

Development Needs of DWCL Non-Teaching Personnel and Their Perceived Impact on Job Satisfaction and Organizational Commitment

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ABSTRACT

While teachers are often viewed as the primary face of academia, non-teaching personnel play an equally crucial role in the operation and stability of educational institutions, achieving successfully its goals and missions. In essence, the legal basis for the development needs of non-teaching personnel rooted from the mandate for quality education, the principles of efficient public service and effective institutional operations. This study was conducted to identify the development needs of the Divine Word College of Legazpi (DWCL) non-teaching personnel along three domains; personal, professional and research capability. An explanatory mixed-method research design was employed in conducting this study. For the quantitative phase, data were collected from a complete enumeration of the DWCL non-teaching personnel in permanent status, utilizing a modified survey questionnaire. For the qualitative phase, Focus Group Discussion (FGD) was conducted to explore their perspectives and insights with development needs, and their suggestions for the improvement and enhancement of the development needs program. The analysis of the non-teaching personnel's overall development needs consistently reveals a constant verbal interpretation of "great need" across all three key areas; personal, professional development and research capability. Though research proficiency is also identified as significant need, the lower rating implies a perceived need for more focused interventions in this particular indicator. The assessment on the perceive impact of development needs on job satisfaction and organizational commitment falls within the "high impact" verbal interpretation. These findings emphasized that provision of training do not only build competence but contributes to overall performance of employees.

Keywords: Development needs, Divine Word College of Legazpi, job satisfaction, research proficiency, organizational commitment

INTRODUCTION

While teachers are often viewed as the primary face of academia, non-teaching personnel plays an equally crucial role in the operation and stability of educational institutions. An organization succeeds because of its people. To reach company goals, employees need the right skills and knowledge. Because of this, many workplaces, especially schools, invest in training programs for all staff members to ensure high performance. In essence, non-teaching personnel must acquire the specialized knowledge and functional related skills necessary to deliver exceptional support services (Olaniyan, 2008)

The enhancement of non-teaching personnel in various areas can be systematically achieved through implementing development programs, which significantly provides advantages. Basically it promotes efficiency, and helps improve running operation better. It likewise opens opportunities to take on more responsibilities, leading to career advancement and progression. Such provisions may also lead to higher job satisfaction and promotes retention. When employees feel that their work truly matters, this sense of being appreciated makes them more loyal and much less likely to quit (Wlodkowski, 2003).

On the other hand, these programs also lodge disadvantages. It can be expensive. Funds for trainers and take staff away from post means needed additional budget. A single training approach can be another concern. Trainings may not suit to everyone since different non-teaching roles have specific needs, making the training

less helpful and interesting for some employees. Moreover, even when staff learn new skills, it may be hard to apply in daily practice due to limited opportunities, or perhaps, a resistance to change.

Study of Mustafa and Lleshi (2024) posited that continuous development of employees is crucial for organizational success and individual growth particularly in today's rapidly evolving work landscape. While training and development defines as a pro-active process to develop the total personality in addressing the future needs of an employee, professional development on the other hand means to earn or maintain professional credentials such as academic degrees to formal coursework, attending conferences, and informal learning opportunities (Frega, et al., (2020). Barreto's study (2020) supports that to remain competitive HEIs must equally prioritize the training and development of their non-teaching staff. By exploring and implementing effective training mechanisms, institutions can ensure that personnel are well-equipped to meet various challenges. However, personnel are less priority for the development opportunities compared to teachers amidst their big contributions. Literature of their participation in training program is scarce compared to teachers. Oftentimes, such development opportunities are limited and ignored. Professional development programs allow staff to both refresh prior knowledge and adopt new industry concepts, (Khan & Chrishti, 2012)

The Governance of Basic Education Act (RA 9155) was strengthened by the recent advisories and regional memoranda, DepEd NCR's Advisory No. 269, s. 2024, which mandates school heads to exercise excellent administrative management while maintaining a focus on improving learning outcomes. This framework creates dire need for the development of non-teaching personnel to contribute to the school's central function, sustaining the school head's accountability for effective instruction and the ultimate goal of improved learner performance.

Similarly, the Higher Education Act of 1994 (RA 7722) establishes a national policy that empowers Higher Education Institutions (HEIs) to prioritize the advancement of learning, research, development, and innovation (RDI) including the pursuit of Centers of Excellence. Achieving these goals is not dependent on faculty alone but relies on a highly competent administrative ecosystem. The development needs therefore of non-teaching personnel become a necessary institutional imperative flowing directly from RA 7722's mandate. Without investing in the specialized training of these personnel, HEIs may not establish the robust administrative support required to translate policy into nationally relevant and high-impact research output.

In addition, the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU) is a private, voluntary, non-profit, and non-stock organization that plays a crucial role in quality assurance and accreditation for academic programs and institutions across the Philippines. Divine Word College of Legazpi (DWCL) as member institution, achieved different levels of PAASCU accreditation, ensuring that educational standards meet those prescribed by government agencies like the Commission on Higher Education (CHED) thereby continuously improve the programs.

In essence, the legal basis for the development needs of non-teaching school personnel rooted from the mandate for quality education, the principles of public service efficiency, and effective institutional operations. This collective legal framework is an ample justification for investing the development needs of the DWCL non-teaching personnel, thus, this study.

THEORETICAL FRAMEWORK

Following the framework of Ebiasuode et al. (2025), this research utilized Human Capital Theory (HCT) to reframe human potential as a critical investment instead of a liability. The model posits that when organizations fund training and wellness initiatives, they cultivate a high-value resource base. By examining the interplay between technical competencies and "soft" dimensions like social capital, this research highlights how this factor serve as primary drivers for organizational success.

Also, this study incorporates Organizational Learning Theory (OLT). According to Rahman (2022), this theory illustrates the structural foundations of an organization and the behavioral patterns of the individuals within it. The theory linked to the importance of investing in employees' skills and knowledge to promote their

productivity. This means that employees perceive this investment as a sign of organizational support, which they "payback" through increased commitment.

While distinct, HCT and OLT are intrinsically linked in their influence on employee development, particularly for non-teaching staff in educational settings. OLT emphasizes the importance of aligning individual roles and responsibilities with the overall goals of the organization. When applied to non-teaching staff, OLT helps define their roles within the educational ecosystem, ensuring they contribute to the institution's mission. Meanwhile, HCT posits that investments in education and training can enhance the skills, knowledge, and abilities of individuals, leading to increased productivity and job satisfaction. Linking these two theories ensures that addressing development needs do not only secure the institution's future in a changing environment, but serves as a catalyst to maximize human potential.

Statement of the Problem

This study was conducted to identify the development needs of the Divine Word College of Legazpi (DWCL) non-teaching personnel along three domains; personal, professional and research capability to foster a more skilled, engaged, and empowered workforce. Specifically, this study sought answers to the following research questions:

1. What are the development needs of non-teaching personnel in DWCL in terms of;
 - a. personal needs;
 - b. professional needs;
 - c. research competencies?
2. What professional development trainings are provided by DWCL to non-teaching personnel?
3. What is the perceived impact of the personal and professional development needs on job satisfaction and organizational commitment among non-teaching personnel of DWCL?
4. What comprehensive development program maybe designed to address the perceived development needs of the non-teaching personnel of DWCL?

METHODOLOGY

This section provides discussion of the research design, data collection techniques, data analysis methods, background of the respondents and the data gathering tools utilized to address the research objectives.

Research Design

This study employed mixed methods approach. This design helps gain clearer picture than a standalone quantitative or qualitative approach, as it integrates benefits of both methods (Tegan, 2025). For the quantitative phase, a modified structured survey instrument was developed related to the development needs and perceptions of non-teaching personnel and its impact to job satisfaction and organizational commitment. For the qualitative phase, Focus Group Discussion (FGD) was utilized to gather in-depth and detailed insights and perspectives of the DWCL non-teaching personnel.

Research Instrument

A modified structured survey instrument was developed from an adopted published study of Chan (2021) and Sagayno et al, (2023). The instrument included questions related to the development needs along personal, professional and research capability needs and perceptions of non-teaching personnel. The structured survey questionnaire was reviewed and validated by an expert and conducted pilot testing to ten (10) nonteaching personnel of DWL in probationary period. This is to ensure that the results of this study are credible and accurately reflect the variables being measured.

Data Gathering Procedure and Analysis

The data collection method was performed in two phases, the qualitative and quantitative phases. For the quantitative approach, the survey questionnaire was distributed personally by the researcher through paper-based method to ensure that the survey tools were systematically distributed and retrieved. In analyzing the data, descriptive statistics were employed, utilizing mean, frequency, percentage, and rank, performed through Statistical Package for the Social Sciences (SPSS).

As to the qualitative phase, Focus Group Discussion (FGD) was conducted to a group of 12-participants to explore their perspectives and insights with development needs, their perceptions and their suggestions for improvement and enhancement of the development program. Effective FGDs typically involve 6 to 8 participants who share a similar cohort and a maximum of twelve, (Karim, 2022). Given this, maximum participation is appropriate within established guidelines for effective FGDs.

Beginning with the calculation of weighted means to determine the level of development needs and their perceived impact, the quantitative results were interpreted using a five-point scale ranging from "Not Needed" (1.0–1.79) to "Greatest Need" (4.20–5.0), while impact was categorized from "Very Low/No Impact" to "Very High Impact," adapting the same numerical intervals. Further, the indicators were ranked based on these means to identify priority areas. The frequency and ranking were also utilized to interpret the findings for recommendations to ensure that the proposed actions were directly aligned with the urgent needs identified by the participants. Thematic analysis was applied to qualitative data to generalized understanding of the participants' opinion.

Ethical Considerations

The conduct of the study to the non-teaching personnel was duly approved by the school president. The participants were informed about the purpose of the study and were assured of the confidentiality of the data, indicating that the collected information was solely used for this study purposes. Participant identities were protected through strict confidentiality. All sources were duly acknowledged.

Respondents of the Study

The respondents for this study consisted of a complete enumeration of the permanent members at DWCL, for academic year, 2024-2025. The non-teaching personnel on probationary status, school drivers and outsourced staff like maintenance and security guards were not included. A total of 55 non-teaching personnel were identified as respondents using a list obtained from the Human Resource Department (HRD). The author personally distributed and collected the questionnaires at the respondents' workplaces. Within a 3-5 days period, 49 surveys were retrieved, yielding an 89% response rate.

The demographic profile of the 49 respondents is predominantly female, accounting for 71.4% (35) with males making up 26.5% (13) and a small 2.0% (1) unidentified, presumably, overlooked to indicate. As to the age, respondents generally fall into the middle-aged bracket, with the 36-45 age group being the largest at 30.6% (15), followed by the 46-55 group at 24.5% (12). The youngest (25 and below) and oldest (56-up) groups are the smallest, both at 12.2% (6). Regarding years of service, the highest frequency is among those with 5 years and below at 28.6% (14), with the distribution showing a decreasing trend as years of service increase, though the 16-20 years group is an exception at 20.4% (6). In terms of educational attainment, majority holds a Baccalaureate degree at 73.5% (36), while those with MA Units account for 18.4% (9). Those with a Master's degree make up the remaining 8.2% (4).

RESULTS AND DISCUSSION

The discussion in this section focuses on the development needs of the DWCL non-teaching (support) personnel along personal, professional development and research capability needs; the trainings provided by the DWCL to the non-teaching personnel, extent to which development needs influence job performance and organizational commitment.

RESULTS

I. Perceived Development Needs of the non-teaching personnel

a. Personal development needs. In the context of this study, the personal development needs refer to the areas in which an individual requires growth to enhance personal effectiveness and well-being. Table 1 shows the assessment of development needs as perceived by the respondents.

Table 1. Perceived Personal Development Needs

Areas of development needs	Weighted Mean	Verbal interpretation	Rank
Preventing job burnout	3.92	great need	7
Emotional intelligence	3.78	great need	8
Mental health	4.16	great need	3
Career planning and goal setting	4.08	great need	5
Ethical Work Habits	3.96	great need	6.5
Work life balance	3.96	great need	6.5
Workplace health and safety	4.20	greatest need	2
Upskilling/Skill enhancement	4.22	greatest need	1
Work flexibility	4.12	great need	4
Average weighted mean	4.04	Great need	

* Legend: 1.0-1.79 not needed, 1.80-2.59= little need, 2.6-3.39= some need, 3.40-4.19= great need and 4.20-5.0 greatest need

It was noted that "upskilling/skill enhancement" (rank 1st, 4.22) and "workplace health and safety" (rank 2, 4.20) are identified areas of "greatest need". The highest weighted mean suggest that these are considered the development priorities. The emphasis on skill enhancement likely reflects a desire among personnel to improve their capabilities and adapt to evolving demands. It clearly shows the critical importance placed on ensuring a secure and healthy work environment. This denotes that by prioritizing health and safety training reflects its role as a foundation for employee growth.

While "emotional intelligence" and "preventing job burnout" also fall under "great need," the lower weighted means indicates they are perceived as relatively less urgent. This slightly lower ranking suggests that individuals prioritize tangible skills and safety measures as more priority concerns. This implies that a lack of emotional intelligence could significantly contribute to increased job burnout. In the conducted FGD, participants agreed that immediate skill enhancement is a key concern. They expressed further that continuous capability development reduces for possible seeking external employment.

b. Perceived Professional Development Needs. Professional development needs in this study refers to areas where individual requires growth and skill enhancement to be more competent and competitive in their field. Table 2 presents the mean scores for various indicators.

The assessment reveals a consistent "great need" across all areas. The highest weighted means were observed for "organizational skill and leadership management" (4.18), "Certificates " and "office records management" (both at 4.14) ranked 1st and 2nd respectively. The lowest weighted means, while still indicating a "great need," were for "modular/self-phase program" (3.71, ranked 7) and "professional advancement" (3.76, ranked 8), yet, the uniform verbal interpretation across all indicators underscores a significant desire for development and improvement in these areas.

The variations in mean scores offer valuable insights into perceived priorities. The higher ratings could suggest a strong emphasis on enhancing organizational effectiveness, acquiring formal credentials or knowledge updates, and improving administrative efficiency.

Table 2. Perceived Professional development needs

Indicators	Weighted mean	Verbal interpretation	Rank
Certificates (trainings, seminars, conferences)	4.14	Great need	2.5
Modular/self-phase program	3.71	Great need	8
Collaborative workplace communication	4.04	Great need	5
Professional advancement (graduate studies)	3.76	Great need	7
Office records management	4.14	Great need	2.5
Organizational skill and leadership management	4.18	Great need	1
Technical proficiency	4.10	Great need	4.5
Workplace conflict management	3.88	Great need	6
Time Management	4.10	Great need	4.5
Mentoring program	4.12	Great need	3
Average Weighted Mean	4.02	Great need	

While "modular/self-phase programs" and "professional advancement" received slightly lower ratings it indicates a preference for a structured or immediately applicable forms of development. From the conducted FGD, majority of the participants expressed that attending to seminars/training relevant to their specific roles is absolutely needed, particularly in various training such as practical application of technology, communication in the workplace, and some expressed interest in continuing program education. They further narrated that these initiatives will enable them to be more confident to perform their job. This could imply that the employee feels the institution is investing in their personal career path, not just their current job title, thus, a need for tailored development trainings.

c. Perceived research competency need. The research capability in this study refers to the capacity of an individual to conduct systematic research activities.

Table 3. Perceived Research Competency Needs

Indicators	Weighted mean	Verbal interpretation	Rank
Conceptualizing research proposal	3.88	Great need	4.5
Formulation of research problems	3.86	Great need	5
Theoretical/conceptual framework development	3.82	Great need	6.5
Related literature and studies review	3.88	Great need	4.5
Research design and methodology	3.82	Great need	6.5
Data collection	3.92	Great need	3
Data analysis techniques	3.96	Great need	1
Interpret findings	3.94	Great need	2.5
Report writing	3.94	Great need	2.5
Average weighted mean	3.89	Great need	

Table 3 reveals a consistent "great need" for all key areas relevant to research capability. The highest weighted mean was observed for "data analysis techniques" (3.96, ranked 1st), closely followed by "interpret findings" and "report writing" (both at 3.94, ranked 2nd). The lowest weighted means, while still indicating a "Great need," were for "theoretical/conceptual framework development" and "research design and methodology" (both at 3.82), and "formulation of research problems" (3.86), ranked 6.5 respectively.

The uniform verbal interpretation of "great need" across indicators highlights a significant need for improvement throughout the entire research writing. However, the variations in weighted means suggest a

greater need for proficiency in the later stages of research, specifically in "data analysis techniques," "interpreting findings," and "report writing." These could indicate that individuals find analyzing the collected data and communicating the results to be the challenging areas. The FGD participants expressed a desire to learn more about identifying and adopting theoretical and conceptual frameworks, in addition to the interest in interpreting findings and writing research reports. This expressed interest emphasizes a specific area for capability training.

II. Professional Development Trainings Provided by HRDD

Beyond a yearly general assembly, an essential orientation for new hires and targeted in-house training designed to meet specific company and regulatory requirements was provided by the Human Resource Department (HRDD). From the interview conducted with the HRD officer, it was noted that a specifically designed development program for non-teaching personnel has not been a standard offering. Instead, training provisions have often been ad-hoc, arising from recommendations by heads of offices, in response to external invitations, or as directives from internal memorandums.

Table 4. Professional Development Trainings Offered by DWCL

Training/Program Type	Teaching Personnel	Non-Teaching Personnel	For All Employees (General)	For Selected Employees
Orientation Training			✓	
In-house Training (Company/Regulatory Specific)	✓	✓		
Compliance Training			✓	
Leadership Development	✓	✓		✓
Safety Protocols/Training			✓	
Upskilling Workshops	✓	✓		✓
Soft Skills Development	✓	✓	✓	
External Conference/Seminar	✓	✓		✓

Table 4 presents the overview of the annual training programs offered by the institution. The inclusion of "safety protocols/training" for all employees is also a positive indicator that the school is committed to cultivate a safer working environment. While there is a shared in "for all employees" initiatives, the specific development needs beyond general in-house and compliance training appear less addressed.

The absence of these programs specifically for non-teaching roles may lead to skill obsolescence, particularly as technology evolves and administrative processes become more complex. If training opportunities are limited, it may lead to higher turnover rates. If these internal and external training initiatives, covering everything from compliance and leadership to upskilling skills, were strategically achieved and consistently applied across all employee groups, including non-teaching staff, what could be the impact on how satisfied the non-teaching feels in their roles and their dedication to the organization.

This inquiry examines into whether a more structured and inclusive approach to growth and development could significantly enhance non-teaching personnel well-being and cultivate a stronger sense of belonging and loyalty to DWCL. Given this landscape, it becomes critical to examine the link between these development needs and the perceived extent of job satisfaction and organizational commitment among non-teaching staff.

Perceived impact of development needs on job satisfaction and organizational commitment

a. Perceived Impact on Job Satisfaction. The extent of impact on which the development needs affect job satisfaction was rated by the respondents on a 5-point scale, ranging from 1 to 5, where, 1 is Very Low impact and 5 Very High Impact.

Data in table 5 indicates a "high impact" of professional development on various aspects related to job satisfaction. This consistent "High impact" verbal interpretation across all indicators suggests that professional development is perceived as significantly contributing to various facets of job satisfaction.

Table 5. Perceived Impact of Development Needs to Job Satisfaction

Indicators	Weighted mean	Verbal interpretation	Rank
Less likely to seek new employment	3.45	High impact	5
More capable of handling workplace challenges	3.86	High impact	4
Confidence to perform job duties improves	3.98	High impact	2.5
Contributes to positive mental and emotional health	3.92	High impact	3
More focused and motivated	3.98	High impact	2.5
More likely to have better communication with co-workers and management.	4.04	High impact	1
Average weighted mean	3.92	High impact	

*Legend: 1.0-1.79 = Very Low/No Impact, 1.80-2.59=Low Impact, 2.6-3.39=Moderate Impact, 3.40-4.19=High Impact and 4.20-5.0=Very High Impact.

Indicators with the highest weighted means are "more likely to have better communication with co-workers and management" (4.04), "confidence to perform job duties improves" and "more focused and motivated" (both at 3.98). While the mean scores for workplace challenges (3.86, 4th rank) and job retention (3.45, 5th rank) were the lowest measured, they still fall within the high-impact range. The highest ratings for improved communication, enhanced confidence, and increased focus and motivation emphasize the direct benefits of professional growth on an individual's daily work experience and interactions within the workplace.

Meanwhile, the recognition of professional development's positive influence on mental and emotional health further underscores its holistic impact on well-being at work. Even the indicator "less likely to seek new employment," having a slightly lower weighted mean, still falls within the "High impact" category. This shows that providing development needs significantly influences job satisfaction. Study of Hanaysha (2016), posits that when employees received high-level trainings, they view it as the organization "valuing" them. This creates a social exchange where the employee feels a duty to be more loyal and committed to the organization in return.

b. Perceived Impact to Organizational Commitment. In the context of this study, the impact of development needs on organizational commitment refers to the degree to which opportunities for growth and skill enhancement strengthen an individual's dedication, and willingness to remain with their organization.

Table 6 shows that the strongest drivers were the "increases sense of belonging and connection" (4.06, 1st) and "feeling equipped to serve organization's needs" (4.04, 2nd). Even indicators related to retention, "less likely to consider job opportunities" (3.84) and "feel a stronger sense of loyalty to the organization" (3.98), these consistently demonstrates a strong link between development and organizational commitment.

The consistent "High impact" verbal interpretation across all indicators strongly suggests that addressing professional development needs of the nonteaching personnel has a significant positive influence on various aspects of organizational commitment. The highest ratings for increased belonging and the feeling of being better equipped to serve the organization's needs underscore the importance of feeling connected and competent in fostering commitment.

Table 6. Perceived Impact to Organizational Commitment

Indicators	Weighted mean	Verbal interpretation	Rank
Increases sense of belonging and connection to colleagues and the organization	4.06	High impact	1
Make me more likely to stay with the organization	4.00	High impact	3
Feel a stronger sense of loyalty to the organization	3.98	High impact	4.5
Less likely to consider job opportunities outside of this organization	3.84	High impact	6
More equip to better serve the organization's needs	4.04	High impact	2
Stronger sense of purpose in their work improve	3.98	High impact	4.5
Experience lower levels of stress and anxiety	3.94	High impact	5.5
Higher levels of overall well-being	3.94	High impact	5.5
Average weighted mean	3.98	High impact	

Recommendations to Address the Perceived Development Needs

The collected data from the open-ended responses clearly indicates an overwhelming demand for consistent, job-specific workshop and training to enhance skills and service quality. Table 7 shows the emerged top-ranked theme. "Provide relevant seminars/training aligned with employees' office work" (Frequency: 15) is strongly reinforced by the second-ranked theme, "conduct regular trainings/seminars" (Frequency: 9) demonstrates a high priority among respondents for on-going development that is both frequent and directly applicable to their current job responsibilities. Themes related to career growth and fairness also emerged, underscoring a desire for long-term professional advancement and structural clarity.

Table 7. Recommendations to Improve Development Program

Emergед Theme	Frequency	Rank
Conduct regular trainings/ seminars	9	2
Provide relevant seminars/training aligned with employees' office work to enhance skills and service equality.	15	1
Conduct regular performance evaluation	5	5
Provide support, recognition and incentives	6	3
Establish a clear career progression plan/guidelines for non-teaching staff.	4	5.5
Implement policy for file and rank	4	5.5
Encourage and support education advancement or grant further studies /scholarships	3	4.5
Foster a supportive and inclusive work environment	3	4.5

The need to "encourage and support education advancement or grant further studies/scholarships" (4) signals an aspiration for personal growth. This is complemented by the desire for organizational transparency and structure, specifically the need to "establish a clear career-progression plan/guidelines" and "implement policy for file and rank" (both 4). Finally, the emergence of "fostering a supportive and inclusive work environment" (3) emphasizes that a positive, equitable workplace culture is also a significant developmental priority for the non-teaching staff.

DISCUSSION

The results show a dire need for foundational and practical programs to address DWCL non-teaching personnel development needs, which are prioritized around skill enhancement and workplace health and safety. Meeting these needs is necessary not only for supporting individual performance and addressing burnout but also for establishing stronger organizational commitment. This could likewise imply that when employees realize they have the potential to grow and could climb into higher roles within the company, they don't feel the need to leave to find a better opportunity. Moreover, data from the FGD confirms that professional development must be integrated with institutional recognition, such as a dedicated 'Non-Teaching Personnel Day,' and the maintenance of a unique organizational culture such as spiritual formation activities and recollection tours. Participants recognized these as distinct advantages that directly influence their decision to remain with the institution.

Similarly, the interest in research capability needs confirms to equip personnel with the targeted skills in research endeavors. While this training is a specific type of development, the institution can cultivate a "High-Involvement Work System" that prioritizes both personal growth and organizational excellence. Moreso, when employees are capacitated, they tend to enjoy their work. On the other hand, the slightly lower ratings for other indicators such as "theoretical/conceptual framework development," "research design and methodology," and "formulation of research problems" suggest that the initial stages of research are perceived as relatively less demanding, or perhaps individuals have a foundational understanding but still need further enhancement. However, FGD participants recognized that a deeper understanding of these frameworks is crucial for enhancing their research skills beyond interpretation and reporting. Meeting these needs would not only improve the engagement of the non-teaching personnel to the promotion of a quality institutional data but also strengthens employee commitment in scholarly tasks. Moreover, research capacity trainings can transform a workforce into an active knowledge contributor, aligning individual intellectual growth with organizational evidence-based innovation.

Meanwhile, the strong agreement with being more likely to stay and feeling a stronger sense of loyalty directly reflects enhanced organizational commitment. The supportive culture drives a powerful organizational cycle, aligning the study with Human Capital Theory and Organizational Learning Theory. The consistently "High impact" rating revealed across job satisfaction and organizational commitment confirms a strong, mutual relationship, that when employees are satisfied and feel competent, commitment solidifies, directly leading to higher retention and stability. Even the reduced likelihood of seeking external opportunities, while having a slightly lower mean, still signifies a considerable impact on retention.

The indicators, positive influence on well-being, reduced stress, and a stronger sense of purpose highlights the holistic way in which professional development initiatives is crucial in strengthening an individual's connection and dedication to the organization. Similar studies confirmed that a capacity-building process requires management to strategically provide flexible funding and sustained, continuous education and training opportunities (Hammond et al., 2017; Ventayen & Ventayen, 2018). A study of Samdarsi (2023) revealed that "the performance of employees is enhanced when they received suitable training, since it enables them to acquire greater proficiency and confidence in carrying out their assigned responsibilities." Hence this study proposed a 3 years development needs program for the DWCL non-teaching personnel to foster a more skilled, engaged, and empowered non-teaching (support) staff workforce in DWCL.

Development program to address the perceived development needs of the non-teaching personnel of DWCL

Recognizing the crucial role of non-teaching personnel members in supporting the institution's mission, this study proposed a 3-year development program focuses on fostering growth along these three (3) areas, personal, professional, and research capabilities. Moreover, the framework is directly responsive to the indicators emerged from needs assessment survey to empower nonteaching personnel with the necessary skills, knowledge, and attitudes to excel in their job roles, contributing effectively to the institution's mission, and foster personal and professional growth as well as research proficiency. Lastly the program is expected to enhance job satisfaction and increase organization commitment.

CONCLUSION

The findings suggest that provision of training does not only build competence but likewise contribute to overall performance of the employees. This study therefore backed-up for the implementation of the designed “Development Program for Non-Teaching Personnel of DWCL” aligned to the emerged priority needs to capacitate and motivate workforce. By implementing the designed program, along with the provision of recognition such as a dedicated 'Non-Teaching Personnel Day' and the maintenance of the unique organizational culture like spiritual formation activities and recollection tours, the institution can ensure that growth and learning can be sustained and the capacity of the individual and of the organization, can be strengthened. To assess the development needs of specific non-teaching personnel such as newly hired or tenured who may need training on up-skilling, new technology or leadership skills can be conducted for future study.

Limitation

Since the study was conducted in a sole institution, the non-teaching staff needs and the designed development program might not be fitted to other agencies or organization.

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