

# Job Satisfaction and Retention of Administrative Officers in DepEd Bataan Division

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*Abstract- This study regarded administrative officers in the Department of Education's Bataan Division's job satisfaction and retentions. It sought to determine organizational factors affecting retention and evaluate satisfaction levels across five domains of the Minnesota Satisfaction Questionnaire. Purposive sampling was used to select 84 administrative officers for a mixed-methods study. While qualitative insights were obtained through focus groups with internal experts and validation from external stakeholders, quantitative data were examined employing weighted mean and inferential statistics. The findings demonstrated that respondents were generally content in every area, with high levels of satisfaction in work relationships, supervision, and organizational stability, suggesting safe working conditions and supportive leadership. Positive ratings were also given to task-related elements and autonomy, indicating moderate independence and job-role alignment. The lowest grades, however, went to career and rewards, underscoring the lack of clarity in the systems of compensation and advancement. Qualitative research highlights that important organizational elements impacting retention include professional growth opportunities, work-life balance, positive workplace connections, empathic leadership, and job security. The study ends up the conclusion that although overall job satisfaction is positive, improving organizational support mechanisms and fortifying career progression systems are crucial for maintaining long-term retention among administrative officers.*

*Index Terms- Administrative Officers, Department Of Education, Job Satisfaction, Organizational Factors, Retention, Workplace Connections*

## I. INTRODUCTION

International human resource management literature generally acknowledges job satisfaction and staff retention as important factors that influence organizational success, especially in public sector organizations. A study from Pa-ay (2025) consistently demonstrates that administrative staff in educational systems are essential to maintaining institutional efficiency. However, because of their heavy workloads, little autonomy, and limited career mobility, they frequently have moderate to low job satisfaction. The Minnesota Satisfaction Questionnaire's dimensions, work itself, autonomy,

career development, supervision quality, interpersonal relationships, and organizational context, are frequently used to frame the multifaceted nature of satisfaction (Romanes, et al., 2021). According to Deseao (2026), administrative staff retentions are significantly improved by meaningful work, participative leadership, and structured career development pathways; on the other hand, turnover risks are increased by bureaucratic restrictions and inadequate reward systems (Intao, et al., n.d; Serillo, et al., 2026)

These worldwide trends are mirrored in Philippine public education institutions, where administrative officers frequently express a moderate level of satisfaction that is influenced by organizational support systems, task distribution, and the quality of supervision (Ngeny, 2016). These issues have grown more prominent inside the Department of Education system as a result of changing policy requirements. To improve administrative services across the country, the Department of Budget and Management has approved the hiring of 5,000 additional support staff in response to the implementation of Department of Education Order No. 2, series of 2024, which requires public school teachers to relinquish administrative duties (Department of Budget and Management, 2024 and Wilson, et al., 2025). This approach boosts institutional capability; however, it also makes it more crucial to maintain the motivation, contentment, and retention of administrative officials.

Concerns regarding job-related burnout, unhappiness, and intention to leave are still present in Bataan's Schools Division, underscoring the necessity of improving administrative staff human resource initiatives. International and local studies have consistently identified organizational factors as important drivers of job satisfaction and retention, including leadership style, compensation, professional development opportunities, workplace

environment, and institutional stability (Fabian, 2024).

Therefore, the purpose of this study is to address the dual challenges of limiting administrative officer turnover in DepEd Bataan and guaranteeing efficient and high-quality educational service delivery. In addition to identifying organizational elements that can improve satisfaction and retention intention, it seeks to evaluate job satisfaction across the five main aspects of the Minnesota Satisfaction Questionnaire: work itself, autonomy, career and rewards, work relationships, and organizational setting. The results should promote workforce stability in the education sector by supporting evidence-based policy on human resources.

## II. METHODOLOGY

At an attempt to thoroughly investigate job satisfaction and retention intention among administrative officers at the Schools Division Office of Bataan, the study used a mixed-methods research design. Purposive sampling was used to pick a total of 84 administrative officers based on official personnel data. These respondents were in charge of important administrative tasks that helped the division carry out its educational policies and initiatives. A standardized survey questionnaire based on the Minnesota Satisfaction Questionnaire

framework was used to collect quantitative data. The degree of job satisfaction across five dimensions, work itself, autonomy, career and rewards, work relationships, and organizational context, was assessed using descriptive statistics including frequency, percentage, and weighted mean. When respondents were categorized based on profile factors, inferential statistics, more especially, the t-test and analysis of variance, were used to identify significant variations in satisfaction levels. For the purpose to investigate lived experiences connected to job satisfaction, seven internal expert Administrative Officers took part in a focus group discussion led by open-ended questions for the qualitative component. One Assistant Schools Division Superintendent, one Public Schools District Supervisor, one resigned Administrative Officer, and two School Principals were among the additional external experts involved in order to bolster triangulation and validate emergent themes. The findings' depth, validity, and interpretive power were all improved by the methodological convergence guaranteed by the combination of quantitative and qualitative data.

## III. RESULTS AND DISCUSSIONS

Respondents' Level of Job Satisfaction based on the Minnesota Satisfaction Questionnaire (MSQ)

Table 1: Respondent's Level of Job Satisfaction per Sub-Dimension of MSQ on Work Itself/Task-Related Factors

Dimension	Item	Mean	SD	Interpretation
Ability Utilization	The chance to do the kind of work that I do best.	3.43	0.50	Satisfied
	The chance to do work that is well suited to my abilities.	4.50	0.61	Very Satisfied
	The chance to make use of my best ability.	4.76	0.57	Very Satisfied
	The chance to do something that makes use of my abilities.	3.99	0.11	Satisfied
	The chance to make use of my abilities and skills.	4.04	0.24	Satisfied
	General Mean and SD		4.14	0.18
Achievement	Being able to see the results of the work I do.	4.08	0.96	Satisfied
	Being able to take pride in a job well done.	3.76	0.99	Satisfied
	Being able to do something worthwhile.	3.64	1.04	Satisfied
	The chance to do my best at all times.	3.82	1.10	Satisfied
	The feeling of accomplishment I get from the job.	3.75	1.06	Satisfied

Dimension	Item	Mean	SD	Interpretation
	General Mean and SD	3.95	0.88	Satisfied
Activity	The chance to be active much of the time.	4.13	0.93	Satisfied
	Being able to do something much of the time.	3.80	0.95	Satisfied
	Being able to stay busy.	3.87	0.99	Satisfied
	The chance to be “on the go” all the time.	3.77	1.02	Satisfied
	Being able to keep busy all the time.	3.85	1.02	Satisfied
	General Mean and SD	3.88	0.85	Satisfied
Creativity	The chance to try out some of my own ideas.	3.94	0.96	Satisfied
	The chance to do new and original things on my own.	3.82	1.02	Satisfied
	The chance to try something different.	3.69	0.98	Satisfied
	The chance to develop new and better ways to do the job.	3.81	1.01	Satisfied
	The chance to try my own methods of doing the job.	3.82	0.96	Satisfied
	General Mean and SD	3.82	0.82	Satisfied
Variety	The variety in my work.	3.32	1.16	Can’t Decide
	The chance to do different things from time to time.	3.58	1.15	Satisfied
	The routine in my work.	3.24	1.10	Can’t Decide
	The chance to do something different every day.	3.54	1.09	Satisfied
	The chance to do many different things on the job.	3.46	1.13	Satisfied
	General Mean and SD	3.43	0.83	Satisfied
Responsibility	The chance to be responsible for planning my work.	4.01	0.94	Satisfied
	The chance to be responsible for the work of others.	3.52	1.08	Satisfied
	The responsibility of my job.	3.73	1.14	Satisfied
	The chance to be alone on the job	3.46	1.08	Satisfied
	The chance to work away from others	3.61	0.88	Satisfied
	General Mean and SD	3.67	0.82	Satisfied
Total General Mean and SD		3.81	0.73	Satisfied

With an overall mean of 3.81, which is interpreted as "Satisfied," administrative officers in the Department of Education Division of Bataan generally report moderate to high levels of job satisfaction in work or task-related factors. The results show that ability utilization is the area where respondents consistently report high alignment between their skills and job requirements. The extremely high scores for applying their greatest skills and working in roles according to their talents demonstrate this. This result is consistent with recent study of Cay and Crs (2025) that highlights how perceived person-job fit greatly increases intrinsic motivation, job engagement, and retention intention. Employees are more likely to

have meaningful work and long-term engagement when they believe their competencies are being effectively used.

Regarding achievement, respondents expressed a moderate level of satisfaction, indicating that although they are aware of the results of their labor, the emotional reward that comes with success is not fully realized. This corroborates the findings of Akpunku and Smith (2021), who discovered that administrative pressure and a heavy workload can reduce workers' sense of accomplishment even when output quality is still satisfactory.

Results for activity and inventiveness reveal long-term pleasure, suggesting that administrative officers value productivity and are receptive to new approaches to task completion. However, research shows that workload demands and procedural rigidity frequently impede creativity in administrative posts, preventing full expression of innovation potential Celester and Bolon, 2024; Miasco and Obendencio, 2025; Ngeny, 2016).

Due to the existence of repetitive and routine duties, the variation dimension obtained relatively lower pleasure. This is in line with the findings of Serillano, et al. (2026), who discovered a high correlation between task monotony and decreased engagement as well as emotional tiredness in administrative work

environments. In a similar vein, responsibility received a moderate rating, indicating sufficient, however, subpar autonomy. This is consistent with Deseo (2026) observation that ambiguous role boundaries can restrict perceived job control and pleasure.

The results indicate that although administrative officers' job satisfaction is strongly influenced by task-skill alignment, long-term engagement may be hampered by a lack of task variety and role enrichment. Therefore, improving job design through task rotation, position definition, and increased autonomy may improve employee satisfaction and retention.

Table II: Respondents' level of job satisfaction per Sub-Dimension of MSQ on Autonomy and Influence

Dimension	Item	Mean	SD	Interpretation
Independence	The chance to work by myself.	3.83	1.08	Satisfied
	The chance to work alone on the job.	3.75	1.10	Satisfied
	The chance to make decisions on my own.	3.65	0.94	Satisfied
	The chance to work independently of others.	3.85	0.95	Satisfied
	The freedom to use my own judgment.	3.52	0.98	Satisfied
	General Mean and SD		3.72	0.82
Authority	The chance to have other workers look to me for direction.	3.71	1.00	Satisfied
	The chance to tell other workers how to do things.	3.74	0.96	Satisfied
	The chance to supervise other people.	3.57	0.96	Satisfied
	The chance to tell people what to do.	3.63	0.89	Satisfied
	The chance to tell others what to do.	3.57	0.95	Satisfied
	General Mean and SD		3.65	0.79
Total General Mean and SD		3.68	0.80	Satisfied

With an overall mean of 3.68, the table shows that Administrative Officers at the Department of Education Division of Bataan often have a fair degree of job satisfaction in terms of autonomy and influence. This indicates that respondents believe they have a modest amount of authority to influence people at work and a reasonable degree of independence in carrying out their job.

In terms of independence, respondents expressed contentment with the chance to work alone and make

choices, although they gave exercising personal judgment and complete discretion in decision-making somewhat lower rates. This implies that autonomy is present however not completely utilized in every function. This tendency is supported by current organizational behavior research, which highlights the prevalence of partial autonomy in public sector organizations where hierarchical controls and standardized procedures continue to be predominant (Romanes, et al., 2021 and Serillano, et al., 2026).

Although autonomy increases innate drive, institutional limitations frequently limit its efficacy.

While many administrative officers have limited formal supervisory responsibilities, respondents expressed joy in directing and influencing others. This is consistent with the findings of Deseo (2026), who highlight the importance of influence as a job resource that enhances employee resilience and lessens stress, especially in high-demand administrative settings. However, the motivational impact of authority is limited or informal.

Overall, the results point to the existence of influence and autonomy, albeit with some limitations. According to Belandres (2016), limited autonomy may make it more difficult for workers to handle task

demands, which may have an impact on long-term engagement and satisfaction. The study's moderate ratings suggest that although administrative officers feel trusted in their positions, there is still a structural barrier to leadership chances and decision-making power.

In conclusion, building empowerment methods, increasing delegated authority, and improving participatory decision-making may all contribute to increased job satisfaction and retention intention. Increasing autonomy within suitable organizational bounds can be a crucial tactic to boost employee engagement and lower attrition in the administrative staff of the Department of Education.

Table III: Respondent's level of job satisfaction per sub-dimension of MSQ on Career and Rewards

Dimension	Item	Mean	SD Deviation	Interpretation
Advancement	The opportunities for advancement on this job.	3.10	1.24	Can't Decide
	The chances of getting ahead on this job.	3.25	1.12	Can't Decide
	The way promotions are given out on this job.	2.83	1.16	Can't Decide
	The chances for advancement on this job.	3.14	1.14	Can't Decide
	My chances for advancement.	3.17	1.17	Can't Decide
	General Mean and SD	3.10	0.83	Can't Decide
Compensation	The amount of pay for the work I do.	2.79	1.15	Can't Decide
	The chance to make as much money as my friends.	3.01	1.06	Can't Decide
	How my pay compares with similar jobs.	3.13	1.12	Can't Decide
	My pay and the amount of work I do.	2.83	1.14	Can't Decide
	How my pay compares with other workers.	3.06	1.11	Can't Decide
	General Mean and SD	2.96	0.83	Can't Decide
Recognition	The way I am noticed when I do a good job.	3.73	1.11	Satisfied
	The way I get full credit for my work.	3.60	0.92	Satisfied
	The recognition I get for my work.	3.36	1.13	Satisfied
	The way they tell me when I do my job well.	3.54	1.06	Satisfied
	The praise I get for doing a good job.	3.61	1.08	Satisfied
	General Mean and SD	3.56	0.87	Satisfied
Social Status	The social position that goes with the job.	3.74	0.95	Satisfied

Dimension	Item	Mean	SD Deviation	Interpretation
	The chance to be somebody in the community.	3.69	1.03	Satisfied
	The chance to rub elbows with important people.	3.43	0.91	Satisfied
	The chance to be important in the eyes of others.	3.44	1.15	Satisfied
	The chance of a definite place in the community.	3.58	1.03	Satisfied
	General Mean and SD	3.58	0.81	Satisfied
TOTAL GENERAL MEAN AND SD	Total	3.30	0.83	Can't Decide

With an overall mean of 3.30, which is interpreted as "Can not Decide," the table shows that Administrative Officers in the Department of Education Division of Bataan have a moderate and mixed level of job satisfaction in the Career and Rewards dimension. This suggests an ambivalent perception where non-monetary rewards are valued more positively than structural career and compensation systems.

Recognition (M = 3.56) and Social Status (M = 3.58), which are both read as "Satisfied," are the two highest-rated variables. These findings show that administrative officers feel valued and socially recognized for their contributions despite formal incentive systems' inadequacies. Recognition serves as a powerful intrinsic motivator, according to modern theories of motivation, especially Ngeny (2016). This is especially true in public service settings where monetary rewards are frequently uniform. Even in situations where prospects for advancement are scarce, acknowledgment and perceived respect considerably improve job satisfaction, according to recent public sector studies (Cay and Crs, 2025).

Conversely, the two indicators that receive the lowest ratings are Compensation (M = 2.96) and

Advancement (M = 3.10), both of which fall into the "Can not Decide" category. These findings show confusion about career advancement opportunities and the perceived equity of pay scales. While Akpunku and Smith (2021) stress that perceived pay disparity lowers long-term retention intention, especially in public institutions with strict salary frameworks, Cay and Crs (2025) clarify that ambiguous career progression mechanisms impair organizational commitment.

Overall, the results point to a structural imbalance: administrative officers feel appreciated in society, however, they are still unsure about material benefits like pay and advancement. This is consistent with Celeste and Bolen-Amparo (2024) observations of comparable trends among non-teaching staff in Philippine educational institutions, where there is little career mobility but great recognition. To supplement current recognition processes, it is crucial to improve career clarity, reinforce promotion pathways, and increase perceived remuneration justice. By filling in these voids, administrative officers would be more committed to the organization and have better retention rates.

Table IV: Respondents' level of job satisfaction per sub-dimension of MSQ on Work Relationships and Supervision

Dimension	Item	Std.		Interpretation
		Mean	Deviation	
Co-workers	The spirit of cooperation among my co-workers.	3.85	0.94	Satisfied
	The chance to develop friendships with co-workers.	4.07	0.90	Satisfied
	The friendliness of my co-workers.	3.99	0.92	Satisfied
	How easy it is to make friends with co-workers.	3.94	0.91	Satisfied
	How my co-workers get along with each other.	3.74	0.96	Satisfied
General Mean and SD (Co-workers)		3.92	0.68	Satisfied
Supervision/Human Relations	The way my supervisor and I understand each other.	3.92	0.93	Satisfied
	The way my boss handles employees.	3.73	1.08	Satisfied
	The way my boss backs up employees.	3.62	1.07	Satisfied
	The way my boss takes care of complaints.	3.58	1.15	Satisfied
	The personal relationship between my boss and employees.	3.62	1.07	Satisfied
General Mean and SD		3.69	0.90	Satisfied
Supervision/Technical	The technical know-how of my supervisor.	3.75	0.98	Satisfied
	The competence of my supervisor in decisions.	3.56	1.08	Satisfied
	The way my boss delegates work.	3.36	1.07	Satisfied
	The help my boss provides on hard problems.	3.57	1.11	Satisfied
	The way my boss trains employees.	3.54	1.03	Satisfied
General Mean and SD		3.55	0.85	Satisfied
TOTAL GENERAL MEAN AND SD		3.72	0.81	Satisfied

With an overall mean of 3.72, the table indicates that Administrative Officers at the Department of Education Division of Bataan often have a satisfactory level of job satisfaction in Work Relationships and Supervision. This suggests that while certain aspects still need to be strengthened to enhance employee engagement and retention, interpersonal dynamics and supervisory support are generally favorable drivers to workplace satisfaction.

Co-Workers (M = 3.92) is the sub-dimension with the highest rating, showing a high level of satisfaction with workplace camaraderie, teamwork, and collegial

ties. This implies that administrative officers work in a peer-supportive atmosphere that improves emotional health and lowers stress levels at work. Dasig and Palines (n.d) highlighted that because they promote cooperation and reduce occupational stress, positive peer relationships are a crucial factor in determining job satisfaction in public sector firms.

Supervision-Human Relations (M = 3.69) is the second-highest indicator, indicating that respondents are usually satisfied with how supervisors relate to, support, and treat employees. Moderate ratings for personal help and complaint management, however,

point to areas that could use improvement. This is consistent with Ngeny's (2016) findings that while relational support and supervisory empathy greatly boost employee enthusiasm, responsive leadership shortcomings erode organizational confidence. Miasco and Obedencio (2025) have out that poor supervisory responsiveness might lower engagement in administrative settings and increase work-related stress.

On the lower end, Supervision – Technical (M = 3.55) shows poorer opinions of supervisors' technical direction, delegation, and developmental support, but it still shows satisfaction. Inadequate technical

supervision, according to Romanes et al. (2021), restricts staff capacity-building and may lead to inefficiencies and workload pressure in administrative tasks.

The findings point to the need to strengthen supervisory processes, especially in technical assistance and developmental direction, even if human interactions are an organization's greatest asset. Increasing leadership ability through coaching, organized feedback systems, and better delegating techniques may boost administrative officers' job satisfaction and retention.

Table 5: The respondents' level of job satisfaction per sub-dimension of MSQ on Organizational Context and Stability

Dimension	Item	Mean	Std. Deviation	Interpretation
Company Policies	The policies and practices toward employees.	3.48	1.10	Satisfied
	Company policies and their administration.	3.39	1.09	Can't Decide
	How employees are informed about policies.	3.36	1.09	Can't Decide
	How company policies are put into practice.	3.35	1.05	Can't Decide
	The way the company treats employees.	3.57	0.97	Satisfied
General Mean and SD (Company Policies)		3.43	0.83	Satisfied
Working Conditions	The working conditions on this job.	3.44	1.15	Satisfied
	The physical surroundings where I work.	3.61	1.03	Satisfied
	The pleasantness of working conditions.	3.52	1.09	Satisfied
	The physical working conditions of the job.	3.38	1.17	Can't Decide
	The working conditions.	3.37	1.21	Can't Decide
General Mean and SD (Working Conditions)		3.46	0.96	Satisfied
Security	My job security.	4.07	0.98	Satisfied
	How my job provides a secure future.	3.80	0.98	Satisfied
	How my job provides steady employment.	3.88	1.00	Satisfied
	How steady my job is.	3.89	1.09	Satisfied
	How layoffs and transfers are avoided.	3.45	0.97	Satisfied

Dimension	Item	Mean	Std. Deviation	Interpretation
General Mean and SD (Security)		3.82	0.65	Satisfied
Moral Values	Doing the job without feeling it is morally wrong.	3.65	1.11	Satisfied
	Doing things not against religious beliefs.	4.08	0.97	Satisfied
	Doing things not against my conscience.	3.75	1.00	Satisfied
	Doing things that don't harm others.	4.06	0.97	Satisfied
	Doing the job without cheating anyone.	3.77	1.08	Satisfied
General Mean and SD (Moral Values)		3.86	0.71	Satisfied
Social Service	The chance to be of service to others.	4.35	0.86	Very Satisfied
	The chance to be of service to people.	4.27	0.84	Very Satisfied
	The chance to help people.	4.27	0.80	Very Satisfied
	The chance to do things for other people.	3.98	0.94	Satisfied
	The chance to be of some service to others.	3.95	0.96	Satisfied
General Mean and SD (Social Service)		4.16	0.71	Satisfied
TOTAL GENERAL MEAN AND SD		3.75	0.77	Satisfied

With an overall mean of 3.75, the table shows that Administrative Officers at the Department of Education Division of Bataan often have a satisfactory level of job satisfaction in Organizational Context and Stability. This shows that, despite some operational irregularities, institutional conditions like policies, the workplace, employment security, ethical alignment, and social contribution are typically seen favorably.

Social service had the highest rating (M = 4.16), which is defined as "Satisfied to Very Satisfied," suggesting that respondents find great satisfaction in helping the public and promoting communal welfare. This is consistent with prosocial motivation theory, which highlights that public sector workers are more satisfied when they believe their work has social value and significance (Fabian, 2024). Akpunku and Smith (2021) demonstrates that, especially in educational institutions, a strong sense of corporate

purpose greatly increases employee commitment and retention.

Moral Values (M = 3.86) are the second highest dimension, indicating that workers are content with the ethical alignment of their workplace. This implies that in organizational operations, administrative officers place a high importance on honesty, equity, and moral consistency. Employee and institutional value congruence improves job satisfaction and lowers turnover intention (Wilson, et al., 2025).

On the other hand, the lower-rate dimensions are Working Conditions (M = 3.46) and Company Policies (M = 3.43), which are both considered "Satisfied" but include multiple "Can not Decide" responses. These findings point to inconsistent employment conditions and uncertainty in the application of policies. While Seillano, et al. (2026) (2024) stress that poor physical working

circumstances might lower administrative staff members' comfort and productivity, Fabian (2024) point out that inconsistent policy communication erodes organizational trust.

Even if it is not the lowest, job security also stabilizes contentment. Research regularly demonstrates that in public institutions, perceived employment security increases organizational commitment and retention intention (Dasig and Palines, n.d).

The findings show that while meaningful service and ethical alignment are strong motivators for administrative officers, the Department of Education needs to improve working conditions, communication, and policy clarity to build organizational trust and improve long-term retention.

Thematic Data Analysis on the Organizational Context and Stability to improve Administrative Officers' retention intention.

The Department of Education's administrative officers' retention purpose is based on a multifaceted system of structural security, relational support, and developmental opportunity, according to the thematic analysis on organizational context and stability. Financial stability and job security are the top retention drivers; participants frequently cited steady schedules, regular pay, and tenure security as key reasons to stay. This is consistent with recent research by Serillano et al. (2026), which confirms that perceived income stability promotes long-term organizational commitment, and Herzberg's Two-Factor Theory, which identifies work security as a hygiene factor avoiding unhappiness (Fabian, 2024). Beyond monetary factors, supportive and transformative leadership, where employees value empathy, participation in decision-making, and approachable supervisors, emerged as a crucial factor in retention. This is consistent with Belandres's (2016) finding that transformational leadership significantly predicts retention and supports Social Exchange Theory, which explains that perceived organizational care is returned with loyalty (Celeste and Bolen-Amparo, 2024). Cay and Crs (2025), who stressed that workplace harmony improves employee well-being and retention, pleasant collegial relationships and emotional safety were also

observed to boost belongingness and minimize workplace stress. Deseo (2026), who identified professional progress as a key driver of retention, participants also expressed worries about limited career advancement and recognition opportunities, specifically exclusion from organized promotion systems.

In accordance with Dasig and Bolen-Amparo (2024), who observed that work-life balance strengthens organizational commitment, it was also discovered that work-life integration elements such consistent schedules and sympathetic leave policies increase loyalty. Overall, the results show that an integrated system of stability, encouraging leadership, emotional well-being, and career development opportunities, all of which together sustain organizational commitment and lower turnover intention.

#### IV. CONCLUSION

In summary, all the major Minnesota Satisfaction Questionnaire dimensions, work itself or task-related factors, autonomy and influence, career and rewards, work relationships and supervision, and organizational context and stability, showed an overall satisfied level of job satisfaction among the administrative officers in the Department of Education's Bataan Division. The majority of task-related variables and autonomy were favorable, indicating a modest degree of decision-making independence and skill alignment with job tasks. Career and rewards, on the other hand, received lower levels of satisfaction, suggesting ambiguity in the systems of remuneration and promotion. Strong interpersonal support, job security, and organizational commitment were demonstrated by the highest ratings for work relationships, supervision, organizational context, and stability. The study also found that fair and transparent career development systems, manageable workloads, supportive and compassionate leadership, healthy workplace relationships, and robust work-life balance rules are important organizational characteristics that affect employee happiness and retention. Enhancing these elements can greatly improve administrative officers' long-term organizational commitment and retention.

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