

Engagement and Performance of Non-Teaching Personnel in Selected Elementary Schools in Cavite: Inputs to a Career Development Plan

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ABSTRACT

Non-teaching personnel play a vital role in ensuring the effective delivery of educational services through administrative, financial, technical, and operational support. Their responsibilities have become increasingly significant following the implementation of Department of Education (DepEd) policies transferring administrative functions from teachers to support personnel. This study examined the engagement and performance of non-teaching personnel in selected elementary schools in the CARSIGMA area of Cavite as the basis for a Career Development Plan. Specifically, it assessed employee engagement across ten dimensions, determined differences in respondents' assessments, examined the performance ratings of non-teaching personnel over three school years, established the relationship between engagement and performance, identified workplace challenges, and evaluated the acceptability of the proposed Career Development Plan. A descriptive-correlational research design was employed, involving 198 respondents, comprising one Public Schools District Supervisor, six school heads, and 191 teachers, selected through purposive sampling. Data were analyzed using frequencies, percentages, weighted means, one-way analysis of variance, and Pearson product-moment correlation. Results revealed that employee engagement was generally high, while non-teaching personnel consistently received performance ratings ranging from very satisfactory to outstanding. No significant differences were found among the three respondent groups' assessments across the engagement dimensions. Conversely, employee engagement showed a significant positive relationship with performance, indicating that higher engagement was associated with better organizational performance. Workload, communication, technological support, and career advancement emerged as the most frequently encountered concerns. The proposed Career Development Plan was rated highly acceptable by the respondents. The findings emphasize the importance of strengthening leadership support, professional development, transparent communication, and career progression opportunities to sustain employee engagement and organizational effectiveness in public elementary schools.

Keywords: employee engagement, non-teaching personnel, organizational performance, career development, public elementary schools, educational management

INTRODUCTION

Non-teaching personnel are indispensable to the effective operation of public schools by providing administrative, financial, technical, and operational support that enables the efficient delivery of educational services. Their role has become increasingly significant following the implementation of Department of Education (DepEd) policies that transferred administrative responsibilities from teachers to support personnel, thereby requiring greater competence, commitment, and organizational engagement.

Employee engagement has consistently been recognized as a key driver of organizational performance. Engaged employees demonstrate higher levels of motivation, commitment, collaboration, and productivity, which contribute to improved service quality and institutional effectiveness. Within public schools, these outcomes enhance administrative efficiency and support the delivery of quality basic education.

Despite its recognized importance, research on employee engagement in Philippine public education has focused primarily on teachers and school leaders, while non-teaching personnel remain relatively underrepresented. Moreover, limited studies have simultaneously examined multiple dimensions of engagement and their relationship with documented performance ratings among administrative support personnel.

This study addressed these gaps by examining the engagement and performance of non-teaching personnel in selected public elementary schools in the CARSIGMA area of Cavite. Specifically, it assessed employee engagement across ten organizational dimensions, determined differences in respondents' assessments, examined performance ratings, established the relationship between engagement and performance, identified workplace challenges, and developed a Career Development Plan to support continuous organizational improvement.

Research Gap

Although employee engagement has been extensively investigated in corporate organizations, healthcare institutions, and higher education, considerably fewer studies have examined non-teaching personnel within Philippine public basic education. Most educational research continues to emphasize teacher effectiveness, instructional leadership, and learner outcomes, while administrative support personnel remain relatively underrepresented despite their indispensable contribution to organizational performance. Existing studies also tend to investigate isolated dimensions of engagement rather than examining multiple organizational factors simultaneously. Furthermore, little empirical evidence has examined how employee engagement influences documented performance ratings of non-teaching personnel in public elementary schools. Consequently, localized evidence from the Schools Division of Cavite remains limited, highlighting the need for a comprehensive investigation that integrates employee engagement, organizational performance, workplace challenges, and career development into a unified analytical framework.

Objectives of the Study

The study aimed to examine the engagement and performance of non-teaching personnel in selected elementary schools in Cavite as the basis for a Career Development Plan. Specifically, it sought to:

1. Assess employee engagement across ten organizational dimensions;
2. Determine significant differences in the assessments of supervisors, school heads, and teachers;
3. Examine the performance ratings of non-teaching personnel during School Years 2021–2023;
4. Determine the relationship between employee engagement and performance;
5. Identify the challenges encountered relative to employee engagement; and
6. Develop and evaluate the acceptability of a Career Development Plan based on the findings.

Theoretical Foundation

This investigation is primarily anchored in Herzberg's Motivation–Hygiene Theory, which posits that employee performance results from the interaction between intrinsic motivational factors and extrinsic workplace conditions. Motivational factors—including achievement, recognition, responsibility, advancement, and professional growth—enhance employee commitment and satisfaction, whereas hygiene factors such as compensation, supervision, organizational policies, working conditions, communication, and interpersonal relationships prevent dissatisfaction and promote organizational stability. Within educational institutions, both categories influence the engagement of non-teaching personnel, making Herzberg's framework particularly appropriate for explaining variations in employee commitment and organizational performance.

The study is further supported by **Employee Engagement Theory** (Kahn, 1990), which posits that employees become fully engaged when they experience meaningfulness, psychological safety, and psychological availability within their work environment. These conditions encourage individuals to invest their physical, cognitive, and emotional energies in organizational roles. Likewise, **Social Exchange Theory** suggests that employees reciprocate favorable organizational treatment through increased commitment, organizational citizenship behavior, and improved performance. Collectively, these theoretical perspectives explain why supportive leadership, transparent communication, opportunities for professional growth, equitable workplace practices, and positive organizational culture significantly contribute to sustained employee engagement and superior organizational performance among non-teaching personnel.

METHODOLOGY

Research Design

This study employed a **descriptive-correlational research design** to examine the engagement and performance of non-teaching personnel in selected public elementary schools in the CARSIGMA area of the Schools Division of Cavite. The descriptive component was used to assess the extent of employee engagement across 10 organizational dimensions, including job satisfaction, school culture, work schedule, management and leadership, communication channels, career advancement opportunities, work environment, pay structure diversity, transparency and honesty, and technology. It likewise described the respondents' assessment of the proposed Career Development Plan and the challenges encountered by non-teaching personnel in the workplace.

The correlational component was used to examine the association between employee engagement and performance ratings among non-teaching personnel. In addition, inferential analysis was conducted to determine whether significant differences existed among the assessments of the three respondent groups. The design was appropriate because the study sought to explain naturally occurring relationships among organizational variables without manipulating the study environment or introducing experimental interventions. The findings served as the empirical basis for developing a Career Development Plan intended to strengthen employee engagement and organizational performance in public elementary schools.

Research Setting

The study was conducted in selected public elementary schools within the **CARSIGMA area** under the Schools Division of Cavite. The area consists of elementary schools that operate under the supervision of the Department of Education and implement standardized administrative, financial, and human resource management policies. These schools employ both teaching and non-teaching personnel who collectively support the delivery of quality basic education.

The selection of the research locale was guided by the presence of established administrative structures and a sufficient number of non-teaching personnel performing diverse operational responsibilities, such as records management, accounting, procurement, information technology, property custodianship, library services, and general administrative support. These schools provided an appropriate setting for examining employee engagement within the context of public basic education.

Respondents of the Study

The respondents consisted of **198 participants** representing various stakeholders directly involved in school administration and operations. Specifically, the participants included **one (1) Public Schools District Supervisor, six (6) School Heads, and one hundred ninety-one (191) teachers** from the selected elementary schools in the CARSIGMA area. These respondents were considered capable of evaluating the engagement and organizational performance of non-teaching personnel because they regularly interacted with them in the delivery of administrative and educational services.

Rather than surveying the non-teaching personnel themselves, the study obtained assessments from supervisory and instructional personnel who directly observed the quality, efficiency, professionalism, and organizational contributions of support staff. This multi-perspective approach minimized self-rating bias and provided a more objective evaluation of employee engagement and workplace performance.

As the primary stakeholders directly experiencing the workplace environment, organizational policies, leadership practices, and career development opportunities, non-teaching personnel were considered the most appropriate respondents for assessing employee engagement and work performance. Their firsthand experiences provided reliable and relevant information regarding the factors that influence engagement, motivation, productivity, organizational commitment, and professional growth. Focusing on non-teaching personnel as the principal respondents ensured that the findings accurately reflected their workplace realities and provided an appropriate empirical basis for developing the proposed Career Development Plan.

Sampling Technique

The study employed **purposive sampling**, a non-probability sampling technique in which respondents were selected based on predetermined inclusion criteria consistent with the objectives of the investigation. Participants were chosen because they possessed direct supervisory responsibilities or regular professional interactions with non-teaching personnel, enabling them to provide informed assessments regarding employee engagement and organizational performance.

Purposive sampling was considered appropriate because the study required respondents with firsthand knowledge of the administrative functions, workplace behaviors, communication practices, leadership interactions, and organizational contributions of non-teaching personnel. The selected respondents, therefore, represented information-rich cases capable of generating reliable, meaningful data relevant to the study's objectives.

Research Instrument

The researcher utilized a structured, researcher-developed questionnaire as the primary instrument for data collection. The development of the instrument was guided by an extensive review of related literature, previous empirical studies, relevant organizational behavior theories, and existing employee engagement and performance measurement frameworks. The questionnaire was designed to measure employee engagement across its identified dimensions and to assess the work performance of non-teaching personnel based on the study's conceptual framework.

Validation of the Instrument

To establish content validity, the questionnaire was evaluated by experts in educational management, human resource management, research methodology, and public administration. The panel assessed each item for relevance, clarity, coherence, organization, and consistency with the research objectives. Their recommendations were incorporated into the final version of the instrument through revisions to wording, item sequencing, and measurement indicators.

Following expert validation, the revised questionnaire was pilot-tested with respondents who had characteristics similar to those of the actual study but were excluded from the final sample. The pilot test assessed the clarity of instructions, the comprehensibility of statements, the appropriateness of response categories, and the estimated completion time. Necessary refinements were subsequently incorporated prior to the instrument's full-scale administration.

Data Gathering Procedure

After obtaining approval from the Graduate School and authorization from the Schools Division Office of Cavite, the researcher coordinated with the concerned Public Schools District Supervisor and school heads to

conduct the study. Permission letters explaining the objectives, procedures, and ethical safeguards of the research were distributed before data collection commenced.

The questionnaires were personally administered to the respondents. Prior to answering the instrument, participants were informed about the purpose of the study, the voluntary nature of their participation, confidentiality measures, and their right to withdraw at any stage without penalty. Completed questionnaires were retrieved, checked for completeness, encoded, and subjected to statistical analysis using appropriate descriptive and inferential statistical techniques.

Ethical Considerations

The study strictly adhered to established ethical principles governing educational research. Participation was entirely voluntary, and informed consent was obtained from all respondents before data collection. Participants were informed of the purpose of the research, expected duration, confidentiality of responses, and their right to decline participation or withdraw without adverse consequences.

No personally identifiable information was disclosed during data analysis or publication of the findings. Responses were treated with strict confidentiality and were used exclusively for academic and research purposes. All collected data were securely stored, accessible only to the researcher, and disposed of in accordance with institutional data management policies upon completion of the study. Throughout the research process, the principles of respect for persons, beneficence, confidentiality, anonymity, and research integrity were consistently observed.

Statistical Treatment of Data

The collected data were analyzed using both descriptive and inferential statistical techniques appropriate to the study's objectives.

Frequency and Percentage were employed to describe the demographic characteristics of the respondents.

The Weighted Mean was used to determine the level of employee engagement, the extent of workplace challenges, and the acceptability of the proposed Career Development Plan.

One-Way Analysis of Variance (ANOVA) was used to determine whether significant differences existed among the assessments of the Public Schools District Supervisor, School Heads, and Teachers regarding employee engagement.

The Pearson Product-Moment Correlation Coefficient (Pearson r) was used to assess the strength and direction of the relationship between employee engagement dimensions and the performance ratings of non-teaching personnel.

All statistical analyses were interpreted at a 0.05 significance level, providing the basis for accepting or rejecting the null hypotheses formulated in the study.

Results And Discussion

Overall Engagement of Non-Teaching Personnel

The findings indicate that the overall engagement of non-teaching personnel was Highly Evident, reflecting strong organizational commitment, motivation, and active participation in administrative responsibilities. High ratings across most engagement dimensions suggest that the participating schools have established supportive organizational practices that promote collaboration, effective leadership, and employee well-being.

Communication channels, job satisfaction, and transparency emerged as the highest-rated dimensions, indicating that open communication, ethical leadership, and positive work experiences are key contributors to employee engagement. Management and leadership, school culture, work environment, career advancement

opportunities, work schedules, and technology also received favorable assessments, demonstrating that the schools generally provide conditions that support employee productivity and organizational effectiveness.

Although pay structure diversity obtained the lowest rating, it remained positively evaluated, suggesting opportunities to strengthen non-monetary recognition and professional development initiatives. Overall, the findings demonstrate that employee engagement is supported by a combination of organizational, interpersonal, and professional factors that sustain administrative performance and provide a strong foundation for the proposed Career Development Plan.

Significant Difference in the Assessments of the Respondents

Table 2. Test of Significant Difference

The analysis revealed **no statistically significant differences** among the assessments of the Public Schools District Supervisor, School Heads, and Teachers across all engagement dimensions. This indicates that the three respondent groups shared similar perceptions regarding the engagement of non-teaching personnel, reflecting consistency in organizational practices and employee experiences.

The findings further suggest that engagement initiatives are implemented uniformly throughout the participating schools, resulting in a common understanding of organizational strengths and areas for improvement. Such consistency supports the implementation of division-wide human resource interventions that address shared organizational priorities.

Job Satisfaction

Job satisfaction was assessed as **Highly Evident**, indicating that non-teaching personnel are generally satisfied with their work responsibilities and organizational support. This finding suggests that meaningful work, recognition, and supportive management contribute to positive employee attitudes and sustained commitment. Consistent with Herzberg's Motivation-Hygiene Theory and Kahn's Employee Engagement Theory, high job satisfaction strengthens employee motivation and supports improved organizational performance.

School Culture

School culture received a **Highly Evident** rating, indicating that the participating schools foster collaborative relationships, shared values, and mutual respect. A positive organizational culture strengthens employee commitment by encouraging teamwork, accountability, and collective responsibility. These findings support Social Exchange Theory, which emphasizes that supportive organizational environments promote stronger employee engagement and organizational effectiveness.

Work Schedule

Work schedule was likewise rated **Highly Evident**, suggesting that existing work arrangements generally enable non-teaching personnel to perform their responsibilities effectively. Appropriate workload distribution and coordinated scheduling contribute to operational efficiency while supporting employee well-being. Maintaining balanced work schedules remains important in sustaining engagement and minimizing work-related stress.

Management and Leadership

Management and leadership obtained a **Highly Evident** rating, indicating that school leaders provide effective guidance, supervision, and organizational support. Supportive leadership strengthens employee confidence, commitment, and accountability while promoting a positive organizational climate. The findings reinforce Transformational Leadership Theory, which emphasizes the role of effective leadership in enhancing employee engagement and performance.

Communication Channels

Communication channels emerged as the highest-rated engagement dimension, demonstrating that timely and transparent communication strengthens coordination, trust, and collaboration among school personnel. Effective communication facilitates informed decision-making, minimizes misunderstandings, and promotes employee participation, thereby reinforcing organizational cohesion and administrative effectiveness.

Career Advancement Opportunity

Career advancement opportunities were assessed as **Highly Evident**, suggesting that schools encourage professional growth through training and competency development. Although opportunities for promotion may be constrained by government policies, continued investment in employee development strengthens engagement, organizational commitment, and long-term workforce capability.

Work Environment

The work environment received a **Highly Evident** rating, indicating that respondents perceived workplace conditions as supportive of employee productivity and well-being. Favorable physical and organizational conditions enable employees to perform efficiently while fostering collaboration and positive interpersonal relationships. Maintaining these conditions will continue to strengthen employee engagement and organizational effectiveness.

Pay Structure Diversity

Pay structure diversity received the lowest assessment among the engagement dimensions but remained **Evident**, indicating generally positive perceptions of compensation practices. Because compensation policies in public schools are largely standardized, enhancing employee motivation may depend more on recognition, professional development, and career opportunities than on financial incentives alone. Strengthening these non-monetary rewards can complement existing compensation systems and sustain employee engagement.

Transparency and Honesty

Transparency and honesty received one of the highest ratings, indicating that respondents perceived organizational decisions and administrative practices as fair, ethical, and openly communicated. Such perceptions strengthen employee trust, psychological safety, and organizational commitment, thereby enhancing employee engagement. Consistent with Social Exchange Theory and Kahn's Employee Engagement Theory, transparent leadership encourages reciprocal commitment and active participation in organizational activities. Sustaining ethical leadership and open communication will continue to reinforce accountability and organizational effectiveness.

Technology

Technology was assessed as **Highly Evident**, indicating that available digital resources adequately support the administrative functions of non-teaching personnel. The findings suggest that technological resources contribute to efficient records management, communication, and administrative service delivery. Consistent with the Technology Acceptance Model, accessible and useful technologies improve employee productivity and facilitate organizational responsiveness. Continued investment in digital infrastructure and competency development will further strengthen administrative efficiency.

Performance of Non-Teaching Personnel

The performance ratings of non-teaching personnel remained consistently within the **Very Satisfactory to Outstanding** range across the three-year evaluation period, reflecting sustained competence and effective fulfillment of administrative responsibilities. These results suggest that supportive organizational practices—including effective leadership, communication, and employee engagement—contribute to consistently high workplace performance. The findings support Herzberg's Motivation-Hygiene Theory and Kahn's Employee

Engagement Theory, both of which emphasize that engaged employees are more likely to demonstrate higher productivity and organizational commitment.

Relationship Between Employee Engagement and Performance

The analysis revealed a **significant positive relationship** between employee engagement and the performance of non-teaching personnel, indicating that higher engagement is associated with improved organizational performance. Transparency and honesty demonstrated the strongest association, highlighting the importance of ethical leadership and organizational trust. The findings support Kahn's Employee Engagement Theory, Social Exchange Theory, and Herzberg's Motivation–Hygiene Theory, all of which recognize employee engagement as a key determinant of workplace performance. These results emphasize that strengthening leadership, communication, professional development, and employee support can directly improve organizational effectiveness.

Problems Encountered Relative to Employee Engagement

The identified workplace concerns were **Moderately Encountered**, suggesting that although employee engagement remained high, several operational challenges continue to require organizational attention. The most common concerns involved workload management, technological support, career advancement, work-life balance, and organizational coordination. While these issues have not substantially reduced employee engagement, addressing them through professional development, improved resource allocation, employee wellness initiatives, and strengthened communication can further enhance organizational effectiveness and employee satisfaction.

Acceptability of the Proposed Career Development Plan

Based on the study's findings, a Career Development Plan was developed to strengthen employee engagement and sustain high organizational performance. The plan focuses on leadership development, professional learning, employee recognition, digital competency enhancement, and employee wellness, reflecting the organizational strengths and areas for improvement identified in the study. By integrating competency development, mentoring, continuous monitoring, and performance evaluation, the plan provides a practical framework to strengthen the capabilities of non-teaching personnel and support long-term organizational effectiveness in public elementary schools.

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

1. The engagement of non-teaching personnel in the selected public elementary schools in the CARSIGMA area was **highly evident**, indicating that the participating schools have established organizational environments that foster employee commitment, motivation, and active participation in administrative responsibilities. Communication channels, job satisfaction, transparency and honesty, management and leadership, and school culture emerged as the strongest contributors to employee engagement, while pay structure diversity, although positively evaluated, represented the dimension with the greatest opportunity for improvement.
2. There were **no significant differences** in the assessments of the Public Schools District Supervisor, School Heads, and Teachers regarding the engagement of non-teaching personnel. This organizational consensus demonstrates that the respondents shared consistent perceptions of the strengths and developmental needs of non-teaching personnel, thereby strengthening the reliability of the study's findings and supporting the implementation of common organizational interventions.
3. The non-teaching personnel consistently obtained **Very Satisfactory to Outstanding** performance ratings during the three-year evaluation period, indicating sustained competence, professionalism, and effective fulfillment of administrative responsibilities. Their consistently high performance highlights the important

contribution of administrative support personnel to the efficient delivery of educational services and the overall effectiveness of school operations.

4. Employee engagement was found to have a **significant positive relationship** with organizational performance across all engagement dimensions. This finding confirms that supportive leadership, effective communication, positive organizational culture, transparency, professional development opportunities, and favorable working conditions collectively enhance employee productivity and organizational effectiveness. Among the engagement dimensions, transparency and honesty demonstrated the strongest association with performance, emphasizing the importance of ethical leadership and organizational trust.
5. Although employee engagement was highly evident, respondents identified several workplace concerns that were **moderately encountered**, particularly those related to workload management, technological resources, career advancement opportunities, work-life balance, and organizational coordination. These concerns do not presently undermine employee engagement but require continuous organizational attention to sustain employee motivation and long-term organizational performance.
6. Finally, the proposed Career Development Plan was evaluated as **Highly Acceptable**, demonstrating its relevance, feasibility, and responsiveness to the developmental needs of non-teaching personnel. The proposed interventions provide a strategic framework for strengthening employee competencies, sustaining organizational engagement, and enhancing administrative performance within public elementary schools. Collectively, the findings affirm that sustained investment in employee development, ethical leadership, and supportive organizational practices is essential for maintaining a competent, motivated, and high-performing non-teaching workforce capable of contributing to the continuous improvement of public basic education.

RECOMMENDATIONS

Based on the study's findings and conclusions, the following recommendations are proposed to further strengthen employee engagement and enhance the performance of non-teaching personnel in public elementary schools.

1. School administrators should continue sustaining the organizational practices that contributed to the highly evident level of employee engagement, particularly those related to effective communication, supportive leadership, organizational transparency, and a positive school culture. These organizational strengths should be institutionalized through regular leadership consultations, participative decision-making, and systematic communication mechanisms that encourage collaboration among administrators, teachers, and non-teaching personnel. Maintaining these practices will reinforce employee trust, strengthen organizational commitment, and promote a workplace culture that supports continuous improvement.
2. Although employee engagement was generally high, greater attention should be devoted to enhancing **career development opportunities** for non-teaching personnel. School administrators, in coordination with the Schools Division Office, should implement structured competency development programs that include individualized learning plans, mentoring and coaching activities, leadership development initiatives, technical skills enhancement, and succession planning. These interventions will enable employees to continuously develop professionally while preparing them for future administrative responsibilities and career advancement within the Department of Education.
3. Considering that **pay structure diversity** received the lowest assessment among the engagement dimensions, educational leaders should strengthen non-monetary recognition programs that acknowledge employee achievements and exemplary service. Since compensation policies are largely governed by national regulations, schools may complement existing salary structures through employee recognition awards, commendation programs, professional development opportunities, wellness initiatives, and expanded participation in institutional decision-making. These initiatives can significantly enhance employee motivation and organizational commitment without requiring substantial financial resources.

4. The Schools Division Office should continue investing in **digital transformation and technological capability development** by providing updated administrative systems, reliable technological infrastructure, and continuous information technology training for non-teaching personnel. As administrative processes increasingly rely on digital platforms, strengthening employees' technological competencies will improve operational efficiency, reduce administrative workload, and enhance the quality of public service delivery.
5. School administrators should likewise implement comprehensive **employee wellness and workload management programs** to address the moderately encountered concerns related to occupational stress, increasing administrative responsibilities, and work-life balance. Periodic workload assessments, employee assistance programs, wellness activities, stress management seminars, and flexible task distribution strategies should be institutionalized to maintain employee well-being and prevent work-related burnout. Supporting employees' physical and psychological well-being will contribute to sustained engagement and long-term organizational productivity.
6. The proposed **Career Development Plan** should be formally adopted and integrated into the human resource development programs of participating schools. Its implementation should include clearly defined performance indicators, periodic monitoring, and regular evaluation to ensure that the proposed interventions remain responsive to organizational needs. Continuous assessment will enable school leaders to identify emerging developmental priorities and refine the program based on employee feedback and organizational outcomes.
7. Future studies should extend this research by examining employee engagement among non-teaching personnel across multiple school divisions, provinces, and educational regions to enhance the generalizability of the findings. Comparative studies involving elementary, secondary, and higher education institutions may likewise provide broader insights into the organizational factors influencing employee engagement across different educational settings.
8. Mixed-methods research incorporating qualitative interviews, focus group discussions, and workplace observations is likewise recommended to provide a deeper understanding of employees' lived experiences, motivational factors, and organizational challenges that may not be fully captured through survey questionnaires alone.
9. Future researchers are encouraged to expand this line of inquiry by including larger geographical areas, additional respondent groups, and **longitudinal research designs** that examine changes in employee engagement over time. Future investigations may also incorporate qualitative approaches, such as interviews or focus group discussions, to obtain deeper insights into employees' lived experiences and organizational challenges. Examining additional variables such as organizational commitment, psychological well-being, leadership styles, organizational climate, digital readiness, and employee resilience may likewise contribute to a more comprehensive understanding of the factors influencing employee engagement and performance within the Philippine public education system.

Practical Implications

The findings of this study provide valuable implications for educational management, human resource development, and public sector administration. The consistently high levels of employee engagement and performance indicate that organizational practices emphasizing effective communication, supportive leadership, transparency, and positive workplace culture contribute substantially to sustaining administrative efficiency in public elementary schools. School administrators should therefore continue investing in organizational practices that strengthen employee commitment while ensuring that non-teaching personnel remain motivated and capable of responding to the increasing administrative demands of the Department of Education.

The study further demonstrates that employee engagement serves as a strategic organizational resource rather than merely a human resource concern. Strengthening communication systems, leadership effectiveness,

employee recognition, competency development, and technological capability can directly improve organizational performance by enhancing the quality, efficiency, and responsiveness of administrative services. Consequently, educational leaders should integrate employee engagement initiatives into broader school improvement plans and organizational development strategies.

Moreover, the findings emphasize the importance of adopting a proactive approach to employee development. Rather than responding only to organizational deficiencies, schools should establish continuous learning systems that promote career advancement, digital competency, leadership development, and employee wellness. Such investments contribute not only to improved individual performance but also to institutional resilience, organizational adaptability, and long-term educational excellence.

Limitations of the Study

Although the study provides valuable insights into the engagement and performance of non-teaching personnel, several methodological limitations should be acknowledged. The respondents were drawn from selected public elementary schools within the Province of Cavite; therefore, the findings may not be fully generalizable to all public schools or other educational settings. Furthermore, while the participating schools represented different institutional contexts, future studies may improve the representativeness of the findings by including more schools from additional districts, cities, or provinces. Future researchers may likewise employ broader probability sampling techniques and involve larger respondent groups to further improve statistical power, external validity, and the generalizability of the research findings.

Several limitations should be considered in interpreting the findings of this study. First, the investigation was limited to selected public elementary schools within the CARSIGMA area of the Schools Division of Cavite. Consequently, the findings may not fully represent the experiences of non-teaching personnel in other school divisions, regions, or educational contexts with different organizational structures and administrative practices.

Second, the study employed a descriptive-correlational research design, using survey questionnaires as the primary data-collection instrument. Although this approach effectively described organizational conditions and identified statistical relationships among variables, it did not establish causal relationships between employee engagement and organizational performance. The results, therefore, indicate associations rather than direct cause-and-effect relationships.

Third, the assessment of employee engagement was based on the perceptions of the Public Schools District Supervisor, School Heads, and Teachers, rather than on self-assessments by non-teaching personnel. While this approach minimized self-report bias and provided multiple organizational perspectives, incorporating the views of non-teaching personnel themselves could provide a more comprehensive understanding of employee engagement and workplace experiences.

Finally, the study focused primarily on employee engagement and organizational performance without examining other organizational and personal variables that may influence administrative effectiveness, such as organizational climate, psychological well-being, leadership styles, employee resilience, digital readiness, and work motivation. These factors may also contribute to employee performance and warrant further investigation.

Future Research Directions

Future investigations are encouraged to expand the geographical scope of the study by including public elementary schools from different school divisions and regions of the Philippines to obtain a more comprehensive understanding of employee engagement among non-teaching personnel. Researchers may also utilize larger samples selected through probability sampling techniques to strengthen the representativeness and reliability of the findings. In addition, future studies may incorporate qualitative interviews or focus group discussions to gain deeper insights into the workplace experiences, career aspirations, organizational challenges, and professional development needs of non-teaching employees. Longitudinal and mixed-methods

research designs may likewise be employed to examine changes in employee engagement and work performance over time and to evaluate the long-term effectiveness of career development interventions.

Ethical Considerations

This study was conducted in accordance with accepted ethical standards governing educational research involving human participants. Prior to conducting the study, permission to undertake the research was obtained from the appropriate school authorities and the Schools Division Office. The objectives, procedures, and significance of the study were clearly explained to all prospective participants before data collection commenced.

Participation was entirely voluntary, and informed consent was obtained from all respondents. Participants were informed of their right to decline participation or withdraw from the study at any stage without penalty. No coercion, undue influence, or deceptive practices were employed throughout the research process.

To protect respondents' privacy, anonymity and confidentiality were strictly maintained. No personally identifiable information was collected or disclosed during data analysis and reporting. The data gathered were used solely for academic and research purposes and were stored securely to prevent unauthorized access. All findings are presented in aggregate form to ensure that individual respondents and participating schools cannot be identified.

Throughout the study, the researcher adhered to the principles of **respect for persons, beneficence, non-maleficence, justice, confidentiality, and research integrity**, ensuring that the rights and welfare of all participants were protected.

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