnel in the public elemntary schools of Province of Kalinga.

Specifically, it sought to answer the following questions:

1. What is the profile of the non-teaching respondents as to: age, gender, civil status, position, highest educational attainment, number of years in the service and the latest performance rating?
2. To what extent of the job satisfaction of the non-teaching personnel as to:
   - 2.1. Motivation
   - 2.2. Working Environment
   - 2.3. Fringe Benefits
   - 2.4. Relationship to School Administrator
   - 2.5. Relationship to Teachers
   - 2.6. Relationship to the Community
3. What are the problems encountered by the non-teaching personnel with regards to job satisfaction?

METHODOLOGY

This study employed a descriptive survey design to assess the level of job satisfaction of non-teaching personnel in public elementary schools in the Province of Kalinga during the School Year 2025–2026. The design enabled the researcher to gather relevant data on existing conditions and describe the extent of job satisfaction in terms of motivation, working environment, fringe benefits, and interpersonal relationships, as well as the problems encountered by the respondents. According to Best (1970), the

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descriptive method is appropriate for studies that aim to describe the present status of a phenomenon through systematic data collection and analysis.

Sampling Design

The respondents of the study were the non-teaching personnel in public elementary schools in the Province of Kalinga during the School Year 2025–2026. A complete enumeration sampling technique was utilized, wherein all twenty (20) non-teaching personnel were included as respondents. This approach ensured that the entire population was represented, allowing for a comprehensive and accurate analysis of their job satisfaction and the problems they encountered in the workplace.

Research Instrument

Data were gathered using a **researcher-made structured questionnaire**, supplemented by **unstructured interviews** and **documentary analysis**. The questionnaire was developed based on related literature and aligned with the objectives of the study. It consisted of two main parts:

Part I – Respondents' Profile, which included:

- Age
- Gender
- Civil Status
- Position
- Highest Educational Attainment
- Length of Service
- Latest Performance Rating

Part II – Information Proper, which included:

- Level of job satisfaction in terms of:
  - Motivation
  - Working Environment
  - Fringe Benefits
  - Relationship with School Administrators
  - Relationship with Peers
  - Relationship with the Community
- Problems encountered in relation to:
  - Motivation
  - Working Environment
  - Fringe Benefits
  - Relationship with School Administrators
  - Relationship with Peers
  - Relationship with the Community

A **five-point Likert scale** was used to measure responses for both the level of job satisfaction and the problems encountered.

Additionally, **unstructured interviews** were conducted during the distribution and retrieval of the questionnaires to validate and clarify the responses. **Documentary analysis** was also utilized to verify the respondents' performance ratings.

The instrument underwent **validation and pilot testing** to ensure its reliability, clarity, and suitability for the study prior to its administration.

Statistical Design

The following statistical tools were used in analyzing the data:

a) Frequency and Percentage – used to describe the profile of the respondents in terms of age, gender, civil status, position, educational attainment, length of service, and performance rating.

b) Weighted Mean – used to determine:

The level of job satisfaction of the non-teaching personnel
The extent of problems encountered in relation to the identified variables

All data collected were tallied, tabulated, analyzed, and interpreted to facilitate understanding and support the findings of the study.

RESULTS AND DISCUSSIONS

Table 1

Frequency and Percentage Distribution of Respondents as to Age

Age	Frequency	Percentage
25 to 30	1	5
31 to 35	3	15
36 to 40	3	15
41 to 45	3	15
46 to 50	0	0
51 and above	10	50
Total	**20**	**100**

It can be deduced from the data above that most of the respondents are under the age bracket of 51 and above. There are 3 or 15 percent are under the age bracket between 31 to 35 years of age, 36 to 40 and 41 to 45 respectively. Among the 20 respondents, a single response under the age bracket of 25 to 30. None among the respondents is under the age bracket of 46 to 50.

As observed in the table, the respondents possess different ages and most of them are seasoned in terms of their tasks as supported by the data.

Frequency and percentage distribution of respondents as to gender reflects on the next table.

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Table 2

Frequency and Percentage Distribution of Respondents as to Gender

Gender	Frequency	Percentage
Male	9	45
Female	11	55
Total	**20**	**100**

As to the respondents' gender, there are 11 or 55 percent female. On the other hand, there are 9 or 45 percent responded that they belong to the male group.

In most cases, employees in school are female and always outnumbered the male group. This is an indication that there are more female employees during the time of the study.

Table 3

Frequency and Percentage Distribution of Respondents as to Civil Status

Civil Status	Frequency	Percentage
Single	1	5
Married	19	95
Widow	0	0
Total	**20**	**100**

With regard to the civil status of the respondents, majority of them are married, only 1 or 5 percent responded single. None among the 20 respondents confirmed widow.

It can be deduced from the table that 95 percent of the respondents are married. As observed in the world of education, most of the workers are already married. However, the single ones have more time in guiding the children in and outside the school.

Table 4

Frequency and Percentage Distribution of Respondents as to Position

Position	Frequency	Percentage
Disbursing Officer	3	15
Book Keeper	3	15
Librarian	3	15
Utility Worker	2	10
Property Custodian	2	10
Guidance Counselor	3	15
Security Guard	3	15
Administrative Aide IV	1	5
Total	**20**	**100**

It can be seen from the data above that the respondents have different positions and tasks to handle with. Among the 20 respondents, there are 3 or 15 percent working as Disbursing Officers. Another three responded as Book Keepers, 3 Librarians, 3 Guidance Counselors and the other 3 as Security Guards.

On the other hand, there are 2 or 10 percent working a Property Custodians, 2 Utility Workers, and only 1 or 5 percent as Administrative Aide IV.

The data show that the non-teaching personnel in the secondary schools had different positions and tasks to work with and perform.

Next table discusses the frequency and percentage distribution of respondents as to highest educational attainment.

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Table 5

Frequency and Percentage Distribution of Respondents as to Highest Educational Attainment

Highest Educational Attainment	Frequency	Percentage
Bachelor's Degree	13	65
Master's Degree	3	15
Doctoral Degree	0	0
College Level	3	15
High School Graduate	1	5
Total	**20**	**100**

It can be deduced from the table that out of 20 non-teaching personnel, there are 13 or 65 percent are Bachelor's Degree holder. There are 3 or 15 percent finished their Master's Degree. However, based on the data gathered, there are 3 or 15 percent confirmed in the College Level and a single response confirmed High School Graduate.

The table shows that the non-teaching personnel are qualified enough to the occupied position. However, it is undeniable that the master degree holders have several advantages over the bachelor's degree holders.

The number of years in the service of the non-teaching personnel reflects on the next table.

Table 6

Frequency and Percentage Distribution of Respondents as to Number of Years in Service

Number of Years in Service	Frequency	Percentage
1 to 5 years	3	15
6 to 10 years	2	10
11 to 15 years	3	15
16 to 20 years	0	0
21 years and above	12	60
Total	**20**	**100**

It can be seen from the data that majority of the respondents are in the service for 21 years and above as confirmed. There are 3 or 15 percent who confirmed to be in the service between 1 to 5 and 11 to 15 years. There are 2 or 10 percent responded that they are in the service for 6 to 10 years. None among the 20 non-teaching personnel are under 16 to 20 years of the age bracket.

It can be seen from the given data that majority are in their respective jobs for more than 20 years. This means that the respondents are experts in their respective jobs. However, other respondents are distributed in the different number of year's group.

Next table reveals the frequency and percentage distribution of respondents as to the latest performance rating.

Table 7

Frequency and Percentage Distribution of Respondents as to Latest Performance Rating

Latest Performance Rating	Frequency	Percentage
Outstanding	3	15
Very Satisfactory	13	65
Satisfactory	4	20

* Frequency of Mention

With regard to the respondents' latest performance rating, there are 13 or 65 percent confirmed that they are given a "Very Satisfactory" rating. There are 4 or 20 percent are given a "Satisfactory" rating. Among the 20 respondents from the different secondary schools, there are 3 or 15 percent rated "Outstanding".

The performance rating of an employee shows the efficiency and effectiveness in one's work and accomplishments. Majority of the respondents are rated as very satisfactory. However, there are 3 respondents who managed to be rated as outstanding, to which it is interesting to take note. Meanwhile, only 4 of the respondents confirmed to be rated as satisfactory.

The level of job satisfaction of the non-teaching personnel with regard to motivation presents in the next table.

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Table 8

Level of Job Satisfaction of the Non-Teaching Personnel as to Motivation

Motivation	Weighted Mean	Qualitative Description	Rank
1. Grants promotion and other benefits to qualified personnel	3.40	MS	1
2. Evaluates performance fair and just	3.38	MS	2
3. Gives equal opportunities to attend seminar	3.36	MS	3
4. Conducts school-based training to update themselves	2.60	SS	4
5. Gives equal opportunity for personal growth and development	2.58	SS	5
Average Weighted Mean	**3.06**	**Moderately Satisfied**	

In the level of job satisfaction of the non-teaching personnel with regard to motivation are ranked as follows: grants promotions and other benefits to qualified personnel are given a mean of 3.40; evaluates performance fair and just is rated "Moderately Satisfied." Gives equal opportunity to attend seminar is given a mean of 3.36 and rated "Moderately Satisfied" as well. Gives equal opportunity for personal growth and development, and conducts school-based training to update themselves, are both rated as "Slightly Satisfied." The average weighted mean of 3.06 and interpreted as "Moderately Satisfied."

Motivation is one way of stimulating the employees to work and accomplish the given task on-time with appreciation and direct their interest and efforts toward the accomplishment of suitable purposes. Based on the extracted data, the respondents are generally moderately satisfied to their respective jobs.

Table 9

Level of Job Satisfaction of the Non-Teaching Personnel as to Working Environment

Working Environment	Weighted Mean	Qualitative Description	Rank
1. Practices camaraderie among the group	3.39	MS	1
2. Supports any undertaking	3.36	MS	2
3. Maintains friendly atmosphere within the school	3.34	MS	3
4. Confides problems within the group	2.56	SS	4
5. Treats problems confidently within their level	2.54	SS	5
6. Shows cooperation and support at all times	2.50	SS	6
Average Weighted Mean	**2.95**	**Moderately Satisfied**	

Based on the responses of the non-teaching personnel in terms of their level of job satisfaction as to working environment, what came out dominant is practices camaraderie among the group had a mean of 3.39; supportive to any undertakings, rank 2; maintains friendly atmosphere within the school is rated "Moderately Satisfied." Confides problems within the group, treats problem confidently within their level and cooperates and supports at all times are rated "Slightly Satisfied." The average weighted mean is 2.95 and interpreted as "Moderately Satisfied."

One of the most important factors in an organization is the working environment. Thereby, an employee works cooperatively and effectively, if the working environment is favorable. Based on the presented data, their present working environment, according to their responses, is moderately-satisfying.

Next table tackles the level of job satisfaction of the non-teaching personnel as to fringe benefits.

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Table 10

Level of Job Satisfaction of the Non-Teaching Personnel as to Fringe Benefits

Fringe Benefits	Weighted Mean	Qualitative Description	Rank
1. Gives loyalty and step increment to qualified personnel	4.16	S	1
2. Enjoys hospitalization and other healthcare benefits	4.13	S	2
3. Gives salary increase / bonuses on time	3.40	MS	3
4. Gives local service credits	3.36	MS	4
5. Grants loan application easily without any preferences	2.50	SS	5
6. Remits obligations on or before due date	2.43	SS	6
Average Weighted Mean	**3.33**	**Moderately Satisfied**	

It can be gleaned from the presented data that, gives loyalty and step increment to qualified personnel is rank 1 and had a mean of 4.16. Enjoys hospitalization and other healthcare benefits is given a mean of 4.13. Salary increases / bonuses are given on-time is rated "Moderately Satisfied." Gives local service credits as the case maybe is rated "Moderately Satisfied." Loans are easily applied and granted without any preference and obligations remitted on or before the due date are rated "Slightly Satisfied." The average weighted mean is 3.33 and interpreted as "Moderately Satisfied" as well.

Fringe benefit is one way of motivating the non-teaching personnel. If the employee enjoys their benefits and privileges as workers, this would make them more effective in performing their tasks. In terms of the extracted data, it can be concluded that the respondents are moderately satisfied with the fringe benefits they are receiving.

The level of job satisfaction of the non-teaching personnel as to relationship with school administrators is presented on the next table.

Table 11

Level of Job Satisfaction of the Non-Teaching Personnel as to Relationship with School Administrators

Relationship with School Administrators	Weighted Mean	Qualitative Description	Rank
1. Defines performance evaluation well	3.36	MS	1
2. Deals subordinates with love, respect and affection	3.34	MS	2
3. Practices transparency	2.50	SS	4
4. Fairness in the promotion and recruitment of personnel	2.48	SS	5
5. Shows strictness but firm in decision-making	2.54	SS	3
6. Gives what is due to the subordinates	2.45	SS	6
Average Weighted Mean	**2.78**	**Moderately Satisfied**	

With regard to the relationship with the school administrators by the non-teaching personnel in terms of: defines performance evaluation well is given a mean of 3.36; deals subordinates with love, respect and affection is rated "Moderately Satisfied." Strict but firm is decision-making has a mean of 2.54; practices transparency is rank 4 and has a mean of 2.50; Exercises fairness in the promotion and recruitment of personnel is rated "Slightly Satisfied" and gives what is due to the subordinates is given a mean of 2.45. The average weighted mean is 2.78 and interpreted as "Moderately Satisfied."

Sound human relation with the school administrator makes the environment perfect. On the other hand, subordinates work without pressure make them at ease and work cooperatively with each other. According to the data, the non-teaching personnel are moderately satisfied with their relationship with their respective school heads.

Next table reveals the level of job satisfaction of the non-teaching personnel in terms of their relationship with peers.

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Table 12

Level of Job Satisfaction of the Non-Teaching Personnel as to Relationship with Peers

Relationship with Peers	Weighted Mean	Qualitative Description	Rank
1. Enjoys one's company	4.12	S	1
2. Works with peers cooperatively	4.08	S	2
3. Shares and solves problems within the level	4.05	S	3
4. Helps accomplished urgent reports	3.36	MS	4
5. Keeps confidential matters	3.34	MS	5
Average Weighted Mean	**3.79**	**Satisfied**	

As to their relationship with peers, it can be deduced from the table that enjoys one's company is rated "Satisfied" followed by works with peers cooperatively is given a mean of 4.08. Shares and solves problems within the level had given a mean of 4.05. Helps accompanied urgent reports and keeps confidential matters both rated "Moderately Satisfied." The average weighted mean is 3.79 and interpreted as "Satisfied."

A harmonious relationship with peers promotes a healthy morale and well-being among the employees in virtually any organization. The figures imply that the employees are satisfied enough with that of their relationship with peers as supported by the gathered data.

Next table gives information pertaining to the level of job satisfaction of the non-teaching personnel as to relationship with the community.

Table 13

Level of Job Satisfaction of the Non-Teaching Personnel as to Relationship with the Community

Relationship with the Community	Weighted Mean	Qualitative Description	Rank
1. Helps during the clean and green program / Brigada Eskwela	3.36	MS	1
2. Participates in all the activities in school and community	3.35	MS	2
3. Attends regular meetings / conferences	3.34	MS	3
4. Involves in extra co-curricular activities	3.32	MS	4
5. Conducts special sessions / meetings as the need arises	3.28	MS	5
6. Gives financial support	3.20	MS	6
Average Weighted Mean	**3.31**	**Moderately Satisfied**	

As to the level of job satisfaction on the non-teaching personnel on the relationship with the community, the data show that helps during the clean and green program / brigada eskwela is rated "Moderately Satisfied." Participates in all the activities in school and community is given a mean of 3.35; attends regular meetings / conferences has a mean of 3.34 and rated "Moderately Satisfied." Involves in extra co-curricular activities is rated "Moderately Satisfied;" conducts special sessions / meetings as the need arises and gives financial supports are ranked accordingly and rated as "Moderately Satisfied." The average weighted mean is 3.31 and interpreted as "Moderately Satisfied" as well.

The community stakeholders are the partners of the school staff to improve the school systems in some other factors. There is a need to develop and maintain good relation to the community / stakeholders. As to the extracted data, the respondents confirmed that they are moderately-satisfied with their relationship towards the community.

The following tables reveal the problems encountered by the non-teaching personnel that affect their job satisfaction. Next table discusses the problems encountered by the non-teaching personnel as to motivation.

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Table 14

Problems Encountered by the Non-Teaching Personnel as to Motivation

Motivation	Weighted Mean	Qualitative Description	Rank
1. Magnified issues and problems in the school	3.37	MS	1
2. No motivation / encouragement extended	3.34	MS	2
3. Rare opportunity to grow professionally	2.56	SS	3
4. Promotions are treated bias	2.53	SS	4
5. No recognition to well-performing personnel	2.50	SS	5
Average Weighted Mean	**2.86**	**Moderately Serious**	

With regard to the problems encountered by the respondents as to motivation, it can be gleaned from the table that magnified issues and problems in the school is rated "Moderately Serious;" no motivation / encouragement extended has given a mean of 3.34; rare opportunity to grow professionally is given a mean of 2.56 and rated "Slightly Serious." Promotions are treated bias is also given a mean of 2.53; and no recognition to well-performing personnel has given a mean of 2.50. The average weighted mean is 2.86 and interpreted as "Moderately Serious."

Motivation is the greatest factor that drives a person to perform a particular responsibility in a long-term basis. Without motivation, a person tends to quit and leave what he or she is currently doing. According to the extracted data in terms of motivation, the respondents are actually having a moderately serious problem, due to the presented problems.

Next table tackles the problems encountered as to working environment.

Table 15

Problems Encountered by the Non-Teaching Personnel as to Working Environment

Working Environment	Weighted Mean	Qualitative Description	Rank
1. Unconducive working atmosphere	2.56	SS	1
2. Plays favoritism among the personnel	2.54	SS	2
3. Impatient and flexible	2.50	SS	3
4. Poor relation to teachers and other personnel	2.47	SS	4
5. Unsupportive co-workers	2.40	SS	5
Average Weighted Mean	**2.50**	**Slightly Serious**	

It can be observed from the data gathered that unconducive working atmosphere has given a mean of 2.56 and rated "Slightly Serious." Plays favoritism among the personnel is given a mean of 2.54. Impatient and inflexible is rated "Slightly Serious." Poor relation to teachers and other personnel has a mean of 2.47; and co-workers are not supportive has a mean of 2.40. The average weighted mean is 2.50 and interpreted as "Slightly Serious."

Working environment is an important factor for an employee, whether to stay and religiously perform the duties and responsibilities vested upon them, or to quit and leave the job at once. As observed on the table, the non-teaching personnel have very slight problems with regard to their working environment. It is an indication that they work cooperatively with sense of responsibility.

The next table discusses the problems encountered by the non-teaching personnel as to fringe benefits.

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Table 16

Problems Encountered by the Non-Teaching Personnel as to Fringe Benefits

Fringe Benefits	Weighted Mean	Qualitative Description	Rank
1. Do not enjoy other benefits given due to irregularities	4.16	S	1
2. Loyalty pay / step increment not given equally	4.00	S	2
3. Christmas bonuses are not given ahead of time	3.37	MS	3
4. Salary increases not given on time	2.54	SS	4
5. Leave of absences with credits	2.50	SS	5
Average Weighted Mean	**3.31**	**Moderately Serious**	

As to the employees' fringe benefits, it can be deduced from the data that they do not enjoy other benefits given due to irregularities has a mean of 4.16 and rated as "Serious." Loyalty pay / step increment not equally given is also rated by the respondents as "Serious." Christmas bonuses are not given ahead of time has a mean of 3.37; salary increase not given on-time and leave of absence with credits is treated "Slightly Serious." The average weighted mean is 3.31 and interpreted as "Moderately Serious."

Fringe benefits play an important factor on the part of the employees into the attainment of job satisfaction. The table indicates that there are irregularities within the organization as supported by the data gathered as the general interpretation is considered moderately serious.

Next table reflects the problems encountered by the respondents as to the relationship with the school administrator.

Table 17

Problems Encountered by the Non-Teaching Personnel as to Relationship with School Administrator

Relationship with School Administrator	Weighted Mean	Qualitative Description	Rank
1. Unapproachable	3.34	MS	1
2. Capitalizes on being a figure of authority	3.30	MS	2
3. Poor decision-making	2.56	SS	3
4. Not considerate to slight irregularities	2.54	SS	4
5. Inability to establish good working relation	2.50	SS	5
6. Unfair performance evaluation	2.47	SS	6
Average Weighted Mean	**2.78**	**Moderately Serious**	

On the problems encountered by the respondents on the relationship with school administrators, it can be glanced from the data that unapproachable is rank 1 with a mean of 3.34; capitalizes on being a figure of authority has a mean of 3.30 and rated as "Moderately Serious" Poor decision-making is rated "Slightly Serious;" not considerate to slight irregularities has a mean of 2.54; inability to establish good working relation has a mean of 2.50; and unfair performance evaluation has given a mean of 2.47. The average weighted mean is 2.78 and interpreted as "Moderately Serious."

Poor relationship with school heads greatly affects the overall performance of a school, usually sacrificing the quality of education given to the students. Based on the given data, the respondents reported that they are having a moderately serious problem in terms of their relationship with their respective school heads.

Next table tackles the problems encountered by the non-teaching personnel as to their relationship with their peers.

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Table 18

Problems Encountered by the Non-Teaching Personnel as to Relationship with Peers

Relationship with Peers	Weighted Mean	Qualitative Description	Rank
1. No administrative support to sensitive situations	3.38	MS	1
2. No cooperation to each other	2.60	SS	2
3. No sense of belongingness	2.58	SS	3
4. Negative attitude	2.54	SS	4
5. Poor relation to school head and other personnel	2.30	SS	5
Average Weighted Mean	**2.68**	**Moderately Serious**	

It can be deduced from the data that no administrative support to sensitive situations is rated "Moderately Serious" and ranked number 1. No cooperation to each other is rated "Slightly Serious" with a mean of 2.60. No sense of belongingness has a mean of 2.58; negative attitude and poor relation to school head and other personnel are ranked accordingly and rated "Slightly Serious" problem. Under which, the average weighted mean is 2.68 and interpreted as "Moderately Serious."

Aside from the problems encountered by the respondents in terms of their relationship to respective school heads, relationship as to peers is another factor that the respondents undeniably confirmed having some problems encountered to. Based on their responses reflected on the extracted data, they encountered moderately serious problems with their peers.

Next table reveals the problems encountered by the non-teaching personnel as to relationship with the community.

Table 19

Problems Encountered by the Non-Teaching Personnel as to Relationship with the Community

Relationship with the Community	Weighted Mean	Qualitative Description	Rank
1. Limited support extended	3.34	MS	1
2. Magnifies slightly school irregularities	2.60	SS	2
3. Intimidates school personnel	2.56	SS	3
4. Meddling in school issues and concerns	2.54	SS	4
5. Fault-finder	2.50	SS	5
Average Weighted Mean	**2.71**	**Moderately Serious**	

As seen on the data gathered, limited support extended is rank 1 and given a mean of 3.34; magnifies slight school irregularities has given a mean of 2.60 and rated "Slightly Serious." Intimidates school personnel is given a mean of 2.56; Meddling in school issues and concerns and fault-finder is rated "Slightly Serious." The average weighted mean is 2.71 and interpreted as "Moderately Serious."

Relationship with the community is another crucial factor that affects the level of job satisfaction of the respondents. Based on the interpreted data, the non-teaching personnel are actually having moderately-serious problems with the community or the external stakeholders.

The next and the last table show the summary of the problems encountered by the non-teaching personnel.

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Table 20

Summary of the Problems Encountered by the Respondents

Summary	Average Weighted Mean	Qualitative Description	Rank
1. Fringe Benefits	3.31	MS	1
2. Motivation	2.86	MS	2
3. School Administration	2.78	MS	3
4. Community	2.71	MS	4
5. Peers	2.68	MS	5
6. Working Environment	2.50	MS	6
Grand Weighted Mean	**2.81**	**Moderately Serious**	

It can be gleaned from the summary of the problems encountered by the respondents as follows: fringe benefits is the most ranking among the variables presented, as supported by the mean of 3.31 and rated as "Moderately Serious." Their relation with school administrators had given a mean of 2.78; came out next is their relation with the community, which has given a mean of 2.71; and the least among the problems encountered, is the working environment with a mean of 2.50. The grand weighted mean is 2.81 and interpreted as "Moderately Serious."

The fringe benefits came out the problem of the non-teaching personnel; this is due to some irregularities within the organization. This could be enjoyed by the employees at all times, especially during emergency

CONCLUSION

The summary of the findings and conclusion arrived at:
The level of the satisfaction of the non-teaching personnel was "Moderately Satisfied" based on the presented variables. Accordingly, motivation be extended to the non-teaching personnel to become aware and efficient enough in performing their job. However, good and sound relation / good working environment among their relation with the school administrators and the community as a whole is one of the factors that contributed much in one's job satisfaction.

On the other hand, the problems encountered by the respondents be given immediate attention and be given to the employees concerned to improve the entire system.

RECOMMENDATION

The following recommendations are hereby presented based on the summary and conclusion therein that:

1. The management should formulate a program for the continuing development of the non-teaching personnel to enhance further motivation to perform their job well done.
2. Serious problems under fringe benefits should be given importance and extend the privileges to the employees concerned.
3. The school administrators and the clerk / disbursing officer should be aware to those qualified recipients of the loyalty pay / step increment be recommended.
4. The personnel with good scholastic performance should be given due recognition and commendation.
5. The school administrators and staff inform the community / stakeholders the activities and programs in school to help achieve the vision and mission of the school.
6. A similar study should be conducted using other variables that affect the job satisfaction of the employees / teachers concerned.

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