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**iJOINED ETCOR**  
P - ISSN 2984-7567  
E - ISSN 2945-3577



**The Exigency**  
P - ISSN 2984-7842  
E - ISSN 1908-3181

## Organizational Commitment, Job Satisfaction, and Performance of Non-teaching Personnel in the Division of Tacurong City and Sultan Kudarat Amidst MATATAG Curriculum Implementation

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**Received:** 10 March 2025

**Revised:** 11 April 2025

**Accepted:** 13 April 2025

**Available Online:** 15 April 2025

**Volume IV (2025), Issue 2, P-ISSN – 2984-7567; E-ISSN - 2945-3577**

<https://doi.org/10.63498/nxz2st265>

### Abstract

**Aim:** This study determined the organizational commitment, job satisfaction, and job performance of non-teaching personnel amidst the MATATAG Curriculum implementation in the Division of Tacurong City and Sultan Kudarat.

**Methodology:** The study utilized a quantitative non-experimental research design, employing the correlational method of research to determine the relationship among variables. This study was conducted in the division of Tacurong City and Sultan Kudarat with 224 respondents. Total population sampling was used to and with the inclusion criteria that they must be working as non-teaching personnel in these divisions, regardless of employment.

**Results:** The non-teaching personnel in DepEd Tacurong Division and Sultan Kudarat demonstrate a statistically significant relationship between organizational commitment and job performance during MATATAG Curriculum implementation, as evidenced by a moderate positive correlation ( $r=.406$ ,  $p<.001$ ). There is a statistically significant relationship between job satisfaction and performance during MATATAG Curriculum implementation, evidenced by a moderate positive correlation ( $r=.436$ ,  $p<.001$ ). The chi-square analysis showed that employment status ( $\chi^2 = 564.67$ ,  $df = 3$ ,  $p = .000$ ), age ( $\chi^2 = 67.99$ ,  $df = 32$ ,  $p = .000$ ), sex ( $\chi^2 = 330.01$ ,  $df = 1$ ,  $p = .000$ ), highest educational attainment ( $\chi^2 = 404.17$ ,  $df = 3$ ,  $p = .000$ ), and length of service ( $\chi^2 = 201.71$ ,  $df = 31$ ,  $p = .000$ ) significantly influenced job performance.

**Conclusion:** There is a statistically significant relationship between organizational commitment and job performance during MATATAG Curriculum implementation, as evidenced by a moderate positive correlation. A statistically significant relationship between job satisfaction and performance during MATATAG Curriculum implementation, evidenced by a moderate positive correlation. The chi-square analysis showed that employment status, age, sex, highest educational attainment, and length of service significantly influenced job performance..

**Keywords:** correlation, organizational commitment, job satisfaction, job performance

### INTRODUCTION

As educational institutions navigate rapid changes, the role of non-teaching personnel in ensuring smooth operations and administrative efficiency is often overlooked. While teachers are at the forefront of curriculum implementation, the success of educational reforms also relies on the commitment, satisfaction, and performance of non-teaching staff. Their ability to adapt and remain engaged is essential in fostering a sustainable and effective educational environment, particularly amidst ongoing changes such as implementing the MATATAG Curriculum in the Philippines.

Globally, organizations face an evolving work environment shaped by technological advancements, shifting workforce expectations, and increasing performance demands (Johnson et al., 2010; Matsuo, 2019; Yozgat et al., 2013). Carnevale and Hatak (2020) emphasize that employee tenacity and motivation are driving forces for sustaining operations and promoting long-term growth. Research suggests that committed employees demonstrate higher productivity, engagement, and alignment with organizational goals, ultimately enhancing overall performance



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**P - ISSN 2984-7842**  
**E - ISSN 1908-3181**

(Pool & Pool, 2007). The evolving nature of work necessitates a deeper understanding of the factors influencing employee commitment, particularly in sectors such as education.

The education sector faces mounting challenges in the Philippines, including curriculum reforms, resource limitations, and administrative complexities. However, research remains limited on how these factors shape the experiences of non-teaching personnel. In response, the MATATAG Curriculum was implemented, addressing not only teaching-related reforms but also the critical role of non-teaching personnel in ensuring administrative efficiency and operational success. DepEd Order No. 2, s. 2024, removes administrative tasks from teachers to allow them to focus on classroom instruction, thereby shifting these responsibilities to school heads and non-teaching staff (Department of Education [DepEd], 2024).

In Region XII, the City Schools Division of Tacurong and the Division of Sultan Kudarat are vital in managing numerous educational institutions that cater to a diverse student population. Established in 2000, these divisions oversee public and private schools, including state university laboratory high schools. The Division of Tacurong, the smallest among the eight divisions in Region XII, and the Division of Sultan Kudarat, which spans a larger geographical area, face unique operational challenges, particularly with the added administrative workload brought by the Matatag Curriculum. The increased responsibilities of non-teaching personnel in these divisions highlight the need to examine their job performance and organizational commitment in response to curricular changes.

Despite the recognized importance of non-teaching personnel in educational institutions, there remains a notable gap in research regarding their experiences amidst curriculum reforms. Most studies have primarily focused on teachers' adaptation to curricular changes, leaving the specific challenges faced by non-teaching staff underexplored (Johnson et al., 2010; Matsuo, 2019; Yozgat et al., 2013). This represents a practice gap as existing literature does not sufficiently address how non-teaching staff adapt to changes in their work environment. Additionally, a contextual gap exists in understanding the impact of the Matatag Curriculum on their job performance, satisfaction, and commitment, further emphasizing the need for targeted research. Addressing these gaps will contribute to developing effective strategies to support non-teaching personnel in their roles.

Given these challenges, this study sought to investigate the organizational commitment, job satisfaction, and job performance of non-teaching personnel in the City Schools Division of Tacurong and the Division of Sultan Kudarat during implementing the Matatag Curriculum. By filling this research gap, the study aimed to provide valuable insights and recommendations that will enhance the well-being, engagement, and effectiveness of non-teaching staff in educational institutions, ultimately contributing to the successful implementation of educational reforms.

## Objectives

The study generally aimed to determine the organizational commitment, job satisfaction, and performance of non-teaching personnel in the City Schools Division of Tacurong and Sultan Kudarat amidst the implementation of the MATATAG Curriculum.

Specifically, the study sought to answer the following:

1. What is the profile of the non-teaching personnel in terms of:
  - 1.1 Age;
  - 1.2 Sex;
  - 1.3 Educational Attainment;
  - 1.4 Years of Service; and
  - 1.5 Employment Status?
2. What is the level of organizational commitment of the non-teaching personnel in terms of:
  - 2.1 Affective Commitment;
  - 2.2 Continuance Commitment; and
  - 2.3 Normative Commitment?
3. What is the level of job satisfaction of the non-teaching personnel in terms of:
  - 3.1 Work and Workplace;
  - 3.2 Supervisor and Management;
  - 3.3 Benefits and Rewards;
  - 3.4 Recognition; and
  - 3.5 Communication?
4. What is the level of job performance of the non-teaching personnel in terms of:
  - 4.1 Task Performance; and



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#### 4.2 Contextual Performance?

5. Is there a significant relationship between the level of organizational commitment and job performance of the non-teaching personnel amidst the MATATAG curriculum implementation?
6. Is there a significant relationship between the level of job satisfaction and job performance of the non-teaching personnel amidst the MATATAG curriculum implementation?
7. Does the profile of the respondents affect their job performance?

### Hypotheses

The following hypotheses were tested at a 0.05 level of significance.

1. There is a significant relationship between the level of organizational commitment and job satisfaction of the non-teaching personnel amidst the MATATAG curriculum implementation.
2. There is a significant relationship between the level of job satisfaction and job performance of the non-teaching personnel amidst the MATATAG curriculum implementation.
3. The profile of the respondents affect their job performance.

### METHODS

#### Research Design

The study utilized a quantitative non-experimental research design, employing the correlational method of research to determine the organizational commitment, job satisfaction, and job performance of non-teaching personnel in the Division of Tacurong City and Sultan Kudarat amidst the MATATAG Curriculum.

#### Population and Sampling

The respondents of the study were the 224 non-teaching personnel in the City Schools Division of Tacurong and Sultan Kudarat. They were selected using total population sampling. The respondents were selected based on the following criteria: They had to be employed as non-teaching personnel in the Division of Tacurong and Sultan Kudarat within one year prior to the study.

#### Instrument

The researchers utilized a validated survey questionnaire to gather the necessary data that gave meaning to the study. A validation process for the questionnaire was conducted, involving three experts in the field. These experts were selected based on their qualifications, which included holding a Doctorate Degree in Public Management or a related field. Following the validation, a reliability test was performed using the Cronbach alpha coefficients to assess the consistency of the questionnaire.

#### Data Collection

The data were gathered, read, and analyzed following the objective of the study and in adherence to all protocols in the conduct of research.

#### Treatment of Data

The study utilized various statistical tools to analyze the data gathered. Frequency and percentage were used to examine the socio-demographic profile of the respondents, specifically determining the distribution of respondents across different categories such as age, sex, educational attainment, years of service, and employment status. To assess the levels of organizational commitment, job satisfaction, and job performance, mean and standard deviation (SD) were employed. To determine whether significant relationships existed between organizational commitment, job satisfaction, and job performance, the study used the Pearson Product-Moment Correlation. Moreover, the Chi-Square test was applied to determine whether demographic factors such as employment status, age, sex, educational attainment, and length of service significantly influenced job performance.

#### Ethical Considerations

The researchers ensured that all research protocols involving ethics were complied with to protect the people and institutions involved in the study's conduct.





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## RESULTS and DISCUSSION

Results revealed that the majority of respondents were permanent employees, aged between 31 to 40 years old, predominantly female, held a bachelor's degree, and had 6 to 10 years of service. These demographic factors provide insights into the workforce composition and its potential impact on job-related outcomes.

### Level of Organizational Commitment of the Non-teaching Personnel

The level of organizational commitment of the non-teaching personnel was assessed based on three components: affective commitment, continuance commitment, and normative commitment. These dimensions provide a comprehensive understanding of the extent and nature of the personnel's attachment to their institution amidst MATATAG curriculum implementation.

Table 1  
Level of Organizational Commitment of the Non-teaching Personnel

Indicator	Section Mean	Standard Deviation	Descriptive Level
Affective Commitment	4.08	0.72	High
Continuance Commitment	4.15	0.87	High
Normative Commitment	4.03	0.81	High
<b>Overall Mean</b>	<b>4.09</b>	<b>0.80</b>	<b>High</b>

Mean Interval	Description
4.21-5.00	Very High
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Very Low

The non-teaching personnel within DepEd Tacurong Division and Sultan Kudarat exhibit a robust and multifaceted commitment to their organization, characterized by strong emotional, pragmatic, and ethical ties. Their affective commitment, reflected in a mean score of 4.08 (SD=0.72), underscores a deep emotional alignment with the institution's mission and values, fostering proactive engagement in initiatives such as the MATATAG Curriculum implementation. As Meyer and Allen (1991) note, this emotional investment is a cornerstone of organizational effectiveness, driven by employees' genuine identification with institutional goals. Complementing this is continuance commitment, which registers a slightly higher mean of 4.15 (SD=0.87), suggesting personnel perceive substantial personal and professional costs associated with leaving the organization. This dimension, often linked to mid-career stability and permanent employment benefits, aligns with the notion that perceived financial, social, or career-related sacrifices anchor employees to their roles (Meyer & Allen, 1991). Normative commitment, though marginally lower at 4.03 (SD=0.81), reveals a strong moral obligation to remain with DepEd, reflecting internalized ethical standards and loyalty to its educational mandate. These dimensions yield an overall mean commitment score of 4.09 (SD=0.80), illustrating a workforce unified by a balanced psychological contract that harmonizes job security, shared purpose, and institutional pride.

A supportive workplace and fair remuneration enhance morale, while transparent communication fosters trust and alignment with organizational objectives. Recognition of contributions, as observed in studies linking job satisfaction to productivity, strengthens loyalty and reduces turnover intentions (Jumuga Journal of Education, 2024). Supervisor relations, particularly participatory management styles, amplify emotional investment by creating a sense of shared responsibility (Namoc & Tirol, 2016). This interplay between satisfaction and commitment creates a resilient operational foundation, enabling personnel to navigate challenges inherent in curriculum transitions. The moderate standard deviations across commitment dimensions (0.72–0.87) further indicate consistent engagement levels, minimizing polarization and ensuring cohesive implementation of reforms.



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Such alignment between individual and organizational goals positions non-teaching staff as reliable partners in sustaining educational reforms. Their stability and ethical dedication provide continuity during innovation, as seen in the MATATAG Curriculum's rollout. The literature emphasizes that fostering intrinsic motivators—such as professional development opportunities and inclusive decision-making—can further solidify this commitment (Yoveline & Opkara, 2004; Puissant, 2023). By nurturing these dynamics, DepEd Tacurong Division and Sultan Kudarat retain a motivated workforce and cultivate an environment where institutional pride and pragmatic stability converge to drive long-term educational success.

### Level Job Satisfaction of the Non-teaching Personnel

The level of job satisfaction of the non-teaching personnel was examined in terms of five key areas: work and workplace, supervisor and management, benefits and rewards, recognition, and communication. These indicators offer insights into how satisfied the personnel are with their professional environment and how these factors may influence their motivation and performance.

Table 2  
 Level of Job Performance of the Non-teaching Personnel

Indicator	Section Mean	Standard Deviation	Descriptive Level
Work and Workplace	3.67	0.17	High
Supervisor and Management	3.63	0.31	High
Benefits and Rewards	3.83	0.23	High
Recognition	3.70	0.17	High
Communication	3.89	0.71	High
<b>Overall Mean</b>	<b>3.74</b>	<b>0.32</b>	<b>High</b>

Mean Interval	Description
4.21-5.00	Very High
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Very Low

The job satisfaction levels of DepEd Tacurong Division and Sultan Kudarat's non-teaching personnel reveal nuanced insights into their workplace experiences. Communication is the most substantial satisfaction area, with a mean score of 3.89, reflecting personnel's confidence in organizational transparency and information-sharing practices. However, the higher standard deviation ( $SD=0.71$ ) suggests variability in communication experiences, where some employees may feel more consistently informed than others. This finding aligns with recent studies emphasizing the critical role of communication quality in employee engagement, particularly in educational institutions navigating reforms (Payoda et al., 2021).

In contrast, the Supervisor and Management indicator registers the lowest mean score (3.63), signaling opportunities for leadership to strengthen trust and participatory decision-making. While the narrow standard deviation ( $SD=0.31$ ) indicates general alignment in these perceptions, even minor dissatisfaction in supervisory relationships can influence morale, as observed in Philippine public sector studies linking leadership styles to job satisfaction (Payoda et al., 2021).

These factors collectively contribute to an overall job satisfaction mean of 3.74 ( $SD=0.32$ ), demonstrating a largely content workforce that could benefit from targeted improvements in leadership engagement. The relatively low standard deviation across all indicators suggests shared workplace experiences. However, recent research cautions that even moderate satisfaction gaps in areas like management relations can hinder organizational agility during



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reforms (Uwamusi, 2025). These findings underscore the importance of adaptive leadership and tailored communication strategies to sustain morale amid evolving educational mandates like the MATATAG Curriculum.

### Level of Job Performance of the Non-teaching Personnel

The level of job performance of the non-teaching personnel was evaluated based on two main dimensions: task performance and contextual performance. These components provide a holistic view of how effectively the personnel carry out their assigned roles and contribute to the overall functioning of the institution.

Table 3  
 Level of Job Performance of the Non-teaching Personnel

Indicator	Section Mean	Standard Deviation	Descriptive Level
Task Performance	4.07	0.73	High
Contextual Performance	4.01	0.74	High
<b>Overall Mean</b>	<b>4.04</b>	<b>0.74</b>	<b>High</b>

Mean Interval	Description
4.21-5.00	Very High
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Very Low

The non-teaching personnel in DepEd Tacurong Division and Sultan Kudarat demonstrate strong performance metrics during the MATATAG Curriculum implementation, with task performance (mean=4.07, SD=0.73) and contextual performance (mean=4.01, SD=0.74) reflecting effective adaptation to curriculum reforms. Their ability to execute core administrative duties while supporting pedagogical changes aligns with DepEd's nationwide efforts to enhance operational efficiency through targeted staff development programs (DepEd Naga, 2025), including specialized training for non-teaching personnel to strengthen their role in curriculum implementation (DepEd Naga & NCR, 2024). The high overall performance score (mean=4.04, SD=0.74) suggests these personnel are successfully navigating the curriculum's demands, particularly in streamlining administrative workflows to reduce teacher workload—a key objective of MATATAG's decongestion strategy (DepEd, 2024; EDCOM 2, 2024).

The moderate standard deviations (0.73–0.74) indicate consistent performance levels across the workforce, though some variability persists in task execution and collaborative adaptability. This aligns with preliminary MATATAG pilot findings, showing that administrative staff need ongoing upskilling to efficiently manage curriculum-related documentation and reporting systems (EDCOM 2, 2024). Recent initiatives, such as DepEd's hiring of 7,062 administrative support staff nationwide (DepEd, 2025), underscore the critical role of non-teaching personnel in maintaining institutional stability during curriculum transitions. Their performance in Sultan Kudarat reflects this broader trend, where effective communication (mean=3.89) and collaboration with teachers have likely contributed to smoother implementation despite emerging challenges in supervisor relations (mean=3.63).

The personnel's contextual performance—particularly in fostering collaborative environments—supports MATATAG's emphasis on life skills like adaptability and leadership (DepEd, 2023), enabling schools to balance curriculum delivery with operational demands. However, EDCOM 2's recommendation for proactive monitoring of implementation challenges (2024) suggests opportunities to enhance further non-teaching staff's role through targeted training in data management and workflow optimization, ensuring sustained performance as curriculum reforms expand.





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### The Relationship Between Organizational Commitment and Job Performance of the Non-Teaching Personnel Amidst the Matatag Curriculum Implementation

The study determined the significant relationship between the level of organizational commitment and job performance of the non-teaching personnel amidst the implementation of the Matatag curriculum.

Table 4

The Relationship Between Organizational Commitment and Job Performance

	<b>r</b>	<b>p-value</b>	<b>Interpretation</b>	<b>Decision</b>
Organizational Commitment	.406	.000	Moderate Significant Correlation	Accept Ha
Job Performance				

*.05 level of Significance (2 tailed)*

The findings reveal a moderately significant correlation between organizational commitment and job performance among non-teaching personnel during the MATATAG Curriculum implementation ( $r=0.406$ ,  $p=0.000$ ). This suggests that employees with stronger organizational dedication demonstrate enhanced task execution and adaptability. This aligns with recent studies showing that commitment-driven employees exhibit greater efficiency and proactive behaviors, such as volunteering for additional responsibilities during institutional reforms (Payoda et al., 2021). The relationship may stem from employees' intrinsic alignment with DepEd's educational mission, which fosters resilience amid curriculum changes—a phenomenon observed in Philippine public institutions where normative commitment (moral obligation to the organization) significantly predicts performance (Payoda et al., 2021; Namoc & Tirol, 2016).

The moderate correlation strength implies that while commitment is a key driver, other factors like leadership quality and resource availability influence job performance. For instance, studies on non-teaching staff in higher education institutions highlight how organizational culture and performance appraisal systems directly affect work output (International Journal of Academe and Industry Research, 2021). This complements the current findings, where highly committed personnel likely leverage supportive management practices to navigate MATATAG's administrative demands, such as streamlined reporting systems and collaborative workflows (DepEd, 2024).

Notably, the strong normative commitment observed in DepEd personnel—rooted in ethical alignment with educational mandates—may explain their ability to maintain performance consistency despite curriculum adjustments. Research indicates that such commitment enhances role adaptability, particularly in public sector employees who view their work as a civic duty (Payoda et al., 2021). However, the moderate correlation leaves room for interventions targeting extrinsic motivators, such as professional development programs, which have been shown to amplify commitment-performance linkages in non-teaching roles (International Journal of Academe and Industry Research, 2021).



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### The Relationship Between Job Satisfaction and Job Performance of the Non-Teaching Personnel amidst the Matatag Curriculum Implementation.

The study determined the relationship between the level of job satisfaction and job performance of the non-teaching personnel amidst the Matatag curriculum implementation.

Table 5  
 Relationship Between Job Satisfaction and Job Performance

	<b>r</b>	<b>p-value</b>	<b>Interpretation</b>	<b>Decision</b>
Level of Job Satisfaction	.436	.000	Moderate Significant Correlation	Accept Ha
Level of Job Performance				

*.05 level of Significance (2 tailed)*

The results indicate a moderately significant correlation between job satisfaction and job performance among non-teaching personnel during the MATATAG Curriculum implementation ( $r=0.436$ ,  $p=0.000$ ), aligning with findings that satisfied employees exhibit greater efficiency and engagement in administrative reforms (Puissant, 2023). This relationship likely stems from recognition, supportive management, and a positive work environment, which enhance motivation and task execution.

For instance, studies on DepEd non-teaching staff highlight job security, interpersonal relationships, and development opportunities as critical drivers of satisfaction and performance (IJRASET, 2023; Puissant, 2023). However, contrasting findings from a study on non-education teacher graduates in Quezon revealed no significant link between job satisfaction and performance metrics under the Result-Based Performance Management System (RPMS), suggesting contextual factors like role-specific demands or evaluation methods may influence outcomes (Ejournals.ph, 2022).

The moderate correlation strength implies that while job satisfaction contributes to performance, other elements—such as leadership quality, resource availability, and adaptive work environments—play complementary roles. Recent research on higher education institutions emphasizes that work environment quality directly impacts performance, with collaborative cultures and recognition systems fostering resilience during curriculum transitions (IJRASET, 2023; Work Challenges and Opportunities, 2024). For DepEd personnel, effective communication (mean=3.89) and supervisor relations (mean=3.63) likely mediate this relationship, as transparent communication reduces role ambiguity while participatory leadership enhances ownership of MATATAG's objectives (Puissant, 2023).

These insights underscore the need for multifaceted strategies to sustain performance during curriculum reforms. Studies linking training programs to improved competence and morale (IJRASET, 2023; Work Challenges and Opportunities, 2024) have demonstrated that prioritizing job security, equitable remuneration, and professional development can amplify satisfaction-performance linkages. Additionally, addressing workload challenges and fostering inclusive decision-making may mitigate variability in performance outcomes, particularly in high-stakes transitions like MATATAG's phased implementation (DepEd, 2024).





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### The Effect of the Respondents Profile to their Job Performance

The study determined the effect of the respondents' profile on their job performance. This includes examining how variables such as age, sex, educational attainment, years of service, and employment status influence the job performance of non-teaching personnel.

Table 6

Effect of the Respondents Profile to their Job Performance

	Chi-Square	Df	P-value	Interpretation	Decision
Employment Status Vs Job performance	564.67	3	.000	significant	Accept Ha
Age Vs. Job performance	67.99	32	.000	significant	Accept Ha
Sex Vs. Job performance	330.01	1	.000	significant	Accept Ha
Highest Educational Attainment Vs. Job performance	404.17	3	.000	significant	Accept Ha
Length of Service Vs. Job performance	201.71	31	.000	significant	Accept Ha

The analysis reveals that all examined demographic factors—employment status, age, sex, highest educational attainment, and length of service—significantly influence job performance among non-teaching personnel during the MATATAG Curriculum implementation ( $p=0.000$ ). Employment status ( $\chi^2=564.67$ ) and educational attainment ( $\chi^2=404.17$ ) emerge as powerful predictors, underscoring the critical role of job stability and advanced qualifications in work efficiency. Permanent employees, likely benefiting from reduced job insecurity, exhibit higher performance levels, aligning with studies linking employment security to organizational commitment and task proficiency (Puissant, 2023). Similarly, personnel with higher educational attainment demonstrate enhanced adaptability to administrative reforms, as advanced qualifications correlate with improved problem-solving and technical skills (IJRASET, 2023).

Age also significantly shapes performance outcomes, with middle-aged employees (likely mid-career professionals) outperforming younger or older counterparts. This aligns with findings that mid-career workers balance experience and adaptability, enabling effective navigation of curriculum transitions (Work Challenges and Opportunities, 2024). However, the reported gender-based performance disparity—where male workers are perceived as more productive—requires cautious interpretation. While Igbole et al. (2021) note such trends in specific contexts, recent studies emphasize that equitable resource allocation and leadership opportunities mitigate gender-based performance gaps (IJRASET, 2023). In DepEd's case, institutional policies promoting gender-neutral professional development could harmonize performance outcomes.

Length of service further correlates with performance, as long-tenured employees leverage institutional knowledge to streamline MATATAG's administrative demands. Their familiarity with DepEd's operational frameworks enhances workflow efficiency, particularly in documentation and stakeholder coordination (Puissant, 2023). However, the moderate standard deviations in task performance ( $SD=0.73$ ) suggest variability even among experienced staff, highlighting the need for continuous upskilling to address evolving curriculum requirements (DepEd, 2024). These findings underscore the importance of demographic-aware policy design. For instance, targeted training programs for early-career staff and leadership pathways for long-tenured personnel could optimize performance across age groups. Similarly, incentivizing advanced education through scholarships or promotion criteria would address the impact of educational attainment, while gender-neutral performance metrics would ensure equitable evaluations (Work Challenges and Opportunities, 2024).



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## Conclusions and Recommendations

The non-teaching personnel of DepEd Tacurong City Division and Sultan Kudarat form a critical backbone for the successful implementation of the MATATAG Curriculum, and their demographic and professional profiles offer both stability and adaptability. Composed mainly of permanent employees aged 31–40, with bachelor's degrees and 6–10 years of service, this mid-career workforce combines institutional memory and practical experience. Their tenure positions them as vital conduits for bridging existing operational frameworks with the demands of curriculum reform, ensuring continuity while navigating transitional challenges. This demographic stability is further reinforced by a predominantly female workforce, whose documented strengths in collaborative communication and multitasking are invaluable in managing large-scale educational reforms' intricate logistics.

At the heart of their effectiveness lies an exceptional organizational commitment, marked by deep emotional investment and a strong ethical obligation to the institution. These personnel exhibit a rare dual dedication—both heartfelt and principled. This commitment goes beyond job retention, manifesting as proactive ownership of the MATATAG Curriculum's goals. Their emotional alignment with DepEd's mission fosters a culture of voluntary engagement, where personnel instinctively prioritize institutional needs during implementation hurdles.

Simultaneously, their sense of moral duty ensures adherence to protocols, even in ambiguous situations, creating a self-regulating workforce that sustains reform momentum during resource constraints or policy adjustments. High job satisfaction emerges as a powerful catalyst, particularly in communication and recognition practices, which staff identify as their most valued workplace elements.

Satisfaction with communication channels enables precise policy interpretation across schools, reducing misinterpretation risks during the curriculum rollout. Coupled with intense benefits satisfaction, this creates a buffer against reform fatigue, maintaining morale as personnel balance routine tasks with new implementation demands. Overall satisfaction reflects an environment where staff feel heard and valued, which is critical when asking employees to adopt unfamiliar systems or workflows inherent to MATATAG's pedagogical shifts.

Job performance is evident in their performance metrics, where task performance combines seamlessly with contextual performance. This dual capability allows them to manage both the logistical heavy lifting of curriculum materials distribution and the nuanced challenges of stakeholder coordination. Their performance levels are significantly fueled by their commitment and satisfaction. These elements work in tandem, creating a virtuous cycle where emotional investment and workplace contentment directly enhance output quality, particularly during high-pressure curriculum testing and revision phases. Demographic influences on performance highlight the need for tailored management strategies. Factors like employment status and education level suggest that uniform policies overlook critical subgroup needs. For instance, veteran employees might require different support structures compared to newer hires when adapting to the digital components of MATATAG. Similarly, variations in educational backgrounds necessitate differentiated upskilling approaches, ensuring all personnel can contribute effectively to the curriculum's technological and pedagogical innovations.

To sustain and build upon these strengths, several strategic actions are essential. Enhancing affective and normative commitment through mentorship programs, recognition initiatives, and career development opportunities will deepen employees' emotional connection to the organization, reinforcing their proactive engagement. Maintaining and improving communication strategies via regular feedback mechanisms, open forums, and transparent decision-making processes will preserve the high job satisfaction that currently buffers against reform fatigue. Training and skills development should be prioritized to equip personnel with the tools to excel in task execution and contextual adaptability, particularly as the MATATAG Curriculum evolves.

Initiatives that simultaneously strengthen organizational commitment and job satisfaction—such as fostering a positive workplace culture, refining leadership approaches, and providing robust support systems—will create a resilient operational environment. Structured goal-setting, performance incentives, and leadership opportunities should be expanded to ensure committed employees have clear pathways to excel and contribute meaningfully. A motivating work environment must be sustained through fair reward systems, consistent recognition of efforts, and collaborative practices that enhance satisfaction and performance.

Tailored support programs, including mentorship for new hires and leadership development for experienced staff, will address demographic-specific needs, optimizing performance across diverse employee groups. Finally, further research should explore factors like motivation, work-life balance, organizational culture, and leadership styles to uncover their potential impact on productivity, ensuring DepEd's strategies remain responsive to emerging challenges and opportunities in educational reform.



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**SEC Reg. No. 2024020137294-00**  
 Sta. Ana, Pampanga, Philippines



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**iJOINED ETCOR**  
**P - ISSN 2984-7567**  
**E - ISSN 2945-3577**



**The Exigency**  
**P - ISSN 2984-7842**  
**E - ISSN 1908-3181**

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**The Exigency**  
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**E - ISSN 1908-3181**

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