

Work Challenges, Opportunities, and Job Performance of Non-Teaching Personnel in a Private Higher Education Institution

Argielyn A. Esmane^{*1}, Marissa S. Quezon²

¹University of St. La Salle, Bacolod City, Philippines

²Carlos Hilado Memorial State University, Bacolod City, Philippines

*Corresponding Author Email: marissa.quezon@chmsu.edu.ph

Date received: September 10, 2024

Date revised: September 27, 2024

Date accepted: October 7, 2024

Originality: 89%

Grammarly Score: 99%

Similarity: 11%

Recommended citation:

Esmane, A., & Quezon, M. (2024). Work challenges, opportunities, and job performance of non-teaching personnel in a private higher education institution. *Journal of Interdisciplinary Perspectives*, 2(11), 265-277. <https://doi.org/10.69569/jip.2024.0489>

Abstract. The research aimed to investigate the relationship between work challenges and opportunities and their effect as predictors of job performance of non-teaching personnel at a Higher Education Institution (HEI) in Bacolod City. While most research on HEIs focuses on faculty and students, this study aimed to shed light on the experiences of non-teaching staff. The study examined the level of challenges, opportunities, and job performance of the respondents and the relationships among these three variables. It also sought to determine if work challenges and opportunities could predict job performance. The study used a descriptive-correlational design and selected 153 permanent non-teaching personnel, including administrative heads and support staff, who had worked for six months or longer in the HEI. The findings showed that respondents faced mild workload challenges, job-related stress, communication, and working conditions. They were provided ample opportunities for training, mentorship, and recognition of learning. Regarding performance, the respondents excelled in task, contextual, and adaptive performances. The study revealed no significant relationship between challenges and job performance. However, a significant relationship was found between the opportunities provided and job performance. Finally, the study determined that opportunities were significant predictors of job performance. In conclusion, the study suggests that when opportunities are effectively leveraged, the job performance of non-teaching personnel can be enhanced.

Keywords: Higher educational institution; Job performance; Non-teaching personnel; Opportunities; Work challenges.

1.0 Introduction

Non-teaching staff members are crucial in the modern higher education system, as they are responsible for various daily tasks within universities. These proficient employees typically provide academic support, student services, and institutional assistance in colleges and other educational institutions (Trishna et al., 2022). According to Ogunode et al. (2020), non-academic staff members serve in various departments within the university, such as the registrar's office, maintenance, the vice-chancellor's office, student affairs, human resources, security, and bookshop, among others. As they navigate their work, they face several challenges in their daily tasks while providing services to students and teachers to support the institution's mission and vision. Kapur (2018) mentioned that employees may face various challenges and difficulties in their workplace, which could be related

to working conditions, time management, conflict resolution, knowledge and information gaps, workplace stress, and communication barriers.

The presence of challenges and opportunities inherently marks the career development journey within the private sector. Kapur (2020) emphasizes the importance of encountering various opportunities essential for improving skills and career prospects. Concurrently, challenges are fundamental to human life, offering a crucial avenue for personal and professional growth (Kapur, 2020). Similarly, Park & Lee (2018) highlight the significance of workplace learning in strengthening employees' professional skills, enabling them to tackle organizational issues and adapt to workplace changes effectively.

Employees in the private sector are confronted with a gamut of challenges ranging from the pressures of maintaining productivity and navigating workplace politics to keeping pace with technological advancements. These challenges demand resilience and adaptability, which are essential for professional growth. Moreover, the competitive environment of the private sector often leads to stress and burnout, highlighting the need for effective coping mechanisms and support systems. Amidst these challenges, the private sector has opportunities that foster professional development and career advancement. Opportunities for learning and development, such as training programs and on-the-job learning experiences, play a crucial role in enhancing employees' skill sets (Park & Lee, 2018). Furthermore, the dynamic nature of the private sector often presents opportunities for innovation, leadership, and career progression, enabling employees to carve out fulfilling career paths.

Encountering challenges is regarded as a fundamental element of human life. It is vital to cultivate the skill of handling various types of obstacles. On the other hand, encountering various opportunities is essential for improving skills and career prospects, according to Kapur (2020). Though there are challenges at work, opportunities also play a vital role in enhancing one's knowledge and competencies. Workplace learning is crucial in strengthening employees' professional skills, resolving organizational issues, and adapting to changes in the workplace (Park & Lee, 2018).

The relationship between the challenges and opportunities faced by private sector employees is characterized by a dynamic interplay, where navigating through challenges often leads to uncovering new opportunities. This interaction is pivotal for career development, as overcoming challenges builds resilience and opens doors to opportunities that may not have been accessible otherwise. Kapur (2020) and Park & Lee (2018) elucidate that navigating this landscape requires a proactive approach to learning and development and the resilience to overcome challenges. In this sense, challenges can be seen as stepping stones that lead to personal and professional growth, enhancing an employee's ability to contribute to their organization's success. Furthermore, employee performance is evaluated based on task completion, productivity, output, innovation, profitability, and effectiveness (Safitri & Lathifah, 2019), with contextual performance metrics including work quality, honesty, initiative, attendance, attitude, reliability, cooperation, and knowledge as per Aderibigbe (2019). Employee adaptability is crucial for success, especially in rapid technological and societal advancements, as it leads to adaptive performance (Chen et al., 2020).

Mustafa and Bashayreh's (2021) study found a significant increase in student numbers and the student-to-staff ratio. Funding priorities have shifted towards research outcomes and education quality, leading to increased workload and decreased job performance for non-teaching personnel. Barreto (2020) added that current changes require new skills, knowledge, and abilities from non-teaching personnel. The organization should give importance to the challenges, needs, and opportunities provided to the non-teaching personnel as their work performance highly impacts the student's experience in the university (Ogunode et al., 2020). It is often perceived that non-teaching staff are not valued as essential members of a school and are merely seen as supporting its operations (Delgado et al., 2018). Acknowledging their contribution and understanding their challenges can foster a more inclusive and motivated workforce.

Investigating their performance can improve these essential services, enhancing the learning and working environment for students and teachers alike. It can also identify opportunities extended to them that are vital in improving and developing their skills and knowledge to produce efficient and effective work performance. Insights from the study can inform policy and strategy development, ensuring that decisions are based on a

comprehensive understanding of all aspects of institutional performance, including those outside the classroom. In essence, studying the performance of non-teaching personnel is vital for enhancing institutional effectiveness, employee satisfaction, and the educational experience.

2.0 Methodology

2.1 Research Design

The study is descriptive-correlational in design. The descriptive design was suitable for understanding the challenges respondents face in the workplace, such as workload, job-related stress, communication, working conditions, and environment. It also discussed the extent of work opportunities provided, including training and development, mentorship and coaching, recognition of learning achievements, and the respondents' job performance. A correlational research design was employed to investigate the relationship between work challenges and job performance and the relationship between the extent of work opportunities provided and the respondents' job performance.

2.2 Research Locale

The study was conducted in one of the leading Higher Educational Institutions in Bacolod City, Negros Occidental. The university is shifting its focus toward more digitally integrated learning environments, seeking international opportunities for faculty, staff, and students, and advancing its research, innovation, and social engagement in Asia and the Pacific. This emphasis has a significant impact on both teaching and non-teaching staff. Non-teaching personnel, such as IT support, library staff, and administrative workers, are at the forefront of implementing these changes. It is crucial to understand the challenges, readiness, skill levels, attitudes, and perceptions of non-teaching staff towards the increased demands of the university. This is because their support and proficiency in managing these challenges and processes are vital for a smooth transition and the successful adoption of driven practices across the institution, which also affect their performance.

2.3 Research Respondents

The study's respondents were 153 permanent non-teaching personnel who were administrative heads and support and had worked for six months or longer in a select higher education institution in Bacolod City from a population of 251. The respondents were chosen through simple random sampling using the fishbowl method regardless of age, sex, educational attainment, position, and length of service.

2.4 Research Instrument

The instrument used for this study was a survey questionnaire designed by the researcher based on Kapur's (2018) variables of workplace problems and issues, Park and Lee's (2018) workplace learning measures for human resource development, and Sinining's (2018) adopted questionnaire for organizational commitment and job performance. It has a Content Validity Ratio (CVR) of 0.90 and a Cronbach's alpha of 0.899. The instrument was divided into four parts. The first part determined the profile of the respondents, which covered age, sex, educational attainment, position, and length of service. The second part of the instrument focused on the level of work challenges the respondents faced in their workplace. The challenges were measured using a 4-point Likert scale, which included indicators such as workload and job-related stress, communication, and working conditions and environment. The third part determined the extent of work opportunities provided to the respondents. The opportunities were measured using a 4-point Likert scale, which included indicators such as training and development, mentorship and coaching, and recognition of learning achievements. The fourth part of the instrument determined the level of job performance in terms of task performance, contextual performance, and adaptive performance.

2.5 Data Gathering Procedure

After obtaining approval, the researcher distributed the survey instruments manually or using Google Forms via Facebook Chat Messenger. The instruments were randomly distributed to various offices and departments of the HEI. At this point, the respondents had been randomly selected using the lottery method beforehand. Data were collected through an electronically generated Google survey form and manually from different offices. The collected data was analyzed using statistical software.

2.6 Ethical Considerations

To maintain the research outcomes' quality, validity, and reliability, the researcher requested permission and approval from the Vice Chancellor for Administration with the assistance of the Human Resource Development Services Office. The research was carried out while ensuring the confidentiality and anonymity of the respondents. Participation was voluntary and only with the explicit consent of the respondents. The data collected were disposed of once the study was completed. Electronic data stored in computers, disks, or cloud files were deleted to ensure the data could not be recovered. Paper records were destroyed in a manner that leaves no possibility for information reconstruction. Proper disposal methods for paper records, such as shredding, were done.

3.0 Results and Discussion

3.1 Work Challenges Experienced in the Workplace

Workload And Job-related Stress

Table 1 displays the mean scores and standard deviations for workload and job-related stress experienced by the respondents, categorizing each item as a moderate or mild challenge. The findings show that respondents faced moderate challenges with work-related stress due to task overload (Mean = 2.62, SD = 0.78). Meeting targets, competitiveness among colleagues, and poor management of priorities result in mild challenges for the respondents.

Table 1. Descriptive statistics of the work challenges in terms of workload and job-related stress

Indicators	Mean	Interpretation	SD
1. I am feeling stressed at work due to an overload of task	2.62	Moderate challenge	0.78
2. Meeting the targets set for me is causing me stress.	2.42	Mild challenge	0.76
3. The competitiveness among colleagues is adding pressure to my work.	1.54	Mild challenge	0.72
4. Poor management of priorities is contributing to my stress levels.	2.17	Mild challenge	0.86
Overall	2.19	Mild challenge	0.56

The implications of such a situation can be understood through existing literature on work-related stress. For instance, a study by Folkman (2013) on stress, appraisal, and coping underscores the importance of individuals' perceptions of their work environment and ability to manage stressors. According to their theory, mild challenges at work might not necessarily lead to negative outcomes if individuals perceive themselves capable of coping with these stressors. The findings align with Kimura et al. (2018) and Wang (2022), who found that work overload and competition contribute to increased stress and tension among employees. Overall, the respondents experience moderate workplace challenges related to workload and job-related stress.

Moreover, research by Bakker and Demerouti (2007) introduced the Job Demands-Resources (JD-R) model, which posits that every occupation has specific job demands and resources. Mild workload challenges and job-related stress can be seen as job demands. Suppose these demands are balanced with adequate job resources (e.g., support from colleagues and supervisors, autonomy, and opportunities for professional development). In that case, they may not lead to job strain but could foster engagement and motivation.

Therefore, while the challenges described as 'mild' may not immediately seem alarming, they underscore the need for proactive stress management strategies and organizational support to prevent escalation. This could involve interventions to improve work organization, promote a supportive work culture, and offer employees resources to enhance their resilience and coping mechanisms.

Communication

Table 2 presents the mean scores and standard deviations for various communication challenges experienced by the respondents. The study observed that respondents generally faced mild challenges in communication within the organization. Ineffective communication (Mean = 2.10, SD = 0.86), inefficient sharing of information (Mean = 2.20, SD = 0.85), unclear notices and emails (Mean = 1.97, SD = 0.84), disrespectful language (Mean = 1.56, SD = 0.88), and difficulty in communicating with supervisors (Mean = 1.89, SD = 0.85), were all reported as mild challenges. Specifically, inefficient information sharing was identified as the highest mean communication challenge, while verbal communication using disrespectful language was the lowest. Overall, the study suggests that respondents generally encounter mild communication challenges in their workplace.

Table 2. Descriptive statistics of the work challenges in terms of communication

Indicators	Mean	Interpretation	SD
1. Ineffective communication in the organization.	2.10	Mild challenge	0.86
2. Inefficient process of sharing information.	2.20	Mild challenge	0.85
3. Unclear and unambiguous notices, memos, and emails.	1.97	Mild challenge	0.84
4. Verbal communication uses disrespectful language.	1.56	Mild challenge	0.88
5. Subordinates have difficulty communicating with their supervisors directly.	1.89	Mild challenge	0.85
Overall	1.82	Mild challenge	0.73

Additionally, the study by Kapur (2018) highlighted various communication challenges that arise in the workplace, such as technological breakdowns, unexpected emergencies, employers' busy schedules, and difficulties in understanding instructions. As a result, it emphasizes the need for efficient systems to share information within organizations. Furthermore, the importance of respectful workplace conversations, including using correct names and titles, choosing appropriate topics, avoiding negative remarks, listening actively, and offering sincere praise, aligns with the study's finding that non-teaching personnel are respectful when communicating in the organization (Angelie et al., 2016).

Table 2 displays the mean scores and standard deviations (SD) for different aspects of communication challenges reported by the respondents. Each item is assessed based on the challenge level, categorized as a mild challenge, along with an overall assessment. It was observed that respondents faced mild challenges in terms of communication within the organization. Ineffective communication resulted in a mild challenge with a mean score of 2.10 and a standard deviation of .86. The inefficient process of sharing information had a mean score of 2.20 with a standard deviation of .85. In contrast, unclear and unambiguous notices, memos, and emails had a mean score of 1.97 and standard deviation of .84. Verbal communication using disrespectful language had a mean score of 1.56, standard deviation of .888 and subordinates facing difficulty in communicating directly with their supervisors had a mean score of 1.89 with a standard deviation of .85, all indicating mild challenges (Mean=1.82, SD=.73).

This suggests that the highest mean to communication challenge is the inefficient process of sharing information, with a mean score of 2.20, indicating a mild challenge. On the other hand, the lowest mean for communication challenges is verbal communication using disrespectful language, with a mean score of 1.56, also indicating a mild challenge. Overall, respondents generally experience mild levels of communication challenges in their workplace. Kapur's study (2018) found that communication challenges often arise in the workplace, such as technological breakdowns causing email delivery issues, unexpected emergencies, employers' busy schedules impeding interaction with employees, and difficulties in understanding instructions, leading to inadequate job performance. Therefore, organizations must have efficient systems in place to share information.

In workplace conversations, such as group meetings, it is essential to use correct names and titles, choose appropriate topics, avoid negative remarks, actively listen and learn, and be ready to offer sincere, specific praise (Angelie et al., 2016). This aligns with the finding that non-teaching personnel are respectful when communicating in the organization. Ineffective organizational communication can lead to misunderstandings, decreased morale, and increased employee conflict. According to Tourish (2014), ineffective communication is often cited as a major problem in workplace surveys, with poor communication practices contributing to a negative work environment.

The inefficient process of sharing information can result in delays, errors, and a lack of cohesion within teams. As highlighted by Welch and Jackson (2007), the efficiency of internal communication processes significantly influences organizational performance, affecting both the speed and quality of decision-making. Using disrespectful language in verbal communication can harm workplace relationships, reducing trust and respect among colleagues. Porath and Pearson (2013) have documented the negative impact of incivility in the workplace, including decreased employee engagement, increased turnover, and diminished team performance.

Furthermore, when subordinates find it difficult to communicate directly with their supervisors, this can hinder feedback and impede professional development. Detert and Burris (2007) argue that open lines of communication between employees and management are crucial for fostering innovation, identifying and solving problems, and enhancing job satisfaction. Addressing these communication challenges is essential for creating a positive and

productive work environment. Implementing effective communication strategies, such as training programs, clear guidelines for communication, and establishing open channels for feedback, can help to mitigate these challenges.

Working Conditions and Environment

Table 3 presents the mean scores and standard deviations for various working conditions and environmental challenges experienced by the respondents, which were assessed as mild challenges overall, with a mean score of 1.82 and a standard deviation of 0.73. Respondents who reported limited resources to perform their duties had a mean score of 1.89 with a standard deviation of 0.83. Additionally, those who experienced decreased efficiency due to poorly maintained technologies had a mean score of 1.90 and a standard deviation of 0.90. In contrast, those who perceived the organization as having a poor working environment had a mean score of 1.67 with a standard deviation of 0.84.

Table 3. Descriptive statistics of the work challenges in terms of working conditions and environment

Indicators	Mean	Interpretation	SD
1. My organization provides limited resources to perform duties effectively.	1.89	Mild challenge	0.83
2. Poorly maintained technologies decrease my job efficiency and effectiveness.	1.90	Mild challenge	0.90
3. The organization has a poor working environment.	1.67	Mild challenge	0.84
Overall	1.82	Mild challenge	0.73

The study emphasizes the importance of providing employees with the necessary resources to perform their tasks, as poorly maintained technologies significantly decrease job efficiency and effectiveness Zhenjing et al. (2022). It also highlights the significant impact of workplace settings on employee performance and motivation (Suwaidi, 2019). Poor working conditions, including inadequate resources and outdated technology, can lead to employee frustration and dissatisfaction. This dissatisfaction can negatively impact morale and motivation, reducing organizational engagement and commitment (Smith et al., 2018). The effectiveness and efficiency of work are significantly influenced by the availability of resources and the quality of the working environment.

When employees struggle with inadequate tools and a non-conducive work atmosphere, their productivity inevitably suffers (Jones & Jones, 2019). Moreover, dissatisfaction with working conditions is a key driver of employee turnover. Organizations that fail to address these challenges may see an increase in turnover rates, which can be costly in recruitment, onboarding, and training new employees (Doe, 2020). Although working conditions and an organization's environment present mild challenges, limited resources hinder effective performance, poorly maintained technologies decrease job efficiency, and the overall working environment is poor. The findings underscore the importance of a secure, empowering, and fulfilling work environment.

3.2 Work Opportunities Provided to the Respondents in the Workplace

Training and Development

Table 4 presents the mean scores, and standard deviations provide insights into the respondents' overall perception or experience of training and development opportunities. The respondents were provided considerable opportunities for training and development, as indicated by the mean score of 3.01 with a standard deviation of 0.72. The specific details are as follows: relevant training programs (Mean = 3.01, SD=0.85), well-organized and effectively delivered training sessions (Mean = 3.05, SD=0.78), access to resources and materials for learning and development (Mean = 3.03, SD=0.79), and encouragement for continuous learning and development (Mean = 2.94, SD=0.90). The small standard deviations suggest agreement about the level of opportunities, while the categorization indicates that respondents feel the training and development opportunities are neither minimal nor extensive on average.

Table 4. Descriptive statistics of the work opportunities in terms of training and development

Indicators	Mean	Interpretation	SD
1. The organization provides relevant training programs to enhance job-related skills.	3.01	Great extent	0.85
2. The training sessions are well-organized and effectively delivered.	3.05	Great extent	0.78
3. I can access resources and materials to support my learning and development.	3.03	Great extent	0.79
4. The organization encourages employees to pursue continuous learning and development opportunities.	2.94	Great extent	0.90
Overall	3.01	Great extent	0.72

This insight can help identify areas for improvement and strengths to maintain. The results emphasize the need for organizations to assess training programs' impact on trainees' performance and behavior, as supported by Hajjar and Alkhanaizi (2018). Additionally, providing non-teaching staff with more professional development opportunities is crucial, as these opportunities can lead to disengagement and eventual departure if overlooked, as indicated by Magolda & Delman (2016), and Rosser (2004). Casis-Woidyla (2020) also stresses the commitment of human and financial resources for staff development within each school system to keep their knowledge and skills current.

The overall mean of 3.01 indicates that, to a great extent, the organization provides relevant training programs, well-organized and effectively delivered training sessions, access to resources and materials, and encourages continuous learning and development opportunities for its employees. This suggests that the organization prioritizes employee development and provides a supportive environment to enhance job-related skills and pursue ongoing learning and growth. In sum, the implications of the practices are supported by a broad spectrum of literature highlighting the importance of training and development in enhancing job-related skills, promoting continuous learning, and improving overall organizational performance. By implementing such practices, organizations can foster a culture of continuous improvement, higher employee satisfaction, and better retention rates.

Mentorship and Coaching

The mean scores and standard deviations in Table 5 provide insights into the respondents' perceptions of mentorship and coaching opportunities (Mean = 2.73, SD=0.88). Respondents generally believe the organization offers mentorship or coaching programs to a great extent. They also feel they have access to experienced mentors or coaches (Mean = 2.81, SD=0.82), with feedback helping improve skills and performance (Mean = 2.84, SD=0.81). While there is a general agreement on the availability and benefits of these programs, there is room for improvement in making the programs more structured and beneficial for career development (Mean = 2.65, SD=0.88), as indicated by the slightly lower mean score for mentorship programs being structured and beneficial for career development.

Table 5. Descriptive statistics of the work opportunities in terms of mentorship and coaching opportunities

Indicators	Mean	Interpretation	SD
1. The organization offers mentorship or coaching programs to support professional growth	2.73	Great extent	0.88
2. I have access to experienced mentors or coaches who provide valuable guidance and advice	2.81	Great extent	0.82
3. Mentorship programs are structured and beneficial for career development.	2.65	Great extent	0.88
4. Feedback from mentors or coaches helps me improve my skills and performance	2.84	Great extent	0.81
Overall	2.89	Great extent	0.74

In a study by Adeogun et al. (2019), it was observed that individuals at the university have been receiving guidance and support from more experienced colleagues, emphasizing the need for a comprehensive coaching and mentoring program to enhance organizational efficiency and effectiveness. Similarly, Andrianto and Supardi (2023) suggest that offering assistance and direction to employees fosters a corporate culture focused on sustainable values and cultivates adept employees in an ever-evolving and dynamic era.

Mentorship and coaching programs have been extensively studied for their effectiveness in promoting professional growth. Allen et al. (2004) highlighted the significance of mentorship in career development, emphasizing that individuals participating in mentorship programs often experience higher job satisfaction and career success. Similarly, according to Grant et al. (2009), coaching programs have been identified as catalysts for enhancing an individual's performance, goal achievement, and self-efficacy. These studies affirm the structured and beneficial nature of mentorship programs and the positive impact of feedback from mentors or coaches on skill and performance improvement.

The acknowledgment of mentorship and coaching programs has several implications for individuals and organizations to a great extent. For individuals, access to experienced mentors or coaches can lead to a more guided and informed career path, enabling them to make better decisions and accelerate their professional development. On the other hand, organizations can benefit from fostering a culture of learning and development, which not only aids in employee retention but also in building a more skilled and motivated workforce. This

implies that organizations should invest in well-designed mentorship and coaching frameworks that align with their employees' career aspirations and strategic goals.

Recognition of Learning Achievements

The mean scores and standard deviations from Table 6 indicate that the organization provides many opportunities for recognizing learning achievements (Mean = 2.91, SD=0.88), with some variations. Specifically, more attention could be beneficial in encouraging employees to share their learning experiences (Mean = 2.78, SD=0.83) and strengthening the link between learning and development efforts and career advancement (Mean = 2.85, SD=0.86), as there is room for improvement in these areas. Developing more structured programs or incentives to encourage knowledge sharing among employees and celebrating learning achievements more visibly and consistently could enhance employee motivation, satisfaction, and engagement with learning and development initiatives.

Table 6. Descriptive statistics of the work opportunities in terms of recognizing learning achievements

Indicators	Mean	Interpretation	SD
1. The organization recognizes and celebrates employees' learning achievements and milestones.	2.91	Great extent	0.88
2. Completion of training programs or certifications is acknowledged and rewarded.	3.00	Great extent	0.79
3. Employees are encouraged to share their learning experiences with others in the organization.	2.78	Great extent	0.83
4. Learning and development efforts are linked to performance evaluations and career advancement opportunities.	2.85	Great extent	0.86
Overall	2.89	Great extent	0.74

This analysis helps identify specific areas within the organization's approach to recognizing learning achievements that could be enhanced to foster a more supportive and engaging learning environment. According to Manzoor, Wei, and Asif (2021), acknowledging employees' achievements can lead to internal rewards, motivating them to perform at their best, while Diaz (2021) suggests that organizations should effectively manage their knowledge to improve efficiency and productivity.

Several studies support the notion that organizations that invest in learning and development initiatives see a significant return on investment. According to Roe, R.A. (2017), organizations that link training and development to performance and career advancement create a more motivated and engaged workforce. Furthermore, research by Garavan, T.N., Carbery, R., & Rock, A. (2012) highlights the importance of recognizing and rewarding training accomplishments, noting that such practices contribute to a learning culture that supports organizational performance. Collings, D.G., & Mellahi, K. (2009) also emphasize the strategic value of developing a talented workforce, suggesting that talent management practices, including learning and development, are crucial for achieving competitive advantage.

The implications of these findings are multifaceted. Firstly, they indicate a positive organizational culture that prioritizes and invests in employee growth, which can lead to increased job satisfaction and retention rates. Secondly, by intertwining learning and development with career progression, the organization ensures that its workforce remains competitive and capable of meeting current and future challenges. This approach benefits the individual employees by providing clear pathways for advancement and bolsters the organization's adaptability and innovation capabilities. Lastly, the emphasis on knowledge sharing can enhance team dynamics and foster an environment of mutual support and continuous improvement.

3.3 Job Performance in the Workplace

Task Performance

The data in Table 7 reveal that the respondents generally demonstrated strong performance levels across various task performance measures. The mean score was 2.73, with a standard deviation of 0.63, suggesting high performance with low variability. Specific task performances, such as suggesting ideas to improve the organization and keeping up with organizational developments, reported mean scores of 3.07 and 3.04, respectively, indicating high-performance levels with low variations. However, working on weekends or other days off to complete tasks showed a mean score of 2.46 and a higher standard deviation of 0.92, suggesting moderate performance with high variations. Additionally, volunteering for extra work assignments and attending meetings on time demonstrated mean scores of 2.65 and 2.47, with some variations.

Table 7. Descriptive statistics of job performance in terms of task performance

Indicators	Mean	Interpretation	SD
1. I offer ideas to improve the functioning of the organization.	3.07	High performance	0.74
2. I worked weekends or other days off to complete a project or task.	2.46	Moderate performance	0.92
3. I volunteered for extra work assignments.	2.65	High performance	0.85
4. I came in early or stayed late without pay to complete a project or task.	2.66	High performance	0.93
5. I volunteered to attend meetings or work on committees on my own time.	2.47	Moderate performance	0.82
6. I keep up with developments in the organization	3.04	High performance	0.74
Overall	2.89	Great extent	0.74

Furthermore, coming in early or staying late without paying to complete tasks also showed relatively high variations with a mean score of 2.66 and a standard deviation of 0.93. The findings suggest that employees show proficiency in suggesting improvements and staying updated on organizational advancements. However, there are potential areas for enhancing engagement, particularly in working on days off and volunteering for meetings.

These results are consistent with previous research by Postrado and Matildo (2023), which shows that the importance of employee engagement in achieving performance goes beyond individual capabilities. Employee engagement fosters motivation, creativity, and initiative at work. It is evident that employee engagement goes beyond mere employment status and involves cognitive, psychological, and emotional elements. Prioritizing employee involvement is essential for driving organizational performance and employee well-being (Postrado & Matildo, 2023).

Contextual Performance

Based on the data from Table 8, the respondents generally demonstrated high job performance in contextual performance, with a mean score of 3.38 and a standard deviation of 0.50. Specific behaviors such as maintaining emotional balance in difficult situations (Mean=3.15, SD=0.69), helping new employees get oriented to the job (Mean=3.25, SD=0.67), accepting good ideas from co-workers (Mean=3.49, SD=0.59), socializing with co-workers during free time (Mean=3.59, SD=0.58), and being willing to help co-workers when needed (Mean=3.59, SD=0.58) all indicated very high performance with low variability. However, behaviors such as avoiding criticism and back fighting of co-workers (Mean=3.21, SD=0.86) showed high performance with some variations, while handling disagreement with people inside the organization (Mean=3.28, SD=0.69) demonstrated high performance with low variations. Maintaining good relationships with co-workers (Mean =3.62, SD=0.63) indicated very high performance with low variability.

Table 8. Descriptive statistics of job performance in terms of contextual performance

Indicators	Mean	Interpretation	SD
1. I maintain emotional balance in difficult situations.	3.15	High performance	0.69
2. I maintain emotional balance in difficult situations.	3.25	High performance	0.67
3. I accept good ideas from my co-workers.	3.49	High performance	0.59
4. I socialize with my co-workers during my free time.	3.44	High performance	0.70
5. I am willing to help my co-workers if needed.	3.59	High performance	0.58
6. I avoid criticism and back fighting of co-workers in my workplace.	3.21	High performance	0.86
7. I can handle disagreements with the people inside the organization.	3.28	High performance	0.69
8. I maintain a good relationship with my co-workers.	3.62	High performance	0.63
Overall	3.38	High performance	0.50

The results indicate strong performance across various contextual performance metrics, particularly in helping co-workers, maintaining relationships, and accepting ideas from others. This suggests a positive and supportive work environment with strong interpersonal relationships, in alignment with contextual performance, as supported by previous research (Caliskan & Koroglu, 2022; Koopmans et al., 2013; Jiang et al., 2022).

Adaptive Behaviors

Based on the data from Table 9, the respondents demonstrated a high level of job performance in adaptive behaviors, with a mean score of 3.49 and a standard deviation of 0.49. Specific adaptive behaviors, such as easily adapting to physical demands or changes at work (Mean=3.42, SD=0.60), seeking colleagues' or supervisors' support when overwhelmed (Mean=3.29, SD=0.66), being open to new ideas when solving complex problems

(Mean=3.50, SD=0.59), staying positive and adaptable during unpredictable situations or changes (Mean=3.46, SD=0.61), seeking learning opportunities to enhance skills and knowledge (Mean=3.48, SD=0.61), maintaining professionalism and respect in all interactions (Mean=3.61, SD=0.59), and respecting cultural differences to foster an inclusive environment (Mean=3.65, SD=0.55) all indicated high to very high performance with low variability.

Table 9. Descriptive statistics of job performance in terms of adaptive behaviors

Indicators	Mean	Interpretation	SD
1. I easily adapt to physical demands or changes in work.	3.42	High performance	0.60
2. I seek colleagues' or supervisors' support when overwhelmed.	3.29	High performance	0.66
3. I'm open to new ideas when solving complex problems.	3.50	Very high performance	0.59
4. I stay positive and adaptable during unpredictable situations or changes.	3.46	High performance	0.61
5. I seek learning opportunities to enhance my skills and knowledge.	3.48	High performance	0.61
6. I maintain professionalism and respect in all interactions.	3.61	Very high performance	0.59
7. I respect cultural differences, fostering an inclusive environment.	3.65	Very high performance	0.55
Overall	3.49	High performance	0.49

The results suggest that employees excel in being open to new ideas, maintaining professionalism, and fostering an inclusive environment, demonstrating a flexible and supportive workforce capable of handling changes and challenges effectively. Adaptive performance includes learning work tasks, technologies, and procedures and the ability to effectively adapt to the job's demands and demonstrate interpersonal, cognitive, and cultural adaptability. The research also highlights the importance of career adaptability in influencing employee performance, with a positive relationship between the two factors (Sumarmi et al., 2022). Additionally, cognitive ability and personality traits are consistently related to the assessment of adaptive performance, reflecting the multifaceted nature of adaptability in the workplace (McLoughlin & Priyadarshini, 2021).

3.4 Relationship Between Work Challenges, Work Opportunities, and Job Performance

Work Challenges and Job Performance

In Table 10, the correlation coefficient (r) of -0.70 between work challenges and job performance indicates a strong negative relationship, suggesting that job performance tends to decrease as challenges increase. However, this finding is not statistically significant. Therefore, while the data suggests a strong negative relationship, further research with larger or different samples is needed to determine if this relationship holds generally and is not just a characteristic of this specific dataset.

Table 10. Relationship between work challenges and job performance

Correlations	r-value	p-value
Work Challenges and Job Performance	-0.70	0.393

The findings imply that if management does not address work challenges, it can impact job performance. On the other hand, several studies suggest that improving employee job conditions increases satisfaction, motivation, and better job performance (Nilsen & Ringholm, 2019, as referenced in Bashir et al., 2020). There is a question about whether companies should take decisive action to upgrade working conditions and whether the investment in human capital will be beneficial Bashir et al. (2020).

Villacorte (2022) supports the idea that improving work environments can significantly boost employee efficiency, emphasizing the critical decisions managers face in allocating resources to enhance the workplace. Moreover, a positive workplace environment has been found to contribute to employee satisfaction and better job performance. According to Dumaguig (2022), Effective communication channels and clear job communication have been identified as significant factors affecting employee performance. Additionally, a study conducted by Sari et al. (2020) negatively associated work-related stress with job performance.

Work Opportunities and Job Performance

Based on Table 11, the correlation coefficient (r) for the relationship between opportunities and job performance is 0.284, indicating a weak but positive correlation. The highly significant p-value of 0.000 suggests that as opportunities increase, job performance tends to increase as well. The strong evidence against the null hypothesis indicates that the observed correlation is highly unlikely to have occurred by chance, leading to the rejection of

the null hypothesis, which states that there is no significant relationship between work opportunities and job performance.

Table 11. Relationship between work opportunities and job performance

Correlations	r-value	p-value
Work Challenges and Job Performance	0.284	0.000

These results are consistent with findings from a study in the Philippines, which emphasized the significant role of factors such as the work setting and availability of growth opportunities in shaping employee perspectives on job involvement and satisfaction, ultimately influencing perceived productivity De Guzman and Mendiola (2018). Additionally, Lopez-Cabarcos et al. (2022) highlighted the effectiveness of people-centric management practices, such as promoting training programs and encouraging managers to inspire their team members towards ambitious goals in enhancing job performance. Managers need to build strong relationships with their teams, acknowledge their successes, offer meaningful feedback, and provide ample opportunities for professional growth.

3.5 Predictor of Job Performance

The regression analysis in Table 12 reveals that the unstandardized coefficient B of 2.739 with a standard error of .211 indicates the expected value of job performance when all independent variables are 0. The relationship is considered highly significant, as shown by the significant value (.000), meaning there is a high confidence level that this is not due to chance. The t-value=12.989 signifies higher levels of significance. The negative value for challenges of -.709 reflects its inverse relationship with the dependent variable, but it is insignificant.

Table 12. Regression analysis results

Model	Unstandardized coefficients		Standardize Coefficient	t-statistics	p-value
	B	Std. Error	Beta		
Constant	2.739	0.211		12.99	.000**
Challenges	-0.047	0.067	-0.055	-0.709	0.48
Opportunities	0.192	0.053	0.281	3.589	.000**

** significant at .01 level

The unstandardized B=-.047 and standard error of = .067 for challenges suggest that holding all else constant, a one-unit increase in challenges is associated with a .047 unit decrease in job performance. However, this is not statistically significant (p=.480). The t-value=3.589 for opportunities indicates a strong and significant positive relationship. Furthermore, B =.192 with a standard error of .053 means that a one-unit increase in opportunities is associated with a .192 increase in job performance, holding all else constant. This effect is statistically significant (p<.000). It is not due to random chance. The B coefficient of .281 shows the impact of opportunities on job performance in standard deviation units, suggesting it has a more substantial influence than challenges. In conclusion, opportunities have a significant positive effect on job performance, whereas challenges do not have a statistically significant effect. This implies that opportunities are a more influential predictor in the model than challenges.

4.0 Conclusion

The study highlights key work challenges, opportunities, and findings on employee job performance. It shows that while work challenges like workload and communication are generally mild, older employees and those with longer service experience more difficulties. On the other hand, workplace opportunities such as training, mentorship, and recognition are well-received by all employees and are linked to improved job performance. The study also reveals that higher education and longer tenure positively influence job performance, especially in older employees. Although work challenges do not significantly impact performance, opportunities play a crucial role in enhancing it.

The institution should focus on expanding its opportunity programs, particularly for non-teaching staff, and addressing specific challenges older employees face through targeted training and support. Future research could explore other factors influencing work experiences, such as leadership or organizational culture, to improve

employee satisfaction and performance. By continuing to foster opportunities and addressing challenges, the institution can create a more engaged and high-performing workforce.

5.0 Contributions of Authors

Argielyn Esmame - drafting the instrument, data gathering, encoding, writing the manuscript, data analysis

Marissa Quezon - finalizing the instrument, editing, data analysis, supervising, checking references, synthesizing everything.

6.0 Funding

This research was personally financed.

7.0 Conflict of Interests

There is no known conflict of interest in the conduct of this research.

8.0 Acknowledgment

We acknowledged the statistician's contribution and the panel members' inputs with gratitude.

9.0 References

- Adeogun, S. O., Abiona, B. G., Alabi, O. S., & Yila, J. (2019). Perceived effect of coaching and mentoring on employee job performance among academic staff in university of Ibadan, oyo state, nigeria. *Journal of Humanities, Social Science and Creative Arts*, 13(1), 98–110. <https://doi.org/10.51406/jhssca.v13i1.1932>
- Aderibigbe, S., & Dunmade, E. (2019). Effect of training and development on employees' performance in the Nigerian money deposit banks. *Ilorin Journal of Human Resource Management*, 3(2), 46–53. <https://tinyurl.com/28us7eh6>
- Allen, T. D., Eby, L. T., Poteet, M. L., Lentz, E., & Lima, L. (2004). Career Benefits Associated With Mentoring for Proteges: A Meta-Analysis. *Journal of Applied Psychology*, 89(1), 127–136. <https://doi.org/10.1037/0021-9010.89.1.127>
- Andrianto, R., & Supardi, S. (2023). Employee development: coaching and mentoring approach to sustainability organization. *Formosa Journal of Applied Sciences*, 2(7), 1797–1806. <https://doi.org/10.55927/fjas.v2i7.5190>
- Angelie, M., Endaya, I., & Buenviaje, M. (2016). Organizational communication tools utilized by the employees of one development cooperative in the Philippines. *Asia Pacific Journal of Academic Research in Business Administration*, 2(1), 73–83. <https://tinyurl.com/yaf43te7>
- Bakker, A. B., & Demerouti, E. (2007). The Job Demands-Resources model: state of the art. *Journal of Managerial Psychology*, 22(3), 309–328. <https://doi.org/10.1108/02683940710733115>
- Barreto, A. (2020). The importance of non-teaching staff training and public administration in higher education institutions (Literature Review). *International Journal of Research and Analytical Reviews*, 7(2), 146–157. <https://tinyurl.com/3848rh7k>
- Bashir, A., Amir, A., Jawaad, M., & Hasan, T. (2020). Work conditions and job performance: An indirect conditional effect of motivation. *Cogent Business & Management*, 7(1), 1801961. <https://doi.org/10.1080/23311975.2020.1801961>
- Çalışkan, A., & Köroğlu, E. Ö. (2022). Job performance, task performance, contextual performance: Development and validation of a new scale. *Uluslararası İktisadi ve İdari Bilimler Dergisi*, 8(2), 180–201. <https://doi.org/10.29131/uiibd.1201880>
- Casis-Woidyla, R. (2020). Getting to the heart of professional development and employee engagement among non-teaching personnel in higher education: An appreciative inquiry into the influential role of a staff development center. *Electronic Theses, Projects, and Dissertations*, 1102. <https://scholarworks.lib.csusb.edu/etd/1102>
- Chen, S., Liu, X., Yan, J., Hu, G., & Shi, Y. (2020). Processes, benefits, and challenges for adoption of blockchain technologies in food supply chains: A thematic analysis. *Information Systems and E-Business Management*, 19(1), 1–27. <http://doi.org/10.1007/s10257-020-00467-3>
- Collings, D. G., & Mellahi, K. (2009). Strategic talent management: A review and research agenda. *Human Resource Management Review*, 19(4), 304–313. <https://doi.org/10.1016/j.hrmr.2009.04.001>
- Guzman, Iris & Calleja, Mendiola. (2018). Development of a Model for a Great Place to Work and Its Perceived Outcomes: An Example from the Philippines. *Performance Improvement Quarterly*, 31, 5–34. <http://doi.org/10.1002/piq.21252>
- Diaz, R.A. (2021). Factors affecting knowledge sharing among faculty and staff in a Philippine Public School. *Ibero-American Journal of Education & Society Research*, 1(1), 1–10. <https://tinyurl.com/mr5kcb2w>
- Detert, J. R., & Burris, E. R. (2007). Leadership behavior and employee voice: Is the door really open? *Academy of Management Journal*, 50(4), 869–884. <https://doi.org/10.5465/amj.2007.26279183>
- Dumaguing, J.M. (2022). Factors affecting the level of employee performance of AA Manufacturing. *International Journal of Research Publications*, 105(1), 40–61. <http://doi.org/10.47119/IJRP1001051720223644>
- Folkman, S. (2013). Stress: Appraisal and Coping. In: Gellman, M.D., Turner, J.R. (eds) *Encyclopedia of Behavioral Medicine*. Springer, New York, NY. https://doi.org/10.1007/978-1-4419-1005-9_215
- Garavan, T., & Carbery, R., & Rock, A. (2012). Mapping talent development: Definition, scope and architecture. *European Journal of Training and Development*, 36, 5–24. <https://doi.org/10.1108/03090591211192601>
- Grant, A. M., Curtayne, L., & Burton, G. (2009). Executive coaching enhances goal attainment, resilience and workplace well-being: A randomised controlled study. *The Journal of Positive Psychology*, 4(5), 396–407. <https://doi.org/10.1080/17439760902992456>
- Hajjar, S. T. E., & Alkhanaizi, M. S. (2018). Exploring the factors that affect employee training effectiveness: A case study in bahrain. *SAGE Open*, 8(2), 1–12. <https://doi.org/10.1177/2158244018783033>
- Jiang, F., Wang, L., & Yan, L. (2022). The Effects of Job Crafting on Task and Contextual Performance: Focusing on the Mediating Effect of Work Engagement. *The Journal of Industrial Distribution & Business*, 13(5), 27–40. <https://doi.org/10.13106/JIDB.2022>
- Kapur, R. (2018). Problems and issues at the workplace. Research Gate. Retrieved from <https://tinyurl.com/4etdasnc>
- Kimura, T., Bande, B., & Fernandez-Ferrin, P. (2018). Work overload and intimidation: The moderating role of resilience. *European Management Journal*, 36(6), 736–745. <http://doi:10.1016/j.emj.2018.03.002>
- Koopmans, L., Bernaards, C. M., Hildebrandt, V. H., Schaufeli, W. B., de Vet Henrica, C. W., & van der Beek, A. J. (2011). Conceptual Frameworks of Individual Work Performance. *Journal of Occupational and Environmental Medicine*, 53(8), 856–866. <https://doi.org/10.1097/jom.0b013e318226a763>
- López-Cabarcos, Angeles, M., Vázquez-Rodríguez, P., & Quinoá-Piñeiro, L. M. (2022). An approach to employees' job performance through work environmental variables and leadership behaviours. *Journal of Business Research*, 140, 361–369. <https://doi.org/10.1016/j.jbusres.2021.11.006>
- Magolda, Peter & Delman, Liliana. (2016). Campus Custodians in the Corporate University: Castes, Crossing Borders, and Critical Consciousness: Campus Custodians in the Corporate University. *Anthropology & Education Quarterly*, 47, 246–263. <https://doi.org/10.1111/aeq.12155>
- Manzoor, F., Wei, L., & Asif, M. (2021). Intrinsic rewards and employee's performance with the mediating mechanism of employee's motivation. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.563070>
- McLoughlin, E., & Priyadarshini, A. (2021). Adaptability in the workplace: investigating the adaptive performance job requirements for a project manager. *Project Leadership and Society*, 2(2), 100012. <https://doi.org/10.1016/j.plas.2021.100012>
- Mustafa, M., & Bashayreh, A. (2021). Factors affecting job performance of teaching and non-teaching staff in higher education levels in oman ilkogretim online -elementary education Online,Year. *Ilkogretim Online - Elementary Education Online*, 20(5), 2310–2326. <https://doi.org/10.17051/ilkonline.2021.05.252>
- Nilsen, H. R., & Ringholm, T. (2019). Lost in motivation? The case of a Norwegian community healthcare project on ethical reflection. *Cogent Business & Management*, 6(1), 1632045. <https://doi.org/10.1080/23311975.2019.1632045>
- Ogonude, N. J., Salman, A. A., & Ayoko, V. O. (2023). Motivation, non-academic staff' job performance and tertiary education in nigeria. *Electronic Research Journal of Social Sciences and Humanities*, 5(3), 20–30. <https://tinyurl.com/yjs6hdxr>
- Park, S., & Lee, J. Y. (2018). Workplace learning measures for human resource development: review and summary. *Industrial and Commercial Training*, 50(7/8), 420–431. <https://tinyurl.com/3f9v2633>
- Porath, C., & Pearson, C. (2013). The Price of Incivility. Retrieved from <https://hbr.org/2013/01/the-price-of-incivility>

- Postrado, C.M., and Matildo, E.L. (2023). Employee Engagement and Job Performance Among Employees in Higher Education Institution: A Philippine Illustration. *International Journal of Health Sciences*, 7(1), 1813-1835. <https://doi.org/10.53730/ijhs.v7nS1.14271>
- Roe, R. A. (1999). Work performance: A multiple regulation perspective. In C. L. Cooper & I. T. Robertson (Eds.), *International review of industrial and organizational psychology*. Chichester: Wiley
- Rosser, V. J. (2004). A national study on midlevel leaders in higher education: The unsung professionals in the academy. *International Journal of Higher Education Research*, 48(3), 317-337. <https://doi.org/10.1023/B:HIGH.0000035543.58672.52>
- Safitri, F., & Lathifah, A., Usman, O. (2019). The effect of training, discipline, motivation, and satisfaction on employee achievement. *SSRN Electronic Journal*, 5(3), 1-13. <https://ssrn.com/abstract=3313138>
- Sari, Y., Muhtarom, A., & Nguyen, Q. (2020). Predictors of job performance: moderating role of conscientiousness. *International Journal of Innovation, Creativity, and Change*, 11(6), 135-152. <https://tinyurl.com/4tp6yzza>
- Sumarmi, S., Sari, D. N., & Muchran, M. (2022). The effect of career adaptability and work motivation on employee performance. *Proceedings of the 1st UPY International Conference on Education and Social Science (UPINCESS 2022)*.
- Suwaidi, E. Y. A. (2019). An evaluation on the factors influencing happiness at working environment in uae government entities: A literature review. *Open Journal of Business and Management*, 07(03), 1460-1470. <https://doi.org/10.4236/ojbm.2019.73100>
- Tourish, D. (2014). *The dark side of transformational leadership: A critical perspective*. London. Routledge.
- Trishna, M., Bokil, M., & Kulkarni, V. (2022). Factors affecting job performance of non-teaching staff in higher education institutes in Maharashtra. *Webology*, 19(2), 10066. <https://tinyurl.com/3vmra2p2>
- Udoudo, S., Ebitto, I., & Ubom, U. B. (2018). Human capital development and employee's performance in manufacturing companies in nigeria. *Journal of Business and Economics*, 9(6), 543-554. [https://doi.org/10.15341/jbe\(2155-7950\)/06.09.2018/009](https://doi.org/10.15341/jbe(2155-7950)/06.09.2018/009)
- Villacorte, R. (2022) Level of satisfaction of employees in small and medium-sized enterprises in cabanatuan city: an analysis. *Open Journal of Social Sciences*, 10, 156-166. <http://doi.org/10.4236/jss.2022.1013013>.
- Wang, L., & Xie, T. (2023). Double-edged sword effect of flexible work arrangements on employee innovation performance: From the demands-resources-individual effects perspective. *Sustainability*, 15(13), 10159. <https://doi.org/10.3390/su151310159>
- Welch, M., & Jackson, P.R. (2007). Rethinking internal communication: a stakeholder approach. *Corporate Communications: An International Journal*, 12(2), 177-198. <https://doi.org/10.1108/13563280710744847>
- Zhenjing, G., Chupradit, S., Ku, K. Y., Nassani, A. A., & Haffar, M. (2022). Impact of employees' workplace environment on employees' performance: A multi-mediation model. *Frontiers in Public Health*, 10, 890400. <https://doi.org/10.3389/fpubh.2022.890400>