

Administrative Assistance, Collegial Support, and Professional Motivation of Academic Personnel in Relation to Performance

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ABSTRACT

This study examined the relationships of administrative assistance, collegial support, and professional motivation with the performance of academic personnel of a private higher education. A quantitative correlational research design was employed involving 309 academic personnel selected through stratified random sampling with proportional allocation. Data were gathered using a validated researcher-made questionnaire, while performance was measure using the Personnel Performance Evaluation ratings for Academic Year 2024-2025. Descriptive statistics, including mean and standard deviation were used to describe the variables, while Spearman rank order of correlation determined the relationships among the variables. Findings revealed that administrative assistance was perceived low ($M=2.52$), whereas collegial support ($M=2.88$) and professional motivation ($M=3.12$) were rated moderate. The academic personnel obtained an overall Very Satisfactory performance rating ($M=5.65$). Significant positive relationships were found between administrative assistance and performance ($r_s=.315$, $p < .001$), collegial support and performance ($r_s=.509$, $p < .001$), and professional motivation and performance ($r_s=.579$, $p < .001$). Among the variables, professional motivation demonstrated the strongest relationships with performance. The findings underscore the importance of strengthening administrative support, collegial collaboration, and faculty motivation to further enhance academic personnel performance and institutional effectiveness.

Keywords: Academic Personnel Performance, Professional Motivation, Administrative Assistance, Collegial Support

INTRODUCTION

Academic personnel performance is a multidimensional construct that encompasses teaching effectiveness, research productivity, community engagement, institutional service, curriculum development, and student success outcomes. In contemporary higher education, faculty performance is no longer measured solely by classroom instruction but also by the ability to generate knowledge, contribute to institutional development, and respond to the evolving demands of society. Educational institutions increasingly rely on performance indicators such as student achievement, research outputs, institutional service, and professional engagement to evaluate the effectiveness of their academic workforce [14, 83].

Administrative assistance is one of the key factors that can contribute to work efficiency. Recent studies have emphasized the growing importance of efficiency of the administration in educational institutions. Research conducted by Suarez et al. [73] indicates that universities are increasingly focusing on optimizing administrative processes to streamline daily operations and improve overall institution performance. This suggests that well-structured administrative assistance is essential in facilitating smoother workflows and reducing inefficiencies that hinder productivity of academic personnel.

Collegiality creates a sense of professional community and belongingness in an academic setting which is crucial for maintaining individual and organizational effectiveness. Studies have shown that collegial environments encourage employees to collaborate, share responsibilities, and contribute collectively to institutional outcomes, ultimately enhancing both individual and organizational performance [72].

Academic personnel are also expected to demonstrate high levels of productivity, commitment, and professional engagement in performing their roles. One of the most critical factors that drives such sustained performance is their professional motivation. A 2022 study highlights that both intrinsic and extrinsic motivations are essential in shaping educators' professional experience, as they influence job satisfaction, commitment, and overall performance [4]. The study emphasized that motivation plays a crucial role in strengthening employee retention and performance in educational institutions. The study further emphasized that motivated faculty members tend to become more engaged, productive, and committed to their professional responsibilities.

In the context of the Philippine educational setting, academic personnel continue to face increasing demands in teaching, research, extension services, curriculum development, and community engagement due to educational reforms and global competitiveness standards. Despite these increased responsibilities, many educators face difficulties with inadequate administrative support, excessive workloads, few opportunities for professional growth, and resource limitations, all of which can have an impact on their productivity and general performance.

Most of the studies have extensively examined administrative assistance, collegial support, and professional motivation as separate factors influencing the performance of academic personnel. Additionally, few studies have examined how academic personnel's motivation and productivity are influenced by collegial relationships and institutional support systems. This study aims to determine the relationship between administrative assistance, collegial support, professional motivation, and academic personnel performance.

METHODOLOGY

Research Design

This study employed a quantitative correlational research design to examine the relationships among administrative assistance, collegial support, professional motivation, and the performance of academic personnel. The design was deemed most appropriate because the study aimed to determine the strength and direction of association among these variables as they naturally existed, without any manipulation of the study environment. Since administrative assistance, collegial support, and professional motivation were measured through a validated questionnaire while performance was measured through institutional Personnel Performance Evaluation, the correlational approach allowed the researcher to statistically establish whether these variables were significantly related to one another.

Participants and Sampling

The participants of this study were the academic personnel of a private higher education institution who were employed during Academic Year 2024-2025. A total of 309 academic personnel served as respondents, taken from nine different campuses using stratified random sampling with proportional allocation. Each branch was treated as a distinct stratum to ensure that all campuses were proportionately represented in the sample, thereby increasing representativeness and reducing sampling bias. Within each stratum, respondents were selected at random from a complete list of eligible academic personnel using the fishbowl technique.

Research Instruments

Administrative assistance, collegial support, and professional motivation were measured using a validated researcher-made questionnaire with 75 items, each variable is assessed through five dimensions grounded in established theoretical frameworks. All items were rated using a five-point Likert scale, with responses ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The instrument underwent content validation by experts and pilot testing prior to its administration and demonstrated excellent content validity and internal consistency, with an overall Cronbach's alpha coefficient of .972.

The performance of academic personnel was measured using the institution's official Personnel Performance Evaluation ratings for Academic Year 2024-2025. The Personnel Performance Evaluation uses a seven-point scale ranging from 1.00 (Very Unsatisfactory) to 7.00 (Excellent). Respondents indicated their official rating for

the covered academic year as part of the survey instrument, which was administered electronically together with the questionnaire.

Data Analysis

Mean and standard deviation were used to describe the levels of administrative assistance, collegial support, and professional motivation, and performance of academic personnel. Spearman rank-order (rs) was used to determine the significance of the relationships between administrative assistance, collegial support, and professional motivation, and the performance of academic personnel.

RESULTS

Level of Administrative Assistance

The table below presents that Instructional Support receive a mean score of 2.52 (SD = 1.27), which is verbally interpreted as Low. The respondents consistently gave low ratings to opportunities for professional development (M = 2.51) and the guidance they receive to improve their instructional practices (M = 2.52). Similarly, Resource and Logistical Support obtained a mean score of 2.51 (SD = 1.26), also interpreted as Low. Academic personnel gave low ratings to the maintenance of facilities and equipment (M = 2.50) as well as the prompt response to requests for instructional resources (M = 2.51). For Communication and Information Support, the dimension recorded a mean score of 2.52 (SD = 1.27), with a verbal interpretation of Low. Respondents reported low levels of satisfaction regarding the timely dissemination of important information (M = 2.51) and the clarity of communication concerning institutional policies (M = 2.52). The findings further reveal that Emotional and Psychological Support received a mean score of 2.51 (SD = 1.27), interpreted as Low. Respondents indicated that they seldom feel valued and appreciated by the administration (M = 2.51) and perceived limited efforts to create a supportive and positive work environment (M = 2.52). Lastly, Decision-Making and Participatory Support obtained a mean score of 2.52 (SD = 1.26), likewise interpreted as Low. The respondents assigned particularly low ratings to the transparency of administrative decisions (M = 2.50) and the extent to which faculty members are consulted before major institutional policies are implemented (M = 2.50).

Table 1. Level of Administrative Assistance as Perceived by Academic Personnel

Statements	Mean	Standard Deviation	Interpretation
Instructional/Professional Support	2.52	1.27	Low
1. The administration provides opportunities for professional development.	2.51	1.30	Low
2. I receive guidance from administrators to enhance my instructional skills.	2.52	1.28	Low
3. The institution encourages participation in seminars and training.	2.52	1.30	Low
4. Administrators support the improvement of my teaching practices.	2.53	1.28	Low
5. The administration supports my professional growth and career advancement	2.50	1.29	Low
Resource and Logistical Support	2.51	1.26	Low
6. The administration provides adequate teaching materials and resources.	2.51	1.30	Low

7. Necessary instructional technologies are available and accessible.	2.51	1.26	Low
8. Requests for resources are addressed promptly by the administration.	2.51	1.28	Low
9. Administrative support for academic activities is effective.	2.54	1.28	Low
10. Facilities and equipment are well maintained and sufficient for the needs of academic personnel.	2.50	1.29	Low
Communication and Information Support	2.52	1.27	Low
11. The administration clearly communicates institutional policies.	2.52	1.29	Low
12. Administrators maintain open communication with academic personnel.	2.53	1.30	Low
13. Feedback from faculty academic personnel is acknowledged by the administration.	2.52	1.29	Low
14. Important information is shared with academic personnel in a timely manner.	2.51	1.27	Low
15. Academic personnel are well informed about decisions affecting my work.	2.53	1.29	Low
Emotional and Psychological Support	2.51	1.27	Low
16. The administration shows concern for the well-being of academic personnel.	2.51	1.29	Low
17. The administration provides encouragement during challenging situations.	2.51	1.28	Low
18. The institution promotes a supportive and positive work environment.	2.52	1.29	Low
19. Academic personnel feel valued and appreciated by the administration.	2.51	1.30	Low
20. Academic personnel feel comfortable in approaching administrators with their concerns.	2.51	1.28	Low
Decision-Making and Participatory Support	2.52	1.26	Low
21. Academic personnel are involved in decision-making processes.	2.53	1.28	Low
22. Academic personnel are given opportunities to participate in academic planning.	2.51	1.27	Low

23. Administration promotes transparency in decision-making.	2.50	1.28	Low
24. The opinions of academic personnel are considered in institutional decisions	2.54	1.29	Low
25. The administration consults academic personnel before implementing major policies.	2.50	1.27	Low
ADMINISTRATIVE ASSISTANCE As a Whole	2.52	1.26	Low

Level of Collegial Support

The findings show that Professional Collaboration obtained a mean score of 2.89 (SD = 1.23), which is verbally interpreted as Moderate. Academic personnel generally agreed that they collaborate with their colleagues on academic tasks (M = 2.91) and work together toward common instructional goals (M = 2.90). The dimension Emotional Support obtained a mean score of 2.87 (SD = 1.23), corresponding to a verbal interpretation of Moderate. The respondents indicated that they generally feel understood by their colleagues during work-related challenges (M = 2.87) and can rely on them for encouragement and moral support (M = 2.86). For Task Assistance (Instructional/Task-Related Assistance), the results revealed a mean score of 2.88 (SD = 1.23), interpreted as Moderate. Respondents moderately agreed that their colleagues provide assistance in managing teaching responsibilities (M = 2.89) and help resolve instructional concerns (M = 2.89). For Social Integration and Belongingness, the findings further revealed that it obtained a mean score of 2.88 (SD = 1.23), corresponding to a verbal interpretation of Moderate. Among the indicators, respondents gave the highest rating to their sense of belonging with colleagues (M = 2.91). Lastly, Feedback and Recognition (Peer Feedback and Recognition) obtained a mean score of 2.88 (SD = 1.24), which is verbally interpreted as Moderate. The respondents moderately agreed that they receive timely feedback from colleagues (M = 2.88) and feel appreciated for their professional contributions (M = 2.89).

Table 2. Level of Collegial Support as Perceived by Academic Personnel

Statements	Mean	Standard Deviation	Interpretation
Professional Collaboration	2.89	1.23	Moderate
1. Colleagues collaborate with one another in accomplishing academic tasks	2.91	1.27	Moderate
2. Colleagues are willing to share their expertise when needed.	2.91	1.26	Moderate
3. There is a strong culture of teamwork among academic personnel	2.85	1.25	Moderate
4. Academic personnel work together to achieve common instructional goals.	2.90	1.25	Moderate
5. Collaboration with colleagues improves performance.	2.89	1.24	Moderate
Emotional Support from Colleagues	2.87	1.23	Moderate

6. Academic personnel feel understood by their colleagues when they face work-related challenges	2.87	1.23	Moderate
7. Academic personnel can rely on their colleagues for encouragement when needed.	2.86	1.25	Moderate
8. Colleagues contribute to a positive work environment.	2.87	1.25	Moderate
9. Colleagues provide emotional support during stressful situations.	2.86	1.24	Moderate
10. Academic Personnel show empathy toward each other's concern.	2.88	1.26	Moderate
Instructional/Task-Related Assistance	2.88	1.23	Moderate
11. Colleagues assist academic personnel in preparing instructional materials.	2.88	1.23	Moderate
12. Academic personnel receive assistance from colleagues in managing teaching responsibilities.	2.89	1.27	Moderate
13. Colleagues share instructional resources with one another.	2.86	1.24	Moderate
14. Colleagues help academic personnel resolve instructional problems.	2.89	1.26	Moderate
15. Instructional support from colleagues enhances academic personnel effectiveness.	2.89	1.25	Moderate
Social Integration and Belongingness	2.88	1.23	Moderate
16. Academic personnel feel a sense of belonging among their colleagues.	2.91	1.25	Moderate
17. Academic personnel have opportunities to build meaningful professional relationships within the institution.	2.87	1.24	Moderate
18. There is a strong sense of camaraderie among academic personnel.	2.87	1.25	Moderate
19. Colleagues make academic personnel feel included in group activities.	2.87	1.26	Moderate
20. Academic personnel feel that their contributions are respected by their colleagues.	2.88	1.25	Moderate
Peer Feedback and Recognition	2.88	1.24	Moderate
21. Colleagues provide constructive feedback on each other's work.	2.88	1.27	Moderate

22. Academic personnel receive timely feedback from colleagues regarding their professional performance.	2.88	1.25	Moderate
23. Academic personnel recognize each other's achievements.	2.88	1.26	Moderate
24. Academic personnel feel appreciated by their colleagues for their contributions.	2.89	1.25	Moderate
25. Outstanding accomplishments of academic personnel are acknowledged by their colleagues.	2.88	1.25	Moderate
COLLEGIAL SUPPORT As a Whole	2.88	1.23	Moderate

Level of Professional Motivation

The findings revealed that Intrinsic Motivation obtained a mean score of 3.13 (SD = 1.25), which is verbally interpreted as Moderate. Academic personnel moderately agreed that they genuinely enjoy performing their professional responsibilities (M = 3.14) and experience a sense of fulfillment after successfully completing their work (M = 3.13). The dimension Identified (Personal Value) Motivation obtained a mean score of 3.12 (SD = 1.26), corresponding to a verbal interpretation of Moderate. Respondents moderately agreed that their work is meaningful (M = 3.12) and that their professional responsibilities align with their personal goals and values (M = 3.10). For Extrinsic Motivation, the results showed a mean score of 3.13 (SD = 1.26), interpreted as Moderate. Academic personnel moderately agreed that salary, incentives, and other external rewards motivate them to perform well (M = 3.15), while compliance with institutional policies and expectations also serves as a motivating factor (M = 3.14). The Achievement and Growth Motivation dimension obtained a mean score of 3.12 (SD = 1.26), which is verbally interpreted as Moderate. Respondents moderately agreed that they are motivated to improve their professional competencies (M = 3.13) and strive to achieve higher levels of performance (M = 3.11). The findings further revealed that Organizational Commitment Motivation obtained a mean score of 3.12 (SD = 1.25), corresponding to a verbal interpretation of Moderate. Academic personnel moderately agreed that they are motivated to contribute to the success of the institution (M = 3.14) and feel a sense of loyalty toward their organization (M = 3.11). Overall, Professional Motivation obtained a composite mean score of 3.12 (SD = 1.25), which is verbally interpreted as Moderate.

Statements	Mean	Standard Deviation	Interpretation
Intrinsic Motivation	3.13	1.25	Moderate
1. I find genuine enjoyment in performing my professional duties.	3.14	1.27	Moderate
2. I am motivated by the satisfaction I get from teaching and academic work.	3.14	1.27	Moderate
3. I feel a sense of accomplishment when I complete my tasks effectively.	3.13	1.27	Moderate
4. I engage in my work because I find it personally fulfilling.	3.11	1.26	Moderate
5. I am motivated to perform well because I enjoy what I do.	3.13	1.27	Moderate
	3.12	1.26	Moderate

Identified (Personal Value) Motivation			
6. My work aligns with my personal beliefs and professional goals.	3.10	1.28	Moderate
7. I put effort into my work because it contributes to my personal development.	3.13	1.26	Moderate
8. I consider my responsibilities meaningful and worth doing.	3.12	1.29	Moderate
9. I perform my duties because I believe they are important to my personal values.	3.11	1.29	Moderate
10. I am motivated because I see the value of my role in education.	3.12	1.27	Moderate
Extrinsic Motivation	3.13	1.26	Moderate
11. I am motivated by salary, incentives, and external rewards.	3.15	1.28	Moderate
12. I am driven to perform well to meet institutional expectations.	3.12	1.27	Moderate
13. I am motivated by opportunities for promotion and career advancement.	3.13	1.30	Moderate
14. I exert greater effort to comply with institutional policies and performance requirements.	3.14	1.28	Moderate
15. External pressures influence my level of effort at work.	3.12	1.27	Moderate
Achievement/Growth Motivation	3.12	1.26	Moderate
16. I am motivated to achieve higher levels of performance in my work.	3.11	1.26	Moderate
17. I seek opportunities to learn and grow in my profession.	3.12	1.29	Moderate
18. I set personal goals to enhance my academic performance.	3.12	1.27	Moderate
19. I strive to improve my professional skills continuously.	3.13	1.29	Moderate
20. I am driven to accomplish challenging tasks in my work.	3.11	1.27	Moderate
Organizational Commitment Motivation	3.12	1.25	Moderate
21. I am motivated to contribute to the success of my institution.	3.14	1.28	Moderate
22. I am willing to exert extra effort for the benefit of the institution.	3.12	1.26	Moderate
23. I am committed to staying and growing within the institution.	3.12	1.26	Moderate
24. I feel a strong sense of loyalty to my organization.	3.11	1.27	Moderate
25. I actively participate in initiatives that contribute to the development of the institution.	3.13	1.27	Moderate
PROFESSIONAL MOTIVATION As a Whole	3.12	1.25	Moderate

Level of Performance of Academic Personnel

The findings presented in Table 4 reveal that the academic personnel obtained an overall mean performance rating of 5.65 with a standard deviation of 0.82, which is verbally interpreted as Very Satisfactory. Of the 309 respondents, the largest group (133 or 43.04%) received a Very Satisfactory rating, followed by 89 (28.80%) who obtained a Highly Satisfactory rating, and 37 (11.97%) who achieved an Excellent rating. Likewise, 37 respondents (11.97%) were rated as Meets Expectations, while only 10 (3.24%) and 3 (0.97%) received Fairly Satisfactory and Unsatisfactory ratings, respectively.

Table 4. Level of Performance of Academic Personnel

Level of Performance of Academic Personnel	N	Mean	Std. Deviation	Interpretation
Excellent	37	5.65	.82	Very Satisfactory
Highly Satisfactory	89			
Very Satisfactory	133			
Meets Expectation	37			
Fairly Satisfactory	10			
Unsatisfactory	3			
Total	309			

Relationship Between Administrative Assistance and Performance of Academic Personnel

Table 5 presents the relationship between Administrative Assistance and the Performance of Academic Personnel. The results of the Spearman rank-order correlation analysis revealed a significant positive relationship between the two variables ($r_s = .315$, $p < .001$). These findings indicate that improvements in administrative assistance are associated with corresponding improvements in the performance of academic personnel.

Table 5. Relationship Between Administrative Assistance and Performance of Academic Personnel

Variable	Test Statistics (r_s)	P-value	Decision for H_0	Interpretation
Administrative Assistance Vs Performance of Academic Personnel	.315**	<.001	Reject H_0	Significant

Relationship Between Collegial Support and Performance of Academic Personnel

Table 6 presents the relationship between Collegial Support and the Performance of Academic Personnel. The results of the Spearman rank-order correlation analysis revealed a significant positive relationship between the

two variables ($r_s = .509$, $p < .001$). The positive correlation indicates that as the level of collegial support increases, the performance of academic personnel also tends to improve.

Table 6. Relationship Between Collegial Support and Performance of Academic

Personnel

Variable	Test Statistics (r_s)	P-value	Interpretation
Collegial Support Vs Performance of Academic Personnel	.509**	<.001	Significant

Relationship Between Professional Motivation and Performance of Academic Personnel

Table 7 presents the relationship between Professional Motivation and the Performance of Academic Personnel. The results of the Spearman rank-order correlation analysis revealed a significant positive relationship between professional motivation and performance ($r_s = .579$, $p < .001$).

Table 7. Relationship Between Professional Motivation and Performance of Academic

Personnel

Variable	Test Statistics (r_s)	P-value	Interpretation
Professional Motivation Vs Performance of Academic Personnel	.579**	<.001	Significant

DISCUSSION

Level of Administrative Assistance

The findings indicate that academic personnel perceived Instructional and Professional Support as low, particularly in terms of opportunities for professional development and administrative guidance for improving instructional practices. This suggests that academic personnel experience limited administrative assistance in mentoring, professional growth, and instructional enhancement.

The finding aligns with the contemporary view that instructional and professional support is a fundamental responsibility of higher education administration rather than merely an auxiliary function. [76] emphasized that such support involves coordinated institutional resources, technical assistance, and professional learning structures that enhance faculty effectiveness. Similarly, [9] highlighted the importance of institutional support mechanisms in strengthening instructional planning and educational quality. [40] further stressed that effective teaching competencies develop through sustained professional development, emphasizing the need for continuous institutional support.

The finding is also consistent with [59], who emphasized that effective administrative assistance helps educators respond to changing educational demands through continuous guidance and capacity building. Likewise, [3] argued that administrative support becomes more meaningful when translated into concrete professional development opportunities rather than remaining solely as institutional policies. Overall, the findings suggest that strengthening mentoring, professional development, and instructional guidance should be a priority in improving administrative support for academic personnel.

The findings for Resource and Logistical Support were also perceived as low, particularly in the maintenance of facilities and equipment and the timely provision of instructional resources. This suggests that academic personnel may experience difficulties accessing adequate materials, technology, and learning facilities needed to support effective teaching.

The finding highlights the importance of technological and logistical support in higher education. [90] emphasized that institutional technology leadership promotes educational technology integration through adequate digital infrastructure and continuous technical support, while [35] found that effective digital learning requires sustained investment in technical resources and infrastructure. Beyond instruction, [58] and [63] demonstrated that financial and research resources contribute to research productivity and organizational innovation.

The findings further suggest that inadequate logistical support may increase administrative burdens and reduce instructional efficiency. [84] emphasized that efficient logistical management allows educators to focus more on teaching and student learning. Similarly, [88] found that inefficient organizational systems increase administrative workload and divert faculty attention from instruction, research, and student engagement. [27], [39], and [43] likewise emphasized that effective logistical coordination supports institutional efficiency and educational quality. Conversely, [32] and [46] reported that weak logistical systems can contribute to work stress, role ambiguity, and reduced organizational effectiveness.

Communication and Information Support's findings revealed it was low, particularly regarding the timely dissemination of important information and the clarity of institutional policies. This suggests that communication between administrators and academic personnel may not yet be sufficiently transparent, responsive, and efficient. Effective communication is essential for strengthening collaboration, organizational trust, informed decision-making, and understanding of institutional expectations.

The finding is consistent with [54], who emphasized that open and transparent communication strengthens collaboration, promotes mutual understanding, and supports informed institutional decision-making. Similarly, [36] identified communication as a critical competency of educational administrators, noting that clear and responsive communication strengthens teachers' confidence in leadership and promotes organizational transparency.

The findings also align with [5], who found that successful technology integration requires continuous administrative communication, technical guidance, and timely information. Inconsistent communication may result in confusion, duplicated work, and uncertainty regarding institutional priorities. Likewise, [70] emphasized that strategic communication connects institutional policies with classroom practice by helping faculty understand organizational goals and adapt to educational changes.

Furthermore, [23] highlighted the importance of timely administrative communication in maintaining instructional continuity and reducing uncertainty, while [8] found that clear, accurate, and timely communication strengthens organizational trust, faculty engagement, and commitment. Overall, the findings suggest a need to strengthen administrative communication systems through timely information dissemination, clear policy communication, two-way dialogue, faculty feedback, and greater transparency in decision-making.

The findings indicate that Emotional and Psychological Support was perceived as low, suggesting that academic personnel may feel insufficiently valued, appreciated, and emotionally supported by the administration. The results point to limited efforts to create a consistently positive and supportive work environment. This is important because emotional recognition and administrative support can influence faculty well-being, motivation, and organizational commitment.

The finding is consistent with [1], who reported that strong emotional support from administrators improves job satisfaction and reduces teachers' intention to leave. Similarly, [15] found that wellness programs, peer support, stress management, and leadership-driven well-being initiatives improve teachers' psychological well-being, resilience, and job satisfaction. [31] further emphasized that emotional support should be systematic and include

recognition, stress reduction, and attention to teachers' emotional needs rather than being provided only when problems arise.

Likewise, [85] found that positive psychology interventions, including gratitude, mindfulness, and strengths-based leadership, contribute to teachers' emotional wellness and resilience. [41] identified leadership support, positive professional relationships, socio-emotional competence, and psychologically safe workplaces as important contributors to teachers' occupational well-being and professional effectiveness.

Leadership behavior is also important in providing emotional support. [37] found that emotionally intelligent leadership strengthens trust, communication, and organizational climate by enabling administrators to respond appropriately to teachers' emotional needs. In addition, [64] emphasized that supportive leadership, regular communication, stress-management initiatives, and psychological resources can reduce emotional exhaustion and burnout, particularly during periods of organizational change and increasing workplace demands.

The findings indicate that Decision-Making and Participatory Support was perceived as low, particularly in terms of transparency in administrative decisions and faculty consultation before major institutional policies are implemented. This suggests that academic personnel have limited opportunities to participate in institutional planning and governance, which may weaken their sense of ownership, engagement, and commitment to organizational goals.

The finding is consistent with [11], who found that participatory leadership characterized by consultation, mentoring, and collaboration is more effective than purely top-down approaches in strengthening employee commitment and organizational effectiveness. Similarly, [86] emphasized that participative leadership encourages employees to share ideas, contribute to decision-making, and assume shared responsibility, thereby strengthening motivation, trust, engagement, and organizational commitment.

The findings also align with [55], who highlighted the value of distributed leadership in education. Sharing leadership responsibilities among administrators, teachers, and other stakeholders promotes shared accountability, professional learning, and collective decision-making. [89] likewise found that autonomy-supportive environments encourage teachers to exercise professional judgment, contribute ideas, and participate actively in instructional and institutional decisions, leading to greater motivation and professional engagement.

Furthermore, [38] emphasized that inclusive and person-centered leadership strengthens communication, trust, and ownership through meaningful stakeholder participation. [68] similarly found that collaborative decision-making and shared leadership strengthen collective teacher efficacy, professional relationships, and commitment to continuous improvement.

Overall, the findings suggest that academic personnel would benefit from greater faculty consultation, transparent decision-making, shared governance, and distributed leadership practices. These improvements could strengthen faculty engagement, professional autonomy, organizational commitment, and institutional effectiveness. This is further supported by [50], who identified administrative support as an important predictor of teacher performance and instructional effectiveness. Thus, strengthening participatory management should form part of broader efforts to improve administrative assistance and faculty performance.

Level of Collegial Support

The findings indicate that Professional Collaboration was moderate, suggesting that academic personnel generally work with colleagues on academic tasks and share common instructional goals, although collaboration is not yet consistently embedded in everyday professional practice. [42] emphasized that meaningful collaboration involves joint planning, reflection, and sharing of instructional strategies, while [71] found that collaboration promotes creativity and innovation through the exchange of diverse perspectives. Similarly, de Jong et al. [28] identified professional collaboration as an important context for teacher learning and instructional improvement. [68] further reported that collaborative professional development strengthens collective teacher efficacy. [75] highlighted the value of co-teaching, while [29] emphasized peer feedback as a means of

promoting reflective practice and professional growth. [79] added that effective collaboration requires open communication, mutual respect, clear responsibilities, and shared goals.

Emotional Support from Colleagues' findings was moderate, indicating that academic personnel generally feel understood and can rely on colleagues for encouragement during work-related challenges. However, the support is not necessarily experienced consistently by all faculty members. [57] emphasized that peer support provides both professional guidance and emotional encouragement, while [87] found that positive relational interactions strengthen trust and workplace relationships. The findings are also supported by [41], who identified supportive professional relationships as important contributors to teachers' well-being and organizational commitment. Kaihoi, Bottiani, and Bradshaw [49] similarly found that collegial networks provide important professional and emotional support that can reduce isolation and strengthen educator well-being.

For Instructional/Task-Related Assistance, findings revealed it was moderate, suggesting that academic personnel generally receive practical assistance from colleagues in managing teaching responsibilities and addressing instructional concerns. [56] emphasized that teamwork allows educators to combine knowledge and skills to solve problems more efficiently. Similarly, de Jong et al. [28] found that collaborative planning, resource sharing, and exchange of instructional practices promote professional learning and instructional improvement. [75] reported that co-teaching and shared instructional practices strengthen pedagogical knowledge, professional confidence, and teaching effectiveness. [69] highlighted peer mentoring as an effective source of practical guidance and collaborative problem-solving, while [48] emphasized the value of sharing instructional strategies, resources, and specialized knowledge. [79] further noted that effective task-related collaboration depends on communication, clear responsibilities, mutual respect, and collaborative planning.

Similarly, for Social Integration and Belongingness findings was moderate, indicating that academic personnel generally experience positive interpersonal relationships and feel accepted within their professional community. Nevertheless, opportunities remain to strengthen inclusion and connectedness among faculty members. [53] emphasized that structured peer support strengthens teachers' engagement and connection to the professional community. [17] likewise found that positive workplace relationships contribute to belongingness, job satisfaction, and organizational commitment. [41] and [62] emphasized that supportive relationships, mutual respect, and positive workplace cultures promote teacher well-being, resilience, professional engagement, and organizational commitment. [21] further found that peer networks and collaborative workplace cultures strengthen educators' interpersonal connections and sense of belonging. These findings are also supported by [15] and Kaihoi, Bottiani, and Bradshaw [49], who highlighted the role of peer interaction and supportive professional networks in reducing isolation and promoting educator well-being.

Lastly, Peer Feedback and Recognition revealed that findings were moderate, suggesting that constructive feedback and appreciation from colleagues are present but may not occur consistently enough to maximize professional growth. [56] explained that feedback promotes reflection and professional development, while [17] emphasized that recognition and appreciation strengthen job satisfaction, organizational commitment, and work performance. [29] found that reciprocal peer feedback encourages reflective practice, instructional improvement, and professional agency. Similarly, [47] reported that structured peer-feedback programs can improve instructional competence, professional confidence, and collaborative relationships when supported by appropriate leadership, preparation, time, and communication. [41] and [15] further demonstrated that appreciation and peer support contribute to teacher well-being, resilience, and motivation. de Jong et al. [28] noted that collaborative professional learning naturally creates opportunities for teachers to recognize one another's expertise, while [30] linked appreciation and recognition with greater work engagement and organizational commitment. [91] likewise identified collegial recognition and constructive feedback as important organizational factors associated with teacher well-being, engagement, and commitment.

Overall, the findings indicate that Collegial Support was moderate across all five dimensions. Academic personnel generally experience collaboration, emotional encouragement, practical assistance, social belongingness, and peer feedback within the workplace. However, these practices have not yet become sufficiently consistent or institutionalized to fully maximize professional learning and organizational effectiveness. The literature generally supports this pattern, emphasizing that structured collaboration,

supportive peer relationships, mentoring, feedback, recognition, and opportunities for meaningful interaction can further strengthen faculty well-being, professional growth, and collective effectiveness.

Level of Professional Motivation

The findings revealed a moderate level of intrinsic motivation among academic personnel, indicating that they derive personal satisfaction, fulfillment, and meaning from performing their professional responsibilities. However, their motivation is not based solely on personal enjoyment, suggesting opportunities to further strengthen autonomy, creativity, competence, and professional growth. [10] emphasized that stronger intrinsic motivation enhances productivity because employees find purpose and personal meaning in accomplishing their goals. Similarly, [80] found that autonomy, competence, and relatedness contribute to stronger professional commitment, instructional engagement, and psychological well-being among teachers. [92] further demonstrated that intrinsically motivated teachers promote greater student participation and independent learning through autonomy-supportive teaching practices and positive teacher-student relationships.

Professional development can also reinforce intrinsic motivation. [66] found that teachers are more willing to participate in professional learning when opportunities correspond with their interests, strengthen their competence, and provide meaningful opportunities for growth. [7] likewise reported that teachers with stronger intrinsic motivation demonstrate greater perseverance and resilience when facing professional challenges. In addition, [44] emphasized that supportive school environments characterized by professional autonomy, positive relationships, and confidence in instructional practice help sustain teachers' intrinsic motivation. Overall, the findings suggest that providing academic personnel with meaningful work, autonomy, supportive relationships, and opportunities for continuous development can further strengthen their internal motivation and professional engagement.

The findings showed a moderate level of identified or personal values motivation, suggesting that academic personnel generally recognize the importance of their work and perceive their professional responsibilities as meaningful and relevant to their personal goals and values. However, the connection between individual aspirations and institutional responsibilities can still be strengthened. [6] found that employees who perceive their work as meaningful demonstrate greater engagement and contribute more positively to organizational performance. [81] similarly reported that identified motivation is associated with greater work engagement, persistence, job satisfaction, and psychological well-being because employees internalize the value of their responsibilities.

[45] further established that autonomous forms of motivation, including identified regulation, are consistently associated with positive workplace outcomes such as performance, organizational commitment, and well-being. [44] explained that identified motivation develops when teachers internalize the value of their professional responsibilities and regard them as personally important rather than externally imposed. [34] likewise found that teachers who perceive their instructional responsibilities as personally valuable are more likely to demonstrate sustained instructional commitment and create autonomy-supportive learning environments.

The importance of personal values is also evident in professional development. [65] noted that teachers are more likely to sustain participation in professional learning when they personally recognize its value for improving instructional competence and achieving long-term professional goals. [7] found that beginning teachers whose professional responsibilities were consistent with their personal beliefs and life purpose demonstrated greater perseverance and commitment despite professional challenges. [19] similarly reported that autonomy-supportive practices strengthen self-determined motivation and teachers' intentions to pursue teaching as a long-term career. [82] further showed that teachers' personal beliefs and professional values influence their instructional practices and motivational approaches. These findings indicate that strengthening the connection between institutional goals, professional responsibilities, and the personal values of academic personnel may enhance their sustained motivation and commitment.

The findings indicated a moderate level of extrinsic motivation, demonstrating that external factors such as salary, incentives, recognition, promotion opportunities, and institutional expectations remain important sources of motivation for academic personnel. Although external rewards contribute to employees' willingness to

perform their responsibilities, the findings suggest that these factors should complement rather than replace internal sources of motivation. [12] emphasized the importance of improving compensation systems and external incentives to enhance employee performance. Similarly, Nguyen, Nguyen, and Pham [60] found that compensation, financial incentives, recognition, and promotion opportunities influence employee motivation, job performance, and organizational loyalty.

[67] further emphasized that incentives, recognition, and organizational support can strengthen teachers' willingness to perform their responsibilities, particularly when these external factors are accompanied by supportive leadership, collegial relationships, and professional development opportunities. Slemp et al. also found that supportive organizational environments, adequate resources, positive leadership, and satisfaction of psychological needs contribute to higher-quality motivation, while controlling conditions and excessive external pressure may increase stress and burnout. [44] similarly noted that teachers respond more positively to institutional expectations when these are communicated through autonomy-supportive leadership rather than controlling practices.

Professional development also demonstrates the role of extrinsic motivation. [65] found that certification requirements, career advancement, institutional recognition, and organizational expectations can encourage teachers to participate in continuing professional development. [7] likewise highlighted the contribution of mentoring, constructive feedback, administrative guidance, and positive workplace relationships to teachers' confidence, resilience, and persistence. [34] further reported that supportive school climates, effective leadership, instructional resources, and institutional recognition positively influence teachers' willingness to invest effort and sustain professional engagement. Thus, the findings suggest that fair compensation, recognition, career opportunities, and supportive institutional policies can strengthen extrinsic motivation when they are implemented alongside autonomy and meaningful professional engagement.

The findings revealed a moderate level of achievement and growth motivation, indicating that academic personnel are motivated to improve their professional competencies, accomplish higher levels of performance, and pursue continuous professional development. However, the findings also suggest that greater institutional support and opportunities for advancement may be needed to maximize their potential. Toropova, Myrberg, and Johansson [77] found that professional learning opportunities, career development, and supportive working conditions contribute to teachers' motivation, job satisfaction, and commitment to continuous improvement.

The OECD [61], through the Teaching and Learning International Survey (TALIS), likewise reported that meaningful professional development and institutional support for career advancement contribute to teachers' confidence, motivation to improve competencies, and professional commitment. [52] emphasized that motivation is an important component of teachers' professional identity because it encourages continuous improvement, adaptation to educational changes, and maintenance of high teaching standards. [51] similarly highlighted the importance of self-directed professional development, noting that teachers who take ownership of their learning are more likely to engage in reflective practice and continuous competence development.

[33] found that meaningful professional development strengthens teachers' instructional competence, autonomy, confidence, and long-term professional aspirations. [65] likewise reported that teachers often pursue professional learning because of their desire for personal accomplishment, self-improvement, and professional excellence. [18] further emphasized that self-regulated learning, reflective practice, and competency development strengthen teachers' motivation to pursue sustained professional growth. Collectively, these findings indicate that achievement and growth motivation can be strengthened through accessible professional development, career advancement opportunities, mentoring, reflective practice, recognition of accomplishments, and opportunities for academic personnel to take ownership of their professional learning.

The findings demonstrated a moderate level of organizational commitment motivation, indicating that academic personnel generally possess a positive attachment to their institution and are willing to contribute to organizational goals. Nevertheless, the findings suggest that stronger organizational support, recognition, leadership, and positive workplace relationships can further strengthen their loyalty and commitment. [25] found that perceived organizational support significantly influences teachers' work commitment, partly through job

satisfaction. When teachers perceive that their institutions are responsive to their professional needs, they are more likely to develop stronger commitment and contribute to institutional goals.

Agad, Pinca, and Ricaforte [2] similarly reported that favorable workplace conditions, meaningful recognition, and job satisfaction are positively associated with stronger organizational commitment among educators. [78] found a strong positive relationship between teacher motivation and organizational commitment, indicating that motivated teachers tend to develop stronger emotional attachment and loyalty to their schools. [16] further identified leadership practices, perceived organizational support, and positive psychological capital as important predictors of teachers' organizational commitment.

[20] emphasized the role of transformational leadership in strengthening organizational commitment. Leaders who communicate a shared vision, encourage collaboration, provide individualized support, and recognize professional achievements can foster stronger motivation and commitment among teachers. In the Philippine educational context, [24] found that teacher motivation is positively associated with organizational commitment, with work-life balance contributing to this relationship. [13] likewise reported that positive organizational culture, fair institutional policies, and supportive administrative practices strengthen teachers' dedication to institutional goals and their willingness to remain in their organizations.

Overall, the findings indicate that organizational commitment among academic personnel can be strengthened through supportive leadership, recognition, fair policies, positive workplace relationships, opportunities for participation, and institutional practices that promote employee well-being and professional development.

Overall, the findings indicate a moderate level of professional motivation among academic personnel across intrinsic motivation, identified or personal values motivation, extrinsic motivation, achievement and growth motivation, and organizational commitment motivation. The results suggest that academic personnel are motivated by a combination of personal satisfaction, meaningful professional values, external rewards, opportunities for achievement and development, and attachment to their institution. However, the moderate level across the dimensions also indicates room for the institution to further strengthen both autonomous and external sources of motivation.

The findings are consistent with [4], who emphasized that highly motivated educators demonstrate greater engagement, productivity, and commitment to institutional goals. Taken together, the literature suggests that professional motivation is best strengthened through a balanced approach that provides academic personnel with meaningful work, autonomy, professional development, fair recognition and rewards, supportive leadership, career advancement opportunities, and a strong sense of organizational belonging. Such conditions may contribute not only to stronger professional motivation but also to improved job satisfaction, teaching effectiveness, and organizational commitment.

Level of Performance of Academic Personnel

The findings revealed that the academic personnel generally demonstrated a Very Satisfactory level of performance based on their official Personnel Performance Evaluation ratings for Academic Year 2024–2025. Most respondents achieved Very Satisfactory and Highly Satisfactory ratings, while a smaller proportion attained Excellent ratings. Only a limited number received Fairly Satisfactory or Unsatisfactory ratings. These results indicate that the majority of academic personnel consistently meet or exceed the institution's established performance expectations and demonstrate competence in fulfilling their academic and professional responsibilities.

The findings suggest that academic personnel are generally capable of delivering quality instruction, performing their assigned academic responsibilities, and contributing positively to institutional objectives. However, the results also indicate opportunities for further professional development to help more faculty members progress toward higher levels of performance. [74] emphasized that effective performance evaluation should consider multiple dimensions of educators' professional responsibilities to provide a comprehensive assessment of their performance. The generally Very Satisfactory performance of the respondents suggests that they are able to meet diverse professional expectations and demonstrate competence across their assigned responsibilities.

Similarly, [22] emphasized the importance of establishing clear performance indicators and key performance measures to promote accountability, instructional quality, and continuous professional improvement. The present findings indicate that academic personnel have generally met the institution's established performance standards as reflected in their SPES ratings. Nevertheless, opportunities remain to strengthen faculty development, instructional innovation, research productivity, and professional growth to enable more academic personnel to attain higher performance levels.

The findings are also consistent with [4], who reported that motivated educators tend to be more productive, engaged, and committed to achieving organizational goals. Their study emphasized that meaningful motivation and professional support contribute to stronger instructional performance and organizational commitment. This supports the present findings by suggesting that the satisfactory performance of academic personnel may be reinforced by favorable motivational and institutional conditions.

Overall, the findings demonstrate that academic personnel perform their professional responsibilities effectively and consistently. While their Very Satisfactory performance reflects a strong level of professional competence, continued institutional support through professional development, continuous learning, instructional innovation, research opportunities, and recognition of faculty accomplishments may further improve performance. Strengthening these areas can help more academic personnel achieve higher performance levels while contributing to individual professional growth and the overall effectiveness of the institution.

Relationship Between Administrative Assistance and Performance of Academic Personnel

The findings revealed a significant positive relationship between administrative assistance and the performance of academic personnel. This indicates that academic personnel who perceive greater administrative assistance tend to demonstrate relatively better performance. However, the relationship is weak, suggesting that while administrative assistance contributes to faculty performance, it is only one of several factors that influence overall professional performance.

The findings further indicate that statistical association should not be interpreted as evidence that administrative assistance alone determines faculty performance. Academic personnel may still demonstrate satisfactory performance because of their individual professional competence, work ethic, commitment to their responsibilities, and adherence to institutional performance standards. Administrative assistance therefore appears to provide an additional advantage by helping personnel sustain or improve their performance rather than serving as an absolute requirement for satisfactory performance.

The findings are supported by [59], who reported that administrative support enhances teachers' instructional competence by providing professional guidance, adequate resources, and institutional assistance. Similarly, [84] found that effective administrative support reduces routine administrative burdens, allowing teachers to devote greater attention to instruction and improving their overall work efficiency.

[3] further emphasized that administrative support becomes more effective when it extends beyond policy implementation and includes meaningful professional development and capacity-building opportunities. Likewise, [50] identified administrative support as an important predictor of teacher performance, noting that adequate guidance, resources, and administrative assistance create conditions that enable educators to perform more effectively.

Overall, the findings demonstrate that administrative assistance is an important factor associated with academic personnel performance, although it is not the sole determinant of performance outcomes. Strengthening administrative practices through professional development, effective communication, timely provision of resources, supportive leadership, and faculty participation in institutional decision-making may further enhance performance. At the same time, the modest strength of the relationship suggests that institutions should also consider other contributing factors, particularly collegial support and professional motivation, in efforts to improve academic personnel performance.

Relationship Between Collegial Support and Performance of Academic Personnel

The findings revealed a significant positive relationship between collegial support and the performance of academic personnel. This indicates that academic personnel who experience stronger support from their colleagues tend to demonstrate better professional performance. However, the relationship is weak, suggesting that collegial support is a contributing factor rather than the sole determinant of faculty performance.

The findings indicate that professional collaboration, emotional encouragement, task assistance, social integration, and constructive feedback can help academic personnel perform their responsibilities more effectively. Faculty members who experience stronger professional relationships with their colleagues may be better positioned to apply their competencies and sustain effective performance. Nevertheless, other factors, including administrative assistance, professional motivation, individual competence, and organizational conditions, may also contribute to overall performance.

The findings are supported by [42], who emphasized that meaningful collaboration through joint planning, shared instructional practices, and collective reflection enhances instructional quality and professional competence. Similarly, [26] found that teamwork positively influences employee performance by promoting knowledge sharing, problem-solving, and continuous learning. These findings reinforce the importance of collaborative professional environments in supporting effective academic performance.

[57] and [53] likewise emphasized that peer mentoring and supportive collegial relationships contribute to greater professional confidence, engagement, and workplace adjustment. Their findings suggest that encouragement, guidance, and emotional support from colleagues can strengthen faculty members' commitment and capacity to address professional challenges. [17] further reported that positive workplace relationships and effective collaboration are associated with higher job satisfaction, stronger organizational commitment, and improved work performance.

Overall, the findings demonstrate that collegial support is an important factor associated with academic personnel performance. Although it does not independently determine performance, a collaborative organizational culture characterized by teamwork, peer mentoring, knowledge sharing, constructive feedback, and mutual respect can help enhance professional effectiveness. Strengthening collegial relationships may therefore contribute not only to improved faculty performance but also to greater professional engagement, job satisfaction, and organizational commitment.

Relationship Between Professional Motivation and Performance of Academic Personnel

The findings revealed a strong positive relationship between professional motivation and the performance of academic personnel. This indicates that academic personnel with higher levels of professional motivation tend to demonstrate better performance based on their SPES ratings. The strength of this relationship further suggests that professional motivation is a major factor associated with faculty performance and plays a more substantial role than administrative assistance and collegial support in differentiating performance outcomes.

The findings indicate that academic personnel who are intrinsically motivated, perceive their work as meaningful, value professional growth, remain committed to their institution, and respond positively to appropriate external rewards are more likely to perform their professional responsibilities effectively. Although professional motivation was generally at a moderate level, differences in motivation among academic personnel were consistently reflected in their performance. This suggests that the degree of individual motivation, rather than simply its overall category, is important in sustaining effort, professional engagement, and effective performance.

The findings are consistent with [4], who reported that highly motivated educators demonstrate greater productivity, stronger commitment to instructional responsibilities, and higher job performance. Similarly, [10] found that motivated employees tend to demonstrate better work performance because they possess a clear sense of purpose, remain committed to organizational objectives, and persevere in achieving professional goals. These

findings support the present results by emphasizing the importance of motivation in sustaining effective professional performance.

[6] likewise found that employees who perceive their work as personally meaningful and aligned with their individual values demonstrate greater commitment and productivity. [12] further emphasized that both intrinsic and extrinsic motivational factors contribute to employee performance, particularly when organizations provide equitable rewards, opportunities for career advancement, and supportive working conditions. These findings suggest that faculty performance is strengthened when personal fulfillment is complemented by appropriate organizational support and incentives.

Overall, the findings demonstrate that professional motivation is a critical factor associated with the performance of academic personnel. Among the three variables examined, professional motivation showed the strongest association with performance, highlighting the importance of strengthening both intrinsic and extrinsic sources of motivation. Educational institutions may enhance faculty performance by providing meaningful professional development, recognition programs, equitable rewards, supportive leadership, career advancement opportunities, and a positive organizational culture. Strengthening these motivational conditions may contribute to improved faculty effectiveness, organizational commitment, and overall instructional quality.

LIMITATIONS OF THE STUDY

Several limitations should be considered when interpreting the findings of this study. First, administrative assistance and collegial support were measured primarily through the self-reported perceptions of academic personnel using a researcher-made Likert-scale questionnaire. Although the instrument demonstrated strong internal consistency, self-reported responses may be influenced by individual expectations, personal experiences, interpersonal relationships, and respondents' interpretations of administrative and collegial practices. Consequently, the reported levels of administrative assistance and collegial support represent the perceptions of the respondents and may not fully capture the actual implementation of institutional support practices.

Second, the study employed a quantitative correlational research design and therefore identified associations among administrative assistance, collegial support, professional motivation, and academic personnel performance rather than causal relationships. Although significant positive relationships were observed, the findings should not be interpreted to mean that improvements in administrative assistance, collegial support, or professional motivation will necessarily cause corresponding increases in performance.

Third, the study was conducted within a single private higher education institution and covered academic personnel during Academic Year 2024–2025. Although respondents were drawn from nine branches using stratified random sampling with proportional allocation, the institutional context may limit the generalizability of the findings to other higher education institutions with different organizational structures, policies, resources, and faculty characteristics.

Future research may address these limitations by employing longitudinal designs to examine whether changes in administrative assistance, collegial support, and professional motivation are associated with changes in academic personnel performance over time. Mixed-methods research may also provide a more comprehensive understanding by combining quantitative measures with qualitative evidence. In-depth faculty interviews, focus group discussions, or case studies could capture the lived experiences underlying the quantitative ratings and clarify why particular dimensions of administrative and collegial support are perceived as low. Such approaches may reveal contextual factors, institutional practices, and faculty experiences that cannot be fully captured through Likert-scale responses alone. Future studies may also incorporate multiple sources of evidence, such as administrator perspectives, institutional records, faculty development records, resource-request records, and other objective indicators, to complement self-reported perceptions.

Policy and Practical Implications

The findings provide specific areas in which institutional policies and administrative practices may be strengthened. Rather than treating administrative assistance as a single broad construct, the low-rated indicators provide a basis for targeted institutional interventions.

First, the low rating for opportunities for professional development indicates a need for a more systematic faculty development policy. The institution may establish annual professional development plans based on the identified needs of academic personnel, provide dedicated funding or professional development credits, and establish structured mentoring or coaching programs. Participation in seminars, training, certifications, and other professional learning activities may be supported through transparent eligibility criteria and equitable access. Professional development should also be linked to faculty career pathways so that training opportunities contribute meaningfully to professional growth and advancement.

Second, the low rating for the maintenance of facilities and equipment suggests the need for a formal preventive maintenance and resource management system. The institution may conduct regular facility and equipment audits, maintain an inventory of instructional resources, establish scheduled preventive maintenance, and assign clear responsibility for addressing reported deficiencies. A centralized monitoring system may also be implemented to track the status of maintenance requests and identify recurring resource problems.

Third, the low rating for the prompt provision of instructional resources indicates the value of establishing a standardized resource-request procedure. Such a policy could specify the process for submitting requests, expected response times, responsible offices, and mechanisms for escalation when requests are not addressed within the prescribed period. A digital tracking system could provide academic personnel with information regarding the status of their requests and enable administrators to monitor recurring resource needs.

Fourth, the low rating for transparency in administrative decision-making calls for more systematic transparency mechanisms. For major institutional decisions, administrators may provide clear explanations of the rationale, objectives, and expected implications of proposed policies. Where appropriate, summaries of decisions and their underlying considerations may be communicated through official institutional channels. Establishing a documented feedback mechanism would further allow academic personnel to raise concerns and receive responses regarding decisions that directly affect their professional responsibilities.

Fifth, the low rating for consultation of academic personnel before major policies are implemented indicates the need to strengthen faculty participation in institutional governance. The institution may establish formal consultation procedures, faculty representation in relevant committees, scheduled consultation meetings, and structured feedback periods before major academic or operational policies are finalized. Such mechanisms can provide academic personnel with meaningful opportunities to contribute their professional expertise while allowing administrators to consider potential implementation issues before policies are enacted.

These interventions should not be implemented as isolated activities. Rather, they may be integrated into an institutional support framework in which professional development, resource management, transparent communication, participatory governance, and faculty feedback are regularly monitored. Periodic reassessment using the same dimensions employed in the present study may also help determine whether institutional interventions lead to improvements in faculty perceptions and professional conditions.

CONCLUSION

The study demonstrates that administrative assistance was perceived at a low level, whereas collegial support and professional motivation were perceived at moderate levels. Despite these relatively modest perceptions of institutional support, academic personnel demonstrated an overall Very Satisfactory level of performance based on their official performance evaluation ratings. The findings further indicate significant positive relationships between administrative assistance, collegial support, professional motivation, and academic personnel performance.

The results suggest that academic personnel performance should not be understood solely in terms of individual capability or motivation. Institutional conditions, professional relationships, and administrative practices provide an important context within which academic personnel perform their responsibilities. In particular, the findings point to the importance of strengthening administrative assistance through concrete and systematic institutional mechanisms.

The low ratings for professional development opportunities, resource and facility maintenance, transparent administrative decision-making, and faculty consultation identify specific areas requiring institutional attention. Addressing these areas through targeted professional development policies, preventive maintenance systems, resource-request protocols, transparent communication mechanisms, and participatory decision-making structures may provide more direct and sustainable forms of administrative support.

The findings also contribute to the theoretical understanding of academic personnel performance by demonstrating the complementary roles of institutional support, collegial relationships, and professional motivation. Administrative assistance provides organizational and structural support, collegial support provides interpersonal and professional resources, while professional motivation represents an internal and external motivational mechanism that is associated with performance. The stronger association observed between professional motivation and performance further highlights the importance of creating institutional conditions that support meaningful work, professional growth, recognition, autonomy, and organizational commitment.

However, the findings should be interpreted within the limitations of the study's cross-sectional correlational design and reliance on self-reported perceptions for administrative assistance and collegial support. The observed relationships indicate association rather than causation. Future longitudinal and mixed-methods research, particularly studies incorporating in-depth faculty interviews and other sources of institutional evidence, may provide a deeper understanding of how administrative practices, collegial relationships, and motivational experiences develop over time and influence academic personnel performance.

Overall, the study suggests that improving academic personnel performance requires more than maintaining existing performance standards. Institutions should continuously strengthen the organizational, interpersonal, and motivational conditions that enable academic personnel to perform effectively. A systematic cycle of assessment, policy intervention, implementation, and reassessment may therefore provide a practical framework for enhancing faculty support and institutional effectiveness.

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