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Relationship of profile and organizational commitment to quality of service among non-teaching personnel, East Zone SDO Ilocos Norte

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ABSTRACT

This study examined the profile, organizational commitment, and quality of service of non-teaching personnel (NTPs) in the East Zone of the Schools Division of Ilocos Norte (SDOIN). It also identified differences in respondents' perceptions and relationships among selected variables. The study was anchored on Social Identity Theory, the Three-Component Model of Organizational Commitment, and the SERVQUAL Model.

A descriptive-comparative-correlational research design was used. The respondents included 48 non-teaching personnel (administrative officers and administrative assistants), 67 school heads, and 150 clients selected through convenience sampling. Data were gathered using a questionnaire and analyzed using frequency counts, percentages, weighted mean, one-way analysis of variance (ANOVA), and Pearson product-moment correlation.

The findings revealed that non-teaching personnel demonstrated a high level of organizational commitment, particularly in affective and normative dimensions, and a very high level of service quality across reliability, responsiveness, assurance, tangibles, and empathy. Significant differences were found in the perceived levels of organizational commitment and quality of service among the three groups of respondents. Organizational commitment was significantly related to service quality. Age and civil status were significantly related to organizational commitment, while other profile variables were not. No significant relationship was found between profile variables and quality of service.

The results indicated that organizational commitment plays a vital role in enhancing the quality of service among non-teaching personnel. Employees who demonstrate strong emotional attachment and a sense of obligation to the organization tend to provide more efficient, responsive, and client-oriented services. The findings highlight the importance of strengthening organizational commitment, providing adequate support systems, and promoting professional development to sustain high-quality service delivery in public educational institutions.

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Introduction

Education extends far beyond classroom instruction. While teaching and learning remain the core of the educational process, the effective delivery of education also depends on the administrative, financial, and operational support provided by non-teaching personnel. Schools function as complex organizations in which teachers, school leaders, and support staff work collaboratively to achieve educational goals. Although non-teaching personnel rarely interact directly with students in instructional settings, they perform indispensable functions that sustain school operations, including managing human

resources, handling financial transactions, managing records, overseeing procurement, and providing administrative services. Their work enables teachers and school leaders to devote greater attention to teaching and learning, ultimately contributing to improved educational outcomes.

According to De Castro (2023), non-teaching (NT) personnel are employees who are not directly involved in classroom instruction but play critical roles in the operation of the educational system. This group includes school administrators, supervisors, health personnel, librarians, clerical staff, maintenance workers, and security personnel across different administrative levels. By assuming administrative and operational responsibilities such as financial management, record-keeping, and coordination with internal and external stakeholders, non-teaching personnel reduce the administrative workload of teachers and school heads. Although their contributions are often less visible, they are fundamental to the efficient delivery of educational services. Consequently, their organizational commitment—reflected in their engagement, loyalty, and dedication—can significantly influence both their job performance and the quality of service (QS) they provide.

Recognizing the importance of non-teaching personnel, the Department of Education (DepEd) has strengthened policies that emphasize efficient and responsive public service. DepEd Order No. 024, s. 2022 underscores that the performance of non-teaching personnel directly affects the timeliness, accuracy, and credibility of service delivery in basic education. Similarly, the Basic Education Development Plan 2030 (BEDP 2030), together with the updated Citizens' Charter, highlights service standards to streamline administrative procedures, improve efficiency, and enhance responsiveness across field offices. The successful implementation of these reforms depends largely on committed and competent administrative personnel (Department of Education, Roadmap for Basic Education, August 18, 2025).

Within this context, the Schools Division of Ilocos Norte plays a vital role in implementing national educational policies at the local level. Serving urban, rural, and coastal communities, the division is organized into four operational zones—East, North, South, and Central—each consisting of several school districts. Public elementary schools in these districts are typically assigned one or two non-teaching personnel to support school heads and teachers by performing essential administrative and non-instructional functions. While these personnel have limited direct interaction with learners, the quality of their work substantially influences school efficiency, organizational effectiveness, and stakeholder satisfaction.

Previous studies have demonstrated the importance of organizational commitment in improving employee performance and service outcomes. For example, Buguasen (2020) found that organizational commitment, quality of work life, and service quality were significant factors affecting frontline employees in higher education institutions. However, this study focused on university personnel and examined quality of work life as a mediating variable. Limited empirical evidence exists on the direct relationship between organizational commitment and service quality among non-teaching personnel in Philippine public basic education. Given the unique organizational context and responsibilities of these employees, further investigation is necessary to generate context-specific evidence that can guide human resource development and improve public service delivery in schools.

Accordingly, this study examined the relationship between organizational commitment, service quality, and the demographic profile of non-teaching personnel in public elementary schools in the East Zone of the Schools Division of Ilocos Norte. Specifically, it assessed organizational commitment in terms of affective, continuance, and normative commitment. It determined how these dimensions relate to the quality of service rendered by non-teaching personnel as perceived by school administrators, teachers, and parents. The findings are expected to provide valuable insights for school administrators, policymakers, and legislators in designing strategies that strengthen employee commitment, enhance service quality, improve human resource management, and promote effective and ethical public service in basic education.

Literature review

Profile of the non-teaching personnel

Understanding the demographic profile of participants provides important contextual information in organizational research, as personal and professional characteristics may influence employees' attitudes, behaviors, and workplace experiences. In the present study, the profile variables include age, sex, marital status, position, length of service, and the number of schools

served. Examining these characteristics enables a better understanding of the non-teaching (NT) personnel in the East Zone of the Schools Division of Ilocos Norte (SDOIN) and how these variables may relate to their organizational commitment and the quality of services they provide.

Although demographic characteristics are often considered predictors of employee behavior, empirical evidence suggests that their influence on organizational commitment may be limited. Alenazi (2023), in a study conducted in Saudi Arabia, found that age, gender, marital status, and organizational tenure had only a marginal effect on employees' level of organizational commitment. This finding suggests that while profile variables provide valuable background information, organizational and work-related factors exert a greater influence on employee commitment.

Organizational commitment of the non-teaching personnel as perceived by themselves, their school heads, and clients

Organizational commitment is a multidimensional construct that reflects an employee's psychological attachment and loyalty to the organization. Meyer and Allen (1991) conceptualized organizational commitment through three interrelated components: affective commitment, which refers to an employee's emotional attachment and identification with the organization; continuance commitment, which relates to the perceived costs of leaving the organization; and normative commitment, which reflects an employee's moral obligation to remain with the organization. This three-component model has become one of the most widely accepted frameworks in organizational psychology and human resource management.

Consistent with this framework, organizational commitment describes an employee's dedication to organizational goals and loyalty to the institution. The Business Dictionary defines organizational commitment as the degree to which employees feel responsible for achieving organizational objectives. Likewise, Northcraft et al. (2025) emphasized that commitment is demonstrated through sustained effort, loyalty, and active support for organizational success. These perspectives align closely with the three dimensions proposed by Meyer and Allen (1991), in which affective commitment reflects emotional attachment and identification, continuance commitment reflects employees' desire to remain because of the perceived costs of leaving, and normative commitment reflects a sense of obligation to contribute to organizational goals.

The three dimensions of commitment develop through different organizational and personal experiences. According to Muda and Fook (2020), affective commitment is strengthened through positive work experiences, employee empowerment, recognition, and supportive organizational environments. Continuance commitment is influenced by employees' investments in their jobs, perceptions of job security, and limited employment opportunities, whereas normative commitment develops through organizational socialization, ethical standards, and cultural expectations. Consequently, this model has been widely applied to explain organizational outcomes such as job satisfaction, employee retention, organizational citizenship behavior, and service quality.

Within the Philippine public sector, organizational commitment is reinforced by ethical and legal mandates. Republic Act No. 6713, otherwise known as the Code of Conduct and Ethical Standards for Public Officials and Employees, requires public servants to uphold professionalism, integrity, accountability, and a commitment to the public interest over personal interests. These principles strengthen normative commitment by emphasizing employees' moral responsibility to serve the public faithfully, reinforce affective commitment by fostering pride in public service, and support continuance commitment by highlighting the responsible stewardship of public resources.

Empirical evidence consistently demonstrates the positive organizational outcomes associated with strong organizational commitment. Lo et al. (2024) found that organizational commitment and job engagement significantly improved service quality by enhancing employee trust and fostering a positive organizational climate, outcomes closely associated with affective commitment. Similarly, Hung and Wu (2016) reported that employees' job positions significantly influenced their commitment levels. Jalal (2016) further demonstrated that employee empowerment, teamwork, and training significantly strengthened organizational commitment, particularly affective and normative commitment, although no interaction effect was observed among these variables. These findings suggest that organizations seeking to improve employee commitment should prioritize initiatives that empower employees, encourage collaboration, and provide continuous professional development.

Studies focusing specifically on non-teaching personnel and public-sector employees further demonstrate the complexity of organizational commitment. Payod et al. (2025) found that job status significantly influenced affective and normative commitment among non-teaching personnel in a Nigerian state university, with department heads exhibiting stronger commitment than rank-and-file employees. Likewise, Agdebaye et al. (2021) reported that demographic and professional characteristics significantly influenced all three dimensions of organizational commitment among employees in public university libraries.

Strong organizational commitment has likewise been associated with favorable organizational outcomes. Tirol and Namoc (2016) and Al-Jabari and Ghazzawi (2019) identified organizational commitment as a significant predictor of employee retention, productivity, teamwork, and organizational goal attainment. Conversely, Sugiharjo et al. (2021) found that low job involvement and weak organizational commitment increased employees' intentions to leave the organization. Supporting these findings, Abto Al-Aziz et al. (2021) reported that training and development positively influenced organizational commitment, emphasizing the importance of continuous learning opportunities in sustaining employee commitment and reducing turnover intentions.

Quality service as perceived by themselves, their school heads, and clients

Service quality is a fundamental indicator of organizational effectiveness, particularly in public institutions where the delivery of timely, responsive, and client-centered services is expected. In the Philippines, the Civil Service Commission introduced the Report Card Survey to assess government agencies' compliance with the Anti-Red Tape Act of 2007. The assessment evaluates adherence to Citizens' Charter requirements, anti-fixer policies, public assistance mechanisms, service accessibility, employee courtesy, office facilities, and overall client satisfaction (Anti-Red Tape Act, 2007).

Complementing these initiatives, Republic Act No. 12080 (2025) seeks to strengthen mental health services in educational institutions by creating additional plantilla positions, establishing dedicated offices, and implementing school-based mental health programs. Beyond promoting students' well-being, these reforms are expected to enhance service quality, improve organizational performance, and strengthen employees' commitment to public service.

Service quality is commonly explained using the SERVQUAL framework. According to Business Bliss Consultants FZE (November 2018), SERVQUAL provides organizations with a comprehensive approach to improving customer satisfaction and loyalty by strengthening key dimensions of service quality. The framework is particularly valuable for service-oriented organizations because it enables administrators to identify service gaps and implement strategies that improve responsiveness, reliability, assurance, empathy, and tangible aspects of service delivery. Given the service-oriented nature of educational institutions, SERVQUAL provides an appropriate framework for assessing the quality of services rendered by non-teaching personnel.

Conceptual framework

This study is anchored on Social Identity Theory (Tajfel & Turner, 1979), which posits that employees who strongly identify with their organization develop a greater sense of belonging, resulting in more positive workplace attitudes and behaviors. In the context of this study, non-teaching personnel (NTPs) who identify with their school and the Department of Education (DepEd) are expected to demonstrate higher organizational commitment, which ultimately contributes to better service quality.

The framework also assumes that employees' personal and professional characteristics—such as age, sex, civil status, position, length of service, and number of schools served—may influence the extent to which they identify with the organization. These profile variables are considered antecedent factors that may shape organizational commitment.

Organizational commitment is explained by Meyer and Allen's (1991) Three-Component Model, comprising affective, continuance, and normative commitment. The quality of service rendered by non-teaching personnel is assessed using the

SERVQUAL Model (Parasuraman et al., 1988), which measures service quality in terms of reliability, responsiveness, assurance, empathy, and tangibles.

Guided by these theories, the conceptual framework posits that the profile characteristics of non-teaching personnel influence their level of organizational commitment, which, in turn, affects the quality of service they provide. As illustrated in Figure 1, organizational commitment serves as the link between employees' profile characteristics and the quality of services delivered to school administrators, teachers, parents, and other stakeholders.

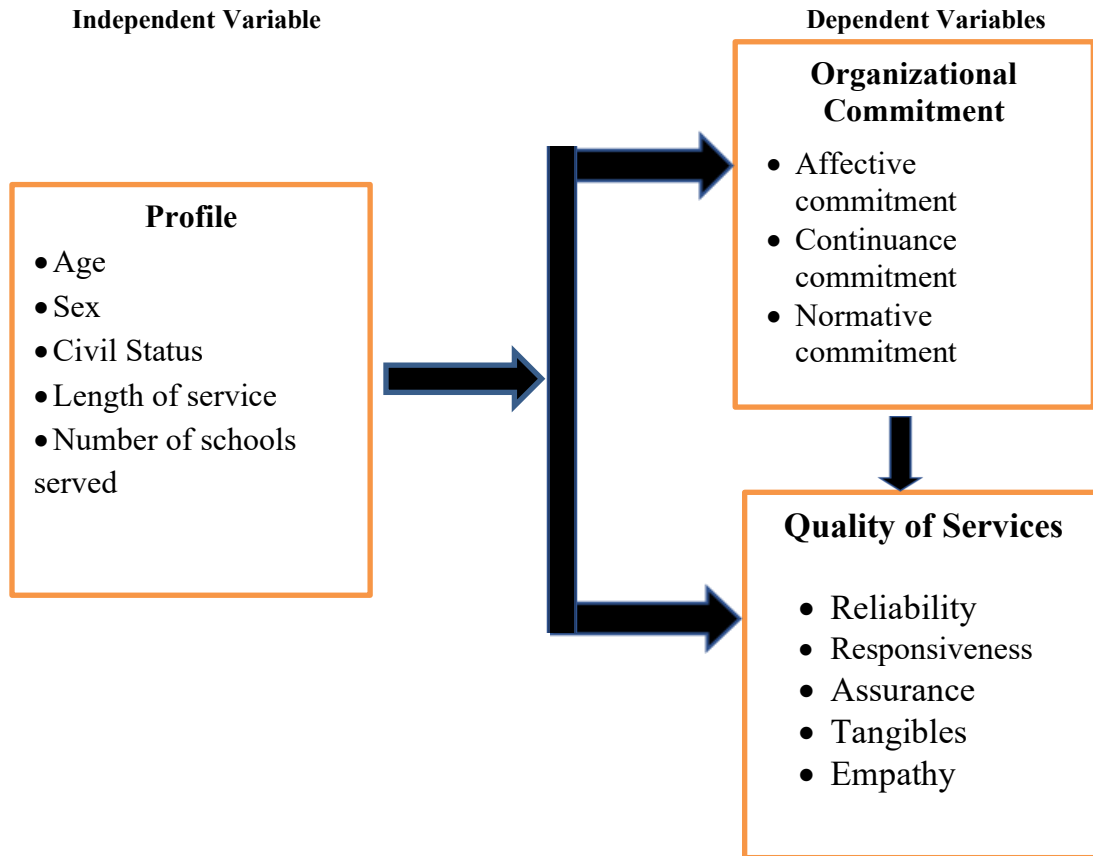


Figure 1. Research paradigm

Statement of the problem

This study described the profile, organizational commitment, and quality of service of non-teaching personnel in the East Zone of the Schools Division of Ilocos Norte (SDOIN). It examined how the variables relate to one another.

Specifically, it answered the following questions:

1. What is the profile of the non-teaching personnel of the East Zone of the Schools Division of Ilocos Norte, in terms of:
 - 1.1. age;
 - 1.2. sex;
 - 1.3. civil status;
 - 1.4. length of service; and
 - 1.5. number of schools served?
2. What is the level of organizational commitment of the non-teaching personnel, as perceived by themselves, their school heads, and clients, along the following:

- 2.1. affective commitment;
 - 2.2. continuance commitment; and
 - 2.3. normative commitment?
3. What is the quality of service of the non-teaching personnel, as perceived by themselves, their school heads, and clients, in terms of the following factors:
- 3.1. reliability;
 - 3.2. responsiveness;
 - 3.3. assurance;
 - 3.4. tangibles; and
 - 3.5. empathy?
4. Is there a significant difference in the perceived levels of organizational commitment and quality of services among the three groups of respondents?
5. Is there a significant relationship among the following variables of non-teaching personnel:
- 5.1. profile and organizational commitment;
 - 5.2. profile and quality of services rendered; and
 - 5.3. organizational commitment and quality of services?

Research methodology

Research design

This study used a descriptive-comparative-correlational research design. The descriptive component provided a systematic and detailed description of the profile, organizational commitment, and quality of service of the non-teaching personnel in the East Zone of the Schools Division of Ilocos Norte (SDOIN).

For comparative research, the study's respondents were grouped into three categories: the non-teaching personnel of the East Zone of SDOIN, their respective school heads, and their clients who had direct contact with the personnel, such as teachers and parents. The non-teaching personnel were assessed based on their profile, organizational commitment, and quality of services. The school heads evaluated the organizational commitment and service quality of the personnel they supervised, while the clients rated the quality of the services they received.

The correlational component examined the relationships among the profile, organizational commitment, and quality of service of the non-teaching personnel. This design was deemed appropriate because it allowed the researcher to describe the variables, compare group perceptions, and analyze the relationships among them.

Locale of the study

The research was conducted in the East Zone of the Schools Division of Ilocos Norte. It covers six school districts at both the elementary and secondary levels, serving students from urban and rural areas. The municipalities under these districts include Banna, Dingras I and II, Marcos, Nueva Era, Piddig-Carasi, and Solsona.

The Banna District comprises public elementary schools across various barangays, generally accessible and predominantly agricultural. The NTP primarily serves farming communities, requiring them to efficiently handle school documentation, financial processes, and client-related services despite limited local resources.

Dingras I and Dingras II Districts are the most populous educational areas in the East Zone. With more schools and learners, administrative demands were higher. NTP handles greater volumes of documentation, coordination tasks, and stakeholder interactions.

The Marcos District, a smaller municipality carved out of Dingras, has fewer schools. A mix of lowland and upland terrain presents logistical challenges. NTP assigned here are expected to be flexible and resourceful in addressing the needs of geographically dispersed school communities.

The combined Piddig–Carasi District reflects both historical and geographical diversity. Piddig had a relatively stable agricultural base, while Carasi is smaller and more remote. The pairing of these municipalities into a single district enables administrative consolidation. However, differences in accessibility and resource availability influence operational efficiency and service quality.

The Nueva Era District's upland terrain hampers access to schools, increasing NTP's responsibilities for communication and oversight. Similarly, Solsona's vast area and numerous barangays complicate administrative coordination. The East Zone's diverse context aids in analyzing NTP profiles and service quality, thereby enhancing human resource management and service delivery.

Population and sample of the study

The study focused on three categories of respondents: non-teaching personnel, school heads, and the clients. Total enumeration was conducted among the 109 NTPs and 97 heads in public elementary schools. The non-teaching personnel were composed of two subgroups: administrative officers (AOs) and administrative assistants (ADAs). School heads were also respondents because they work closely with non-teaching personnel and directly oversee the school operations. The clients were the teachers, who were considered internal clients and rely on administrative support for school operations. The parents were also categorized as clients involved in school procedures, such as document requests and communication. Total enumeration was used for non-teaching personnel and school heads, and convenience sampling was employed for teachers and parents, who are the clients. Convenience sampling was selected for inclusion because it was the easiest for the researcher to access, based on geographical proximity, availability at a given time, or willingness to participate in the research.

Distribution of respondents is shown in Table 1. Among the 109 NTPs, only 48 (40 AOs and 8 ADAs) met the criterion of having at least 1 year of service in the East zone; hence, only 48 were respondents. All 67 school heads, some of whom were school principals, heads, or officers-in-charge (OICs), were selected as respondents.

There were originally only 150 clients, or 75 teachers and 65 parents, who were respondents based on geographical proximity, their availability, and willingness to participate. Although more than 150 clients originally agreed to be respondents, many did not return the questionnaires distributed to them. The school heads and clients evaluated the organizational commitment and service quality of the non-teaching personnel in their respective schools.

Instrumentation

The data collection tool was a survey questionnaire with items in a section measuring commitment patterned after the Three Component Model of Commitment of Meyer and Allen (1997), and a section assessing quality of service based on the SERVQUAL Model of Bhasin (2024). Relevant literature was also used to refine the item statements to align with the study's objectives. The questionnaire was in two parallel forms, one for non-teaching personnel and another for the school heads, teachers, and clients.

The questionnaire had three main sections: the first focused on the respondents' profiles, the second on organizational commitment, and the third on quality of service. The profile section asked for the NTP's age, sex, civil status, position, length of service, and number of schools served. Responses to this part were filled in.

The section on organizational commitment comprised 30 Likert-type items, 10 each for the three components of commitment: affective, continuance, and normative. Responses were indicated on a five-point Likert scale as follows: 5 = Very high commitment (VHC), 4 = High commitment (HC), 3 = Moderate commitment (MC), 2 = Low commitment (LC), and 1 = Very low commitment (VLC).

The third section evaluated the quality of service rendered by non-teaching personnel. This comprised 50 Likert-type items, 10 each for the following indicators: responsiveness, reliability, assurance, empathy, and efficiency in service delivery. Responses were indicated on the following scale: 5 = Always (A), 4 = Often (O), 3 = Half a time (HT), 2 = Rarely (R), and 1 = Never (N).

The study used unstructured interview protocols to collect in-depth data on respondents' experiences, perceptions, and insights regarding organizational commitment and service quality. This flexible approach allowed the researcher to explore responses more naturally through open-ended and follow-up questions, focusing on areas such as sense of belongingness, level of commitment, and service practices. It enabled participants to freely express their thoughts, revealing insights that may not be captured through surveys. Additionally, the interviews supported data triangulation, enhancing the credibility of the findings, while fostering rapport and encouraging honest responses. Overall, the approach complemented the study's framework by providing a deeper understanding of how social identity and commitment influence service delivery. Likewise, to ensure the instrument's reliability and validity, the questionnaire was validated by four DepEd officials and the members of the research panel.

Data gathering procedure

In gathering the data, the researcher first formally sought the superintendent's permission for the Schools Division of Ilocos Norte. Then the questionnaires were distributed to the three groups of respondents: the NTPs, school heads, and the teachers and parents as clients. The study included school heads, teachers, parents, Administrative Officers (AOs), and Administrative Assistants (ADAs) as respondents, given their direct involvement in school operations and service delivery. The researcher personally distributed questionnaires to the non-teaching personnel, school heads, and parents in the districts of Nueva Era, Banna, and Marcos. At the same time, coordination with an Administrative Officer II as the focal person facilitated the distribution to non-teaching personnel, school heads, teachers, and parents in the districts of Dingras I and II, Solsona, and Piddig-Carasi. Data collection was conducted in December 2025, with retrieval conducted two weeks later—personally in some districts and through consolidated collection at the Division Office in others.

The study employed unstructured interviews to gather authentic, in-depth qualitative data, allowing participants to drive the conversation through open-ended prompts. To ensure consistency and build direct rapport, the researcher personally conducted all interviews without enumerators, enabling real-time probing and observation of non-verbal cues. Respondents were selected through convenience sampling, targeting "information-rich" individuals with expertise relevant to the research objectives to ensure a comprehensive range of perspectives.

Analysis of data

The data gathered were tallied, consolidated, and tabulated in the distribution table. They were analyzed and interpreted using appropriate statistical measures within the scope of the study's statistical treatment.

Frequency and percentage were used to describe the respondents' profile. The weighted mean was used to describe the level of organizational commitment of the non-teaching personnel as perceived by themselves, their school heads, and their clients.

The mean was also used to describe the quality of service of non-teaching personnel, as perceived by themselves, their school heads, and their clients.

The One-way Analysis of Variance (ANOVA) was used to determine significant differences in perceptions of the levels of organizational commitment among school heads, non-teaching personnel, and clients. To further determine where significant differences in organizational commitment occurred, a Tukey Honest Significant Difference Test was conducted.

The ANOVA was also employed to determine differences in respondents' perceptions of the quality of service. The Tukey test was also used further to determine the significant differences in the quality of service.

The Pearson Product-moment Correlation Coefficient was used to test the relationships between: a) profile (age, length of service, and number of schools served) and organizational commitment, b) profile (age, length of service, and number of schools served)) and quality of service, and c) organizational commitment and quality of service.

The Point-biserial Correlation Coefficient was used to test the relationships between a) profile (sex and civil status), organizational commitment, and b) profile (sex and civil status) and quality of service.

The 0.05 significance level was used to interpret the findings.

Ethical considerations

The validity of this research is grounded in a strict ethical framework that protects the welfare, dignity, and rights of all non-teaching staff involved. At the heart of this framework is the principle of non-maleficence, which ensures that the research process poses no physical, psychological, or professional risks to participants. To ensure anonymity and protect data privacy, a stringent de-identification process was established; no personal identifiers, including names or particular job titles, were documented or revealed. All collected information was handled with the highest level of confidentiality, treated as privileged communication, and kept secure to prevent unauthorized access that could jeopardize participants' professional reputations or personal privacy.

Additionally, the research was conducted with informed consent and voluntary participation, ensuring that the researcher's "I" honors the participant's "autonomy". Before data collection, a thorough orientation was provided to the school administration and participants, clearly outlining the study's purpose, the procedures involved, and the nature of their participation. This openness ensured that informed consent was obtained from all participants, who clearly understood their right to refuse participation or withdraw from the study at any time without penalty, pressure, or undue influence. By upholding this respectful and transparent atmosphere, the research not only complies with recognized ethical guidelines but also cultivates trust, ensuring that the responses are sincere and reflect the participants' genuine experiences within the organization.

Furthermore, the study complied fully with the provisions of Republic Act No. 10173, also known as the Data Privacy Act of 2012. This ensured that all personal data were protected, properly handled, and not disclosed without consent. Additionally, the study did not disrupt school operations, as no classes were suspended, no government funds were used, and no school property was compromised during the research. This approach aligned with ethical standards for research involving human participants, ensuring respect for their rights, dignity, and welfare.

Data presentation and analysis

SOP1: What is the profile of the non-teaching personnel of the East Zone of the Schools Division of Ilocos Norte, in terms of age, sex, civil status, length of service, and number of schools served?

The profile of the respondents in the East Zone of the Schools Division of Ilocos Norte (SDOIN) is presented in Table 1. The respondent samples of the study included 48 non-teaching personnel (NTPs), consisting of 40 administrative officers (AOs) and eight administrative assistants (ADAs), 67 school heads from public elementary schools, and 150 clients, composed of 75 teachers and 75 parents.

Table 2. Profile of the non-teaching-personnel

	Administrative Officer, N=40		Administrative Assistant, N=8		TOTAL N=48	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Age						
20-29	15	37.50	3	37.50	18	37.50
30-39	22	55.00	4	50.00	26	54.17
40-49	3	7.50	1	12.50	4	8.33
Mean	32.15		34.38			
Sex						
Male	13	32.50	3	37.50	16	33.33
Female	27	67.50	5	62.50	32	66.67

Civil Status

Single	26	65.00	3	37.50	29	60.42
Married	14	35.00	5	62.50	19	39.58

Length of Service (in years)

1	0	0.00	1	12.50	1	2.08
2	40	100.00	6	75.00	46	95.83
3	0	0.00	0	0.00	0	0.00
4	0	0.00	1	12.50	1	2.08

Number of Schools Handled/Served

1	14	35.00	4	50.00	18	37.50
2	22	55.00	1	12.50	23	47.92
3	2	5.00	1	12.50	3	6.25
4	0	0.00	0	0.00	0	0.00
5	2	5.00	2	25.00	4	8.33

Source: Quicquic, J. (2026)

Age. The respondents were categorized into developmental age groups based on life-span development by Santrock (2019): 20-29 - early adulthood, 30-39 - early-mid adulthood, 40-49- midlife, 50-59 - late life, 60-69 - young old, and 70-79 - middle old. This theory explains how individuals undergo different psychological and social tasks across the lifespan. In this study, the respondents belong to three age categories: 20-29, 30-39, and 40-49 years old.

The 20-29 age group, representing early adulthood and the life span development of Intimacy versus Isolation, comprises 37.50% of the respondents. Individuals in this stage are typically engaged in forming interpersonal relationships, establishing their professional identity, and exploring career opportunities. Thus, the NTPs within this age group may demonstrate adaptability, openness to learning, and willingness to take on new responsibilities as they build their careers.

The 30-39 age group accounts for the largest proportion of respondents, comprising 54.17% of the total population. This stage reflects the transition to middle adulthood, during which individuals begin to exhibit characteristics associated with *Generativity versus Stagnation*. At this stage, individuals tend to prioritize career advancement, productivity, and long-term stability. The high representation of this group suggests that a significant portion of the workforce is in a stage characterized by increased responsibility, commitment, and active contribution to organizational goals.

Lastly, the 40-49 age group accounts for 8.33% of the NTP respondents. This group is in the stage of *Generativity versus Stagnation*, where individuals are often characterized by maturity, experience, and leadership capacity. NTPs in this age range may contribute to the organization through mentoring, knowledge sharing, and providing stability within the workplace. Although they comprise a smaller proportion of the respondents, their experience and institutional knowledge remain valuable for sustaining organizational effectiveness.

Overall, the distribution of respondents indicates that most NTPs are in early to middle adulthood. These developmental stages are generally associated with high levels of motivation, productivity, and engagement. The combination of younger employees' adaptability and older employees' experience may contribute positively to organizational commitment and the quality of service delivery.

Sex. According to the respondents' sex distribution, there are more female employees than male employees among the 48 NTPs. Women make up 67.50 percent of AOs and 62.50 percent of ADAs, for a total of 66.67 percent, while men make up only 33.33 percent of the sample. From an organizational and psychological standpoint, this distribution is consistent with the prevalence of women in support and administrative positions in educational establishments, such as the DepEd.

Furthermore, Calapre et. al (2024) emphasized that in public and educational administration, female workers typically exhibit high levels of service orientation and organizational commitment, particularly in settings that prioritize teamwork and public service ideals.

However, despite making up a smaller percentage (32.50% of AOs and 37.50% of ADA employees), men nevertheless contribute to gender diversity, which is crucial for fostering inclusive decision-making, balanced viewpoints, and problem-solving techniques within the company.

According to Calapre et al (2024), female dominance in administrative roles is often linked to skills in collaboration and organization. On the other hand, males also contribute significantly to technical and logistical tasks, enhancing gender diversity and service quality in the organization.

Civil status. The distribution of respondents by civil status shows that the majority are single, at 60.42 percent, while married respondents account for 39.58 percent. While both single and married NTPs contribute meaningfully to organizational functioning, single employees may exhibit greater flexibility and openness to new tasks and responsibilities, and married employees may demonstrate stability and long-term commitment to the organization. These differences reflect variations in personal circumstances; however, they do not necessarily translate into differences in work performance or service delivery.

Moreover, the distribution of civil status across positions may be influenced by career stage and job demands. ADA positions appear to have a higher proportion of married personnel, possibly due to considerations related to job stability and financial responsibilities. In contrast, AO positions may attract more single professionals who are in earlier stages of career development.

Despite these observations, existing literature indicates that civil status does not significantly affect organizational commitment. Studies by Affum-Osei et al. (2015), Tikare (2016), and Clarence and George (2018) found no substantial differences in affective, continuance, and normative commitment between single and married employees. However, other studies (Kim & Kim, 2017; Affum-Osei et al., 2015) suggest that married employees may exhibit higher levels of commitment due to increased responsibilities and the need for job stability. Overall, the findings imply that civil status alone is not a strong determinant of organizational commitment and quality of service among non-teaching personnel.

Length of service. Tenure is crucial in organizational research, as it reflects employees' experience, institutional knowledge, and workplace exposure. The data show that no AO has had only one year of service, indicating that all possess more than a year of experience. Conversely, 1 out of 8 ADAs has been employed for 1 year, constituting 12.50 percent, resulting in a total frequency of 1 respondent, or 2.08 percent, among 48 participants. This suggests that the majority of the labor force comprises experienced staff rather than recent hires, highlighting a lack of new employees in the organization.

All 40 AOs have had two years' experience in the job. In contrast, 75 percent of the ADAs, or six respondents, fall into this category. When combined, 46 respondents, or 95.83 percent of the sample, have had two years of service. This suggests many already have significant experience and understanding of the school's administrative processes, indicating that most employees have surpassed the initial adjustment phase and have a better grasp of their responsibilities.

The NTPs' familiarity with administrative processes helps meet the needs of school administrators and the community. Additionally, low turnover among NTPs ensures retention of skilled employees, facilitating smoother processes and preserving institutional knowledge.

NTPs with extensive years of service exhibit greater loyalty and accountability, enhancing operational efficiency that aligns with organizational goals. The predominance of staff with two years of tenure indicates sufficient experience to support effective administrative services in education. Overall, this seasoned workforce contributes to a stable environment, improving the effectiveness, reliability, and quality of non-teaching administrative assistance within schools.

Number of schools served. The majority of respondents—55 percent of AOs and 12.50 percent of ADAs, or a total of 47.92 percent have been assigned to serve two schools simultaneously. Those working at one school account for 35 percent of AOs and 50 percent of ADAs, with a total of 37.50 percent. Three schools are handled by 6.25 percent of the sample and five schools by 8.33 percent. Employees assigned to two or more schools have demonstrated greater flexibility and multitasking skills, thereby improving service delivery. One respondent who is assigned to two schools pointed out, “Increased workload poses difficulties for us and sometimes we cannot cope with the demand of the tasks. I am afraid that it may affect my productivity and service quality.” Majority of the district's NTPs have been assigned to one or two schools for one year and more.

SOP2: What is the level of organizational commitment of the non-teaching personnel, as perceived by themselves, their school heads, and clients, along affective commitment, continuance commitment, and normative commitment?

Table 3. Summary table on the level of organizational commitment as perceived by the three groups of respondents

Organizational Commitment Variables	NON-TEACHING PERSONNEL	SCHOOL HEADS	CLIENTS	Mean of Means
Affective Commitment	4.59(VHC)	4.79(VHC)	4.69(VHC)	4.60(VHC)
Continuance Commitment	4.44(HC)	4.57(VHC)	4.68(VHC)	4.54(VHC)
Normative Commitment	4.36(HC)	4.62(VHC)	4.72(VHC)	4.55(VHC)
Overall Mean	4.46(HC)	4.66(VHC)	4.70(VHC)	4.56(VHC)

Source: Quicquic, J. (2026)

Legend:

Ranges of Mean	Descriptive Interpretation (DI)
4.51-5.00	Very High Commitment (VHC)
3.51-4.50	High Commitment (HC)
2.51-3.50	Moderate Commitment (MC)
1.51-2.50	Low Commitment (LC)
1.00-1.50	Very Low Commitment (VLC)

Table 3 displays the aspects of organizational commitment in NTP. It indicates that commitment is evident in a strong emotional bond with the institution, acknowledgment of the advantages of remaining, and a sense of loyalty or duty to continue contributing to the organization. These dimensions indicate the level of employees' commitment and emotional investment in their jobs. A strong commitment to the organization can lead to increased motivation, enhanced collaboration, and better job performance.

The table assesses organizational commitment among NTP from three perspectives: NTSPs, school heads, and clients, focusing on affective, continuance, and normative commitment. Results indicate a very high overall mean of 4.56, suggesting NTPs demonstrate significant loyalty and duty to their organization, potentially improving educational services and administrative support.

It indicates that affective commitment is the highest rated dimension, with a mean of 4.60, classified as Very High Commitment (VHC). NTPs rated it at 4.59 (VHC), school heads at 4.79 (VHC), and clients at 4.69 (VHC). Affective commitment reflects employees' emotional attachment to and sense of belonging within the organization. The high ratings suggest NTPs feel strongly connected to the institution and its goals. School heads perceive them as engaged and dependable, while clients recognize their commitment through positive interactions and reliable services. This indicates that NTPs are not just compliant but also emotionally committed to their roles, thereby enhancing institutional effectiveness.

The data on continuance commitment yielded a mean of 4.54, indicating Very High Commitment (VHC). NTP rated their commitment at 4.44 (High Commitment), while school heads and clients rated it higher at 4.57 and 4.68 (both VHC). Continuance commitment reflects an employee's intention to stay based on perceived benefits, job security, and potential costs of leaving. NTP acknowledges the importance of their roles for practical reasons. Although their self-rating is slightly

lower, it still indicates a strong level of commitment. Higher ratings from school heads and clients suggest that non-teaching staff are seen as stable and reliable in their responsibilities.

The normative commitment mean is 4.55, indicating Very High Commitment (VHC). NTPs rated 4.36, school heads 4.62, and clients 4.72 (both VHC). Singh, A., & Gupta, B. (2015) explain that normative commitment reflects moral obligation and loyalty toward the organization. Results show that NTPs feel a strong sense of duty and ethical responsibility but have lower self-ratings, suggesting modest self-perception. School heads and clients view them as highly responsible and committed. The high client rating indicates professionalism and accountability, enhancing public trust and confidence in school administrative services.

Non-teaching personnel rated their commitment at an overall mean of 4.46 (High Commitment), while school heads and clients reported higher means of 4.66 and 4.70 (Very High Commitment). This indicates differing perceptions, with non-teaching personnel evaluating themselves more conservatively. Organizational commitment among them is strong, particularly in the affective dimension, followed by normative and continuance commitment. Non-teaching personnel demonstrate commitment not only from practical obligations but also from emotional attachment to the organization. The positive assessments from school heads and clients highlight their effective support in school operations and quality service delivery, emphasizing the need for a supportive organizational environment.

Non-teaching personnel exhibit an exceptionally high degree of organizational commitment, with a mean of 4.56, reflecting significant loyalty, attachment, and accountability to their institution. Of the three dimensions, affective commitment achieved the highest mean (4.60), followed by normative commitment (4.55) and continuance commitment (4.54), indicating that NTPs are dedicated not only for practical reasons but also because of emotional bonds and ethical obligations to the organization. School heads and clients consistently evaluated NTPs more favorably than the NTPs themselves did, suggesting that NTPs may gauge their commitment more cautiously. In contrast, external respondents regard them as reliable, professional, and dedicated participants in school functioning and service provision. The research strongly supports the Three-Component Model of Organizational Commitment, as all three facets— affective, continuance, and normative—received high to very high ratings, reinforcing the idea that emotional bonds, practical advantages, and ethical responsibility shape organizational commitment. Similarly, the results support the tenets of Social Identity Theory, as the elevated level of affective commitment indicates that NTPs identify strongly with their institution and view themselves as significant contributors to the organization's success. As the findings consistently validate the premises of both theories, the research affirms their principles, showing that organizational identification, emotional engagement, professional stability, and ethical accountability together enhance commitment and foster effective school operations and the provision of quality services. (John P. Meyer, Natalie J. Allen, 1991; Tajfel, H., & Turner, J. C., 1979).

SOP3: What is the quality of service of the non-teaching personnel, as perceived by themselves, their school heads, and clients, in terms of reliability, responsiveness, assurance, tangibles, and empathy?

Table 4. Summary table on quality of service of the non-teaching personnel, as perceived by the three groups of respondents

Organizational Commitment Variables	Non-Teaching Personnel	School Heads	Clients	Mean of Means
Reliability	4.61(VHQS)	4.75(VHQS)	4.91(VHQS)	4.76(VHQS)
Responsiveness	4.79(VHQS)	4.83(VHQS)	4.92(VHQS)	4.85(VHQS)
Assurance	4.83(VHQS)	4.87(VHQS)	4.93(VHQS)	4.88(VHQS)
Tangibles	4.72(VHQS)	4.79(VHQS)	4.91(VHQS)	4.81(VHQS)
Empathy	4.79(VHQS)	4.82(VHQS)	4.94(VHQS)	4.85(VHQS)
Overall Means	4.75(VHQS)	4.81(VHQS)	4.92(VHQS)	4.83(VHQS)

Source: Quicquic, J. (2026)

Legend:

Ranges of Mean	Descriptive Interpretation (DI)
4.51-5.00	Very high quality of service (VHQS)
3.51-4.50	High quality of service (HQS)

2.51-3.50	Moderate quality of service (MQS)
1.51-2.50	Low quality of service (LQS)
1.00-1.50	Very low quality of service (VLQS)

Table 4 reveals that NTPs, along with school heads and clients, assess their service quality across reliability, responsiveness, assurance, tangibles, and empathy as very high, with an overall mean score of 4.83, indicating exceptional service performance. High ratings indicate NTPs are viewed as being competent and committed, positively impacting school operations, stakeholder satisfaction, and institutional effectiveness.

Among the five dimensions, assurance has the highest mean of means (4.88; VHQS). Mean ratings given by the NTPs are 4.83, by school heads 4.87, and by clients 4.93. Assurance indicates the personnel's competence, professionalism, trustworthiness, courtesy, and confidence. The high ratings describe the NTPs as knowledgeable and skilled, enhancing stakeholder trust and confidence. Clients' assessments indicate strong confidence in their reliability, while school heads recognize their competence, suggesting that NTPs significantly enhance institutional credibility and service effectiveness.

Responsiveness is rated 4.85 (VHQS), with NTPs giving themselves 4.79, school heads 4.83, and clients 4.92, all indicating *very high quality of service*. This reflects personnel's readiness to deliver prompt assistance. The results highlight NTPs' attentiveness to requests and concerns, leading to high client satisfaction with response speed and quality. Overall, responsiveness stands out as a key strength, fostering positive interactions and efficient organizational processes.

Regarding empathy, the NTPs have a mean score of 4.85, with self-ratings of 4.79, ratings by school heads of 4.82, and ratings by clients of 4.94. These ratings indicate that the NTPs consistently show care, concern, and individualized attention to clients. Clients perceive the NTPs as accommodating and considerate, enhancing service delivery and fostering positive experiences, trust, and satisfaction in the school environment.

In the tangibles dimension, the mean of 4.81 (VHQS), the NTPs' self-ratings of 4.72, the school head's rating of 4.79, and clients' ratings of 4.79 and 4.91, respectively, all indicate a *very high quality of service*. Tangibles include physical facilities, equipment, workspace organization, and overall presentation. High ratings suggest organized environments and professional appearances among non-teaching staff. At the same time, positive client feedback reflects well on facilities and administration, underscoring the significance of maintaining appealing and efficient working conditions for service delivery.

Reliability has a mean score of 4.76 (VHQS), also indicating *very high quality of service*. Non-teaching personnel rated themselves 4.61, while the school heads rated them 4.75, and clients, 4.91, all interpreted as *very high*. Reliability refers to providing accurate, consistent, dependable service. High client ratings show trust in the administrative services, indicating that, despite ranking lowest among dimensions, service quality remains strong and effective.

All in all, the NTPs rated their service quality at 4.75 (VHQS), while school heads and clients rated it at 4.81 and 4.92, respectively, all indicating a *very high quality*. The higher ratings from school heads and clients suggest a more favorable external perception of service delivery. Consistently high ratings indicate NTP's effectiveness in performing administrative and support roles and meeting stakeholder expectations. Assurance is the highest-rated dimension, followed by responsiveness and empathy, highlighting professionalism, competence, promptness, and client-centeredness. The findings suggest that high service standards among NTPs enhance stakeholder trust, organizational efficiency, and overall institutional performance.

NTPs in the East Zone of SDOIN consistently exhibit a *very high quality of service*, with an overall mean of 4.83, as evaluated by themselves, school leaders, and clients across all five SERVQUAL dimensions: reliability, responsiveness, assurance, tangibles, and empathy. The consistently high evaluations indicate that NTPs are generally viewed as capable, reliable, professional, and attentive individuals who efficiently support school operations and enhance stakeholder satisfaction. These findings indicate that the service quality offered by NTP is crucial for boosting institutional efficiency, reinforcing administrative procedures, and elevating overall educational service delivery.

Among the dimensions, assurance was identified as the top-rated, closely followed by responsiveness and empathy, highlighting that professionalism, competence, reliability, timely service, and client-focused care are the leading qualities of NTP. Reliability, despite being the lowest among the dimensions, still achieved a very high rating, affirming that services are reliable, accurate, and trustworthy. The consistently high ratings across all areas from every respondent group further indicate a consensus in perception, with school leaders and clients typically rating service quality even higher than NTPs' self-assessments, suggesting a more reserved self-evaluation among personnel.

The results show that the SERVQUAL Model is an efficient way of assessing quality of service with regard to reliability, responsiveness, assurance, tangibles, and empathy. Moreover, the findings support Social Identity Theory, as the consistently elevated service ratings indicate that non-teaching staff have a strong identification with their organization and adopt its values, resulting in behaviors that reflect institutional objectives such as professionalism, accountability, and client-focused service. This sense of organizational identity probably enhances their strong performance and favorable stakeholder views (Lee et al., 2015)

In summary, El Río-Rama et al. (2021) emphasize that the NTPs deliver excellent and reliable service quality, characterized by professionalism, efficiency, attentiveness, and trustworthiness. This demonstrates that a strong organizational identity, combined with adherence to service quality standards, leads to enhanced stakeholder trust, effective school operations, and improved institutional outcomes in educational settings.

Integrating the data presented regarding commitment and quality of two summaries shows that these two variables are interconnected concepts vital for effective school management. The NTPs, with a deep emotional commitment, loyalty, and dedication to the organization, tend to provide consistent, attentive, and polite service. Similarly, dedicated employees are likely to maintain professional standards and provide services that satisfy stakeholder expectations. Therefore, enhancing organizational commitment can greatly elevate the service quality among non-teaching personnel.

SOP4: Is there a significant difference in the perceived levels of organizational commitment and quality of services among the three groups of respondents?

A one-way analysis of variance (ANOVA) was conducted to determine whether there is a significant difference between the NTPs' self-perceptions of organizational commitment and those of school heads and clients. The results revealed a statistically significant difference, $F(2, 262) = 23.291, p < 0.05$. (Table 5) Since the obtained p -value was less than the 0.05 level of significance, the null hypothesis was rejected. This indicates that the perceived level of organizational commitment differed significantly among the three groups of respondents.

To identify where the significant differences occurred, a post hoc Tukey test was performed (Table 5.1). The results showed that school heads reported significantly higher levels of organizational commitment than non-teaching personnel (Mean Difference = 0.38838, $p < 0.05$). However, no significant difference was found between school heads and clients (Mean Difference = -0.036, $p = 0.813$), indicating that these two groups had comparable perceptions of organizational commitment. In contrast, clients reported significantly higher levels of organizational commitment than non-teaching personnel (Mean Difference = -0.42448, $p < 0.05$). Results of the statistical analysis are shown in Tables 5 and 5.1.

Table 5. Difference in the perceived levels of organizational commitment

Respondent	M ± SD	F	df	p
School Head	4.66 ± 0.36			
Non-teaching Personnel	4.27 ± 0.55	23.291***	2, 262	0.000
Clients	4.70 ± 0.32			

Source: Quicquic, J. (2026), SPSS (2026)

Note: Difference is *significant when $p \leq 0.05$; **highly significant when $p \leq 0.01$; ***very highly significant when $p \leq 0.0001$.

Table 5.1. Tukey test for organizational commitment

Position	Mean Difference (I-J)	Std. Error	Sig.
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School Head - Non-teaching Personnel	.38838***	0.072	0.000
School Head – Clients	-0.036	0.056	0.813
Non-teaching Personnel – Clients	-.42448***	0.063	0.000

Source: Quicquic, J. (2026), SPSS (2026)

Overall, the findings suggest that NTPs' organizational commitment is perceived more strongly by school heads and clients than by NTPs themselves. This disparity may indicate differences in role expectations, level of involvement, and perspective within the organization. The NTPs are more reserved in their self-assessment than the perceptions of the other two groups. The differences in the perceived levels of organizational commitment among the three groups of respondents may be explained through variations in work experience, role expectations, and organizational exposure, as supported by existing literature.

Employees with longer tenure and more stable employment status tend to exhibit higher levels of organizational commitment, particularly in the affective and normative components. They are more likely to develop a strong emotional attachment to the organization, exhibit loyalty, and actively participate in school-related activities. In contrast, employees who are newly hired or have less stable employment may still be developing attachment and identification with the organization, which may result in relatively lower levels of commitment.

These differences may also be reflected in observable work behaviors. Highly committed personnel are more likely to demonstrate initiative, timeliness, and active involvement in school programs, even beyond their assigned duties. Such behaviors indicate strong affective commitment (emotional attachment), continuance commitment (awareness of the value of staying in the organization), and normative commitment (sense of obligation to remain). On the other hand, employees with lower perceived commitment may limit their performance to basic job requirements, reflecting weaker attachment and engagement.

The three-component theory of John P. Meyer and Natalie J. Allen (1991) explains that organizational commitment is also influenced by employees' sense of belonging, recognition, and perceived organizational support. Employees who feel valued, supported, and included in the organization are more likely to align themselves with its mission and vision, thereby strengthening their commitment. Furthermore, commitment develops over time through positive work experiences, effective leadership, and opportunities for professional growth.

This result highlights the need for targeted interventions to strengthen engagement and enhance organizational commitment among non-teaching personnel, thereby promoting a more cohesive and aligned organizational environment.

These findings are consistent with the Three-Component Model of Organizational Commitment proposed by Meyer and Allen (1991), which emphasizes that workplace experiences and organizational conditions shape affective, continuance, and normative commitment. Empirical studies have shown that employees with longer tenure, greater job stability, and stronger organizational support tend to exhibit higher levels of commitment. Variations in commitment across groups may therefore be attributed to differences in employment conditions, professional experiences, and organizational socialization processes.

Overall, the variations in perceived organizational commitment among the three groups of respondents may be attributed to differences in employment stability, length of service, and perceived organizational support. While demographic factors may contribute to these differences, the work environment, leadership practices, and employee experiences play a more significant role in shaping organizational commitment.

One-way analysis of variance (ANOVA) was also conducted to determine whether there is a significant difference in the perceived quality of service among school heads, non-teaching personnel, and clients. The results revealed a statistically significant difference, $F(2, 262) = 11.613, p < 0.05$. Since the obtained p -value is less than the 0.05 level of significance, the null hypothesis was rejected. This indicates that the perceived quality of service significantly differed across the three groups of respondents.

To identify the specific groups between which the differences occurred, a post hoc Tukey test was conducted. The results showed no significant difference between school heads and non-teaching personnel (Mean Difference = 0.121, $p = 0.104$), indicating that these two groups had comparable perceptions of service quality. However, a significant difference was found between school heads and clients, with clients reporting a higher perceived quality of service (Mean Difference = -0.10979 , $p < 0.05$). Likewise, clients reported significantly higher perceived quality of service than non-teaching personnel (Mean Difference = -0.23053 , $p < 0.05$). These values are displayed in Tables 6 and 6.1.

Table 6. Difference in the perceived levels of quality of service

Respondent	M $\pm$ SD	F	df	p
School Head	4.81 $\pm$ 0.32			
Non-teaching Personnel	4.69 $\pm$ 0.47	11.613*	2, 262	0.000
Clients	4.92 $\pm$ 0.21			

Source: Quicquic, J. (2026), SPSS (2026)

Note: Difference is *significant when $p \leq 0.05$; **highly significant when $p \leq 0.01$; ***very highly significant when $p \leq 0.0001$.

Table 6.1 Tukey test for quality of service

Position	Mean Difference (I-J)	Std. Error	Sig.
School Head - Non-teaching Personnel	0.121	0.057	0.104
School Head – Clients	-0.10979^*	0.044	0.046
Non-teaching Personnel – Clients	-0.23053^*	0.050	0.000

Source: Quicquic, J. (2026), SPSS (2026)

These findings suggest that clients tend to have a more favorable perception of the quality of services provided than that of the school heads and NTPs. This may be attributed to differences in expectations, direct service experiences, and evaluation perspectives. The results highlight the importance of maintaining consistent service standards across all stakeholder groups to ensure alignment in perceptions of service quality.

Overall, these findings indicate that while school heads and non-teaching personnel share comparable perceptions of service quality, clients perceive the quality of service at a significantly higher level. This suggests that service delivery is viewed more favorably by service recipients than by internal personnel. Such differences highlight the importance of aligning internal assessments with client experiences to enhance overall service quality further.

Variations in perceived service quality among the three groups of respondents may be attributed to differences in work experience, role expectations, and exposure to service delivery processes. Employees with longer tenure tend to demonstrate greater familiarity with organizational procedures, which contributes to higher levels of assurance and reliability. Their experience allows them to provide accurate information and perform tasks efficiently with minimal supervision. In contrast, newer personnel may still be developing their competence and confidence, which can influence how their service performance is perceived.

At the same time, newer or younger personnel may demonstrate strengths in adaptability and technology use, which can enhance aspects of service quality, such as responsiveness and tangibles. However, variations in workload distribution, resource availability, and task complexity may also affect service delivery across all groups, regardless of experience level. This indicates that differences in perceived service quality depend not only on individual capabilities but also on organizational and environmental factors.

Furthermore, service quality is closely linked to employee motivation, engagement, and perceived organizational support. Personnel who feel valued and supported are more likely to demonstrate empathy, attentiveness, and professionalism in their interactions with clients. Conversely, heavy workload, unclear role expectations, and limited recognition may negatively

affect the quality of service delivery, even among technically competent employees. These factors contribute to variations in how different groups of respondents perceive service quality.

The findings support the SERVQUAL framework developed by Parasuraman, Zeithaml, and Berry, which identifies reliability, responsiveness, assurance, empathy, and tangibles as key dimensions of service quality. Existing literature indicates that these dimensions are influenced by employee competence, training, experience, and the overall organizational climate. Studies further suggest that employees are more likely to deliver high-quality service when provided with adequate support, effective supervision, and opportunities for professional development. Differences in role expectations, workload, and access to resources may therefore explain the variations in perceptions among respondents.

In summary, the differences in perceived service quality among the three groups of respondents may be attributed to a combination of individual and organizational factors, including experience, adaptability, workload, motivation, and institutional support. While certain groups may excel in specific service dimensions, overall service quality is shaped by both employee commitment and organizational conditions. These findings underscore the importance of enhancing workplace support systems and fostering employee engagement to minimize disparities in perceptions of service quality.

SOP5: Is there a significant relationship among variables of non-teaching personnel in terms of profile and organizational commitment, profile and quality of services rendered; and organizational commitment and quality of services?

Pearson product-moment correlation was used to determine the relationship between the profile variables and organizational commitment of the NTPs. The results show a significant positive relationship between age and organizational commitment, $r(46) = 0.372, p < 0.05$, indicating that organizational commitment tends to increase with age among non-teaching personnel. This implies that older employees may develop stronger emotional attachment and loyalty to the organization over time.

Similarly, civil status has a significant relationship with organizational commitment, $r(46) = 0.326, p < 0.05$, suggesting that married non-teaching personnel tend to report higher levels of commitment compared to their single counterparts. This may be attributed to factors such as increased sense of responsibility, stability, and long-term orientation toward employment.

In contrast, no significant relationship exists between organizational commitment and sex ($r(46) = 0.045, p > 0.05$), length of service ($r(46) = 0.138, p > 0.05$), or number of schools served ($r(46) = 0.061, p > 0.05$). These findings indicate that these variables do not significantly influence the level of organizational commitment among non-teaching personnel. Computed values are displayed in Table 7.

Overall, the results suggest that while certain demographic factors, such as age and civil status, are associated with organizational commitment, other variables may have minimal impact, highlighting the importance of organizational and experiential factors in shaping employee commitment. Age and civil status are significant correlates of NTPs' organizational commitment, whereas sex, length of service, and number of schools served are not.

The relationship between selected profile variables and organizational commitment may be explained by differences in employees' personal and professional experiences, as supported by existing literature. Employees who are older or have more stable personal circumstances, such as being married, may demonstrate higher levels of commitment due to an increased sense of responsibility, greater stability, and a longer-term orientation toward their work.

These factors may strengthen both affective and normative commitment, as employees develop deeper emotional attachment and a stronger sense of obligation to the organization.

In contrast, younger or newly employed personnel may still be undergoing organizational socialization, which can result in relatively lower levels of commitment as they gradually develop familiarity, confidence, and a sense of belonging within the organization. While length of service does not have a statistically significant relationship with commitment in this study, prior research suggests that tenure may contribute to stronger emotional attachment over time when combined with positive work experiences and organizational support.

Table 7. Relationship between profile variables of non-teaching personnel and organizational commitment.

Variable	r	df	p
Age	0.372**	46	0.009
Sex	0.045	46	0.760
Civil Status	0.326*	46	0.024
Length of Service	0.138	46	0.349
Number of Schools Served	0.061	46	0.682

Source: Quicquic, J. (2026), SPSS (2026)

Note: Correlation is *significant when $p \leq 0.05$; **highly significant when $p \leq 0.01$; ***very highly significant when $p \leq 0.001$.

These findings are consistent with the Three-Component Model of Organizational Commitment proposed by Meyer and Allen (1991), which explains that both individual characteristics and workplace experiences shape affective, continuance, and normative commitment. While demographic variables alone may not strongly predict commitment, their interaction with organizational factors—such as leadership support, job security, and work environment—can significantly influence employee commitment levels.

Pearson product–moment correlation was also conducted to determine whether selected profile variables are significantly related to the perceived quality of service. The results show no significant relationship between quality of service and age, $r(46) = 0.116, p > 0.05$; sex, $r(46) = -0.115, p > 0.05$; civil status, $r(46) = 0.207, p > 0.05$; length of service, $r(46) = 0.098, p > 0.05$; and number of schools served, $r(46) = -0.024, p > 0.05$. These findings indicate that variations in the quality of service are not significantly associated with the examined profile variables. Computed values are displayed in Table 8.

These indicate that variations in quality of service are not significantly associated with the examined profile variables of non-teaching staff. Overall, the results suggest that quality of service is relatively consistent across differences in age, sex, civil status, work experience, and institutional assignment among non-teaching personnel.

The relationship between selected profile variables of NTPs and the quality of service may be explained through differences in experience, competence, adaptability, and work behavior, as supported by existing literature.

The relationship between the chosen profile variables of NTP and the quality of service is explained through the researcher’s experience, personal observations, and insights. Locally, in the school environment, two profile variables, specifically, age, length of service, educational attainment, employment status, and position, seem to contribute to the method of service delivery to stakeholders.

Table 8. Relationship between profile variables of non-teaching personnel and quality of service

Variable	r	df	p
Age	0.116	46	0.434
Sex	-0.115	46	0.435
Civil Status	0.207	46	0.158
Length of Service	0.098	46	0.506
Number of Schools Served	-0.024	46	0.870

Source: Quicquic, J. (2026), SPSS (2026)

Note: Correlation is *significant when $p \leq 0.05$; **highly significant when $p \leq 0.01$; ***very highly significant when $p \leq 0.001$.

Those who have been working for a long time generally show a better understanding of the organization's policies, procedures, and paperwork, which greatly contributes to service quality aspects such as reliability and assurance. Experience helps them handle and resolve issues more efficiently and provide the correct information to parents, students, and teachers.

Also, observations about age and technological exposure influenced service delivery. Younger personnel or those who are more technologically adept tended to respond more quickly to digital communications and online reporting systems, which enhanced responsiveness and tangibles. On the other hand, senior personnel often exhibited stronger interpersonal skills and greater patience when dealing with clients, which contributed to greater empathy. Employment status also appeared to play a role; permanent employees sometimes displayed more consistency and accountability in service delivery, possibly due to a stronger sense of stability and responsibility within the organization.

Further, the researcher found that profile variables significantly determine an employee's skills, self-confidence, and approach to work, which subsequently affect the quality of service provided. On top of that, I was also made aware that profile features alone cannot produce high service quality.

One may have an employee with extensive experience or advanced educational qualifications. However, if that person has low motivation and the organization provides less support, the level of service they deliver will be average or below. On the other hand, even those with less experience can deliver excellent service if they are well-trained, well-oriented, and well-supported.

Hence, profile variables affect the quality of service indirectly through the competence and work behavior they shape, rather than directly determining performance outcomes.

The literature supports these perspectives; Parasuraman, Zeithaml, and Berry's SERVQUAL model presents dimensions of service quality as reliability, responsiveness, assurance, empathy, and tangibles. Employee competence, training, and experience have been identified in research as significant factors influencing reliability and assurance. It also reveals that individual characteristics, such as educational attainment and tenure, can affect job performance. If a profile provides baseline skills and experience, management support, and professional development, these attributes would translate into high-quality service.

The influence of age, tenure, education, and employment status on competence, adaptability, and interpersonal skills in NTP highlights that profile variables alone cannot predict service excellence, emphasizing the importance of organizational support and continuous development.

Pearson product-moment correlation was used to determine the relationship between organizational commitment and quality of service among NTPs. The results reveal a significant and strong positive relationship between the two variables, $r = 0.598$, $p < 0.05$. This indicates that higher levels of organizational commitment are associated with higher perceived quality of service. These values are displayed in Table 9.

The findings suggest that the NTPs who are more committed to their organization tend to demonstrate better service delivery, consistency, and responsiveness in their roles. Organizational commitment fosters motivation, responsibility, and engagement, which in turn enhances service performance. Overall, the results underscore the importance of strengthening organizational commitment as a key factor in improving the quality of service provided by non-teaching personnel.

Table 9. Relationship between organizational commitment and the quality of service of non-teaching personnel

Organizational Commitment	Quality of Service					Quality of Service
	Reliability	Responsiveness	Assurance	Tangible	Empathy	
Affective	0.493*** (0.000)	0.530*** (0.000)	0.558*** (0.000)	0.476*** (0.000)	0.426*** (0.000)	0.542*** (0.000)
Continuance	0.455*** (0.000)	0.480*** (0.000)	0.509*** (0.000)	0.530*** (0.000)	0.559*** (0.000)	0.554*** (0.000)
Normative	0.480*** (0.000)	0.492*** (0.000)	0.490*** (0.000)	0.518*** (0.000)	0.512*** (0.000)	0.545*** (0.000)

Organizational	0.520***	0.547***	0.566***	0.557***	0.548***	0.598***
Commitment	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)

Source: Quicquic, J. (2026), SPSS (2026)

Note: Correlation is *significant when $p \leq 0.05$; **highly significant when $p \leq 0.01$; ***very highly significant when $p \leq 0.001$.

Observations in the school setting suggest that NTPs who demonstrate a strong commitment to the organization tend to deliver higher levels of service to stakeholders. Employees who take pride in being part of the institution and show dedication to its goals are more willing to assist parents, students, and teachers, even beyond their prescribed duties. Their emotional attachment to the organization appears to contribute to efficient, accurate service delivery, particularly in reliability and responsiveness.

The findings reveal a strong relationship between organizational commitment and service quality among NTPs in the East Zone of SDOIN. Employees with higher levels of affective and normative commitment tend to demonstrate better performance across the dimensions of service quality, including reliability, responsiveness, assurance, tangibles, and empathy. Affective commitment is reflected in employees' sense of pride, enjoyment, and willingness to exceed job expectations. In contrast, normative commitment is evident in their sense of duty, loyalty, and moral responsibility toward the organization.

Employees with high levels of affective commitment consistently exhibit patience, professionalism, and understanding when addressing concerns and complaints. They can maintain composure and provide courteous service even during demanding periods, such as enrollment and reporting deadlines. In contrast, personnel with lower levels of commitment tend to perform only the minimum required tasks. While they complete their assigned responsibilities, they may show less initiative in enhancing service delivery or engaging proactively with stakeholders. These differences suggest that organizational commitment influences not only task completion but also the quality of interpersonal interactions and overall service experience.

Organizational factors, such as leadership support, effective communication, and a positive work environment, play a crucial role in fostering commitment. These factors encourage employees to maintain high levels of service quality despite challenges, such as heavy workloads and limited resources. The findings suggest that organizational commitment is a key driver of quality service delivery, as it promotes trust, efficiency, and consistent performance.

Organizational commitment plays a significant role in shaping service behavior. Employees who feel valued and emotionally invested in their organization are more likely to demonstrate a strong sense of belonging and accountability, which contributes to high-quality service delivery. This perspective is supported by the Three-Component Model of Organizational Commitment proposed by Meyer and Allen (1991), which emphasizes the role of affective commitment in enhancing job performance and organizational citizenship behaviors. Furthermore, the SERVQUAL framework highlights that service quality dimensions—such as reliability, responsiveness, assurance, empathy, and tangibles—are influenced by employee attitudes, motivation, and morale. These theoretical perspectives support the observed positive relationship between organizational commitment and service quality.

In summary, organizational commitment directly and positively influences the quality of service delivered by non-teaching personnel. Employees who exhibit strong affective and normative commitment tend to be more motivated, responsive, and engaged in their roles, resulting in improved service outcomes. These findings underscore the importance of strengthening organizational commitment as a key strategy for sustaining high standards of service delivery in the educational sector.

Discussion

The present study examined the profile, organizational commitment, and quality of service of non-teaching personnel (NTPs) in the East Zone of the Schools Division of Ilocos Norte and explored the relationships among these variables. The findings revealed that the majority of respondents were female, aged 30-39, married, had several years of service in the Department of Education, and were assigned to one or two schools. These characteristics suggest that the NTP workforce is largely

composed of experienced employees in their productive years who possess the stability and professional maturity necessary to support the effective operation of public elementary schools.

The study further revealed that the respondents demonstrated a very high level of organizational commitment ($M = 4.56$), with affective commitment emerging as the strongest dimension, followed by normative and continuance commitment. This finding indicates that non-teaching personnel remain committed to the organization primarily because of their emotional attachment and identification with DepEd rather than merely because of the perceived costs of leaving. The result supports Meyer and Allen's Three-Component Model of Organizational Commitment and Social Identity Theory, which emphasize that employees who identify strongly with their organization develop greater loyalty, commitment, and willingness to contribute to organizational goals. The predominance of affective commitment suggests that cultivating a sense of belonging and organizational identification is essential in sustaining employee commitment in the public education sector.

Likewise, the quality of service rendered by non-teaching personnel was rated very high ($M = 4.83$) across all SERVQUAL dimensions, namely reliability, responsiveness, assurance, tangibles, and empathy. Among these dimensions, assurance received the highest rating, indicating that school heads, teachers, and parents have strong confidence in the competence, professionalism, and dependability of non-teaching personnel. The consistently high ratings across all dimensions demonstrate that NTPs provide effective administrative support services that contribute significantly to the efficient operation of schools and the delivery of public education.

Although both organizational commitment and service quality received very high ratings, significant differences were observed among the perceptions of the three respondent groups. School heads and clients consistently rated both organizational commitment and service quality higher than the non-teaching personnel rated themselves. This finding suggests that non-teaching personnel tend to assess their own commitment and performance more conservatively, whereas school heads and clients perceive their contributions more favorably. Such differences may be attributed to variations in role expectations, performance standards, and personal experiences with the services provided.

The correlation analysis further revealed that age and marital status were significantly associated with organizational commitment, suggesting that older and married employees generally exhibit stronger organizational commitment. In contrast, sex, length of service, and the number of schools served showed no significant relationship with organizational commitment. Likewise, none of the profile variables were significantly related to service quality, indicating that the quality of services provided by non-teaching personnel remains consistently high regardless of their demographic or professional characteristics. These findings imply that while certain demographic characteristics may influence employees' attachment to the organization, they do not necessarily determine the quality of services they provide.

Most importantly, the study established a significant positive relationship between organizational commitment and service quality ($r = 0.598$, $p < .05$). This finding indicates that non-teaching personnel who possess stronger emotional attachment, loyalty, and a greater sense of responsibility toward the organization are more likely to provide reliable, responsive, and client-oriented services. The result reinforces previous studies demonstrating that committed employees consistently exhibit higher levels of performance and service effectiveness. It also suggests that initiatives aimed at strengthening organizational commitment through supportive leadership, employee recognition, professional development, and positive workplace relationships may further enhance the quality of public service delivery in schools.

Beyond its empirical findings, this study contributes to the growing body of literature on organizational commitment by extending the application of Meyer and Allen's Three-Component Model of Organizational Commitment and Social Identity Theory to non-teaching personnel in Philippine public basic education. Previous studies have largely focused on teachers, university employees, or personnel in private organizations. By examining administrative personnel in public elementary schools, this study provides evidence that affective, continuance, and normative commitment likewise influence the quality of administrative services delivered in basic education institutions. Furthermore, the study contributes to the literature on service quality by demonstrating that organizational commitment is a significant antecedent of service quality within school administrative settings, thereby strengthening the theoretical linkage between employee commitment and organizational performance.

The findings also have practical implications for the Department of Education and school administrators. Since organizational commitment was found to be positively associated with service quality, strategies that promote employee engagement, professional development, recognition, supportive leadership, and positive organizational culture may further strengthen employees' commitment and improve administrative service delivery. For non-teaching personnel, the findings provide an opportunity for self-reflection on their level of commitment and its influence on the quality of the services they provide. For policymakers, the study offers empirical evidence that may inform the development of human resource policies and interventions aimed at enhancing employee commitment and sustaining quality public service in educational institutions.

Despite these contributions, the study has several limitations. It was confined to the 97 public elementary schools in the East Zone of the Schools Division of Ilocos Norte. It involved only administrative officers, administrative assistants, school heads, teachers who had served in their present schools for at least one year, and parents whose children had been enrolled in the same schools for at least one academic year. Consequently, the findings should be interpreted in the context of the study and may not generalize to other school divisions, educational levels, or institutional settings.

Future research may replicate this study using larger, more diverse samples that include additional school divisions, secondary schools, private educational institutions, or other government agencies to improve the generalizability of the findings. Researchers may also investigate additional variables, such as organizational climate, leadership style, employee engagement, job satisfaction, work-life balance, and organizational culture, to further explain variations in organizational commitment and service quality. Longitudinal and mixed-methods studies are likewise recommended to provide a deeper understanding of how organizational commitment develops over time and influences service delivery in educational institutions.

Conclusion

Organizational commitment in its three dimensions is a requisite for quality service performance. Affective commitment, or emotional attachment to one's organization, is the foundation of overall organizational commitment. When employees have close relationships with their colleagues and are happy in the workplace, they strive to deliver quality service. Continuance commitment is strong; they have no intention of leaving and strive to adhere to organizational rules, indicating a high normative commitment. All these contribute highly to a high quality of service which is satisfying, not only to themselves and their employers, but more so to their clients.

This supports the Social Identity Theory, which posits that strong identification with the organization fosters a sense of belonging and motivation to contribute to its goals. The Three-Component Model further explains that this commitment is driven by both personal attachment and responsibility, which enhances employee engagement and performance.

Likewise, the SERVQUAL Model supports this, which posits that a very high level of service quality across the dimensions of reliability, responsiveness, assurance, tangibles, and empathy can be observed among committed employees who can translate their dedication into effective, client-oriented service delivery.

Overall, the findings confirm that organizational identification, employee commitment, and service quality are closely interconnected. Strengthening these factors is essential for improving performance, ensuring stakeholder satisfaction, and sustaining service excellence in public educational institutions.

Ethical review statement: The study adhered to the ethical standards and guidelines approved by the Research Ethics Committee of the Graduate School of Northern Christian College, Inc.

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