

Analyzing the Continuous Improvement of Non-Teaching Personnel in View of Career Development

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ABSTRACT

Career development plays a vital role in enhancing employees' long-term growth and organizational effectiveness despite the challenges of today's survival-driven work environment. This survey research explored the career development practices for non-teaching employees of the University of Baguio, focusing on organizational support, supervisory support, and employees' intrinsic motivation. The study also considered respondents' demographics, and employment status. Findings revealed both strengths, weaknesses and areas for improvement in the University's career development initiatives. Supervisory support emerged as a significant positive influence on career development, while employment and marital status also showed meaningful associations. Overall, the results suggest that the University should further strengthen its career development programs to better prepare non-teaching personnel for evolving workplace demands.

INTRODUCTION

Globalization has indeed challenged working individuals to equip themselves with essential experiences to better function and contribute within their respective fields. This career movement may positively drive most institutions to achieve top-quality management and may contribute to excellent services. In a professional environment, management styles and existing efforts to influence career development can influence the attainment of not only individual goals but also departmental goals. As a result, the practice and concept of continuous improvement become an integral part of employee development. Although career development may start in early education (Basic Education), it can be observed that career enhancement programs are important for most employment institutions; these may include seminar-workshop engagements, productive-related practices, conferences, scheduled meetings, evaluation or performance appraisals, and other unique career development practices that enhance continuous improvement in various aspects of professional progress. These findings extend previous research gathered by Lam, O'Donell, and Robertson (2015), it was found that employees' consistent engagement with continuous improvement is a key indicator of organizational performance. The study offers new insight into the notion that goals allow employees to develop themselves which might directly influence their work accomplishments, participation, and contribution to the organization. Moreover, the emerging needs in many areas of work such as technological advancement, advancing education, and skills, better customer services, or client satisfaction offer new avenues of learning for employees of various organizations and will push them to take further steps in developing themselves. This possible scenario in the workplace can be a product of inefficient involvement of employees which can be prevented with programs or at least an intervention. In a career development definition by Multon (2006) as cited in a research review conducted by Zhang, Yuen, and Chen (2018), as stated, "a lifelong process of getting ready to choose, choosing, and, usually, continuing to make choices from among available occupations in our society" (Multon, 2006, p. 219). The practical implications of these findings and definitions include uninterrupted improvement to learning opportunities relative to one's profession and career progress.

The wide sources and pieces of literature on career development provide several ideas on continuous improvement and other related factors. Similar findings were reported in an interesting correlational study conducted by Niati, Siregar, and Prayoga (2021) that measured four important factors in the attainment of career development namely work performance, training, career development, and motivation. Collectively, it was found that the facilitation of training has contributed to improved work performance and motivation among the employees. This aligns with the utilization of career development strategies that improved key areas of workplace performance. Hence, persistent workplace-related factors were seen as important key influences on the performances of the employee.

Along the same lines, the persistence of work can be dependent on the intrinsic motivation of an employee (Ogunode, Salman, and Ayoko, 2023). It is also noteworthy that studies on intrinsic motivation highlight its importance and influence on continuous improvement. Beyond this, it can also be a strong indicator for the length of service, goal-orient, and overcoming work stress and burnout. The findings reinforce existing study that the performance of the non-teaching staff is crucial in the attainment of goals. In connection, job performance is a product of either group or individual employees who achieve organizational goals through job qualifications (Al-Omari and Okasha, 2017). Ultimately, determining job performance can be measured or at least observed by employees who have the right qualifications, training, and intrinsic factors. Notably, the intrinsic motivation can also be measured through job satisfaction, and various institutions have designated tools to measure this in accordance to their objectives. A local study was conducted in the Cordillera Administrative Region (CAR)-Philippines, on two Higher Education Institutions (HEI) to understand the job satisfaction of its employees both teaching and non-teaching staff, and was discovered that the non-teaching staff were very much satisfied with their jobs which include contributions and working efficacy (Plomen, 2020). This contributed to employee's goals and visions of having measurable contributions in their workplaces.

Although there are existing studies on continuous improvement, it is worth noting that a specific study has to be conducted in the University of Baguio particularly the non-teaching employees to understand deeper the needs of the employees in terms of career progress, and provide practical strategies for development. Locally, this study would help employees of various institutions, schools in the Higher Education in particular, to adapt to new career development concepts amid challenges. Moreover, this study can be a relevant contribution to an existing career program for employees.

THEORETICAL REVIEW

Continuous improvement has long been observed in the different workplace setups and it is rooted in the concept of maximizing employment skills and limiting workplace errors. According to Adnyani and Dewi (2019), career development is a practice to increase one's disposition to be employable and to achieve a desired career outcome. In a typical workplace, every individual is working efficiently to achieve well-established goals; these goals might be related to career progression. Other than this, there are many factors affecting continuous improvement and the training provided is usually a common factor to endorse progress. Hence, it is imperative to understand that trained employees should be able to demonstrate their acquired skills in the departments or organizations that they are currently in. Furthermore, in the study conducted by Khan, Kaviani, and Ishtiaq (2019), the application of continuous improvement in the industry where the study was conducted showed a significant contribution to performance. Meaning, that the positive performance brought by activities that promote improvement is correlated to the performance of an organization. In the same study, continuous improvement lessened the amount of time needed

to accomplish organizational goals. It is paramount to understand how continuous improvement is being utilized. However, it should also be noted that continuous improvement (CI) is not just a day-to-day abrupt decision among top management of different companies but rather, a tool that is planned, organized, and systematic (Galli & Kaviani, 2018). In the workplace, there are factors affecting progress and improvement such as globalization standards, development in the areas of technology, and companies' retirement policies that are strictly imposed (Sullivan & Baruch, 2009). In addition, the study conducted by Kalleberg and Mouw (2018) suggests that continuous improvement in the workplace provides job stability. This factor is also crucial in attaining career progress.

Moreover, in a study conducted by Georgise, et al. (2020), stated that the continuous improvement of strategies can be a way of helping refine and enhance the supervision of training the staff, improving workforce productivity, and creating engagement (Abbas, 2019, and teamwork and cooperation that comprises of human aspects such as values and creativity (Keijiro, 2018). These are essential factors especially in the education workforce since training and supervision are very much aligned with the schools' objectives and vision. The Kaizen model was also seen and observed as a relevant indicator for productivity and quality improvement (Sichinsabwe et al, 2019).

As for the continuous improvement in the academic setup, the aim of most schools is improved teaching and quality service, management is often depicted as the facilitator of most change in the institution. Education workplaces both basic and higher education are adept at consistent goals and quality teaching based on decision-making, and this is what most schools need for improvement. Another study conducted in the Philippines by Pagdonsolan et. al, (2020) it was measured that employees undergoing continuous improvement had significantly higher motivation related to their duties in the company. It only means continuous improvement improves company performance and may also contribute to an individual's innate ability to work efficiently.

Significance of the Study

At the University of Baguio, opportunities for both teaching and non-teaching employees when it comes to career development are often promoted such as involvement in community outreach, international opportunities for advanced studies, webinars, seminars with workshops, and numerous conferences. In addition to this, the institution itself is active in promoting numerous developments for employees through the Human Resource Management Office such as in-house seminars/webinars and other training and workshops as indicated in the approved Policies, Procedures, and Guidelines (UB PPG QF-QAO-016, 2020). Given the existing career development, it is still crucial to understand how aware the employees are in understanding their career exploration and development. More so, in the present training and development status of employees, limited data or research is of concern to assess other factors relative to continuous improvement not only in the University of Baguio but in the educational sector of Cordillera Administrative Region (CAR). Apart from this, the non-teaching staff are given equal opportunities as the teaching staff in

improving their career development but it is important also to study how the non-teaching staff view continuous improvement relative to career development. The significance of the study to the administration is to identify the Career Development that contributes to continuous improvement in the different departments/ offices to evaluate the performance level and analyze certain strategies that will help the offices work in a harmonious environment and support career development. Thus, the research paper will also be another source in the design of career development policies for non-teaching under human resource management.

The result of the study will examine the continuous progress to refine and enhance supervision, improving workforce productivity towards the advancement of the organization. The results can also be used in achieving organizational goals and promoting efficient work-related skills. Furthermore, the results and discussions can be linked with the Institutional Sustainability Assessment, particularly in the key research area 3 which is the Quality of Professional Exposure, Research, and Creative work. In addition, the research will address Sustainable Development Goal # 8, decent work and economic growth that promotes development-oriented policies, supports productive activities, decent job creation, and innovation.

Objectives were crafted as a focus of the research. This includes the different practices in career development of the University of Baguio according to a.). Supervising support, b.) Organizational support, and c.) Intrinsic Resources; and analyze the significant difference in the career development practices and intrinsic motivations according to the perspective of the non-teaching employees of the University of Baguio in terms of sex, age, marital status, years in service, educational attainment, and employment status

The study aims to benefit the University of Baguio as a whole. The findings and recommendations generated from the data were used for the enlightenment of the employees and to give figures to the concerned office as a basis for decision-making processes and or in the creation of relative activities in the future.

METHODOLOGY

The study used quantitative methods through gathering data from various offices, especially non-teaching staff, employing a survey questionnaire; the tool used was a researcher-made questionnaire for utilization. The study assesses the non-teaching staff at the University of Baguio's career development activities in light of their ongoing growth.

Population of the Study

The data collection involved the distribution of survey questionnaires to the non-teaching employees of the University of Baguio. The research utilized purposive sampling as a method of selecting participants, focusing on individuals who were employed and willing to participate in the survey within the University. To establish the reliability of the research instrument, the questionnaire was pilot-tested among 19 respondents who were not included in

the actual study. With this, the reliability analysis yielded a Cronbach's alpha coefficient of 0.91, indicating excellent internal consistency of the instrument. Moving forward, from the total population of 233 non-teaching personnel, 93 individuals participated in the study as respondents. The respondents' demographic profile was described in terms of age, sex, marital status, highest educational attainment, years of service, and employment status. These profile variables provided a comprehensive description of the study participants and facilitated an understanding of the characteristics and representation of the respondent population.

Data Gathering Tools & Procedures

The method of collecting data is through survey questionnaires. There are three aspects categorized in the survey questionnaire, a) supervisory support, b) organizational support, and c) intrinsic motivational career resource. The questionnaire was subdivided into three parts. Part I consists of the demographic profile of UB non-teaching employees, specifically the sex, age, marital status, highest educational attainment, years in service, and employment status. Part II consists of the participation of non-teaching employees in the career development practices of the University of Baguio in terms of Supervising Support, Organizational Support, Employee Satisfaction, Motivational Career Resources, and Employee Participation. In addition, the researchers used the 4-point Likert scale to determine the level of career development among non-teaching employees.

To effectively communicate the gathering of data, a letter of request was sent to the Research Innovation Extension and Community Outreach (RIECO) of the University of Baguio. The intent was to seek the approval of the management namely the RIECO Director, Vice President of Academic Affairs, and Vice President of Administration to disseminate the questionnaire with a link to all the offices and schools targeting non-teaching employees. The request for assistance was included the reliability testing, the administering of the questionnaire, and the statistics provision. Lastly, the tool was readily available through the use of Google Forms which was submitted to the RIECO office to disseminate the online research tool to various non-teaching departments of the University.

Treatment of data

After the retrieval of all answered questionnaire from the respondents, the researchers reviewed the responses for completeness, organized, encoded, and prepared for the statistical analysis. Moving forward, Descriptive statistics, particularly the weighted mean and standard deviation, were utilized to determine the respondents' perceptions of the University of Baguio's career development practices in terms of supervisory support, organizational support, and intrinsic motivational resources. The weighted mean was appropriate because the questionnaire employed a four-point Likert scale, allowing the researchers to determine the average level of agreement for each indicator and the overall dimensions measured in the study.

Inferential statistics were employed to determine whether significant differences existed among the respondents based on their demographic characteristics. An independent-samples *t*-test was used to compare the perceptions of respondents across variables with two categories, specifically sex. For demographic variables consisting of three or more categories, namely age, marital status, employment status, years in service, and highest educational attainment, a one-way Analysis of Variance (ANOVA) was utilized to determine whether statistically significant differences existed among the groups.

To provide a more meaningful interpretation of statistically significant findings, effect size measures were also reported. Cohen's *d* was computed for the *t*-test analyses, while eta squared (η^2) was reported for the ANOVA results to determine the magnitude of the observed differences. Statistical significance for all inferential analyses was established at the 0.05 level of significance.

The results obtained from these statistical procedures served as the basis for interpreting the career development practices of the University's non-teaching personnel and for formulating the conclusions and recommendations of the study.

RESULTS AND DISCUSSION

This section presents the comprehensive data collected to address the research questions and provide a solid foundation for meaningful interpretations. The foremost objective was to assess the career development practices across three distinct categories: supervising support, organizational support, and intrinsic motivational resources through the NTP employees. Furthermore, the least emphasized aspect of the study is the performance evaluation, and it is worth highlighting that the individual assessment should have been included in the data acquired.

Demographic Profile. As indicated in the table, the majority of the respondents serving the institution which is 45.2% were 20-30 years of age, 34.4% were 31-40 years old, 16.1% were 41-50 years old, and 4.3% were 50 and above years of age. Therefore, most of the non-teaching employees serving the university fall within the age range of 20 to 30 years old. Particularly noteworthy in the understanding the age demographic of employees is the diverse information it could offer in the study; other than the effect of employment relationship, it will provide significant knowledge as to how to facilitate different interventions and improvement as noted in the study of Boehm and Kunze (2015).

To illustrate the table 2 shows a significant sex disparity among non-teaching workers, with females accounting for 62% and males accounting for 31%. It also illustrates the marital status distribution, with the majority (52.7%) married, followed by unmarried individuals (43%), and a smaller percentage of those widowed or separated (4.3%). This implies that the employees are probably within the usual marrying age range.

In terms of employment status, the regular employees were 86%, probationary (12.9%), and fixed-term (1.1%) in the sample population of the study. Under the Manual on Non-teaching Personnel, newly hired employees are required to

complete a six-month probationary period. During this time, they will undergo evaluations by their supervisors or directors, and if they meet the standards, they will be offered permanent employment as monitored by the HRMC.

Regarding the years of service, the largest number of employees from the bracket served for less than 3 years (31.2%) followed by 10 years and above (30.1%), while 17.2% for 5 years & above, and 10.8 % for more than 3 years & more than 20 years. This shows that a large proportion of employees with less than three years of service may be younger than those with more than 10 years of service, indicating that the younger generation is more likely to explore possibilities in their careers.

In terms of the highest educational attainment of Non-teaching Personnel (NTP), the majority hold a Bachelor's degree (52%). With the demand for academic excellence, 16.1% of the employees have a master's degree while 20 individuals are completing a master's program; some non-teaching personnel are also pursuing a Doctorate (4.3%), while one is a Doctorate holder. Notably, understanding the demographic composition of a workplace provides deeper understanding of professional networks and contributes insights into managing diversity in the workplace as explored by Jung and Welch (2022). This emphasizes that understanding continuous improvement needs other areas of exploration for better intervention and management.

Table 1. Demographic Profile of Non-Teaching Personnel

		F	(%)
Age	20 - 30 years old	42	45.2
	31 - 40 years old	32	34.4
	41 - 50 years old	15	16.1
	50 and above	4	4.3
Sex	Male	31	33.3
	Female	62	66.7
Marital Status	Single	40	43
	Married	49	52.7
	Widowed / Separated	4	4.3
Employment Status	Fixed-term	1	1.1
	Probationary	12	12.9
	Regular	80	86
Years in Service	Less than 3 years	29	31.2
	3 years - 4 years	10	10.8
	5 years -9 years	16	17.2
	10 years - 19 years	28	30.1
	20 years and above	10	10.8
Highest Educational Attainment	High School Graduate	1	1.1
	Bachelor's Degree	52	55.9
	Master's Degree	15	16.1
	Enrolled in a Master's Program (ongoing)	20	21.5
	Doctorate's Degree	1	1.1
	Enrolled in a Doctorate Program (ongoing)	4	4.3

Practices in Career Development. Table 2 shows the results of several career development practices applied at the University of Baguio, with an emphasis on supervisory and organizational assistance. This encompasses factors such as satisfaction levels and motivation among employees regarding their involvement in career development initiatives. The discussion includes career development practices according to the perception of NTP personnel in terms of sex age, marital status, years in service, educational attainment, and employment status

The aspect of supervisory support ($M=3.53$, $SD=0.50$) suggests that respondents generally perceive strong support from their supervisors within the university. In a study conducted in a school setting by Hamka (2023), it was found that positive supervisory skills directly affect employment performance. This finding contributes to the relevance of supervisors and management in increasing the performance of individuals. In the University of Baguio, it is crucial that work performance is validated and evaluated by the office heads for improvement. To support this further, a study by Al Karim et al. (2025) showed that perceived supervisory and organizational support increases talent management practices even work engagement. These positive aspects are considered effective values to sustain sustainable performance to any workplace organization.

The table also shows that active attempts are being made to improve workplace efficiency through tasks like organizing meetings and creating action plans ($M=3.60$, $SD=0.65$). However, the ratings for staff development programs and performance appraisal guidelines are comparatively lower ($M=3.44$, $SD=0.62$ and $M=3.48$, $SD=0.64$, respectively), suggesting that respondents have a moderate degree of agreement about the availability of supervisory support in these areas.

The organization support table shows that “very likely” ratings are consistent in terms of approval of budget requests and support for the employees to attain higher education and other certifications needed for the job. Furthermore, it presents a slightly lower mean score for the active follow sessions concerning goal attainment ($M=3.25$, $SD=0.75$) and provides employee ranking points appropriate for career satisfaction ($M=3.14$, $SD=0.77$) indicating an effort to monitor the progress of employees toward their career and educational goals.

Table 2. Descriptive of Career Development Practices (CDP)

	M	SD	Interpretation
SUPERVISING SUPPORT			
1. Active in introducing career-goal setting concerning departmental goals, work plans, and yearly accomplishments.	3.54	0.58	Very Likely
2. Equally distributing staff development activities such as but not limited to seminars/webinars, workshops, training, and research exposures relative to current job roles.	3.48	0.64	Very Likely
3. Explaining yearly performance appraisal for progress and development.	3.44	0.62	Very Likely
4. Continuously facilitating meetings and action plans for workplace efficiency.	3.60	0.65	Very Likely

5. Supportive for continuous education or development such as graduate studies or post-doctoral education.	3.57	0.67	Very Likely
Sub-mean	3.53	0.50	Very Likely
	M	SD	Interpretation
ORGANIZATIONAL SUPPORT			
1. Supportive through the approval of budget requests for staff development.	3.42	0.58	Very Likely
2. Consistent in the approval of highly needed staff development crucial for career improvement.	3.34	0.67	Very Likely
3. Giving options to support continuous progress such as graduate school programs or certifications needed for the job.	3.46	0.58	Very Likely
4. Active in the follow-up sessions concerning goal attainments (graduate school status, certifications, or researches)	3.25	0.75	Likely
5. Providing employee ranking points suitable for career satisfaction.	3.14	0.77	Likely
Sub-mean	3.32	0.53	Very Likely

In addition, the table supports the consistency of participants' responses with a total sub-mean of 3.32. Within this category, responses indicating a likelihood were identified, particularly in the context of proactive follow-up sessions that sought target achievement, which included meetings, feedback, and support from departmental leaders. This suggests that employees have not yet reached a high level of satisfaction for this support. One possible key factor that might help with this indicator is motivation. A study conducted by Jacob, Awal, and Ayoko (2023) indicates that motivation is important for allowing employees to realize their goals. The majority of participants concurred that these indicators are strongly observed and implemented within the school. Most participants agreed that adding motivational aid through follow-up sessions and implementing employee ranking systems can further bolster organizational support. Moreover, since career development is related to employee engagement and organizational effectiveness, it is a good practice to introduce other avenues of career practices that employees might partake in. Relative to this is a study conducted at Delta State Polytechnic on non-teaching employees by Nwanzu and Uche-Okolo (2017) which revealed that training and development had a significant impact on job performance. However, part of its results indicated that the type of training and the degree of exposure contributed less or no effects to their performances. This might also suggest the relevance of evaluation, feedback from the employees who undergo training, and post-assessment reports to see whether the training or other career practices are efficient or effective.

Table 3 Result of CDP according to sex

Career Development Practices	Female		Male		t	p	Cohen's d
	M	SD	M	SD			
Supervising support	3.59	0.43	3.49	0.52	0.92	0.36	0.20
Organizational support	3.38	0.57	3.29	0.52	0.74	0.46	0.16

The data presents the results of Career Development Practices (CDP) categorized by sex. The t-test indicates no significant difference between the two groups ($t(91) = 0.918, p = 0.361$), with a small effect size (Cohen's $d = 0.202$). This may imply that it does not have substantial implications for both females and males. Therefore, in terms of supervising support, both sexes perceive similar levels of support within the organization. Thus, this is the same with the organizational support where the t-test shows no significant difference between the two groups ($t(91) = 0.74, p = 0.461$), with a small effect size (Cohen's $d = 0.163$).

Therefore, it is worth noting that regardless of sex the support from the supervisor and the institution is equal among males and females. Apart from this, possible programs, interventions, and career-related opportunities should be equally introduced and coordinated to all employees regardless of their sex preferences. It is consistent with the study of Hing et. al (2023) that gender equity is observed not only with fair and good practices but also with organizational efforts that foster the well-being and performance of employees.

Support for Career Development. The data shows that there is no significant difference in the CDP according to the perception of the NTP in terms of supervising support as shown by their respective p-values (0.874, 0.163, 0.638, 0.284) which is greater than alpha 0.05. However, there is a significant difference in the supervising support according to the perception of the NTP as shown by their respective p-values (0.039) which is less than alpha 0.05.

The data shows that there is no significant difference in the CDP according to the perception of the NTP in terms of organizational support as shown by their respective p-values (0.645, 0.349, 0.939) which is greater than alpha 0.05. On the other hand, the data shows that there is a significant difference in the CDP according to the perception of the NTP of UB in terms of organizational support as shown by their respective p-values (0.015) which is less than alpha 0.05.

Table 4. Practices in Support of Career Development (Supervising Support)

	<i>M</i>	<i>SD</i>	<i>p</i>	<i>F</i>	η^2
Age	3.52	0.5	0.88	0.23	0.09
Marital Status	3.52	0.5	0.16	1.85	0.20
Employment Status	3.52	0.5	0.04*	3.37	0.26
Years of service	3.52	0.5	0.64	0.64	0.17
Educational attainment	3.52	0.49	0.28	1.27	0.26

*significant

Interestingly, employment status significantly affected perceptions of supervising assistance ($F(2,90) = 3.37, p = 0.04, \eta^2 = 0.26$). This suggests that employment status influences how employees perceive support from their supervisors.

Table 5. Practices in Support of Career Development (Organizational Support)

	<i>M</i>	<i>SD</i>	<i>p</i>	<i>F</i>	η^2
Age	3.32	0.53	0.65	0.56	0.14
Marital Status	3.32	0.53	0.02*	4.38	0.30
Employment Status	3.32	0.53	0.34	1.06	0.15
Years of service	3.32	0.53	0.35	1.12	0.22
Educational attainment	3.32	0.53	0.94	0.26	0.12

The findings indicate that there were no statistically significant differences in views of supervision and organizational support across significant variables, including age, years of service, and educational attainment. Most career-related practices introduced for employees were seminars, outreach activities, orientations facilitated by the and research endeavors as were observed and experienced. At the peak of the COVID-19 pandemic (World Health Organization, 2019), career development opportunities were transitioned to purely online and modular, and most of these were related to webinars such as mental health, research, technology-related, and managing health to mention a few. Moreover, two variables stood out for their significant results: marital status and employment status. The marital status of the employees revealed a significant difference in perceptions to organizational support ($F(2,90) = 4.384$, $p = 0.015$, $\eta^2 = 0.298$). An interesting study conducted by Peng et al. (2022) also found that married life might be a protective factor on the well-being of employees which significantly contributes to performance and motivation. Similarly, employment status significantly affected perceptions of supervising assistance ($F(2,90) = 3.37$, $p = 0.039$, $\eta^2 = 0.264$). This suggests that employment status influences how employees perceive support from their supervisors.

Intrinsic Motivational Resources of NTP personnel. Each item in the intrinsic resources represents a different level of agreement. The table shows “Agree” on some items of intrinsic motivation resources as perceived by the respondents, it includes the contentment of their current career roles and performance appearance ($M=3.20$, $SD=0.60$), and the provision of training resources ($M=3.19$, $SD=0.59$, $M=3.24$, $SD=0.58$). Additionally, there is a high level of motivation which represents “Strong agreement” of most items in the motivational resources such as attending development activities with flexible working conditions, and that the employees are professionally aligned to the career development opportunities. The sub-mean for this aspect is ($M=3.30$, $SD=0.46$) indicating that there is a high level of agreement and satisfaction perceived by the respondents with the support of the organization for the employee’s opportunities for growth and advancement. Taken together the evidence indicates that factors such as organizational policies touching areas of development, growth such as learning opportunities, and job security were found to be entirely significant in increasing intrinsic motivation (Karaferis et al., 2022). This is important to understand that there are factors that can be used to enhance the motivation of employees; factors that can be sustained, observed, and develop through continuous improvement and learning opportunities. Another research by Good et al. (2022) underscores the relevance of performance

in maintaining intrinsic motivation among employees. This performance allows individuals to discover his or her potential in exploring available resources as a training ground for development.

Table 6. Descriptive Intrinsic motivational resources

	Mean	SD	Interpretation
INTRINSIC MOTIVATION RESOURCE			
1. Satisfied with my current career roles and performance appraisal relative to career improvement.	3.20	0.60	Agree
2. Satisfied with the attended training development activities.	3.31	0.57	Strongly Agree
3. Satisfied with the training conditions outside the University.	3.40	0.53	Strongly Agree
4. Satisfied with the training, webinars/seminars/workshops, certifications, and educational programs related to my current role in the school.	3.26	0.61	Strongly Agree
5. Satisfied with the available resources to attend institutional/local/national/international career development activities	3.19	0.59	Agree
6. Available to attend institutional/local/national/international career development activities.	3.34	0.54	Strongly Agree
7. The resources needed to attend institutional/local/national/international career development activities.	3.24	0.58	Agree
8. Organizational support to attend institutional/local/national/international career development activities.	3.30	0.62	Strongly Agree
9. Important reasons to attend institutional/local/national/international career development activities.	3.35	0.58	Strongly Agree
10. Professionally aligned to attend institutional/local/national/international career development activities.	3.40	0.59	Strongly Agree
Sub-mean	3.30	0.46	Strongly Agree

As Table 6 indicates, positive interpretations of either strongly agree or agree are consistent which means that non-teaching staff had experienced the different opportunities offered by the school to be explored by them. Opportunities such as attending webinars/seminars, conferences, and outreach engagements are coordinated with employees who might want to attend such programs specially catered to their profession for further training and development. Another significant aspect to consider is the application of their learning to services. Similarly, the result of a study conducted to measure the impact of student services and programs on students' performance by Estacio et al. (2022) showed a high impact on students' performances. Apart from this, motivation plays a crucial role in understanding some aspects of work engagements since intrinsic motivation is considered an important aspect of

improving employee performance and satisfaction. Therefore, it is also relevant that organizations understand internal resources and work toward providing a supportive and motivating work environment, Hitka et. al (2020).

Table 7. Motivational Resources of Non-teaching Employees

Intrinsic Motivational Resource					
Variables	<i>M</i>	<i>SD</i>	<i>p</i>	<i>F</i>	η^2
Age	3.36	0.44	0.82	0.30	0.14
Marital Status	3.30	0.45	0.06	2.86	0.17
Employment Status	3.30	0.45	0.009*	4.96	0.32
years of service	3.30	0.45	0.31	1.21	0.28
Educational attainment	3.30	0.45	0.49	0.88	0.29

The data shows that there is no significant difference in the CDP according to the perception of the NTP in terms of intrinsic motivation resources as shown by their respective *p*-values (0.820, 0.062, 0.310, 0.497). However, there is a significant difference in the motivational resources of non-teaching employees in terms of employment status ($p=0.009$). The data underscores the importance of considering employment status and associated benefits in understanding the distribution and impact of motivational resources among non-teaching personnel. It implies that, whereas intrinsic motivational resources may not change considerably according to perception within the NTP, differences in employment status can have an impact on the availability and perception of motivational resources among employees. It also emphasizes the function of institutional provisions in determining the distribution of benefits and privileges within the organization. Some possible influences might be benefits and other privileges that the employees can receive. In summary, the differences in employment status can greatly influence the availability and perception of motivational resources among employees.

Table 8. Result of intrinsic motivation resource according to sex

Career Development Practices	Female		Male		<i>t</i>	<i>p</i>	Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Intrinsic Motivation Resource	3.42	0.46	3.24	0.45	1.957	0.53	0.385

The data suggests that there is a slight difference in intrinsic motivation resources between females and males in the context of career development practices, but this difference is not statistically significant, indicating that sex does not play a significant role in the aspect of intrinsic motivation resources in this research study. On the contrary, it was also pointed out in the study by Weberova et. al (2017) that there is a significant difference in motivational factors such as salary, job security, and fair employee evaluation in terms of gender. In another significant finding of Fapohunda et. al (2017) women tend to evaluate

motivational factors as very important while men typically view them as important even neutral.

The result suggests that the University of Baguio gives high importance to continuous improvement in the aspect of career development; the result is significant both for supervisory and organizational support especially in the areas of career development practices. The non-teaching staff of the University of Baguio has maintained their career development through different continuous improvement activities facilitated by the school and supported by the different heads and directors. More so, consistent facilitation of activities either face-to-face or online might provide benefits to employees. Since the intrinsic aspect of career development is satisfactorily achieved, possible research on motivation is recommended to provide a detailed UB motivational framework for future purposes.

CONCLUSIONS AND RECOMMENDATIONS

The findings indicate that most non-teaching staff at the University of Baguio have benefited from the school's continuous improvement opportunities and have experience involving themselves in different career practices. These career development initiatives have received highly satisfactory feedback across various practices, including supervisory support, organizational support, employee satisfaction, and intrinsic factors such as motivation. However, there is moderate agreement regarding the facilitation of staff development programs and activities, and performance appraisal instructions under supervisory support. With this, it is important to utilize the results of the evaluation for employee's overall career improvement. Furthermore, gender does not significantly influence the perceptions of the non-teaching staff. Nevertheless, ensuring inclusive and equitable career development practices for all employees remains crucial. Additionally, marital status significantly influences employees' perceptions, with both marital and work status affecting their views on organizational support. This suggests that being married and having stable employment positively impact career development, opportunities, and perceived supervisor support.

FURTHER STUDY

Furthermore, employees' performance has positively contributed to achieving departmental goals, indicating that the overall satisfactory performance of various non-teaching offices results from individual progress in continuous improvement, especially in the institution. Based on the results of the study, it is recommended to implement a comprehensive plan to monitor the career development progress of all employees, regardless of gender, marital and employment status. This plan should identify essential career practices within the school and ensure the consistent implementation of the different career programs aimed at overall improvement for all employees.

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