

Personnel's Competence, Professional Development, and Career Path

RODELYN PADIOS¹, ANELYN A. JANABAN, DM²

¹*Professional Development, and Career Path” A Doctor of Management Major in Business Administration Dissertation, Guimaras State University, Buenavista, Guimaras, Philippines*

²*Adviser*

Abstract - This quantitative descriptive correlational study examined the competence, professional development, and career path among business administration personnel in State Universities and Colleges (SUCs) across Panay Island for the year 2025. Data were collected from 228 permanent teaching and non-teaching personnel employed in SUCs located in Iloilo, Aklan, Capiz, and Antique through purposive convenience sampling. Respondents were mostly younger, predominantly female, mostly married, and composed mainly of master's degree holders, with many serving shorter tenure and engaged in teaching roles. A modified researcher-made instrument, adopted from relevant literature, validated by experts, and tested for reliability, was used to measure competence, professional development, and career paths. Descriptive and inferential statistics, including the Mann-Whitney U test, Kruskal-Wallis H- test, and Spearman's Rho correlation, were applied at the five percent level of significance. Findings showed that personnel's competence was consistently rated very high, professional development was structured, and career paths were well- defined. Competence remained strong across demographic groups, but teaching staff, advanced degree holders, and longer-serving personnel demonstrated higher ratings. Professional development was accessible across classifications, yet teaching staff and those with advanced education engaged more actively. Career paths were consistently structured across age, sex, and respondent type, but civil status and educational attainment shaped progression. Correlation analysis revealed significant relationships among competence, professional development, and career path, with competence serving as a strong driver of growth and career progression. The study concluded that competence, professional development, and career paths were mutually reinforcing dimensions of personnel growth and institutional success in SUCs across Panay Island.

Keywords: *Competence, Professional Development, Career Path, Business Administration and Personnel*

I. INTRODUCTION

Background of the Study

Competent personnel play a crucial role in educational institutions worldwide, as they ensure effective administration and the smooth delivery of academic programs. Their expertise, continuous growth, and professional commitment benefit not only the individuals themselves but also the institutions they serve. For this reason, sustaining high levels of competence, embracing lifelong learning, and pursuing well-structured career paths are fundamental to achieving strong and consistent performance.

Competence refers to the effective application of knowledge, skills, and attitudes across diverse contexts (Salman et al., 2020). Professional development is a continuous process of strengthening these competencies through training, workshops, seminars, and further education (Gibson, 2023). A career path represents the series of jobs or roles that make up a person's professional journey, particularly those that enable advancement within a chosen field (Cambridge Dictionary, 2021). A successful career path involves ongoing learning and growth, allowing individuals to expand their abilities, realize their potential, and achieve career goals. Ultimately, enhanced competence and sustained professional development led to career advancement, personal fulfillment, and institutional success.

Despite the recognized importance of competence, professional development, and career paths in ensuring administrative efficiency, research has largely focused on academic personnel, with limited attention given to non-academic staff in Business Administration. This gap is significant, as these personnel are crucial to the operational success of higher education institutions. While competencies have been examined in various educational contexts, little attention has been directed toward the specific needs and career trajectories of business administration staff in State Universities and Colleges (SUCs).

To address this gap, the researcher conducted a study on competence, professional development, and career paths among business administration personnel in SUCs. The study aimed to generate insights that could guide the formulation of policies and programs designed to strengthen the effectiveness and contributions of these personnel to institutional success.

Statement of the Problem

This study aimed to determine the competence, professional development, and career path among business administration personnel in State Universities and Colleges (SUCs) in Panay Island, Philippines for the Year 2025.

Specifically, this study seeks to answer the following questions:

1. What is the profile of the respondents in terms of age, sex, civil status, educational attainment, length of service, and type of respondent?
2. What is the level of personnel's competence when taken as a whole and when classified according to age, sex, civil status, educational attainment, length of service, and type of respondents?
3. What is the status of personnel's professional development when taken as a whole and when classified according to age, sex, civil status, educational attainment, length of service, and type of respondent?
4. What are the personnel's career paths when taken as a whole and when classified according to age, sex, civil status, educational attainment, length of service, and type of respondent?
5. Are there significant differences in the level of personnel's competence when classified according to age, sex, civil status, educational attainment, length of service, and type of respondent?
6. Are there significant differences in the status of personnel's professional development when classified according to age, sex, civil status, educational attainment, length of service, and type of respondent?
7. Are there significant differences in the personnel's career path when classified according to age, sex, civil status, educational attainment, length of service, and type of respondent?

8. Are there significant relationships among personnel's competence, professional development and career path?

Hypotheses:

Based on mentioned questions stated above, the null hypotheses set at .05 alpha level of significance are advanced.

1. There are no significant differences in the level of personnel's competence when classified according to age, sex, civil status, educational attainment, length of service, and type of respondent.
2. There are no significant differences in the status of personnel's professional development when classified according to age, sex, civil status, educational attainment, length of service, and type of respondent.
3. There are no significant differences in the personnel's career path when classified according to age, sex, civil status, educational attainment, length of service and type of respondent.
4. There are no significant relationships among personnel's competence, professional development, and career path.

Theoretical Framework

To examine competence, professional development, and career paths among Business Administration personnel in State Universities and Colleges (SUCs), the study was guided by three interrelated theoretical foundations and one legal basis.

For competence, the study was anchored on Human Capital Theory by Becker (1962). This theory posits that individuals' skills, knowledge, and abilities collectively referred to as human capital directly contribute to productivity and earning potential. It emphasizes that people can enhance their capacity by investing in education and training, making rational decisions by weighing expected benefits against perceived costs.

Human Capital Theory was essential to this study as it explained how competencies such as leadership, analytical ability, and decision-making influence career advancement and professional growth.

For professional development, the study was guided by Republic Act No. 10912, the Continuing

Professional Development (CPD) Act of 2016, sponsored by Senator Antonio “Sonny” F. Trillanes IV. This law mandates and strengthens the CPD program for all regulated professions in the Philippines. It includes accredited learning activities such as seminars, workshops, technical lectures, non-degree training, and scientific meetings, all designed to equip professionals with advanced knowledge, skills, and values.

The CPD Act was highly relevant to this study as it highlighted how structured professional development enhances the performance of Business Administration personnel in SUCs, supports career progression, fosters innovation, and contributes to institutional success.

For career paths, the study applied Holland’s Theory of Career Choice by Holland (1959), also known as the RIASEC model. This theory suggests that individuals are most satisfied and successful when their career choices align with their personality types. Holland identified six personality categories: Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), and Conventional (C). The theory provides a practical framework for career counseling and guidance, helping individuals match their interests and values with suitable career environments (Yusuf & Hasnidar, 2020).

Holland’s theory was particularly relevant to Business Administration personnel, as it explained how understanding personality types can guide informed career decisions, foster fulfillment, and align education and training with long-term career well-being.

Together, these theoretical foundations Human Capital Theory, Holland’s Theory of Career Choice and the legal basis provided by Republic Act No. 10912 (CPD Act of 2016) guided this study. They offered a comprehensive framework for analyzing competence, professional development, and career paths among Business Administration personnel in SUCs, providing valuable insights into how education, training, personality alignment, and legal mandates contribute to career advancement, personal fulfillment, and institutional success.

Conceptual Framework

The Human Capital Theory by Gary Becker (1962), the REPUBLIC ACT NO. 10912, the Continuing Professional Development (CPD) Act of 2016 by Senator Antonio "Sonny" F. Trillanes IV and the Holland’s Theory of Career Choice also known as RAISEC model by John Holland (1959) served as the foundational theories for this study. These theories were used to contextualize the assessment of competence, professional development and career path among Business Administration Personnel in State Universities and Colleges (SUCs) in Panay Islan, Philippines in the Year 2025.

More specifically, the aim of this study was to explain the relationships among various variables using the conceptual framework illustrated in Figure 1. This descriptive research study sought to determine the competence, professional development and career path of business administration personnel in SUCs. The framework depicts an area surrounded by straight lines that encompass the terms or variables of the study, with lines and pointers indicating the relationships between these variables. These variables were crucial components and served as the cornerstone of the study.

In the diagram, the independent variables included the respondents’ profiles, such as age, sex, educational attainment, length of service and type of respondent, were represented by one large rectangular box on the left. The dependent variables, which included the personnel’s competence, professional development and career path, were represented by three smaller rectangular boxes on the right.

As to age, respondents were categorized into “young” - ‘40 years old and below’, and “old”- ‘41 years old and above’. It was presumed that “young” personnel possess a higher degree of competence, technological proficiency and adaptability, enabling them to quickly learn and implement new technologies and work methodologies than of “old” personnel.

As to sex, respondents were categorized into “male” and “female”. It was presumed that “female” personnel might more likely to pursue non-linear career paths, balancing work and family responsibilities. They may prioritize work-life balance, flexible work arrangements, and opportunities for continuous learning and development.

As to educational attainment, respondents were categorized as “Doctorate Degree Holder”, “Master’s Degree Holder” and “Bachelor’s Degree”. The researcher presumed that respondents with higher educational attainment are more likely to possess advanced knowledge, critical thinking skills, and problem-solving abilities. They may also exhibit greater adaptability, innovation, and leadership potential.

As to civil status, respondents were categorized as “Single” and “Married”. The researcher presumed that respondents who are single are more likely to prioritize career advancement and may be more willing to accept demanding work schedules and frequent travel. However, they may also experience increased stress and work-life imbalance.

As to length of service, the respondents were classified into 5 years and below, 6-10 years, and 11 years and above. As to length of service, the researcher assumed that respondents employed 11 years and above in SUCs are more likely to possess a higher level of institutional knowledge, experience, and expertise. They may also hold leadership positions and have a significant impact on organizational culture and decision-making.

As to "position," Aside from non-teaching personnel who handles wide range of administrative tasks, some business administration from SUCs specifically the designated teaching personnel often bear administrative duties beyond their core teaching responsibilities. To balance these roles effectively, institutions should consider providing administrative support staff or offering them professional development opportunities to equip with efficient time management and leadership skills. By ensuring efficient administrative processes, these personnel contribute to the overall success of the institution.

This Business administration personnel as the respondents were classified into "teaching personnel" and "non-teaching personnel." The researcher presumed that respondents who are teaching personnel are more likely to prioritize professional development and continuous learning, as they are required to stay updated on the latest educational trends and methodologies.

These concepts are illustrated in Figure 1.

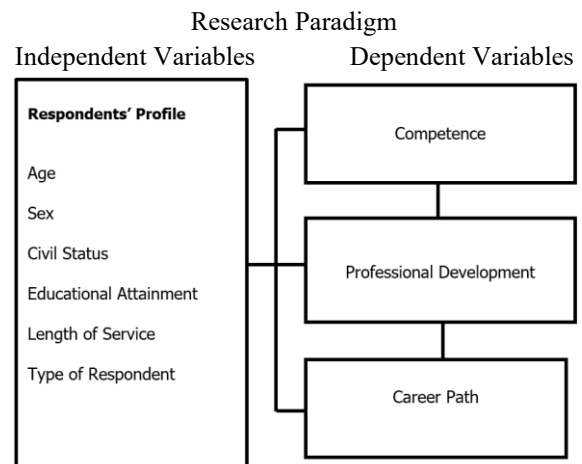


Figure 1. Schematic Diagram Showing the Relationship between the Independent and the Dependent Variables of the Study

Significance of the Study

The result of this study was beneficial to the following:

State Universities and Colleges (SUCs) Officials. The results of this study could provide actionable insights that can initiate to promotes institutional development by designing targeted training and development programs for business administration personnel tailored to address identified problems and concerns. The result could also be a bases to implement specialized workshops, technical skill enhancement programs, or leadership training that align with institutional goals to ensures higher productivity, improved service quality that aligns with organizational objectives.

Business Administration Professionals. The study offers a comprehensive understanding of the current state of personnel’s competence, professional development, and career path within the field of business administration in SUCs. This knowledge empowers individuals to identify their strengths, weaknesses, and potential areas for growth. By recognizing their career aspirations and development needs, personnel can make informed decisions about their professional trajectories.

Human Resource Management Officials. The result of the study enables a detailed hiring process and performance evaluation standards. It could also provide insights that can help in creating or developing professional development roadmap of trainings and programs with justifiable budget request tailored for business administration personnel. It can also help promote the idea of offering recognition, promotion or incentives for personnel as motivation to maintain excellent performance and long-term work force.

Commission on Higher Education (CHED). By identifying the competence level of personnel, the result could help the CHED to promote and strengthen the qualification standards in recruitment and hiring process. The result of the study could also provide a framework to assess the administrative support component of the University and to evaluate if the support system is strong enough to carry out its academic mission.

Students. By understanding these aspects, students could make informed decisions about their academic pursuits and future career paths. By improving their skills and knowledge as business administration graduates, this study could enhance their job prospects.

Future Researchers. This study could provide a solid foundation for future research on personnel competence, professional development, and career path in the field of business administration. This could inspire them to delve deeper into specific aspects of this topic, contributing to the advancement of knowledge in the field of higher education and human resource management.

Definition of Terms

To establish common ground for ease of understanding, the following terms were defined conceptually and operationally:

Career Path. is the series of jobs or roles that constitute a person's career, esp. those that enable him or her to advance in a particular field (Cambridge Dictionary 2021).

In this study, career path referred to a planned sequence of job roles, responsibilities, and experiences that business administration personnel in

State Universities and Colleges (SUCs) progress through over time. It involves a series of steps, often leading to increased levels of responsibility, authority, and compensation.

Competence. pertains to the application of personal attributes, including knowledge, skills, and attitudes. It is a broad concept that encompasses a person's ability to use knowledge, skills, and other attributes in a variety of situations, including work, study, and personal development (Salman et al. 2020).

In this study, competence referred to the level at which business administration personnel in State Universities and Colleges (SUCs) in Panay Island demonstrated their ability to effectively apply knowledge, skills, and attitudes to specific job tasks and responsibilities.

Personnel. are the people who are employed in a company, organization, or one of the armed forces (Cambridge Dictionary, 2024).

In this study, it referred to the Business Administration Personnel with permanent status employed in State Universities and Colleges (SUCs) in Panay Island whom serves as the respondents of the study. It includes Academic Personnel with administrative functions, administrative support staff of college of business administration; General university administration such as administrators, finance officer, Budget officer, Human Resource, procurement officers, accountants and admission officers.

Professional Development. is the continuous process of enhancing skills, knowledge, and competencies in one's career. This can be achieved through various means, such as completing training programs, attending workshops, conferences, and seminars, or pursuing additional education (Kate Gibson 2023).

In this study, professional development referred to the level of learning process and growth that equips business administration personnel in State Universities and Colleges (SUCs) in Panay Island with the knowledge, skills, and attitudes necessary to enhance their job performance and advance their careers. This process involves a variety of activities, such as participation on trainings programs such as seminars, workshops and conferences; mentoring, and job-embedded learning. It also includes

upholding certifications or licenses, engagement on professional organizations and research and presentations

Scope and Limitations of the Study

This quantitative descriptive correlational research determined the level of competence, professional development and career path of business administration personnel in State Universities and Colleges (SUCs) in Panay Island for the year 2025.

The researcher collected data from permanent teaching and non-teaching business administration personnel whom are employed in State Universities and Colleges (SUCs) located in the provinces of Iloilo, Aklan, Capiz, and Antique, which comprise Panay Island. Purposive convenience sampling was employed to select the sample, with participants chosen base on purpose from the population. This study was focus on business administration personnel whom are graduates or post graduates in any business administration courses. This approach enhanced the generalizability of the study findings by providing a more accurate representation of the diverse characteristics of the target population. The independent variables included age, sex, civil status, educational attainment, length of service, and type of respondent, while the dependent variables encompassed personnel's competence, professional development and career path.

The survey instrument was modified to align with the research objectives. A researcher-made instrument was adopted from relevant literature, validated by a group of experts, was used to collect the necessary data. This instrument comprises of four parts: the first part gathered the personal information from respondents; the second part assessed their level of competence; the third part determined their level of professional development; and the fourth part focused on their career paths.

The content validity and reliability of the researcher-made instrument was evaluated using the Good and Scates criteria. Suggestions for improvement or amendments were incorporated into the final document, and copies were prepared for administration. The reliability of the questionnaire on the competence, professional development and career path was tested in a pilot study administered to business administration personnel of Guimaras

State University who actually not part of the study. Descriptive statistics such as mean, frequency, and percentage were utilized to analyze the data. Inferential statistics, including Mann-Whitney U test, Kruskal Wallis Test, and Spearman's Rho Correlation were employed to determine differences and relationships between variables. The criterion for accepting or rejecting the hypotheses were set at a 0.05 level of significance."

II. REVIEW OF RELATED LITERATURE AND STUDIES

Conceptual Literature

On Personnel's Competence

The effectiveness of State Universities and Colleges (SUCs) depends on the competence of their personnel, who form the backbone of institutional operations. Competence, as defined by Echtelt (2024), is the ability to perform tasks efficiently and effectively, encompassing knowledge, skills, aptitudes, and character traits. In the SUC setting, knowledge and skills serve as the technical requirements of administration, while aptitudes and character traits provide the adaptive qualities needed for public service.

Competence pertains to the application of personal attributes, including knowledge, skills, and attitudes. It is a broad concept that encompasses a person's ability to use knowledge, skills, and other attributes in a variety of situations, including work, study, and personal development (Salman M. et al. 2020).

Sieck (2021) explains competence as the ability to perform tasks effectively, combining knowledge, skills, and behaviors that matter for performance. Unlike intelligence, which is often measured through abstract tests, competence is practical and observable in real-world contexts. For example, a salesperson's ability to build trust or a scientist's capacity to pursue inquiry are competencies that directly influence success. Sieck highlights that competence is adaptable and rooted in experience, making it a more valuable measure of human capability than static intelligence scores.

Competence is an important topic in education, fundamentally, someone who is competent is able to perform successfully in the domain that they've developed competence in any field. Therefore,

developing competence is invaluable for the individuals themselves but also for workplaces and life settings, ultimately having benefits for the economy and society more widely. It is often discussed in the context of employment and vocational programs of study. Yet competence is relevant for a wide range of educational areas and stages, including general (non-vocational) education, primary, secondary and higher education (Vitello & Greatorex, 2022).

According to Holmes et al. (2021), teaching staff should engage in collective discussions to design authentic assessment processes and procedures. This collaborative effort enables them to evaluate the competencies they consider essential and appropriate for their programs of study, while also addressing the varying levels of learning across specific fields.

Employment competencies are the exact abilities a person needs to accomplish their work well. Among these are the technical, behavioral, and cognitive abilities required to perform a specific task remarkably well (Fermin, 2023). Competency is a substantial component of the success of human resources in achieving organizational goals (Hajjali et al., 2022).

On Personnel's Professional Development

Professional development is a vital aspect of employment in State Universities and Colleges, ensuring that personnel continue to grow beyond their initial qualifications. It promotes adaptability, strengthens expertise, and prepares individuals for greater responsibilities in an evolving academic environment. In this context, Professional development is the ongoing process of acquiring new knowledge and skills after entering the workforce. It may involve structured activities like workshops and certification programs or informal learning such as mentoring. Within organizations, it enables employees to refine abilities, adapt to changing demands, and prepare for advancement. Continuous learning strengthens expertise, enhances competitiveness, and signals readiness for greater responsibilities and long-term growth (Harvard Division of Continuing Education, 2025).

Professional development is the ongoing process of improving oneself through learning and training to support career growth. While organizations may provide opportunities such as workshops, mentoring,

or in-house training, employees often pursue development independently by enrolling in courses, attending seminars, or acquiring new skills on their own. It also involves staying current with industry trends and applying innovative practices in the workplace. The benefits of professional development include greater confidence, stronger employability, expanded career opportunities, enhanced skills, and access to valuable networks and mentorship (Indeed Editorial Team, 2025).

According to Kate Gibson (2023), Professional development is the continuous process of enhancing skills, knowledge, and competencies in one's career. This can be achieved through various means, such as completing training programs, attending workshops, conferences, and seminars, or pursuing additional education.

Structured Professional Development refers to formal, planned programs with clear objectives, such as workshops, courses, and institutional training frameworks. Salmerón Aroca et al. (2022) emphasize that Structured Professional Development provides teachers with organized pathways to acquire new skills and adapt to evolving educational demands, ensuring consistency and measurable outcomes.

Ongoing Professional Development highlights continuous, career-long learning that sustains knowledge and skills throughout professional practice. Mlambo, Silén, and McGrath (2021) show that lifelong learning through CPD enhances competence, confidence, and patient care outcomes, underscoring the importance of sustained engagement across different stages of a career.

Developing Professional Development occurs when training programs exist but remain partially defined, requiring refinement and stronger institutional support. Padillo et al. (2021) note that while teachers demonstrate competence in instructional planning and delivery, professional development activities often lack perceived benefits, pointing to the need for clearer objectives and improved implementation.

Varied Professional Development combines both formal and informal approaches, including mentoring, coaching, conferences, peer collaboration, and self-directed learning. Mlambo et al. (2021) highlight that CPD can be diverse, offering multiple pathways for growth and allowing

professionals to tailor learning experiences to their individual needs and contexts. Minimal PD reflects limited or absent opportunities for growth, with little institutional support or recognition of advancement. Salmerón Aroca et al. (2022) caution that insufficient PD leads to weak coping strategies, poor career progression, and diminished professional resilience, stressing the importance of intentional frameworks to avoid stagnation.

According to the Australian Catholic University (2023), professional development is a continuous process that benefits both staff and institutions. It can be facilitated through coaching, mentoring, training, courses, special assignments, transfers, and secondments, as well as opportunities like conferences, study support, and professional memberships. These activities strengthen staff capabilities, enhance institutional performance, and promote a culture of lifelong learning.

Professional development is essential for achieving the Sustainable Development Goals (SDGs), requiring lifelong learning across education, health, environment, and human rights sectors. The integration of Information and Communication Technology (ICT) expands opportunities for continuous growth, while clear frameworks ensure sustainability. Without strong initiatives, progress toward the SDGs and the 2030 Agenda becomes difficult, as resilient pathways depend on a well-prepared workforce (Havea & Mohanty, 2020).

Pandey (2023) emphasizes that the benefits of a well-structured professional development program (PDP) for teachers are widely recognized, but the challenge lies in its design and implementation. Externally driven initiatives often fall short of long-term goals, whereas collaborative problem-solving, holistic approaches, and a culture of continuous learning within schools yield stronger outcomes. Such efforts depend largely on teachers' motivation, commitment, and willingness to acquire new skills.

Similarly, Khutale (2024) notes that professional development exposes both novice and experienced professionals to new ideas, strengthens expertise, and builds confidence. It enhances credibility, expands career opportunities, and fosters valuable networks through industry engagement. Staying updated with trends and practices not only improves employability

but also opens pathways for career advancement and change.

In the Philippine context, Republic Act No. 10912, the Continuing Professional Development (CPD) Act of 2016, provides the legal foundation for professional growth. The law mandates accredited learning activities such as seminars, workshops, technical lectures, non-degree training, and scientific meetings. These initiatives equip professionals with advanced knowledge, skills, and values, reinforcing lifelong learning and ensuring that personnel remain competent and effective in their fields.

On Personnel's Career Path

A career path represents the structured progression an individual follows throughout their professional journey. It typically involves a series of roles or positions that build knowledge, skills, and experiences, enabling advancement toward long-term goals (Diard, 2025). Defined pathways help employees understand their trajectory, identify opportunities, and make strategic decisions about development and networking, ultimately enhancing employability and satisfaction.

Herrity (2026) defines a career path as a plan detailing the positions you aim to hold as you advance in your field. She explains that your first job or college degree can mark the beginning of this path. As you gain additional knowledge and skills, you may progress vertically into more advanced roles or move laterally into equal but different positions as you specialize or change direction.

Leitch (2022) outlines career paths as diverse options individuals can explore based on their interests, skills, and long-term goals. To simplify the process, he categorizes paths into fields such as animal care, art and design, beauty and wellbeing, business and finance, technology, education, health and social care, hospitality, marketing, media, retail, science, security, sports, transport, and tourism. Each category includes specific roles for example, veterinarians in animal care, graphic designers in art and design, or accountants in business and finance providing concrete examples to inspire career planning.

Caroline (2023) describes a career path as a long-term plan with specific steps that lead to higher responsibility, specialization, or leadership. While

some professionals advance linearly within one field, others diversify by moving across industries or organizations, gaining varied experiences (Coursera, 2025; Paychex, 2025). Each path is unique, reflecting personal choices and opportunities.

This study also draws on Holland's Theory of Career Choice (1959), which explains that individuals thrive when their careers align with their personality types Realistic, Investigative, Artistic, Social, Enterprising, or Conventional (Yusuf & Hasnidar, 2020). By applying this framework, personnel can identify roles that match their strengths and values, guiding them toward fulfilling and sustainable career growth.

Jefferson (2023) defines a career path as the sequence of jobs or positions through which an individual progresses in their professional life. She emphasizes that a career path is not just a series of roles but a long-term plan with specific steps that lead to greater responsibility, specialization, or leadership. While some professionals advance linearly within one field, others diversify by moving across industries or organizations, gaining varied experiences. Similarly, Coursera (2025) highlights that mapping out a career path involves identifying qualifications, certifications, and experiences that prepare individuals for upward growth in their chosen industry.

Related Studies

Foreign Studies

Research across different countries consistently highlights the importance of competence, professional development, and career path strategies in strengthening organizational performance. These studies emphasize that employee competencies are not only critical resources but also dynamic elements that must evolve with changing environments, technologies, and institutional demands.

In several contexts, competence has been identified as a foundation for organizational success. Kirishchieva (2020) in Russia demonstrated that enhancing personnel qualifications, supported by motivation and incentives, fosters efficiency and commitment to organizational goals. Similarly, Wijayanti and Sari (2023) in Indonesia stressed that competency mapping through training ensures employees acquire updated skills aligned with job requirements, thereby improving productivity and

competitiveness. In Europe, Gaşior et al. (2021) revealed that managers and educators prioritize different competencies ranging from time management and scrupulousness to interpersonal and managerial skills underscoring the need for balanced development strategies.

Professional development emerges as a universal necessity across diverse settings. Susuawu et al. (2022) in Ghana found that continuous professional development (CPD) significantly enhances the performance of university administrators, regardless of demographic factors. Mlambo, Silén, and McGrath (2021), through a cross-country metanalysis, further emphasized that CPD is essential for lifelong learning, competence enhancement, and improved patient care outcomes, with organizational culture and intrinsic motivation shaping engagement. Škrinjarić (2022) added that rapid digitalization and automation demand continuous adaptation of competencies, while also highlighting challenges in defining and measuring them.

Career path development has also been a central theme in foreign studies. Jo, Park, and Song (2023) synthesized 77 studies to propose a conceptual model of career competencies knowing-why, knowing-whom, and knowing-how showing that these evolve through learning, interventions, and accumulated experiences. Shaito (2019) provided a structured overview of career development processes and strategies, stressing the need for effective planning by both organizations and employees. Bossu, Brown, and Warren (2019) extended this discussion to higher education, emphasizing that professional staff careers must be recognized as integral to institutional success, particularly amid ongoing change.

Local Studies

Research conducted in the Philippines highlights the interconnected roles of competence, professional development, and career progression in strengthening organizational and individual performance.

Abella et al. (2024) assessed the research competence of public-school teachers in Ilocos Sur, finding high levels of knowledge, skills, and attitudes but low research productivity due to limited resources and heavy workloads. Cabradilla (2025) similarly evaluated Teachers I–III in Burgos District using the Philippine Professional Standards for Teachers

(PPST), reporting excellent competence in learning environment, community linkages, and professional development, though diversity of learners was rated lowest. Both studies emphasized the importance of training programs and seminars in enhancing curriculum planning, inclusive education, and professional growth. Raquel et al. (2019), focusing on graduating students in Taguig City, identified communication skills, perseverance, and employability competencies such as problem-solving and creativity as critical for career readiness, underscoring the role of schools and industry in preparing graduates for labor market success.

Several studies highlight the impact of structured professional development on performance. Padillo et al. (2021) found that while teachers in Cebu demonstrated mastery in instructional planning and classroom management, professional development activities were perceived to have limited benefits, pointing to the need for more strategic program design. Nuque et al. (2023) reported that professional development strongly correlated with employee performance during the pandemic, with respondents rating their performance as outstanding. Pastrana and Martir (2024) examined Philippine National Police (PNP) mandatory trainings in Panay Island, showing that training effectiveness significantly influenced personnel performance, with differences observed by rank, age, and unit assignment. Cariaso et al. (2024) highlighted the competencies and training needs of public health nurses, stressing their leadership and managerial roles in underserved areas and recommending continuous professional development through structured leadership programs such as NurseLEAD.

De Vera and Martir (2025) studied Philippine Army personnel in Western Visayas, finding high ratings for leadership development, career progression, and operational effectiveness, with strong correlations among these variables—particularly between career progression and operational effectiveness. Female respondents consistently rated leadership development higher, though only sex differences in leadership were statistically significant. These findings underscore the interdependence of leadership, career growth, and organizational performance.

Salmerón Aroca, Moreno Abellán, and Martínez de Miguel López (2022) conducted a systematic review

of teacher professional development in elementary and middle schools, analyzing 56 articles published between 2012 and 2022. Their findings emphasized the importance of structured, formal programs such as workshops and institutional training frameworks. Generational differences were noted, with younger teachers excelling in ICT skills and older teachers demonstrating stronger classroom management and relational competencies. The review concluded that lifelong learning and intergenerational collaboration are vital for school improvement and the acquisition of new skills.

Relevance of the Related Literature and Studies

The conceptual literature and reviewed studies are highly relevant to the present investigation, as they emphasize personnel competence, professional development, and career paths across organizational and educational contexts. These works provide both theoretical grounding and empirical evidence that inform the study's framework.

Foreign studies such as Kirishchieva (2020) and Wijayanti & Sari (2023) highlight the importance of competence and training in enhancing employee performance and organizational success. Kirishchieva underscored motivation and incentives as drivers of personnel efficiency, while Wijayanti & Sari emphasized competency mapping through training to align skills with job requirements. Likewise, Susuawu et al. (2022) demonstrated that continuous professional development (CPD) significantly improves the performance of university administrators, and Jo, Park, & Song (2023) proposed a conceptual model of career competencies knowing-why, knowing-whom, and knowing-how showing how career growth evolves through learning and accumulated experiences.

Local studies reinforce these insights within the Philippine context. Nuque et al. (2023) revealed a positive correlation between professional development and employee performance, particularly during the pandemic, underscoring the resilience fostered by continuous learning. De Vera & Martir (2025) found strong interconnections among leadership development, career progression, and operational effectiveness among Philippine Army personnel, highlighting how competence and career growth directly contribute to organizational performance. Similarly, Abella et al. (2024) assessed

the research competence of public -school teachers, identifying high levels of knowledge and skills but low productivity due to resource constraints, while Cabradilla (2025) confirmed excellent competence among teachers in Burgos District, emphasizing the role of training programs in sustaining professional growth.

Collectively, these foreign and local studies establish a strong foundation for the present research. They demonstrate that competence, professional development, and career path strategies are interdependent, shaping both individual growth and institutional success. By drawing on these findings, the study ensures that its investigation into personnel competence and career development in SUCs is grounded in credible, contextually relevant scholarship.

III. METHODOLOGY

This section includes and discusses the research design, respondents of the study, reliability testing, validity of the instrument, data gathering instrument, data gathering procedure and statistical tools to be used.

Research Design

A quantitative, descriptive correlational research design was employed in this study. This was used to determine the level of competence, professional development, and career path of business administration personnel in SUCs.

Descriptive correlational design is a study in which the researcher has a single group and simply tries to determine the relationship between two variables. It is generally used to identify the characteristics of certain groups of people or find relationships between different variables. The purpose of the descriptive correlational design in research is introduced, highlighting its importance in studying relationships between variables (Mateusz Brodowicz 2024). To this end, descriptive correlational research often investigates a population and/or phenomenon to identify relationships between variables and describe the strength and direction of these associations.

This type of research was use to examine the relationships and differences between dependent and independent variables. With given number of personnel during data collection within the institution, purposive convenience sampling was utilized to manage respondents time conflict and not to hamper their work and classes despite of their busy schedule. A survey questionnaire was administered to collect data from a significant number of respondents from these institutional organizations.

Respondents of the Study

The respondents of the study were the 228 teaching and non-teaching business administration personnel employed in different State Universities and Colleges (SUCs) in the province of Aklan, Antique, Capiz, and Iloilo. The sample of the study was determine using purposive convenience sampling. Table 1 shows the data.

Table 1. The Distribution of Respondents

SUCs in Panay Island	N	%
1. SUC's A	26	11.4
2. SUC's B	29	12.7
3. SUC's C	58	25.4
4. SUC's D	33	14.5
5. SUC's E	37	16.2
6. SUC's F	45	19.7
TOTAL	228	100

Data gathering instrument

To gather the necessary information from permanent business administration personnel employed in State Universities and Colleges (SUCs), A modified researcher-made instrument, adopted from relevant literature, and validated by a group of experts was utilized for data collection. This questionnaire was divided into four parts: Part I collected respondents'

personal information, including their name (optional), age, sex, civil status, educational attainment, length of service, and type of respondent. Part II consisted of a 15-item checklist assessing the competence level of Business Administration personnel in SUCs on Panay Island. Each statement used a corresponding scale: (1) strongly agree, (2) agree, (3) uncertain, (4) disagree, and (5) strongly

disagree, with assigned weighted interpretations as follows:

Business Administration personnel in SUCs. Each statement used a corresponding scale: (1) strongly agree, (2) agree, (3) uncertain, (4) disagree, and (5) strongly disagree, with assigned weighted interpretations as follows:

On the other hand, Part III of the survey questionnaire included 15-item checklist to gauge on the level of Professional Development as assessed by the

Personnel's Competence

Scale of Means	Descriptive Rating	Interpretation
4.21 – 5.00	Very High	Personnel consistently exceed expectations, demonstrating advanced knowledge, refined skills, strong ethical practice, and exceptional ability to perform tasks effectively.
3.41 – 4.20	High	Personnel regularly meet or surpass standards, showing reliable knowledge, solid skills, and effective performance in most situations.
2.61 – 3.40	Moderate	Personnel meet basic requirements but apply knowledge and skills inconsistently, indicating a need for improvement and further development.
1.81 – 2.60	Low	Personnel rarely meet expected standards, often struggling to apply knowledge and skills effectively and requiring additional support or training.
1.00 – 1.80	Very Low	Personnel consistently fail to meet minimum standards, showing inadequate knowledge, weak skills, and poor ability to perform tasks.

Personnel's Professional Development

Scale of Means	Descriptive Rating	Interpretation
4.21 – 5.00	Structured	Personnel consistently participate in well-organized training, mentoring, and learning programs, showing clear alignment with institutional goals and long-term career growth.
3.41 – 4.20	Ongoing	Personnel regularly engage in learning and skill-building activities, maintaining steady progress and reliable involvement in growth opportunities.
2.61 – 3.40	Developing	Personnel take part in some training or learning initiatives but with limited consistency, indicating the need for stronger support and follow-through.
1.81 – 2.60	Varied	Personnel show irregular involvement in growth activities, with participation differing across individuals and situations, reflecting uneven development.
1.00 – 1.80	Minimal	Personnel rarely engage in training or learning opportunities, showing little involvement in structured growth or career readiness programs.

Personnel's Career Paths

Scale of Means	Descriptive Rating	Interpretation
4.21 – 5.00	Well-Defined	Personnel have clear progression of roles and responsibilities, with structured opportunities for advancement and strong institutional support.
3.41 – 4.20	Established	Personnel generally follow recognized advancement tracks, showing consistent growth and access to opportunities, though with some variation across groups.
2.61 – 3.40	Developing	Personnel experience partial clarity in role progression, with some opportunities available but requiring further support and refinement.

1.81 – 2.60	Emerging	Personnel received limited guidance in advancement, with responsibilities not well defined, leading to uncertain career progression.
1.00 – 1.80	Minimal	Personnel have little to no structured progression, with advancement opportunities rarely provided or recognized.

Validity of the research instrument

The research questionnaires were validated with the help of research experts, including three (3) industry professionals and two (2) members of the graduate school research panel. This validation was intended to confirm the questionnaires' validity and reliability. These validators assessed the questionnaires for clarity, relevance, and comprehensiveness, as well as the instrument's general structure and format. The validators' suggestions and recommendations were carefully considered and integrated into the questionnaire. Following this feedback, a final version of the questionnaire was created, including the experts' inputs in improving the research instrument's validity and quality.

Reliability of the research instrument

Thirty (30) Business Administration personnel from Guimaras State University who actually not part of the study participated in a pilot study to assess the questionnaire's dependability. The questionnaire was given to the chosen Personnel during the pilot test in order to evaluate its readability, clarity, and simplicity of use. This method intended to discover any potential difficulties or uncertainties and issues in the questionnaire and make any necessary changes to ensure its effectiveness during the main survey. The content validity and reliability of the researcher-made instrument was evaluated using the Good and Scates criteria. The data from the pilot test was tallied and tested for reliability using Cronbach's alpha coefficient. A coefficient of 0.80 or higher indicated strong internal consistency, implying that the questionnaire was suitable for use in the final survey.

The reliability results of the instrument demonstrated high internal consistency across all three constructs. The competence scale yielded a Cronbach's alpha of 0.89, the competence, professional development registered scale 0.87, and and career path scale produced a coefficient of 0.86. These results confirm that the questionnaire was a reliable tool for assessing the key dimensions of the study.

Data gathering procedure

The data-gathering instrument was established and reproduced following the validation and reliability tests. Prior to its administration, the researcher initially requested to acquire information and data regarding the list of business administration personnel from the Human Resource Management Office, duly approved by the Presidents or Administrators of Forty-one (41) State Universities and Colleges (SUCs) in Panay Island. After the data was obtained, the researcher secured approval from the dean of the graduate school to conduct the study. Upon approval, copies of the questionnaires were administered to the identified respondents. To accommodate the busy schedules of personnel, the researchers utilized a dual-mode data collection strategy. Questionnaires were administered online via Google Form and through face-to-face interactions. This mechanism was strategized not to hamper their classes and office works despite of their busy schedule. The online form of the questionnaire allowed respondents to complete and submit the survey at their convenience, while face-to-face administration was conducted for those who preferred personal engagement or required further clarification. In face-to-face interaction, questionnaires were collected and subsequently checked for unanswered items to avoid discrepancies during administration. The researcher also observed the prescribed minimum health and safety protocols during the data gathering and the conduct of the study.

To guarantee ethical conduct in the process of this research, the researcher observed the following: The respondents name was not mentioned since it is optional in the part of the research instrument, and it is an assurance that they never get emotionally and physically harmed as a respondent for the research study. Proper and accurate document sourcing of the dates and materials was done to avoid copyright infringement or plagiarism. An approved communication letter from the University President and Campus Administrators was presented to the respondents during the administration of

questionnaires as validation and verification happen between the researcher and respondents. This ensures that the distribution of questionnaires is organized and does not tamper with any ethical conduct. To strictly maintain confidentiality, all the data gathered was stored appropriately and restricted to authorized personnel only. Data collected, encoded, and processed using Microsoft Excel for initial data entry and organization. Subsequently, Statistical Package for the Social Sciences (SPSS) software was utilized for data analysis.

Data Analysis Procedure

In order to describe the data gathered, the following statistical measures were used:

Frequency Count. This was used to determine the respondents' profile in terms of age, sex, civil status, educational attainment, length of service, and type of respondents. Likewise, this was used to determine the frequency of responses for each item on the questionnaire. The number of responses for each category was counted, and the percentage was determined.

Percentage. This was used after getting the total number of responses for each effect that is counted. Moreover, this was used in making comparisons, and studying a difference compared with a benchmark or initial value.

Mean. This statistical tool was used to determine the level of competence, professional development and career path of business administration personnel of different SUCs in Panay Island when taken as a whole and classified as to age, sex, civil status, educational attainment, length of service and type of respondent.

Mann-Whitney U Test. This was used to determine significant differences in the level of competence, professional development and career path of business administration personnel of different SUCs in Panay Island when classified as to age, sex, and type of respondent

Kruskal-Wallis H Test. This was used to determine significant differences on the level of competence, professional development and career path of business administration personnel of different SUCs in Panay Island when classified as to civil status, educational attainment and length of service.

Spearman's Rho Correlation. The Spearman's Rho Correlation was employed to find the significance of the relationship among competence, professional development and career path of business administration personnel of different SUCs in Panay Island.

IV. RESULTS AND DISCUSSIONS

This part presents the results summary of the study, and the discussions of the conclusions drawn based on the findings, and the recommendations offered for future action and policy direction for the study on personnel's competence, professional development and career path.

Summary

This study aimed to determine the competence, professional development, and career path among business administration personnel in State Universities and Colleges (SUCs) in Panay Island, Philippines for the Year 2025.

Specifically, this study sought to answer the following questions:

1. What is the profile of the respondents in terms of age, sex, civil status, educational attainment, length of service, and type of respondent?
2. What is the level of personnel's competence when taken as a whole and when classified according to age, sex, civil status, educational attainment, length of service, and type of respondents?
3. What is the status of personnel's professional development when taken as a whole and when classified according to age, sex, civil status, educational attainment, length of service, and type of respondent?
4. What are the personnel's career paths when taken as a whole and when classified according to age, sex, civil status, educational attainment, length of service, and type of respondent?
5. Are there significant differences in the level of personnel's competence when classified according to age, sex, civil status, educational attainment, length of service, and type of respondent?
6. Are there significant differences in the status of personnel's professional development when classified according to age, sex, civil status, educational attainment, length of service, and type of respondent.

7. Are there significant differences in the personnel's career path when classified according to age, sex, civil status, educational attainment, length of service, and type of respondent.
8. Are there significant relationships among personnel's competence, professional development and career path?

The study focused on assessing the competence, professional development, and career paths of business administration personnel in State Universities and Colleges (SUCs) across Panay Island. It covered permanent teaching and non-teaching staff in Iloilo, Aklan, Capiz, and Antique, selected through purposive convenience sampling. Data were gathered using a modified researcher-made instrument, adopted from relevant literature, validated for accuracy, and proven reliable, with descriptive and inferential statistics applied to analyze differences and relationships among variables. The scope was limited to business administration graduates and postgraduates, while the findings were shaped by the chosen sample and institutional context, providing insights into how demographic and professional factors shaped competence, development, and career progression.

V. FINDINGS

1. The respondents were mostly 39 years old and below (61.0%), while 40 years old and above comprised 39.0%. In terms of sex, the majority were female (70.6%), with male personnel at 29.4%. For civil status, 54.8% were married, 42.5% were single, and 2.6% were widowed. Regarding educational attainment, 51.8% held master's degrees, 29.4% bachelor's degrees, and 18.9% doctoral degrees. In terms of length of service, 50.4% had served for 5 years and below, 18.4% for 6–10 years, and 31.1% for 11 years and above. Finally, by type of respondents, 53.9% were teaching personnel, while 46.1% were non-teaching staff.
2. The overall level of personnel's competence in SUCs across Panay Island was rated Very High ($M = 4.52$), showing strong abilities in knowledge sharing, ethics, and continuous learning. When classified, competence remained consistently very high across all groups: personnel aged 40 years and above ($M = 4.59$) scored slightly higher than those 39 years and

below ($M = 4.48$); married personnel ($M = 4.58$) and widowed ($M = 4.57$) rated higher than single ($M = 4.45$); doctoral degree holders ($M = 4.62$) scored highest, followed by master's ($M = 4.57$) and bachelor's ($M = 4.37$); those with 11 years and above of service ($M = 4.65$) showed stronger competence than those with 6–10 years ($M = 4.53$) and 5 years and below ($M = 4.44$); and teaching personnel ($M = 4.59$) scored higher than non-teaching ($M = 4.45$).

3. The overall status of personnel's professional development in SUCs across Panay Island was rated Structured ($M = 4.48$), showing consistent engagement in guided activities shaped by institutional policies and frameworks. When classified, professional development remained structured across all groups: personnel aged 40 years and above ($M = 4.52$) scored slightly higher than those 39 years and below ($M = 4.46$); male personnel ($M = 4.51$) rated slightly higher than female ($M = 4.47$); widowed personnel ($M = 4.57$) showed the highest ratings compared to married ($M = 4.50$) and single ($M = 4.45$); doctoral degree holders ($M = 4.62$) scored highest, followed by master's ($M = 4.49$) and bachelor's ($M = 4.38$); those with above 11 years of service ($M = 4.57$) rated higher than those with 6–10 years ($M = 4.45$) and 5 years and below ($M = 4.44$); and teaching personnel ($M = 4.57$) scored higher than non-teaching ($M = 4.38$).
4. The overall status of personnel's career paths in SUCs was rated Well-Defined ($M = 4.24$), showing clear and structured directions guided by education, mentorship, and institutional opportunities. Career paths were strongest in combining education, certifications, skills, and professional development ($M = 4.63$), seeking mentorship and joining professional organizations ($M = 4.53$), and leading projects while building networks ($M = 4.52$). Lower ratings, though still "Established," included starting a business ($M = 3.73$), exploring other institutions or industries ($M = 3.95$), and taking sabbaticals or early retirement ($M = 3.44$). When classified, personnel aged 39 years and below ($M = 4.25$) scored slightly higher than those 40 years and above ($M = 4.22$). Male personnel ($M = 4.31$) rated higher than female ($M = 4.21$). Married personnel ($M = 4.30$) showed the strongest orientation compared to single ($M = 4.20$) and widowed ($M = 3.56$). By educational

attainment, master's degree holders ($M = 4.33$) scored highest, followed by doctoral ($M = 4.24$) and bachelor's ($M = 4.08$). In terms of length of service, those with 6–10 years ($M = 4.40$) recorded the highest ratings, followed by 5 years and below ($M = 4.21$) and above 11 years ($M = 4.18$). Finally, teaching personnel ($M = 4.27$) scored higher than non-teaching ($M = 4.20$).

5. There were no significant differences in personnel's competence when classified by age (39 yrs & below = 108.50; 40 yrs & above = 123.87; $U = 5351.500$; $p = 0.083$), sex (male = 117.69; female = 113.17; $U = 5180.000$; $p = 0.634$), and civil status (single = 103.06; married = 123.46; widowed = 112.75; $H = 5.345$; $p = 0.069$). Significant differences appeared by type of respondents, with teaching personnel (124.80) scoring higher than non-teaching (102.43; $U = 5190.000$; $p = 0.010$). By educational attainment, doctoral (129.21) and master's (121.58) rated higher than bachelor's (92.59; $H = 11.126$; $p = 0.004$). For length of service, those with above 11 years = 134.65 and 6–10 years = 118.37 scored higher than 5 years & below = 100.65 ($H = 12.097$; $p = 0.002$).
6. There were no significant differences in the status of personnel's professional development when classified by age (39 yrs & below = 111.18; 40 yrs & above = 119.69; $U = 5724.000$; $p = 0.338$), sex (male = 121.41; female = 111.62; $U = 4930.500$; $p = 0.303$), civil status (single = 110.24; married = 117.18; widowed = 127.58; $H = 0.862$; $p = 0.650$), and length of service (5 yrs & below = 108.36; 6–10 yrs = 112.57; above 11 yrs = 125.59; $H = 3.093$; $p = 0.213$). However, significant differences appeared by type of respondents, with teaching personnel (126.42) scoring higher than non-teaching (100.53; $U = 4991.000$; $p = 0.003$). By educational attainment, doctoral holders (133.06) and master's (117.62) rated higher than bachelor's (97.09; $H = 8.478$; $p = 0.014$).
7. There were no significant differences in personnel's career path when classified by age (39 yrs & below = 116.09; 40 yrs & above = 112.02; $U = 5965.000$; $p = 0.649$), sex (male = 123.36; female = 110.81; $U = 4800.000$; $p = 0.190$), and type of respondents (teaching = 120.21; non-teaching = 107.81; $U = 5755.000$; $p = 0.156$). However, significant differences appeared by civil status, with married (121.49) and single (109.23) personnel scoring higher

than widowed (54.17; $H = 7.065$; $p = 0.029$). By educational attainment, master's degree holders (127.46) and doctoral (113.95) rated higher than bachelor's (92.02; $H = 12.379$; $p = 0.002$). For length of service, personnel with 6–10 years = 135.82, 5 years & below = 110.67, and above 11 years = 108.09 showed no significant difference ($H = 5.464$; $p = 0.065$).

8. Significant relationships were found among personnel's competence, professional development, and career path in SUCs. The correlation between competence and professional development was strong ($r = 0.728$; $p = 0.000$), indicating that higher competence is linked to greater engagement in structured development activities. Competence and career path showed a moderate relationship ($r = 0.405$; $p = 0.000$), suggesting that more competent personnel pursue clearer career directions. Professional development and career path were also moderately related ($r = 0.356$; $p = 0.000$), showing that active participation in development supports well-defined career paths.

VI. CONCLUSIONS

1. The respondent profile reflects a workforce in SUCs across Panay Island that is mostly younger, predominantly female, largely married, and composed mainly of master's degree holders, with half serving for shorter tenure and a majority engaged in teaching roles.
2. Personnel consistently exceed expectations, demonstrating advanced knowledge, refined skills, strong ethical practice, and exceptional ability to perform tasks effectively.
3. Personnel consistently participate in well-organized training, mentoring, and learning programs, showing clear alignment with institutional goals and long-term career growth.
4. Personnel generally follow recognized advancement tracks, showing consistent growth and access to opportunities, though with some variation across groups.
5. Personnel's Competence remains consistent across age, sex, and civil status, but teaching personnel, advanced degree holders, and longer-serving staff display higher levels, indicating that role, education, and experience contribute to stronger competence.
6. Personnel's Professional development is accessible across age, sex, civil status, and

tenure, but teaching staff and advanced degree holders engage more, showing that roles and higher education foster stronger participation.

7. Personnel's Career paths are generally well defined across age, sex, and respondent type. However, civil status and educational attainment influence progression, with married personnel and master's degree holders showing clearer advancement, indicating that personal circumstances and higher academic preparation shape career direction.
8. Competence, professional development, and career path are strongly connected. Greater competence supports professional growth and clearer career progression, while development activities build the foundation for well-defined career paths. Overall, skills, learning, and advancement mutually reinforce each other.

VII. RECOMMENDATIONS

Drawing from the findings and conclusions, the following practical recommendations are offered to key stakeholders to strengthen personnel competence, professional development, and career paths in State Universities and Colleges (SUCs) across Panay Island:

1. SUC Officials may design balanced workforce programs that address the needs of a younger, predominantly female, and teaching oriented staff. These programs should ensure equitable opportunities for both teaching and non-teaching personnel in training, mentorship, and career advancement.
2. Human Resource Management Officials may implement targeted training and incentive systems to enhance competence among bachelor's degree holders, newer staff, and non-teaching personnel, while sustaining the strengths of advanced degree holders and longer serving employees.
3. Commission on Higher Education (CHED) may expand scholarship and postgraduate study support, strengthen structured professional development frameworks, and promote policies that align academic preparation with clearer career progression in SUCs.
4. Business Administration Professionals may collaborate with SUCs to integrate entrepreneurial training, leadership development, and industry partnerships, thereby

diversifying career path options beyond traditional academic and administrative roles.

5. Students may actively engage in continuous learning, mentorship programs, and professional organizations, recognizing that competence and professional development are key drivers of future career success.
6. Researchers may disseminate findings to SUC leaders and policymakers through forums, reports, and publications, emphasizing the importance of competence, professional development, and career path integration in higher education institutions.
7. Future Researchers may explore additional factors such as organizational culture, leadership practices, and institutional support systems to deepen understanding of how competence and professional development influence career progression.
8. All Stakeholders may foster a culture of continuous improvement by encouraging collaboration, knowledge sharing, and structured development activities, recognizing that competence, professional development, and career paths are interconnected drivers of institutional success.

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