

Job Satisfaction and Skill Proficiency of Non-Teaching Personnel in a State University

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Abstract

The objective of the study was to establish the relationship between the job satisfaction and skill proficiency of non-teaching personnel at the State University to determine operational limitations and developmental needs. It appears that administrative staff faces numerous restrictions in career growth that threaten their psychological wellbeing. A descriptive correlational study design was used to gather sufficient information from 104 respondents. The article revealed that non-teaching personnel at the university are mostly female and young. The participants indicated a high level of job satisfaction ($M = 4.06$), with Work Social Relationships ($M = 4.24\%$) and immediate supervision being the highest contributors, whereas Professional Growth and Development was the lowest area ($M = 3.90\%$). At the same time, the study found a deficiency in technical proficiency in proprietary university systems ($M = 3.49\%$) as the greatest limitation to operational effectiveness. When considered together, the study found a positive correlation between overall job satisfaction and skill proficiency ($r = .67$). According to the self-determination theory, the analysis of the job satisfaction of the non-teaching personnel at the State University suggests that their basic psychological needs for relatedness are met; however, the lack of professional growth and development indicates a deficiency in competence and autonomy, which has a detrimental effect on their psychological wellbeing (Ryan & Deci, 2017; Deci et al., 2017). The study recommends that the State University should address the identified deficiency to improve the overall job satisfaction of non-teaching personnel, which, in turn, will increase organizational productivity since motivated employees provide better services to students.

Keywords: Job satisfaction; Non-teaching personnel; Skill proficiency; State university; Workforce development

Introduction

The discussion about personnel in the academia mostly revolves around teaching staff. Professors, faculty members, and instructors form the central category of experts in college and university education. However, teaching personnel is only one side of the coin; there is also support staff whose services enable the smooth operation of universities. Such employees work in different departments doing various tasks, ranging from financial services to student affairs. This group of workers is particularly important for the functioning of the State University, as they serve as an essential element in fulfilling the university's mission and meeting its goals. However, non-teaching personnel is often neglected, which may lead to their low level of job satisfaction (Delfino, 2019; Najorra, 2019). Job satisfaction is considered a critical variable in regard to non-teaching personnel at the State Univers-

ity. For such employees, the most common sources of job satisfaction are working conditions, work/social relationships, salary/benefits, and professional growth. In general, job satisfaction is always a critical factor since it is positively related to numerous organizational benefits, ranging from positivity and productivity to performance (Barros et al., 2021; Berrío-Ríos et al., 2021). In regard to non-teaching personnel at the State University, job satisfaction will contribute to their ability to provide better services to students, faculty, and community. Indeed, positive attitudes associated with higher psychological wellbeing are likely to increase organizational citizenship and employees' organizational commitment (Ocen et al., 2017; Delfino, 2019). Thus, Luthans (2015) states that creating psychological capital and a learning organization's culture will help build workforce resilience, which is particularly important for the non-teaching personnel at the State University. For example, employees with positive attitudes and psychological wellbeing are more likely to provide high-quality frontline services to students, faculty, and the community (Shen & Tang, 2018).

In particular, the ability to fulfill one's responsibilities proficiently is the most critical source of job satisfaction for the majority of non-teaching personnel. Indeed, such employees need to use various modern computer-based systems, including Human Resource Information Systems (HRIS) and electronic finance. Such systems allow them to do their jobs quicker and better; however, the process of learning how to use modern technology can be stressful for some employees. According to Gonzales and Mercado (2021), the phenomenon of digital inclusion can cause certain stress and feelings of segregation among some staff. By contrast, digital inclusion paired with special training can make such employees more productive and committed to the organization (Garcia & Lopez, 2018). Therefore, it is critical to ensure that non-teaching personnel have the required skill proficiency to perform their duties effectively and efficiently. This is consistent with Jung and Shin (2015), who found that administrative staff members' ICT skills, social and managerial competencies, organizational skills, and understanding of higher education contexts were associated with their job satisfaction. The OECD (2025) likewise emphasizes the importance of skills development and a skills-first approach in empowering workers to adapt to changing workplace demands.

At the same time, professional growth is also an important source of job satisfaction for non-teaching employees at the State University. In particular, the modern organization requires its staff to have a broad range of competencies starting with relatively simple communication skills and ending with more complex informatics competencies. In particular, employees need to have technical proficiency in using various electronic systems mentioned above. Thus, skill proficiency is critical for effective and efficient work, which is particularly important in the context of the State University, where processes are standardized and require a better quality of services. Consequently, there is a positive relationship between job satisfaction and skill proficiency that will ensure the development of the State University's personnel (Issah, 2021; Jung & Shin, 2015; Zhang et al., 2021). Opportunities for training and development can also improve employees' attitudes toward their jobs and strengthen their commitment to the organization (Ocen et al., 2017; Sesen & Ertan, 2022).

The relationship between the job satisfaction and skill proficiency of non-teaching personnel can be explained by the self-determination theory (Deci & Ryan, 2017). According to this theory, for an individual to be effective, it is necessary to meet specific needs, namely the need for autonomy (having control over one's actions), competence (one's ability to perform actions), and relatedness (having satisfying social connections) (Ryan & Deci, 2017; Deci et al., 2017). Since satisfying work relationships can fulfill the need for relatedness, the deficiency in technical competencies can undermine

the ability of non-teaching personnel to satisfy their need for competence, for example, when interacting with complex university administrative systems (Kim & Park, 2020). By improving skill proficiency and, thus, meeting the need for competence and working conditions (relatedness need satisfaction), higher levels of employees' job satisfaction can be achieved, which, in turn, will lead to better frontline services delivery to students, faculty, and the community (Manalo & Javier, 2023; Shen & Tang, 2018).

Methodology

Research Setting

The study is quantitative research, which is based on descriptive-correlational and causal-comparative research designs to assess the institutional environment and offer a rigorous level of empirical support to the proposed development plan. The descriptive element describes the socio-demographic characteristics, job satisfaction, and skill proficiency of the respondents in question in a systematically organized manner, whereas the correlational design, of which the survey method is a part and parcel thereof, examines the strength and direction of the relationship between the perceived competencies and the institutional contentment. At the same time, the use of a causal-comparative design is aimed at investigating the possible variation in job satisfaction between different demographic levels without the management of variables. It is by combining these methodological strategies that the research then transitions beyond the descriptive aspects of the system to the rigorous investigation of correlational relationships and cause comparative differences between the non-teaching staff.

Respondents of the Study

The respondents of the study consisted of non-teaching personnel of a state university across three campuses. The researcher used stratified proportionate sampling to be sure that the data collected is very representative of the university with the diverse structure of administration. This method consisted of dividing the total population into specific strata by geographical location of campus and getting an equal number of respondents to be chosen by the overall number of non-teaching personnel in that respective campus. The approach will reduce sampling bias and make sure that the research results are properly representative of the dynamics of a particular organization on a specific campus.

Table 1: Population and Sample

Respondents	Total Population	Sample Size
Supervisory	8	6
Non-Supervisory	133	98
Total	141	104

Table 1 shows the distribution of population and sample of the study respondents. The total population consisted of non-teaching personnel (141) while the number of respondents was determined by Slovin's formula at 5% margin of error and 95% confidence level (104). The sample numbers were 6 supervisory personnel from a population of 8, and 98 non-supervisory personnel from a population of 133. This sample size was deemed adequate for gaining reliable and representative data about job satisfaction and skill level of non-teaching staff in the university.

Sample size and sampling technique

The sample size was established on a strict statistical system to ensure the integrity of the study. A sample of 104 respondents was determined out of the total population of 141 non-teaching personnel. By using the sloven's formula, this was calculated at a margin of error of 5% giving a 95 percent confidence interval indicating that the results are a true representation of the overall administrative workforce. These statistical parameters will help the study to guarantee a valid and reliable assessment of the job satisfaction and skill proficiency level, which will be a strong background of the proposed inclusive workforce development plan.

Research Instrument

Data was collected using a researcher-adapted and validated survey questionnaire. The instrument was divided into three parts: demographic profiling, an assessment of job satisfaction, and a measure of skill proficiency. The research instrument has been rigorously validated to achieve the academic clarity and empirical integrity. Content and face validity was achieved by following a regular juridical validation procedure including a questionnaire's evaluation by a panel of experts of Public Administration and Human Resource Management, where the technical terms, Likert scale logic and overall content matched the specific study goals. Subsequently, the instrument underwent refinements based on the experts' comments and the reliability was determined using a statistical test for internal consistency. The reliability analysis revealed Cronbach's alpha coefficients that were all at a level higher than acceptable (five of the eight-item categories - Work Environment, Compensation and Benefits, Professional Growth and Development, Inclusive Workforce Practices, Level of Skill Proficiency - satisfied the criteria for "Excellent" reliability ($\alpha = 0.90 - 1.00$); the Work Social Relationship category met the criteria for "Good" reliability ($\alpha = 0.875$). Such high coefficients verify the consistency and reliability of this instrument to create actionable data to inform the proposed inclusive workforce development plan.

Validity of the Research Instrument

The research instrument was rigorously validated and tested to guarantee academic clarity and empirical probity of the study. Originally, both content and face validity were made by a systematic juridical validation process, in which the questionnaire was tested by the panel of experts in the field of Public Administration and Human Resource Management. Their review made sure that the technical terms, Likert logic of scale and the entire content were in full accordance with the special goals of the study in relation to the non-teaching staff.

Reliability of the Research Instrument

After integrating the constructive changes by the experts, the completed tool was tested in terms of reliability statistically, which reported high reliability of the internal consistency concerning all six categories of measurement as indicated in Table 2. The coefficients of alpha were considerably above the acceptable levels, with five of the eight-item categories (Work Environment, Compensation and Benefits (highest at 0.944), Professional Growth and Development, Inclusive Workforce Practices, and Level of Skill Proficiency) having an Excellent range of reliability of between 0.90 and 1.00. The category of the Work Social Relationship also showed the category of the Good reliability ($\alpha=0.875$). All these aspects of extreme expert evaluation and highly high statistical reliability affirm that the questionnaire is a very consistent, unified, and reliable tool in the production of actionable data to create

a responsive and inclusive workforce development plan.

Data Gathering Procedure

The data collection process was conducted in a three-phase ethical approach to the outcome of respondent's cooperation, data integrity and confidentiality. The researcher first obtained the approval from the institutions and did orientations in the three campuses of Aklan State University: Banga, Kalibo, and Makato explaining the purpose of the study and seeking informed consent from the 104 targeted participants. The researcher observed the administration of the survey questionnaires during the distribution phase to ensure its clarity, to avoid response bias, and to guarantee anonymity in a controlled environment. After retrieval, the data had to pass a series of checks for completeness and systematic data cleaning for accuracy prior to statistical analysis. Ethical standards were maintained by ensuring that all physical copies of the questionnaires were collected within the stipulated timeframe, maintaining strict confidentiality and anonymity throughout the process.

Ethical Considerations

Prior to the conduct of the study, the researcher requested the respondents to sign an informed consent form. They were informed of the nature of the study, that their participation was voluntary and therefore, they had the right to refuse to participate. They were also assured that whatever information they shared to the researcher would be treated with utmost confidentiality. Their identities would be hidden and their safety, both physically and psychologically, would be protected.

Data Analysis Procedure

The paper describes the data analysis procedure used in analyzing the data gathered from the 104 non-teaching respondents. The data collected were subjected to statistical analysis to reveal information useful in developing the workforce plan. The data analysis procedure involved the identification of the statistical package used in analyzing the data. The descriptive analysis procedure was used to report the frequency and percentage distribution of the demographic data of the respondents. The analysis focused on the respondents' age, sex, civil status, highest academic qualification, designation, length of service, and monthly income. Additionally, the calculation of the weighted mean was done to determine the level of satisfaction with the work environment, social relationships, compensation, and professional growth and development. The level of skill proficiency was also evaluated. The interpretation of the results of the weighted mean was done using a five-point Likert scale.

Range and Interpretation of Weighted Mean

For verbal interpretation, Likert Scale below was used

4.51 – 5.0 – Very Highly Satisfied/Excellent

3.51 – 4.50 – Highly Satisfied/Very Good

2.51 – 3.50 – Moderately Satisfied/Good

1.51 – 2.50 – Highly Dissatisfied/Fair

1.00 – 1.50 – Very Highly Dissatisfied/Poor

To determine the differences and relationships between the variables, several tests were done to facilitate the inferential analysis. One-way ANOVA was performed to ascertain whether there are statistically significant differences between the three or more profile categories of the selected demographical

parameters, namely, age, level of education, designation, years of service, and monthly income. In addition, the degree of correlation between levels of job satisfaction and the level of skill proficiency of the personnel was determined through the use of the Spearman Rank-Order Correlation (Spearman rho). Moreover, all the significance tests were done at the level of 0.05 alpha.

Results and Discussion

Out of the 104 respondents, the workforce features a notable concentration of young professionals. The largest segment falls within the 23 to 30 age brackets, accounting for 31.73% of the total. This is closely followed by the 31 to 38 age group at 25.96%. Combined, these figures indicate that over half of the administrative personnel are currently navigating the early to mid-stages of their careers. Such a demographic profile is significant, as it can directly influence their long-term career objectives and dictate their specific professional development needs. In terms of gender distribution, the non-teaching personnel are predominantly female, comprising 71.15% of the respondents. Males represent 26.92%, while individuals identifying as LGBTQ+ make up 1.92%. This female-dominated workforce aligns with broader trends in administrative and support roles within educational institutions.

Table 2: Demographic Profile of Respondents

Profile	Frequency (f)	Percentage (%)
Age		
23 to 30 years old	33	31.73%
31 to 38 years old	27	25.96%
39 to 46 years old	18	17.31%
47 to 54 years old	14	13.46%
55 to 62 years old	11	10.58%
63 years old and above	1	0.96%
Sex		
Male	28	26.92%
Female	74	71.15%
LGBTQ+	2	1.92%
Civil Status		
Single	54	51.92%
Married	48	46.15%
Widowed	2	1.92%
Highest Educational Attainment		
Vocational	2	1.92%
Bachelor's Degree	72	69.23%
Master's Degree	26	25.00%
Doctorate Degree	4	3.85%
Position/Designation		
Administrative Positions	53	50.96%
Financial and Records	12	11.54%

Management Positions		
Planning, Project, and Information Positions	11	10.58%
Technical and Specialized Support Positions	5	4.81%
Library and Academic Support Positions	5	4.81%
Health and Legal Services	5	4.81%
Other Support Positions	13	12.50%
Length of Service		
Less than 1 year	12	11.54%
1–5 years	46	44.23%
6–10 years	16	15.38%
More than 10 years	30	28.85%
Monthly Income		
Below ₱10,000	0	0.00%
₱10,001 – ₱20,000	28	26.92%
₱20,001 – ₱30,000	27	25.96%
Above ₱30,000	49	47.12%
Total	104	100.00%

Job Satisfaction

According to the summary table, non-teaching personnel were relatively satisfied with their job, as demonstrated by the grand mean of 4.06. The major source of job satisfaction was Work Social Relationship (4.24) followed by Compensation and Benefits (4.07) and Work Environment (4.03). Two-Factor Theory by Herzberg also explains that maintaining positive aspects of the job such as interpersonal relationship and working conditions contributes to employee satisfaction. It further argues that the absence of such factors does not necessarily reduce levels of dissatisfaction but creates the much-needed job satisfaction baseline upon which motivation can be built. This finding is consistent with Berrío-Ríos et al. (2021), who found that relationships with colleagues and authorities were associated with job satisfaction among administrative staff in a public university. Similarly, Abdulwahab et al. (2021) emphasized the importance of supportive and participatory organizational practices in promoting job satisfaction. Findings concerning non-teaching personnel in higher education also indicate the importance of workplace conditions and organizational relationships in determining satisfaction (Delfino, 2019; Najorra, 2019).

Professional Growth and Development (3.90) was the least prioritized which may explain the gap in institutional administrative systems. According to SCCT theory, the lack of development opportunities undermines self-efficacy, and career persistence among employees. The study demonstrates that although the university has strong interpersonal culture and institutionalized governance systems, it lacks appropriate career development mechanisms to allow its employees to develop professionally and transition with ease between career levels. This finding is supported by Issah (2021), who found that person-job fit was an important factor associated with job satisfaction among administrative staff. Similarly, Zhang et al. (2021) demonstrated the importance of training in improving workers' perceived

job match quality, while Ocen et al. (2017) found that training can contribute to employee commitment through job satisfaction.

The most important area that needs improvement is the formalization of processes that support career progression and reward system to recognize employees' performance continuously. As explained by the psychological capital theory, the school should not only create the much-needed stable working environment but should also support positive psychological capital through continuous learning while at the same time rewarding desirable performance. The two areas are the least prioritized and need to be addressed so that the university can meet its goals of improving employees' performance while also making them feel that the organization appreciates and values them. The importance of continuous learning and skills development is also emphasized by the OECD (2025), particularly in preparing workers for changing workplace requirements.

Table 3: Summary of Respondents' Level of Job Satisfaction

Indicator	Weighted Mean	Verbal Interpretation	Rank
Work Social Relationship	4.24	Very Highly Satisfied	1
Compensation and Benefits	4.07	Highly Satisfied	2
Work Environment	4.03	Highly Satisfied	3
Professional Growth and Development	3.90	Highly Satisfied	4
Overall Weighted Mean	4.06	Highly Satisfied	
Legend: 1.00-1.80: Very Highly Dissatisfied 1.81-2.60: Highly Dissatisfied 2.61-3.40: Moderately Satisfied 3.41-4.20: Highly Satisfied 4.21-5.00: Very Highly Satisfied			

Skill Proficiency and Operational Bottlenecks

In relation to special skills, one technical competency discovered to be lacking in the survey was proficiency in using Proprietary University Systems (such as HRIS, administrative records, and finance portals) with a mean score of 3.49, which is just below the high proficient level. The difference between the overall IT literacy competency and the specific area of proficiency accounts for the identified hindrance in operations. The finding suggests that although the employees are generally digitally competent, they lack targeted IT skills to fully harness the potential of the organization's digital tools to increase performance. In other words, being digitally literate does not mean that the administrative staff is aware of the processes within the company's systems. Indeed, digital literacy training should be prioritized since the lack thereof is causing demotivation and stress among the workers. As explained by Gonzales and Mercado (2021), the imposition of digital tools without digital literacy education creates a 'digital divide,' among administrative employees, resulting in demotivation and increased stress levels. To eliminate such adverse conditions and facilitate staff engagement in the digital transition process, it is important to provide workers with the needed digital competencies through localized digital training programs. Administrative staff is more likely to be productive, motivated, and committed when their digital proficiency and targeted IT training needs are addressed. (Garcia & Lopez, 2018). This finding is

also consistent with Jung and Shin (2015), who identified ICT skills and other job competencies as important factors associated with administrative staff job satisfaction. The OECD (2025) further emphasizes that workforce development and skills-first approaches can help workers respond to changing skill requirements.

Table 2: Spearman Rank Correlation Between the Non-Teaching Personnel's Level of Job Satisfaction and Skill Proficiency in Terms of Work Social Relationship, Compensation and Benefits, Work Environment and Professional Growth and Development

Variables Correlated	Spearman's ρ	p-value	α	Decision	Interpretation
Skill Proficiency – Work/Social Relationship	0.682	0.000	0.05	Significant	Strong, positive relationship
Skill Proficiency – Compensation & Benefits	0.547	0.000	0.05	Significant	Moderate, positive relationship
Skill Proficiency – Work Environment	0.613	0.000	0.05	Significant	Strong, positive relationship
Skill Proficiency – Professional Growth & Development	0.591	0.000	0.05	Significant	Moderate, positive relationship
<i>Legend: Level of Significance (α) = 0.05; 0.00–0.19 = Very Weak; 0.20–0.39 = Weak; 0.40–0.59 = Moderate; 0.60–0.79 = Strong; 0.80–1.00 = Very Strong</i>					

Synthesizing Job Satisfaction and Skill Proficiency

The analysis revealed that there was a positive but moderately strong correlation between the overall level of job satisfaction and the level of skill proficiency ($r = .67$, $p < .001$). From the self-determination theory (Deci and Ryan, 2017), if the inner skills or the ability of a worker is not actualized, it creates a deficit, which decreases the feeling of competence, which in turn, lowers overall satisfaction with the job. In this combination, the SDT shows that both basic needs of Competence and Autonomy are not satisfied due to the structural limitations, although Relatedness seems to be fulfilled to a great extent through the collegial relationships at the workplace (Ryan & Deci, 2017; Deci et al., 2017). When administrative personnel are constrained in using software that is designed to make their clerical and managerial tasks easy, their psychological empowerment and work engagement decrease significantly (Kim and Park, 2020). To mitigate this challenge, the university should consider moving from generic professional development to system-specific training interventions. According to Manalo and Javier (2023), structured and competency-based training and development programs can be instrumental organizational investments to rebuild the autonomy and commitment of the personnel. This

recommendation is further supported by Ocen et al. (2017), Sesen and Ertan (2022), and Shen and Tang (2018), whose studies demonstrated positive relationships between training, job satisfaction, commitment, and workplace outcomes.

Table 3. Overall Test of Significant Relationship Between Job Satisfaction and Skill Proficiency of Non-Teaching Personnel						
Variables Correlated	Spearman’s ρ	p-value	α	Decision	Interpretation	
Level of Job Satisfaction and Level of Skill Proficiency	0.672	0.000	0.05	Reject Ho	Significant Positive Relationship	
Legend: Level of Significance (α) = 0.05; Decision Rule: If p-value ≤ 0.05, reject the null hypothesis (Ho)						

Conclusion

Based on the results obtained, it can be concluded that despite the generally high morale of the non-teaching staff, which was supported by a good colleague relationship and peer support, the limitation of professional growth opportunities based on merit resulted in a decrease in the level of job satisfaction. This finding is consistent with previous research emphasizing the importance of professional development and training in improving employees' job satisfaction and commitment (Ocen et al., 2017; Sesen & Ertan, 2022; Zhang et al., 2021). Furthermore, the observed gaps in the proficiency of using the modern university system are caused by the absence of the focused training on the recent changes in the system, which resulted in the staff attempting to operate complex portals with insufficient knowledge. Since the study proves the strong positive correlation between the skill level and job satisfaction, such factors as the lack of confidence in performing the duties and the occurrence of the obstacles in the service-delivery process are caused by these shortages. Jung and Shin (2015) similarly emphasized the relationship between administrative competencies and job satisfaction.

Therefore, the proposed Inclusive Workforce Development Plan should not be implemented in an ad hoc manner, but a specific structure should be developed to address the identified issues of technological competency, the absence of equal opportunity, and the resulting psychological discomfort to ensure the well-being of the administrative staff and the quality of the services provided. The institutionalization of the action plan will promote the establishment of a positive culture of continuous learning, which will allow the administrative staff to adapt to any upcoming changes with confidence. This emphasis on continuous workforce development is consistent with the skills-first approach advocated by the OECD (2025). As a result, the improvement of the working conditions of the non-teaching employees will directly translate into the enhancement of the front-line services provided to the student and faculty bodies. Training and development can also contribute to improved service quality and employee attitudes (Shen & Tang, 2018). Finally, the investment in the professional growth of the non-teaching staff will ensure that they are perceived not as an accessory to the university's educational service but as an integral part of the process that is equally responsible for the quality of the academic outcomes.

Recommendations

The obtained results of the study indicate that there is an apparent gap between the satisfaction levels of the non-supervisory and supervisory staff. With the grand mean of 4.06, it can be stated that the non-teaching employees were generally satisfied with their work, but the analysis of the dimensions revealed the presence of the critical disparities that require the administration's attention. For example, the Work Social Relationship was found to be the strongest dimension with the mean of 4.24, whereas the Professional Growth and Development was the weakest one with the score of 3.90. Thus, the skewed student-staff ratio, which is apparent in the quantitative analysis, suggests that the administration should not adopt a generic approach to addressing the issue but develop a set of evidence-based policies that will ensure the inclusion of all the staff in the continuous improvement process. In particular, the administration should consider the ongoing implementation of the proposed Inclusive Workforce Development Plan and guarantee the equal allocation of the resources to all segments of the non-teaching personnel. This recommendation is supported by studies showing that participatory and supportive organizational practices can enhance job satisfaction (Abdulwahab et al., 2021; Berrío-Ríos et al., 2021).

The analysis of the employees' capabilities serves as another crucial aspect of the action plan that should be taken into account by the administration. In particular, one of the major findings of the study is related to the observed gap between the staff's abilities to use the majority of the university systems, including the digital administrative records, human resource information systems, finance-related portals, and other digital tools. The mean score of the measured scope of using the systems was found to be 3.49, which can be deemed as moderately low, given the generally high level of the participants' IT literacy. The identified gap can be attributed to the specific "technical-competency gap" that is related to the lack of the proper training on the utilization of the institutional software and digital tools. Jung and Shin (2015) similarly highlighted the importance of ICT and administrative competencies among university administrative personnel. The OECD (2025) also emphasizes the importance of strengthening workforce skills in response to technological and organizational changes.

The physical infrastructure of the university, which currently operates on an outdated system that frequently requires technical support, should also be taken into account by the administration. It is recommended that the administration reviews the current state of the physical IT equipment and the stability of the institution's Internet connection to ensure that the physical barriers to the uninterrupted operation are eliminated. The removal of these hindrances will not only enhance the efficiency of the administrative process but also improve the psychological well-being of the non-teaching staff, which will contribute to the overall level of their job satisfaction. The study confirms the strong positive correlation between the satisfaction with the job and the level of proficiency ($r = 0.672$). In particular, based on the findings of the study, it can be stated that the inability to utilize the institutional software to one's advantage significantly impacts the psychological state of the non-supervisory employees. This finding is consistent with research linking employee competencies and job satisfaction (Jung & Shin, 2015) and with evidence that training can improve job-related attitudes (Sesen & Ertan, 2022).

From the perspective of the Self-Determination Theory, the observed results can be explained by the decreased level of the fulfillment of the need for competence that is induced by the absence of the proper training. The inability to operate the modern facilities decreases the level of autonomy and creates a feeling of inadequacy among the employees, which results in the decreased motivation to perform the duties in accordance with the university's needs (Ryan & Deci, 2017; Deci et al., 2017). Therefore, the

identified structural inconsistency should be resolved by the administration to ensure that the non-teaching staff is able to utilize the up-to-date systems. The adoption of the evidence-based practices, including the implementation of the targeted training on the use of the institutional software and the equal allocation of the resources to the development of the administrative staff, will ensure that the improvement of the front-line services is supported by the enhanced level of the non-teaching employees' digital proficiency. Furthermore, the removal of the hindrances in the service-delivery process will improve the psychological state of the non-supervisory workers, which will contribute to the enhancement of their professional competence and the overall quality of the university's performance. Evidence from Ocen et al. (2017), Shen and Tang (2018), Sesen and Ertan (2022), and Zhang et al. (2021) further supports the use of structured training and development interventions to improve employee outcomes.

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