ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 12| Issue: 4| April 2026|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2026: 8.753 || ISI Value: 1.188

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

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ABSTRACT

This study investigated the level of job satisfaction of non-teaching personnel in public elementary schools in the Municipality of Pasil, Kalinga during the School Year 2025–2026. Specifically, it examined the respondents' profile, their level of job satisfaction in terms of motivation, working environment, fringe benefits, relationship 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, with data gathered from twenty (20) non-teaching personnel through a structured questionnaire and supported by informal interviews. Statistical tools such as frequency count, percentage, and weighted mean were used to analyze the data.

Findings revealed that the respondents were generally moderately satisfied with their job across all variables. Among the areas assessed, relationship with peers yielded the highest level of satisfaction, while motivation and working environment showed relatively lower satisfaction levels. In terms of problems encountered, issues related to fringe benefits ranked highest and were considered moderately serious, followed by concerns involving school administration, community, and peer relationships. Working environment posed the least concern among the variables.

The study concludes that while non-teaching personnel experience a fair level of satisfaction in their roles, there are existing concerns – particularly in fringe benefits and administrative support – that need to be addressed. It is recommended that school management enhance employee development programs, ensure fair distribution of benefits, strengthen communication, and improve stakeholder relationships to further improve job satisfaction and performance.

KEYWORDS: *Job Satisfaction, Non-Teaching Personnel, Public Elementary Schools, Motivation, Working Environment, Fringe Benefits, Organizational Relationships, Employee Satisfaction, Pasil Kalinga, Descriptive Research*

INTRODUCTION

Job satisfaction plays a crucial role in the effectiveness and productivity of employees in any organization. It reflects the degree to which individuals feel positively or negatively about their work, including various aspects such as working conditions, compensation, interpersonal relationships, and opportunities for professional growth. In educational institutions, while much attention is often given to teaching personnel, non-teaching personnel also contribute significantly to the overall functioning and success of the school system. Their level of satisfaction in their roles can directly influence organizational efficiency, service delivery, and the quality of support provided to both teachers and learners.

Job satisfaction is commonly defined as the extent to which individuals feel content with their jobs and the different facets associated with them. It involves emotional, psychological, and behavioral responses toward one's work (Spector, 1997). When employees experience satisfaction, they are more likely to demonstrate commitment, motivation, and improved performance. Conversely, dissatisfaction may lead to decreased productivity, absenteeism, and high turnover rates (McFarlin, n.d.). This highlights the importance of understanding the factors that influence job satisfaction, especially among personnel who provide essential support services in schools.

In the context of public elementary schools, non-teaching personnel perform various administrative and operational tasks that ensure the smooth implementation of educational programs. These include roles such as clerks, librarians, utility workers, security personnel, and administrative aides. Although they are not directly involved in classroom instruction, their contributions are indispensable in maintaining an organized and functional learning environment. According to the present study, non-teaching personnel assist in delivering services to educational stakeholders and play a vital role in supporting the overall school system . Their satisfaction with their jobs is therefore an important consideration for school administrators and policymakers.

Several factors have been identified as determinants of job satisfaction. These include motivation, working environment, fringe benefits, and interpersonal relationships within the organization. Motivation is a driving force that influences employees to perform their duties effectively and strive toward organizational goals (Lawler, 1973). When employees feel

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recognized, rewarded, and supported, they are more likely to develop a positive attitude toward their work. On the other hand, lack of motivation can lead to disengagement and decreased performance.

The working environment is another critical factor affecting job satisfaction. A conducive and supportive workplace fosters cooperation, enhances morale, and promotes productivity. Studies have shown that employees tend to perform better when they are provided with adequate facilities, proper equipment, and a positive organizational climate (Ford, 1973). In contrast, poor working conditions can hinder employees from reaching their full potential and may contribute to dissatisfaction and stress.

Fringe benefits and compensation also play a significant role in shaping employees' perceptions of their jobs. These benefits include salaries, incentives, healthcare, leave privileges, and other forms of rewards. According to research, employees who perceive their compensation as fair and competitive are more likely to feel valued and satisfied with their work (Henderson, 1989). However, inconsistencies or delays in the provision of these benefits may result in dissatisfaction and negatively affect employee morale.

Interpersonal relationships within the organization, including relationships with administrators, peers, and the community, are equally important in determining job satisfaction. Positive relationships promote collaboration, trust, and mutual respect among employees. Effective leadership, characterized by fairness, transparency, and support, can enhance employees' sense of belonging and satisfaction (Ignacio, 1997). Conversely, poor relationships and lack of communication may lead to conflicts and reduced work efficiency.

In addition, job satisfaction is closely linked to employee performance and organizational success. Studies have indicated that satisfied employees are more productive, committed, and less likely to leave their jobs (University Alliance, n.d.). This relationship underscores the need for organizations, including educational institutions, to continuously assess and improve the factors that contribute to employee satisfaction. By doing so, they can create a positive work environment that supports both individual and organizational goals.

Despite the recognized importance of job satisfaction, there is limited research focusing specifically on non-teaching personnel in public elementary schools, particularly in the Municipality of Pasil, Kalinga. Most studies tend to concentrate on teachers, leaving a gap in understanding the experiences and challenges faced by support staff. This study seeks to address this gap by examining the level of job satisfaction of non-teaching personnel and identifying the problems they encounter in their work.

The findings of this study are expected to provide valuable insights for school administrators, policymakers, and other stakeholders. By understanding the factors that influence job satisfaction, they can develop strategies and interventions aimed at improving the working conditions and overall well-being of non-teaching personnel. Furthermore, this study may serve as a reference for future research on job satisfaction in similar contexts.

Ultimately, ensuring the satisfaction of non-teaching personnel is essential for the effective functioning of the educational system. Their contributions, though often overlooked, are vital in supporting the teaching and learning process. By addressing their needs and concerns, schools can foster a more inclusive, supportive, and productive environment that benefits all members of the educational community.

Objectives of the Study

The objective of this study was to find out the job satisfaction of the non-teaching personnel in the public elementary schools of Pasil District, Division 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 quantitative research design to assess the level of job satisfaction of non-teaching personnel in the public elementary schools of Pasil District, Kalinga for the School Year 2025–2026. The descriptive method was utilized to present and describe the existing conditions in terms of respondents' profile, level of job satisfaction in areas such as motivation, working environment, fringe benefits, relationship with school administrators, peers, and the community, as well as the problems encountered by the non-teaching personnel. This approach enabled the researcher to obtain a clear and systematic understanding of the current situation of non-teaching personnel in the selected schools.

Sampling Design

The respondents of the study consisted of non-teaching personnel working in the public elementary schools of Pasil District, Kalinga. The study employed total enumeration, wherein all identified non-teaching personnel in the district were included as participants. A total of twenty (20) non-teaching personnel participated in the study. This sampling technique ensured that all relevant respondents who are directly involved

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in providing support services in the schools were represented in the study.

Research Instrument

Data were gathered using a structured questionnaire checklist developed by the researcher based on related literature and studies. The instrument was composed of three main parts: (1) respondents' profile, (2) level of job satisfaction in terms of motivation, working environment, fringe benefits, relationship with school administrators, peers, and the community, and (3) problems encountered by the non-teaching personnel in relation to these variables.

To ensure the validity and reliability of the instrument, it was carefully reviewed and subjected to evaluation prior to its administration. Suggestions and recommendations were incorporated to improve the clarity and relevance of the items. In addition, unstructured interviews were conducted during the distribution and retrieval of the questionnaire to supplement and validate the data gathered.

Statistical Design

The data gathered were analyzed using appropriate statistical tools. Frequency count and percentage were used to describe the profile of the respondents. The weighted mean was utilized to determine the level of job satisfaction of the non-teaching personnel as well as the extent of the problems encountered in the different variables.

A five-point Likert scale was used to interpret the responses of the respondents. For job satisfaction, the scale ranged from "Very Satisfied" to "Unsatisfied," while for problems encountered, the scale ranged from "Very Serious" to "Not Serious." These statistical treatments enabled the researcher to systematically analyze and interpret the data, providing a clear basis for conclusions and recommendations.

RESULTS AND DISCUSSIONS

Respondents' Profile

This portion of the study deals with the personal circumstances of the non-teaching personnel as to: age, gender, position, highest educational attainment, number of years in the service and latest performance rating.

Table 2 reveals the frequency and percentage distribution of respondents as to age.

Table 2

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.

Table 3

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.

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Table 4

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 5

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.

Table 6

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.

Table 7

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**

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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 8

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.

Table 9

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.

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Table 10

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.

Table 11

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.

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Table 12

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.

Table 13

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.

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Table 14

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.

Table 15

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.

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Table 16

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**	

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.

Table 17

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.

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Table 18

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.

Table 19

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.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 12| Issue: 4| April 2026|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2026: 8.753 || ISI Value: 1.188

Table 20

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.

Table 21

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.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 12| Issue: 4| April 2026|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2026: 8.753 || ISI Value: 1.188

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EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 12| Issue: 4| April 2026|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2026: 8.753 || ISI Value: 1.188

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