

Is Self-Motivation linked to Job-related Factors? A Case Study of Teaching and Non-teaching Personnel

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Abstract

This study aims to determine the relationship between personal motivational factors and job-related factors as measure of employee satisfaction in the workplace. Through descriptive-correlational research design, a total of 100 teaching and non-teaching personnel of a state university were surveyed to determine their personal motivational factors and the job-related factors they consider to stay in their job. The result showed a positive relationship between various motivational factors such as health and wellness, rewards and recognition, peer support, work-life balance and work environment and the working environment factors including the workload and job description. In addition, the organization's role induces high level of motivation to the individual employees. It also shows that all of the motivation factors as well as the job-related factors truly motivate employees to work with satisfaction. The significant relationship exists on the input and output variables showed that health and wellness, rewards and recognition, fear, peer support, work life balance and work environment greatly help the respondents to understand better their roles performed in the organization.

Keywords: *self-motivation, job-related factors, job satisfaction, teaching and non-teaching personnel*

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1. Introduction

Motivation directs workplace control, behavior and performance. Employee motivation has been a famous area of research as applied in various industries such as hospitality (Grenčíková et al., 2022; Ann & Blum, 2020; Lundberg et al., 2009; Malik & Ranga, 2021; Xu et al., 2022), manufacturing (Yoon & Choi, 2019; Rathor & Vikram, 2021; Bandyopadhyay, 2014; Vasileva & Datta, 2021), telecommunication (de Almeida, et al., 2016), service (Jacobs & Roodt, 2019; Geng et al., 2018), construction (Soliman & Altabtai, 2021; Ruthankoon & Olu Ogunlana, 2003), health and safety (Ilea et al., 2020; Ju, 2020; Abu, 2019). While majority of these studies provide diverse motivational factors, the commonality of workplace environment as a motivating factor is of great interest. Similarly, the nature of job itself as a source of drive to perform the task is deemed necessary for proper evaluation of employee motivation (Hur & Bae, 2021). Many studies pointed various factors on employee motivation, however, satisfaction on the job and the working environment are two most common factors (Zakaria & Che, 2022; Bui & Footner, 2016; Hur & Bae, 2021; Sihag, 2016; Akhtar et al., 2014; Amir & Cuma, 2020). According to Froman (2010), healthy environment makes a productive team.

Educational institutions boost high motivation among its employees (Rao, 2016; Parkes & Daniel, 2013; Smela et al., 2019) which is mainly anchored on personal efficacy, interest in the task, and effort placed on teaching responsibilities (Almeida et al., 2021). One of the educational implications in motivation is that employees also need to be motivated so that they will perform their job effectively. Motivation is a strong driving force to behavior; people need to be well motivated. Sometimes, incentives may be used to reinforce motivation (Ashraf & Jack, 2014; Mustafa & Ali, 2019; Wolff et al., 2005; Tumi et al., 2022). However, most studies proved non-monetary rewards highly motivate employees in the higher education and other industries (Sureephong & Dahlan, 2020; Meyer et al., 2022; Mustafa & Ali, 2019; Low & Robertson, 2006; Markova & Ford, 2011; Longden & Throsby, 2021). While the success of every organization is dependent upon the employee's work performance, the best way to ensure employees commitment and loyalty is through motivation. If employees are highly motivated, they get fully satisfied with their job (Sudiardhita et al., 2018; Rahim & Jam'an, 2018; Christofer et al., 2022; Idris & Wahyudi, 2021; Kaseger et al., 2021; Juli, 2021) and work performance, efficiency and productivity levels increase (Strauss et al., 2017; Razak et al., 2018; Sadiartha &

Suartina, 2019; Said et al., 2022). Personal productivity is an on-going process that heightens further as you acquire the right mind set and attitude necessary for a motivated work ethic.

Motivation requires discovering and understanding employee drives and needs, since it originates within an individual. Motivation is necessary in all aspects of life, in business, in industry, in government, in politics and in the home. For instance, the salesman needs to motivate the perspective customers so that they will buy what he is selling. The politicians motivate the electorate so that they will vote for him. The employer needs to motivate the employees so that they will work efficiently. Even the members of the family have to be motivated as to the proper behavior expected of them. Motivation is an inner state of need or desire that activates an individual to do something that will satisfy that need or desire. Because motivations derive from need or desires internal to the individual, others cannot “motivate” an individual but must manipulate environmental variables that may result in an increase or decrease of motivation. Motivators exist on a continuum from intrinsic to extrinsic, describing the relationship of the goal to the activity necessary to secure it. Intrinsic motivators are goal and activity related; while extrinsic have little relationship to the goal or task.

Both types of motivators can be effective. Intrinsic motivators have the advantage of constancy; in other words, once an individual identifies the activity necessary to achieve the goal, it remains constant. Extrinsic motivators, on the other hand, involve prior assessment of the environment each time in order to determine the activity needed to achieve the desired end. But if an individual is unable to identify the necessary “trigger” activity, extrinsic motivators are the logical first-step. Thus, putting the employees’ welfare on top of its priorities, the Laguna State Polytechnic University system revitalized its employees program during the pandemic. A special program for all the teachers and employees was launched to ensure physical and mental fitness. This is also in response to the Civil Service Commission memorandum order 38 series of 1992 on physical and mental fitness and sports development program. As the University aims to sustain maximum productivity in the employees’ performance of responsibilities, the programs were initiated. Thus, this study was conducted in cognizance with the aim of the University to gather fundamental data on the motivational factors and satisfaction of the employees.

Within the context of employee motivation, this study assessed the self-motivational factors of academic and non-academic employees in a state university in the Philippines through

various factors such as health and wellness, rewards and recognition, fear, peer support, work-life balance and work environment. Similarly, it also assessed the various job-related factors such as ambiguity, responsibility, relationship at work and career development. This study postulates that self-motivational factors and job-related factors have no significant relationship.

2. Literature review

2.1. Motivational factors

According to Golzadesh (2001), human beings, whether in industrial or business organizations are one of the important factors for the attainment of the organizational goals. As such, motivating factors inside humans must be recognized in order to enhance efficiency and productivity and then embark on satisfying their needs to improve their efficiency. In addition, all authorities in the field of management regard motivation as a complex behavior and thus with a multidimensional nature. As a result, the understanding and the application of motivation is dependent on the knowledge and skills needed to apply it.

Awareness of motivation as the cause of the activities and behaviors done by the organizational members is of high significance for all managers. The explorations of motivation provide answers to questions dealing with human behavior. For instance, some people are active while some are inactive. Managers must be aware of the reasons for job interest/disinterest. The answers to these issues can be found in employees' motivation and their motives. Therefore, managers can take easily some actions to fulfil organizational goals in cooperation with the employees and successfully perform their other roles by gaining mastery on how to motivate employees. Accordingly, making employees satisfied and getting them more interested in their job as well as the fulfilment of organizational goal is of vital importance. If the reasons for employees' dissatisfaction become clear it is possible to make more efforts to enhance their working conditions and make them more satisfied since when people feel satisfaction with their jobs they will unconsciously perform their job more carefully and they will be pleased by doing so.

2.2. Employees Satisfaction

Weiss (2012) argued that job satisfaction is an attitude anchored on the cognitive evaluation which are affect (emotion), beliefs and behaviors. This definition suggests that employees form attitudes towards their jobs by taking into account their feelings, beliefs, and behaviors. One of the biggest preludes to the study of job satisfaction was the Hawthorne studies.

These studies (1924- 1933), primarily credited to Elton Mayo of the Harvard Business School, sought to find the effects of various conditions on workers' productivity. These studies ultimately showed that novel changes in work conditions temporarily increase productivity called the Hawthorne Effect. It was later found that this increase resulted, not from the new conditions, but from the knowledge of being observed.

Job satisfaction can be influenced by various factors within the work environment, including wages, working hours, employee autonomy, organizational structure, and communication between employees and management (Lane et al., 2010). For instance, Arnetz (2013) argues that most employees have issues with their supervisor, who does not treat them with respect. Additionally, supervisors exhibit abusive behaviors toward employees, making them uncomfortable sharing excellent and innovative ideas with their supervisors. Similar scenarios like top management confines employees to their assigned tasks rather than instilling a sense of responsibility through teamwork to achieve high performance.

There are several studies on the relationship between work environment and job satisfaction worldwide in different contexts over the years. The study is gaining more and more critical with time because of its nature and impact on society. For example, the findings of a Danish study suggest that a firm can increase its productivity by improving physical dimensions of the work environment (internal climate) and may positively impact firms' productivity (Buhai et al. 2018).

Herzberg et al. (1959) as cited by Jielye (2014) developed a motivational model for job satisfaction, which emphasized that job-related factors can be divided into two categories: hygiene factors and motivation factors. Hygiene factors can not cause satisfaction but can change dissatisfaction into no dissatisfaction or short-term motivation. In contrast, motivational factors have a long-lasting effect as they raise positive feelings towards the job and convert no dissatisfaction into satisfaction. In the absence of hygiene factors (working conditions, supervision quality and level, the company policy and administration, interpersonal relations, job security, and salary), the employee's chances of getting dissatisfied increase. Baah and Amoako (2011) described that the motivational factors (the nature of work, the sense of achievement from their work, the recognition, the responsibility that is granted to them, and opportunities for personal growth and advancement) help employees to find their worth concerning value given to them by the organization. Further, this can increase employees' motivational level, ultimately raising employees' internal happiness and cause satisfaction.

3. Methodology

The study utilized the descriptive correlational type of research to determine the possible relationship between the motivational and job-related factors.

The study used quota sampling on the 100 teaching and non-teaching personnel of a state university in the Philippines. Due to the COVID-19 restrictions, the sample was chosen from a single campus. Any university staff who consented on the survey was automatically included in the sample. All the employees were considered for the sample selection.

The study used a researcher-made survey questionnaire, which was validated by experts and underwent pilot testing. The questionnaires were pre-tested to twenty (20) front-liners which are not part of the actual respondents of the study. The survey was divided into two parts: motivational factors and job-related factors. The motivation factors were assessed using the following indicators: health and wellness, rewards and recognition, fear, peer support, work-life balance and work environment. Meanwhile, the job-related factors were ambiguity, responsibility, relationship at work and career development. Each indicator has eight statements rated using a 5-point Likert scale.

Due to the current pandemic restrictions, the survey was conducted online. The Google Form link was sent to the respondents' email and social media accounts. The retrieval of the forms was carried out a week after the distribution until the quota sample of 100 was reached.

The study used frequency, weighted mean, and Pearson Product Moment Correlation Coefficient as statistical tools to analyze the data.

4. Results and Discussions

Table 1 shows the summary of the respondents' motivational factors on their current job position. The detailed assessments of the various indicators are shown in the Appendix.

As per the self-assessment of the respondents, the work environment is the greatest motivational factor with an overall mean of 4.55, interpreted as 'highly motivational.' Meanwhile, fear has the lowest overall mean of 4.25 which is "motivational." The results showed that the various motivational factors are influential to the job satisfaction and retention. The work environment contributed much to the personnel's desire to stay on their current position at the university.

Table 1*The Personal Motivational Factors*

Indicators	M	SD	VI
Health and Wellness	4.33	0.71	Motivational
Rewards and Recognition	4.43	0.73	Motivational
Fear	4.25	0.74	Motivational
Peer Support	4.37	0.71	Motivational
Work-life Balance	4.44	0.64	Motivational
Work Environment	4.55	0.56	Highly Motivational

Legend: 1.00-1.49 Highly not motivational; 1.50-2.49 Not Motivational; 2.50-3.49 Moderately Motivational; 3.50-4.49 Motivational; 4.50-5.00 Highly Motivational

It implies that even with the pandemic restrictions and the work-from-home arrangements, the personnel still consider the health and wellness programs of the university as a necessity to stay and be satisfied with their job. Similarly, Kitani (2014) emphasizes that employees look to their employers to foster a workplace culture of health and well-being. The employees find it necessary to start a culture of health and wellness because of the current work environment. This implies two areas: the work environment seems positive to health and wellness program as manifested by more employees joining the various activities hosted by the university and the work environment promotes inactivity that makes employees find some actions and activities.

Table 2 shows the perception of the employees on the various job-related factors affecting their satisfaction and retention.

Table 2*The Job-related Motivational Factors*

Indicators	M	SD	VI
Ambiguity	4.25	0.53	Relevant
Responsibility	4.44	0.55	Relevant
Relationship at Work	4.53	0.51	Highly Relevant
Career Development	4.35	0,70	Relevant

Legend: 1.00-1.49 Highly not motivational; 1.50-2.49 Not Motivational; 2.50-3.49 Moderately Motivational; 3.50-4.49 Motivational; 4.50-5.00 Highly Motivational

Table 2 shows that the relationship at work with the highest overall mean of 4.53 was ‘highly relevant’ while ambiguity, with the lowest mean of 4.25, was only ‘relevant.’ It implies that the employees are motivated to work if relationships at work is healthy, and the employer provides career development for the staff. In addition, the employees’ responsibility and role ambiguity make them stay motivated. According to Hartenian et al. (2011), role ambiguity refers to the discrepancy between expected and perceived roles or the lack of role clarity. Meanwhile, clarity of role is defined as the extent to which an employee's role is communicated and understood clearly. Boles et al. (2013) found that perceived lack of clarity precedes role ambiguity in studying the relationships between role conflict, role ambiguity, work-family conflict, and various facets of job satisfaction. With the study results, the employees seem somewhat unclear of their exact role and job description.

Table 3

Test of Correlation between Motivational Factors and Role in the Organization

Personal Motivational Factors								
Health & Wellness	.682**	.536**	.550**	.378**	.604**	.218**	.226**	.386**
Rewards & Recognition	.702**	.623**	.547**	.346**	.583**	.132*	.160*	.392**
Fear	.633**	.559**	.492**	.441**	.516**	.159*	.174**	.336**
Peer support	.630**	.585**	.566**	.402**	.601**	.143*	.165**	.452**
Work-life-balance	.684**	.648**	.605**	.425**	.661**	.158*	.202**	.462**
Work Environment	.558**	.594**	.540**	.348**	.509**	0.070	.163*	.474**
Job-related Motivational Factors								
Role Ambiguity	.517**	.565**	.555**	.473**	.583**	.263**	.228**	.459**
Responsibility	.686**	.756**	.689**	.424**	.701**	.186**	.201**	.623**
Relationship at Work	.559**	.686**	.582**	.392**	.648**	0.086	.140*	.614**
Career Development	.700**	.631**	.583**	.423**	.604**	.131*	.182**	.413**

** . Correlation is significant at the 0.01 level (2-tailed). * . Correlation is significant at the 0.05 level (2-tailed).

Findings shown in table 3 reject the null hypotheses as evidence by the obtained r-value for each parameters of motivational factors and job-related factors which were found significant at the 0.01 r- 0.05 level which are indicated by the double asterisk (**) and single asterisk, respectively. This means that all motivation factors as well as the job-related factors are related in increasing the job satisfaction of the employees. The significant relationship existing between the variables implies that, health and wellness, rewards and recognition, fear, peer support, work

life balance and work environment greatly help the employees to understand better their job roles and descriptions.

Kong and Li (2018) also found that proactive personality was significantly and positively related to the teachers' behavior. This suggests that personality (as job-related factor) and the way teachers see their job influence their behavior towards their job. The positive association suggests that as the drive to love their job increases their perception towards their function and job description also increases. Similarly, Wong and Ladkin (2008) indicated a relationship between creativity and job-related motivators. Intrinsic job-related motivators which include opportunity for advancement and development, loyalty to employees, appreciation and praise of work done, feelings of being involved, sympathetic help with personal problems and interesting work, are found to encourage the employees' risk-taking behavior.

5. Conclusion

This study found a strong positive correlation between the personal motivational factors and job-related motivation factors. In the case of the teaching and non-teaching personnel, their self-motivation is strongly linked to the various job-related factors. Hence, as the desire for their job increased, their perception of their role in the organization also increases. This explains the pattern of retention of most of the respondents. For instance, their high personal desire for the work environment that motivates them to come to work also induces them to look at their role positively thereby increasing their job satisfaction. These non-monetary motivational factors are highly regarded as job motivators.

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Appendices

Appendix A

Distribution of the Respondents as to Length of Experience and Age.

Age	Length of Experience						Total
	1 year and below	2 - 5 years	6 - 10 years	11 - 15 years	16 - 20 years	21 years and above	
21 to 25	12	35	0	0	0	0	47
26 to 30	2	21	5	0	0	0	28
31 to 40	4	29	28	18	2	0	81
41 to 50	0	10	11	6	11	12	50
51 to 60	1	6	5	5	1	18	36
older than 60	0	0	0	1	1	6	8
Total	19	101	49	30	15	36	250

Appendix B*Distribution of the Respondents as to gender, civil status and educational attainment*

Gender	Civil Status				Educational Attainment				
	Singl e	Marrie d	Divorce d	Widowe d	Doctorat e degree	Masters with PhD/Ed D units	Masters	Bachelo r with masters' units	Bachelor' s degree
Male	60	58	1	0	23	7	34	21	34
Female	56	68	1	6	24	5	56	17	29
Total	116	126	2	6	47	12	90	38	63

Appendix C*Distribution of the Respondents as to Income and Status of Appointment.*

Educ. Attainment	Income						Status of Appointment			
	7001 -11000	11001 -15000	15001 -19000	19001 -23000	23001 -27000	27001 and above	Permanent /Regular	Part- timer	Job order	Contractual
Doctorate degree	0	0	3	4	8	32	44	1	1	1
Masters with PhD/EdD units	1	1	2	0	2	6	9	3	0	0
Masters	2	3	6	20	36	23	66	23	1	0
Bachelor with master's units	1	4	12	14	5	2	5	32	0	1
Bachelor's degree	5	11	19	17	8	3	5	49	2	7
Total	9	19	42	55	59	66	129	108	4	9

Appendix D*Respondents Perception on Motivation Factors in terms of Health & Wellness*

<i>The health and wellness activities in the University...</i>	Mean	SD	Interpretation
1. help me regain my vigor and stamina.	4.30	0.83	Motivational
2. make me feel relax and free spirited	4.32	0.81	Motivational
3. widened my social sphere	4.27	0.85	Motivational
4. develop my ability to deal with different people and different situation	4.30	0.81	Motivational
5. taught me to live healthy lifestyle	4.38	0.81	Motivational
6. improve my physical appearance	4.24	0.84	Motivational
7. built my self confidence	4.37	0.76	Motivational
8. boost my morale and self-worth	4.41	0.75	Motivational
Overall	4.33	0.71	Motivational

Appendix E*Motivation Factors in terms of Rewards & Recognition*

<i>The incentives and recognitions provided by the institution...</i>	Mean	SD	Interpretation
1. push me to work hard and do my responsibilities to the best of my ability	4.45	0.77	Motivational
2. help me to recognize my self-worth / self-efficacy	4.44	0.79	Motivational
3. help me feel that I am valued and appreciated	4.40	0.83	Motivational
4. inculcate the value of professionalism and advancement	4.43	0.77	Motivational
5. inspire me to work forward and be more cooperative in accomplishing the goals of the institution.	4.47	0.79	Motivational
6. develop my ability to finish a goal established.	4.46	0.77	Motivational
7. provide an environment where diverse individuals can work together effectively and happily to achieve the common goals.	4.40	0.80	Motivational
8. make me realized the vital role of the support of authority to make decision necessary to accomplish the tasks.	4.42	0.79	Motivational
Overall	4.43	0.73	Motivational

Appendix F*Motivation Factors in terms of Fear*

<i>The fear of not providing quality service...</i>	Mean	SD	Interpretation
1. makes me more conscious to prevent mistakes.	4.12	0.83	Motivational
2. inspires me to meet the expectation of my superior.	4.25	0.80	Motivational
3. motivates me to get along well with supervisors and colleagues	4.23	0.86	Motivational
4. drives me to improve my ability and skills to cope up with the changes brought about by the new technology.	4.28	0.87	Motivational
5. helps me to become aware of being physically fit to perform well and be secured in my position.	4.22	0.84	Motivational
6. serves as challenges to pursue my professional advancement	4.31	0.81	Motivational
7. helps me to fully utilize my skills and abilities in the organizations.	4.26	0.81	Motivational
8. stimulate me to exert extra effort to deliver my tasks/responsibilities to the best of my ability.	4.29	0.79	Motivational
Overall	4.25	0.74	Motivational

Appendix G*Motivation Factors in terms of Peer Support*

<i>The support provided by my peers/friends ...</i>	Mean	SD	Interpretation
1. influences me to work well with my colleagues / group.	4.38	0.76	Motivational
2. helps me understand the importance of collaboration in terms of decision making.	4.43	0.77	Motivational
3. helps me to avoid rejection among members or co-members.	4.28	0.80	Motivational
4. inspire me to do my task with my colleagues and be productive member of the group	4.39	0.78	Motivational
5. encourage me to please my groupmate and colleagues.	4.24	0.84	Motivational
6. motivates me to be more optimistic in life despite problems.	4.41	0.80	Motivational
7. allows me to appreciate the value of teamwork.	4.46	0.76	Motivational
8. develops my sense of being altruistic.	4.34	0.78	Motivational
OVERALL	4.37	0.71	Motivational

Appendix H*Motivation Factors in terms of Work – Life Balance*

The balance between life and work that I maintain ...	Mean	SD	Interpretation
1. boosts my desire to be more productive in my work	4.43	0.68	Motivational
2. strengthens my desire to excel in my work.	4.46	0.66	Motivational
3. inspires me to finish my work ahead of time.	4.42	0.71	Motivational
4. helps me to rise from negative situation.	4.41	0.77	Motivational
5. serves as challenges to be a better employee.	4.46	0.70	Motivational
6. motivates me to take care of my health.	4.45	0.76	Motivational
7. allows me to value my mental health as with my physical health.	4.48	0.72	Motivational
8. helps me to develop a personal work life balance plan.	4.42	0.77	Motivational
Overall	4.44	0.64	Motivational

Appendix I*Motivation Factors in terms of Work Environment*

<i>As employee I am motivated to deliver my duties/responsibilities in work environment...</i>	Mean	SD	Interpretation
1. that is conducive to work with colleagues and superiors.	4.56	0.62	Highly Motivational
2. when the employees are working collaboratively for a common goal	4.58	0.62	Highly Motivational
3. when there is functional and available equipment or tools for doing work.	4.50	0.67	Highly Motivational
4. that is fair and just in dealing with all employees regardless of status in life	4.57	0.63	Highly Motivational
5. that assures security and safety of the employees.	4.57	0.66	Highly Motivational
6. that offers equal opportunities and privilege to all employees.	4.56	0.67	Highly Motivational
7. there is a good lighting and ventilation in the workplace.	4.45	0.71	Highly Motivational
8. that allows freedom in working and heard queries of the employees	4.58	0.61	Highly Motivational
Overall	4.55	0.56	Highly Motivational

Appendix J*Role in Organization in terms of Role Ambiguity*

Indicators	Mean	SD	Interpretation
1. I am sure on how much authority I have.	4.33	0.75	Relevant
2. The aims of my job is clear.	4.58	0.62	Highly Relevant
3. I know what my responsibilities are.	4.70	0.54	Highly Relevant
4. I know what my expectation in the organization.	4.55	0.65	Highly Relevant
5. I know exactly what is expected of me.	4.50	0.68	Highly Relevant
6. I must do things that should be done in different ways.	4.29	0.80	Relevant
7. I work on unnecessary things.	3.34	1.34	Moderately Relevant
8. I do things which are not part of my job descriptions.	3.68	1.20	Relevant
Overall	4.25	0.53	Relevant

Appendix K*Role in Organization in terms of Responsibility*

Indicators	Mean	SD	Interpretation
1. relate my feeling with what I think, do and say and how I perform.	4.22	0.82	Relevant
2. am mindful of the values and goals which guide me.	4.61	0.60	Highly Relevant
3. am able to manage my impulsive feelings and distressing emotions well.	4.36	0.77	Relevant
4. am conscious of the emotion that I feel and why.	4.41	0.75	Relevant
5. reflect, gain perspective about me and learn from experience.	4.51	0.65	Highly Relevant
6. have a positive sense and of self-worth and capabilities.	4.54	0.68	Highly Relevant
7. am organize and careful in my work.	4.41	0.67	Relevant
8. am decisive, able to make sound decisions.	4.42	0.65	Relevant
Overall	4.44	0.55	Relevant

Appendix L*Role in Organization in terms of Relationship at work*

<i>Having a good work relationship helps me to...</i>	Mean	SD	Verbal Interpretation
1. take full responsibility for the consequence of my action.	4.63	0.55	Highly Relevant
2. practice independent thinking and critical analysis.	4.54	0.59	Highly Relevant
3. believe that self-confidence, industry, and persistence are more important than mere luck.	4.60	0.60	Highly Relevant
4. respond to constructive criticism positively.	4.52	0.64	Highly Relevant
5. always consider delaying of work a major cause for frustrations and failures.	4.18	0.93	Relevant
6. involve myself in helping or being in service to people.	4.57	0.62	Highly Relevant
7. totally commit myself in doing the assigned job/task.	4.61	0.59	Highly Relevant
8. show initiative and demonstrate interest in work.	4.57	0.63	Highly Relevant
Overall	4.53	0.51	Highly Relevant

Appendix M*Role in Organization in terms of Career Development*

Indicators	Mean	SD	Verbal Interpretation
1. the school management give importance to strategic training of employees.	4.31	0.85	Relevant
2. the school provides career enrichment programs.	4.30	0.84	Relevant
3. employees are encouraged to participate in training to improve skills.	4.44	0.72	Relevant
4. The school motivates me to perform well in my chosen career.	4.38	0.81	Relevant
5. The institution provides me opportunity to take a role in school leadership.	4.26	0.88	Relevant
6. the trainings provided are sufficient for everyone.	4.18	0.92	Relevant
7. The institution encourages post-graduate studies.	4.48	0.72	Relevant
8. degrees earned is valued in the institutions as reference for promotion.	4.44	0.77	Relevant
Overall	4.35	0.70	Relevant