

**MOTIVATION, PROFESSIONAL DEVELOPMENT, AND WORK-LIFE BALANCE OF  
SELECTED NON-TEACHING STAFF AT DR. JOSE G. TAMAYO MEDICAL  
UNIVERSITY**

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**ABSTRACT**

Non-teaching staff play a crucial role in the daily operations of higher education institutions, particularly in medical universities, where their work directly impacts both academic and healthcare functions. Their motivation, opportunities for career advancement, and ability to maintain a healthy work-life balance are just as important in ensuring institutional success (Williams & Carter, 2023). This study was conducted to 100 non-teaching staff of UPH-Dr. Jose G. Tamayo medical university, utilizing a correlational research design with the aim of determining the respondents' level of motivation, professional development, work-life balance and the relationship between motivation professional development, and work-life balance.

Findings showed that non-teaching staff of UPH-Dr. Jose G. Tamayo Medical University had a very high level of both extrinsic and intrinsic motivation, had experienced professional development, and had a high level of work-life balance. It was concluded that they are driven by both intrinsic and extrinsic motivations. It was also found that they underwent professional development and had a high level of work-life balance. While intrinsic motivation does not significantly influence their professional development, extrinsic motivation positively correlates with increased engagement in further studies and skill enhancement opportunities that support career growth. Interestingly, motivation, whether intrinsic or extrinsic, does not directly impact their work-life balance. However, those who actively pursue professional development tend to experience a higher level of work-life balance.

**Keywords:** Pragmatics, Apology, Speech Acts, Plays.

**1. INTRODUCTION**

Non-teaching staff play a crucial role in the daily operations of higher education institutions, particularly in medical universities, where their work directly impacts both academic and healthcare functions. While much attention has been given to faculty development and student engagement, the experiences and professional growth of non-teaching personnel often go unnoticed. However, their motivation, opportunities for career advancement, and ability to maintain a healthy work-life balance are just as important in ensuring institutional success (Williams & Carter, 2023).

Employee motivation is at the heart of a productive and engaged workforce. It determines not just how well employees perform their tasks but also how satisfied they are in their roles and how committed they remain to an organization. While financial incentives have traditionally been viewed as key motivators, recent research highlights that motivation is a deeply personal and multifaceted experience, shaped by both external rewards and internal fulfillment (Ryan & Deci,

2020). Understanding what drives employees and how organizations can foster a culture of motivation has become a central focus in workplace studies.

There is no single factor that determines motivation; rather, it is shaped by a combination of elements. While financial rewards remain relevant, studies show that a sense of achievement, recognition, and opportunities for personal and professional growth contribute significantly to long-term motivation (Kim & Beehr, 2021). This is especially important in workplaces that seek to retain top talent, as employees who feel valued and supported are more likely to stay committed to their roles.

Recent studies highlight how essential non-teaching staff are in supporting universities. It was pointed out that while their contributions are vital, there is still limited research on the professional development opportunities available to them. Similarly, Ogunode et al. (2021) emphasized that many non-academic staff face challenges related to low motivation and limited career growth. These findings suggest that despite their significant role, non-teaching personnel often receive less attention when it comes to workplace policies and development programs.

In the Philippines, efforts to address this issue have been recognized at the national level. The Department of Education (DepEd) introduced DepEd Order No. 40, s. 2020, which focuses on learning and development programs for non-teaching personnel, particularly in response to challenges brought by the COVID-19 pandemic. This initiative highlights the importance of providing growth opportunities that enhance both skills and job satisfaction.

Another key concern is work-life balance. A study by Alaurin et al. (2024) found that motivation has a direct impact on the performance of non-teaching employees in a higher education institution in Quezon City. Additionally, Muthulakshmi (2018) suggested that when employees struggle to balance work and personal life, it affects their well-being, productivity, and overall job satisfaction.

Work-life balance has become an essential concern for employees in higher education institutions, particularly for non-teaching staff who manage administrative tasks, student services, and institutional operations. The increasing workload and pressure to meet deadlines often make it difficult for employees to separate their professional and personal lives, leading to stress and burnout (Smith & Johnson, 2021). When employees struggle to maintain balance, their job satisfaction and overall well-being are affected, which in turn impacts their performance and the institution's efficiency.

However, despite these numerous studies that investigated the organization professional development and work-life balance, no study yet has been conducted particularly in the Dr. Jose G. Tamayo Medical University which discuss about motivation, professional development and work-life balance among non-teaching staff.

This study aims to explore the motivation, professional development, and work-life balance of selected non-teaching staff at Dr. Jose G. Tamayo Medical University. By analyzing how these factors influence job satisfaction and institutional productivity, this research seeks to provide valuable insights that can guide policies and programs designed to support non-teaching personnel. Ultimately, the goal is to foster a work environment that values and empowers these employees, ensuring that they continue to contribute meaningfully to the university's success.

## 2. METHODS

The researcher utilized the descriptive-correlational method of research with the help of a survey questionnaire as the main source of data. Copeland (2022) stated that the aim of descriptive

research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened. Correlational research refers to a non-experimental research method which studies the relationship between two variables with the help of statistical analysis. Correlational research does not study the effects of extraneous variables on the variables under study. This study determined the significant relationship between motivation, professional development, and work-life balance of non-teaching staff at UPH – Dr. Jose G. Tamayo Medical University.

The population of the study consisted of 134 non-teaching staff from UPH – Dr. Jose G. Tamayo Medical University. The actual sample of 100 was computed using the Raosoft Calculator with a confidence level of 95% and a margin of error of 5%. The actual selection of the respondents was done using a simple random sampling technique. This study was conducted during the academic year 2024-2025.

In gathering data, the researcher utilized a self-made questionnaire that is divided into three parts: Part 1 covered the respondents' motivation. Part 2 covered the respondents' professional development. Finally, Part 3 covered the respondents' work-life balance. All of them were measured using the Likert-Type Scale (Strongly Agree-4, Agree-3, Disagree-2, Strongly Disagree-1).

Since the questionnaire was self-made, it was presented to the research adviser for initial checking. For further validation, the researcher consulted experts in the field of business, statistics, and research who provided comments and possible recommendations. Reliability was ensured through pilot testing involving non-teaching staff from UPH – Dr. Jose G. Tamayo Medical University with similar qualifications as those of the actual respondents. The survey questionnaire was assessed using Cronbach's alpha to determine the internal validity of the items where the results showed the following: .916 (intrinsic motivation); .969 (extrinsic motivation); .912 (professional development); and .970 (work-life balance), indicating excellent internal consistency of indicators.

The following statistical tools were used in this study; Weighted mean was used to describe the a) motivation b) professional development, and c) work-life balance of non-teaching staff at UPH – Dr. Jose G. Tamayo Medical University. And Pearson's r correlation coefficient was used to determine the relationship between motivation b) professional development and c) work-life balance of non-teaching staff at UPH – Dr. Jose G. Tamayo Medical University

### 3. RESULTS AND DISCUSSIONS

Discussion of the motivation, professional development, work-life balance of non-teaching staff at UPH – Dr. Jose G. Tamayo Medical University is presented in the succeeding tables and textual presentations.

**Table 1: Composite Table of the Level of Motivation of Selected Non-Teaching Staff of UPH-Dr. Jose G. Tamayo Medical University**

| Indicator                    | Weighted Mean | Verbal Interpretation | Rank |
|------------------------------|---------------|-----------------------|------|
| 1. Intrinsic                 | 3.38          | Very High             | 2    |
| 2. Extrinsic                 | 3.45          | Very High             | 1    |
| <b>Overall Weighted Mean</b> | <b>3.41</b>   | <b>Very High</b>      |      |

Table 1 shows the composite table of the level of motivation of selected non-teaching staff of UPH-Dr. Jose G. Tamayo Medical University. The respondents' extrinsic motivation got the highest weighted mean of 3.45 verbally interpreted as "Very High" while the respondents' intrinsic motivation got the lowest weighted mean of 3.38 verbally interpreted as "Very High". This implies that they are highly motivated both by internal factors such as personal satisfaction, professional development, commitment to high standards, and passion for service, and external factors such as financial incentives, recognition, promotions, and job security significantly influence the motivation of non-teaching personnel.

The findings are supported by Deci et al. (2022) who explained that while intrinsic motivation—such as performing tasks for personal growth and satisfaction—is vital, extrinsic motivators like rewards and recognition remain powerful, especially when they are perceived as supportive rather than controlling. Their study emphasized that a blend of intrinsic and extrinsic motivators is often most effective in sustaining employee engagement, which is evident from the higher extrinsic motivation score observed in this study. The findings are further supported by Karimi and Soltanaghaei (2023) who found that although intrinsic motivation remains a critical driver of sustained employee performance, the presence of tangible extrinsic rewards like salary increments, promotions, and recognitions enhances motivation levels, particularly in competitive workplace environments. Their results highlight that employees thrive when intrinsic and extrinsic factors are simultaneously addressed, aligning with the need for a balanced motivation strategy for non-teaching staff. Moreover, the findings are corroborated by Smith et al. (2025) who highlighted that while intrinsic motivation builds long-term commitment, extrinsic motivators such as acknowledgment and career development opportunities provide the immediate reinforcement necessary to maintain high work performance. Their study concluded that organizations that foster both types of motivation enjoy higher employee satisfaction and lower turnover, supporting the study's observation of "Very High" levels for both motivational aspects among non-teaching staff.

**Table 2: The Professional Development of the Selected Non-Teaching Staff of UPH-Dr. Jose G. Tamayo Medical University**

| Indicator                                                                          | Weighted Mean | Verbal Interpretation | Rank |
|------------------------------------------------------------------------------------|---------------|-----------------------|------|
| 1. The institution provides training programs that help me develop professionally. | 3.20          | Agree                 | 5    |
| 2. I regularly attend seminars and workshops relevant to my job.                   | 3.13          | Agree                 | 8    |
| 3. The professional development programs offered align with my career goals.       | 3.18          | Agree                 | 6    |
| 4. My supervisor encourages me to take advantage of learning opportunities.        | 3.46          | Strongly Agree        | 2    |
| 5. I have access to resources that support continuous learning in my field.        | 3.09          | Agree                 | 9    |
| 6. I am given opportunities to apply what I learn from training in my daily tasks. | 3.14          | Agree                 | 7    |
| 7. My job allows me to develop new skills that contribute to my career growth.     | 3.30          | Strongly Agree        | 3    |

|                                                                                                     |             |                |    |
|-----------------------------------------------------------------------------------------------------|-------------|----------------|----|
| 8. I feel that professional development activities are valued in this institution.                  | 3.24        | Agree          | 4  |
| 9. I am encouraged to pursue further studies or certifications to enhance my skills.                | 3.56        | Strongly Agree | 1  |
| 10. The institution invests in employees' professional growth through various training initiatives. | 3.08        | Agree          | 10 |
| <b>Average</b>                                                                                      | <b>3.24</b> | <b>Agree</b>   |    |

Table 2 shows the professional development of selected non-teaching staff of UPH-Dr. Jose G. Tamayo Medical University were revealed to be “agreed” with an average weighted mean of 3.24. This means that non-teaching personnel pursue further studies or certifications to enhance their skills, take the advantage of related learning opportunities and develop new skills that contribute to career growth.

The indicator 9, which states that they are encouraged to pursue further studies or certifications to enhance their skills, got the highest weighted mean of 3.56 verbally interpreted as “Strongly Agree” and ranked 1. It is followed by the indicator 4, which states that their supervisor encourage them to take advantage of learning opportunities, got a weighted mean of 3.46 verbally interpreted as “Strongly Agree” and ranked 2. Lastly, the indicator 7, which states that their job allow them to develop new skills that contribute to their career growth, got a weighted mean of 3.30 verbally interpreted as “Strongly Agree” and ranked 3. On the other hand, the indicator 10, which states that the institution invests in employees' professional growth through various training initiatives, got the lowest weighted mean of 3.08 verbally interpreted as “Agree” and rand ranked 10. It is followed by the indicator 5, which states that they have access to resources that support continuous learning in their field, got a weighted mean of 3.09 verbally interpreted as “Agree” and ranked 9. Lastly, the indicator 2, which states that they regularly attend seminars and workshops relevant to their job, got a weighted mean of 3.13 verbally interpreted as “Agree” and ranked 8.

The findings are supported by Al Kaabi et al. (2022) who emphasized that continuous encouragement to pursue further studies and certifications significantly boosts employees' sense of value and motivation in the workplace. Their study found that when employees are actively encouraged by supervisors and management to enhance their competencies, overall professional growth and organizational loyalty increase, aligning with the high rating for encouragement toward further studies observed in this study. The findings are further supported by Li and Jackson (2023), who concluded that while many institutions promote professional development at the individual level, tangible institutional investment through structured training programs significantly impacts employee perceptions and satisfaction. Their findings highlight the gap between individual encouragement and institutional resource allocation, mirroring the lower ratings related to institutional investment in this study. Moreover, the findings are corroborated by Park and Kim (2024), who noted that professional development programs aligning with employees' career goals are vital for long-term organizational success. Their research shows that professional growth opportunities that match career aspirations enhance employee commitment and reduce turnover rates, consistent with the respondents' positive views on the relevance of development programs to their career goals.

**Table 3: The Level of Work-life Balance of Selected Non-Teaching Staff of UPH-Dr. Jose G. Tamayo Medical University**

| Indicator                                                                                                   | Weighted Mean | Verbal Interpretation | Rank |
|-------------------------------------------------------------------------------------------------------------|---------------|-----------------------|------|
| 1. I can complete my work responsibilities within my scheduled work hours.                                  | 3.53          | Very High             | 1    |
| 2. I have enough personal time after work to engage in activities I enjoy.                                  | 3.24          | High                  | 6    |
| 3. The institution provides policies that support work-life balance (e.g., flexible hours, leave benefits). | 3.27          | Very High             | 4    |
| 4. My workload is manageable and does not cause excessive stress.                                           | 3.04          | High                  | 9    |
| 5. I have the flexibility to attend to personal matters when necessary.                                     | 3.00          | High                  | 10   |
| 6. The institution promotes a culture that respects employees' time outside of work.                        | 3.17          | High                  | 7.5  |
| 7. I do not feel pressured to work beyond my assigned hours.                                                | 3.43          | Very High             | 2    |
| 8. I have access to wellness programs that support my physical and mental well-being                        | 3.17          | High                  | 7.5  |
| 9. My job allows me to spend quality time with my family and friends.                                       | 3.34          | Very High             | 3    |
| 10. I feel that my work-life balance has a positive impact on my overall well-being.                        | 3.25          | Very High             | 5    |
| 11. I can maintain a healthy balance between work and personal commitments.                                 | 2.99          | High                  | 11   |
| 12. My work schedule allows me to engage in hobbies and leisure activities.                                 | 2.79          | High                  | 12   |
| 13. I am able to take breaks when needed to manage work-related stress.                                     | 2.37          | High                  | 15   |
| 14. I receive adequate time off to recharge and prevent burnout.                                            | 2.66          | High                  | 14   |
| 15. I feel that my work environment supports a healthy balance between my job and personal life.            | 2.71          | High                  | 13   |
| <b>Average</b>                                                                                              | <b>3.08</b>   | <b>High</b>           |      |

Table 3 shows the level of work-life balance of selected non-teaching staff of UPH-Dr. Jose G. Tamayo Medical University were revealed to be “high” with an average weighted mean of 3.08. This means that non-teaching staff of UPH-Dr. Jose G. Tamayo Medical University complete the work responsibilities within scheduled work hours, do not feel pressured to work beyond assigned hours and the assigned job allows the employees to spend quality time with family and friends.

The indicator 1, which states that they can complete their work responsibilities within their scheduled work hours, got the highest weighted mean of 3.53 verbally interpreted as “Very High” and ranked 1. It is followed by the indicator 7, which states that they do not feel pressured to work beyond their assigned hours. 3.43 verbally interpreted as “Very High” and ranked 2. Lastly, the indicator 9, which states that their job allow them to spend quality time with their family and friends, got a weighted mean of 3.34 verbally interpreted as “Very High” and ranked 3. On the other hand, the indicator 13, which states that they are able to take breaks when needed to manage work-related stress, got the lowest weighted mean of 2.37 verbally interpreted as “High” and ranked 15. It is followed by the indicator 14, which states that they receive adequate time off to recharge and prevent burnout, got a weighted mean of 2.66 verbally interpreted as “High” and ranked 14. Lastly, the indicator 15, which states that they feel that their work environment supports a healthy balance between their job and personal life, got a weighted mean of 2.71 verbally interpreted as “High” and ranked 13.

The findings are supported by Greenhaus and Allen (2021) who found that employees' ability to complete work tasks within set hours and without excessive overtime is directly correlated with improved work-life balance and job satisfaction. Their research indicated that when organizations allow employees to manage their time efficiently, it leads to higher productivity and better work-life integration, reflecting the high ratings in this study related to work hours and pressure to extend work beyond regular hours. Additionally, the findings are supported by McGowan et al. (2022) who discussed how organizations can enhance work-life balance by offering flexible work hours, leave benefits, and wellness programs. Their study showed that institutions that foster a culture of flexibility and respect for employees' time outside of work tend to have higher levels of employee satisfaction and well-being, consistent with the positive responses regarding flexible hours and institutional policies in this study. Furthermore, the findings are corroborated by Sharma and Gupta (2023), who examined the importance of wellness programs in supporting employees' physical and mental health. Their study found that wellness initiatives that promote work-life balance significantly contribute to employees' overall well-being, which aligns with the moderate to high ratings of wellness programs and work-life balance support in this study.

**Table 4: Relationship between the Level of Motivation and Professional Development of Selected Non-Teaching Staff of UPH-Dr. Jose G. Tamayo Medical University**

| Motivation           | Pearson r value            | p-value | Interpretation  |
|----------------------|----------------------------|---------|-----------------|
| Intrinsic            | 0.178<br>Low correlation   | 0.076   | Not Significant |
| Extrinsic            | 0.287**<br>Low correlation | 0.004   | Significant     |
| **Significant @ 0.01 |                            |         |                 |

Table 4 shows the relationship between the level of motivation and professional development of selected non-teaching staff of UPH-Dr. Jose G. Tamayo Medical University. In terms of intrinsic motivation and professional development, an r value of 0.178 and p-value of 0.076 which is higher than the 0.05 level of significance indicates that there is no significant relationship between the level of intrinsic motivation and professional development of selected

non-teaching staff of UPH-Dr. Jose G. Tamayo Medical University. This means that the level of motivation in terms of intrinsic does not influence the professional development of the non-teaching staff of UPH-Dr. Jose G. Tamayo Medical University.

In terms of extrinsic motivation and professional development, an r value of 0.287 and p-value of 0.004 which is lower than the 0.01 level of significance indicates that there is significant relationship between the level of extrinsic motivation and professional development of selected non-teaching staff of UPH-Dr. Jose G. Tamayo Medical University. This means that the higher the level of the of the motivation in terms of extrinsic the more the non-teaching staff of UPH-Dr. Jose G. Tamayo Medical University engage in the professional development.

The findings are supported by Deci et al. (2021) who found that while intrinsic motivation contributes to task engagement, extrinsic factors like recognition and career opportunities have a more significant influence on professional development outcomes. Their study revealed that employees are more likely to pursue professional growth when external rewards and recognition are provided, reflecting the significant correlation observed between extrinsic motivation and professional development in this study. Additionally, the findings are supported by Thomas and Raziq (2022) who found that extrinsic factors, particularly in work environments that prioritize promotions, bonuses, and career advancement opportunities, are significant predictors of professional development. Their study emphasized that while intrinsic motivation can drive personal fulfillment, it is the extrinsic factors that directly influence professional skill development and job satisfaction. Furthermore, the findings are corroborated by Zhang et al. (2023), who concluded that the connection between extrinsic motivation and professional development is stronger in certain organizational settings, especially when external incentives align with career progression and skill enhancement opportunities. This aligns with the significant correlation between extrinsic motivation and professional development observed in this study.

**Table 5: Relationship between the Level of Motivation and Level of Work-life Balance of Selected Non-Teaching Staff of UPH-Dr. Jose G. Tamayo Medical University**

| Motivation                | Pearson r value                 | p-value | Interpretation  |
|---------------------------|---------------------------------|---------|-----------------|
| Intrinsic                 | 0.034<br>Negligible correlation | 0.737   | Not Significant |
| Extrinsic                 | 0.144<br>Low correlation        | 0.152   | Not Significant |
| Significance level @ 0.05 |                                 |         |                 |

Table 5 shows the relationship between the level of motivation and work-life balance of selected non-teaching staff of UPH-Dr. Jose G. Tamayo Medical University. In terms of intrinsic motivation and work-life balance, an r value of 0.034 and p-value of 0.737 which is higher than the 0.05 level of significance indicates that there is no significant relationship between the level of intrinsic motivation and work-life balance of selected non-teaching staff of UPH-Dr. Jose G. Tamayo Medical University. In terms of extrinsic motivation and work-life balance, an r value of 0.144 and p-value of 0.152 which is higher than the 0.05 level of significance indicating that there is no significant relationship between the level of extrinsic motivation and professional development of selected non-teaching staff of UPH-Dr. Jose G. Tamayo Medical University. This

means that the level of motivation in terms of intrinsic and extrinsic factors does not influence the work-life balance of the selected non-teaching staff of UPH-Dr. Jose G. Tamayo Medical University.

The findings are supported by Kalliath and Brough (2022) who found that while motivation can influence employee engagement and performance, work-life balance is more strongly influenced by organizational support systems, such as flexible working hours and workload management. Their study suggested that motivation alone is not a significant predictor of work-life balance, which aligns with the negligible correlation found between both intrinsic and extrinsic motivation and work-life balance in this study. Furthermore, the findings are corroborated by Chauhan and Bhanot (2023) who found that the link between motivation and work-life balance is often weak, especially in organizations where work-life balance is primarily determined by structural and policy-related factors. They suggested that work-life balance is influenced more by organizational culture and the nature of the work than by individual motivational factors.

**Table 6: Relationship between the Professional Development and Work-life Balance of Selected Non-Teaching Staff of UPH-Dr. Jose G. Tamayo Medical University**

|                                                                                                                                       | Pearson r value           | p-value | Interpretation |
|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------|---------|----------------|
| <b>The Professional Development and Work-life Balance of Selected Non-Teaching Staff of UPH-Dr. Jose G. Tamayo Medical University</b> | 0.198*<br>Low correlation | 0.049   | Significant    |
| *Significant @ 0.05                                                                                                                   |                           |         |                |

Table 6 shows the relationship between the professional development and work-life balance of selected non-teaching staff of UPH-Dr. Jose G. Tamayo Medical University. With an r value of 0.198 and a p-value of 0.049 which is lower than the 0.05 level of significance which indicates that there is a significant relationship between the professional development and work-life balance of selected non-teaching staff of UPH-Dr. Jose G. Tamayo Medical University. This means that the more the selected non-teaching staff of UPH-Dr. Jose G. Tamayo Medical University engage in the professional development, the higher the level of work-life balance.

The findings are supported by Carlson et al. (2022) who found that professional development opportunities, including training and career advancement, can enhance employees' work-life balance, though the relationship is generally weak. Their study highlighted that employees who have access to development programs often report a better sense of control over their career paths, which in turn can positively influence their work-life balance, as seen in the significant but low correlation observed in this study. Additionally, the findings are supported by Greenhaus and Powell (2021), who discussed how opportunities for career growth can help employees manage their work and personal life better. Their study indicated that professional development programs that enhance employees' skills and job satisfaction are often linked with improved work-life balance, though the effect is more pronounced in certain work environments.

#### 4. CONCLUSION AND RECOMMENDATION

Based on the findings of this study, it is evident that the selected non-teaching staff at UPH-Dr. Jose G. Tamayo Medical University demonstrate a very high level of both intrinsic and extrinsic motivation. They generally perceive their professional development activities as adequate and effective, and they are able to maintain a favorable balance between their professional responsibilities and personal lives. While intrinsic motivation does not appear to significantly influence either professional development or work-life balance, extrinsic motivation is positively linked to greater engagement in professional development. Furthermore, professional development itself plays a critical role in enhancing work-life balance among the staff. These insights highlight the importance of fostering extrinsic motivators and providing robust professional development opportunities as key strategies to support the overall well-being and sustained productivity of non-teaching personnel.

Based on the findings of the study, it is recommended that the management of UPH-Dr. Jose G. Tamayo Medical University implement a holistic strategy that integrates both intrinsic and extrinsic motivational factors, with particular emphasis on enhancing intrinsic motivation through meaningful work and career development opportunities. Given the strong link between extrinsic motivation and professional development, the university should also introduce reward-based programs tied to development milestones to further encourage staff growth. Non-teaching personnel are encouraged to actively participate in institutional programs such as seminars, workshops, training sessions, and further studies to enrich their knowledge and skills. Additionally, efforts should be made to support work-life balance by promoting productivity within work hours and encouraging staff to complete tasks on-site, preserving personal time. Since intrinsic motivation has little impact on work-life balance, the university should align intrinsic motivators with initiatives that foster work-life harmony. Finally, professional development programs should be designed to accommodate flexible learning options—such as online courses or after-hours workshops—to support continuous learning while minimizing the risk of burnout.

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