



Journal of Arts, Humanities and Social Science (JAHSS)

ISSN: 3006-9491 (Online)

Volume 2 Issue 2, (2025)

 <https://doi.org/10.69739/jahss.v2i2.516>

 <https://journals.stecab.com/jahss>



Published by
Stecab Publishing

Research Article

Satisfaction Levels of Newly Hired State University Non-Teaching Personnel Under Probationary Period

*¹Saiden P. Akmad, ¹Abusailan P. Akmad

About Article

Article History

Submission: March 17, 2025

Acceptance : April 26, 2025

Publication : May 07, 2025

Keywords

HR Supervision, Non-Teaching Personnel, Probationary Period, Quantitative Analysis, Satisfaction Level

About Author

¹ Sultan Kudarat State University,
Tacurong City, Philippines

Contact @ Saiden P. Akmad
saidenakmad@sksu.edu.ph

ABSTRACT

This study examined the onboarding experience of newly appointed non-teaching personnel at Sultan Kudarat State University (SKSU), emphasizing deficiencies in support throughout their probationary phase. Understanding that employee assimilation during probation significantly impacts organizational success, the research aimed to identify deficiencies in orientation, training, mentoring, monitoring, and performance evaluation systems. Employing a descriptive quantitative approach, 61 purposively selected participants completed a validated questionnaire (reliability index: 0.90). Statistical study utilizing frequency counts, mean scores, and ANOVA indicated pervasive discontent across all domains, with mean ratings ranging from 2.04 to 2.15. No notable variations were seen among demographic categories ($p > 0.05$), indicating a common experience of insufficient onboarding support. Primary difficulties encompassed inadequate orientations, incongruous training programs, sporadic feedback, and inadequately organized mentorship. The study suggests for a comprehensive evaluation and reconfiguration of onboarding tactics to improve employee satisfaction, engagement, performance, and long-term retention.

Citation Style:

Akmad, S. P., & Akmad, A. P. (2025). Satisfaction Levels of Newly Hired State University Non-Teaching Personnel Under Probationary Period. *Journal of Arts, Humanities and Social Science*, 2(2), 21-30. <https://doi.org/10.69739/jahss.v2i2.516>



Copyright: © 2025 by the authors. Licensed Stecab Publishing, Bangladesh. This is an open-access article distributed under the terms and conditions of the [Creative Commons Attribution \(CC BY\)](https://creativecommons.org/licenses/by/4.0/) license.

1. INTRODUCTION

For both companies and employees, the probationary period is a crucial phase that lets them evaluate job fit and performance together. Combining the Organizational Socialization Theory offers a useful framework for comprehending how newcomers, such non-teaching staff members at Sultan Kudarat State University (SKSU), adapt and internalize organizational norms, values, and behaviors throughout this phase. The process by which people acquire the required information, abilities, and attitudes to assume an organizational function effectively, so transitioning from outsiders to totally integrated members, is known as organizational socializing (Saks & Ashforth, 1997; Van Maanen & Schein, 1979). Usually starting with anticipatory socializing before entrance, this process consists in stages: first, the encounter and adjustment phases where newcomers confront the realities of their duties and organizational culture (Feldman, 1976; Ardts et al., 2001; Fisher, 1986). Usually lasting one to six months, the probationary term in the Philippines is defined in the Labor Code under specified criteria including alerting workers about regularizing norms and making sure the term does not last more than six months (Salvanera, 2023). Integration of new workers into their duties depends on effective onboarding, particularly in settings like colleges where administrative positions are growing. The addition of non-teaching positions at colleges such as Sultan Kudarat State University (SKSU) emphasizes the need for organized onboarding procedures to improve job performance and support a good working environment. Improving skills and competencies among non-teaching personnel depends on focused training and mentoring (Commission Proper, 2013). Emphasizing performance assessment and the need of sufficient ratings to guarantee permanent appointments, the Civil Service Commission offers guidelines for probationary periods in government service, as stated in "CSC MC 03, s. 2005: Rules on Probationary Periods in the Career Service".

Studies show that probationary terms present chances for development and organizational alignment. Reducing uncertainty and anxiety among new employees, so promoting role clarity, self-efficacy, and social acceptance, depend on effective onboarding and socializing strategies including organized orientation, mentorship, and regular feedback (Bauer & Erdogan, 2011; Van Maanen & Schein, 1979). These strategies can be formal—planned and structured experiences—or informal—learning by trial and error—and their application greatly affects newcomer adjustment and job satisfaction (Jones, 1986; Saks & Ashforth, 1997). A well-designed onboarding program grounded in organizational socializing concepts can improve integration, job satisfaction, and long-term retention by helping employees negotiate the transition from outsider to insider and align their personal goals with institutional objectives (Saks & Ashforth, 1997; Ardts et al., 2001).

This is especially pertinent in the framework of SKSU, where recent hiring campaigns have underlined the requirement of efficient human resource control throughout the probationary period to support professional growth and conform to organizational objectives. This study is special in that non-teaching positions at the university are somewhat young; having developed after the Department of Budget standards were

adopted. Examining these points of view helps one to identify areas of strength and development opportunities within the help and direction given to probationary staff. The results seek to improve the efficiency of the onboarding program, enable a better fit into their positions at the institution, and create a pleasant workplace. Hence, this study answered the following questions:

1. What is the Socio-demographic profile of the respondents in term of:
 - a. SG level
 - b. Recent Organization
 - c. Educational Attainment
2. What is the level of satisfaction of newly hired non-teaching personnel with the HR supervision during the probationary period in terms of:
 - a. Orientation Programs;
 - b. Training and Development;
 - c. Regular Monitoring;
 - d. Mentorship Programs;
 - e. Performance Review.
3. Is there a significant difference on the level of satisfaction of the newly hired non-teaching personnel with the HR supervision during the probationary period when categorized in terms of:
 - a. SG level;
 - b. Recent Organization (Insider or outsider);

2. LITERATURE REVIEW

Effective leadership and clear communication are recognized as crucial factors in enhancing job satisfaction among non-teaching personnel. A study by Nacor (2023) indicated that non-teaching personnel experienced more satisfaction when university administrators employed participative management and upheld transparent communication for comments and concerns. The study indicated that when probationary employees feel recognized and supported, their sense of belonging and motivation increases, leading to improved performance and retention rates. This underscores the importance of leadership development programs and ongoing communication channels for new workers (Nacor, 2023). The provision of professional growth and training opportunities is a crucial factor influencing satisfaction. Ojeifo and Igbinovia (2025) discovered that newly appointed non-teaching personnel with access to organized training programs, mentorship, and defined career progression opportunities expressed higher levels of job satisfaction. These opportunities not only enhanced their skills but also fostered a commitment to their professional development by the institution. The paper recommends that universities prioritize ongoing learning initiatives, especially during the probationary period, to improve morale and retention rates.

A study conducted at the University of Education, Winneba, Ghana, revealed that the majority of newly appointed non-teaching personnel expressed dissatisfaction with the support services offered during their probationary period. Principal concerns encompassed insufficient orientation, absence of consistent performance evaluations, and lack of social engagement opportunities. The study recommended the creation of extensive support services and structured



orientation programs to improve the integration and happiness of probationary staff (Adu-Gyamfi & Osei, 2019). A study on non-teaching personnel at a Philippine public university emphasized the significance of organizational commitment as a catalyst for occupational satisfaction. The research indicated that elevated levels of affective and normative commitment were associated with enhanced job satisfaction, implying that cultivating a sense of belonging and purpose is crucial during the probationary phase (Mendoza, 2021). Ata-Agboni and Nafisat (2024) noted that a supportive work environment, defined by collegial relationships, recognition, and resource accessibility, was significantly associated with increased happiness among probationary non-teaching personnel. The research indicated that institutions with inclusive and pleasant organizational cultures are more effective in retaining new employees; as such environments diminish anxiety and promote participation.

De Castro and De Guzman (2014) investigated work engagement and satisfaction among non-teaching professionals at an Asian university, revealing that younger staff (aged 21–30) expressed diminished satisfaction with learning and development chances relative to older groups. The findings highlight the imperative for targeted professional development and training programs to enhance engagement and satisfaction, particularly for early-career professionals. Moreover, guidelines from institutions like Southern Utah University and the Australian National University indicate that the probationary period for non-teaching staff typically lasts six months. During this period, it is anticipated that explicit performance targets, consistent feedback, and opportunities for advancement would be offered. The transparency and equity of these processes correlate with increased satisfaction and effective integration for new employees (Southern Utah University, 2024; Australian National University, 2024).

A study by Kaya et al. (2011) examined employee satisfaction dimensions in Turkish state universities, revealing that professional satisfaction and institutional job satisfaction received the highest positive ratings from staff, whereas dissatisfaction arose from insufficient transportation services and restricted advancement opportunities. The research highlights that both inner and extrinsic factors significantly influence satisfaction, and that addressing both can reduce turnover and disengagement. Olalekan (2022) indicated that non-teaching personnel at Lagos State public universities exhibited heightened satisfaction when probation objectives and evaluation criteria were explicitly conveyed. Conversely, ambiguity or perceived unfairness in probation procedures led to anxiety and reduced commitment. The research promotes explicit policy communication and consistent use of evaluation standards to improve trust and satisfaction among new employees. Majekodunmi and Olajide-Arise (2024) showed that while direct involvement in high-level decisions had no effect, participation in departmental and operational matters improved perceptions of value and respect among probationary staff. This thus improved their job satisfaction and organizational commitment. The authors recommend that colleges implement participatory management strategies at all levels to enhance engagement.

3. METHODOLOGY

3.1. Study Area

Established on December 5, 1990, under Republic Act 6973, Sultan Kudarat State University (SKSU) is based in Sultan Kudarat, Mindanao, Philippines. Originally called as Sultan Kudarat Polytechnic State College (SKPSC), it evolved from combining five Department of Education, Culture, and Sports (DECS)-supervised high schools in the province. These schools were situated at Isulan, Kalamansig, Palimbang, Tacurong, and Lutayan. Under Republic Act No. 9966, signed by President Gloria Macapagal-Arroyo, SKPSC was turned into a university in 2010. With its main campus in Tacurong City, this represented its change into Sultan Kudarat State University.

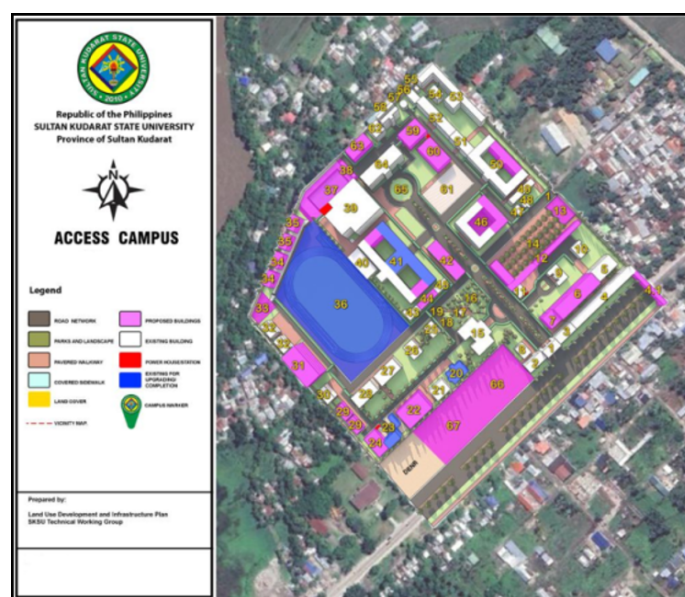


Figure 1. Map of the study area

3.2. Research Design

This study's research design uses a quantitative method to evaluate the satisfaction level of non-teaching personnel during their probationary term at Sultan Kudarat State University, which also includes the degree of satisfaction under Human Resource Management (HRM) supervision. Referring to Apuke (2017), quantitative research clarifies quantitative methodology—that is, the quantification and evaluation of variables using specific statistical tools. It clarifies the procedure involving who, what, where, when, how many, and how much as well as the methods applied in numerical form to describe a problem or event.

3.3. Research Respondents

The sixty one (61) newly hired non-teaching personnel of Sultan Kudarat State University served as the respondents for this study. Their thoughts and insights into the efficacy of HRM supervision throughout the probationary term were critical for understanding organizational practices and identifying improvement opportunities. This study used Finite Population proportion:



Unlimited Population

$$CI = \hat{p} \pm z \times \sqrt{(\hat{p}(1-\hat{p}))/n}$$

Finite Population

$$CI' = \hat{p} \pm z \times \sqrt{(\hat{p}(1-\hat{p}))/n'} \times \sqrt{(N-n)/(N-1)}$$

$$n = N \times X / (X + N - 1)$$

Where

z is z score

\hat{p} is the population proportion

n and n' are sample size

N is the population size

3.4. Research Instruments

The research tool used in this study was a questionnaire developed by the researchers. The expert panel from Sultan Kudarat State University examined and validated the survey questionnaire. A Cronbach's alpha of 0.77 (interpreted as "excellent") shows that the questionnaire was valid. After the instrument was completed, a reliability test was performed. This test produced a reliability index of 0.90, indicating that the questionnaire was quite reliable.

3.5. Data Analysis

The study asked respondents' level of satisfaction using a five-point Likert scale (Table 1) with regard to the Human Resource office's supervision. With certain ranges allocated to each level, this scale let respondents indicate their degree of satisfaction on a continuum from very satisfied to strongly dissatisfied.

Table 1. Mean Score and Verbal Description Scale

Scale	Range	Verbal Description
5	4.51 - 5.0	Very Satisfied
4	3.51 - 4.50	Satisfied
3	2.51 - 3.50	Neither Satisfied nor dissatisfied
2	1.51 - 2.50	Dissatisfied
1	0.50 - 1.50	Strongly dissatisfied

With this scale, the mean score gave respondents an average level of satisfaction, therefore providing a numerical assessment of their general contentment. Using descriptive statistics including mean, frequency count, and percentage, the study examined the socio-demographic traits of the respondents. These data served to explain the background of the respondents, including elements like SG level, past employment/organization, and educational achievement, which can affect their level of satisfaction. Analysis of Variance (ANOVA) was utilized by the researchers while looking at questions concerning notable variations across variables, such satisfaction levels among various demographic groups or occupational functions. In statistical analysis, ANOVA is a technique for comparing means among three or more groups to identify notable variations.

4. RESULTS AND DISCUSSION

Table 2 shows that the majority of respondents (34%) fell under Salary Grade (SG) Levels 6 to 8. 26% of people in SG Levels 10 to

12 come next. In the meantime, 13% belong to SG Levels 13–15, and another 13% to SG Levels 16–18. Just around 5% of them are in the higher SG Levels 21 to 24. When it comes to former employment, the vast majority—69%—have worked at Sultan Kudarat State University (SKSU). Fitmart, USM, DA, DOST, and DSWD were among the lesser percentage of responders who had prior employment experience, accounting for 2% to 3% of the total. Regarding educational background, more than half (56%) of the respondents have an education bachelor's degree. Eleven percent have taken some master's degree units, and almost a quarter (25%) have finished a master's degree. Just 2% have received doctorate units, and just 3%, or 7 responders overall, have achieved a PhD.

Table 2. Socio-demographic Profile of Respondents

SG LEVEL	Count	Percentage
6-8	21	34%
10-12	16	26%
13-15	8	13%
16-18	8	13%
21-24	3	5%
PREVIOUS EMPLOYMENT/ORGANIZATION		
Sksu	42	69%
Dswd	2	3%
Da	1	2%
Dost	1	2%
Usm	1	2%
Fitmart	1	2%
EDUCATIONAL ATTAINMENT		
Bachelor's degree graduate	34	56%
With master's degree unit	15	25%
Master's degree graduate	7	11%
With doctor's degree unit	1	2

This data offers a detailed summary of the respondents, highlighting their educational and career backgrounds. This information is essential for comprehending the composition of newly appointed non-teaching staff at Sultan Kudarat State University and evaluating their preparedness for optimal performance.

4.1. Level of satisfaction of newly hired non-teaching personnel with the HR supervision during probationary period

This data offers a detailed analysis of the respondents, emphasizing their educational and professional backgrounds, which is crucial for comprehending the composition of newly appointed non-teaching personnel at Sultan Kudarat State University and their preparedness for efficient HRM oversight during the probationary phase.



Table 3. Satisfaction level of Newly Hired Non-Teaching Personnel in terms of Orientation Programs

Item Statements	SD	Mean	Verbal Description
How satisfied are you with the content covered in the orientation program?	0.91	1.98	Dissatisfied
How clear were the goals and objectives of the orientation program to you?	0.82	1.98	Dissatisfied
How effective was the orientation program in helping you understand the organization's mission and values?	0.97	2.07	Dissatisfied
To what extent do the orientation program adequately address your questions and concerns about the university policies, and campus resources?	0.75	2.02	Dissatisfied
To what extent do you feel prepared to navigate your role and responsibilities after completing the orientation program?	0.81	2.13	Dissatisfied
Grand Mean/Total	0.85	2.04	Dissatisfied

Table 3 reveals that newly appointed non-teaching personnel expressed general dissatisfaction with the university's orientation programs throughout their probationary period. Satisfaction levels were assessed using a 5-point Likert scale, yielding an overall mean score of 2.04. The aims and objectives of the orientation were regarded as ambiguous, further indicating dissatisfaction. The program's efficacy in promoting comprehension of the organization's mission and values

received a low rating, with a mean score of 2.07. Likewise, its capacity to respond to inquiries regarding university policies and campus services garnered a poor average score of 2.02. Upon concluding the orientation session, participants perceived themselves as insufficiently equipped to manage their duties and obligations. This pervasive discontent highlights the necessity for substantial enhancements in the design and execution of the orientation program.

Table 4. Satisfaction level of Newly Hired Non-Teaching Personnel in terms of Training and Development

Parameters	SD	Mean	Verbal Description
How satisfied are you with the quality of the training provided for your specific job tasks?	0.92	2.03	Dissatisfied
How well did the training sessions cover the skills and knowledge needed to perform your job effectively?	0.92	2.08	Dissatisfied
How relevant were the training sessions to your role and responsibilities?	0.81	2.07	Dissatisfied
To what extent the training sessions provide sufficient opportunities for hands-on practice and application of skills?	0.92	2.11	Dissatisfied
To what extent do you feel the training sessions have enhanced your ability to perform your job tasks?	0.87	2.11	Dissatisfied
Grand Mean/Total	0.89	2.08	Dissatisfied

Table 4 highlights the discontent of recently appointed non-teaching personnel with the university's training and development programs. The results reveal a mean score of 2.03 for the quality of training for certain occupational responsibilities, indicating prevalent dissatisfaction. The adequacy of training sessions in addressing fundamental skills and knowledge received a low rating, with a mean score of 2.08. Participants assessed the pertinence of training sessions to their roles as insufficient, yielding a mean score of 2.07.

The practical aspects of the training were also considered inadequate, receiving an average score of 2.11. Furthermore, the training sessions did not markedly improve participants' capacity to execute their professional tasks, as evidenced by a mean score of 2.11. The prevailing sense of discontent highlights the necessity for substantial enhancements in the content, relevance, and practical aspects of the training sessions to more effectively meet the requirements and expectations of new employees.

Table 5. Satisfaction level of Newly Hired Non-Teaching Personnel in terms of Regular Monitoring

Parameters	SD	Mean	Verbal Description
How satisfied are you with the frequency of check-in meetings with HR or your supervisor?	0.79	2.05	Dissatisfied
How clear were the performance expectations and goals communicated during check-in	0.86	2.07	Dissatisfied



How effective was the feedback provided during check-in meetings in helping you improve your performance?	0.76	2.02	Dissatisfied
To what extent the check-in meetings address any concerns or questions you had about your role or the organization?	0.77	2.08	Dissatisfied
To what extent do you feel supported and guided by the feedback received during check-in meetings?	0.89	2.13	Dissatisfied
Grand Mean/Total	0.81	2.07	Dissatisfied

The findings in Table 5 indicate discontent over the frequency of check-in sessions, the clarity of performance standards and objectives, the efficacy of feedback given, and the degree to which concerns or inquiries were resolved. The lowest satisfaction score correlated with participants' perceptions of support and guidance from the feedback received during check-in meetings. The overall mean of 2.07 across all variables,

along by a standard deviation of 0.81, indicates pervasive dissatisfaction with the routine monitoring process. The data underscores the necessity for substantial enhancements in the frequency, clarity, efficacy, and supporting characteristics of check-in sessions to more effectively assist newly hired non-teaching personnel and ensure they feel sufficiently directed in their positions.

Table 6. Satisfaction level of Newly Hired Non-Teaching Personnel in terms of Mentorship Programs

Parameters	SD	Mean	Verbal Description
How satisfied are you with the mentorship program provided by HR?	0.83	2.16	Dissatisfied
How accessible and approachable did you find your mentor for guidance and support?	0.96	2.10	Dissatisfied
How effective was the mentorship program in helping you navigate your role and responsibilities?	0.90	2.18	Dissatisfied
To what extent the mentor provide valuable insights and advice for your professional development?	0.91	2.13	Dissatisfied
To what extent do you feel the mentorship program has contributed to your overall success in the organization?	0.89	2.11	Dissatisfied
Grand Mean/Total	0.90	2.14	Dissatisfied

Table 6 presents a mean score of 2.16, signifying discontent with the mentorship program. Participants deemed their mentors' accessibility and approachability for help inadequate. The program's efficacy in assisting participants with their tasks and responsibilities was rated poorly, achieving a mean score of 2.18. The degree to which mentors offered valuable insights and support for professional development was considered insufficient, with a mean score of 2.13. The program's effect

on participants' overall success inside the organization was scored inadequately, with a mean score of 2.11, indicating that it did not substantially improve their performance. The prevailing discontent with the mentorship program highlights the necessity for enhancements in its framework, accessibility, efficacy, and support to more effectively aid newly recruited non-teaching personnel in their professional growth and assimilation into the organization.

Table 7. Satisfaction level of Newly Hired Non-Teaching Personnel in Terms of Performance Reviews

Parameters	SD	Mean	Verbal Description
How satisfied are you with the clarity of performance expectations communicated during performance reviews?	0.83	2.13	Dissatisfied
Did the performance reviews provide actionable feedback for improvement?	0.88	2.25	Dissatisfied
How fair and objective was the performance evaluation process?	0.84	2.11	Dissatisfied
To what extent that the performance reviews align with your personal and professional development goals?	0.85	2.11	Dissatisfied
To what extent do you feel motivated to improve your performance based on the feedback received during performance reviews?	0.87	2.15	Dissatisfied
Grand Mean/Total	0.85	2.15	Dissatisfied



Table 7 indicated a considerable degree of discontent regarding multiple facets of the performance review process, encompassing clarity of expectations, quality of feedback, fairness and impartiality, and alignment with personal and professional development objectives. The incentive to upgrade performance based on feedback from assessments was assessed at 2.15, suggesting that the reviews failed to effectively encourage respondents to improve their performance. The average score of 2.15 across all factors indicates significant discontent,

highlighting the necessity for considerable enhancements in the execution of performance assessments. Essential areas for enhancement encompass elucidating expectations, providing practical feedback, guaranteeing equity, connecting evaluations with developmental objectives, and cultivating employee drive to improve performance.

4.2. Significant difference on the level of satisfaction of the newly hired non-teaching personnel

Table 8. Summary of the testing significant difference in the level of satisfaction of the newly hired non-teaching personnel with the HR supervision during the probationary period when categorized in terms of salary grade

Sources of Variations	F	df1	df2	p	Decision
level of satisfaction of the newly hired non-teaching personnel with the HR supervision during the probationary period	0.18	2	58	0.84	Accept the Null Hypothesis

**note: Significant at 0.05 Level of Significance*

The ANOVA test findings in Table 8 indicate that there is no statistically significant difference in the satisfaction levels of newly employed non-teaching personnel regarding Human Resource (HR) supervision during the probationary period when classified by salary grade. The test produced an F-statistic of 0.18, with degrees of freedom $df_1 = 2$ (between-group variation) and $df_2 = 58$ (within-group variation). The p-value of 0.84 significantly surpasses the 0.05 significance threshold, demonstrating inadequate evidence to reject the null hypothesis. The disparities in satisfaction levels noted among

pay grades (e.g., SG 6–8, 10–12, 13–15, etc.) are not statistically significant and may be attributed to random chance rather than systematic differences associated with salary grade. Therefore, the null hypothesis, which asserts that all wage grade groups exhibit equivalent levels of satisfaction, is accepted. The data indicate that employees view HR supervision throughout the probationary period uniformly, irrespective of their salary grade, underscoring uniformity in supervisory procedures across various classifications.

Table 9. Summary of the testing significant difference in the level of satisfaction of the newly hired non-teaching personnel with the HR supervision during the probationary period when categorized in terms of recent organization

Sources of Variations	F	df1	df2	p	Decision
level of satisfaction of the newly hired non-teaching personnel with the HR supervision during the probationary period	1.71	59	0.093	0.84	Accept the Null Hypothesis

**note: Significant at 0.05 Level of Significance*

Table 9 displays the outcomes of a t-test performed to ascertain if a statistically significant difference exists in the satisfaction levels regarding Human Resource (HR) supervision during the probationary period between newly hired non-teaching personnel from Sultan Kudarat State University (SKSU) and those from external organizations (Outsider). The study produced a t-statistic of 1.71 with 59 degrees of freedom and a p-value of 0.093, surpassing the 0.05 significance threshold. Given that the p-value exceeds the threshold, the conclusion is to accept the null hypothesis ($H_0: \mu_{SKSU} = \mu_{Outsider}$), signifying no substantial difference in satisfaction levels between the two groups. This result indicates that newly appointed non-teaching staff from SKSU and external entities have a comparable perception of HR oversight throughout their probationary phase. The alternative hypothesis ($H_a: \mu_{SKSU} \neq \mu_{Outsider}$), which proposed a disparity in satisfaction between the groups, is not corroborated by the data. The findings indicate that the HR office's supervisory procedures during probation are uniformly experienced by employees, irrespective of their

previous organizational membership.

4.3. Discussion

The socio-demographic profiles of the respondents, as illustrated in Table 2, reveal a workforce predominantly consisting of entry- to mid-level professionals, with the majority categorized under Salary Grade (SG) Levels 6 to 8 (34%) and 10 to 12 (26%). This distribution is essential as wage grade frequently coincides with job responsibilities and expectations, affecting an employee's opinion of HR practices (Lawler, 1990). A substantial percentage (69%) of the participants possessed previous employment experience at Sultan Kudarat State University (SKSU), potentially influencing their expectations and perceptions of HR supervision in contrast to external recruits (Cable & Parsons, 2001). In terms of educational attainment, the majority of respondents (56%) possessed a bachelor's degree, which may impact their professional ambitions and developmental requirements, suggesting that HR policies ought to accommodate varied educational backgrounds (Noe, 2017).



Table 3 indicates that newly appointed non-teaching staff had a general dissatisfaction with the university's orientation sessions (Grand Mean = 2.04). This discovery corroborates the recognized significance of orientation programs in assimilating new employees by acquainting them with the organization's mission, values, and policies (Bauer et al., 2007). Orientation is a vital program aimed at assisting newly hired personnel by imparting fundamental responsibilities and directives that embody the institution's objectives. The ambiguous goals and objectives of the orientation, along with its perceived ineffectiveness in promoting organizational knowledge, highlight the necessity for substantial enhancements in the program's design and execution. Effective orientation is essential for improving employee engagement, retention, and performance (Wanous, 1992). In light of the unhappiness voiced by employees regarding SKSU's orientation program, HR should contemplate restructuring the effort to more adequately address the needs of newly hired employees.

Conversely, Table 4 emphasizes discontent with the university's training and development programs, highlighting the imperative of such initiatives for the augmentation of employees' abilities and knowledge (Goldstein & Ford, 2002). The perceived inferior quality, irrelevance, and inadequate opportunities for practical application indicate that SKSU's training programs may not sufficiently meet the requirements of new employees. This discovery corresponds with studies highlighting the necessity of synchronizing training material with job specifications and personal development objectives (Tannenbaum et al., 2010). Integrating additional interactive and practical components into training programs can augment employee engagement and bolster knowledge retention (Salas et al., 2012). Enhancing training efforts is essential for HR, as these programs significantly contribute to the skill development of non-teaching staff. Upon enhancement of their skills, staff productivity is expected to rise, promoting career advancement and favorably influencing the institution's overall proficiency. Furthermore, discontent regarding the frequency of check-in sessions, the clarity of performance standards and objectives, the efficacy of feedback provided, and the degree to which issues or inquiries were resolved is emphasized. The outcome (refer to table 5) indicates pervasive dissatisfaction with the standard monitoring procedure. Recent research underscores the significance of efficient and helpful check-in meetings; Kim et al. (2022) discovered that regular check-ins during the onboarding process correlated favorably with enhanced role clarity and diminished anxiety among new employees. The caliber of communication in these sessions influences employees' sense of organizational support. Feedback must be explicit, prompt, and centered on developmental prospects (Nguyen et al., 2024). When performance expectations and objectives are ambiguous, individuals find it challenging to synchronize their efforts with organizational aims (Latham & Locke, 2018). Addressing inquiries and concerns cultivates a sense of psychological safety (Edmondson, 2019).

The findings mirror those presented in Table 6, revealing considerable dissatisfaction with the mentorship program, particularly with the mentors' accessibility and approachability, which were considered inadequate. Recent studies have

highlighted the essential function of mentorship in aiding the integration and success of new employees; D'Abate et al. (2021) discovered that the perceived quality of the mentoring relationship forecasts new hires' job happiness and organizational commitment. Effective mentorship programs must offer organized chances for engagement and skill enhancement (D'Agostino et al., 2023). The perceived inadequacy of contribution to overall success indicates that the mentorship program may not be effectively assisting new hires in navigating their responsibilities or cultivating vital skills. Structured mentorship programs with defined objectives and consistent encounters are more efficacious (Allen et al., 2018). Additionally, Table 7 underscores considerable discontent among newly appointed non-teaching staff regarding the performance evaluation process, specifically concerning ambiguous expectations, insufficient feedback, perceived inequity, and poor alignment with personal and professional development objectives. Performance evaluations are essential for performance management, as they furnish individuals with feedback and synchronize individual endeavors with company goals (DeNisi & Murphy, 2017). Nonetheless, the existing evaluations did not motivate participants to improve their performance, indicating a necessity for substantial modifications. Principal weaknesses encompass an absence of clarity in performance objectives, resulting in ambiguity for personnel concerning their duties and responsibilities. Furthermore, subpar feedback and apprehensions regarding impartiality undermine the efficacy of the evaluations, impeding trust and employee engagement. The method inadequately aligns individual development objectives with organizational goals, resulting in individuals feeling unsupported in their professional advancement.

The ANOVA test results indicate no statistically significant difference in satisfaction levels according to salary grade ($F = 0.18$, $p = 0.84$), implying that the HR supervision difficulties are uniform across various wage tiers and necessitate a comprehensive, organization-wide strategy. This conclusion corresponds with research indicating that discontent with organizational procedures may be uniform across various hierarchical levels in the presence of systemic difficulties (Lambert, 2019). The t-test indicates no significant difference in satisfaction levels between employees from SKSU and those from external organizations ($t = 1.71$, $p = 0.093$), implying that HR supervisory techniques are regarded comparably, irrespective of prior organizational membership. Recent research indicates that new employees, irrespective of their prior organizational experience, frequently encounter analogous issues during their initial integration phase (Bauer & Erdogan, 2018). This indicates that the difficulties in HR management are universally encountered by all new employees, irrespective of their previous acquaintance with the firm.

5. CONCLUSION

This study reveals considerable discontent among newly appointed non-teaching personnel at Sultan Kudarat State University (SKSU) concerning multiple facets of HR oversight during their probationary phase. The socio-demographic profile of responses reveals that the majority are situated within



entry to mid-level salary categories, with most possessing prior work experience at SKSU. Nonetheless, irrespective of their backgrounds, the new employees expressed significant discontent in several HR-related domains, encompassing orientation programs, training and development, ongoing evaluations, mentorship initiatives, and performance assessments. The inadequate satisfaction scores indicate that the existing HR initiatives may not be sufficiently addressing the requirements and expectations of new employees. The absence of explicit objectives, limited training opportunities, inefficient mentorship, and insufficient feedback systems consistently impeded the seamless integration of new employees into the business. Furthermore, statistical analysis indicated no significant variation in satisfaction levels according to income grade or prior employment affiliation, suggesting that discontent is uniformly experienced across all groups. To augment employee happiness and facilitate the effective onboarding of non-teaching staff, it is imperative for HR to refine the structure, relevance, and execution of its programs. Enhancing orientation sessions, polishing training materials, augmenting mentorship support, and optimizing feedback and evaluation processes can foster a more positive and productive work environment. Addressing these problems would boost employee engagement and performance, thereby contributing to the overall success and efficiency of SKSU's workforce.

REFERENCES

- Adu-Gyamfi, S., & Osei, M. (2019). Assessment of Support Services Available for Staff on Probation in University of Education, Winneba. *European Journal of Training and Development Studies*, 6(3), 1-15. <https://www.eajournals.org/wp-content/uploads/Assessment-of-Support-Services-Available-for-Staff-on-Probation-in-University-of-Education-Winneba.pdf>
- 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>
- Allen, T. D., Muller, R. A., & Eby, L. T. (2018). What You Don't Know Might Hurt You: A Meta-Analysis of Negative Mentoring Experiences. *Journal of Vocational Behavior*, 106, 235-258.
- Apuke, O. D. (2017). Quantitative research methods a synopsis approach. *Arabian Journal of Business and Management Review (Kuwait Chapter)*, 6(11), 40-47. <http://doi.org/10.12816/0040336>
- Ards, J., Jansen, P., & Van der Velde, M. (2001). The breaking in of new employees: Effectiveness of socialization tactics and personnel instruments. *Personnel Review*, 30(1), 96-116. <https://doi.org/10.1108/00483480110380100>
- Asure Software. (2023). *Pros and Cons of Having a Probationary Period for Employees*. Retrieved from <https://www.asuresoftware.com/blog/pros-and-cons-probationary-period-employees>
- Ata-Agboni, J. U., & Nafisat, Y. (2024). Job Satisfaction and Employees Performance of Non-Teaching Staff in Prince Abubakar Audu University, Anyigba, Kogi State, Nigeria. *International Journal of Public Administration and Management Research*, 10(5), 56-65. <https://journals.rcmss.com/index.php/ijpamr/article/view/1084>
- Australian National University. (2024). *Probation*. <https://services.anu.edu.au/human-resources/enterprise-agreement/17-probation>
- Bauer, T. N., & Erdogan, B. (2011). Organizational socialization: The effective onboarding of new employees. In S. Zedeck (Ed.), *APA Handbook of Industrial and Organizational Psychology* (Vol. 3, pp. 51-64). American Psychological Association. <https://doi.org/10.1037/12171-002>
- Bauer, T. N., & Erdogan, B. (2018). Organizational socialization: The effective onboarding of new employees. In *The Oxford Handbook of Organizational Psychology*. Oxford University Press.
- Bauer, T. N., Bodner, T., Erdogan, B., Truxillo, D. M., & Tucker, J. S. (2007). Newcomer adjustment during organizational socialization: A meta-analytic review of antecedents, outcomes, and methods. *Journal of Applied Psychology*, 92(3), 707-721. <https://doi.org/10.1037/0021-9010.92.3.707>
- Cable, D. M., & Parsons, C. K. (2001). Socialization tactics and person-organization fit. *Personnel Psychology*, 54(1), 1-23. <https://doi.org/10.1111/j.1744-6570.2001.tb00083.x>
- Commission Proper. (2013). *Implementing Guidelines on Probationary Period*. Retrieved from <https://legaldex.com/laws/implementing-guidelines-on-probationary-period-following-the-issuance-of-original>
- D'Abate, C. P., Youndt, M. A., & Beauregard, T. A. (2021). Investing in the Next Generation: Exploring the Relationship Between Mentoring and New Hire Outcomes. *Journal of Management Development*, 40(3), 187-203.
- D'Agostino, L. M., Baldassare, F., & Vinkenbunrg, C. J. (2023). Formal Mentoring Programs: A Review and Research Agenda. *European Management Journal*, 41(1), 89-99.
- De Castro, B. V., & De Guzman, A. B. (2014). Organizational Satisfaction and Work Engagement Among Non-Teaching Personnel of an Asian University. *International Journal of Multidisciplinary Studies in Education*, 1(1), 1-13.
- DeNisi, A. S., & Murphy, K. R. (2017). Performance appraisal and performance management: 100 years of progress? *Journal of Applied Psychology*, 102(3), 421-433. <https://doi.org/10.1037/apl0000085>
- Edmondson, A. C. (2019). *The Fearless Organization: Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth*. John Wiley & Sons.
- Feldman, D. C. (1976). A practical program for employee socialization. *Organizational Dynamics*, 5(2), 64-80. <https://>



doi.org/10.1016/0090-2616(76)90048-7

- Goldstein, I. L., & Ford, J. K. (2002). *Training in organizations: Needs assessment, development, and evaluation* (4th ed.). Wadsworth/Thomson Learning.
- Jones, G. R. (1986). Socialization tactics, self-efficacy, and newcomers' adjustments to organizations. *Academy of Management Journal*, 29(2), 262-279. <https://doi.org/10.2307/256188>
- Kaya, E., Aydin, G., & Yildiz, B. (2011). Dimensions of Employee Satisfaction: A State University Example. *Quality Assurance in Education*, 19(3), 248-263. https://www.academia.edu/3564052/Dimensions_of_Employee_Satisfaction_A_State_University_Example
- Kim, Y. (2022). The Impact of Onboarding Practices on New Employee Outcomes: A Multi-Level Analysis. *Human Resource Management Journal*, 32(4), 876-895.
- Lambert, L. S. (2019). Employee voice and organizational hierarchy: A multi-level examination. *Human Resource Management Review*, 29(2), 234-246.
- Latham, G. P., & Locke, E. A. (2018). Goal Setting Theory: Past, Present, and Future. *Academy of Management Perspectives*, 32(4), 487-506. <https://doi.org/10.5465/amp.2017.0176>
- Lawler, E. E., III. (1990). *Strategic pay: Aligning organizational strategies and pay systems*. Jossey-Bass.
- Majekodunmi, S. A., & Olajide-Arise, T. O. (2024). Employee participation and job satisfaction of non-teaching staff in public universities in Lagos State, Nigeria. *Economic Insights – Trends and Challenges*, 13(3), 31-44. https://upg-bulletin-se.ro/wp-content/uploads/2024/06/3_Majekodunmi_Olajide-Arise.pdf
- Mendoza, A. S. (2021). Organizational Commitment of a Non-Teaching Personnel in a State University. *Turkish Journal of Computer and Mathematics Education*, 12(10), 2345-2352. <https://turcomat.org/index.php/turkbilmat/article/download/10322/7793>
- Nacor, A. (2023). Job satisfaction of non-teaching its relationship to university policies and leadership styles linked to their performance: Based for proposed program. *International Journal for Research in Applied Science and Engineering Technology*, 11(1). <https://doi.org/10.22214/ijraset.2023.48594>
- Nguyen, A. (2024). The Role of Feedback Specificity and Timeliness in Employee Development. *Journal of Applied Psychology*, 109(1), 45-60.
- Noe, R. A. (2017). *Employee training and development* (7th ed.). McGraw-Hill Education.
- Ojeifo, S. A., & Igbinovia, M. O. (2025). Non-teaching staff development and institutional efficiency: A focus of University of Benin. *International Journal of Research and Innovation in Social Science*, 9(1). <https://rsisinternational.org/journals/ijriss/articles/non-teaching-staff-development-and-institutional-efficiency-a-focus-of-university-of-benin/>
- Olalekan, A. (2022). Job security strategy and job satisfaction of non-teaching staff in public universities in Lagos State. *Journal of Strategic Management*, 5(2). <https://www.stratfordjournals.com/journals/index.php/journal-of-strategic-management/article/view/1127>
- Pulakos, E. D. (2009). *Performance management: A new approach for driving business results*. Wiley-Blackwell.
- Ragins, B. R., & Kram, K. E. (2007). *The handbook of mentoring at work: Theory, research, and practice*. Sage Publications.
- Saks, A. M., & Ashforth, B. E. (1997). Organizational socialization: Making sense of the past and present as a prologue for the future. *Journal of Vocational Behavior*, 51(2), 234-279. <https://doi.org/10.1006/jvbe.1997.1614>
- Salas, E., Tannenbaum, S. I., Kraiger, K., & Smith-Jentsch, K. A. (2012). The science of training and development: What matters in practice. *Psychological Science in the Public Interest*, 13(2), 74-101. <https://doi.org/10.1177/152910061243666>
- Salvanera, N. B. (2023, May 15). *Probationary Employment in the Philippines: A Comprehensive Overview*. Chambers and Partners. <https://chambers.com/legal-trends/legal-insights-on-probationary-employment-in-the-philippines>
- Southern Utah University. (2024). *Termination of Non-Academic Staff Employees and Disciplinary Sanctions*. <https://www.suu.edu/policies/08/03-5.html>
- Tannenbaum, S. I., Beard, R. L., Mathieu, J. E., Taylor, G. S., & Salas, E. (2010). Teamwork makes the dream work? Not always: Contingencies for teamwork effectiveness. *Personnel Psychology*, 65(3), 1-45.
- Van Maanen, J., & Schein, E. H. (1979). Toward a theory of organizational socialization. In B. M. Staw (Ed.), *Research in Organizational Behavior* (Vol. 1, pp. 209-264). JAI Press. <https://core.ac.uk/download/pdf/4379594.pdf>
- Wanous, J. P. (1992). *Organizational entry: Recruitment, selection, orientation, and socialization of newcomers* (2nd ed.). Addison-Wesley.

