

Factors Influencing Job Performance of Administrative Officers in Liloy District: Basis for an Intervention Plan

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Abstract

This study examined the factors influencing the job performance of Administrative Officers II in the Liloy District, focusing on training and development, leadership style of school heads, and job satisfaction. Using a descriptive research design, data were gathered from 30 respondents and analyzed through weighted mean and standard deviation. Findings revealed that leadership style emerged as the strongest determinant of job performance, rated as highly effective, highlighting the crucial role of supportive, transparent, and inspiring leadership. Job satisfaction was also rated highly, driven by positive work relationships and communication, though concerns regarding promotion opportunities and rewards were noted. Training and development were perceived as effective but ranked lowest among the three factors, indicating the need for enhanced alignment and instructional support. Overall, the results show that Administrative Officers II demonstrated outstanding job performance, particularly in teamwork, communication, and effectiveness. The study underscores the importance of strengthening leadership practices, sustaining job satisfaction, and improving training programs to further enhance administrative performance and organizational effectiveness.

Keywords: job performance, leadership style, job satisfaction, training and development, administrative officers

1. Introduction

Across the world, administrative officers play a vital role to the day-to-day operations of an organization. From managing finances and records to giving teachers an ample time to focus more on teaching. According to the Civil Service Commission (2023), administrative staff in government offices play a vital role in ensuring that policies, processes, and services are carried out smoothly, directly affecting the quality of public service delivery. In the education sector, Administrative Officers act as indispensable support staff, ensuring that schools and districts function not only in compliance with policies but also in sustaining a conducive environment for teaching and learning.

Administrative officers face increasing demands brought about by the never-ending policies, technology, and client satisfaction. Hence, their ability to perform their tasks depends not only on the skills they brought to the table but also on the strategies developed to support them. Administrative officers perform

critical tasks such as records management, communication handling, financial documentation, and personnel support. However, challenges such as inadequate training, limited recognition, and unclear career progression often hinder their performance.

Previous studies highlight that positive working connections and interpersonal dynamics play a vital role in motivating employees to perform better. According to Sumingit, et.al (2025), raising spirits and promoting candid communication foster a sense of community, which improves performance on both individual and organization level. Their study showed how important a supportive work environment is for promoting productivity, job satisfaction, and long term organizational performance.

Peracek (2020), defines “remuneration” as encompassing not only salary or direct monetary compensation but also various forms of rewards provided by the company or an organization to the employees for their work. Qasim et al. (2020) stated that monetary rewards play a major role in determining job satisfaction. If the employees believe that they are not compensated well, a state of emotional dissatisfaction will develop. This emotional dissatisfaction will accumulate resulting to ineffective and inefficient employees and work environment. Khan et al. (2020) stating that academic staff commitment and their degree of satisfaction could be improved by identifying the influence of fair compensation.

At present, Administrative Officers in Liloy District face challenges such as heavy workload, multiple functions, resource limitations, and the demand for accountability and accuracy. These conditions create a pressing need to investigate how various factors interact with their demographic characteristics and influence their job performance. Addressing these concerns is essential in crafting responsive interventions that will strengthen both their individual output and the overall system.

1.1 Theoretical Foundations

This study was primarily anchored on Systems Theory developed by Ludwig von Bertalanffy (1968), which posits that an organization functions as an open system composed of interrelated and interdependent components that continuously interact with one another and with the external environment. Each element of the system contributes to the stability and performance of the whole; hence, any disruption in one part inevitably affected the overall organizational functioning. Within the educational setting, the Administrative Officers II in the Liloy District were regarded as vital components of this system. Their demographic characteristics and professional attributes formed part of the system’s internal structure, while factors such as organizational learning, employee engagement, and compensation represented external influences that affected their performance.

To further explain the motivational and organizational dynamics that affected their performance, the study also drew from Herzberg’s Two-Factor Theory (1959). This theory distinguished between motivator factors (intrinsic elements such as achievement, recognition, and responsibility) and hygiene factors (extrinsic elements such as salary, working conditions, and supervision). According to Herzberg, the presence of motivators enhanced job satisfaction and performance, while the absence of hygiene factors led to dissatisfaction. In the context of Administrative Officers II, their performance was influenced by both sets of factors. Intrinsic motivators such as opportunities for professional growth and extrinsic conditions such as equitable compensation and supportive supervision.

Moreover, the study was guided by the Organizational Support Theory (Eisenberger et al., 1986), which emphasized the importance of perceived organizational support. This refers to the extent to which employees believed that their organization valued their contributions and cared about their well-being. When administrative officers perceived strong support from their schools and district offices through recognition, fair treatment, and access to professional resources, they were more likely to reciprocate with

higher levels of commitment, engagement, and performance. Conversely, a lack of perceived support resulted in lower motivation and reduced organizational effectiveness.

1.2 Statement of the Problem

The purpose of this study was to determine if the job performance of the Administrative Officers II in Liloy, Zamboanga del Norte was influenced by the various predetermined factors, which will be the basis for crafting an intervention plan.

Specifically, the current inquiry sought to answer the following questions:

- **What is the profile of the respondents in terms of:**
 - age;
 - sex;
 - years in service?
- **What is the level of training and development among Administrative Officers II in Liloy District?**
- **What is the level of leadership style of school heads among Administrative Officers II in Liloy District?**
- **What is the level of job satisfaction among Administrative Officers II in Liloy District?**
- **What is the level of job performance among Administrative Officers II in Liloy District in terms of:**
 - effectiveness;
 - skills and knowledge;
 - contribution and teamwork;
 - work environment and feedback;
 - employee development; and
 - communication plan?
- **Is there a significant difference between the profile of the respondents and their job performance, more specifically with;**
 - effectiveness;
 - skills and knowledge;
 - contribution and teamwork;
 - work environment and feedback;
 - employee development; and
 - communication plan?
- **Is there a significant relationship between Administrative Officers' job performance and the factors influencing their performance, more specifically with;**
 - training and development;
 - leadership of school heads; and
 - job satisfaction?
- **Based on the findings, what intervention plan can be proposed?**

1.3 Related Literature and Studies

This section presented a thematic review of literature and studies relevant to the factors influencing job performance of Administrative Officers II in Liloy District, Liloy, Zamboanga del Norte. The discussion

was organized around the factors that influenced the job performance of Administrative Officers II in terms of training & development; leadership style of school heads; and job satisfaction and employee performance.

1.3.1 Training and Development

Training is the most basic function of human resources management. It is the systematic application of formal processes to help people to acquire the knowledge and skills necessary for them to perform their jobs satisfactorily (Armstrong, 2020). As mentioned by Camilleri (2021) training and development mean a systematic process that enhances employee knowledge, skill, attitude, and expertise to finish regular tasks to achieve organizational goals successfully.

Tukiran et.al (2025) stated that training and development programs play a crucial role in equipping employees with the skills, knowledge, and competencies needed to perform their roles effectively. Empirical studies suggest that participation in well-designed training initiatives not only enhances job related competencies but also fosters a greater sense of belonging and organizational support, which are key drivers of engagement (Raharjo, 2023; Solihah et al., 2024). Specialized training programs that are tailored to employees' unique needs have been shown to increase engagement levels significantly, as they demonstrate the organization's commitment to personal and professional growth.

In light of the growing body of literature, it is evident that training and development serve as powerful tools for enhancing employee engagement. Organizations that strategically invest in learning and development not only improve employee capabilities but also foster a more committed, satisfied, and high performing workforce (Doghan, 2019; Raharjo, 2023; Solihah et al., 2024). However, despite the abundance of empirical studies on this topic, the evidence remains fragmented across various contexts, industries, and methodological approaches. This gap highlights the need for a systematic synthesis of existing research to provide a clearer understanding of the mechanisms, contextual factors, and outcomes associated with training-induced engagement.

Supporting these findings, Dan et al. (2020) highlighted the importance of identifying specific human resource needs through an ethical and systematic process. Their study showed that tailoring training programs to these needs helps employees perform better and deliver world class public service. This focused approach ensures that training resources are used effectively and that employee performance aligns with organizational goals.

In a similar way, Aljhany and Hmdan (2020) stated that effective training management includes evaluating training outcomes, conducting needs assessments, and giving equal opportunities for all employees to receive training. They also emphasized the importance of providing available resources so employees can continuously learn and stay updated with current policies and standards. These practices ensure fairness and help employees maintain competence in their work.

Without proper training, employees may struggle to fully understand and perform their duties and responsibilities effectively. Through training, workers acquire advanced knowledge, techniques, and strategies that enhance their professional development and open up greater opportunities for growth and improvement.

1.3.2 Leadership Style of School Heads

Leadership style refers to the approach and manner by which leaders guide, motivate, and influence their subordinates toward achieving organizational objectives. It encompasses behavioral patterns that leaders consistently display when interacting with employees. Effective leadership styles influence how goals are established, how expectations are communicated, and how personnel are encouraged to perform at their

highest potential.

Larik and Lashari (2022) describe leadership as a process in which a leader influences the behavior and actions of others to accomplish a clearly defined goal within a particular context. According to their view, leadership involves the capacity of supervisors to motivate subordinates to work with enthusiasm and commitment. It also involves the leader's ability to articulate a compelling vision of the future and to mobilize others toward its realization. Their findings further emphasize that participatory leadership practices foster stronger employee performance, as employees who feel empowered and trusted demonstrate greater confidence and initiative in their tasks.

In the broader organizational landscape, effective leadership has become a critical determinant of both short term and long-term success. As emphasized by Urme (2023), well-structured organizations increasingly recognize that leadership quality significantly influences employee engagement, commitment, job satisfaction, and retention. This recognition has prompted organizations to adopt sustainable leadership practices that strengthen leader–employee relationships.

Osuji et al. (2020) distinguish leadership from management by explaining that while management focuses on planning, control, and monitoring, leadership involves inspiring, guiding, and motivating employees to embrace organizational values and goals. When leaders meaningfully attend to employee needs, reciprocal gains are observed in the form of stronger commitment, improved retention, and heightened organizational efficiency.

The link between strong leadership and organizational outcomes is further supported by Bharadwaja and Tripathi (2021), who assert that organizations with robust leadership and sustainable talent retention policies consistently achieve superior results. Effective leadership creates a supportive work environment where employees feel valued and motivated.

Comon and Corpuz (2023) emphasize the role of leadership in fostering research competence among employees. Leaders who encourage professional development, recognize employee contributions, and promote open communication help cultivate a committed and innovative workforce. Such leadership practices enable institutions, including schools, to better respond to challenges, achieve strategic goals, and sustain long term organizational success.

1.3.3 Job Satisfaction and Employee Performance

Pavithra (2022) defines job satisfaction or employee satisfaction as a measure of workers' contentedness with their job, whether they like the job or individual aspects or facets of jobs, such as nature of work or supervision.

Job satisfaction can be described as an employee's sense of achievement, fulfillment, and success in their work. It is widely recognized as a factor closely linked to productivity, work performance, and overall well-being (Kaliski, 2007; Aziri, 2011 as mentioned in Pavithra, 2022). According to Kaliski (2007), job satisfaction involves performing tasks that one enjoys, executing them effectively, and being fairly rewarded for one's efforts. Aziri (2011) further emphasizes that job satisfaction is not only about liking one's job but also about achieving personal and professional growth through work.

Pavithra (2022) stated that highly satisfied employees are usually regular and punctual, more productive, more committed, and more satisfied in their lives. For that purpose, to boost the level of job satisfaction and to improve performance, employees should be given opportunities for advancement, i.e., pay scales, participation of the employees in training and development and taking efforts to increase organizational commitment. Similarly, safety and good relationships with supervisors and co-workers are the biggest satisfiers nature of the job, way of supervision, job security, recognition, and compensation are important

factors for employees' organizational commitment.

Employees may experience varying levels of satisfaction depending on different aspects of their job, such as the nature of their tasks, relationships with colleagues and supervisors, and compensation. (George & Jones, 2008 on Pavithra, 2022). Motivation and leadership styles also influence job satisfaction, as different approaches may affect employees' performance and attitudes in diverse ways. Consequently, job satisfaction serves as a crucial component in motivating employees and encouraging them to achieve higher levels of performance (Raziq & Maul Bakhsh, 2015 on Pavithra, 2022).

A 2023 study on non-teaching staff in the Department of Education revealed that professional growth, job security, and effective communication are major factors influencing employee satisfaction (STEP Academic, 2023). The study highlighted that opportunities for continuous learning and development contribute to career advancement and self-fulfillment. Job security provides employees with stability and assurance, reducing anxiety and enabling them to focus on their tasks. Furthermore, transparent and open communication fosters trust, collaboration, and a supportive work environment, enhancing commitment and retention among employees.

Divya et.al (2025) mentioned that the potential for an employee's profession is an essential aspect of life since an employee's overall level of personal happiness is impacted by their work performance. As a result, it acknowledges the various viewpoints that the delegate These viewpoints, as briefly stated, are connected to actions contingent upon particular elements. Pay, company supervisors, working conditions, social interaction at work, and manager's judicious decision-making are a few examples. Work satisfaction is a constant focal point for associations and has progressively taken precedence over other factors. How someone values movement is what determines their level of business happiness. Divya et.al (2025) stated there is a lot of disagreement, and turnover is prompted when employees aren't satisfied with their jobs. Pay helps promote job happiness, but not always. Several unique elements contribute to the achievement of job happiness. In many cases, associations use certain practices in an attempt to achieve optimal job satisfaction, but they fail to satisfy representatives' needs, which leads to a low level of job satisfaction.

Putra and Dewi (2020) defined employee job performance as the results or achievements attained by employees as they fulfill the duties and responsibilities assigned to them. This performance contributes directly to realizing the organization's overall goals, vision, and mission. In this sense, performance is not limited to the completion of tasks but also reflects the degree to which employees align their work behaviors with organizational expectations. Satyendra (2021) states that performance reflects the extent to which employees effectively carry out their roles, meet expectations, and support organizational objectives.

According to Matteo Picchio (2021), workers' productivity is shaped by a combination of individual characteristics and organizational conditions. Key personal factors such as experience, physical capacity, and cognitive aptitude contribute significantly to how effectively an employee performs their tasks.

According to Maurer and Barbeite (2021), much of the existing research on the relationship between age and job performance has overlooked a critical variable: differences in employee experience across age groups. Many studies compare older and younger workers without accounting for the fact that older employees typically possess more work experience, which may enhance performance, while younger employees may compensate with greater physical or cognitive agility.

Orpia (2022), revealed that employees demonstrated very high levels of intrinsic motivation and high levels of extrinsic motivation, suggesting that workers were driven not only by external rewards but also by internal satisfaction, interest, and personal fulfillment derived from their jobs. Moreover, the overall

level of employee work performance was found to be high, indicating that motivated employees tend to perform effectively and meet organizational expectations.

According to Leonard and Thompson (2019) mentioned in Desucatan (2024), smart employers know that keeping quality employees requires providing the right compensation and benefits package. Compensation includes wages, salaries, bonuses, and commission structures. Employers shouldn't ignore the benefits portion of employee compensation because benefits sweeten employment contracts with the priorities that most employees need.

According to Asi (2021), fair compensation to the organization improves employee commitment and retention. Employee retention is defined as an organization's ability to retain its employees. It is also referred to as a process in which resources are motivated and encouraged to stay in an organization for a longer period of time to ensure organizational sustainability (Gorde, 2019). The growing needs of people with high living costs force workers to seek higher income that can guarantee their future and life satisfaction. Moreover, if individuals believe they are not compensated well, a state of emotional dissatisfaction will develop. These emotional discrepancies will grow and accumulate over time, thus making employees unhappy and unsatisfied with working for the organization. (Qasim et al. 2020)

2. Methodology

2.1 Design

The study employed a correlational-comparative research design. The descriptive aspect was used to determine and describe the factors that influenced job performance among Administrative Officers in Liloy District, Zamboanga del Norte. Meanwhile, the correlational component was utilized to examine the relationship between the factors—such as organizational learning, employee engagement, compensation, training and development, leadership styles and the job performance of the respondents. On the other hand, the comparative aspect tested the significant difference between the job performance and the profile of the respondents. The chosen design was deemed appropriate as it allowed the researcher to gather quantitative data, analyze patterns, and establish connections and differences between variables without manipulating any conditions.

2.2 Environment

The study was conducted in Liloy District, Zamboanga del Norte one of the educational districts under the Division of Zamboanga del Norte, located in the Municipality of Liloy. The district was composed of several public elementary and secondary schools that operated under the supervision of the Department of Education. Liloy I District with 21 elementary schools and 4 secondary schools. Liloy II District which was composed of 17 public elementary schools and 1 secondary school. Each school had designated Administrative Officers who were responsible for carrying out essential administrative and financial tasks such as records management, budget preparation, personnel documentation, and coordination of school operations.

2.3 Respondents

The respondents of this study were the Administrative Officers II assigned in the different public schools within Liloy I and Liloy II Districts, Division of Zamboanga del Norte, for School Year 2025–2026. These officers were chosen as they were directly engaged in administrative functions and therefore were in the most appropriate position to provide reliable information regarding the factors that influenced their job performance.

A total of thirty (30) Administrative Officers II participated in the study. Their participation was deemed

essential as they served as the primary source of data, ensuring that the findings accurately reflected the realities of administrative work performance in the district. Their participation served as the primary data source for the study.

To ensure the validity of the data, only Administrative Officers II who were officially designated in Liloy I and Liloy II Districts and who had rendered at least one year of continuous service during the school year covered were included.

The study employed the Total Enumeration Sampling Technique, also known as census sampling. This technique was utilized because the population of Administrative Officers II in Liloy I and Liloy II Districts, Division of Zamboanga del Norte, for School Year 2025–2026, was relatively small and manageable. In total, thirty (30) Administrative Officers II served as respondents.

2.4 Research Instrument

The research instrument utilized in this study was a multiple adapted questionnaire which was revised to tailor-fit to the current study’s objectives, specifically designed to collect data on the factors influencing job performance among Administrative Officers II in the Liloy District.

This cover dimensions such as effectiveness, skills and knowledge, contribution and teamwork, work environment and feedback, employee development and communication plan. The development of the questionnaire was anchored on a comprehensive review of related literature and previous empirical studies to ensure that the items accurately reflected the concepts being measured.

To ensure content validity and reliability, the instrument was evaluated by three experts who assessed its clarity, relevance, and alignment with the study objectives, and revisions were made based on their feedback. It was then pilot-tested among Administrative Officers II in Salug District, Salug, Zamboanga del Norte, to confirm that the items were clear, culturally appropriate, and capable of generating consistent responses. Reliability testing yielded a Cronbach’s alpha of 0.945, indicating excellent internal consistency and confirming that the instrument was suitable for further analysis.

The questionnaire employed a four-point Likert scale to measure the degree of agreement of the respondents with the statements provided. The scale was structured based on the different dimensions. The scoring table was structured as follows:

Table 1: Scoring Table for Training and Development and Leadership Style of Heads

Scale	Range of Means	Scale Description	Verbal Description
4	3.26-4.00	Strongly Agree	Highly Effective
3	2.51-3.25	Agree	Effective
2	1.76-2.50	Disagree	Less Effective
1	1.00-1.75	Strongly Disagree	Not Effective

Table 1 presents a 4-point Likert scale used to interpret respondents’ perceptions of Training and Development and Leadership Style of Heads, where 4 is the highest score and 1 is the lowest. Mean scores are interpreted as follows: 3.26–4.00 (Strongly Agree/Highly Effective), 2.51–3.25 (Agree/Effective), 1.76–2.50 (Disagree/Less Effective), and 1.00–1.75 (Strongly Disagree/Not Effective). Overall, the scoring table provides a systematic basis for translating numerical mean scores into meaningful verbal interpretations to assess effectiveness.

Table 2: Scoring Table for Job Satisfaction

Scale	Range of Means	Scale Description	Verbal Description
4	3.26-4.00	Strongly Agree	Highly Satisfied
3	2.51-3.25	Agree	Satisfied
2	1.76-2.50	Disagree	Less Satisfied
1	1.00-1.75	Strongly Disagree	Not Satisfied

Table 2 presents a 4-point Likert scale used to interpret respondents’ perceptions of job satisfaction, with 4 as the highest score and 1 as the lowest. Mean scores are interpreted as follows: 3.26–4.00 (Strongly Agree/Highly Satisfied), 2.51–3.25 (Agree/Satisfied), 1.76–2.50 (Disagree/Less Satisfied), and 1.00–1.75 (Strongly Disagree/Not Satisfied). Overall, the table provides a systematic framework for translating numerical mean scores into clear verbal descriptions of respondents’ job satisfaction levels.

Table 3: Scoring Table for Job Performance

Scale	Range of Means	Scale Description	Verbal Description
4	3.26-4.00	Strongly Agree	Outstanding
3	2.51-3.25	Agree	Good
2	1.76-2.50	Disagree	Fair
1	1.00-1.75	Strongly Disagree	Poor

Table 3 presents a 4-point Likert scale used to interpret respondents’ perceptions of job performance, with mean scores classified as 3.26–4.00 (Strongly Agree/Outstanding), 2.51–3.25 (Agree/Good), 1.76–2.50 (Disagree/Fair), and 1.00–1.75 (Strongly Disagree/Poor). The table provides a systematic way to translate numerical data into meaningful verbal descriptions for analysis and discussion. The use of a four-point scale minimizes neutral responses and, together with prior validation and pilot testing, ensures the collection of reliable and valid data for assessing job performance and developing appropriate interventions.

2.5 Data Gathering

Prior to conducting the study, the researcher secured approval from the Dean of the Graduate School and clearance from the Ethics Review Committee, then coordinated with district officials to ensure transparency and cooperation. The instrument underwent pilot testing in Salug District to assess clarity, relevance, and structure, leading to revisions that strengthened its validity and contextual appropriateness before full administration in Liloy District. During data collection, ethical standards such as voluntary participation, confidentiality, cultural sensitivity, secure data storage, and proper disposal of questionnaires were strictly observed, and the gathered data were organized for statistical analysis to serve as the basis for an intervention program.

2.6 Statistical Treatment of Data

The collected data were checked, tallied, and encoded, then analyzed using descriptive statistics such as frequency counts, percentages, and weighted mean to present respondents’ profiles and factors influencing job performance. The Pearson Product-Moment Correlation Coefficient (Pearson r) was used to determine the significant relationship between identified factors and job performance dimensions. Analysis of

Variance (ANOVA) was applied to test significant differences between respondents' profiles and their job performance.

2.7 Ethical Considerations

The researcher strictly observed ethical standards by securing formal permission from district officials and school heads, obtaining informed consent, and ensuring voluntary participation, confidentiality, and anonymity of the respondents. The data collected were used solely for academic purposes and for developing an intervention program, safeguarding the rights and welfare of all participants. The researcher also transparently acknowledged the limited use of AI tools such as Microsoft Copilot and ChatGPT for language refinement and organization, emphasizing that all intellectual work, analysis, and final outputs remained under the researcher's full responsibility and scholarly judgment.

3. Results and Discussion

3.1 Profile of the Respondents

The findings show that most administrative officers in Liloy District are aged 31–40 (56.67%), predominantly female (66.67%), and relatively new in service, with 50% having 1–3 years of tenure. This indicates a young, female-dominated, and early-career workforce whose performance is influenced by leadership style, training opportunities, supervisory support, and job satisfaction. Overall, the demographic profile highlights the need for supportive leadership, professional development, and mentoring initiatives to enhance job performance and sustain organizational effectiveness.

3.2 Factors Influencing Job Performance of Administrative Officers

This part summarizes the findings on the elements that influence the job performance of Administrative Officers II in Liloy District, with a focus on training and development, school leaders' leadership styles, and job satisfaction. These factors were investigated to establish their perceived importance and contribution to the performance of administrative officers in the workplace.

3.2.1 Training and Development Among Administrative Officers

The findings indicate an overall weighted mean of 3.16 (Agree/Effective), demonstrating that training and development initiatives in Liloy District are generally perceived as effective in enhancing job performance. Notably, the highest-rated indicators highlight strong opportunities for departmental training (WM = 3.40) and career advancement after training (WM = 3.37), underscoring the alignment of training programs with long-term professional growth. Most indicators related to relevance, planning, and needs assessment were positively rated, with low standard deviations reflecting consistent perceptions among respondents; however, guidance during training (WM = 3.00) emerged as a key area for improvement.

These results imply that while the district has established a solid and systematically planned training framework, strengthening instructional delivery, structured learning guidance, and post-training evaluation could further enhance learning transfer and job application. Sustaining and refining these initiatives may lead to improved administrative competence, stronger career commitment, higher employee retention, and overall organizational effectiveness, particularly among early-career administrative officers.

3.2.2 Leadership Style of School Heads Among Administrative Officers

The results show an overall weighted mean of 3.48 (Strongly Agree/Highly Effective), indicating that respondents perceive their supervisors' leadership practices as highly effective in enhancing job performance. All leadership dimensions, including inspiration, competence, support, communication, and

work environment received consistently high ratings, reflecting strong transformational and supportive leadership behaviors, with transparency in decision-making identified as a minor area for further strengthening. These findings imply that sustaining and continuously enhancing effective leadership practices, particularly in promoting transparency and inclusive decision-making, can further strengthen employee motivation, organizational trust, and overall administrative performance in the district.

3.2.3 Job Satisfaction of the Administrative Officers

The findings show an overall weighted mean of 3.27 (Strongly Agree/Highly Satisfied), demonstrating that Administrative Officers II in Liloy District experience a high level of job satisfaction, which positively influences their job performance. Key highlights include strong perceptions of available career advancement opportunities (WM = 3.73, negatively worded item interpreted positively), positive workplace relationships (WM = 3.50), and effective organizational communication (WM = 3.43), all of which reflect a supportive and growth-oriented work environment. However, comparatively lower ratings on compensation and recognition, particularly regarding perceived reward fairness (WM = 2.57) suggest moderate concerns about extrinsic motivation factors.

These results imply that while intrinsic aspects of the work environment are strong and contribute to employee engagement, strengthening compensation transparency, merit-based incentives, and formal recognition systems could further enhance motivation, retention, and sustained high performance. Addressing both intrinsic and extrinsic satisfaction factors is therefore essential to maintaining organizational stability, morale, and long-term administrative effectiveness.

3.2.4 Collated Data on the Factors Influencing Job Performance Among Administrative Officers

Table 4: Factors Influencing Job Performance of Administrative Officers II

Dimensions	Mean	Standard Deviation
Training and Development	3.16	0.129
Leadership Style of School Heads	3.48	0.055
Job Satisfaction	3.27	0.450
Overall	3.30	0.163

Note: 3.26-4.00= Highly Effective and Highly Satisfied, 2.51-3.25= Effective and Satisfied, 1.76-2.50= Less Effective and Less Satisfied, 1.00-1.75= Not Effective and Not Satisfied

Table 4 shows an overall mean of 3.30 (SD = 0.163), interpreted as Highly Effective and Highly Satisfied, indicating that leadership style, job satisfaction, and training and development collectively exert a strong positive influence on the job performance of Administrative Officers II in Liloy District. Among the factors, leadership style emerged as the strongest determinant (M = 3.48, SD = 0.055), reflecting high consensus on the effectiveness of supportive and transformational leadership practices, followed by job satisfaction (M = 3.27, SD = 0.450), which highlights positive workplace relationships and organizational conditions but with some variability in perceptions of rewards and promotion. Training and development ranked lowest (M = 3.16, SD = 0.129), suggesting that while programs are effective, their impact may be enhanced through better alignment, instructional quality, and post-training support.

These findings imply that performance improvement initiatives should prioritize sustaining strong leadership practices while strengthening training systems and addressing concerns related to recognition and career progression. A balanced strategy that integrates effective leadership, enhanced developmental

programs, and reinforced job satisfaction mechanisms can further improve administrative efficiency, employee commitment, retention, and overall organizational effectiveness in the district.

3.3 Job Performance of Administrative Officers

This section presents and discusses the results on the job performance of Administrative Officers II in the Liloy District across six key dimensions, namely effectiveness, skills and knowledge, contribution and teamwork, work environment and feedback, and employee development and communication plan. These dimensions were examined to provide a comprehensive assessment of how administrative officers perform their roles and contribute to organizational objectives.

3.3.1 Effectiveness

The findings reveal an overall weighted mean of 3.27 (SD = 0.209), interpreted as Strongly Agree and categorized as Outstanding, indicating that respondents perceive themselves as highly effective in fulfilling their roles and contributing to organizational performance. Key highlights include strong perceptions of organizational support for high ethical standards (WM = 3.50) and leadership recognition of employee importance (WM = 3.47), underscoring a values-driven and people-centered work environment. However, relatively lower ratings in strategic clarity (WM = 3.07) and goal accomplishment (WM = 3.07–3.23) suggest some variability in how organizational strategies are translated into daily operations.

These results imply that while ethical leadership and supportive practices provide a solid foundation for effectiveness, enhancing strategic alignment, goal-setting mechanisms, and performance feedback systems could further strengthen individual and organizational outcomes. By reinforcing clarity of expectations and aligning roles with strategic objectives, the organization can sustain high engagement, accountability, and long-term operational excellence.

3.3.2 Skills and Knowledge

The findings show an overall weighted mean of 3.22 (SD = 0.108), interpreted as Agree and classified as Good, indicating that respondents generally perceive themselves as competent and adequately equipped with the necessary skills and knowledge to perform their roles. Notably, strong ratings for learning new skills (WM = 3.27) and feeling empowered to acquire relevant competencies (WM = 3.30) highlight a supportive environment for continuous learning, while the slightly lower mean for core role proficiency (WM = 3.10) suggests the presence of minor skill gaps requiring targeted support. The low standard deviations further reflect consistent perceptions among respondents.

These results imply that although current competency levels effectively support job performance, organizations should strengthen needs-based training, structured skill assessments, and continuous development initiatives to address specific proficiency gaps. Sustaining a learning-oriented culture and supportive leadership will enhance adaptability, innovation, and long-term organizational effectiveness, ultimately elevating performance from good to outstanding.

3.3.3 Contribution and Teamwork

The findings show an overall weighted mean of 3.53 (SD = 0.088), interpreted as Strongly Agree and Outstanding, indicating consistently high levels of collaboration and teamwork among respondents. Key highlights include strong collaboration in problem-solving and mutual support (WM = 3.60), openness to diverse perspectives (WM = 3.47), and positive working relationships (WM = 3.43), reflecting a psychologically safe and cooperative work climate. These results imply that teamwork is a major organizational strength that enhances efficiency, engagement, and service quality; sustaining inclusive

leadership and collaborative practices will further reinforce high performance and long-term organizational success.

3.3.4 Work Environment and Feedback

The overall weighted mean of 3.26 (SD = 0.261), interpreted as Strongly Agree and Outstanding, indicates that respondents perceive their work environment and feedback systems as generally supportive of effective performance. Strong leadership relationships (WM = 3.57), emphasis on teamwork (WM = 3.43), and satisfaction with the departmental environment (WM = 3.27) emerged as key strengths, while comparatively lower ratings for freedom from distractions (WM = 2.90) and timely feedback (WM = 3.13) highlight areas for improvement. These findings imply that maintaining supportive supervision and a positive team climate, while strengthening structured feedback mechanisms and minimizing workplace distractions, can further enhance productivity, focus, and sustained organizational effectiveness.

3.3.5 Employee Development

The findings show an overall weighted mean of 3.18 (SD = 0.088), interpreted as Agree and classified as Good, indicating that employee development initiatives are generally satisfactory but not yet outstanding. A key highlight is employees’ strong agreement that they are able to apply their talents and expertise in their roles (WM = 3.30), reflecting effective role utilization and meaningful task alignment. However, comparatively moderate ratings for training relevance and job-related development programs (WM = 3.10–3.13) suggest limitations in scope or alignment. These results imply that while a foundational development structure exists, strengthening targeted training, expanding leadership pathways, and clarifying career progression systems could elevate employee competence, engagement, and long-term performance.

3.3.6 Communication Plan

The communication plan obtained an overall weighted mean of 3.41 (SD = 0.061), interpreted as Strongly Agree and Outstanding, indicating highly effective and consistent communication practices. Important highlights include strong communication between leaders and staff (WM = 3.50), timely updates on goals and progress (WM = 3.40), and a psychologically safe environment where employees feel comfortable sharing ideas (WM = 3.37). These findings imply that transparent, inclusive, and timely communication is a major driver of job performance, enhancing role clarity, trust, collaboration, and motivation. Sustaining these practices through structured feedback systems and continuous leadership communication development will further reinforce high performance and organizational effectiveness.

3.3.7 Collated Data on Job Performance Among Administrative Officers

Table 5: Job Performance of Administrative Officers II

Dimensions	Mean	Standard Deviation
Effectiveness	3.27	0.209
Skills and Knowledge	3.22	0.108
Contribution and Teamwork	3.53	0.088
Work Environment and Feedback	3.26	0.261
Employee Development	3.18	0.088
Communication Plan	3.41	0.061
Overall	3.31	0.132

Note: 3.26-4.00= Outstanding, 2.51-3.25= Good, 1.76-2.50= Fair, 1.00-1.75= Poor

The overall job performance of Administrative Officers II yielded a mean of 3.31 (SD = 0.132), classified as Outstanding, indicating high levels of effectiveness, competence, and organizational support across six performance dimensions. The strongest dimension was Contribution and Teamwork (M = 3.53), followed by Communication Plan (M = 3.41), highlighting collaborative culture, mutual support, open communication, and alignment with organizational goals as key strengths driving performance. Effectiveness and Work Environment and Feedback were also rated Outstanding, reflecting meaningful role alignment and supportive leadership practices.

However, Skills and Knowledge (M = 3.22) and Employee Development (M = 3.18) were rated Good, suggesting opportunities to further strengthen continuous learning, structured professional development, and leadership succession pathways. These findings imply that while the organization demonstrates strong collaborative and communication systems that sustain high performance, investing in targeted training, mentorship, and long-term development programs will be essential to maintain excellence, enhance organizational resilience, and support future institutional growth.

3.4 Correlation of Administrative Officers’ Job Performance and the Factors Influencing their Performance

Table 6: Correlation Matrix of Administrative Officers’ Job Performance and the Factors Influencing Their Performance

Variables	rho	p-value	Interpretation
Training and Development	0.681	0.021*	strong positive correlation
Leadership Style of School Heads	0.203	0.191	weak positive correlation
Job Satisfaction	0.144	0.149	weak positive correlation

*Note: *Significant at <0.05*

The results indicate a strong positive correlation between job performance and training and development ($\rho = 0.681$, $p = 0.021$). This suggests that improvements in training and development opportunities are significantly associated with higher levels of job performance among administrative officers. The statistical significance confirms that training and development play a meaningful role in enhancing employees’ competencies, skills, and effectiveness at work. This finding supports organizational studies emphasizing that well-designed and relevant training programs contribute to improved performance, particularly when learning is effectively transferred to the workplace and supported by the organization (Noe et al., 2021).

In contrast, the relationship between job performance and the leadership style of school heads revealed a weak positive correlation ($\rho = 0.203$) that is not statistically significant ($p = 0.191$). This indicates that while leadership style may have a positive association with job performance, the relationship is not strong or consistent enough within this sample to establish a significant statistical effect. Although leadership behaviors such as support, fairness, and clear direction are theoretically linked to employee motivation and role clarity, their influence on job performance may operate indirectly or be mediated by other organizational factors (Yukl, 2020).

Similarly, job satisfaction showed a weak positive correlation with job performance ($\rho = 0.144$) and was also found to be not statistically significant ($p = 0.149$). This suggests that although more satisfied employees tend to perform slightly better, job satisfaction alone does not significantly predict job performance in this context. This aligns with contemporary research indicating that job satisfaction may influence performance indirectly through increased engagement, commitment, and reduced withdrawal behaviors rather than producing immediate performance gains (Judge et al., 2023).

Overall, the findings highlight training and development as the only factor with a statistically strong positive relationship to job performance, underscoring its critical role in enhancing employee effectiveness. While leadership style and job satisfaction remain important organizational variables, their weak positive correlations suggest the need for integrated strategies that strengthen leadership practices and employee well-being alongside targeted training initiatives.

3.5 Comparative Analysis of Administrative Officers’ Job Performance and their Profile When Grouped in Terms of Age

Table 7: Comparative Matrix of Administrative Officers’ Job Performance and their Profile When Grouped in Terms of Age

Variable	Job Performance						
	Effectiveness	Skills & Knowledge	Contribution & Teamwork	Work Environment & Feedback	Employee Dev.	Comm. Plan	
Age	f-value	1.090	0.710	2.477	0.193	0.461	2.467
	p-value	0.350	0.500	0.103	0.825	0.635	0.104
	Interpretation	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant

Note: *Significant at <0.05

Analysis of variance (ANOVA) results show that no statistically significant differences exist across age groups in all dimensions, as all computed p-values exceed the 0.05 level of significance.

Specifically, effectiveness ($f = 1.090$; $p = 0.350$) and skills and knowledge ($f = 0.710$; $p = 0.500$) revealed no significant variation across age categories. This suggests that employees, regardless of age, demonstrate comparable levels of task accomplishment and competence. Contemporary research supports this finding, indicating that job performance is more strongly influenced by role clarity, organizational support, and access to resources than by chronological age (Ng & Feldman, 2021).

The work environment and feedback ($f = 0.193$; $p = 0.825$) and contribution and teamwork ($f = 2.477$; $p = 0.103$) also showed no significant differences. These findings suggest that perceptions of workplace support and cooperative behavior are similar across age groups. This is consistent with research showing that organizational culture and leadership practices, rather than age-related characteristics, influence collaborative effectiveness and response to feedback (Salas et al., 2021).

In terms of employee development ($f = 0.461$; $p = 0.635$) and communication plan ($f = 2.467$; $p = 0.104$), the absence of significant differences indicates that opportunities for growth and access to organizational communication are perceived similarly by younger and older employees. Studies suggest that when organizations provide inclusive development programs and transparent communication systems,

employees across generations report comparable engagement and performance outcomes (Rudolph et al., 2023).

The results suggest that age has no discernible impact on Administrative Officers II's work performance, which highlights the significance of upholding age-inclusive HR practices that prioritize equal access to leadership support, training, feedback, and communication. Therefore, rather than customizing performance methods based just on age, management interventions should concentrate on improving organizational structures and leadership effectiveness.

The lack of age-based performance disparities emphasizes the importance of having a multigenerational and diverse workforce where workers can contribute successfully at any age. This encourages equity, reduces prejudice based on age, and helps long-term workforce planning. According to Rudolph et al. (2023), organizations that cultivate inclusive workplaces are better positioned to optimize human capital and maintain high performance across all employee categories.

3.6 Comparative Analysis of Administrative Officers' Job Performance and their Profile When Grouped in Terms of Gender

Table 8: Comparative Matrix of Administrative Officers' Job Performance and their Profile When Grouped in Terms of Gender

Variables		Job Performance					
		Effectiveness	Skills & Knowledge	Contribution & Teamwork	Work Environment & Feedback	Employee Dev.	Comm. Plan
Gender	f-value	0.095	0.546	3.409	0.241	0.034	1.224
	p-value	0.760	0.466	1.000	0.627	0.855	0.278
	Interpretation	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant

Note: *Significant at <0.05

The analysis reveals that no statistically significant differences exist between male and female respondents in any of the job performance dimensions, as all p-values exceed the 0.05 level of significance.

Specifically, the results indicate no significant gender-based differences in effectiveness ($f = 0.095$; $p = 0.760$) and skills and knowledge ($f = 0.546$; $p = 0.466$). This suggests that both male and female Administrative Officers demonstrate comparable levels of competence, task execution, and alignment with organizational goals. Empirical studies consistently show that job performance outcomes are not inherently influenced by gender, particularly in administrative and professional roles where standardized procedures and performance expectations are applied (Hyde, 2022).

Likewise, contribution and teamwork ($f = 3.409$; $p = 1.000$) and work environment and feedback ($f = 0.241$; $p = 0.627$) showed no significant variation across gender groups. These findings imply that collaborative behaviors and perceptions of organizational support are equally experienced by male and female employees. Contemporary organizational research emphasizes that teamwork effectiveness and responsiveness to feedback are shaped more by organizational culture and leadership practices than by gender differences (Salas et al., 2021).

Furthermore, the absence of significant differences in employee development ($f = 0.034$; $p = 0.855$) and

communication plan ($f = 1.224$; $p = 0.278$) suggests that opportunities for professional growth and access to organizational communication are perceived equitably across genders. When organizations implement inclusive human resource policies and transparent communication systems, employees tend to report similar levels of engagement and performance regardless of gender (Eagly & Heilman, 2016; Rudolph et al., 2023).

The findings indicate that gender does not significantly influence job performance among Administrative Officers II. This underscores the effectiveness of existing organizational policies in promoting gender equity in performance expectations, access to resources, and professional opportunities. Management efforts should therefore continue to focus on competency-based evaluation systems and inclusive leadership practices rather than gender-specific performance interventions.

The lack of gender-based performance differences support the value of gender-inclusive workplaces in optimizing human capital. By ensuring equal opportunities for development, communication, and participation, organizations can sustain high performance while fostering fairness and employee trust. These results reinforce global evidence that gender diversity, when supported by inclusive systems, does not compromise performance and may enhance organizational resilience (Hyde, 2022; Rudolph et al., 2023)

3.7 Comparative Analysis of Administrative Officers’ Job Performance and their Profile When Grouped in Terms of Years in Service

Table 9: Comparative Matrix of Administrative Officers’ Job Performance and their Profile When Grouped in Terms of Years in Service

Variables		Job Performance					
		Effectiveness	Skills & Knowledge	Contribution & Teamwork	Work Environment & Feedback	Employee & Dev.	Comm. Plan
Years in Service	f-value	0.137	1.409	1.288	0.006	1.853	0.199
	p-value	0.872	0.262	0.292	0.994	0.176	0.821
	Interpretation	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant

*Note: *Significant at <0.05*

The results of the analysis of variance (ANOVA) indicate that no statistically significant differences exist across length-of-service groups.

In particular, there was no significant difference in efficacy ($f = 0.137$; $p = 0.872$) or abilities and knowledge ($f = 1.409$; $p = 0.262$) across years of service. This implies that the levels of work completion and professional competence exhibited by freshly hired and more experienced Administrative Officers are similar. This conclusion is supported by recent research, which shows that tenure alone is not a reliable indicator of job performance and that performance tends to stabilize over time after individuals attain role mastery (Ng & Feldman, 2021).

Correspondingly, work environment and feedback ($f = 0.006$; $p = 0.994$) and contribution and teamwork ($f = 1.288$; $p = 0.292$) did not differ significantly. These findings suggest that regardless of duration of employment, collaborative behaviors and perceptions of workplace support are constant. Organizational

studies highlight that communication systems, leadership styles, and organizational culture, rather than tenure, are the main factors influencing collaborative effectiveness and feedback use (Salas et al., 2021). In terms of employee development ($f = 1.853$; $p = 0.176$) and communication plan ($f = 0.199$; $p = 0.821$), the absence of significant differences indicates that opportunities for professional growth and access to organizational communication are perceived similarly by employees at different career stages. Research suggests that when development programs and communication processes are institutionalized and equitably implemented, employees report comparable engagement and performance outcomes regardless of years in service (Rudolph et al., 2023).

The results show that years of service have no discernible impact on Administrative Officers II's work performance, which emphasizes how successful the organization's training programs, communication strategies, and uniform performance standards are. Therefore, instead of implementing tenure-based performance interventions, management should concentrate on ongoing skill development, leadership support, and performance feedback across all tenure groups.

The lack of performance disparities depending on tenure emphasizes the value of inclusive development strategies and lifelong learning. Both early-career and long-tenured individuals can maintain high performance in organizations that offer regular assistance, feedback, and communication. In the long run, this strategy increases organizational resilience, fosters justice, and lowers the risk of complacency (Ng & Feldman, 2021; Rudolph et al., 2023).

3.8 Administrative Skills and Competency Enhancement for Nationwide Development (ASCEND): An Intervention Plan for Administrative Officers

The ASCEND Intervention Plan was developed in response to the identified needs of Administrative Officers II, who demonstrated high overall job performance, particularly in teamwork, communication, and work effectiveness. Despite these positive outcomes, the study revealed that areas related to professional development, feedback mechanisms, recognition, and long-term career support require further strengthening to sustain performance and enhance employee experiences. Aligning the intervention with the Department of Education's planning framework ensures that the program is systematic, sustainable, and responsive to organizational priorities.

The rationale of the ASCEND plan is grounded in the understanding that employee performance is shaped not only by individual competence but also by organizational systems and support structures. By institutionalizing structured professional development, continuous learning opportunities, and mentoring programs, the plan seeks to strengthen employees' skills, confidence, and readiness for greater responsibilities. These initiatives promote adaptability and long-term growth, enabling Administrative Officers II to respond effectively to evolving administrative demands.

The inclusion of continuous learning and knowledge-sharing activities further reinforces a culture of lifelong learning within the organization. Through regular learning sessions, peer collaboration, and access to professional resources, employees are encouraged to exchange best practices and enhance collective competence. This approach strengthens institutional capacity, promotes innovation, and supports consistent service delivery across units.

The enhanced feedback and performance support system addresses the need for clear expectations, constructive supervision, and professional guidance. Regular coaching and performance discussions help employees understand their roles more clearly, recognize areas for improvement, and remain motivated to

achieve organizational goals. This component aligns with performance management systems and promotes accountability, transparency, and continuous improvement.

Improving the workplace environment is also a central feature of the intervention. By addressing physical conditions, promoting wellness, and fostering respectful and inclusive interactions, the plan supports employees' well-being and work-life balance. A positive and supportive environment reduces stress, enhances focus, and contributes to higher job satisfaction, which in turn supports sustained productivity and commitment.

The communication enhancement component highlights the importance of transparency and participation in organizational management. Through regular meetings, timely information sharing, and open consultation mechanisms, employees are kept informed and involved in decision-making processes. This strengthens trust in leadership, promotes alignment with institutional goals, and reinforces employees' sense of belonging and responsibility.

Strengthening teamwork and collaborative culture builds on existing organizational strengths. By encouraging joint projects, recognizing team achievements, and conducting team-building activities, the plan fosters mutual support, shared accountability, and effective coordination. These practices are essential in administrative settings where collective effort is necessary for efficient and responsive service delivery. The significance of the ASCEND plan is further reinforced by its integrated monitoring, evaluation, and continuous improvement mechanisms. Systematic data collection, regular reviews, and feedback processes ensure that interventions remain relevant and responsive to emerging needs. Through ongoing assessment and refinement, the organization is able to improve its programs and policies in a sustainable and evidence-based manner.

4. Conclusion and Recommendations

4.1 Conclusion

The findings indicate that Administrative Officers II consistently demonstrate a high level of job performance across key dimensions, particularly in effectiveness, teamwork, communication, and work environment. This suggests that the administrative functions of the organization are being carried out efficiently and with a strong sense of professional responsibility. The presence of collaborative working relationships and open communication channels reflects an organizational climate that values cooperation, trust, and shared accountability, which are essential for the smooth delivery of administrative services.

The study also concludes that while employees possess adequate skills and knowledge and can apply their competencies effectively, opportunities for employee development and continuous skills enhancement require further strengthening. Professional growth and structured training programs, although present, appear to be areas where additional support and strategic planning may help sustain long-term performance and prepare employees for greater responsibilities. This highlights the importance of investing in human capital development to ensure adaptability and future readiness within the organization.

Furthermore, the results suggest that factors such as training and development, leadership style, and job satisfaction contribute to job performance in a supportive and reinforcing manner rather than as isolated or dominant predictors. The consistency of job performance regardless of age, gender, or years in service indicates that performance is largely influenced by organizational systems, role clarity, and equitable workplace practices. This underscores the effectiveness of standardized policies and fair performance expectations in maintaining a stable and inclusive work environment.

In terms of impact and contribution, this study provides empirical evidence that strong organizational support, effective communication, and collaborative practices are central to sustaining high job performance among administrative personnel. The findings contribute to the growing body of knowledge on administrative workforce performance, particularly in educational and public-sector settings, by emphasizing that demographic characteristics do not define performance outcomes. Instead, performance is shaped by organizational culture, leadership practices, and opportunities for growth. These conclusions may serve as a valuable reference for administrators, policymakers, and future researchers in developing strategies that strengthen administrative efficiency, promote employee development, and enhance overall organizational effectiveness.

4.2 Recommendations

Based on the findings and conclusions of the study, several recommendations are proposed to further enhance the job performance of Administrative Officers II and to strengthen organizational effectiveness. These recommendations are intended to address areas identified for improvement while sustaining the strengths observed in the organization.

First, the organization should strengthen and institutionalize employee development programs. While employees demonstrated adequate skills and competence, the findings indicate a need for more structured, continuous, and role-specific professional development opportunities.

Second, continuous skills enhancement and learning support should be prioritized. The organization may conduct periodic training needs assessments to identify specific competency gaps and learning priorities among administrative personnel.

Third, management should sustain and reinforce effective communication practices. The strong performance in the communication plan dimension should be maintained through regular information sharing, feedback mechanisms, and participatory decision-making processes.

Fourth, the organization is advised to enhance feedback systems and workplace conditions. Although the work environment was generally perceived as supportive, efforts may be made to minimize workplace distractions and improve the timeliness and consistency of performance feedback.

Fifth, collaborative practices and teamwork should continue to be encouraged. Given the strong contribution of teamwork to job performance, management should reinforce team-based activities, interdepartmental collaboration, and shared accountability.

Finally, future researchers are encouraged to expand the scope of investigation by exploring additional factors that may influence job performance, such as organizational culture, workload management, psychological well-being, and digital competencies.

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