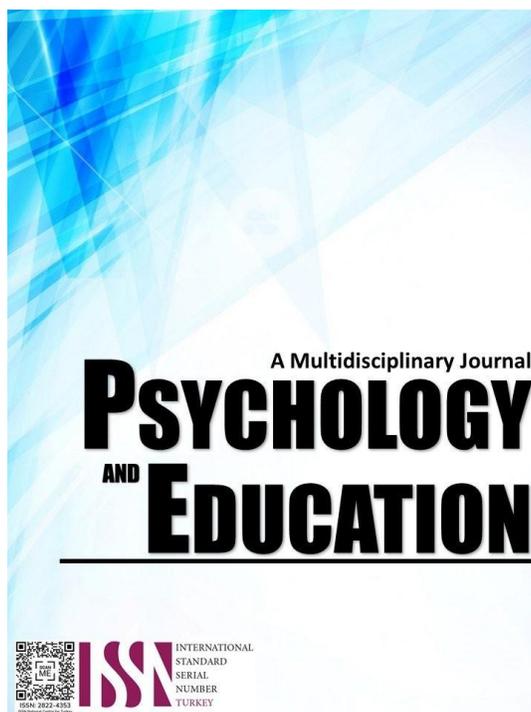


# MOTIVATIONAL FACTORS AND JOB PERFORMANCE OF EMPLOYEES IN TECHNICAL VOCATIONAL INSTITUTIONS IN NUEVA VIZCAYA: IT'S INFLUENCE ON THEIR ORGANIZATIONAL GOALS



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## Motivational Factors and Job Performance of Employees in Technical Vocational Institutions in Nueva Vizcaya: It's Influence on their Organizational Goals

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### Abstract

This study focused on the motivational factors, job performance, and organizational goals of 88 employees of public and private Technical and Vocational Institutions (TVIs) in the province of Nueva Vizcaya. In particular, it determined the relationships between and among motivational factors, job performance, and organizational goals, as well as the differences in the respondents' perceptions of the same variables between the public and private TVIs. This research utilized quantitative descriptive-correlational method using a 3-part questionnaire. Data collected were treated using mean to determine the perception level of the respondents on motivational factors, job performance, and organizational goals; Pearson-r to establish the relationship between and among the independent and dependent variables; and t-test to identify the differences of motivational factors, job performance, and organizational goals between the public and private TVIs. The results of the study proved that job security is considered highly motivating for public TVIs with a mean of 3.37 with qualitative description of high, while training and development for private TVIs with a mean of 3.66 with qualitative description of very high. In terms of job performance, employees from both TVIs possess a positive attitude towards their jobs with an overall mean of 3.50 with qualitative description as very high. Meanwhile, public TVIs highly attained their organizational goals in providing employment assistance to their graduates with a mean of 3.40 with a high qualitative description, while private TVIs complied with the requirements of instruction and effective instructional strategies with a mean of 3.73 described as very high. Furthermore, the respondents' motivational factors are significantly correlated with their job performance, this indicated by the computed r-value of 0.55 and a p-value of 0.000. this could mean that as the motivation level up, job performance correspondingly goes up. Likewise, there is a positive significant relationship between and among the motivational factors, job performance and organizational goals, this indicate by the computed r-value of 0.700 and a p-value of 0.000 and r-value of 0.560 and a p-value of 0.000 respectively, this implies that when motivation if high, it follows that organizational goals are achieved. On the negative side, if motivation is low, the level to which organizational goals are attained would also below. On the significant differences of motivational factors, job performance and organizational goals between the public and private TVIs this indicated a p-value of 0.047 which is positively significant, computed p-value of 0.381 which not significant and computed p-value of 0.004 which is positively significant respectively. The results of this study can be an input to the management of both public and private TVIs. Lastly, more related study is recommended using additional variables.

**Keywords:** *job performance, motivational factors, organizational goals*

### Introduction

Motivation has an important role in directing and controlling human behavior, promoting happiness, and setting goals. Therefore, one of the consequences of motivation for education is that in order for employees to do their jobs well, generate large amounts of high-quality outputs, and have a favorable attitude toward their work, they must be driven.

Motivation is an important matter for every organization whether in public or private. It plays an important role for the organization's success (Zameer et al. 2014). Certo et al. (2016) described motivation is the process of providing incentives that lead a person to conduct oneself in a desired manner. Motivation is the process of encouraging and sustaining goal-directed behavior in a group of individual or employees. Motivation in an organizational setting refers to the strategies for influencing subordinates to act in a way that advances the organization's interest.

Ogunode et al. (2021) found that employees in higher education institutions faced a common problem with poor motivation and staff development. Although it may be perceived that motivation differ from an employee's needs, various organizational factors play a significant role in motivating its employees.

Macarambon (2023) stated that one of the biggest problems that beset most agencies in the Philippines nowadays is the status of employment of its employees. Many would be hired on a contractual or casual basis only giving rise to the financial benefits that they would receive.

Consequently, the motivation of employees on their job security and to be the best in their job is normally put to the test. In fact, this is the reason why during the time of President Rodrigo Roa Duterte, there was an attempt to end of Contract (ENDO), which was a form of contractualization involving companies who are hiring workers on a temporary basis shorter than six months and then terminating their contract shortly before regularization in order to avoid paying fees that comes with being regularized. Some private businesses adopt such practices.

The public and private Technical Vocational Institutions (TVIs) in the Province of Nueva Vizcaya are not exempt from these challenges. Though there is progress in the delivery of Technical and Vocational Education and Training (TVET) programs, there is more private individuals and even industry companies in every municipality of the province to open and register programs adapting the area-based and demand-driven TVET programs.

It has competent and skilled employees on board; however, the adequacy of employees, especially qualified TVET trainers, has still been a problem since then up to now. One of the main reasons for this is that existing trainers, even non-trainers, are under on-call or job order status, that is why there is always a high possibility of them transferring to other organization and looking for greener pasture. Another reason is that there are no established guidelines and policies related to the motivation of employees.

Henceforth, this study was undertaken to identify the motivational factors, job performance, and organizational goals of employees in Technical Vocational Institutions (TVIs) in the province with the hope that the result can contribute to further development and growth of TVIs and ultimately, the future workforce of the community. This is also contributory to the body of knowledge since studies of this nature is scarce in the province and even nationwide.

## Research Questions

The primary purpose of this study was to determine the motivational factors and job performance of employees in public and private Technical Vocational Institutions and their possible relationship with organizational goals. Specifically, it sought to answer the following questions:

1. What is the level of perception of respondents on motivational factors in terms of salary, job security, promotion, employee welfare, working environment, and training and development?
2. What is the level of perception of respondents on their job performance as to quality, quantity, and attitude towards their job?
3. What is the level of perception of respondents on organizational goals along training equipment, TVET instruction and graduate employment assistance?
4. Is there a significant relationship between motivational factors and job performance of the respondents?
5. Is there a significant relationship between motivational factors, job performance, and organizational goals of the respondents?
6. Is there a significant difference on the motivational factors, job performance, and organizational goals of the public and private TVIs?
7. Based from the result of the study, what management intervention could be implemented to improve the Job Performance of employees in Technical Vocational Institutions in Nueva Vizcaya?

## Methodology

### Research Design

This research investigation made use of quantitative research design, which involves gathering and evaluating numerical data. The research design was utilized in this study since it examined the motivational factors, job performance, and organizational goals of Technical-Vocational Institutions, both public and private in the province of Nueva Vizcaya, which requires numerical and statistical evidence. A questionnaire was used to gather data to answer the questions of the study.

This study also employed a descriptive method, specifically, the descriptive-correlational method which investigates relationship between variables without the researchers controlling or manipulating any of them (Bhandari, 2020). This was used in this study since the variables, motivational factors, job performance, and organizational goals were correlated and mediated by the respondents' institutional category. The purpose of correlational studies is to assist researchers in assessing the degree of relationship between various variables in the population of interest. It helps researchers to ascertain how much variation is caused by another variable.

### Respondents

Research respondents consisted of eighty-eight (88) personnel or 65 percent of the 134 total number of personnel from the public and private TVIs in the province of Nueva Vizcaya. The respondents were randomly selected.

### Instrument

To realize the purpose of the research study, questionnaires were prepared and adapted to measure the factors of motivation that affect the respondents' job performance in achieving their institutional goals. The study adapted research instrumentation from Hein Htet (2019); Manalo and Apat (2021); TESDA Board Resolution No. 98-03.

### Procedure

The study involved validating questionnaires, obtaining permission from the Acting Provincial Director of TESDA Nueva Vizcaya and institution head of the different TVIs, and administering the questionnaire personally and assisted by institution staff. data gathered were tallied, tabulated and computed subject to statistical treatment and interpreted to answer the specific problems of the study. The researcher made sure that the respondents were willing to participate in the study and that their responses were treated with strict

confidentiality. Conclusions and recommendations were drawn based on the findings.

## Results and Discussion

Table 1. Respondents' Level of Perceptions on Motivational Factors

Motivational Factor	Public TVI		Private TVI		Overall Mean	Qualitative Description
	Mean	Qualitative Description	Mean	Qualitative Description		
Salary	3.31	High	3.27	High	3.29	High
Job Security	3.37	High	3.51	Very High	3.44	High
Promotion	3.04	High	3.29	High	3.17	High
Employee Welfare	2.95	High	2.97	High	2.96	High
Working Environment	3.26	High	3.62	High	3.44	High
Training and Development	3.32	High	3.66	High	3.49	High
Grand Mean	3.21	High	3.39	High	3.30	High

Legend: 3.50 – 4.00 Very High, 2.50 – 3.49 High, 1.50 – 2.49 Low, 1.00 – 1.49 Very Low

The table 1 depicts that public and private TVI personnel have high perception level of motivational factors. For the public TVI employees, they perceived salary, job security, promotion, employee welfare, and training and development as high as attested by the means of 3.31, 3.37, 3.04, 2.95, 3.36, and 3.32 respectively or a grand mean of 3.21.

On the other hand, the private TVI personnel perceived job security, working environment, and training and development as very high as signified by the means of 3.51, 3.62, 3.66 respectively, but high on salary, promotion, and employee welfare as marked by the means of 3.27, 3.29, and 2.97 respectively.

Overall, the respondents' perceptions of motivational factors is high in salary ( $x=3.29$ ); job security ( $x=3.44$ ); promotion ( $x=3.17$ ); employee welfare ( $x=2.96$ ); working environment ( $x=3.44$ ); and training and development ( $x=3.49$ ), or a grand mean of 3.30.

It could be inferred that both sets of respondents speak highly about their institution, although the employees from the private TVIs have higher perceptions. This could mean further that both sets of respondents are highly motivated by the identified motivational factors, with training and development being the highest and employee welfare the least. This further implies that the respondents are primarily highly motivated by training and development, perhaps because through training and development, they gain more knowledge, refine their skills, and strengthen their values and positive attitudes. At the end, these knowledge, skills and values may pave the way for promotion in position and salary, as well as job security. This finding also implies that the TVIs could dig deeper into the employees' welfare, perhaps focusing on matters beyond provision of materials benefits like retirement and insurance benefits.

In line with this finding, Delgado et al. (2018) discussed that employee motivation is vital for all individuals, whether in public or private organizations. A motivated workforce means a highly productive staff, which helps an organization achieve its goals. Narag (2018) agreed that efficiency and productivity will increase if employees are highly motivated and contented with their jobs. Motivation plays a vital role to a person because it will help him or her accomplish personal goals and advance their personal growth. If a person is motivated, he or she will have happiness. Working in a productive team would benefit a person individually. The more employees are motivated, the more empowered the team. They provide profitable and success to the organization.

Table 2. Respondents' Level of Perceptions on Their Job Performance

Job Performance	Public TVI		Private TVI		Overall Mean	Qualitative Description
	Mean	Qualitative Description	Mean	Qualitative Description		
Quality	3.29	High	3.37	High	3.33	High
Quantity	3.40	High	3.37	High	3.39	High
Attitudes Towards the Job	3.41	High	3.59	Very High	3.50	Very High
Grand Mean	3.37	High	3.44	High	3.40	High

Legend: 3.50 – 4.00 Very High, 2.50 – 3.49 High, 1.50 – 2.49 Low, 1.00 – 1.49 Very Low

Table 2 displays the summary of the respondents' perception level of their job performance. As reflected in the table, the respondents from public TVIs perceived their job performance, as signified by the grand mean of 3.37; 3.29 along quality; 3.40 for quantity; and 3.41 for attitude toward their job, all qualitative described as high.

Likewise, the respondents from private TVIs also viewed quality and quantity in job performance as high, both with a mean of 3.37 but very high along attitude toward their job as testified by the mean of 3.59. Nonetheless, their job performance is regarded as high with a grand mean of 3.44.

Overall, job performance of both sets of respondents along quality and quantity as high as indicated by the means of 3.33 and 3.39 respectively, and 3.50 or very high for attitude towards their job. The grand mean for job performance ( $x=3.40$ ) indicates that the respondents' job performance is high.

The high job performance of the respondents may be attributed to the fact that even before they joined the profession, they already

anticipated what they are expected to do. Upon entry to their job, they are already oriented with the nature of their work, their duties and functions, the outcome of the work they have done, and the people they work with and for whom. So, it might have been instilled in their mind that they have to be accurate, thorough competent, productive, able to manage their time, understand their work, to work with others, and to communicate.

Employees' job performance is the most crucial component for any organization, as their work determines whether it succeeds or fails. Performance is the result of actions taken by employees using their skills in a certain setting (Ayele 2018). Ekundayo (2018) also refers employee performance to the efficiency and effectiveness of employees in achieving the organizational goals and objectives. Macarambon (2023) argued that job performance is correlated with an individual's openness and readiness to try new things on the job which ultimately increase productivity. Job performance can be described as "all the behaviors employees engage in while at work". Additionally, job performance has been defined as the amount and quality of work that each employee is required to perform.

Table 3. Respondents' Level of Perceptions on Organizational Goals

Organizational Goals	Public TVI		Private TVI		Overall Mean	Qualitative Description
	Mean	Qualitative Description	Mean	Qualitative Description		
Training Equipment	3.15	High	3.59	Very High	3.37	High
Instruction	3.35	High	3.73	Very High	3.54	Very High
Graduate Employment Assistance	3.40	High	3.62	Very High	3.51	Very High
Grand Mean	3.30	High	3.65	Very High	3.37	High

*Legend: 3.50 – 4.00 Very High, 2.50 – 3.49 High, 1.50 – 2.49 Low, 1.00 – 1.49 Very Low*

Table 3 reveals that respondents perceived attainment of their organizational goals through the provision of training equipment, instruction, and graduate employment assistance as high with a grand mean of 3.47. As in other tables, the respondents from private TVIs regarded the attainment of their institution's goals through training equipment, instruction, and graduate employment program, as very high as evidenced by the means of 3.59; 3.73, and 3.62 respectively and a grand mean of 3.65.

Meanwhile, those in the public TVI considered achievement of goals through training equipment, instruction, and graduate employment assistance as high with the means of 3.15, 3.35, and 3.40 respectively and a grand mean of 3.30.

Notwithstanding, when the evaluation of the two sets of respondents were taken as one, the achievement of the institutions' goals was evaluated as high with grand mean of ( $x=3.47$ ) despite the very high assessment of its instruction ( $x=3.54$ ) and graduate employment assistance ( $x=3.51$ ) and high in terms of training equipment ( $x=3.37$ ).

This implies that to attain the goals of their institution, training equipment should be made more available and accessible. This is especially evident in the public TVIs wherein this construct was evaluated only as high. Of course, highly achieving one's institutional goals is impressive but there is much room for improvement. The high evaluation can still be enhanced, and the very high evaluation must be sustained. Having said this, TVIs are therefore encouraged to invest much more on the improvement of training equipment, instruction, and graduate employment assistance to successfully realize organizational goals.

Kotlar et al. (2018) elucidated that the existence of specific organizational goals is a well-established and fundamental tenet in organizational and management research, it is time and long overdue for this body of knowledge to be re-examined. There has been minimal effort to integrate and assess the consequences of these many goals on organizational behavior and performance, and many significant aspects of organizational goals have received fragmented attention. In addition to developing an analytical framework and reviewing the body of theoretical and empirical research on organizational objectives, Kotlar (2018) highlighted the diversity of organizational goals, their characteristics, antecedents and results, and the significance of context and feedback loops. Using the framework as a guide, Kotlar outlined a research agenda to advance our understanding of organizational goals and their implications for performance and behavior.

Table 4. Correlation between Motivational Factors and Job Performance of the Employees

Variables Correlated	Computed r-value	p-value	Remarks
Motivational factors and job performance	0.55	0.000	Significant

As reflected in table 4, the respondents' motivational factors are significantly correlated with their job performance. This is indicated by the computed r-value of 0.55 and a p-value of 0.000. Hence, the null hypothesis that motivational factors are not significantly correlated is rejected. There exists a significant relationship between motivation factors and employee job performance.

This could mean that as motivation levels up, job performance correspondingly goes up. Conversely, if motivation is low, job performance also becomes low. When employees receive competitive salary, feel secure in their job, have huge opportunities for promotion, have pleasant working environment, and are entitled to training and development, they have the tendency to perform their job excellently. In contrast, if individuals do not experience the same, they feel dissatisfied, depressed, and burnt out, so they do not concentrate in their job and wallow in discontentment and bitterness. For an organization to succeed, it should be able to motivate its workforce so they can demonstrate job performance in terms of quantity, quality, and attitude toward work in a manner that results in

the betterment of the institution.

In addition, Quora (n.d.) argued that motivation affects a person's behavior by driving, selecting, and directing their goals and behavior. Highly driven people typically put in more effort, persevere longer, and participate more actively in their tasks or activities. This increased motivation can lead to positive outcomes; namely improved performance as they put forth focus and dedication; the drive and energy to work towards specific goals; maintaining effort and commitment in the face of challenges or setbacks, enhanced creativity and innovative thinking; and individuals' overall well-being and sense of satisfaction.

Table 5. *Correlation between and among Motivational Factors, Job Performance of the Employees, and Organizational Goals*

<i>Variables Correlated</i>	<i>Computed r-value</i>	<i>p-value</i>	<i>Remarks</i>
Motivational factors and Organizational Goals	0.700	0.000	Significant
Job Performance and Organizational Goals	0.560	0.000	Significant

It appears in table 5 that motivational factors affecting employees significantly correlated with organizational goals, as marked by the computer r-value of 0.700 and p-value of 0.000, which is lower than 0.05 significance level. This led to the rejection of the null hypothesis that there is no significant relationship between motivational factors and organizational goals.

This implies that when motivation is high, it follows that organizational goals are achieved. On the negative side, if motivation is low, the level to which organizational goals are attained would also be low.

This is but logical because if employees are not motivated, they would care less whether the institution wherein they work reaches its goals or not. They would focus on their individual goals and as long as they achieve these goals, they would not mind whatever happens in their organization. They would only work for their own interest and welfare.

In contrast, highly motivated employees would align their individual goals with that of the institution; that is they work for the attainment of their own goals and at the same time, work even harder for the attainment of the institution's goals. In other words, they treat the goals of the institution as their own, they take ownership of the said goals.

Table 5 also reflects that job performance is significantly correlated with attainment of organizational goals. This is evidenced by the computed r-value of 0.560 and a p-value of 0.000, which is lower than the 0.05 significance level. This suggests that as job performance level goes up, the attainment of organizational goals, correspondingly levels up. When employees perform their job to the best as their capabilities allow, the goals of the institution are most likely to be achieved. This is because employees have the responsibility to protect their team and organization. When employees are not performing to the expected level, it can impact the entire team and organization. Poor performance can lead to decreased morale, decreased engagement, and turnover, which affect organizational performance.

These statements are supported by Novakovic (2024) who emphasized that job effectiveness is crucial to arrangement. If workers are not performing up to par, they put their teams, companies and departments in jeopardy. Employee performance is described as how well employees carry out their tasks and job responsibilities in terms of quality, quantity, efficiency and consistency and is closely related to employee productivity. Enhancing employee productivity is naturally in the interests of the organization. If employees possess the knowledge, experience and skills, are highly motivated, healthy and well, psychologically resilient, and are managed well, they would be able to perform their job as expected of them or even beyond.

Table 6. *Summary of t-test Computation on the Motivational Factors, Job Performance, and Organizational Goals between the Public and Private TVIs*

<i>Indicators</i>	<i>Groupings</i>	<i>Mean</i>	<i>Df</i>	<i>Computed t-Value</i>	<i>p-value</i>	<i>Remarks</i>
Motivational Factors	Public TVI/TTI	3.208	86	2.03	0.047	Significant
	Private TVI	3.389				
Job Performance	Public TVI/TTI	3.365	86	0.884	0.381	Not Significant
	Private TVI	3.444				
Organizational Goals	Public TVI/TTI	3.301	86	3.035	0.004	Significant
	Private TVI	3.647				

As shown in table 6, there exists a significant variation between the perceptions of the respondents coming from the public TVIs on motivation factors and those of the respondents from private TVIs. This is evidenced by the computed t-value of 2.03 for 86 degrees of freedom at a p-value of 0.047681. Apparently, the respondents drawn from private TVIs have higher level of motivation along with the identified factors, as compared to those in the public TVIs. This comes as surprise knowing that public schools, whether academic or tech-voc, are government funded, and therefore can provide competitive salary, fringe benefits, adequate facilities and equipment and can care for the welfare of the employees. On the part of private TVIs, they are always vocal about the stability of their schools in terms of logistics. They have always aired their sentiment of struggling for their continued operation in order to help produce people

who can contribute to the labor force of the country.

Relative to this finding, Esteve (2020) remarked that managers in the public sector have never had a harder time inspiring employees than they do now. Governments are under pressure to reduce spending, which has resulted in lower wages and more work, which has demotivated employees. He determined that six elements are essential for inspiring public servants. Internal job satisfaction drives half of these triggers, while external results drive the other half. His findings showed that incentives are the most prominent factor for keeping public employees motivated; followed by enjoyment they derive in their work; meaningfulness of their work; relatedness to others; warm glow from a sense helping others; valuing the outcomes of their work, being prosocial due to affection and compassion, and commitment to group.

Ultimately, the choice between public and private sectors often boils down to an individual's priorities, such as compensation, career growth, work culture, and the type of work he finds more fulfilling Quora (n.d.).

## Conclusions

Based on the significant findings of this study, the following conclusions were drawn:

The respondents drawn from both public and private schools are highly motivated by salary, job security, promotion, employee welfare, working environment, and training and development. This means that these motivational factors should be present in the workplace as it drives positive output that leads to the attainment of the organizational goals. Both groups of respondents demonstrate a high level of job performance in terms of quality, quantity and attitude towards work. This may be attributed to the fact that even before they joined the profession, they already anticipated what they are expected to do. Upon entering their job, they are already oriented with the nature of their work, their duties and functions, the outcome of the work they have done, and the people they work with and for whom. So, it might have been instilled in their mind that they have to be accurate, thorough competent, productive, able to manage their time, understand their work, to work with others, and to communicate. Organizational goals achievement in terms of training equipment, instruction, and graduate employment assistance was perceived by the respondents as high.

The result implied that achieving one's institutional goals is impressive but there is always room for improvement. The high evaluation can still be enhanced, and the very high evaluation must be sustained. There exists a significant relationship between motivational factors and job performance. This could mean that as motivation levels up, job performance correspondingly goes up. Conversely, if motivation is low, job performance also becomes low. Organization goals achievement is influenced by motivational factors and job performance of employees. This implies that when motivation is high, it follows that organizational goals are achieved. On the negative side, if motivation is low, the level to which organizational goals are attained would also be low. Motivational factors and organizational goals constitute significant differences between the public and private TVIs opposite to job performance. Based from the results of the study, a seminar workshop was proposed to enhance employees' motivation, job performance, and organizational alignment through effective use of training equipment.

In this light of the aforementioned significant findings and conclusions, the following are recommended:

To increase the motivation of employees in both public and private TVIs, management may consider the inclusion of employees' welfare specifically in providing transportation and housing to employees from far-flung areas. Management of TVIs may continue to monitor their employees' job performance through giving important feedback, recognizing their accomplishments, conducting team building, and having regular dialogue with their employees. Procurement of modern and relevant industrial training equipment may be considered by the TVIs in order to provide TVET students with the skills and knowledge they need to succeed in specific trades and industries. Current and effective training and teaching strategies may also be observed and monitored to ensure students' acquisition of relevant knowledge and skills of the qualifications/TVET programs they are enrolled in. Since motivational factors and job performance are significantly correlated, TVIs need to explore other factors that can motivate employees besides those considered in this study. This may include self-esteem, self-actualization, emotional intelligence, resilience and so on. The attainment of organizational goals is mediated by motivational factors and job performance. Hence, organizational management and the entire workplace of the organization have to work cooperatively, display openness and sensitivity to organizational concerns and this can be done through regular meetings and open communication. This study may be replicated using variables not included in the study.

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