

ATTRIBUTES OF ISPSC TEACHING AND NON TEACHING PERSONNEL: ITS RELATION TO THEIR JOB PERFORMANCE AND SATISFACTION

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ABSTRACT

The research determined the attributes of ISPSC teaching and non-teaching personnel its relation to their job performance and satisfaction. Respondents were 124 teaching and 76 non-teaching personnel of the six campuses of Ilocos Sur Polytechnic State College. Descriptive correlational-developmental method of research using questionnaire, documentary analysis and library technique were used to supplement the gathering data. Frequency count, percentage, weighted mean and correlational analysis through the SPSS were used to treat the data. The attributes' variables of the teaching and non-teaching personnel along the dimensions were considered varied. The level of job performance and satisfaction of the teaching and non-teaching personnel were described as "Strongly Satisfied". All the items on the level of job performance and satisfaction of the teaching personnel were "capabilities" and the non-teaching personnel, eight indicators were rated "capabilities" while two indicators were described as "constraints" that are needing to be addressed, hence an enhancement plan for the non-teaching personnel was developed. Significant relationship existed between the length of service and job performance and satisfaction of the teaching personnel and no significant relationship between the attributes' variables and job performance and satisfaction of the non-teaching personnel.

Keywords: Teaching and Non- Teaching Personnel, Attributes, Job Performance and Satisfaction.

INTRODUCTION

Employees of particular organizations are products of the family where they belong. The family values and the home environment that shaped their beliefs, characters and personal values are reflected in their personalities, values, and personal philosophies. Employees are also shaped by the society where they live. The society's culture, values, norms, religion and environment are influential in shaping their lives as individuals.

However, a happy and satisfied worker in any kind of organization is a productive worker. Positive attitude and favourable human behaviour are desired by any type of organization because they are to be connected with some of the encouraging outcomes by the school heads. Worker's satisfaction along with high performance and productivity level, are the hallmark of well-merge organizations (Zulueta, 2002). Paul Laurence (2012) stated that effective behavioural management that continuously works to build a supportive human behaviour climate in an organization can help produce and maintain positive attitudes.

Hence, the performance level of a worker is measured by the quality of output considering time and cost. The satisfaction-performance relationship is more complex than the simple path of satisfaction that leads to performance (Smith, 1999). It is also inferred that a more accurate statement of the relationship is that high performance contributes to high performance. This result leads to higher economic and psychological rewards. If these rewards and other benefits are seen as fair and equitable, then improved satisfaction and performance of the workers develop because workers feel that they are receiving rewards in proportion to their performance (Bower, 1999). On the other hand, if rewards are seen as inadequate for the level of satisfaction leads to either greater or lesser commitment and in effect, it affects the productivity level.

If only to improve the nature of employees' attitudes, it is then imperative to determine how employees perceive their environment, commit themselves to intended actions and ultimately behave. Attitudes are mental set that affects how persons view something else much as a window provides a framework for one's view into or out of a building. Hence, the window allows someone to see some things, but the size and shape of the frame prevents someone from observing other elements. The color of the glass may affect the accuracy of one's perception just as the color of one's attitude has an impact on how someone views and judges the surroundings at work. As managers of organizational behaviour, the manager is vitally interested in the nature of the attitudes of the employees toward their jobs, careers, and the organization itself (Davis, 2000)

The result of the study will put management in a better position to realize its educational mandate into appropriate management as administrative actions like adopting new measures to enhance, and enrich educational programs through reasonable enhancement plans/ programs for personnel. They will also serve as a guide or an eye opener to the faculty and staff to improve their job performance. Likewise, the students who are the great prime beneficiaries of this endeavour, the result of this study is an avenue for them to nourish quality services. This study will also serve as a challenge and inspiration to be more effective in the researcher's line of endeavour; more aware of the resources that could help her job performance and productivity; her basis to propose an enhancement plan like giving rewards or incentives for the ISPSC personnel. Above all, to the future researchers the result of the study will be used in a number of ways particularly as a frame of reference in all facets of survey researchers.

Herzberg's Hygiene-Motivation Theory describes two categories of needs that are necessary for superior effort and performance: hygiene needs (peripheral to the job itself) and motivation needs (associated with the job itself). According to him, the ultimate objective of worker motivation is to produce superior effort and performance (the worker exerts his best effort in his work). Hygiene needs are merely to prevent dissatisfaction but do not activate performance. Non-satisfaction of hygiene needs is a dissatisfier because it makes employees work slowly, be absent, form a union or express dissatisfaction. (Corpuz, 2015).

Davis (2010) stated that higher job involvement leads to dedicated, productive workers. High performance and equitable rewards encourage high satisfaction through a performance-satisfaction effort loop. Higher job satisfaction usually is associated with lower turnover and fewer absences, Committed employees are also more likely to embrace company values and beliefs (its culture).

The study was specifically conducted to determine the attributes of the teaching and non-teaching personnel its relation to their job performance and satisfaction.

Specifically, it determined:

1. Attributes of ISPSC (teaching & non-teaching) personnel of Ilocos Sur Polytechnic State College along:
 - a. Sex
 - b. Age
 - c. Civil Status
 - d. Highest Educational Attainment
 - e. Civil Service Eligibility
 - f. Length of Service
 - g. Conferences, Seminars, Trainings Attended
 - h. Membership in Professional Organizations
 - i. Awards/Recognition Received
2. Level of job performance and satisfaction of the teaching & non-teaching personnel of ISPSC.
3. Capabilities and constraints on the level of job performance and satisfaction of the teaching and non-teaching personnel of ISPSC.
4. Significant relationship between the attributes of teaching personnel and their level of job performance and satisfaction.
5. Significant relationship between the profile of non-teaching personnel and their level job performance and satisfaction.
6. Enhancement plan may be evolved and proposed based from the level of job performance and satisfaction of the teaching and non-teaching personnel.

METHODOLOGY

Research Design

The study was conducted to determine the attributes of teaching and non-teaching personnel its relationship to their job performance and satisfaction.. Descriptive –correlational-developmental method of research was used with questionnaire adopted from Guamos (2015) supplemented by the documentary analysis and library techniques.

Frequency and percentage were used to determine the attributes of the respondents. Weighted mean was used to determine the level of job performance and satisfaction of the respondents.

To categorize the level of job performance and satisfaction of the teaching and non-teaching personnel the following were used.

Point Value	Statistical Range	Descriptive Equivalent
5	4.51-5.00	Very Strongly Agree (VSA)/Very Strongly Satisfied
4	3.51-4.50	Strongly Agree (SA)/Strongly Satisfied
3	2.51-3.50	Agree (A)/Satisfied
2	1.51-2.50	Disagree (D)/Fairly Satisfied
1	1.00-1.50	Strongly Disagree (SD)/Not Satisfied

Mean values of 2.51 and above described as Agree/Satisfied, Strongly Agree/Strongly Satisfied and Very Strongly Agree/Very Strongly Satisfied were considered capabilities while mean values of 2.50 and below described as Disagree/Fairly Satisfied and Strongly disagree/Not Satisfied were considered constraints. The said constraints were the benchmarks used by the researcher to develop an enhancement plan.

For the relationship between the attributes of the teaching and non-teaching personnel correlation was used.

RESULTS AND DISCUSSIONS

Attributes of Respondents

Sex

As revealed in table 1 majority of the teaching respondents were females. This implies that there are more female Instructors/Professors in Ilocos Sur Polytechnic State College. For the non-teaching group there were more male respondents than female respondents. The figure implies that there are more male respondents in the non-teaching group because most of them are utility workers, security guards, watchmen, farm workers/fieldworkers, drivers, computer/laboratory custodians and only few stay in the office.

Table 1: Attributes of respondents

Attribute Variables	TEACHING		NON TEACHING	
	Frequency	Percentage	Frequency	Percentage
1. Sex				
Female	76	61.29	35	46.05
Male	48	38.71	41	53.95
TOTAL	124	100.00	76	100.00
2. Age				
20-29	17	13.71	22	28.95
30-39	38	30.65	24	31.58
40-49	26	20.97	9	11.84
50-59	37	29.84	17	22.37
60 and above	6	4.84	4	5.26
TOTAL	124	100.00	76	100.00
3. Civil Status				
Married	95	76.61	48	63.16
Widow	4	3.23	2	2.63
Single	25	20.16	26	34.21
TOTAL	124	100.00	76	100.00
4. Highest Educational Attainment				
Doctorate Degree	24	19.35	1	1.32
Doctorate Degree units	16	12.90	2	2.63
Master's Degree	82	66.13	3	3.95
Master' Degree units	2	1.61	7	9.21
LLB				
Doctor of Medicine			1	1.32
Dentistry			1	1.32
Bachelor of Science in			1	1.32
Nursing			5	3.95
Civil Engineer			1	1.32
College Graduate			35	7.89
Two Years College Course			13	3.95
High School Graduate			8	10.53
TOTAL	124	100.00	76	100.00

5. Civil Service Eligibility				
PBET/LEA Teacher's Examination	98	79.03		
PBET/LEA	9	7.26		
LEA			1	1.32
PBET with NC II	4	3.23		
PBET with CSC Professional	6	4.84		
CSC Professional	2	1.61	18	23.68
CSC Professional with NC II	3	2.42		
PD907	2	1.61	1	1.32
PBET/Registered Librarian			1	1.32
Licensure Examination for Librarian			2	2.63
BAR			1	1.32
Physician Board Examination			1	1.32
Nursing Licensure Examination				
Civil Engineering Board Examination			1	1.32
Dentist Licensure Examination			1	1.32
CSC Professional with Fishery Technologist Board Examination			1	1.32
CSC Sub Professional			6	7.89
			5	6.58
NC II			5	42.11
No Eligibilities			32	
TOTAL	124	100.00	76	100.00
6. Length of Service				
10 below	44	35.48	42	55.26
10-19	25	20.16	17	22.37
20-29	30	24.19	12	15.79
30 and above	25	20.16	5	6.58
TOTAL	124	100.00	76	100.00
7. Conferences, Seminars, Trainings Attended				
International	43	34.68	2	2.63
National	63	50.81	14	18.42
Regional	76	61.89	16	21.05
Local/Institutional	88	70.97	20	26.32
8. Membership in Professional Organizations				
International	18	14.52		
National	43	34.68	1	1.32
Regional	30	24.19	2	2.63
Local/Institutional	124	100.00	42	55.26
9. Awards/Recognition Received				
International	5	4.03		
National	15	12.09	1	1.32
Regional	17	13.71	2	2.63
Local/Institutional	94	75.81	42	55.26

Some authorities signify that there are more male workers in the parlance of vocational endeavour like janitorial services, driving services, farm workers/field workers and many more.

However, Dumo (2005) affirmed in his research study that the teaching profession is a female-dominated profession since males are attracted to vocational, engineering, military science and other applied sciences.

Age

Majority of the teaching and non-teaching personnel were at the age bracket of 30-39. The findings imply that most of them are in their middle age stage which implies that they possess stamina to work of varied educational background and personality.

Tingco (2001) claimed that the middle-age stage of life as the generative vs. self-absorption or stagnation where career and work is the most important things, along with family. This is the time when people can take on greater responsibilities and control. For this stage, working to establish stability and attempting to produce something matters to

Civil Status

As to civil status of the teaching and non-teaching personnel majority of them were married.. The result shows that there are more married teaching and non-teaching personnel. The findings imply that in the world of work is due to the fact that by nature man needs a partner.

Tigno (2016) found in her study that there were more married respondents. Likewise, Mayangao (2016) stating in her research study that majority of the respondents are married who experienced ups and downs of life that made them stronger, dedicated and committed to advance in their education. Their families serve as their inspirations to tread the higher rank of education.

Highest Educational Attainment

A closer look in table 1 majority of the teaching respondents finished their higher degrees to qualify them to teach in College and even in the Graduate School. Nobody singly finished bachelor's degree. The findings imply that in Ilocos Sur Polytechnic State College, almost all the teaching personnel pursued their higher education for professional growth and development. In the College, some faculty members availed of CHED scholarship where 46 faculty members enrolled in the masterate and doctorate degrees.

This number does not include the data of faculty pursuing advance higher education that are enrolled in their fields across the region. The findings of the study on the educational qualification of faculty members jibe with the study of Dolorico (2013) that to teach in college one must be a Master's degree or Doctorate degree in certain field of specializations. For the non-teaching group, most of them finished College degrees, some finished Doctorate degree, Doctorate units, Master's degree, Master degree units, BSN, Accountancy, Agriculture, Librarian, Engineering, Doctor of Medicine, Bachelor of Law, Two-year College Course and High School Graduate.

The result of the study revealed that majority of the non-teaching respondents are College graduates although some of them were not degree holders of which these are no longer compulsory/requirements to their jobs for as long as their qualifications fit their jobs/functions.

As mentioned by Moreno (2010), the key to real economic development is the suitable improvement of the skills, knowledge, attitudes, values and institutions of the people which can be done through the long process of education and training.

Civil Service Eligibility

Most of the teaching personnel passed the Philippine Board Examination/Licensure Examination for Teachers/Teacher's Examination

The findings imply that the faculty members are all eligible to teach in the College. Such result of the study implies that the teaching personnel aspire for career and enrichment as well as enhancement for better work performance.

Yacapin (2014) further stated in her study that to enter in the government institution the Department of Education considers PBET/LET/Teacher's Examination passers as one of the requirements to enter in the teaching profession.

However, for the non-teaching personnel, majority of them did not have Civil Service Eligibilities but for the Office Worker all of them have Civil Service eligibilities passed Dentist Licensure Examination, 1 or 1.32 passed Licensure for Physician, 1 or 1.32 BAR, 1 or 1.32 passed PBET/Registered Librarian, 1

The result of the study implies that this may be the nature of work of the non-teaching personnel which is not a requirement for eligibilities. The findings further imply that the non-teaching personnel vary in their civil service eligibility and that all of them are qualified to do their tasks as government employees.

Martires (2013) claimed that for as long as employees feel comfortable with things as they are, they relate to one another and to their jobs in ways that are familiar and comfortable then there is stability and continuity of good relationships among them.

Length of Service

Majority of the teaching and non-teaching personnel belonged to the bracket of 10 below above. The findings show that most of the teaching and non-teaching respondents are still new in the service. They are the group who may belong to middle-aged group, fresh, competitive, dynamic and active. They love their work and would look forward of staying until retirement.

The results support that of Cantes (2013) stating that 61 or 42 percent of her respondents stayed in the teaching service for 10 years and below.

Ibong(2017) also cited in her study that most of the respondents are new yet they are active and committed employees while only few are already about to retire.

Conferences, Seminars, Trainings Attended

Most of the teaching respondents attended Local/Institutional conferences, seminars and conferences, some attended International, National, and Regional. The findings imply that most of them attended conferences, seminars and trainings Further, attendance of the teaching personnel in the said conferences, seminars, and trainings are becoming greater, only few who are not attending due to may be some reasons.

The result supports the findings of Crisostomo (2010) asserting that attendance to conferences, seminars, trainings or any in-service training is one of the avenues to enhance professional growth. Faculty members seek more and more in-service training program in order to keep abreast with the changing needs of the time. The more in-service training a teacher has attended the higher expectations of her effectiveness in teaching.

The table shows that few of the non-teaching personnel attended conferences, seminars, and trainings. The findings imply that the non-teaching personnel seldom attend such conferences, seminars trainings or any enhancement programs even in Local level only, may be due to their nature of work.

Mayangao (2016) further cited in her research study that any government employee must strive for professional development. Such professional development encompasses all types of facilitated learning opportunities including credentials such as academic degrees to formal coursework, attendance to conferences, seminars, trainings attended and informal learning opportunities situated in practice.

Membership in Professional Organizations

As to membership in professional organizations of the teaching and non-teaching personnel were members of the Local/Institutional Level.

The findings imply that all of the respondents are members of the Local/Institutional Level-Faculty Union of the College, only few of them are members of the International, National, and Regional Levels. The findings also imply that membership in professional organizations updates the faculty herself with the current trends and on the breakthroughs of technology regarding education that can significantly affect her performance and consequently the performance of her students.

Sambrano and Rivera (1982) in their book entitled “Towards Effective Teaching” states that physically and chronologically, every teacher cannot escape the onslaught of age. However, teachers remain forever young in spirit and in professional competence hence, there is a need for a continuous membership in professional organizations. On the other hand, the average teacher may cease to grow as soon as certificate requirements have been met and her maximum place on the rating scale may be reached. But this is not true to the excellent teacher who continues to grow culturally and professionally in the knowledge of her subjects, her art and science of her vocation.

Laroco (2005) cited that membership in professional organizations is one of the avenues that enhances professional growth and job productivity.

Awards/Recognition Received

Most of the teaching and non-teaching respondents were recipients of the Local/Institutional Awards. The result of the findings indicates that majority of the teaching and non-teaching personnel received Local/Institutional Awards

As a whole the findings imply that both the teaching and non-teaching personnel are recipients of the Loyalty Awards or Service Awards. These awards are given to them whenever they reach their tenth year, fifteenth year, twentieth year and many more coupled with cash incentives.

Fule (2003) affirmed that as social beings, employees relate and interact with others, both inside and outside the organization. They calculate their rewards-effort ratio and then compare these with those of others. They make judgments as to the fairness of the reward system and react to perceive inequity accordingly. With this, the task of a manager is to motivate always employees toward excellent performance, if possible through award system during special occasions of the department.

Level of Job Performance and Satisfaction of Teaching and Non-teaching Personnel

Table 2. Level of Job performance and satisfaction of ISPSC teaching and non-teaching personnel

Indicators	Teaching Personnel		Non-Teaching Personnel		AVERAGE	
	MV	DER	MV	DER	Over all mean	DER
1. There is really too little chance for promotion on my job.	3.50	A	2.40	D*	2.95	Agree/Satisfied
2. The job I am doing provides me the chance to work independently.	4.12	SA	4.11	SA	4.12	Strongly Agree/Strongly Satisfied
3. The job provides me with a chance to do different activities from time to time.	3.73	SA	3.72	SA	3.73	Strongly Agree/Strongly Satisfied
4. The job provides me with a chance to get recognition from the community.	3.77	SA	3.76	SA	3.77	Strongly Agree/Strongly Satisfied
5. I like the job because of the way the immediate head of the campus treats me with respect in decision-making.	4.04	SA	4.04	SA	4.04	Strongly Agree/Strongly Satisfied
6. The job I am doing provides me with opportunity to do things that go against my will and wish.	3.50	A	2.59	A	3.50	Agree/Satisfied
7. My immediate head/superior is quite competent in doing his/her job.	3.55	SA	3.58	SA	3.57	Strongly Agree/Strongly Satisfied
8. I like the job because of the way in which the College rules and regulations are followed and obeyed in our campus	3.53	SA	3.64	SA	3.59	Strongly Agree/Strongly Satisfied
9. My job gives me a feeling of success in doing my said job.	4.11	SA	4.10	SA	4.11	Strongly Agree/Strongly Satisfied
10. The job provides me with a chance to attend seminars,	3.92	SA	2.48	D*	3.20	Agree/Satisfied

conferences, trainings or any enhancement programs from time to time.						
Average Mean Value	3.78	SA	3.44	A	<u>3.61</u>	Strongly Agree/Strongly Satisfied

Legend: MV= Mean Value D=Disagree/Fairly Satisfied SA=Strongly Agree/Strongly Satisfied
 DER=Descriptive Equivalent A=Agree

Level of Job Performance and Satisfaction of Teaching and Non-Teaching Personnel

Table 2 gives an account of the perceptions made by the two groups of respondents on the level of job performance and satisfaction .

The table registered that there were eight (8) indicators that obtained the highest mean value described as “Strongly Agree and two (2) indicators described as “Agree”. with an average mean value of 3.78 described as “Strongly Satisfied”. The result of the study implies that the level of job performance and satisfaction of the teaching personnel is “Strongly Satisfied. “Further, the findings imply that faculty members have greater chances for promotion, a strong motivating factor for them to exert effort to do their tasks as employees .The faculty is being evaluated every three years through the National Budget Circular despite its slow implementation. Moreover, the College President is also using his discretion to promote deserving faculty members.

For the non-teaching personnel, on the level of job performance and satisfaction there were seven (7) indicators described as “Strongly Agree”, one(1) indicator described as “Agree.” .However, the two(2) indicators “There is really too little chance for promotion on my job” and “the job provides me with a chance to attend seminars, conferences, trainings or any enhancement programs from time to time” got mean values of 2.48 and 2.40 respectively described as “Disagree.”

The findings imply that along these two indicators, the non-teaching personnel are “Fairly Satisfied”, although the average mean value on their perceptions on their level of job performance and satisfaction was 3.44 described as “Agree”. The result shows that the non-teaching personnel has slim chance of promotion and seldom participate in conferences, seminars and trainings and other enhancement activities. Further, the findings imply that generally the level of job performance and satisfaction of the non-teaching is “Satisfied”. However the average mean value on the level of job performance and motivation of the teaching and non-teaching personnel is 3.61 described as “Strongly Agree. The findings imply that generally the teaching and non-teaching personnel are Strongly Satisfied with their job performance. David (2000) affirmed that as workers grow older the level of job performance initially tend to be slightly more satisfied with their jobs. Apparently they lower their expectations to more realistic levels and adjust themselves better to their work situations.

CAPABILITIES AND CONSTRAINTS

Table 3. Capabilities and constraints on the level of job performance and satisfaction of the teaching and non-teaching personnel.

Indicators	Teaching		Non-Teaching		Over All Result	
	MV	DER	MV	DER	MV	DER
1. There is really too little chance for promotion on my job.	3.50	Cap	2.40	Con*	2.95	Cap
2. The job I am doing provides me the chance to work independently.	4.12	Cap	4.11	Cap	4.12	Cap
3. The job I am doing provides me with a chance to do different activities from time to time.	3.73	Cap	3.72	Cap	3.73	Cap
4. The job provides me with a chance to get recognition from the community.	3.77	Cap	3.76	Cap	3.77	Cap
5. I like the job because of the way the immediate head of the campus treats me with respect in decision-making.	4.04	Cap	4.04	Cap	4.04	Cap
6. The job I am doing provides me with opportunity to do things that go against my will and wish.	2.57	Cap	2.56	Cap	2.57	Cap
7. My immediate head/superior is quite competent in doing his/her job.	3.55	Cap	3.58	Cap	3.57	Cap
8. I like the job because of the way in which the College rules and regulations are followed and obeyed in our campus.	3.53	Cap	3.64	Cap	3.59	Cap
9. My job gives me a feeling of success in doing my said job.	4.11	Cap	4.10	Cap	4.11	Cap
10. My job provides me with a chance to attend seminars, conferences, trainings or any enhancement programs from time to time.	3.92	Cap	2.48	Con*	3.20	.Cap

A closer look on the table shows that all the indicators on the level of job performance and satisfaction of the teaching personnel were all considered as capabilities. The findings imply that along these said ten indicators, no problems were noticed. However, for the non-teaching group there were eight indicators that were considered capabilities, and two (2) indicators “There is really too little chance for promotion on my job,” and “The job provides me with a

chance to attend seminars, conferences, trainings or any enhancement programs from time to time.” obtained the lowest mean values of 2.40 and 2.48 considered as constraints. The over all mean result on the level of job performance and satisfaction was considered capabilities.

The foregoing findings both the teaching and non-teaching personnel there was no threat observed on the level of job performance and satisfaction. The fact that generally, all the indicators were capabilities and only two indicators reveal noticeable problems on the level of job performance and satisfaction of the non-teaching personnel regarding chances of promotion of job and attendance of seminars, conferences, trainings or any enhancement programs from time to time. The findings imply that the level of job performance and satisfaction of the teaching and non-teaching personnel of Ilocos Sur Polytechnic State College across the groups is not permanent, but it is related to a number of variables like age, occupational level, interpersonal relations with superiors or heads of the college and also organizational size. Such analyses of these relationships allow heads to predict which groups are likely to exhibit the problem behaviors associated with job performance and satisfaction as well as dissatisfaction.

The above findings support that of Ped (2017) who formulated a Capability Building Program for School Heads and Teachers of Sta. Cruz District. Such Capability Building Program was based from the identified constraints. Her findings revealed that the constraints on the roles and functions of the schools heads were staffing and community involvement and the constraints on the level of job performance of teachers were chance to get recognition from the community, treatment of the school head and school rules and regulations are followed and obeyed.

Relationship between the Attributes of Teaching Personnel and their Job Performance and Satisfaction

Table 4. Relationship between the attributes of teaching personnel and their job performance and satisfaction.

Attributes	r Value	P Value	Decision	Interpretation
Sex	-.118	.167	Accept Ho	Not Significant
Age	-.010	.911	Accept Ho	Not Significant
Civil Status	.008	.925	Accept Ho	Not Significant
Highest Educational Attainment	.041	.636	Accept Ho	Not Significant
Civil Service Eligibility	.027	.748	Accept Ho	Not Significant
Length of Service	.857*	.014	Reject Ho	Significant
Conferences, Seminars, Trainings Attended				
International	.086	.677	Accept Ho	Not Significant
National	.114	.378	Accept Ho	Not Significant
Regional	.068	.600	Accept Ho	Not Significant
Local	.024	.829	Accept Ho	Not Significant
Membership in Professional Organizations				
International	.024		Accept Ho	Not Significant
National	.036	.772	Accept Ho	Not Significant
Regional	-.257	.096	Accept Ho	Not Significant
Local	-.111	.204	Accept Ho	Not Significant
Award/Recognition Received				
International	.067		Accept Ho	Not Significant
National	.007	.935	Accept Ho	Not Significant
Regional	-.055	.840	Accept Ho	Not Significant
Local	-.064	.611	Accept Ho	Not Significant

Legend: *Correlation is significant at .05 level of significance (2tailed)

As shown in table 4, length of service is significantly related with the job performance and satisfaction of the teaching personnel respondents. This was attested with the r value of .857 which is higher than the probability value of .014 at .05 level of significance. This explains that length of teaching experience is a contributory factor in the job performance and satisfaction of the respondents. This could be attributed to the fact that longer years in the service the more efficient and satisfied in one's work. All the other profiles have no significant relationships with the job performance and satisfaction of the respondents. The findings show that the aforementioned profile variables do not have any significant bearings with respect to the job performance and satisfaction of the respondents. It simply means that the said profile variables did not influence the performance and satisfaction of the teaching personnel relative to their jobs.

Yumul (2010) pointed out that the length of service is a valid indicator of work performance and satisfaction because employees develop their effectiveness as they become more experienced in their working endeavour. Relationship between the attributes of the non-teaching personnel and their level of job performance and satisfaction.

Table 5 .Relationship between the attributes of the non-teaching and their job performance and satisfaction

Attributes	r Value	P Value	Decision	Interpretation
Sex	.002	.986	Accept Ho	Not Significant
Age	.197	.092	Accept Ho	Not Significant
Civil Status	.084	.476	Accept Ho	Not Significant
Highest Educational Attainment				
	-.205	.080	Accept Ho	Not Significant
Civil Service Eligibility	-.028	.812	Accept Ho	Not Significant
Length of Service	.134	.266	Accept Ho	Not Significant
Conferences, Seminars, Trainings Attended				
International	a	a		
National	.033	.783	Accept Ho	Not Significant
Regional	-.151	.524	Accept Ho	Not Significant
Local/Institutional	-.094	.647	Accept Ho	Not Significant
Membership in Professional Organization				
International	a	A		
National	.116	.719	Accept Ho	Not Significant
Regional	.440	.560	Accept Ho	Not Significant
Local/Institutional	-.106	.367	Accept	Not Significant
Award/Recognition Received				
International	a	a		
National	a	a		
Regional	a	a		
Local/Institutional	-.284	.538	Accept Ho	Not Significant

Legend: a-cannot be computed because all the values are constant

Table 5 reveals the significant relationship between the attributes of the non-teaching personnel and their level of job performance and satisfaction.

It is gleaned on the table that the attributes of the non-teaching personnel was not significantly related to their level of job performance and satisfaction as affirmed by their respective r values at .05 level of significance. The finding implies that the attributes of the non-teaching personnel do not affect their level of job performance and satisfaction. This implies further that sex, age, civil status, length of service, conferences, seminars and trainings attended, membership in professional organizations and awards/recognition received do not have bearing to their level of job performance and satisfaction. The level of job performance and satisfaction across all employees is not permanent no matter what attributes they have. It is the job involvement of employees such as work ethics; exhibit high growth needs and enjoy participation in decision making endeavour of the organization. With these, they are willing to work long hours and attempt to be high performers.

This negates to the findings of Orden (2005) where she found that age and sex are significantly and positively correlated to analytic preference and perceptual strengths of employees.

CONCLUSIONS

- The teaching and non-teaching personnel of Ilocos Sur Polytechnic State College manifest varied attributes.
- Generally, the level of the job performance and satisfaction of the teaching and non-teaching personnel is described as “Strongly Satisfied”.
- Capabilities found on the level of job performance and satisfaction of the teaching and non-teaching personnel need to be sustained and constraints found on the level of performance of the non-teaching personnel need to be strengthened.
- The attributes of the teaching personnel show a significant relationship on the length of service, a contributory factor in the job performance and satisfaction of the respondents.
- No significant relationship existed between the attributes of the non-teaching and their level of job performance and satisfaction.
- An enhancement plan is imperative to improve the level of performance and satisfaction of the non-teaching personnel.

RECOMMENDATIONS

- The personnel who finished only High School, 2 year-course in College, Bachelor Degree holders and Master’s Degree units are encouraged to go further studies such as finishing Bachelor’s Degree, Master’s Degree and Doctoral Degree to enable them to grow professionally.
- The personnel can be enlightened on the factors affecting job satisfaction and develop a coping mechanism like attending programs and activities that enhance job satisfaction, reading or viewing inspirational stories or articles about good attitude toward work, participating in team building activities, seeking advice from experienced workers and others.
- Campus Heads may devise a mechanism to improve the identified constraints of the non-teaching on the level of job performance and satisfaction likewise continues strengthening teaching and non-teaching capabilities.

- The level of the job performance and satisfaction among ISPSC teaching and non-teaching personnel should be maintained, strengthened or even made higher.
- A further study be conducted using different variables in the study with the different respondents and locale.

Enhancement Plan of ISPSC PERSONNEL

(Job Performance and Satisfaction)

I. Rationale:

Job satisfaction is a part of worker's life. The kind of environment affects job performance and job satisfaction of employees. Employees' attitudes are essential to monitor, understand and manage. It is then the responsibility of the immediate head to monitor the employee's attitudes toward work. For job involvement is very essential to one's organization. Employees therefore must immerse themselves in their jobs; invest time and energy in them. Likewise, higher involvement leads to dedicated and productive workers. High performance and equitable rewards encourage high satisfaction through a performance satisfaction. Higher job satisfaction usually is associated with lower turnover and fewer absences from the employees. Committed employees embrace organization values and beliefs (its culture). It is then imperative that an enhancement plan for the non-teaching personnel for ISPSC is evolved, the benchmarks are the constraints found in this study. The researcher in her humble way believes that this plan is essential to the non-teaching personnel specifically those who seldom or never attend conferences, seminars trainings or any enhancement program /activities as well as job promotion.

II. Objectives: The main aim of this enhancement plan is to strengthen weaknesses along the level of job performance and motivation of the non-teaching personnel. The weaknesses along job performance and satisfaction of non-teaching personnel include the following: "There is too little chance for promotion on my job" "The job provides me with a chance to attend conferences, seminars and trainings attended "

III. Topics:

1. Job Promotion

2. Enhancement Program/Activities

IV. Strategies/Activities:

Present/submit to the SUC President III through the HRMO the following activities/strategies of the Enhancement Plan:

1. Giving Awards/Recognition coupled with Cash Incentives to deserving employees during Charter Day Celebration such as: Search for Outstanding Security Guard, Outstanding Watchman, Outstanding Utility Worker, Outstanding Farm Worker/Field Worker, Outstanding Employee and many more.

2. Conducting Orientation Program relative to their duties and functions as government employees.

Projects/Activities	Objectives		People Involved	Sources of Budget	Time Frame	Monitoring and Evaluation
1. Job Promotion	To conduct activities/programs by strengthening system of awards/recognition coupled with Cash incentives to employees.	1. Giving Awards/Recognition coupled with Cash incentives to deserving employees during Charter Day Celebration such as: Search for Outstanding: Security Guard, Outstanding Watchman Outstanding Utility Worker, Outstanding Farm Worker/ Field Worker Outstanding Employee and many more.	Key Officials of the College Employees	Employees' Development Fund	Every Charter Day Celebration	Quarterly report shall be made and forwarded to the office of the SUC President III and concerned departments in order to follow up the progress of the programs/activities.
2. Providing enhancement programs or activities to non-teaching personnel	To conduct enhancement programs/activities for the non-teaching personnel	2. Conducting Orientation Program relative to their functions and duties as government workers 2. Seminar/Team building relative to good attitude of one's work, relationship to co-workers and College officials. 3. Monthly meeting 4. Attendance to various conferences, seminars and trainings.	Key officials of the College Employees	Employee's development fund	Every month of June Every month of July Every month As per invitation	Quarterly prepared and submitted.

			<i>Key officials of the College Employees</i>	<i>Employees' development fund</i>		<i>100% acceptability of faculty and staff development program will be undertaken.</i>
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3. Seminar/Team Building relative to good attitude of one's work, relationship towards co-workers and College Officials.

4. Monthly meeting

5. Attendance to various conferences, seminars and trainings.

V. People Involved:

SUC President III, Vice President for Administration and Finance, Supervising Administrative Officer, Human Resource Management Officer, Campus Executive Director per campus where the Non-Teaching Personnel are located, Administrative Officer In-Charge of the Non-Teaching, Non-Teaching Personnel.

VI. Sources of Budget:

Employees Development Fund

VI. Monitoring and Evaluation:

Quarterly report shall be made and forwarded to the Office of SUC President III and the concerned departments in order to follow up the progress of the programs or activities.

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