

Personnel Career Development, Organizational Support, And Service Quality

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Abstract- This study assessed personnel career development, organizational support, and service quality in Higher Education Institutions (HEIs) in the Province of Antique during Academic Year 2025–2026. The 83 respondents were non-teaching personnel from public and private HEIs, selected through purposive sampling. A validated and reliability-tested researcher-made questionnaire, and data were analyzed using frequency count, percentage, mean, Kruskal-Wallis H test, Mann-Whitney U test, and Spearman's rho at the 0.05 alpha level. Findings revealed that personnel career development in HEIs was "Highly Structured," particularly in welcoming feedback from supervisors, valuing continuous learning, and seeking mentorship from senior staff. Organizational support was assessed "To a Very Great Extent," with supervisors providing helpful advice, access to necessary resources, and recognition of personnel as part of institutional goals. Service quality was "Very High," with strong emphasis on sustainable excellence in service delivery, trustworthy academic support, and comprehensive student counseling programs. No significant differences were found in personnel career development when classified by educational attainment, position, length of service, unit of assignment, and type of HEI. However, organizational support varied significantly by employment status and unit of assignment, while service quality showed no significant differences across classifications. Correlation analysis confirmed significant interrelationships among the three constructs, indicating that improvements in career development and organizational support were closely linked to higher service quality. The stakeholders were advised to strengthen equity, expand development opportunities, and sustain service quality through inclusive policies, adequate resources, recognition systems, and continuous professional growth initiatives

Keywords: Career Development, Organizational Support, Service Quality

I. INTRODUCTION

Career development, organizational support, and service quality are essential in enhancing the growth, motivation, and performance of non-teaching personnel, who sustain the operations of academic institutions. According to Zhang (2024), career development refers to the structured process of improving employees' skills, knowledge, and opportunities through training, mentoring, and promotion pathways.

Organizational support, on the other hand, reflects how institutions value employees' contributions and care for their well-being (Paul, 2020). In Higher Education Institutions, strong organizational support directly shapes service quality, as employees who feel valued and supported are more motivated, responsive, and committed to delivering efficient and reliable administrative and student-support services. Service quality highlights the efficiency and responsiveness of these services and refers to the degree to which they meet or exceed expectations, shaped by reliability, responsiveness, assurance, empathy, and tangibility (Sameena, 2020).

In the Philippines, the career development, organizational support, and service quality of non-teaching personnel in Higher Education Institutions (HEIs) are vital to sustaining institutional operations and improving service delivery. However, Esmane and Quezon (2024) noted that limited support hinders service delivery, while Estacio et al. (2020) reported unmet training needs affecting career progression. Mendoza et al. (2021) observed gaps in staff satisfaction, and Necosia and Sealza (2024) highlighted weak tools for assessing service quality.

Given these issues, this study evaluates the gaps within the Province of Antique, focusing on the career

development, organizational support, and service quality of non-teaching personnel in public and private HEIs. It further examines their interrelationship to guide policies that enhance employee growth, strengthen institutional support, and improve service delivery across the province.

Statement of the Problem

This study aimed to determine the personnel career development, organizational support, and service quality in Higher Education Institutions in the province of Antique, Philippines, for Academic Year 2025- 2026.

Specifically, this study sought to answer the following questions:

1. What is the profile of the respondents in terms of educational attainment, position, length of service, employment status, unit of assignment and Type HEI?
2. What is the status of personnel career development in Higher Education Institutions when taken as a whole and when classified according to educational attainment, position, length of service, employment status, unit of assignment and Type HEI?
3. What is the extent of organizational support in Higher Education Institutions as assessed by the respondents when taken as a whole and when classified according to educational attainment, position, length of service, employment status, unit of assignment and Type HEI?
4. What is the level of service quality in Higher Education Institutions as assessed by the respondents when taken as a whole and when classified according to educational attainment, position, length of service, employment status, unit of assignment and Type HEI?
5. Are there significant differences in the status of personnel career development in Higher Education Institutions when classified according to educational attainment, position, length of service, employment status, unit of assignment and Type HEI?
6. Are there significant differences in the extent of organizational support in Higher Education Institutions as assessed by the respondents when classified according to educational attainment,

position, length of service, employment status, unit of assignment and Type HEI?

7. Are there significant differences in the level of service quality in Higher Education Institutions as assessed by the respondents when classified according to educational attainment, position, length of service, employment status, unit of assignment and Type HEI?
8. Are there significant relationships among personnel career development, organizational support, and service quality in Higher Education Institutions

Hypotheses

1. There are no significant differences in the status of personnel career development in Higher Education Institutions when classified according to educational attainment, position, length of service, employment status, unit of assignment and Type HEI.
2. There are no significant differences in the extent of organizational support in Higher Education Institutions as assessed by the respondents when classified according to educational attainment, position, length of service, employment status, unit of assignment and Type HEI.
3. There are no significant differences in the level of service quality in Higher Education Institutions as assessed by the respondents when classified according to educational attainment, position, length of service, employment status, unit of assignment and Type HEI.
4. There are no significant relationships among personnel career development, organizational support, and service quality in Higher Education Institutions.

Theoretical Framework

This study was anchored in three theories, each relating to career development, organizational support, and service quality among non-teaching personnel in Higher Education Institutions (HEIs). These included Human Capital Theory, Organizational Support Theory, and the SERVQUAL Service Quality Model.

For career development, this study was anchored on Human Capital Theory (Becker, 1964). This theory

posits that investments in education, training, and professional development enhance employees' skills, productivity, and career growth. Institutions that provide continuous learning opportunities and clear career pathways strengthen workforce competence and motivation.

Applied to Higher Education Institutions, Human Capital Theory guided this study by framing career development as an institutional investment that shaped non-teaching personnel competence and organizational effectiveness. The theory emphasized that structured training programs, equitable resource allocation, and defined advancement pathways sustained motivation, strengthened organizational loyalty, and improved institutional performance, thereby establishing the foundation for analyzing career development among non-teaching personnel.

For organizational support, this study adopted Organizational Support Theory (Eisenberger, 1986). This theory emphasizes that employees develop stronger commitment when they perceive that their organization values their contributions and cares for their well-being.

In Higher Education Institutions, Organizational Support Theory was significant to this study as it guided the analysis of how institutional practices shaped non-teaching personnel commitment and stability. The theory explained that fair policies, recognition systems, and accessible resources fostered trust, reduced turnover, and strengthened belongingness among non-teaching personnel. Its application underscored the importance of organizational support in sustaining loyalty, enhancing morale, and reinforcing administrative and support functions.

For service quality, this study was anchored on the SERVQUAL Model (Parasuraman, 1988). SERVQUAL identifies five dimensions of service quality: reliability, assurance, tangibility, empathy, and responsiveness.

In Higher Education Institutions, the SERVQUAL Model was significant to this study as it guided the analysis of how the competencies, motivation, and organizational environment of non-teaching personnel

shaped the efficiency and responsiveness of administrative and student-support services. The theory highlighted that well-trained, adequately supported, and motivated staff contributed to reliable and empathetic service delivery, thereby strengthening institutional reputation and enhancing student satisfaction.

Conceptual Framework

This study examined career development, organizational support, and service quality among non-teaching personnel in Higher Education Institutions (HEIs) in the province of Antique, Philippines, for Academic Year 2025–2026. These key organizational concepts were examined in relation to selected personnel classifications to identify patterns that shaped opportunities for career development, access to organizational support, and the capacity to deliver quality services in institutional settings.

As to educational attainment, respondents were categorized as “Bachelor’s Degree,” “Master’s Degree,” and “Doctoral Degree.” Non-teaching personnel with higher educational attainment were presumed to have greater access to professional development opportunities, advanced training, and leadership roles, which enhanced career progression and service quality. Those with lower attainment faced limited opportunities, potentially reducing motivation and organizational commitment. These distinctions shaped career pathways and institutional effectiveness.

As to position, respondents were categorized as “Administrative Staff,” “Technical Staff,” and “Support Service Staff.” Administrative personnel often managed organizational processes and policies, technical staff handled specialized tasks requiring expertise, and support service staff ensured day-to-day operations. Higher-level positions fostered stronger assessments of organizational support and career growth, whereas frontline roles relied more on institutional mechanisms to sustain service quality.

As to length of service, respondents were classified according to their tenure in HEIs as “short” (10 years and below) and “long” (11 years and above). Personnel with longer tenure demonstrated a

relationship between accumulated experience and career development, as exposure to institutional practices strengthened competencies and service delivery. Newer non-teaching personnel, by contrast, showed ongoing adjustment to HEI culture and systems. These distinctions revealed how career development and organizational support were connected to years of service, shaping service quality over time.

As to employment status, respondents were categorized as “Permanent,” “Contractual,” and “Job Order.” Permanent personnel generally had greater access to career development opportunities, benefits, and organizational support, which strengthened motivation and service quality. Contractual and job order personnel, however, often faced limited security, fewer training opportunities, and weaker institutional support, which affected their long-term commitment and service delivery. This distinction highlighted structural and employment-related factors shaping career development, organizational support, and service quality.

As to unit of assignment, respondents were classified into “Academic Support Units,” “Administrative Offices,” “Finance Units,” and “Student Services.” Personnel in finance and administrative offices were presumed to face higher demands due to compliance and reporting requirements, while those in student services encountered challenges in responsiveness and empathy. Unit-specific differences shaped evaluations of organizational support and the quality of services delivered.

As to type of HEI, institutions were categorized into “Public” and “Private.” It was presumed that, public HEIs often faced resource constraints and heavier workloads, which contributed organizational support and service quality. Private HEIs generally offered better facilities and support systems, though performance pressures also shaped personnel’s experiences. This distinction highlighted structural and organizational factors shaping career development, support, and service quality.

Lastly, the researcher presumed that career development was closely related to organizational support, as strong support systems enhanced

opportunities for growth. In turn, both career development and organizational support were associated with service quality, as motivated and well-supported personnel were more likely to deliver efficient, responsive, and high-quality services.

These concepts are illustrated in Figure 1.

Research Paradigm

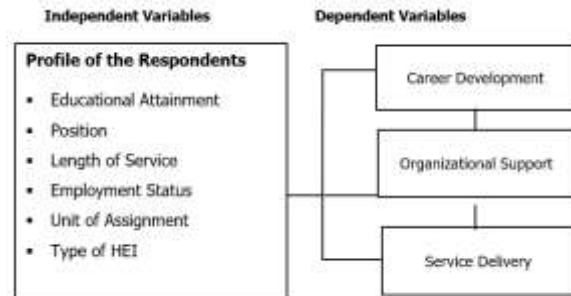


Figure 1. *Schematic Diagram Showing the Relationship between the Independent and the Dependent Variables of the Study*

Significance of the Study

This dissertation on career development, organizational support, and service quality among non-teaching personnel in Higher Education Institutions (HEIs) is beneficial to the following stakeholders:

Commission on Higher Education (CHED) Officials. CHED officials and heads of related agencies benefit from the study by gaining evidence to support reforms in staffing, training, and institutional support. The findings guide legislation and programs that enhance workforce sustainability and service delivery in public higher education.

Higher Education Institution Administrators. The results inform decision-makers in designing and enhancing workplace policies and support systems that strengthen career development and organizational support. By identifying the major factors that shape service quality, administrators prioritize resources, implement training programs, and establish recognition mechanisms that contribute to workforce stability and institutional effectiveness.

Vice President for Academic Affairs. The study provides insights into aligning academic programs with personnel development initiatives. It highlights the importance of integrating training, mentorship, and continuous learning opportunities to sustain excellence in academic and student support services.

Vice President for Administration and Finance. The findings guide financial and administrative leaders in allocating resources for personnel support, improving facilities, and ensuring adequate budgets for training and operations. This strengthens organizational support and enhances institutional efficiency.

Human Resource Management Officials. At the policy level, HRM officials in government agencies and regulatory bodies strengthen guidelines and frameworks for workforce development in HEIs. The study serves as a basis for crafting policies that promote equitable support systems, sustainable employment practices, and improved service quality across higher education institutions.

Non-Teaching Personnel. Personnel at all levels gain clearer insights into how career development opportunities and organizational support affect their motivation, growth, and service delivery. The study highlights pathways for professional advancement and organizational practices that help personnel improve competencies, enhance job satisfaction, and sustain their careers in academic institutions.

Researcher. As non-teaching personnel assigned as head of the General Services Office in a Higher Education Institution, the researcher gains deeper insights into the interconnectedness of career development, organizational support, and service quality. This personal and professional perspective enriches the study's relevance and application, reflecting firsthand experiences in managing institutional operations and sustaining workforce effectiveness.

Future Researchers. This study contributes to the broader field of higher education workforce research by offering a foundation for further inquiry. It invites future researchers to explore additional variables and methodologies that enhance understanding of career development, organizational support, and service

quality, thereby supporting the development of more effective interventions and sustainable academic institutions.

Definition of Terms

To provide clarity on key terms used in this study, the following definitions are presented both conceptually and operationally:

Career Development. This term refers to the structured process of enhancing employees' skills, knowledge, and opportunities through training, mentoring, and promotion pathways (Zhang, 2024).

In this study, career development referred to the extent to which non-teaching personnel were provided with opportunities for training, mentoring, and career progression within the Higher Education Institutions in the Province of Antique for Academic Year 2025–2026. It was described as “Highly Structured,” “Moderately Structured,” “Partially Structured,” “Unstructured,” and “Highly Unstructured.”

Organizational Support. This term refers to employees' perception of how much the institution values their contributions and cares for their well-being (Paul, 2020).

In this study, organizational support referred to the policies, recognition mechanisms, and resources provided by Higher Education Institutions to non-teaching personnel in the Province of Antique for Academic Year 2025- 2026. It was described as “To a Very Great Extent,” “To a Great Extent,” “To a Moderate Extent,” “To a Low Extent,” and “To a Very Low Extent.”

Service Quality. This term refers to the degree to which services meet or exceed expectations, shaped by reliability, responsiveness, assurance, empathy, and tangibility (Sameena, 2020).

In this study, service quality referred to the efficiency and responsiveness of administrative and student-support services delivered by non-teaching personnel in Higher Education Institutions in the Province of Antique for Academic Year 2025- 2026. It was described as “Very High,” “High,” “Moderate,” “Low,” and “Very Low.”

Scope and Limitations of the Study

This study focused on assessing personnel career development, organizational support, and service quality in Higher Education Institutions in the Province of Antique, Philippines, for Academic Year 2025-2026. The 83 respondents were composed of administrative staff, technical staff, and support service staff employed in both private and public HEIs.

Respondents were selected through purposive sampling, as they possessed specific characteristics relevant to the objectives of the study. Selection was based on data provided by the Human Resource Offices of the participating institutions, ensuring that respondents represented diverse professional roles within HEIs.

A researcher-made questionnaire, adopted and developed from relevant literature and previous studies, served as the primary data-gathering instrument. The questionnaire consisted of four parts: Part I gathered the personal profile of the respondents; Part II measured the status of career development; Part III assessed the extent of organizational support; and Part IV evaluated the level of service quality among non-teaching personnel.

The instrument was validated by a panel of experts in research, statistics, human resource management, and English, and was subjected to reliability testing. To establish reliability, the questionnaire was pilot-tested on 30 non-teaching personnel, composed of administrative staff, technical staff, and support service staff, employed in Higher Education Institutions in the Province of Iloilo who were not included as respondents in the main study.

Data were collected, tabulated, and analyzed using appropriate statistical tools, including frequency count, percentage, mean, Kruskal Wallis H test, Mann Whitney U test, and Spearman's rho. All statistical computations were performed using the Statistical Package for the Social Sciences (SPSS), with the margin of error set at the 0.05 alpha level.

The study was limited to Higher Education Institutions within the Province of Antique as its geographic coverage.

II. REVIEW OF RELATED LITERATURE AND STUDIES

This part presents the literature and research, relevant to the study on personnel career development, organizational support, and service quality in Higher Education Institutions.

Conceptual Literature

On Personnel Career Development

In Higher Education Institutions, personnel career development is vital for strengthening staff capabilities and sustaining institutional performance. It supports non-teaching employees in enhancing skills, adapting to change, and aligning personal growth with organizational goals.

Despite its significance, personnel career development remains a construct with diverse interpretations. The National Association of Colleges and Employers (2020) defined it as self-development and career readiness achieved through continual learning, awareness of strengths and weaknesses, and navigation of opportunities, emphasizing the proactive role of individuals in sustaining growth.

Career development has also been linked to lifelong adaptability. Cawthon (2020) described it as a continuous process of managing transitions across the lifespan, integrating personal growth with professional identity formation, underscoring the dynamic nature of career pathways.

From an organizational perspective, Dunn (2025) highlighted career development as a structured framework that creates transparent pathways for employees to grow, learn, and advance. His view emphasizes both vertical advancement and lateral growth, transforming career development into an ongoing system that drives engagement and retention. Scholars have also emphasized developmental stages. Hill (2020) noted that career development unfolds gradually, as individuals become aware, interested, and skilled in their chosen fields, pointing to the importance of awareness and decision-making in shaping career trajectories.

Strategic planning has been identified as another critical dimension. Suleimanov (2025) defined career

development as a structured plan that transforms ambitions into clear, achievable milestones through SMART goals, highlighting accountability and measurable progress.

Agency and adaptability further enrich the discourse. ACE (2021) stressed career and self-development as proactive engagement in continual learning, networking, and career navigation, while the Yale School of Management (2022) framed career development as a reflective and strategic process of setting goals, managing transitions, and deliberate planning.

Skill acquisition and lifelong learning have also been emphasized. Parsons (2022) linked career development directly to professional growth and goal attainment, while Gibson (2023) underscored continuous upskilling as essential for competitiveness in evolving job markets.

Institutional support perspectives highlight organizational responsibility. The MIT Sloan Review (2023) defined career development as charting career paths through mentoring and structured opportunities, while UC Berkeley (2024) emphasized aligning organizational and individual goals to foster motivation and productivity.

Programmatic approaches further expand the construct. Calhoun (2025) described career development programs as structured initiatives such as mentorship, job rotation, leadership tracks, and certification support, stressing their role in retention and innovation.

Structured career development has been described in the literature as a deliberate and systematic approach to managing employee growth. Greenhaus, Callanan, and Godshalk (2010) their book emphasized it as a deliberate career management strategy in which organizations provide guidance, resources, and measurable milestones to support employee advancement, underscoring the importance of structured planning for long-term success.

Likewise, Baruch (2004) in his book he defined it as a systematic process of managing careers through planned interventions, training, and mentoring,

highlighting the balance between personal aspirations and institutional needs to ensure sustainable progression.

More recently, Birn+Partners (2025) explained structured career development as an organized framework where career progression is intentionally planned through training, mentoring, and institutional support, stressing clarity, measurable milestones, and alignment between individual ambitions and organizational strategy. Together, these perspectives illustrate structured career development as a comprehensive and intentional system that integrates planning, support, and alignment to foster both employee growth and organizational effectiveness. Finally, resilience has been recognized as a modern necessity. Ramotowski (2024) of Nexford University defined career development as effective career planning and adaptability, enabling individuals to manage multiple career changes across a lifetime, reflecting the nonlinear reality of contemporary career paths.

On Organizational Support

At its core, organizational support refers to the perception that employees are provided with the necessary resources, training, and emotional backing to perform effectively. Anderson (2024) emphasized that when workers feel supported, they are more likely to be engaged, productive, and committed to their roles, highlighting the importance of institutional responsibility in sustaining growth and capability.

Organizational support has also been linked to satisfaction and career development. Maan et al. (2020) demonstrated that perceived organizational support fosters psychological empowerment and proactive behavior, which in turn strengthens job satisfaction and career growth.

From a career adaptability perspective, Coetzee (2021) stressed that organizational support builds employability capital, enabling individuals to manage career transitions effectively. Her view underscores the role of institutional structures and resources in sustaining long-term performance.

On a broader scale, the International Labour Organization and European Training Foundation

(2021) defined organizational support for career development as an integral component of national career development systems. They emphasized the need for lifelong guidance, mentoring, and structured opportunities to help workers navigate complex career paths.

The construct of perceived organizational support originated from the work of Eisenberger and colleagues in the mid-1980s, as explained by Jianmin (2024). Their findings showed that employees are motivated when they feel organizational care, assistance, and approval, making perceived support a cornerstone of organizational support theory.

Adding nuance, Caesens and Stinglhamber (2020) defined perceived organizational support as employees' belief that the organization values their contributions and cares about their well-being. Their perspective highlights reciprocity, where institutional support fosters loyalty and performance.

Organizational identity has also been emphasized. Luo (2020) described organizational support as the perception that the organization provides resources and recognition, thereby strengthening belongingness and commitment. Similarly, Gu (2021) defined perceived organizational support as employees' perception of how much their organization supports their work and values their contributions. She stressed that organizational support represents the relational bond between employees and institutions, influencing attitudes and behaviors.

Finally, Fan et al. (2022) conceptualized organizational support as fulfilling employees' basic psychological needs, enabling proactive innovation behavior. Their study underscored that organizational support is both motivational and developmental, driving creativity and resilience.

On Service Quality

Service delivery in Higher Education Institutions (HEIs) is central to shaping stakeholders' satisfaction, institutional reputation, and long-term competitiveness. Service quality is widely recognized as a determinant of satisfaction and institutional success. Twum and Peprah (2020) defined it as the degree to which services meet or exceed customer

expectations, emphasizing its role in shaping loyalty and reputation. Their study highlighted that service quality in education directly influences student satisfaction and institutional standing.

Expanding this view, Sameena (2020) described service quality in higher education as comprising both core and value-added dimensions. Her perspective underscores that service quality is not only about delivering basic services but also about enhancing the overall student experience.

A multidimensional perspective was offered by Harahap, Milfayetti, and Mariani (2020), who defined academic service quality as the integration of institutional support services such as administration, counseling, and IT infrastructure. Their work emphasized that service quality is context-specific and shaped by diverse institutional functions.

From a student-centered lens, Nadela et. al, (2023) defined service quality as the alignment of institutional services with student expectations. Their findings stressed that service quality is a determinant of satisfaction and retention in academic institutions.

Broadening the construct, Gu (2021) conceptualized service quality as the perception of how well services fulfill customer needs and expectations. She emphasized its relational nature, influencing trust and long-term engagement.

Similarly, Fan et. al, (2022) described service quality as fulfilling psychological needs through supportive organizational practices. Their study linked service quality to proactive innovation behavior, showing its motivational impact.

Global competitiveness has also been emphasized. Stankovska, Ziberi, and Dimitrovski (2024) defined service quality in higher education as the relationship between perceived service quality and student satisfaction, highlighting its role as a driver of competitiveness in universities.

From a strategic perspective, Kumar and Sharma (2021) emphasized service quality as the consistent delivery of superior customer experiences. Their view links service quality directly to organizational

competitiveness and sustainability. Measurement frameworks have also shaped the discourse. Al Khattab and Aldehayyat (2022) defined service quality as the gap between customer expectations and perceptions of actual service performance, reinforcing the SERVQUAL model as a tool for assessing service quality across industries.

Finally, Harahap et. al, (2024) revisited service quality in higher education, defining it as a multidimensional construct encompassing reliability, responsiveness, assurance, empathy, and tangibles. Their systematic review emphasized the evolving nature of service quality in post-pandemic contexts.

Related Studies

Foreign Studies

Foreign studies provide important insights into career development, organizational support, and service quality, showing how these dimensions collectively shape workforce sustainability and institutional effectiveness in Higher Education Institutions. Weng and Zhu (2020) reviewed career growth research and highlighted the need to explore new determinants of career development. They emphasized the importance of integrating intrinsic and extrinsic factors, career stage, and organizational investment to better understand career growth in modern work environments.

Chan (2021) examined the career development needs of non-teaching personnel in a state university. She emphasized that non-teaching staff play a vital role in supporting institutional operations and proposed a Career Development Program (CDP) that addresses personal, professional, and organizational needs across the career life cycle.

Libria (2025) analyzed the role of non-teaching staff in the Department of Education from a policy perspective. The study highlighted their importance in service delivery and governance, while noting challenges such as staffing shortages and limited professional development. Policy reforms were recommended to strengthen their capacity and reduce teachers' administrative burden.

Zhang (2024) discussed career development for higher education teachers, emphasizing mentorship,

continuing education, and institutional support as critical to professional growth. She argued that sustainable career progression requires balancing teaching, research, and service responsibilities.

Paul (2020) described perceived organizational support (POS) as employees' perception of how much their employer values their contributions and cares about their well-being. Rooted in social exchange theory, POS influences employee commitment and satisfaction. Building on this foundation, Maan et al. (2020) found that POS enhances psychological empowerment and job satisfaction, though its effect is weaker among highly proactive employees. Their study highlights the importance of organizational support in strengthening satisfaction, particularly for less proactive individuals.

Coetzee (2021) emphasized organizational support as central to career development, noting that employability capital and proactive career self-management behaviors contribute to sustainable organizational performance. She argued that career development support must embrace individualized career paths and whole life management.

Hngoi et al. (2022) demonstrated that organizational support reduces job insecurity and strengthens employee commitment, thereby contributing to sustainable career development. Similarly, Sinaga et al. (2023) revealed that organizational support in Indonesia's financial services industry significantly improves employee engagement and retention, positioning it as a strategic priority for workforce resilience. Their findings further showed that organizational support positively influences career development and commitment, underscoring the importance of supportive environments in enhancing employee engagement.

Martins et al. (2024) conducted a systematic literature review and concluded that organizational support positively influences career self-management behaviors, and vice versa. They emphasized that support through HR practices and leader-member exchanges foster career satisfaction and organizational commitment.

Fan et al. (2022) extended this discussion by examining the link between organizational support and proactive innovation behavior. Drawing on self-determination theory, they found that organizational support enhances innovation through the satisfaction of autonomy, competence, and relatedness needs. Luo (2020) analyzed the link between organizational support and organizational identity, noting both are rooted in social exchange and social identity theories. His review clarified measurement issues and suggested future directions for integrating these constructs to improve organizational performance.

Uslu and Eren (2020) critically reviewed service quality measurement instruments in the restaurant industry. They found that SERVQUAL and its derivatives (SERVPERF, DINESERV) remain central but require adaptation to new contexts. Their study confirmed that service quality strongly relates to customer satisfaction and loyalty, and highlighted the need for updated scales in response to changing business environments such as the pandemic.

Sameena (2020) analyzed service quality in educational institutions, distinguishing between core and value-added dimensions. She highlighted that core service quality reliability, responsiveness, empathy, assurance, and tangibles forms the foundation of student perceptions, while value-added services enhance overall satisfaction.

Twum and Peprah (2020) examined service quality at Valley View University, Ghana, and confirmed that student satisfaction is fully accounted for by the SERVQUAL dimensions of assurance, tangibles, responsiveness, reliability, and empathy. They recommended that institutions strengthen bonds with students by providing individualized attention and improving service delivery.

Stankovska et al. (2024) emphasized that service quality in higher education significantly influences student satisfaction. Using the SERVQUAL model, they found responsiveness, reliability, assurance, and empathy to be positively correlated with satisfaction, while tangibles showed a weaker relationship. Their study highlights the importance of focusing on student-defined service quality dimensions to enhance institutional performance.

Dugenio Nadela et al. (2023) explored service quality in higher education, highlighting its role in shaping student satisfaction. Their review emphasized that service quality dimensions directly influence students' experiences and retention in academic institutions.

Fan et al. (2025) extended this perspective to higher education, analyzing service quality and student satisfaction. Their study underscored that service quality is a key determinant of student happiness and institutional effectiveness.

Harahap et al. (2024) conducted a systematic literature review of service quality models in higher education. They concluded that service quality is multidimensional, encompassing reliability, responsiveness, assurance, empathy, and tangibles, and remains central to institutional competitiveness. In a follow-up study, Harahap, Milfayetti, and Mariani (2025) synthesized emerging trends in service quality research, identifying gaps in existing models and proposing directions for future studies. Their work emphasized the importance of service quality in shaping marketing strategies and enhancing academic service standards.

Local Studies

In the Philippines, Andaleza (2023) investigated organizational support, job enrichment, and quality of work life among employees in Iloilo Province. Results showed strong correlations among organizational support, enrichment, and employee well-being, underscoring the importance of institutional backing in sustaining motivation and fairness across roles.

Bulilan (2020) examined the Career Development Plan (CDP) of Bohol Island State University employees. Findings revealed that while awareness of the CDP was limited, proper implementation significantly improved job satisfaction and performance, particularly among experienced staff.

Buraga and Caballero (2020) studied career development services and job placement of Isabela State University graduates. They found that effective career guidance programs helped students prepare for the workplace and reduced the waiting time from graduation to first employment, affirming the role of

career services in aligning graduates with industry expectations.

Ilagan and Pesigan (2021) investigated the career guidance status of freshman students at Lyceum of the Philippines University–Batangas. Results showed that most students received career guidance in high school, enrolled in programs aligned with their interests, and were determined to finish college. Respondents emphasized the importance of career planning and suggested strengthening the Career Guidance Program to meet the demands of 21st-century skills.

Nitafan (2020) conducted a study on employee silence, organizational commitment, and job burnout among regular employees in local government units in Cotabato Province. Results showed moderate levels of employee silence, organizational commitment, and job burnout. While relationships among these variables were weak and statistically insignificant, the study recommended intervention programs such as development training to address issues of exhaustion, cynicism, and professional inefficacy, thereby reducing burnout and improving organizational performance.

Ilagan and Pesigan (2021) examined the career guidance status of freshman students at Lyceum of the Philippines University Batangas. Findings revealed that most students had received career guidance during high school, enrolled in programs aligned with their interests, and were determined to finish college with parental support. Respondents emphasized the importance of career planning and suggested strengthening the Career Guidance Program to meet the demands of 21st-century skills, ensuring students are better prepared for future careers.

Paniterce and Ylagan (2022) investigated service quality and customer satisfaction in local coffee shops in Camarines Sur. Results showed high levels of satisfaction in terms of atmosphere, product quality, price, and loyalty, alongside strong service quality in empathy, responsiveness, reliability, tangibility, and assurance. An action plan was proposed to sustain continuous improvement in local coffee shop services. Braganza (2020) examined service quality and customer satisfaction in fast-food restaurants in Davao Region using a modified SERVQUAL instrument.

Findings revealed that tangibility, reliability, responsiveness, and assurance significantly predicted customer satisfaction, while empathy had no significant effect. The study recommended integrating service quality processes into daily operations to maintain high satisfaction levels.

Sarande, et. al, (2022) assessed service quality and customer satisfaction in the Government Service Insurance System (GSIS) Pagadian City Branch. Results indicated high service quality and good customer satisfaction across tangibility, reliability, responsiveness, assurance, and empathy. Statistical analysis confirmed a strong positive correlation between service quality and customer satisfaction.

Ulan-Ulan and Miralles (2023) explored organizational culture, perceived organizational support, and teachers' attitudes toward research in public elementary schools in Davao Occidental. Findings showed high levels of organizational culture and positive attitudes toward research, though perceived organizational support did not significantly mediate the relationship. The study recommended addressing challenges in research training through stronger institutional support.

Ladao, et. al, (2022) found that authentic leadership and organizational support both reduce turnover intention among BPO employees in Pampanga. Organizational support significantly mediated this relationship, underscoring its role in fostering supportive environments and retaining workers in the Philippine BPO sector.

Relevance of the Related Literature and Studies

The conceptual literature and previous studies reviewed in this research were highly relevant and aligned with the present investigation, as they emphasized personnel career development, organizational support, and service quality. These works provided essential insights into how institutions supported employees and delivered quality services, thereby shaping satisfaction, retention, and overall effectiveness.

Foreign studies such as Maan et al. (2020) examined perceived organizational support and found that it enhanced psychological empowerment and job

satisfaction. Their study showed that organizational support was a critical factor in strengthening employee satisfaction and career growth, particularly for individuals who relied on institutional structures. Similarly, Harahap et al. (2024) conducted a systematic literature review of service quality models in higher education and concluded that service quality was multidimensional, encompassing reliability, responsiveness, assurance, empathy, and tangibles. Their findings emphasized that service quality was central to institutional competitiveness and student satisfaction.

Local studies also provided meaningful perspectives. Bulilan (2020) investigated career guidance programs in Philippine schools and found that structured career development initiatives improved student preparedness and employee outcomes. The study highlighted the importance of institutional programs in shaping career trajectories. In addition, Paniterce and Ylagan (2022) analyzed service quality in government institutions and confirmed its strong correlation with customer satisfaction. Their findings reinforced that service delivery standards directly influenced institutional credibility and effectiveness.

In summary, these selected foreign and local studies offered a strong foundation for the present research. They informed the conceptual framework by identifying organizational support mechanisms, career development programs, and service quality dimensions as key variables influencing employee well-being, performance, and institutional success.

III. RESEARCH METHODOLOGY

This chapter encompasses a thorough discussion of the research design, study's respondents, data gathering instrument, data gathering procedure, and the statistical tools to be employed.

Research Design

This study aimed to examine the personnel career development, organizational support, and service quality in Higher Education Institutions (HEIs) in the province of Antique, Philippines, during the Academic Year 2025- 2026.

A descriptive-correlational research design was employed in this study. This approach was chosen to systematically describe the existing conditions and examine the relationships among the variables without manipulating them. According to Saunders, Lewis, and Thornhill (2019), the purpose of descriptive research is to gain an accurate profile of events, persons, or situations. It may serve as an extension of exploratory research or as a precursor to explanatory studies. Descriptive research requires a clear understanding of the phenomenon being studied before data collection begins. As Hamaker et al. (2020) explain, descriptive research outlines the characteristics of a group or individual, predictive research projects future outcomes, and explanatory research seeks to understand causal mechanisms.

The main objective of descriptive studies is to depict individuals, events, or conditions as they naturally exist. Researchers do not alter any variables but instead describe the sample being studied (Siedlecki, 2020).

This research design was appropriate for the study, as it allowed the researcher to observe and analyze the existing conditions within higher education institutions in the Philippines. It provided a comprehensive understanding of the relationships among personnel career development, organizational support, and service quality without manipulating the variables.

Respondents of the Study

The respondents of the study were purposively chosen based on official workforce data provided by the Human Resource Offices of the participating institutions. A total of 83 non-teaching personnel, composed of administrative staff, technical staff, and support service staff, were included. They were employed in both private and public Higher Education Institutions in the Province of Antique, Philippines. This distribution ensured representation across different personnel categories within the academic workforce.

Only those who were available and willing to participate were included, ensuring voluntary participation. The study was conducted during Academic Year 2025–2026, providing sufficient time

for data collection while accommodating the work schedules of the respondents.

The distribution of respondents is presented in Table 1.

Table 1. Distribution of Respondents

HEI	N	%
Private	11	13.3
Public	72	86.7
Total	83	100.00

Data Gathering Instrument

The researcher utilized a modified, researcher-made questionnaire adopted from relevant literature to gather data for the study. The instrument consisted of four parts. Part I collected the profile and relevant information of the respondents. Part II obtained

responses from non-teaching personnel regarding their level of career development. Part III captured responses on organizational support, while Part IV gathered responses on service quality.

Items were selected and refined to ensure applicability to Higher Education Institutions in the Province of Antique. Respondents answered using a five-point Likert scale, with the following weights and descriptions: 5 – Strongly Agree, 4 – Agree, 3 – Neutral, 2 – Disagree, and 1 – Strongly Disagree for career development; 5 – Always, 4 – Often, 3 – Sometimes, 2 – Rarely, and 1 – Never for organizational support; and 5 – Strongly Agree, 4 – Agree, 3 – Uncertain, 2 – Disagree, and 1 – Strongly Disagree for service quality.

Personnel Career Development

Scale of Means	Description	Interpretation
4.21 – 5.00	Highly Structured	All non-teaching personnel in HEIs are provided with extensive opportunities for training, mentoring, and career progression.
3.41 – 4.20	Moderately Structured	Most non-teaching personnel are provided with extensive opportunities for training, mentoring, and career progression.
2.61 – 3.40	Partially Structured	Some non-teaching personnel in HEIs are provided with extensive opportunities for training, mentoring, and career progression.
1.81 – 2.60	Unstructured	Few non-teaching personnel in HEIs are provided with extensive opportunities for training, mentoring, and career progression.
1.00 – 1.80	Highly Unstructured	Very few non-teaching personnel in HEIs are provided with extensive opportunities for training, mentoring, and career progression.

Organizational Support

Scale of Means	Description	Interpretation
4.21 – 5.00	To a Very Great Extent	All HEIs in the Province of Antique consistently recognized the vital contributions of non-teaching personnel and established strong policies, recognition systems, and resource support to promote their well-being and career progression.
3.41 – 4.20	To a Great Extent	Most HEIs in the Province of Antique consistently recognized the vital contributions of non-teaching personnel and established strong policies, recognition systems, and resource support to promote their well-being and career progression.
2.61 – 3.40	To a Moderate Extent	HEIs in the Province of Antique consistently recognized the vital contributions of non-teaching personnel and established strong policies, recognition systems, and resource support to promote their well-being and career progression.

Scale of Means	Description	Interpretation
1.81 – 2.60	To a Low Extent	Few HEIs in the Province of Antique consistently recognized the vital contributions of non-teaching personnel and established strong policies, recognition systems, and resource support to promote their well-being and career progression.
1.00 – 1.80	To a Very Low Extent	Very few HEIs in the Province of Antique consistently recognized the vital contributions of non-teaching personnel and established strong policies, recognition systems, and resource support to promote their well-being and career progression.

Service Quality

Scale of Means	Description	Interpretation
4.21 – 5.00	Very High	All Higher Education Institutions in the province of Antique consistently efficient, reliable, and responsive, delivering services with empathy and assurance to their clients
3.41 – 4.20	High	Most Higher Education Institutions in the province of Antique consistently efficient, reliable, and responsive, delivering services with empathy and assurance to their clients
2.61 – 3.40	Moderate	Some Higher Education Institutions in the province of Antique consistently efficient, reliable, and responsive, delivering services with empathy and assurance to their clients
1.81 – 2.60	Low	Few Higher Education Institutions in the province of Antique consistently efficient, reliable, and responsive, delivering services with empathy and assurance to their clients
1.00 – 1.80	Very Low	Very few Higher Education Institutions in the province of Antique consistently efficient, reliable, and responsive, delivering services with empathy and assurance to their clients

Validity of the Research Instrument

The researcher-made questionnaire was reviewed and validated by a panel of jurors selected for their expertise in research, statistics, human resource management, and the English language. Validity referred to the appropriateness, meaningfulness, correctness, and usefulness of the inferences that the researcher made (Fraenkel & Wallen, 2017). The comments, corrections, and suggestions of the validators regarding the items in the checklist were considered in the final draft of the research instrument before it was subjected to reliability testing.

quality among non-teaching personnel in Higher Education Institutions, the instrument was pilot-tested among thirty (30) respondents, 15 from private university in Iloilo City and 15 from public university in the province of Iloilo. These respondents were not part of the actual study population but shared similar demographic characteristics with the intended participants. The pilot testing was conducted to refine the questionnaire for clarity, ease of completion, and accurate recording of responses during the main data collection phase.

Reliability of the Research Instrument

To determine the reliability of the researcher-made questionnaire designed to measure career development, organizational support, and service

The data gathered from the pilot test were tallied, analyzed, and processed with the assistance of a statistician. Reliability analysis was performed using Cronbach's alpha, a statistical method that evaluates the internal consistency of responses across related

items within each construct. A Cronbach's alpha coefficient of 0.80 or higher was considered acceptable, indicating that the items reliably measured the intended concepts. According to Saunders, Lewis, and Thornhill (2019), alpha values range from 0 to 1, with higher values reflecting stronger internal consistency.

The reliability results of the instrument demonstrated very high internal consistency across all three constructs. The Career Development scale yielded a Cronbach's alpha of 0.90, the Organizational Support scale registered 0.92, and the Service Quality scale produced a coefficient of 0.92. These results confirmed that the questionnaire was a highly reliable tool for assessing career development, organizational support, and service quality among non-teaching personnel in Higher Education Institutions.

Hence, the instrument used in this research can be considered consistent and dependable for evaluating the intended dimensions of the study.

Data Gathering Procedure

After the validity and reliability of the data-gathering instrument had been established, the questionnaire was reproduced and prepared for distribution. The researcher personally administered the instrument to the selected respondents. To guarantee ethical conduct throughout the research process, the researcher ensured that respondents' names were not mentioned in any part of the study. Respondents were also assured that they would not be subjected to any emotional or physical harm. Proper documentation of dates and materials used in the study was maintained to avoid copyright infringement and plagiarism. A communication letter was presented to individuals assisting in the validation and verification of the questionnaire items, ensuring that the final instrument was well organized, accurate, and ethically sound

Statistical Tools Used

This study employed several statistical tools to analyze the data gathered from the respondents. These tools included frequency count, percentage, mean, Mann-Whitney U test, Kruskal-Wallis H test, and Spearman's rho.

Frequency Count. This was used to determine the distribution of respondents in terms of educational attainment, position, length of service, employment status, unit of assignment, and type of HEI. It also identified the frequency of responses for each item in the questionnaire.

Percentage. This was applied after tallying the total number of responses for each item. It was used to make comparisons and to study differences against a benchmark or initial value.

Mean. This was employed to determine the overall assessment of the dependent variables career development, organizational support, and service quality both as a whole and when classified according to educational attainment, position, length of service, employment status, unit of assignment, and type of HEI.

Mann-Whitney U Test. This was used to compare differences in the dependent variables (career development, organizational support, and service quality) when classified according to the independent variables of length of service and type of HEI.

Kruskal-Wallis H Test. This was applied to assess significant differences in the mean levels of the dependent variables (career development, organizational support, and service quality) when classified according to the independent variables of educational attainment, position, employment status, and unit of assignment.

Spearman's rho. This was utilized to measure the strength of the relationships among the dependent variables career development, organizational support, and service quality of non-teaching personnel in Higher Education Institutions in the Province of Antique.

All statistical analyses were conducted at the 0.05 level of significance to ensure statistical reliability.

IV. RESULTS AND DISCUSSIONS

This section presents the results summary of the study, discussion of the conclusions drawn based on the findings, and the recommendations offered for future

action and policy direction for personnel career development, organizational support and service quality in Higher Education Institutions.

Summary

This study aimed to determine the personnel career development, organizational support, and service quality in Higher Education Institutions in the province of Antique, Philippines, for Academic Year 2025- 2026.

Specifically, this study sought to answer the following questions:

1. What is the profile of the respondents in terms of educational attainment, position, length of service, employment status, unit of assignment and Type HEI?
2. What is the status of personnel career development in Higher Education Institutions when taken as a whole and when classified according to educational attainment, position, length of service, employment status, unit of assignment and Type HEI?
3. What is the extent of organizational support in Higher Education Institutions as assessed by the respondents when taken as a whole and when classified according to educational attainment, position, length of service, employment status, unit of assignment and Type HEI?
4. What is the level of service quality in Higher Education Institutions as assessed by the respondents when taken as a whole and when classified according to educational attainment, position, length of service, employment status, unit of assignment and Type HEI?
5. Are there significant differences in the status of personnel career development in Higher Education Institutions when classified according to educational attainment, position, length of service, employment status, unit of assignment and Type HEI?
6. Are there significant differences in the extent of organizational support in Higher Education Institutions as assessed by the respondents when classified according to educational attainment, position, length of service, employment status, unit of assignment and Type HEI?
7. Are there significant differences in the level of service quality in Higher Education Institutions as

assessed by the respondents when classified according to educational attainment, position, length of service, employment status, unit of assignment and Type HEI?

8. Are there significant relationships among personnel career development, organizational support, and service quality in Higher Education Institutions

The 83 respondents included administrative, technical, and support service staff from both private and public HEIs, selected through purposive sampling. Data were gathered using a validated researcher-made questionnaire, pilot-tested on non-teaching personnel from Iloilo HEIs not included in the main study. Statistical analyses were performed using frequency count, percentage, mean, Kruskal Wallis H test, Mann Whitney U test, and Spearman's rho at the 0.05 alpha level.

The study was limited to Higher Education Institutions within the Province of Antique as its geographic coverage.

Findings

1. The 83 non-teaching personnel from Higher Education Institutions in Antique for Academic Year 2025–2026 were mostly bachelor's degree holders (90.4%), with 7.2% master's degree holders and 2.4% doctoral degree holders. In terms of position, 59.0% were administrative staff, 30.1% support service staff, and 10.8% technical staff. In terms of length of service, 78.3% had served 10 years and below, while 21.7% had more than 10 years. For employment status, 50.6% were job-order employees, 41.0% permanent, and 8.4% contractual. In terms of unit of assignment, 59.0% were in administrative offices, 14.5% in academic support units, 13.3% in finance units, and 13.3% in student services. In terms of HEI, 86.7% were employed in public institutions and 13.3% in private institutions.
2. The status of personnel career development in Higher Education Institutions in the province of Antique as a whole was "Highly Structured" with an overall mean of 4.61. By educational attainment, doctoral degree holders ($M = 4.67$), master's degree holders ($M = 4.59$), and bachelor's degree holders ($M = 4.61$) all reported highly

structured career development. By position, technical staff (M = 4.79) had slightly higher ratings than administrative staff (M = 4.64) and support service staff (M = 4.47). In terms of length of service, those with 10 years and below (M = 4.60) and those with more than 10 years (M = 4.63) both reported highly structured practices. By employment status, permanent employees (M = 4.72) recorded the highest ratings, followed by contractual employees (M = 4.61) and job-order employees (M = 4.52). Across unit assignments, student services (M = 4.69) and academic support units (M = 4.68) had slightly higher ratings than finance units (M = 4.58) and administrative offices (M = 4.58). By type of HEI, private institutions (M = 4.73) were rated slightly higher than public institutions (M = 4.59).

3. The extent of organizational support in Higher Education Institutions in Antique as assessed by the respondents as a whole was “To A Very Great Extent” with an overall mean of 4.39. By educational attainment, doctoral (M = 4.20) and master’s degree holders (M = 4.20) reported support to a great extent, while bachelor’s degree holders (M = 4.41) reported support to a very great extent. By position, technical staff (M = 4.57) and administrative staff (M = 4.45) reported support to a very great extent, while support service staff (M = 4.19) reported support to a great extent. In terms of years in service, those with 10 years and below (M = 4.35) and those with more than 10 years (M = 4.52) both reported support to a very great extent. By employment status, permanent employees (M = 4.60) and contractual employees (M = 4.58) reported support to a very great extent, while job-order employees (M = 4.18) reported support to a great extent. Across unit assignments, finance units (M = 4.65) and administrative offices (M = 4.48) reported support to a very great extent, while academic support units (M = 4.13) and student services (M = 3.98) reported support to a great extent. By type of HEI, private institutions (M = 4.54) reported support to a very great extent, while public institutions (M = 4.36) also reported support to a very great extent but at slightly lower levels.
4. The level of service quality in Higher Education Institutions in the province of Antique as assessed by the respondents as a whole was “Very High” with an overall mean of 4.55. By educational

attainment, master’s degree holders (M = 4.68) reported the highest ratings, followed by bachelor’s degree holders (M = 4.55) and doctoral degree holders (M = 4.33), all described as very high. By position, technical staff (M = 4.72) reported slightly higher ratings than administrative staff (M = 4.54) and support service staff (M = 4.52). In terms of years in service, those with 10 years and below (M = 4.55) and those with more than 10 years (M = 4.57) both reported very high service quality. By employment status, permanent employees (M = 4.63) recorded the highest ratings, followed by job-order employees (M = 4.50) and contractual employees (M = 4.46), all very high. Across unit assignments, finance units (M = 4.80) reported the highest ratings, followed by administrative offices (M = 4.54), academic support units (M = 4.52), and student services (M = 4.37). By type of HEI, private institutions (M = 4.78) reported slightly higher ratings than public institutions (M = 4.52), both very high.

5. There were no significant differences in the status of personnel career development in Higher Education Institutions when classified according to length of service ($p = .640$) and type of HEI ($p = .478$). Likewise, no significant differences were found when classified by educational attainment ($p = .891$), position ($p = .113$), employment status ($p = .093$), and unit of assignment ($p = .654$).
6. There were no significant differences in the extent of organizational support in Higher Education Institutions as assessed when classified by length of service ($p = .448$), type of HEI ($p = .553$), educational attainment ($p = .403$), and position ($p = .112$). However, significant differences were found when classified by employment status ($p = .002$) and unit of assignment ($p = .008$).
7. There were no significant differences in the level of service quality in Higher Education Institutions as assessed by the respondents when classified by length of service ($p = .777$) and type of HEI ($p = .084$). Likewise, no significant differences were found when classified by educational attainment ($p = .260$), position ($p = .334$), employment status ($p = .274$), and unit of assignment ($p = .160$).
8. There were significant relationships among career development, organizational support, and service quality in Higher Education Institutions. Career development and organizational support showed a

moderate, significant relationship ($\rho = .494$; $p = .000$). Career development and service quality also had a moderate, significant relationship ($\rho = .434$; $p = .000$). Organizational support and service quality showed a high, significant relationship ($\rho = .644$; $p = .000$).

Conclusions

1. Majority of non-teaching personnel in Higher Education Institutions in Antique are bachelor's degree holders, administrative staff, job-order employees, with 10 years and below in service, and are mostly employed in public institutions, reflecting a diverse workforce.
2. All non-teaching personnel in HEIs are provided with extensive opportunities for training, mentoring, and career progression.
3. All HEIs in the Province of Antique consistently recognized the vital contributions of non-teaching personnel and established strong policies, recognition systems, and resource support to promote their well-being and career progression.
4. All Higher Education Institutions in the province of Antique are consistently efficient, reliable, and responsive, delivering services with empathy and assurance to their clients.
5. Personnel career development across Higher Education Institutions (HEIs) in Antique is generally obtained as equally structured and accessible, regardless of educational attainment, position, length of service, employment status, unit of assignment, or type of HEI.
6. Organizational support in Higher Education Institutions is generally uniform across classifications, but permanent personnel and finance units report stronger support while job-order staff and student services experience weaker support.
7. Service quality in Higher Education Institutions is consistently upheld at a high standard across classifications, reflecting effective organizational systems, committed personnel, and equitable practices that ensure reliable services for all clients and stakeholders.
8. Career development, organizational support, and service quality in Higher Education Institutions reinforce one another, as greater organizational support systems foster more structured career development, which in turn enhances personnel

motivation and commitment, ultimately translating into better service delivery.

Recommendations

Based on the findings and conclusions, the following actionable recommendations are proposed for key stakeholders to strengthen personnel career development, organizational support, and service quality in Higher Education Institutions in Antique:

1. Commission on Higher Education (CHED) Officials may align policies with workforce needs by supporting reforms in staffing, workload management, and organizational justice. They may promote inclusive leadership development programs and ensure adequate funding for training and institutional support.
2. Higher Education Institution Administrators may enhance organizational support by improving resource allocation, addressing staff concerns promptly, and ensuring equitable distribution of tasks. They may strengthen recognition systems and provide structured opportunities for career planning and professional development.
3. Vice President for Academic Affairs may integrate career development and service quality initiatives into academic programs, ensuring that personnel are equipped with skills for long-term excellence. They may also expand opportunities for seminars, workshops, and certification programs.
4. Vice President for Administration and Finance may sustain high levels of organizational support by ensuring adequate budgets, resources, and transparent communication systems. They may prioritize investment in facilities, technology, and staff support to maintain service quality.
5. Human Resource Management Officials may strengthen employee engagement by introducing mentorship programs, rotational assignments, and wellness support systems. They may monitor fairness in HR practices to ensure inclusivity across educational attainment, position, tenure, and employment status.
6. Non-Teaching Personnel may actively engage in structured career development activities such as training, seminars, and mentorship programs. They may also participate in wellness initiatives to sustain professional growth, adaptability, and long-term commitment.

7. Researcher may disseminate the study's findings through policy briefs, stakeholder dialogues, and academic forums. Sharing insights with CHED officials, administrators, HR officers, and policymakers can inform practical reforms in workforce development and service delivery.
8. Future Researchers may explore additional factors affecting personnel well-being and performance, such as workplace culture, leadership effectiveness, and institutional governance. Comparative studies across HEIs and regions can deepen understanding of how supportive environments drive career development and service quality.

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