



Non-Teaching Personnel's Resiliency and Professional Development in Relation to their Performance

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Received: August 27, 2026
Revised: September 20, 2026
Accepted: September 27, 2026

ABSTRACT

This study aimed to determine the level of resiliency, professional development, and performance of non-teaching personnel in a medium-sized Division in Central Philippines during the Fiscal Year 2023. Data for this descriptive-correlational study were collected using a self-developed questionnaire that has undergone stringent validity and reliability testing. Throughout the research process, this paper strictly adhered to ethical standards regarding respondent anonymity, confidentiality, risk of harm, and the like. The ensuing analysis showed that non-teaching personnel demonstrated high to very high levels of resiliency and professional development, while their performance was rated as outstanding. Significant differences in resiliency were found for educational attainment and plantilla position, while professional development showed significant differences by age and educational attainment. No significant differences in performance were observed. Furthermore, a significant moderate positive relationship was found between resiliency and performance, as well as between professional development and performance. These findings suggest that strengthening resiliency and enhancing professional development programs can improve the performance of non-teaching personnel.

Keywords: Non-teaching personnel, professional development, resiliency.

How to Cite:

Tubal, M. A. (2026). Non-Teaching Personnel's Resiliency and Professional Development in Relation to their Performance. *Global Journal of STEM Education & Management Research*, 2(3), 192-206. <https://doi.org/10.5281/zenodo.22930475>



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INTRODUCTION

Non-teaching personnel play a vital role in the effective functioning of educational institutions by providing essential administrative, technical, clerical, and support services. Their contributions become particularly important during organizational changes, increased workloads, and unforeseen challenges. This is consistent with the Philippine Constitution, particularly Article XIV, Section 1, which emphasizes the State's responsibility to provide quality education through effective educational systems and support services, as well as Sustainable Development Goals (SDG) 4 and 8, which highlight quality education, decent work, and continuous capacity building.

In recent years, non-teaching personnel have faced policy reforms, increasing administrative demands, technological advancements, and changing workplace expectations. These conditions require employees to adapt quickly, acquire new skills, and maintain productivity despite challenges. Resiliency, defined as the ability to adapt positively and recover from difficulties and stress, enables employees to remain effective in demanding situations (Rego et al., 2017; Manla, 2021). Meanwhile, performance reflects the effectiveness, productivity, efficiency, and quality with which employees accomplish their responsibilities (Onen, 2019). Professional development likewise provides opportunities for personnel to enhance their competencies and improve service delivery.

Given these circumstances, it is important to examine the relationship between resiliency, professional development, and performance among non-teaching personnel. Based on the researcher's observations, non-teaching personnel consistently demonstrate resilience in managing workloads, meeting deadlines, adapting to new systems, and responding to organizational changes while participating in professional development activities. However, their opportunities for professional growth may receive less attention than those of teaching personnel. Thus, this study seeks to determine the levels of resiliency and professional development of non-teaching personnel and their relationship to performance in one of the medium-sized divisions in Central Philippines, providing insights that may guide educational leaders in developing programs that promote employee growth, well-being, and organizational effectiveness.

OBJECTIVES OF THE STUDY

This study aimed to determine the level of non-teaching personnel's (NTPs') resiliency and professional development in one of the medium-sized divisions in Central Philippines in relation to their performance during Fiscal Year 2023. Specifically, it sought to determine the level of NTPs' resiliency in terms of work environment, attitudinal concern, and social environment; determine their level of professional development in terms of seminars and training, values development program, and rewards and recognition; and assess their level of performance based on the variables. Furthermore, the study aimed to determine whether there was a significant relationship between NTPs' resiliency and their level of performance, as well as between their professional development and level of performance.

LITERATURE REVIEW

Resiliency is a dynamic capacity that enables non-teaching personnel to manage stress, adapt to changing workplace demands, and sustain productivity. King et al. (2016) emphasized that resilience enables employees to remain motivated, adaptable, and productive despite workplace pressures, while Bucoy and Punzalan (2025), Durso et al. (2021) and Beltman et al. (2022) associated resilience with relationship, teamwork, and social support to better able cope with workplace challenges. Likewise, Hartmann et al. (2020) and Aljuaid (2025) highlighted the importance of leadership, resources, institutional support, and psychological safety strengthens employees' ability to cope with stress, adapt to workplace challenges, and sustain performance. Prout et al. (2023) further emphasized the importance of wellness programs, social support, manageable workloads, and meaningful engagement in helping employees remain resilient and effective in the workplace. Similarly, Robertson et al. (2015), Sipondo and Terblanche (2024), and Näswall et al. (2019) noted that resilience can be developed through coaching, mentoring, training, and continuous adaptation to workplace experiences.

Professional development is likewise essential in strengthening the competence and adaptability of non-teaching personnel. Antiado et al. (2020) explained that employee training improves skills and work performance, while Garavan et al. (2023) emphasized that professional development integrates training, learning, and career growth. Khakayi (2017) found that structured training enhances employee performance and adaptability, and Ávalos (2023) noted that professional development improves



competence, confidence, and professional identity. Tynjälä (2022) further described professional development as a combination of formal education, workplace learning, and social interaction supported by collaboration and organizational guidance. Similarly, Ngene (2025) emphasized the importance of ethical leadership training that promotes integrity, fairness, and accountability, noting that such values-based development initiatives strengthen job commitment among non-teaching personnel.

Employee performance among non-teaching personnel involves effective task completion, accuracy, consistency, cooperation, and adaptability. Campbell and Wiernik (2015) defined performance as behaviors that contribute to organizational goals, while Ramos et al. (2019) identified task, contextual, and adaptive performance as major dimensions. Kremer et al. (2019) noted that employee performance is influenced by factors such as motivation, skills, and organizational support, which help employees carry out their responsibilities effectively and meet workplace expectations. DeNisi and Murphy (2017) emphasized continuous performance assessment and development rather than evaluation solely for judgment. Fermin et al. (2026) emphasized the importance of enhancing a more tailored, practical, and relevant professional development program for NTPs that aims to assist them in performing their roles more effectively, while Sonnentag et al. (2020) highlighted the importance of consistency and attention to detail in daily tasks. Van der Heijden et al. (2022) further highlighted continuous development and upskilling as essential for sustaining long-term performance.

Philippine studies particularly support the relationship between resilience, organizational support, and employee performance among non-teaching personnel. Abun (2021) found that resilience enables employees to cope with stress while maintaining effective performance, while Payod et al. (2021) reported that leadership support and clear organizational systems contribute to resilience. Ochavo (2022) emphasized that social interaction and supportive relationships strengthen resilience and engagement, whereas Toreno (2023) found that development and training opportunities, effective communication, and a positive work environment contribute to the job satisfaction and effectiveness of non-teaching personnel. Maca (2023) reported that non-teaching personnel rely on various coping mechanisms to address workplace challenges, highlighting the importance of organizational support in sustaining work performance, while Quezon and Esmame (2024) reported a strong positive relationship between resilience and job performance.

Professional development also contributes significantly to employee competence, motivation, adaptability, and performance. Abun (2021) found that training enhances confidence and work outcomes, while Abdulsalami and Abdulsalami (2026) reported that structured training improves technical and communication skills. Alonzo (2025) emphasized that identifying training needs and providing targeted development programs improve job performance and adaptability. Postrado and Matildo (2023) found that professional development increases employee engagement and commitment, while Alves et al. (2024) highlighted that meaningful rewards and recognition enhance employee motivation and organizational commitment. Uja et al. (2026) noted that workplace training strengthens adaptability, performance, and resilience.

Overall, the literature indicates that non-teaching personnel's performance is influenced by the interconnected factors of resiliency, professional development, motivation, engagement, and organizational support. Abun (2021) found that commitment and work attitude influence performance, while Postrado and Matildo (2023) associated employee engagement with greater productivity and effectiveness. Quezon and Esmame (2024) emphasized the contribution of organizational support and development opportunities, and Ochavo (2022) identified supportive leadership and positive work environments as important performance-enhancing factors. Alonzo (2025) and Uja et al. (2026) likewise highlighted continuous training, organizational support, and skill development as contributors to improved performance. Ogunode et al. (2023) further confirmed the importance of work environment, training, supervision, motivation, and organizational commitment. Collectively, these studies support examining resiliency and professional development as factors associated with the performance of non-teaching personnel.

METHODOLOGY

This section presents the discussion of the research methodology used, the subjects and respondents of the study, the research instruments used, the validity and reliability of the instruments, the procedure for data gathering, and the statistical tools and procedure for data analysis.

Research Design



This study employed a descriptive research design to accomplish its objectives. The design is used for fact-finding procedures, particularly in examining existing conditions, prevailing practices, beliefs, ongoing processes, effects being experienced, and emerging trends. It is well-suited for studies that aim to describe the current situation and identify prevailing issues, thereby enabling accurate interpretation of data. As McCombes (2019) explained, descriptive research is best used when the goal is to accurately and systematically describe a population, situation, or phenomenon. It can answer questions of what, when, who, and how, though not necessarily why.

This design is appropriate, given that the study seeks to assess the resiliency and professional development of non-teaching personnel in relation to their performance. Since the research requires an in-depth investigation of these variables based on the current situation, the descriptive design provides a systematic approach to generating accurate results. Given these conditions, the researcher considers the descriptive research design the most appropriate framework for addressing the study's specific problems.

Study Respondents

The respondents of this study were the sixty (60) non-teaching personnel of one (1) of the medium-sized divisions in Central Philippines. The sixty non-teaching personnel are grouped into three functional divisions in the division office. Purposive sampling was applied to determine the sample size. Purposive sampling, also known as judgmental or selective sampling, is a non-probability sampling technique in which researchers deliberately select participants based on their knowledge, relevance, or expertise concerning the research topic. (Hassan, 2024).

Instruments

A researcher-designed survey questionnaire was used to determine the levels of resiliency and professional development of non-teaching personnel in relation to their performance. The instrument consisted of three parts: the respondents' demographic profile, including age, sex, civil status, educational attainment, length of service, and plantilla position; resiliency and professional development, covering three areas with 10 indicators each; and performance, which assessed effectiveness in performing administrative and support functions. The questionnaire underwent content validation by five experts using the standards of Carter V. Good and Douglas E. Scates, focusing on the appropriateness, clarity, and relevance of the items. It obtained an overall mean rating of 5, interpreted as Excellent, indicating that the instrument was valid and suitable for the study. Its reliability was established through a pilot test involving 30 non-teaching personnel who were not included in the main study. Cronbach's Alpha yielded coefficients of 0.969 for the Resiliency Scale and 0.966 for the Professional Development Scale, both interpreted as Excellent, demonstrating high internal consistency and reliability of the research instrument.

Data Gathering Procedure

After establishing the instrument's validity and reliability, the researcher collected the data for the study. A formal letter of intent, stating the purpose of the research, was submitted to the Schools Division Superintendent for approval to conduct the study in one of the divisions in Central Philippines. Upon approval, the researcher administered the self-developed questionnaire within the division covered by the study. During the survey administration, the researcher explained the content, objectives, and instructions to respondents to ensure clarity and accuracy in their responses. The participants were assured that all information provided would be treated with strict confidentiality and anonymity, and that ethical standards were observed throughout the process. Once the questionnaires were retrieved, the data were carefully tabulated and analyzed with the assistance of a statistician. This process ensured that the findings were systematically organized, accurately interpreted, and aligned with the study's objectives.

Data Analysis and Statistical Treatment

The study employed descriptive and relational analytical schemes based on its research objectives. The descriptive-analytical scheme and mean were used to determine the levels of non-teaching personnel's resiliency in terms of work environment, attitudinal concerns, and social environment; professional development in terms of seminars and training, values development program, and recognition program; and performance based on the identified variables. Meanwhile, the relational analytical scheme using Spearman's rho was employed to determine the significant relationship between non-teaching personnel's resiliency and performance, as well as between their professional development and performance.



Ethical Consideration

The research procedure adhered to Republic Act No. 10173, or the Data Privacy Act of 2012, and established ethical principles of health and safety, anonymity, confidentiality, and honesty. The study also followed the legal procedures of the Schools Division and was conducted with the approval of the Schools Division Superintendent and the informed consent of the non-teaching personnel who participated as respondents. To ensure safety and accessibility, questionnaires were distributed through messaging applications, group chats, and email. Respondents were not required to provide their names to maintain anonymity, while all collected data were kept confidential and securely handled throughout the study. After completion of the research, the data were deleted to prevent unauthorized access and protect the respondents' privacy.

RESULTS AND DISCUSSION

This section deals with the presentation, analysis and interpretation of data gathered to carry out the objectives of this study. All these were made possible by following certain appropriate procedures so as to give the exact data and solution to each specific problem.

Level of Non-Teaching Personnel's Resiliency according to Work Environment, Attitudinal Concern and Social Environment

Table 1

Level of Non-Teaching Personnel's Resiliency in the Area of Work Environment

Items	Mean	Interpretation
As a non-teaching personnel, I...		
1. can handle unexpected challenges in the office environment, considering factors such as policies, technology, etc	4.55	Very High Level
2. can manage competing demands in time, especially when it comes to addressing issues in the office.	4.38	High level
3. Can successfully navigate a difficult situation related to the office environment.	4.48	High level
4. Am comfortable taking risks, expressing ideas, and reporting concerns without fear of judgment or reprisal.	4.30	Lowest
5. can maintain a positive and motivating atmosphere within the office environment in the face of adversity.	4.53	Very High Level
6. Can handle conflicts or disagreements within the office and ensure a resilient and collaborative resolution.	4.48	High level
7. am open to communication between my colleagues and supervisors, and I am transparent in my decision-making processes.	4.62	Very High Level
8. have a good perception of the office's overall climate and support for non-teaching personnel.	4.45	High level
9. Can implement innovative solutions to enhance the overall office's environment despite facing obstacles.	4.42	High level
10. am informed about current trends and best practices in bureaucracy to adapt and improve office performance.	4.32	High level
Overall Mean	4.45	High level

Table 1 shows that the level of non-teaching personnel (NTP) resiliency in the work environment was high, with an overall mean of 4.45. The highest-rated indicator was Item 7, which emphasized open communication with colleagues and supervisors and transparency in decision-making, obtaining a mean of 4.62, interpreted as very high. In contrast, Item 4, concerning comfort in taking risks, expressing ideas, and reporting concerns without fear of judgment or reprisal, received the lowest mean of 4.30, still interpreted as high. This suggests that NTPs generally experience a pleasant and supportive work environment and demonstrate openness to communication, although they may be somewhat less comfortable taking risks or expressing concerns.

These findings are consistent with Durso et al. (2021), who emphasized that supportive relationships and open communication strengthen employee resilience. Beltman et al. (2022) likewise highlighted psychological safety and collaboration as important factors that enable employees to express ideas and adapt effectively. Payod et al. (2021) found that organizational support



promotes resilience among non-teaching personnel, while Näswall et al. (2019) emphasized that supportive environments encourage adaptability and learning. Similarly, Hartmann et al. (2020) noted that psychological safety and organizational support help employees cope with stress and sustain productivity, reinforcing the importance of a supportive work environment in developing NTP resiliency.

Level of Non-Teaching Personnel's Resiliency in the Area of Attitudinal Concerns

Table 2

Level of Non-teaching Personnel's Resiliency in Attitudinal Concern

Items	Mean	Interpretation
As a non-teaching personnel, I...		
1. am open to new ideas and willing to learn new skills.	4.83	Very High Level
2. have identified gaps in the skills and knowledge required for non-teaching personnel to easily support and adapt to changes in the educational landscape and workforce demands.	4.48	High Level
3. can stay motivated and inspire others during difficult times within the office.	4.53	Very High Level
4. Seek feedback from the team regarding their perceptions of my attitude and working style.	4.48	High Level
5. Can adapt to any types of stressors that arise in the workplace, no matter how frequently I encounter them. (e.g., deadlines, workload, challenging situations, interpersonal conflicts)	4.52	Very High Level
6. Can successfully transform a negative attitude or atmosphere within the office into a more positive one.	4.43	High Level
7. Can communicate and reinforce a shared vision and positive outlook among my co-workers.	4.47	High Level
8. Improve my attitude and leadership/working style based on the constructive criticisms and feedback received.	4.47	High Level
10. Can easily cope with changes in policies, procedures, and technology.	4.53	Very High Level
Overall Mean	4.53	Very High Level

Table 2 shows that the level of non-teaching personnel (NTP) resiliency in terms of attitudinal concerns was very high, with an overall mean of 4.53. The highest-rated indicator was Item 1, "I am open to new ideas and willing to learn new skills," which obtained a mean of 4.83, interpreted as very high. The lowest-rated indicator was Item 6, "I can successfully transform a negative attitude or atmosphere within the office into a more positive one," with a mean of 4.43, interpreted as high. This indicates that NTPs generally demonstrate positive attitudes, openness to learning, and personal resilience, although their ability to transform negative workplace situations and manage interpersonal dynamics may still be strengthened.

These findings are consistent with King et al. (2016), who described resilience as a dynamic psychological capacity that helps employees maintain motivation and adapt to workplace stress. Hartmann et al. (2020) found that employees are better able to handle workplace stress and adapt to challenges when they feel supported and psychologically safe in their work environment. Uja et al. (2026) found that supportive work environments promote emotional control and adaptability among NTPs, while Sipondo and Terblanche (2024) highlighted coaching and structured support as mechanisms for strengthening emotional regulation, motivation, and adaptability. These findings reinforce the importance of positive attitudes and supportive interventions in sustaining and enhancing the resiliency of non-teaching personnel.

Table 3

Level of Non-Teaching Personnel's Resiliency in the Area of Social Environment

Items	Mean	Interpretation
As a non-teaching personnel, I...		
1. have strong support from the local government unit (LGU).	4.23	High Level



2. have a strong support system of family and friends	4.68	Very High Level
3. can handle challenges related to community relations and maintain a resilient stance.	4.50	Very High Level
4. can navigate a complex social issue affecting the office and its relationship with the community/local government unit.	4.37	High Level
5. Ensures inclusivity and diversity within the office's social environment, considering different cultural backgrounds and perspectives.	4.47	High Level
6. Successfully initiated a community-based initiative or event that positively impacted the social atmosphere surrounding the office.	4.28	High Level
7. Often received support from my supervisor/s, peers, and professional development opportunities.	4.25	High Level
8. Have a good perception of the office's overall climate and support for non-teaching personnel	4.28	High Level
9. Can easily communicate with clients, leaders, and other stakeholders to address concerns and build a resilient social environment.	4.38	High Level
10. Promote a sense of belonging and community involvement among staff members.	4.42	High Level
Overall Mean	4.39	High Level

Table 3 shows that the level of non-teaching personnel (NTP) resiliency in terms of the social environment was high, with an overall mean of 4.39. The highest-rated indicator was Item 2, “I have a strong support system of family and friends,” which obtained a mean of 4.68, interpreted as very high. Meanwhile, Item 1, “I have a strong support from the local government unit (LGU),” received the lowest mean of 4.23, interpreted as high. This suggests that NTPs benefit strongly from personal support systems, particularly family and friends, but perceive relatively less support from the LGU. The finding indicates a potential need to strengthen external partnerships, communication, and formal support mechanisms to provide more consistent assistance to NTPs.

These findings are consistent with King, Newman, and Luthans (2016), who described resilience as a dynamic capacity that enables employees to maintain motivation and adapt to workplace stress. Likewise, Ochavo (2022) highlighted the role of supportive relationships in strengthening employee resilience. Uja et al. (2026) found that supportive environments enhance employees’ emotional control and adaptability, while Aljuaid (2025) emphasized that leadership support and institutional practices strengthen employee resilience. These studies reinforce the importance of strong social support systems and organizational structures in helping non-teaching personnel cope with workplace challenges and sustain resilience.

Level of Professional Development of Non-Teaching Personnel in the Areas of Seminars and Trainings, Values Development Program, and Rewards and Recognition

Table 4

Level of Professional Development of Non-Teaching Personnel in the Area of Seminars and Trainings

Items	Mean	Interpretation
As a non-teaching personnel, I...		



1. am always encouraged by my superior to attend seminars and trainings.	4.12	High Level
2. find the content of the seminar and training program I have attended aligns with the specific needs and skills gaps of different non-teaching roles.	4.08	High Level
3. find our local government unit supportive of our professional growth and development.	3.93	High Level
4. Have improved my skills and knowledge relevant to my work as a benefit from seminars/workshops attended.	4.38	High Level
5. Applied the knowledge gained from professional development activities into my daily practices and decision-making.	4.45	High Level
6. Find the organization's professional development programs effective, considering their relevance to current work challenges and trends.	4.38	High Level
7. collaborate with other staff to share knowledge and insights gained from professional development experiences.	4.33	High Level
8. have initiated and implemented means to ensure that the professional development needs of both me and my co-workers are consistently met.	4.25	High Level
9. find the seminars and trainings sessions I have attended engaging and interactive.	4.47	High Level
10. likely recommend the seminars and training programs I have attended to my colleagues.	4.40	High Level
Overall	4.28	High Level

As shown in Table 4, the overall mean for NTP professional development in terms of seminars and training was 4.28, interpreted as high level. The highest-rated indicator was Item 9, “I find the seminar and training sessions I have attended engaging and interactive,” with a mean of 4.47, while the lowest-rated was Item 3, “I find our local government unit supportive of our professional growth and development,” with a mean of 3.93, both interpreted as high. This indicates that NTPs generally find seminars and training engaging and beneficial, although LGU support remains the comparatively weaker aspect, suggesting a need for more consistent institutional involvement in their professional development.

These findings are consistent with Antiado et al. (2020), who explained that employee training improves skills and work performance. Khakayi (2017) likewise noted that well-designed and job-relevant training improves employee effectiveness and adaptability. Abdulsalami and Abdulsalami (2026) found that continuous training enhances the efficiency and performance of non-teaching personnel, while Tynjälä (2022) emphasized that professional development strengthens both technical and interpersonal competencies. These studies support the finding that seminars and training contribute significantly to the professional growth, competence, and effectiveness of NTPs.

Table 5

Level of Professional Development of Non-Teaching Personnel in the Area of Values Development Program

Items	Mean	Interpretation
As a non-teaching personnel, I...		
1. have a sense of purpose, satisfaction, and fulfilling career experience because my choices are aligned with my personal values.	4.58	Very High Level



2. can better demonstrate and role-model the organization's values, inspire and motivate others based on the values development programs received.	4.45	Very high
3. Effectively applied my learnings from values development programs into my daily leadership practices to shape and enhance the overall values-based culture within the office.	4.42	High Level
4. Find my decision-making effective as an impact of the values development programs provided.	4.55	Very High Level
5. Find that the values development programs align with the organization's mission and core values and provided positive impact on personnel's behavior and work environment.	4.40	High Level
6. Recommend teaching and non-teaching staff in values development programs to foster a shared commitment to ethical standards to better achieve the performance goals.	4.50	Very High Level
7. Design mechanisms in place to gather feedback from staff regarding the influence of values development programs on their professional growth.	4.35	High Level
8. Believe that strong values guide professionals towards ethical choices that benefit the organization, colleagues, and clients.	4.47	High Level
9. have better performance and productivity because I worked with a clear sense of purpose and alignment with organizational values that boosts employee motivation and engagement.	4.55	Very High Level
10. am positive that continuous professional growth and the overall values culture of the office are long-term impacts of values development programs.	4.63	Very High Level
Overall Mean	4.49	High Level

Table 5 shows that the overall mean for the professional development of NTP in terms of values development programs was 4.49, interpreted as High Level. The highest-rated indicator was item 10, which states that continuous professional growth and a positive office values culture are long-term outcomes of values development programs, with a mean of 4.63 or Very High Level. Meanwhile, item 7, concerning mechanisms for gathering staff feedback on the influence of these programs on professional growth, obtained the lowest mean of 4.35, although still rated High Level. This suggests that while NTP recognize the benefits of values development programs, there may be a need to strengthen structured mechanisms for obtaining employee feedback and evaluating program impact.

The findings are supported by Ngene (2025), who found that ethical leadership practices grounded in integrity, fairness, and accountability strengthen job commitment among non-teaching personnel. Bucoy and Punzalan (2025) likewise noted that meaningful work strengthens employee engagement, commitment, and performance, while Abun (2021) highlighted the role of personal values and ethical standards in enhancing workplace effectiveness among non-teaching personnel. Similarly, Avalos (2023) emphasized that professional development strengthens competence, confidence, and professional identity through continuous learning and alignment with organizational values. Collectively, these studies support the finding that values development programs contribute to sustained professional growth, stronger workplace commitment, and improved performance among NTP.

Table 6

Level of Professional Development of Non-Teaching Personnel in the Area of Rewards and Recognition



Items	Mean	Interpretation
As a non-teaching personnel, I...		
1. understand the criteria for receiving rewards and recognition.	4.27	High Level
2. appreciate the leadership effectiveness and support for employee well-being and professional growth in the office.	4.38	High Level
3. Find the rewards and recognition offered as meaningful, personally motivating, and valuing my worth.	4.23	High Level
4. Believe that receiving rewards and recognition has encouraged me to improve my knowledge and skills	4.37	High Level
5. Feel that rewards and recognition are distributed fairly and transparently.	4.13	High Level
6. Personally received reward/praise from employees for my good deeds.	4.08	High Level
7. Have been awarded/rewarded with the things that I most value.	4.08	High Level
8. believe that awardees should be publicized or formally recognized.	4.23	High Level
9. Believe that recognition from colleagues is equally important to receiving formal recognition.	4.42	High Level
10. Believe that rewards and recognition motivate employees to do more.	4.48	High Level
Overall Mean	4.27	High Level

Table 6 presents an overall mean of 4.27 for the NTP level of professional development in terms of rewards and recognition, interpreted as High Level. The highest-rated indicator was item 10, which states that rewards and recognition motivate employees to perform better, with a mean of 4.48 or High Level. In contrast, items 6 and 7 obtained the lowest mean of 4.08, both still interpreted as High Level, indicating that some employees may perceive limited opportunities to receive meaningful or personally valued recognition. This suggests the need to strengthen recognition strategies by ensuring that rewards are timely, relevant, and responsive to employees' contributions.

The findings are supported by Bucoy and Punzalan (2025), who emphasized that recognition enhances employees' motivation, sense of purpose, and engagement. Khakayi (2017) noted that rewards and timely feedback enhance employee motivation and performance. Similarly, Ogunode et al. (2023) found that recognition and motivation influence non-teaching personnel's productivity and commitment, while Alves et al. (2024) highlighted that non-monetary rewards and appreciation enhance employee satisfaction, motivation, and organizational commitment. These findings reinforce the importance of effective rewards and recognition programs in promoting professional growth, engagement, and workplace performance among NTP.

Level of Non-Teaching Personnel's Performance When Grouped According to Age, Sex, Highest Educational Attainment, Length of Service, and Plantilla Position

Table 7

Level of non-teaching personnel's performance when grouped according to variables

Variable	Category	Mean	Interpretation
Age	Younger	4.50	Outstanding



Sex	Older	4.61	Outstanding
	Male	4.57	Outstanding
	Female	4.56	Outstanding
Highest Educational Attainment	Lower	4.47	Very Satisfactory
	Higher	4.65	Outstanding
Length of Service	Shorter	4.51	Outstanding
	Longer	4.60	Outstanding
Plantilla Position	Lower	4.44	Very Satisfactory
	Higher	4.68	Outstanding

Table 7 presents the performance levels of NTP when grouped according to age, sex, highest educational attainment, length of service, and plantilla position. Among the categories, personnel in the higher plantilla position obtained the highest mean of 4.68, interpreted as Outstanding, while those in the lower plantilla position recorded the lowest mean of 4.44, interpreted as Very Satisfactory.

The slightly lower performance among personnel in lower plantilla positions suggests a potential performance gap that may be associated with differences in responsibilities, access to resources, professional development opportunities, and recognition. Although their performance remains very satisfactory, providing greater opportunities for training, skill development, and organizational support may help improve their performance and promote greater equity across positions.

These findings are supported by Ramos et al. (2019), who emphasized that employee performance is influenced by skills, work conditions, and available resources. Kremer et al. (2019) likewise highlighted the roles of motivation, capability, and organizational support in performance, while Quezon and Esmame (2024) emphasized the importance of training, development, support, and reward systems in enhancing employee performance. Thus, strengthening these areas, particularly for personnel in lower plantilla positions, may help reduce performance gaps and sustain high workplace performance.

Relational Analysis Between Non-teaching Personnel's Resiliency and Their Performance

Table 8

Relationship between the non-teaching personnel's level of resiliency and level of performance

Variable	Rho	Significant level	p-value	Interpretation
Level of Resilience	0.465	0.05	0.000	Significant
Level of Performance				

Table 8 presents the relationship between the level of resiliency and performance of NTP. The results show a moderate positive correlation with a computed rho value of 0.465 and a p-value of 0.000, which is lower than the 0.01 level of significance. This indicates a statistically significant relationship; therefore, the null hypothesis stating that there is no significant relationship between resiliency and performance is rejected.



The findings imply that higher levels of resiliency are associated with better NTP performance. Resilient employees are more capable of coping with work-related challenges, adapting to changing demands, managing pressure, and maintaining productivity. Thus, strengthening resilience through programs that develop adaptability, emotional strength, and effective coping mechanisms may contribute to improved performance and overall organizational effectiveness.

These findings are supported by King et al. (2016), who emphasized that workplace resilience helps employees sustain performance under pressure and adapt to changing work environments. Prout et al. (2023) likewise highlights the importance of wellness programs, positive social support, manageable workloads and meaningful engagement with others as support to education personnel, while Payod et al. (2021) found that higher resilience among non-teaching personnel is associated with stronger organizational commitment and improved job performance. Collectively, these studies reinforce the significant role of resiliency in enhancing NTP performance.

Relational analysis between non-teaching personnel's professional development and their performance

Table 9

Relationship between the non-teaching personnel's level of professional development and the level of performance

Variable	Rho	Significant level	p-value	Interpretation
Level of Professional Development	0.445	0.05	0.01	Significant
Level of Performance				

Table 9 presents the relationship between the level of professional development and NTP performance. The results show a moderate positive correlation, with a computed rho-value of 0.445 and a p-value of 0.01, which is lower than the 0.05 level of significance. This indicates a statistically significant relationship; therefore, the null hypothesis stating that there is no significant relationship between professional development and performance is rejected.

The findings imply that higher levels of professional development are associated with improved NTP performance. Continuous professional development enhances employees' knowledge, skills, competencies, efficiency, and productivity, enabling them to perform their responsibilities more effectively. Hence, providing relevant, accessible, and targeted training and development programs can strengthen employee capabilities, motivation, and overall organizational performance.

These findings are supported by Antiado et al. (2020), who emphasized that professional development improves employees' knowledge, skills, and abilities, resulting in better work performance. Garavan et al. (2023) likewise highlighted that continuous learning contributes to employee effectiveness and organizational success. Similarly, Abdulsalami and Abdulsalami (2026) found that training and skills development positively influence the performance of administrative staff, reinforcing the present finding that professional development is an important factor in enhancing NTP performance.

CONCLUSION

The study found that non-teaching personnel generally demonstrated high resiliency, professional development, and outstanding performance. Most respondents were older, female, married, more experienced, and distributed across educational and plantilla levels. Resiliency was high in the work and social environments and very high in attitudinal concerns, although risk-taking, expressing ideas without fear of judgment, LGU support, and transforming negative workplace conditions remained areas for improvement. Professional development was also high in seminars and training, values development, and rewards and recognition, while performance was consistently outstanding across groups. Higher educational attainment and plantilla positions were associated with higher resiliency, while age, sex, and length of service showed no significant differences. Significant differences in professional development were found mainly in educational attainment for seminars and training and



in age and educational attainment for values development, whereas rewards and recognition showed no significant group differences. Overall, resiliency and professional development were both found to have significant positive relationships with performance, indicating that a supportive work environment, continuous professional development, relevant training, motivation, and opportunities for growth contribute to stronger employee performance. Thus, sustained monitoring, psychological safety, values formation, organizational linkages, effective rewards systems, and targeted professional development are recommended to further strengthen the resiliency, growth, and performance of non-teaching personnel.

RECOMMENDATIONS

Based on the findings of the study, it is recommended that the Human Resource Management and Development Officer (HRMO), Senior Education Program Specialist-Human Resource and Development (SEPS-HRD), Administrative Officer (AO), and Assistant Schools Division Superintendent strengthen the resiliency, professional development, and performance of non-teaching personnel through systematic programs and interventions. These may include the assessment of resiliency traits, implementation of a Values Development Program (VDP), conduct of Training Needs Assessment (TNA), and development of Professional and Personal Development Plans (PPDP), Resilience Development Programs, and Professional Development Programs through seminars, workshops, mentoring, coaching, retreats, team-building activities, and simulations. The programs should focus on developing coping strategies, emotional regulation, self-care, positive relationships, human relations, adaptability, technical competencies, career advancement, and personal fulfillment. Rewards and recognition should also be institutionalized and clearly communicated to all personnel. The HRMO should continuously provide technical assistance, monitor personnel performance quarterly, and assess the implementation of professional development plans monthly to ensure their effectiveness and sustainability. Finally, similar studies may be conducted using other variables, respondents, settings, or research approaches to further validate and expand the findings of the present study.

Conflict of Interest

The author declares the absence of any conflict of interest that could have influenced the content or conclusions of this paper. She affirms that no financial, personal, or professional relationships with other individuals or organizations have compromised the objectivity, integrity, or impartiality of the research work. As a final point, no external parties influenced the study design, data collection, analysis, or interpretation.

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