

## Support Staff Performance and Client Satisfaction-Based Office Productivity in Higher Education: A Descriptive-Correlational Study

G.A. Batalla<sup>1\*</sup>, R.A. Fernando,<sup>2</sup> M.S. Arcillas<sup>3</sup>, J.M. Cerdeña<sup>4</sup>, J.G. Castillo<sup>5</sup>, A.L. Barcenal<sup>6</sup>,  
G. Batalla<sup>7</sup>, A.C. Tolentino<sup>8</sup>, F.T. Malitig<sup>9</sup>, L.O. Barrion<sup>10</sup>

<sup>1,2,3,4,5,6,7,8,9</sup> Administrative Department, City College of Calamba, Laguna, Philippines

<sup>10</sup> Department of Teacher Education, City College of Calamba, Laguna, Philippines

Received : April 10, 2026

Revised : June 10, 2026

Accepted : June 11, 2026

Online : June 12, 2026

### Abstract

Support staff play an essential role in ensuring the efficient operation of higher education institutions, yet their contribution to office productivity remains underexplored. This study examined the relationship between support staff performance and the productivity of key offices at the City College of Calamba (CCC). Specifically, it assessed support staff performance in terms of work content, work behavior, job specification, work discipline, and job knowledge and competency, and evaluated office productivity through client satisfaction indicators such as responsiveness, reliability, access and facilities, assurance, and outcome. The study employed a quantitative descriptive-correlational research design. Data were gathered using structured questionnaires administered to heads of offices and clients from 14 key offices, covering 40 support staff personnel. Descriptive statistics were employed to present the levels of staff performance and office productivity, while Pearson's correlation coefficient was used to determine the relationship between support staff performance and the productivity of key offices. Findings revealed that support staff performance and office productivity were both rated very high. Moreover, a strong positive relationship was found between support staff performance and office productivity ( $r = 0.6333$ ), indicating that higher support staff performance is associated with increased client satisfaction and improved office productivity. The findings highlight the important contribution of support staff to institutional effectiveness and service delivery in higher education institutions. The study provides practical implications for higher education administrators and policy-makers in strengthening staff development programs and improving organizational productivity.

**Keywords:** *Client Satisfaction, Office Productivity, Support Staff Performance, Higher Educational Administration, Descriptive-Correlational Study*

### INTRODUCTION

The success of organizations in achieving their strategic objectives and maintaining a sustainable competitive advantage depends heavily on employee performance. However, not all organizations prioritize employee recognition, and many do not clearly define how recognition should be implemented within their service frameworks (Amoatema & Kyeremeh, 2016). As a result, in most academic institutions, while administrators' achievements, faculty performance, and student outcomes often receive considerable attention, the contributions of support staff to administrative functions and operational efficiency are often overlooked.

In higher education settings, support staff are essential to facilitating administrative processes, managing records, assisting clients, and ensuring the smooth delivery of services in key offices. Recent studies indicate that support staff performance is associated with the quality of administrative service delivery and stakeholder satisfaction in higher education institutions (Le et al., 2023; Luthuli et al., 2024). These findings underscore the importance of examining support staff

#### Copyright Holder:

© Gerra, Roselle, Ma, John, Jalen, Arvin, Gerleen, Arianne, Francis, & Lielanie. (2026)  
Corresponding author's email: gabatalla@ccc.edu.ph

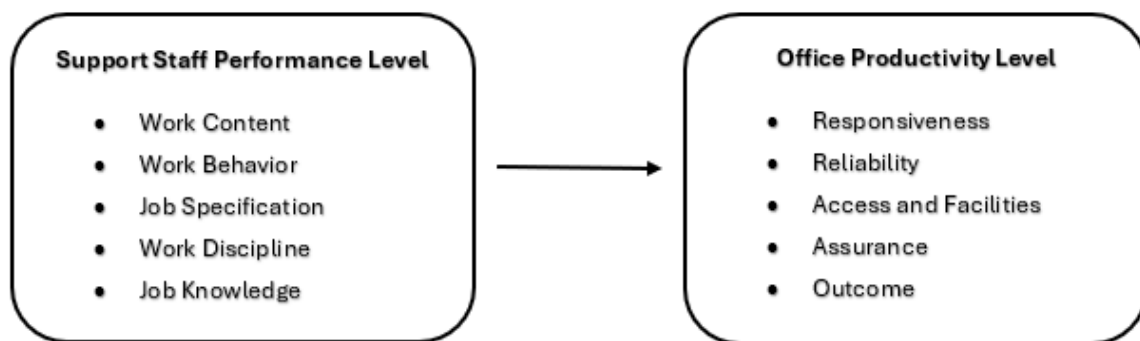
#### This Article is Licensed Under:



roles in relation to institutional service outcomes, particularly in administrative contexts.

Despite growing attention to service quality and organizational performance, empirical evidence specifically examining the relationship between support staff performance and office productivity in higher education institutions remains limited. Most existing studies focus on faculty performance, instructional quality, and student achievement, with less emphasis on administrative personnel and their role in service delivery. In addition, studies conducted in Philippine higher education institutions remain limited, particularly those that operationalize office productivity using client satisfaction indicators such as responsiveness, reliability, access and facilities, assurance, and outcome. This indicates a research gap in understanding how support staff performance is statistically associated with perceived office productivity in local institutional contexts.

In response to this gap, this study examines the relationship between support staff performance and the productivity of key offices at the City College of Calamba. Support staff performance is measured using work content, work behavior, job specifications, work discipline, and job knowledge and competency, while office productivity is assessed through client satisfaction indicators. The study employs a descriptive-correlational research design and uses statistical analysis to determine the degree of association between variables. The findings are intended to provide empirical input for administrative decision-making, human resource development, and institutional service improvement initiatives in higher education settings.



**Figure 1.** Research Paradigm

The study is anchored in the presented conceptual framework, which illustrates the relationship between support staff performance and the productivity of key offices at the City College of Calamba. Support staff performance, the independent variable, is assessed across five dimensions: work content, work behavior, job specification, work discipline, and job knowledge and competency. These factors collectively describe how support staff carry out their responsibilities, adhere to job requirements, and contribute to the office environment. The dependent variable, the productivity of key offices, is operationally reflected through client satisfaction indicators and service experience within the institution. Thus, the framework indicates a relationship between support staff performance and office productivity, with variations in performance levels associated with differences in the productivity of key offices. The conceptual model represents the connection between the two variables through a directional link to illustrate their relationship within the context of the study.

This study is guided by the following objectives, developed in response to the identified gap in understanding how support staff contribute to office productivity in higher education institutions:

1. To determine the demographic profile of support staff in key offices at the City College of Calamba.

2. To assess the level of support staff performance in terms of work content, work behavior, job specification, work discipline, and job knowledge and competency.
3. To determine the level of office productivity at CCC based on client satisfaction in terms of responsiveness, reliability, access and facilities, assurance, and outcome.
4. To examine the relationship between support staff performance and the productivity level of key offices at the City College of Calamba.

## LITERATURE REVIEW

This section presents the related literature and studies relevant to the present research. It reviews concepts, theories, and prior findings that support the study and help establish its framework, significance, and research direction.

### Employee Performance and Organizational Productivity

Research on employee performance consistently highlights a strong link between individual contributions and organizational productivity. [Musgrove et al. \(2014\)](#) and [Osborne and Hammoud \(2017\)](#) argue that organizational productivity is closely tied to employees' efforts, engagement, and commitment to their work. Similarly, [Danish and Usman \(2010\)](#) and [Imran et al. \(2014\)](#) found that motivated employees contribute positively to organizational goal attainment and institutional effectiveness, whereas a lack of motivation can lead to reduced initiative and weaker organizational involvement ([Amoatema & Kyeremeh, 2016](#)). These studies collectively suggest that employee performance remains a critical component of organizational productivity across sectors.

Recent studies further support the link between employee-related factors and organizational performance. [Khan and Haji-Othman \(2025\)](#) found that employee empowerment, training, and job satisfaction are associated with perceived organizational performance among academic and administrative personnel in higher education institutions. Similarly, [Pongton and Suntrayuth \(2019\)](#) reported that employee engagement and job satisfaction are linked to improved job performance in higher education settings. While these studies affirm the importance of employee performance in achieving organizational objectives, they primarily focus on broad employee groups and do not specifically examine support staff in administrative offices.

Research has highlighted the importance of organizational and employee-related factors in shaping workplace performance and productivity. Employee job satisfaction, organizational support, and positive workplace conditions have been linked to improved work outcomes and stronger employee engagement ([Inrawan et al., 2021](#); [Lie et al., 2021](#)). Similarly, work-life balance has been identified as an important factor that contributes to employee satisfaction and career contentment, which may influence overall organizational effectiveness ([Concepcion et al., 2024](#)). In higher education institutions, workplace culture has also been found to be significantly associated with employee performance, emphasizing the importance of fostering supportive and collaborative work environments to achieve institutional goals ([Almendras et al., 2025](#)). Furthermore, organizational support and employee competency development have been shown to contribute to performance outcomes, particularly when employees experience greater job satisfaction and engagement in their work ([Umamy, 2021](#)).

Employee performance has been linked to organizational, job-related, and individual factors. According to [Oleribe and Trovato \(2022\)](#), leadership support, communication, organizational climate, motivation, discipline, and adaptability are among the factors associated with employee performance. These findings indicate that productivity is influenced by multiple dimensions of employee functioning. However, despite substantial evidence linking employee performance to organizational outcomes, fewer studies have examined how specific dimensions of support staff performance relate to productivity indicators within higher education administrative offices.

### **Support Staff Performance in Higher Education Institutions**

Within higher education institutions, support staff perform essential administrative, technical, and operational functions that contribute to institutional effectiveness. Despite their significant role, research attention often remains focused on faculty performance, instructional quality, and student outcomes. Existing literature indicates that support staff facilitate administrative processes, maintain institutional operations, and support service delivery, yet their contributions are frequently underrepresented in institutional productivity assessments (Musgrove et al., 2014; Osborne & Hammoud, 2017).

Recent studies increasingly recognize the importance of support personnel in higher education environments. Le et al. (2023) emphasized that supporting staff contribute substantially to academic and institutional functioning by serving as administrative facilitators, operational coordinators, and service providers. Similarly, Rytberg and Geschwind (2021) highlighted that professional support staff have become an increasingly significant workforce within higher education institutions due to expanding institutional demands and service requirements. These studies suggest that support staff play a critical role in sustaining institutional operations, although their performance remains underexplored compared to that of academic personnel.

The literature also presents differing perspectives on how to evaluate support staff performance. Some researchers advocate integrating support staff into broader institutional performance assessments, while others argue that their unique responsibilities require distinct evaluation frameworks. Nyakaro (2016) emphasized the importance of employee recognition and inclusion in performance systems, while Salifu et al. (2021) found that job design and administrative responsibilities are associated with administrative staff performance in higher education institutions. Although these studies highlight the relevance of support staff, empirical investigations focusing on performance dimensions such as Work Content, Work Behavior, Job Specification, Discipline, Job Knowledge, and Competency remain limited, particularly within Philippine higher education institutions.

### **Performance Evaluation, Client Satisfaction, and Productivity in Educational Organizations**

Performance evaluation is an important mechanism for monitoring employee effectiveness and supporting professional development. According to Siddiqui (2014), employee evaluations commonly involve discussions of strengths, weaknesses, job expectations, and developmental needs. These processes promote accountability and align employee responsibilities with organizational objectives. However, traditional evaluation systems often focus on individual performance indicators and may not fully capture productivity outcomes from the perspective of service recipients.

Recent literature increasingly links office productivity to service quality and client satisfaction, particularly in educational institutions. Mustafa et al. (2022) reported that the performance of academic administrative employees is associated with student satisfaction and perceived service quality. Likewise, Alvarez-Sández et al. (2023) emphasized that administrative efficiency in higher education institutions is often reflected in service effectiveness, responsiveness, accessibility, and stakeholder experiences. These findings suggest that productivity within administrative offices may be assessed not only by operational outputs but also by client-centered indicators.

Synthesizing the literature, employee performance, support staff functions, and service quality are closely connected to organizational productivity. However, most existing studies examine these variables separately or in non-Philippine contexts. Empirical evidence remains limited on the relationship between support staff performance and office productivity measured by client satisfaction indicators in higher education administrative settings. This gap is particularly

evident in Philippine higher education institutions, where localized studies focusing on support staff remain scarce. Therefore, the present study examines the relationship between support staff performance, measured by Work Content, Work Behavior, Job Specification, Discipline, and Job Knowledge and Competency, and office productivity, reflected in Responsiveness, Reliability, Access and Facilities, Assurance, and Outcome, at the City College of Calamba.

### **Synthesis**

The reviewed literature consistently shows that employee performance is linked to organizational productivity, service quality, and stakeholder satisfaction. Studies indicate that factors such as employee motivation, engagement, recognition, competence, and organizational support contribute to positive workplace outcomes (Danish & Usman, 2010; Amoatema & Kyeremeh, 2016; Oleribe & Trovato, 2022). Although these studies provide substantial evidence of the importance of employee performance, most focus on general organizational settings and broad employee populations rather than on support staff in higher education institutions.

The literature likewise highlights the growing role of support staff in maintaining institutional operations and administrative effectiveness (Le et al., 2023; Rytberg & Geschwind, 2021). However, existing studies primarily discuss their functions and contributions without extensively examining specific dimensions of support staff performance. Furthermore, performance assessment research often focuses on faculty members, academic outcomes, and leadership practices, leaving support staff relatively underrepresented in institutional productivity studies.

Studies on administrative service quality and client satisfaction suggest that productivity in educational institutions can be reflected in stakeholders' experiences with institutional services (Mustafa et al., 2022; Alvarez-Sández et al., 2023). Nevertheless, limited empirical evidence has examined the relationship between support staff performance and office productivity measured by client satisfaction indicators, particularly within Philippine higher education institutions. This gap provides the basis for the present study, which examines the relationship between support staff performance, measured by Work Content, Work Behavior, Job Specification, Discipline, Job Knowledge, and Competency, and office productivity, reflected in Responsiveness, Reliability, Access and Facilities, Assurance, and Outcome, at the City College of Calamba. By doing so, the study contributes localized evidence to the growing body of literature on higher education administration and institutional effectiveness.

### **RESEARCH METHOD**

This study employed a quantitative, descriptive-correlational research design to examine the relationship between support staff performance and office productivity at the City College of Calamba (CCC). This design was appropriate because it allows the study to describe the levels of the variables and examine their relationship without implying causation. CCC was selected as the research locale because its multiple administrative and academic offices directly engage in service delivery, making it a suitable setting for analyzing support staff performance in relation to office productivity.

The respondents consisted of heads of key offices who evaluated the performance of their respective support staff, and clients of the offices who assessed office productivity through client satisfaction. Including both internal (office heads) and external (clients) respondents was intended to provide a more balanced and comprehensive assessment of the variables. Of approximately 20 offices in CCC, 14 completed and returned the questionnaires within the data collection period. These 14 offices, representing 40 support staff, were included in the final analysis. Although total population sampling was initially intended, the final sample was determined by actual participation

and availability during the data collection period, ensuring that only fully completed responses were included in the dataset.

The study utilized two structured survey instruments. The first was an adapted and modified questionnaire based on the study of Petchsawang and Duchon (2012), which was revised to suit the context of higher education administrative offices. It measured support staff performance across five dimensions: Work Content, Work Behavior, Job Specification, Discipline, and Job Knowledge and Competency. The second instrument was the Client Satisfaction Measurement (CSM) Survey Questionnaire developed by the Anti-Red Tape Authority (ARTA), which originally consists of eight service quality dimensions. However, based on the recommendations of the content validators, only five dimensions were deemed appropriate and relevant to the context of higher education administrative offices and were therefore adopted in this study: responsiveness, reliability, access and facilities, assurance, and outcome. Both instruments underwent content validation by internal experts, pilot testing in a selected higher education institution in Calamba City, Laguna, and reliability testing prior to full deployment to ensure internal consistency of the measures. This process was conducted to establish the quality of the instruments used in measuring support staff performance and office productivity in higher education administrative offices.

The instruments were validated by three experts from City College of Calamba, including the Vice President for Administration, a Doctor of Educational Management, and the Research Director. These validators were selected for their expertise in educational management, institutional administration, and research methodology, ensuring that the instruments were assessed from administrative, academic, and technical perspectives. In the initial validation phase, the experts evaluated the clarity, relevance, and appropriateness of each item in relation to the constructs being measured.

**Table 1.** Research Instruments Content Validation Results

<b>Instrument</b>	<b>Validator 1</b>	<b>Validator 2</b>	<b>Validator 3</b>	<b>Grand Mean</b>	<b>Interpretation</b>
Support Staff Performance	3.22	3.70	3.49	3.47	Valid
Client Satisfaction	3.63	3.90	3.61	3.71	Highly Valid

Legend: 3.50–4.00 (Highly Valid); 2.50–3.49 (Valid); 1.50–2.49 (Needs Revision); 1.00–1.49 (Not Valid)

As shown in Table 1, the Support Staff Performance instrument had a grand mean of 3.47, interpreted as Valid, while the Client Satisfaction Measurement (CSM) instrument had a grand mean of 3.71, interpreted as Highly Valid. These results indicate that both instruments are appropriate, clear, and suitable for measuring the intended constructs within the context of higher education administrative offices.

Meanwhile, a pilot testing phase was conducted in three selected offices of a higher education institution in Calamba City, Laguna. The pilot study involved three offices, where the immediate heads evaluated their respective support staff, and approximately thirty clients assessed office productivity. The respondents included in the pilot testing were not part of the final data collection, as they were drawn from a different higher education institution to avoid data contamination. The pilot testing was conducted to assess the clarity, comprehensibility, and reliability of the instruments prior to full deployment.

Consequently, after the pilot testing data were collected, Cronbach's alpha was computed to determine the reliability of the instruments. This statistical measure was used to assess the internal consistency of the items and ensure that they consistently measure the intended constructs. The

table below presents the reliability results of both instruments according to each dimension.

**Table 2.** Support Staff Performance Instrument Reliability Testing Results

SSP Dimension	Cronbach's Alpha	Interpretation
Work Content	0.71	Acceptable
Work Behavior	0.75	Acceptable
Job Specification	0.75	Acceptable
Discipline	0.80	Good
Job Knowledge & Competency	0.79	Acceptable

Legend:  $\alpha \geq 0.90$  (Excellent); 0.80–0.89 (Good); 0.70–0.79 (Acceptable);  $\alpha < 0.70$  (Needs Improvement)

The Support Staff Performance instrument yielded Cronbach's alpha values ranging from 0.71 to 0.80, which are interpreted as acceptable to good internal consistency across all dimensions, indicating that the items within each construct are sufficiently consistent in measuring support staff performance.

**Table 3.** Client Satisfaction Measurement Instrument Reliability Testing Results

CSM Dimension	Cronbach's Alpha	Interpretation
Responsiveness	0.82	Good
Reliability	0.79	Acceptable
Access and Facilities	0.81	Good
Assurance	0.80	Good
Outcome	0.85	Good

Legend:  $\alpha \geq 0.90$  (Excellent); 0.80–0.89 (Good); 0.70–0.79 (Acceptable);  $\alpha < 0.70$  (Needs Improvement)

The Client Satisfaction Measurement (CSM) instrument yielded Cronbach's alpha values ranging from 0.79 to 0.85, interpreted as acceptable to good reliability, indicating satisfactory internal consistency in measuring office productivity based on client satisfaction dimensions.

To ensure data quality and reduce response bias, all completed questionnaires were included in the analysis without exclusion. Respondents were properly oriented regarding the purpose of the study, and confidentiality and anonymity were clearly emphasized both verbally and in writing at the beginning of the survey instruments. Data collection was conducted over a one-month period, after which all responses were securely encoded and stored for analysis.

The data were analyzed using descriptive and inferential statistics, with each technique directly aligned with the research questions. Frequency counts and percentages were used to describe the demographic profile of respondents. Mean scores were used to determine the level of support staff performance and office productivity based on client satisfaction indicators. The Pearson product-moment correlation coefficient was employed to examine the relationship between support staff performance and office productivity.

Before conducting correlation analysis, assumptions of linearity and normality were evaluated to ensure the test's appropriateness. Normality was assessed using the Shapiro–Wilk test. Results showed that support staff performance ( $W = 0.922$ ,  $p = 0.181$ ) and office productivity ( $W = 0.875$ ,  $p = 0.135$ ) did not significantly deviate from a normal distribution, as both p-values were greater than 0.05. This indicates that the normality assumption was satisfied. Linearity was assessed by visually inspecting a scatterplot of support staff performance and office productivity. The scatterplot revealed a generally linear, positive pattern, indicating that the relationship between the variables follows a linear trend. Since both assumptions were met, Pearson product-

moment correlation was deemed appropriate for the analysis. All statistical procedures were conducted in accordance with the study's objectives to ensure consistency, validity, and accurate interpretation.

## FINDINGS AND DISCUSSION

This section presents and interprets the findings of the analysis to address the study's specific objectives.

### 1. The demographic profile of the office support staff at the City College of Calamba

**Table 4.** Gender of the CCC Support Staff Evaluated

Gender	Frequency	Percentage
Female	22	55.00
Male	18	45.00
<b>Total</b>	<b>40</b>	<b>100.00</b>

Of the 40 respondents, 22 are female (55%), and 18 are male (45%). This indicates that the evaluated support staff group is nearly evenly distributed by gender. Research shows that gender diversity positively influences employee engagement, commitment, and overall organizational performance, suggesting that balanced gender representation can enhance collaboration and workplace effectiveness ([Adam & Alfawaz, 2025](#); [Almendras et al., 2025](#)).

**Table 5.** Designation of the CCC Support Staff Evaluated

Designation	Frequency	Percentage
Administrative Aide	13	32.50
Administrative Assistant	20	50.00
Computer Programmer and Laboratory Technician	3	7.50
Health Staff	4	10.00
<b>Total</b>	<b>40</b>	<b>100.00</b>

Of the 40 respondents, most are Administrative Assistants (50%), followed by Administrative Aides (32.50%), while Health Staff comprise 10% and Computer Programmers and Laboratory Technicians account for 7.50%. This distribution indicates that the findings are largely influenced by personnel in administrative roles, who play a central role in supporting office functions and overall productivity. This is consistent with studies by [Lie et al. \(2021\)](#), [Le et al. \(2023\)](#), and [Agustin et al. \(2024\)](#), which emphasize that administrative staff play a crucial role in service delivery and organizational efficiency, particularly in higher education settings where support services directly influence institutional effectiveness.

**Table 6.** Length of Tenure of the CCC Support Staff Evaluated

Length Of Tenure	Frequency	Percentage
Less than 1 year	3	7.50
1-3 years	10	25.00
3-5 years	6	15.00
More than 5 years	21	52.50
<b>Total</b>	<b>40</b>	<b>100.00</b>

More than half of respondents (52.50%) have served for more than five years, indicating a

highly experienced workforce. 25% have served 1–3 years, and 15% have served 3–5 years. Only a small portion (7.50%) have served less than one year, suggesting that the study’s results are largely informed by staff with substantial institutional knowledge and experience relevant to assessing productivity and performance. This aligns with [Steffens et al. \(2014\)](#) and [Concepcion et al. \(2024\)](#), who found that longer organizational tenure enhances role familiarity, organization-specific skills, and self-efficacy, thereby strengthening employees’ capacity to evaluate productivity and performance effectively.

## 2. The performance level of the support staff in terms of their Work Content, Work Behavior, Job Specification, Work Discipline, and Job Knowledge and Competency

**Table 7.** Performance level of the support staff

<b>Dimension</b>	<b>Mean</b>	<b>Verbal Interpretation</b>
<b>A. Work Content</b>		
Quality of work	3.59	Very High Performance
Quantity of work and timeliness of service (efficiency)	3.65	Very High Performance
<b>Grand Mean (A)</b>	<b>3.62</b>	<b>Very High Performance</b>
<b>B. Work Behavior</b>		
Enthusiasm and service mind	3.19	High Performance
Compliance with service protocol	3.73	Very High Performance
Cooperation and teamwork	3.11	High Performance
Awareness of clean work environment	3.57	Very High Performance
Hygiene of equipment, tools, and work areas	3.49	Very High Performance
<b>Grand Mean (B)</b>	<b>3.42</b>	<b>Very High Performance</b>
<b>C. Job Specification</b>		
Hygiene and healthiness	3.81	Very High Performance
Human relation skill	3.59	Very High Performance
Problem solving skill in service	3.59	Very High Performance
<b>Grand Mean (C)</b>	<b>3.67</b>	<b>Very High Performance</b>
<b>D. Discipline</b>		
Compliance with commands and policy	3.81	Very High Performance
Attendance and discipline record	2.32	Low Performance
Reporting problems to supervisors	2.43	Low Performance
<b>Grand Mean (D)</b>	<b>2.86</b>	<b>High Performance</b>
<b>E. Job Knowledge and Competency</b>		
Knowledge on administrative work	3.68	Very High Performance
Learning and Development Skill	3.63	Very High Performance
Initiation and creativity	3.68	Very High Performance
<b>Grand Mean (E)</b>	<b>3.67</b>	<b>Very High Performance</b>
<b>Overall Mean (SSP)</b>	<b>3.47</b>	<b>Very High Performance</b>

Legend: 1.00-1.74 (Very Low Performance); 1.75-2.49 (Low Performance); 2.50-3.24 (High Performance); 3.25-4.00 (Very High Performance)

Based on evaluations by the immediate heads of the various offices at City College of Calamba, the support staff’s work content shows a very high level of performance, with a grand mean of 3.62. This indicates that the support staff consistently produce high-quality work and complete assigned tasks efficiently and within the expected time frame. According to [Inrawan et al. \(2021\)](#) and [Lie et al. \(2021\)](#), employee engagement and satisfaction are strongly associated with improved productivity and work quality in organizational settings. This may be attributed to clear job expectations and structured administrative workflows within higher education institutions, where

support staff are regularly guided by established procedures, allowing them to perform tasks efficiently and consistently.

Work behavior showed a very high level of performance, with a grand mean of 3.42. The staff particularly excel at consistently adhering to established service protocols, proactively maintaining a clean and organized work environment, and ensuring the hygiene and cleanliness of equipment, tools, and work areas, as reflected in the very high ratings of these indicators. However, the findings also suggest areas for further improvement, specifically in demonstrating stronger enthusiasm and a more service-oriented attitude, as well as in more effectively cooperating with colleagues and contributing to teamwork. Similar studies indicate that workplace culture and employee engagement significantly influence behavioral performance and collaboration among staff (Almendras et al., 2025; Osborne & Hammoud, 2017). This pattern may be explained by the highly procedural nature of administrative work in higher education institutions, where compliance-based behaviors are strongly reinforced, while motivational and interpersonal aspects such as enthusiasm and teamwork are more dependent on organizational climate and leadership support, which may vary across offices.

Regarding the Job Specification, the support staff achieved a very high level of performance, with a grand mean of 3.67. They particularly excel at maintaining personal hygiene and health related to their job, effectively building and maintaining positive professional and personal relationships with co-employees, and proficiently addressing service-related concerns. Overall, these results indicate that the support staff consistently demonstrate strong job-related competencies, which contribute positively to the efficiency and quality of service delivery within the institution.

The evaluation of discipline shows a high level of performance, with a grand mean of 2.86. The staff consistently comply with supervisors' instructions and the college's policies, reflecting strong adherence to established guidelines. However, the findings suggest areas for improvement in maintaining excellent attendance and discipline records and in effectively reporting problems or issues to supervisors. Overall, while the support staff demonstrate commendable compliance with policies, enhancing attendance monitoring and communication of workplace issues could further strengthen their disciplinary performance. Prior studies highlight that employee satisfaction and workplace conditions significantly influence discipline, attendance, and engagement levels in institutional settings (Concepcion et al., 2024; Inrawan et al., 2021). The comparatively lower ratings in this dimension may be influenced by workload demands, role multitasking, or administrative fatigue, which are common in public higher education institutions where support staff often handle multiple responsibilities simultaneously.

Lastly, in the dimension of Job Knowledge and Competency, the support staff achieved a very high level of performance, with a grand mean of 3.67. The staff demonstrate strong knowledge of the administrative work required in their roles, are proactive in learning new skills and developing their competencies, and consistently show initiative and creativity in their work. This aligns with findings that employee development, organizational support, and satisfaction contribute to higher competency and performance levels (Umamy, 2021; Lie et al., 2021). This may be explained by continuous exposure to institutional processes and informal on-the-job learning, which enhance staff capabilities over time, even in the absence of highly formalized training programs.

The findings indicate that support staff generally demonstrate very high performance across most dimensions. This result aligns with Oleribe and Trovato (2022), who reported that employee effectiveness is associated with job knowledge, competency, organizational support, and workplace engagement. Similarly, Le et al. (2023) emphasized that support personnel play an important role in maintaining the efficiency of higher education institutions through their administrative and operational functions. The high ratings in work content, job specification, and job knowledge and

competency suggest that support staff at CCC possess the skills and capabilities to perform their assigned responsibilities effectively. The consistency of these high ratings across dimensions may be attributed to CCC's structured administrative environment, where standardized procedures and supervisory oversight help ensure task completion and performance stability.

An important finding is that the discipline dimension received the lowest rating across all performance dimensions, particularly in attendance and in discipline records and reporting problems to supervisors. This suggests that while support staff are generally competent and productive in their duties, challenges may exist in workplace accountability and communication. These findings highlight potential areas for administrative intervention, such as strengthening attendance monitoring systems, reinforcing communication channels, and promoting proactive reporting mechanisms within offices. This result may also reflect gaps in reinforcement mechanisms or feedback systems, where expectations for punctuality and reporting are present but not consistently monitored or reinforced across offices.

The results also help address the identified research gap by providing empirical evidence on multiple dimensions of support staff performance in a Philippine higher education institution, an area that has received relatively limited attention in the existing literature.

### 3. The productivity level of the key offices at the City College of Calamba based on client satisfaction as measured in terms of responsiveness, reliability, access and facilities, assurance, and outcome.

**Table 8.** Productivity level of the offices based on client satisfaction measurement

<b>Service Quality Dimensions</b>	<b>Mean</b>	<b>Verbal Interpretation</b>
Responsiveness	4.57	Very Highly Productive
Reliability	4.28	Very Highly Productive
Access and Facilities	4.33	Very Highly Productive
Assurance	4.42	Very Highly Productive
Outcome	4.74	Very Highly Productive
<b>Grand Mean (CSOP)</b>	<b>4.47</b>	<b>Very Highly Productive</b>

Legend: 1.00-1.79 (Not Productive); 1.80-2.59 (Slightly Productive); 2.60-3.39 (Moderately Productive); 3.40-4.19 (Highly Productive); 4.20-5.00 (Very Highly Productive)

Based on client evaluations, the key offices of the City College of Calamba were found to be highly productive, with a grand mean of 4.47. The offices performed exceptionally well across all service quality dimensions, particularly in Outcome, reflecting clients' satisfaction with the results of the services provided. High ratings in Responsiveness, Reliability, Access and Facilities, and Assurance indicate that the offices are prompt, dependable, accessible, and capable of instilling confidence among clients. Overall, these findings suggest that the key offices consistently deliver efficient and effective services, meeting or exceeding clients' expectations. These results may be explained by the presence of structured service delivery systems and standardized administrative procedures that ensure consistency in client-facing operations across offices.

The very high productivity ratings across all service quality dimensions indicate that clients generally perceive the services provided by the key offices as efficient, accessible, reliable, and satisfactory. This supports the idea that employee-related factors, such as engagement, satisfaction, and workplace support, contribute to perceived service quality and organizational effectiveness (Almendras et al., 2025; Inrawan et al., 2021). It also aligns with Alvarez-Sández et al. (2023), who noted that administrative effectiveness in higher education institutions is often reflected in stakeholder perceptions of service quality and organizational responsiveness. Moreover, Mustafa

et al. (2022) found that positive employee performance is associated with favorable client and stakeholder experiences within educational institutions. The high satisfaction ratings may therefore reflect not only employee performance but also effective institutional coordination, service accessibility, and staff responsiveness to client needs.

Among the dimensions, Outcome received the highest rating, indicating that clients are particularly satisfied with the results of the services they receive. This may suggest that, despite minor concerns in some staff performance indicators, offices continue to deliver services that meet client expectations. For institutional leaders, these findings reinforce the importance of maintaining client-centered administrative practices and continuously monitoring stakeholder feedback as part of quality assurance and performance improvement initiatives. This suggests that clients prioritize end-result satisfaction over process-related concerns, meaning that as long as services are successfully delivered, minor inefficiencies in the service process may be less visible to clients.

#### 4. The relationship between the performance of the support staff and the productivity level of the key offices at the City College of Calamba.

**Table 9.** Relationship of support staff performance level and client satisfaction office productivity level.

Office	Support Staff Performance (SSP) Level	Verbal Interpretation	Client Satisfaction - Office Productivity (CSOP) Level	Verbal Interpretation
Office A	3.55	Very High Performance	4.51	Very Highly Productive
Office B	3.57	Very High Performance	4.48	Very Highly Productive
Office C	3.97	Very High Performance	4.69	Very Highly Productive
Office D	3.43	Very High Performance	4.23	Very Highly Productive
Office E	3.26	Very High Performance	4.36	Very Highly Productive
Office F	3.33	Very High Performance	4.44	Very Highly Productive
Office G	3.65	Very High Performance	4.78	Very Highly Productive
Office H	3.44	Very High Performance	4.41	Very Highly Productive
Office I	3.34	Very High Performance	4.34	Very Highly Productive
Office J	3.39	Very High Performance	4.72	Very Highly Productive
Office K	3.36	Very High Performance	4.57	Very Highly Productive
Office L	3.25	Very High Performance	4.16	Highly Productive
Office M	3.33	Very High Performance	4.28	Very Highly Productive
Office N	3.78	Very High Performance	4.57	Very Highly Productive
Institutional	3.47	Very High Performance	4.47	Very Highly Productive

R-Value	0.633317621
Interpretation	Strong Positive Relationship
Legend: a. Performance Mean Level: 1.00-1.74 (Very Low Performance), 1.75-2.49 (Low Performance), 2.50-3.24 (High Performance), 3.25-4.00 (Very High Performance); b. Productivity Mean Level: 1.00-1.79 (Not Productive), 1.80-2.59 (Slightly Productive), 2.60-3.39 (Moderately Productive), 3.40-4.19 (Highly Productive), 4.20-5.00 (Very Highly Productive); c. R-Value (Positive Relationship): 0.00 – 0.19 (Very weak / negligible), 0.20 – 0.39 (Weak), 0.40 – 0.59 (Moderate), 0.60 – 0.79 (Strong), 0.80 – 1.00 (Very Strong)	

The results indicate that the overall performance level of support staff across the 14 key offices of the City College of Calamba is very high, with an institutional mean of 3.47. All offices obtained mean ratings ranging from 3.25 to 3.97, all of which fall under the verbal interpretation of Very High Performance. This suggests that support staff consistently demonstrate strong work content, positive work behavior, adherence to job specifications, good work discipline, and adequate job knowledge and competency. The consistency of high ratings across offices reflects a generally strong level of staff effectiveness within the institution.

Regarding productivity, the overall mean of 4.47 indicates that the key offices are very highly productive, as measured by client satisfaction. Nearly all offices achieved the verbal interpretation of Very Highly Productive, with only one office (Office L) receiving a slightly lower but still favorable rating of Highly Productive (4.16). This suggests that clients, particularly students, generally perceive the offices as responsive, reliable, accessible, assuring, and capable of delivering positive service outcomes, demonstrating the institution's strong service performance.

The correlational analysis revealed a strong positive relationship between support staff performance and office productivity ( $r = 0.6333$ ). This finding suggests that offices with higher support staff performance also tend to achieve higher productivity ratings based on client satisfaction measures. The result is consistent with previous studies emphasizing the importance of employee performance in supporting organizational effectiveness and service quality (Osborne & Hammoud, 2017; Khan & Haji-Othman, 2025) and aligns with studies indicating that employee engagement, workplace conditions, and organizational support are associated with improved institutional performance and service outcomes (Lie et al., 2021; Concepcion et al., 2024; Umamy, 2021).

The observed relationship may be explained by the direct role of support staff in service delivery, where higher competence, discipline, and job knowledge translate into faster, more accurate, and more reliable administrative services. As support staff perform their roles effectively, clients experience fewer delays, clearer communication, and more efficient service transactions, which ultimately increase perceived productivity at the office level.

The finding is particularly significant because it offers localized evidence in the context of Philippine higher education administration. While previous studies have primarily focused on faculty performance, student outcomes, or general organizational employees, the present study specifically examined support staff and their relationship to office productivity. In doing so, the study helps address an identified gap in the literature on the contribution of support staff to institutional effectiveness.

Although the observed relationship was strong, the results should be interpreted in light of the study's limitations, particularly its focus on a single institution and the use of cross-sectional survey data. Nevertheless, the findings suggest that initiatives to strengthen support staff competencies, communication practices, workplace discipline, and professional development may support efforts to maintain and enhance office productivity and client satisfaction.

## CONCLUSIONS

The study found a strong positive relationship between support staff performance and office productivity at the City College of Calamba ( $r = 0.6333$ ). This finding indicates that offices with higher levels of support staff performance also tended to demonstrate higher levels of productivity, as reflected in client satisfaction indicators. While most dimensions of support staff performance and office productivity received favorable ratings, areas related to work discipline (e.g., attendance, discipline records, and reporting problems to supervisors), Enthusiasm and service mind, and cooperation and teamwork showed opportunities for further enhancement.

Beyond establishing the relationship between the variables, the study provides empirical evidence on the role of support staff in higher education administration, an area that has received relatively limited attention compared with studies of faculty performance and student outcomes. The findings suggest that support staff performance should be considered an important component of institutional effectiveness and service quality assessment.

For institutional administrators, the results provide evidence that may support the development of targeted initiatives in attendance management, employee engagement, teamwork, and continuous performance monitoring. The lower ratings on specific indicators of work discipline suggest the need to review existing policies and practices related to attendance, punctuality, and reporting mechanisms. Likewise, the findings on enthusiasm and service mindset, and on cooperation and teamwork highlight opportunities to strengthen employee engagement and team-building programs.

From a management perspective, the findings underscore the importance of fostering a supportive work environment that promotes accountability, collaboration, and passion for service excellence among support staff. The identified areas for improvement may serve as a basis for designing interventions, reviewing personnel policies, and implementing team-building programs aligned with institutional goals. Furthermore, using client satisfaction indicators as measures of office productivity highlights the value of incorporating stakeholder feedback into administrative performance evaluation and decision-making processes.

The findings of this study should also be interpreted in light of its limitations. Because the study was conducted at a single institution and used cross-sectional survey data, the results may not fully represent other higher education institutions or capture changes in performance and productivity over time. Nevertheless, the study provides useful baseline information for administrators and researchers and offers a foundation for future investigations into support staff performance and office productivity in broader educational contexts.

## LIMITATION & FURTHER RESEARCH

The study provides empirical evidence on the relationship between support staff performance and office productivity in a local higher education institution, offering baseline information that may help administrators identify areas for improvement and implement targeted training and strategic interventions to enhance administrative efficiency and service delivery. However, several limitations were observed in the study's conduct.

First, the study was limited to key offices within a single higher education institution, which may restrict the generalizability of the findings to other institutional contexts. The relatively limited scope of respondents (14 offices out of approximately 20) may also have affected the stability of the observed relationships, as the results reflect only the experiences of participating offices. Second, the use of self-reported data from both office heads and clients may have introduced subjectivity, particularly in assessing performance and satisfaction levels, which could influence the consistency of responses across offices. Third, the cross-sectional nature of the data collection provides only a snapshot of performance and productivity at a single point in time, limiting the

ability to capture possible variations or trends over time.

To address these limitations, future research may consider conducting comparative studies across multiple higher education institutions, which would allow for broader validation of the relationship between support staff performance and office productivity across different organizational settings. In addition, longitudinal research designs may be employed to examine how support staff performance and office productivity change over time, particularly in response to institutional policies or interventions. Future studies may also adopt a mixed-methods approach, combining quantitative surveys with qualitative interviews or focus group discussions to gain deeper insights into the factors influencing support staff performance and client satisfaction. Furthermore, researchers may explore the inclusion of additional variables such as organizational support, leadership style, and workload, which may further explain variations in support staff performance and administrative productivity.

## REFERENCES

- Adam, N., & Alfawaz, A. (2025). Enhancing organizational performance: How gender diversity enhances employee engagement and commitment. *Humanities and Social Sciences Communications*, 12, Article 199. <https://doi.org/10.1057/s41599-025-04441-7>
- Agustin, D., Imron, A., & Mustiningsih, M. (2024). The role of administrative personnel in improving the quality of services in schools. In *Proceedings of the International Seminar Universitas Negeri Malang Indonesia–Universiti Malaya Malaysia: Building a culture of professional learning communities in Asia*. Universitas Negeri Malang.
- Almendras, A. C., Briones, J. P., Baldovino, F. P., & Manalo, L. V. (2025). Relationship of workplace culture on employee performance: The case of a higher education institution in the Philippines. *People and Behavior Analysis*, 3(1), 17–34. <https://doi.org/10.31098/pba.v3i1.2817>
- Alvarez-Sández, D., Velázquez-Victorica, K., Mungaray-Moctezuma, A., & López-Guerrero, A. (2023). Administrative efficiency in higher education institutions: A scoping review. *Education Sciences*, 13(9), 855. <https://doi.org/10.3390/educsci13090855>
- Amoatema, A. S., & Kyeremeh, D. D. (2016). Making employee recognition a tool for achieving improved performance: Implication for Ghanaian universities. *Journal of Education and Practice*, 7(34), 46–52.
- Concepcion, B. J. W., Cruz, L. B. O., Chavez, A. L. A., Briones, J. P., & Abante, M. V. (2024). Employees' work-life balance and career contentment in a Philippine local government unit. *Applied Quantitative Analysis*, 4(2). <https://doi.org/10.31098/quant.2760>
- Danish, R. Q., & Usman, A. (2010). Impact of reward and recognition on job satisfaction and motivation: An empirical study from Pakistan. *International Journal of Business and Management*, 5(2), 159–167. <https://doi.org/10.5539/ijbm.v5n2p159>
- Imran, A., Ahmad, S., Nisar, Q. A., & Ahmad, U. (2014). Exploring relationship among rewards, recognition and employees' job satisfaction: A descriptive study on libraries in Pakistan. *Middle-East Journal of Scientific Research*, 21(9), 1533–1540. <https://doi.org/10.5829/idosi.mejsr.2014.21.09.21720>
- Inrawan, A., Sianipar, R. T., Silitonga, H. P., Sudirman, A., & Dharma, E. (2021). Predictors affecting millennial generation work satisfaction in Pematangsiantar City: A quantitative approach. *Applied Quantitative Analysis*, 1(2). <https://doi.org/10.31098/quant.747>
- Khan, K., & Haji-Othman, Y. (2025). Factors affecting perceived organizational performance with mediation of job satisfaction. *Journal of Economics and Management*, 47, 59–89. <https://doi.org/10.22367/jem.2025.47.03>
- Le, T. T., Phuong, H. Y., Pham, T. T., & Nguyen, H. T. (2023). The integral roles of supporting staff in

- higher education institutions. *Cogent Arts & Humanities*, 10(1), Article 2264008. <https://doi.org/10.1080/23311983.2023.2264008>
- Lie, D., Sofiyana, S., Siregar, R. T., Silitonga, H. P., & Lubis, S. S. R. (2021). Antecedents and consequences of employee job satisfaction in Indonesia. *Applied Quantitative Analysis*, 1(2), 46–59. <https://doi.org/10.31098/quant.748>
- Luthuli, M., Nkomo, N., & Moyane, S. (2024). Examining front-line administrative services in a selected public higher education institution. *Education Sciences*, 14(4), 422. <https://doi.org/10.3390/educsci14040422>
- Musgrove, C. F., Ellinger, A. E., & Ellinger, A. D. (2014). Examining the influence of strategic profit emphases on employee engagement and service climate. *Journal of Workplace Learning*, 26(3–4), 152–171. <https://doi.org/10.1108/JWL-08-2013-0057>
- Mustafa, D., Ahsan, S., Aris, M., Niswaty, R., & Arhas, S. (2022). Service quality and performance of academic administration employees on student satisfaction. *Sosiohumaniora*, 24(3), 335–344. <https://doi.org/10.24198/sosiohumaniora.v24i3.40870>
- Nyakaro, M. R. (2016). Effect of recognition on work commitment by non-teaching staff in public universities in Kenya. *Online Journal of Social Sciences Research*, 5, 47–56.
- Oleribe, O. O., & Trovato, G. M. (2022). Stimulating maximum staff performance in cross-functional and multiracial work environments: Personal perspectives. *Pan African Medical Journal*, 41, Article 278. <https://doi.org/10.11604/pamj.2022.41.278.33267>
- Osborne, S., & Hammoud, M. S. (2017). Effective employee engagement in the workplace. *International Journal of Applied Management and Technology*, 16(1), 50–67. <https://doi.org/10.5590/IJAMT.2017.16.1.04>
- Petchsawang, P., & Duchon, D. (2012). Workplace spirituality, meditation, and work performance. *Journal of Management, Spirituality & Religion*, 9(2), 189–208. <https://doi.org/10.1080/14766086.2012.688623>
- Pongton, P., & Suntrayuth, S. (2019). Communication satisfaction, employee engagement, job satisfaction, and job performance in higher education institutions. *ABAC Journal*, 39, 90–110.
- Ryttberg, M., & Geschwind, L. (2021). Organising professional support staff at higher education institutions: A multidimensional, continuous balancing act. *Tertiary Education and Management*, 27(1), 1–12. <https://doi.org/10.1007/s11233-020-09064-y>
- Salifu, I., Mantey, P. K., & Worlanyo, E. K. (2021). Optimizing employee efforts: The implications of job design for administrative staff performance in higher education. *Journal of Interdisciplinary Studies in Education*, 10(SI), 146–167.
- Siddiqui, M. N. (2014). Success of an organization is a result of employees' performance. *Advances in Social Sciences Research Journal*, 1(4), 179–201. <https://doi.org/10.14738/assrj.14.280>
- Steffens, N. K., Shemla, M., Wegge, J., & Diestel, S. (2014). Organizational tenure and employee performance: A multilevel analysis. *Group & Organization Management*, 39(6), 664–690. <https://doi.org/10.1177/1059601114553512>
- Umamy, S. H. (2021). The role of job satisfaction in mediating the effect of competency and perceived organizational support on education performance: An evidence from the Muhammadiyah University of Jember, Indonesia. *International Journal of Management, Entrepreneurship, Social Science and Humanities*, 4(2), 11–27. <https://doi.org/10.31098/ijmesh.v4i2.513>