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Mediating Effect of Job Satisfaction on the Relationship Between Achievement Motivation Behavior and Work Performance of Employees in the Department of Education

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A Thesis Presented to the Faculty of the Professional Schools University of Mindanao Davao City

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ABSTRACT

The main purpose of this study was to determine whether job satisfactionmediates the relationship between achievement motivation behavior and work performance among non-teaching employees ofthe Department of Education. The study employed the quantitative, non-experimental design using a correlational technique. The respondents were the 306 non-teaching personnel of the Department of Education, Davao de Oro Division. Mean, Pearson-r, and Path Analysis were used in determining the findings of the study. Moreover, adapted survey questionnaires were used for achievement motivation behavior, work performance, and job satisfaction. Results reveal that the level of achievement motivation behavior is high; the level of work performance is moderate; the level of job satisfaction is high; there is a significant relationship between achievement motivation behavior and work performance, there is a significant relationship between levels of achievement motivation behavior and job satisfaction, and there is a significant relationship between job satisfaction and work performance. Further, partial mediation was achieved when job satisfaction mediated the relationship between achievement motivation behavior and work performance.

Keywords: *job satisfaction, work performance, achievement motivation behavior, quantitative design, path analysis, Philippines*

INTRODUCTION

Rationale

Employees' poor work performance can be disastrous to an organization (Zhang, 2017). Often, organizations fail due to poor work performance of employees and causes issues in the management aspects in terms of effective communication, lack of resources, implementation of performance appraisal system, recognition of good performance done by members, and members' views are not

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given recognition (Helgane, 2018). In Indonesia, companies are running the risk of closing down their business. They are nailed at the bottom line, which affects the total achievement of their employee and their company as work performance drops at the lowest level (Muda, Rafiki, &Harahap, 2017). In Malaysia, though the management provides training & development programs, rewards in the form of bonus and promotion to employees with satisfactory performance to motivate them, still, issues related to employee work performance continues to arise from time to time which hampers the company's production (Munisamy, 2018).

Employee work performance is very important in every organization, for this ensures that employees are working hard to contribute to achieving the organization's mission and objectives. This awareness sets expectations and motivates employees to work hard in the organization's expectations. Moreover, employee work performance provides complete management for organizations to assess the performance results of organizations and employees. Employee work performance could be expected, assessed, and encouraged. It was pressed out that the importance of employee work performance continuously improves organizational performance, and this can be achieved by improved individual employee work performance (Zhang, 2012; Macky& Johnson; 2000).

The researcher conducted an extensive reading and review of the literature and found that achievement motivation behavior, employee work performance, and job satisfaction are associated in various aspects. Maslow's needs hierarchy theory was developed to explain human motivation, job satisfaction, and performance. Individuals who are satisfied can feel as though they belong to the workplace, become motivated to work, and self-actualize the organizations' goals to achieve better outcomes (Hassard, Teoh, & Cox, 2018). It stimulates personal capabilities, constant efforts with drive, and obtaining a sense of satisfaction (Singh, 2017; Bornholt&Goodnow, 2009). Additionally, it was confirmed that achievement motivation behavior is an expectancy of finding satisfaction in the mastery of difficult and challenging performances, whereas, in the field of education, in particular, it stands for the pursuit of excellence of both teaching and non-teaching employees (Coleman, 2011; Singh, 2017).

Meanwhile, it is observed that job satisfaction is an effective tool in controlling the ill-effects of role conflicts and job-induced tension and minimizes labor turnover. Greater job satisfaction has been generally related to lower labor turnover and is strongly related to work performance. Considering the essentiality of enhancing employee job satisfaction, employers need to find ways and means to increase job satisfaction and improve employee performance on a sustainable basis to build the organization's image (Rane, 2011).In this context, the researcher is interested in determining whether the achievement motivation behavior determines employee work performance. It can raise concern to the intended beneficiaries of this study and possibly develop intervention schemes to improve school and office administration, thus, the need to conduct this study.

Research Objectives

The study's main purpose was to determine the mediating effect of job satisfaction on the relationship between achievement motivation behavior and employee work performance. Specifically, this sought to achieve the following objectives:

1. To assess the level of achievement motivation behaviorof non-teaching employees in terms of:
    1.1   motivation to avoid failure;
    1.2   motivation to achieve success; and
    1.3   motivation to take challenges.
2. To ascertain the level employee work performanceof non-teaching employees in terms of:
    2.1   task performance;
    2.2   contextual performance; and

      2.3   counterproductive work behavior.

3. To evaluate the level of job satisfaction of non-teaching employees.

4. To determine the significant relationship between:

      4.1 achievement motivation behavior and work performance;

      4.2 achievement motivation behavior and job satisfaction; and

      4.3 job satisfaction and work performance.

5. To determine the significance of mediation of job satisfaction on the relationship between achievement motivation behavior and employee work performance.

Hypothesis

The following hypotheses were tested at a 0.05 level of significance:

1. There are no significant relationships among achievement motivation behavior, employee work performance, and job satisfaction.

2. Job satisfaction has no significant mediating effect on the relationship between achievement motivation behavior and employee work performanceof the non-teaching employee of the Department of Education.

Review of Related Literature

The literature and related studies on the variables of this research are presented in this section. The different readings shows the concepts, influences and effects of job satisfaction to the relationship between achievement motivation behavior and employee work performance. Achievement motivation behavior considered these indicators: *motivation to avoid failure, motivation to achieve success, and motivation to take challenges* (Fu, 2016), while employee work performance has the following indicators: *task performance, contextual performance,* and *counterproductive work behavior*(Koopmans, 2018). Furthermore, the *job satisfaction* of non-teaching staff (Ngeny, 2016) will be used as a mediating variable in this study which is also being discussed in this section.

Achievement Motivation Behavior

One of the most important factors that lead one to their goals is the drive. This drive is known as motivation. It is a zest and determination with a kind of excitement that leads one to persevere to reach greater heights, no matter what avenue of their life, be it – personal or professional. The drive may come from an internal or external source. The individual determines this. The factors that motivate an individual keep changing as one climbs the ladder of age and maturity. Achievement of one goal sets the ball rolling for another one to be achieved, and this is why one needs to have achievement motivation behavior (Singh, 2017).

Accordingly, achievement motivation denotes processes leading to behavior that aims to achieve a certain criterion or standard. The criterion can be any goal or objective, formal or informal, set by an individual or by others, inany professional or leisure domain,which provides a guide for evaluating success and failure. Achievement motivation behavior explains the processes underlying achievement-oriented behavior. To a large degree, these reflect the scientific zeitgeist of their development and the ideological beliefs of the inquiry (Erpenbach& Forte, 2017).

Achievement motivation behavior can be defined as the driving force behind all the actions of an individual. The influence of an individual's needs and desires has a strong impact on their behavior. Motivation is based on one's emotions and achievement-related goals. There are different forms of motivation, including extrinsic, intrinsic, physiological, and achievement motivation. There are also more negative forms of motivation. Achievement motivation can be defined as the need for success or

excellence. Individuals will satisfy their needs through different means and are driven to succeed internally and externally (Rabideau, 2018).

The first indicator for achievement motivation behavior is *motivation to avoid failure*. Achievement motivation behavior has been conceptualized in many different ways. We know that not everyone approaches an achievement situation with the same intensity. Especially achievement situation is one in which someone expects that action will be evaluated. Employees under this situation take necessary action to avoid failures that may arise(Uher, Cholewa, Kunicki, Cimbolakova, &Kasko, 2018).

It was pointed out that people possessing this quality of avoiding failure are more likely active than those not to enter into a situation others will evaluate. The factor determining whether a person will engage in a competitive state is the motive to avoid failing. It suggests the subject's personality disposition for anxiety. A high distressed person is prone to avoid competitive rivalry than one who is low in that aspect (Phillips &Gully, 2017).

Achievement motivation behaviors can affect how a person performs a task and represent a desire to show competence. These basic physiological motivational drives affect our natural behavior in different environments; thus, we avoid failures by setting precautions. Most of our goals are incentive-based and can vary from basic hunger to the need for love and the establishment of mature sexual relationships. Our achievement motives can range from biological needs to satisfying creative desires or realizing success in competitive ventures. Our behaviors, actions, thoughts, and beliefs are influenced by our inner drive to succeed (Harackiewicz, Barron, Carter, Lehto, & Elliot, 2017).

Specifically, an alternative set of predictions may be derived from the approach-avoidance framework to lessen problems. Both performance-approach and mastery goals focus on attaining competence and fostering intrinsic motivation. Individuals perceive the achievement setting as a challenge in performance-approach or mastery orientations. It likely will create excitement, encourage cognitive functioning, increase concentration and task absorption, and direct the person toward success and mastery of information which facilitates intrinsic motivation. The performance-avoidance goal is to avoid incompetence, where individuals see the achievement setting as a threat and seek to escape it. This orientation will likely elicit anxiety and withdrawal of effort and cognitive resources while disrupting concentration and motivation(Brunstein& Maier, 2015).

Avoidance motivation has been associated with many negative psychological consequences, such as performance decrements, resource depletion, and reduced well-being, particularly in the long run.Knowledge of these processes can be translated into strategies that reduce the negative consequences of avoidance motivation. It was proposed and reviewed initial support for such strategies as removing stressors, providing structure and focus, and creating opportunities to replenish and reinvigorate (Roskes, Elliot,&De Dreu, 2017).

The second indicator for achievement motivation behavior is *motivation to achieve success*. Lack of motivation can result when suddenly you reach a peak and feel you aren't making any more progress. No matter how hard you try, the same problems cannot be solved. To find a new path, pick apart the old goal or behavior and separate it into positive and negative influences. Choose a positive influence, something one do well, or something that gets one pumped. Build on this influence. In other words, motivate yourself by concentrating on your strengths, not weaknesses. By utilizing this strategy, you are attempting to build and redirect your attention from a position of weakness to a position of strength (Patsula Media, 2017).

Motivation is an important factor in everyday life. Our basic behaviors and feelings are affected by our inner drive to succeed over life's challenges while setting goals for ourselves. Our motivation also promotes our competence and self-worth as we achieve our goals. It provides us with the means to compete with others to better ourselves and seek new information to learn and absorb. Individuals

experience motivation in different ways, whether task- or ego-based in nature. Some people strive to achieve their satisfaction and self-improvement goals, while others compete in achievement settings to be classified as simply the best. Motivation and the resulting behavior are affected by the many different models of achievement motivation (Rabideau, 2018).

Meanwhile, no matter how much enjoyment people receive from their work, people in the business world must unavoidably perform tasks amid deadline threats and competition to persevere. They most definitely face some anxiety and fear about not meeting their employers' standards and performing tasks based on avoidance motivation to prevent them from losing their jobs. They may also aim to perform tasks better than co-workers for an ego boost and avoid social incompetence (Segovia, 2018).

Further, although it seems idealistic to have one's motivation completely based on receiving positive reinforcement and self-improvement to achieve personal success, perhaps it is not realistic. Motivation based on avoidance characteristics may be detrimental to oneself in excess. Still, it may be a necessary tool for developing a long-term approach and mastery goals. A delicate balance of both approach and avoidance motivation may lead to a more well-rounded and successful individual (Segovia, 2018).

The third indicator for achievement motivation behavior is *motivation to take challenges*.Motivation is the activation of goal-oriented behavior. Motivation is said to be intrinsic or extrinsic. The term is generally used for humans but, theoretically, it can also be used to describe the causes for animal behavior as well. This article refers to human motivation. According to various theories, motivation may be rooted in the basic need to minimize physical pain and maximize pleasure, or it may include specific needs such as eating and resting, or the desired object, hobby, goal, state of being, ideal, or it may be attributed to less-apparent reasons such as altruism, selfishness, morality, or avoiding mortality (Singh, 2011).

Achievement motivation is the drive to work with diligence and vitality, to constantly steer toward targets, to obtain dominance in challenging and difficult tasks, and create a sense of achievement as a result. This definition consists of three elements: stimulation of personal capabilities, constant efforts with drive, and obtaining a sense of satisfaction (Trusty, 2019).

The literature and readings about achievement motivation behavior emphasized the importance of achievement motivation behavior towards organizational success and excellence. It also served as a source in discussing the study's findings and was used to determine the indicators needed in this study.

Employee Work Performance

Employee performance is defined as the outcome of employees' contribution to attaining goals. In contrast, performance may define an organization's process, results, relevance, and success. Employee work performance is the achievement of specific tasks measured against predetermined or identified accuracy, completeness, cost, and speed standards. Employee work performance can be manifested in improved production, easiness in using the new technology, highly motivated workers (Herbert, John & Lee 2019).

Employee work performance is normally looked at in terms of outcomes. However, it can also be looked at in behavior (Armstrong, 2010). Employee work performance is measured against the performance standards set by the organization. When measuring performance, several measures can be considered, such as using productivity, efficiency, effectiveness, quality, and profitability measures (Ahuja, 2012; Nazzasi, 2018).

The first indicator for employee work performance is *task performance*. In task performance, employee work performance comprises explicit job behaviors that include the job description's

fundamental job responsibilities. Task performance requires more cognitive ability and is primarily facilitated through task knowledge, skill, and task. The primary antecedents of task performance are the ability to do the job and prior experience. In an organizational context, task performance is a contractual understanding between a manager and a subordinate to accomplish an assigned task(Pradhan & Jena, 2017).

Entrusted task performance is broken into two segments: technical–administrative task performance and leadership task performance. The expected job performance comprising of planning, organizing, and administering the day-to-day work through one's technical ability, business judgment, and so on are called technical–administrative task performance. Leadership task performance is labeled through setting strategic goals, upholding the necessary performance standards, motivating and directing subordinates to accomplish the job through encouragement, recognition, and constructive criticisms (Borman& Brush, 2016; Tripathy, 2014).

In task performance, employee work performance is the effectiveness with which job occupants execute their assigned tasks that fulfill the organization's vision while rewarding the organization and individual proportionately. It synthesized the earlier propositions of task performance by relating it to formal organizational reward stating as the demonstrated skill and behavior that influences the direct production of goods or service, or any activities that provide indirect support to the organization's core technical processes (Werner, 2017).

The second indicator for employee work performance is *contextual performance*. An individual's ability to acclimatize and provide the necessary support to the job profile in a dynamic work situation is contextual performance. Employees derive a certain amount of perfection in their assigned tasks; they try to adapt their attitude and behavior to the varied requirements of their job roles (Huang, 2017).

An effective contextual performance necessitates employees' ability to efficiently deal with volatile work circumstances (Baard, Rench, & Kozlowski, 2018), such as technological transformations, changes in one's core job assignment, and restructuring an organization. Evolutions of various new occupations as an offshoot of technological innovation need employees to engage in new learning and adapt to changes in an efficient manner (Griffin, Parker, & Mason, 2016).

Meanwhile, the employees are also expected to adjust their interpersonal behavior in such changed circumstances to work successfully with a wide range of peers and subordinates. Griffin, Neal, and Parker (2016) cited that job proficiency may aid in wholesome work performance. Still, adaptability and pro-activeness to one's job role are important to address uncertain business environments.Contextual performance is a prosocial behavior demonstrated by individuals in a work set-up. Such behaviors are expected of an employee, but they are not overtly mentioned in one's job description. These kinds of unstated expectations are called prosocial behavior or extra-role behavior.

The contextual performance is elaborated on the feeling and viewpoint that employees embrace about their colleagues. A kind of fellow feeling gets intensified through team spirit, wherein employees can share their issues and problems willingly and freely with each other within the organization. It is a worthy endeavor for deriving organizational success (Jones, 2017; William, Swee-Lim, & Cesar, 2015). Earlier researchers in this context have advocated that growth in team spirit within an organization results in better employee performance a happier. Contextual performance is a kind of attitude like volunteering for extra work, helping others in solving difficult tasks, upholding enthusiasm at work, cooperating with others at the time of need, sharing critical resources and information for organizational development, abiding by the prescribed rules and regulations, and supporting organizational decisions for a better change(Coleman&Borman, 2016).

The third indicator for employee work performance is *counterproductive work behavior*. Employee work performance based on counterproductive work behavior is a condition and an assumption

for the performance and success of a company on the market. To ensure competitive ability, the quality of human resources, management, and related measurement and performance assessment are at the forefront of company interest. Employee assessment affects people's performance, development, and motivation and provides the necessary information about the employees. It allows the organization to monitor employee performance and compare their work with other collaborators(Szabo, Mikva, &Vanova, 2018).

Employee work performance is a very considerable factor influencing the profitability of any organization (Bevan, 2017). Performance is important for organizations as employees' performance leads to business success. Also, performance is important for individuals, as achieving tasks can be a source of satisfaction. It can be defined as behaviors or activities performed to accomplish its objectives (Muchhal, 2017).

Employee work performance is the result of the work of a person or group in an organization at a particular time, which reflects how well the person or group reaches the qualification of a job in a mission of the organization's goal achievement. Many factors could influence the employee's job performance, including equipment, physical work environment, meaningful work, standard operating procedures, the reward for good or bad systems, performance expectancy, feedback on performance, and knowledge, skills, and attitudes (Stup, 2018).

Furthermore, the initial presentation and discussion of various literature have helped bring one of the most important variables of the study: work performance. It implied that high performance might positively impact both employees and organizations. Promotion on the part of individual employees and higher productivity on the part of the organization. These also served as support to the results and findings of the study and a source for the study's research instrument.

Job Satisfaction

In an educational institution, job satisfaction is a present-and past-oriented affective state of like or dislike that results when an employee evaluates their work role. Administrators and superintendents needed to develop and encourage job satisfaction among all workers. Consequently, positive work commitment begins with administrators cultivating job satisfaction (Hoy &Miskel, 2016).

Many researchers have examined the contentment of employees who identified job security as a job satisfaction construct and one of the causes of dropping the work (Koh, 2015). Bolger (2016) hypothesized that employees' perception of the occupation directly affects their job satisfaction. His study showed that employees prefer to work when their daily ends are being met and feel that everyone within the workplace is enjoying a happy working relationship.

Consequently, various reasons account for why employees move from one place to another or leave the profession or why workers seem dissatisfied with their works(Boyd, Grossman, Lankford, Loeb, &Wyckoff, 2018). Some workers who move from other work seek better working conditions in improved office relations, a more collaborative environment, or more friendly work assignments. Many employees who leave the profession seek more control over their work environment (Marvel, 2016).

Moreover, based upon Maslow's theory of human motivation, one of the most frequently cited theories of motivation in the management and organizational literature, (Gawel (2017) concluded that the esteem needs of employees are not being met, causing dissatisfaction and stress due to bulk of job responsibilities handled by them. Job satisfaction demands equal responsibilities among workers and appreciation of their tasks.

Finally, the culture of a work environment could potentially influence an employee's sense of efficacy, collegiality, and development (Little, 2016) which are components of job satisfaction. The engagement of the school community can boost employees' job satisfaction. Employees become

motivated to do their tasks when the community comes to school or office to support their plans to improve work performance.

In summary, the presentations specified that job satisfaction measures workers' contentedness with their job, whether they like the job or individual aspects or facets of jobs, such as nature of work or supervision and can be measured in cognitive, affective, and behavioral components. The discussions are significant as these were used in determining the instruments needed in this study.

Correlation between Measures

In an attempt to establish the relationships between variables, the researcher has found relevant literature that nearly supports the objectives of this study or would negate the null hypotheses. These were taken from the various readings that the researcher had undergone.

As expressed in Mamoudi and Rostami's (2017) concept, achievement motivation behavior shows individuals' interest in better working, effectively organizing workplace, solving work-related problems, increasing work amount and job quality, and competing for better choices. In other words, it manifests itself in interest in doing better and effective work performance than ever. It shows that achievement motivation behavior correlates with better and higher employee work performance.

As pointed out by Gandomi (2018), in directing achievement motivation behavior and needs toward valuable and certain objectives, ones with high achievement motivation behavior try to improve their work and have high self-efficacy and confidence. Employees who highly value work achievement behavior have high job satisfaction. They prefer personal responsibilities and want to know about their satisfaction with their output.

Meanwhile, Kaliski (2017) pointed out that job satisfaction can be perceived as feelings of accomplishment and how successful an employee is on their job, directly affecting employee work performance and well-being. Moreover, George and Jones (2018) suggest that job satisfaction comprises individuals' beliefs and feelings about their respective jobs. However, job satisfaction is multi-dimensional and intricate; it can be viewed differently by different individuals. Usually, it is related to motivation, even though the scope of the connection is still not very clear.

Job satisfaction is determined by some elements in the workplace, including financial packages like salaries, opportunities, advancement, working conditions, and workgroup; further, the resultant effect of the determinant serves as a yardstick for job satisfaction of dissatisfaction and what the outcome will be. Aziri (2019) asserted that when discussing issues regarding job satisfaction, job dissatisfaction should be considered to ensure balance. Squires, Hoben, Carleton, and Graham (2015) argued that though dissatisfied employees may not quit their jobs, such feelings of dissatisfaction can impact them, their colleagues as well as their quality of performance and the service they deliver in the sense that such dissatisfied employees have tendencies of displaying hostility on other employees in the workplace.

Furthermore, observing the connection between job satisfaction and work performance by a sample of public service officials in Malaysia realize that organizational learning was established to be positively akin to organizational commitment, job satisfaction, and work performance (Rose, Kumar, & Pak, 2016). In the same vein, Raza, Rafique, Ali, Mohsin, and Shah (2015) also conduct a study to probe the connection between job satisfaction and sales representative's work performance with adaptive selling deeds of organizations; the study divulges that there is a strong association of salesperson work performance and job satisfaction.

The literature and studies provide the most needed knowledge and background on topics achievement motivation behavior, work performance, and job satisfaction as subjects under study, specifically on the relationship among these variables and how these variables and their indicators affect one another. The knowledge and concepts coming from renowned scholars and researchers contribute

with much understanding in the formulation of the theoretical framework and the development of the questionnaire and used in the discussion of the study's findings.

Theoretical Framework

This study mainly focuses on Maslow's needs hierarchy theory developed to explain human motivation, job satisfaction, and performance (Chand, 2020). Employees who are motivated to do their tasks tend to have better performance. In the same way, motivated individuals are satisfied with their job and work excellently to achieve greater performance.

In support, Schermerhorn's (2008) Integrated Model of Individual Motivation to Work has a connection in this study. It provides details of the interaction and interdependence of the three variables, achievement motivation behavior, employee work performance, and job satisfaction. It can be clearly understood that job satisfaction, employee work performance, and achievement motivation behavior is a circular process rather than a linear process because of the interdependence and interaction of the variables. In other words, one variable does not trigger the other variable. In this study, achievement motivation behavior may directly affect employee work performance. When employees are satisfied, an increase in employees' work performance is being expected.

Additionally, this study is supported by motivation theories generally divided into three parts: Reinforcement, Content, and Process Theories (McShane, 2004). Reinforcement theories deal with how individuals' behaviors will be shaped by controlling the consequence of such behavior. On the other hand, content theories focus on satisfying the needs of employees for them to perform. In contrast, process theories emphasize the cognitive processes that occur with people's minds and influence their behavior, making them satisfied (Kotler, 2009).

Another relevant theory that will support this study is Vroom's (1964) Expectancy Theory. According to this theory, the performance of the individuals is directly associated with the possible rewards that they will likely receive. In other words, the higher the expected rewards, the more likely the employees work harder to achieve the goal or objective, whether individual or organizational. This theory illustrates the three key variables: expectancy, instrumentality, and valence. Expectancy is the probability that any effort or performance will be rewarded; instrumentality is the probability that the performance will lead to various work outcomes. Valence is the value attached to the outcome. In addition, it also confirms that human relationship is important to the extent that management should consider the blend of work expectancies, instrumentalities, and valence that support organizational objectives in the workplace (Schermerhorn, 2008).

Conceptual Framework

As shown in Figure 1, the interrelationships of the three variables, achievement motivation behavior (independent variable), work performance (dependent variable), and job satisfaction (mediating variable), are being shown. As the study's independent variable, achievement motivation behavior considers the following indicators: *motivation to avoid failure, motivation to achieve success, and motivation to take challenges* (Fu, 2011). *Motivation to avoid failure* refers to the drive that pushes an individual to prevent failure. *Motivation to succeed* means the will to achieve success. Lastly, *motivation to take challenges* refers to the fighting spirit that one has to beat some obstacles in the workplace.

Meanwhile, the dependent variable, work performance, has the following indicators: *task performance, contextual performance,* and *counterproductive work behavior* (Koopmans, 2018). *Task performance* refers to the activities performed by the employees that contribute to the organizational goals. *Contextual performance* means the activities that contribute to the social and psychological core of

the organization. *Counterproductive work behavior* refers to employee behavior that goes against the legitimate interests of an organization.
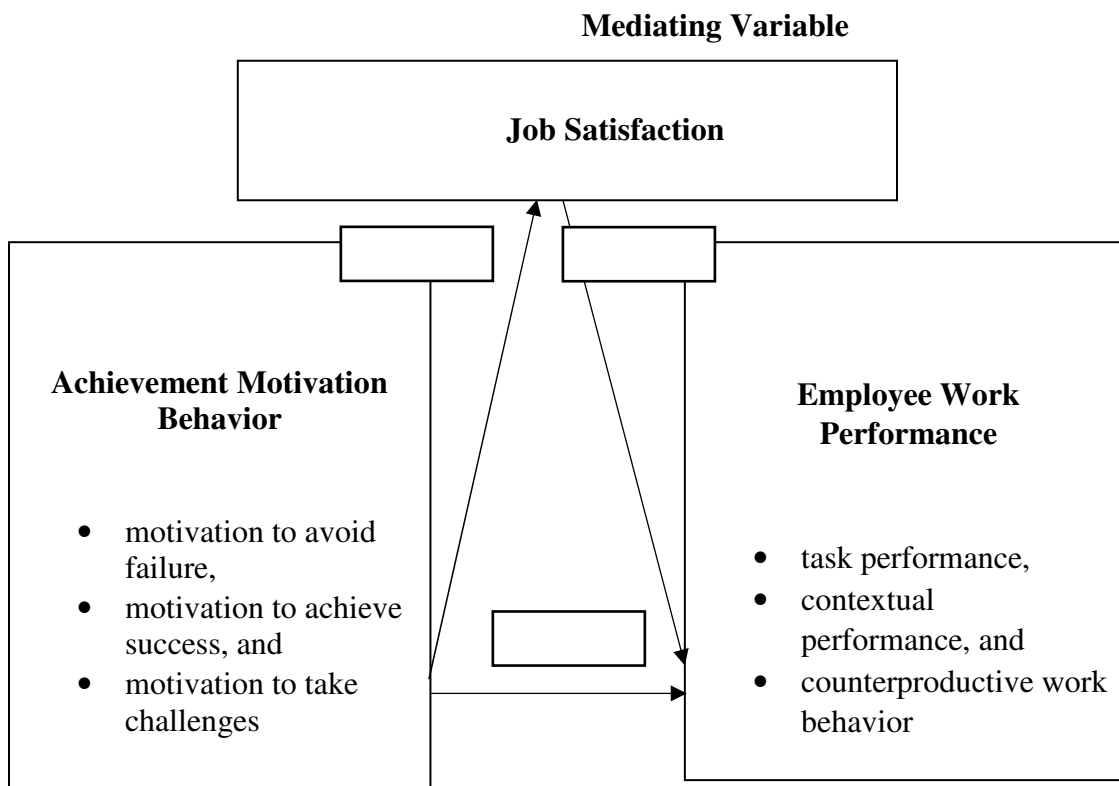
Mediating Variable

Job Satisfaction

Achievement Motivation Behavior

- motivation to avoid failure,
- motivation to achieve success, and
- motivation to take challenges

Employee Work Performance

- task performance,
- contextual performance, and
- counterproductive work behavior

*Figure 1.***The Conceptual Framework of the Study**

Significance of the Study

People who are satisfied with their job are motivated to achieve the organization's goals and tend to perform their jobs at their best. In a social context, this study is very significant for this may serve as a baseline in improving the work performance of non-teaching personnel.

Specifically, this may be beneficial to the Department of Education personnel, school heads, teachers, and future researchers. The result of the study may give information to the higher officials in the DepED. It may provide relevant information concerning the achievement motivation behavior of non-teaching personnel, which may serve as a basis for improving their work performance. Further, this study may also give relevant information in framing-up capacity building pieces of training that may help enhance the work performance. This study may help non-teaching employees maintain their job interest and satisfaction and perform a satisfactory performance of their roles and responsibilities in serving the offices they belong to.

Moreover, the result of the study may be beneficial to the school heads and teachers as well since they may benefit from the acceptable behaviors and attitudes that this personnel may give in the performance of their services. This study may give good ideas to the non-teaching employee for improving their services according to the standards of the offices they belong to.

They will give relevant information and insights and serve as a springboard for future researchers for further studies about the related variables.

Definition of Terms

For easy understanding, the following terms were given their operational definitions. Terms defined here may change their meaning after information and data were gathered from the literature and research respondents.

Achievement Motivation Behavior. It is the tendency to endeavor for success and to choose goal-oriented success or failure activities (Singh, 2017). This can be manifested through a person's motivation to avoid failure, motivation to achieve success, and motivation to take challenges.

Employee Work Performance. It refers to the continuous positive collaboration of employees within the workplace that intends to achieve the organization's goals (University of Washington, Performance Management, 2019). In this study, the term refers to task performance, contextual performance, and counterproductive work behavior.

Job satisfaction. In this study, this refers to the non-teaching employee's perception of being content in the workplace and the degree to which one is satisfied with the job.

METHOD

This chapter discusses the research steps and procedures employed in this study. It includes the research design, the research locale, the population and sample, the research instrument, the data collection procedures, the statistical tools used, and the ethical consideration.

Research Design

This research utilized a quantitative design that involved collecting, analyzing, interpreting, and writing the results of a study. This method is being used both in the survey and experimental research that relate to identifying a sample and population, specifying the type of design, collecting and analyzing data, presenting the results, making an interpretation, and writing the research in a manner consistent with a survey or experimental study (Creswell. 2014). This research design is suitable for this study since it aims to ascertain the influence of achievement motivation behavior on employee work performance. It used a descriptive-correlational technique to assess the levels of achievement motivation behavior, employee work performance, and job satisfaction of non-teaching personnel of the Department of Education of Davao de Oro.

In this research, mediation is used as job satisfaction (mediating variable) is linked with the independent variable (achievement motivation behavior) and the dependent variable (employee work performance), and whose existence explains the relationship between the other two variables. The interest of the study is to investigate the relationship between achievement motivation behavior and job satisfaction; the relationship between job satisfaction and employee work performance; the relationship between achievement motivation behavior and employee work performance; and the mediating effect of job satisfaction on the relationship between achievement motivation behavior and employee work performance of non-teaching personnel in the Department of Education, Division of Davao de Oro.

Further, path analysis was employed in determining the mediation. Mediation is relevant in this study since the researcher wanted to understand how the variables (achievement motivation behavior, employee work performance, and job satisfaction) are related. One variable causes a mediating variable that then causes a dependent variable.

Research Locale

This study was conducted in all offices, districts, and schools of the Division of Davao de Oro. It covered the entire province in which the total population of non-teaching employees was considered as respondents. The study venue was located in all offices and schools with non-teaching employees covering the entire Davao de Oro, as shown in the map in Figure 2. The researcher considered this as the study's location because she wants to know whether job satisfaction has a mediating effect on the relationship between achievement motivation behavior and work performance of non-teaching employees in the Department of Education where she belongs. Despite the good compensation and benefits provided to employees within the organization, some employees left the job to pursue better opportunities outside of the department.

Davao de Oro is a division of Davao Region. The province is covered by 11 municipalities where Department of Education public schools and offices are located; however, only schools and offices with non-teaching personnel were considered as venues; thus, the researcher conducted the study only among non-teaching in Department of Education personnel within the province. This research was carried out between October 2020 and March 2021.The said time frame was good enough for the researcher to distribute and retrieved the survey questionnaires of the study. The researcher may also have time to finalize the study by making necessary statistical treatments and discussions as well as making of revisions as it was suggested by the panel of examiners.
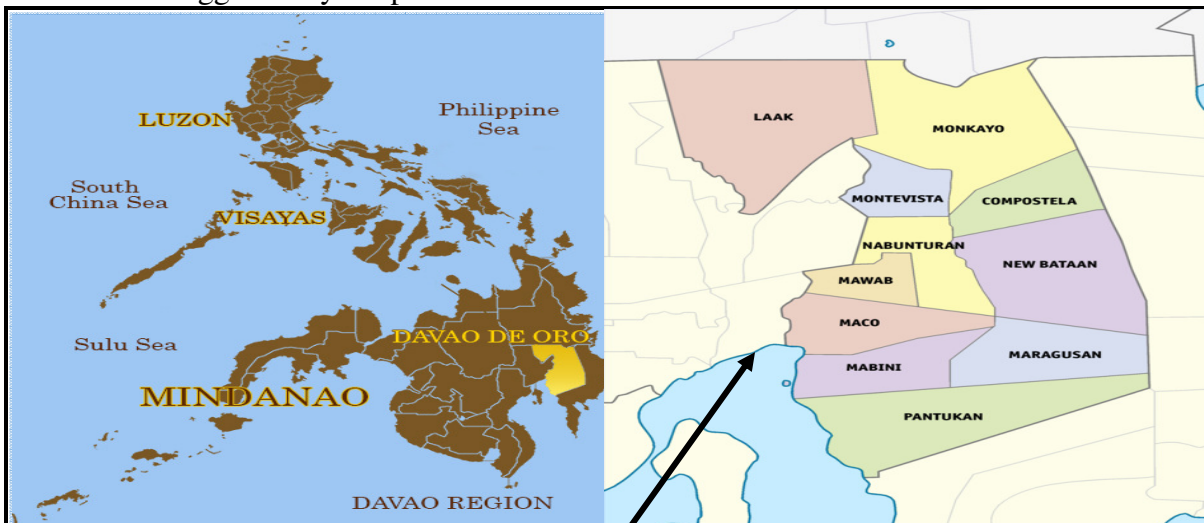

*Figure 2.*Map of the Philippines and Davao de Oro

Population and Sample

The 306 non-teaching employee population of the Department of Education, Davao de Oro, composed of 106 male employees and 200 female employees, served as respondents of the study. The non-teaching employees were the subject of the questionnaire, which evaluated the Achievement Motivation Behavior, Employee Work Performance, and Job Satisfaction Questionnaires.

This study used a simple random sampling in which every member of the population has given an equal chance of being selected. Thus, the whole population was included in the study (Crossman, 2018). This study dealt with all non-teaching employees of the Department of Education within the Division of Davao de Oro.

Further, included in this study were the non-teaching employees within the Division of Davao de Oro. They are the ones who fit respondents for the study; hence this study is being intended for the non-teaching employees within the locality. Thus, the perceptions they have given may provide useful

information to test the hypothesis of this study. Excluded groups are the teaching staff, students, and parents. This study focuses on the non-teaching employee's perceptions based on their experienc in the workplace they belong to. Also, respondents can be withdrawn from the research study if they commit falsification, plagiarism and other moral offenses or the respondents have health conditions and special needs. Participants can also withdraw from the research anytime they feel troubled or discomforted answering the survey questionnaire. The participants should let the researcher know that they want to withdraw. A participant may provide the researcher with the reason(s) for leaving the study but is not required to provide their reasons.

Research Instrument

The survey questionnaire used as an instrument in the study was composed of three (3) parts. The first part is adapted from Fu's (2011) Achievement Motivation Behavior Questionnaire. The survey questionnaire had 15 items. A five-point Likert Scale was utilized to score each item, ranging from Strongly Disagree to Strongly Agree. The original questionnaire was modified to contextualize the work setting. The modified questionnaire was validated by experts who gained an average score of 4.15 or Very High. Pilot testing was also done with a Cronbach alpha of .899. The following range of means was used in describing the level of achievement motivation behavior.

Range of Means	Descriptive Level	Interpretation
4.20 – 5.00	Very High	Measures of achievement motivation behavior are always manifested.
3.40 – 4.19	High	Measures ofachievement motivation behavior areoften manifested.
2.60 – 3.39	Moderate	Measures ofachievement motivation behavior aresometimes manifested.
1.80 – 2.59	Low	Measures of achievement motivation behavior areseldom manifested.
1.00 – 1.79	Very Low	Measures ofachievement motivation behavior arenever manifested.

The second part of the survey was the Employee Work Performance Questionnaire which pertained to how one performs one's tasks adapted from Koopmans (2018). It was composed of 15 items that measured three constructs, namely task performance, contextual performance, and counterproductive work behavior. The original questionnaire was modified to contextualize the work setting like the first questionnaire. Each item was scored using a five-point Likert Scale which ranged from Strongly Disagree to Strongly Agree. Experts also validated the modified questionnaire with a 4.10 or Very Good rating and pilot tested, which gained a Cronbach alpha of .821. The following range of means was used to describe employee work performance.

Range of Means	Descriptive Level	Interpretation
4.20 – 5.00	Very High	Measures ofemployee work performanceare always manifested
3.40 – 4.19	High	Measuresof employee work performance areoften manifested
2.60 – 3.39	Moderate	Measures of employee work performance are sometimes manifested
1.80 – 2.59	Low	Measures of employee work performance are seldom manifested
1.00 – 1.79	Very Low	Measures of employee work performance are never manifested

Furthermore, the third part of the questionnaire pertains to *job satisfaction* of non-teaching staff (Ngeny, 2016), composed of 10 item statements. The original questionnaire was modified to contextualize the work setting like the first and second questionnaires. Each item was scored using a five-point Likert Scale which ranged from Strongly Disagree to Strongly Agree. Experts also validated the modified questionnaire with a mean rating of 4.15 or high and pilot tested with a Cronbach Alpha of .810 or Good. The following range of means was used in describing the level of job satisfaction.

Range of Means	Descriptive Level	Interpretation
4.20 – 5.00	Very High	Measures ofjob satisfaction are always manifested.
3.40 – 4.19	High	Measures ofjob satisfaction areoften manifested.
2.60 – 3.39	Moderate	Measures ofjob satisfaction aresometimes manifested.
1.80 – 2.59	Low	Measures ofjob satisfactionareseldom manifested.
1.00 – 1.79	Very Low	Measures ofjob satisfactionarenever manifested.

In formulating the study's research instruments, the researcher contextualizes the content of the adapted questionnaire into the current setting. The overall mean score from the panel of experts has an average mean of 4.10 or high, and Cronbach Alpha is .826 or good.

Data Collection

The researcher took the following data collection procedures during the conduct of the study: First, permission letter for the conduct of the study from the Dean of the Graduate School as proof that the University of Mindanao officially acknowledged this research was sent to the Schools Division Superintendent, District Supervisor and School Heads of the schools concerned. The letter's content was to ask permission to conduct a study on the mediating effect of job satisfaction in the relationship between achievement motivation behavior and employee work performance among the non-teaching employee of the Department of Education.

Upon the approval of the school heads and head of offices, the Informed Consent Form (ICF) and Assent Form was given to the participants asking them permission to be part of the study. Some employees opt not to participate in the study or take the survey for granted. Nevertheless, the researcher personally explained the study's main purpose and their benefit in participating in the survey. It was done to ensure 100 percent retrieval. The study was done from October 2020 to March 2021 under pandemic time. However, the researcher distributed the survey online using google form and other platforms to reach out to all the identified respondents of the study. Upon completing the survey, a Certificate of Appearance was secured from the school heads or offices concerned to vouch that the researcher honestly collected the data from the study participants. Consequently, the gathered data were tallied, analyzed, and interpreted statistically.

Statistical Tools

The following statistical tools were used in interpreting the data that were gathered.

Mean. This was used to determine the level of achievement motivation behavior, employee work performance, and job satisfaction which addressed the first, second, and third research objectives.

Pearson's r. This statistical tool was used to determine the significance of the relationship between achievement motivation behavior and job satisfaction, job satisfaction and employee work performance, and achievement motivation behavior and employee work performance in answer to the fourth research objective. This addressed the fourth objective of the study.

Regression. This was used to determine the significant influence between achievement motivation behavior, work performance, and job satisfaction.

Path Analysis. This treatment wasemployed to determine the mediating effect of job satisfaction on the relationship between achievement motivation behavior and work performance of non-teaching employees.

Ethical Considerations

Ethical issues and concerns were observed in this quantitative study to achieve its objectives being posted in the first part of this study. The ethical considerations are pertinent to this research concern the issues of the right to conduct the study, confidentiality and anonymity. The researcher observed and followed full ethical standards in the conduct of the study following the protocol assessments and standardized criteria such as:

Voluntary Participation. The non-teaching employees of the Department of Education in the Division of Davao de Orowere given the freewill to participate without any form of consequence or penalty or loss of benefits when they intend not to participate. Therefore, after the purpose and the benefits of the study were described and presented to the participants, the rights of the respondents in contributing to the body of knowledge were carefully considered.

Privacy and Confidentiality. The researcher kept the respondents' personal information required in the study with the utmost confidentiality. In this study, all the data retrieved and gathered from the non-teaching employee-respondents were taken care of with maximum privacy and confidentiality.

Informed Consent Process. The researcher made the research questionnaire free of technical terms that would be easier for the respondents to understand. This gave the respondents a clear view of the benefits they may get after the conduct of this study. The research questionnaire was administered with the consent and approval of the identified non-teaching employees.

*Recruitment.*The study respondents were the total population of non-teaching employees of Davao de Oro Division which is shown in the population and sample. Furthermore, the data collection procedure indicates how respondents are identified, how the researcher seeks approval, and how the questionnaire was administered and retrieved.

Risks. The study has no involvement in high risk of situations that the respondents may experience in physical, psychological, or socio-economic concerns. The study just involved collecting information concerning the field of works they belong to.

Benefits. Non-teaching employees were given relevant information on the achievement motivation behavior and employee work performance data. They were provided with ideas and initiatives on how to improve the plan for the development of non-teaching performance.

Plagiarism. The study found no evidence of misrepresentation of someone else's word as one's own. Authors who contributed to the study were properly recognized and cited using APA 7th Edition Referencing. Thus, the study underwent plagiarism detectors like online plagiarism check and TurnitinSofware.

*Fabrication.*The study has no trace or evidence of intentional misinterpretation of what has been done. There is no making up of data and results or purposefully putting conclusions that are not accurate. In this study, all data were taken from the results of the survey questionnaires, which were interpreted and discussed by the researcher.

Falsification. This study has no trace of purposefully misrepresenting the work or fit model or theoretical expectation and has no evidence of over claiming or exaggeration. Data to be included in this study were coming from the study only.

*Conflict of interest (COI).*The study has no trace of conflict of interest in which professional judgment concerning primary interest such as participants' welfare or the validity of the research tends to be influenced by a secondary interest such as financial or academic gain or recognition. Solely, the study revealed the true findings of the research.

*Deceit.*The study has no trace of misleading the respondents to any potential harm. The respondents' safety is the researcher's primary concern; thus, putting them in harm is not of her intention.

Focus Group Participant Identification. Also, to address the fact that the information discovered within the group becomes common knowledge among those in attendance, this research must include a provision in the consent form reminding participants to keep the information discussed confidential.

Permission from the Organization/Location. In the conduct of the study, the researcher asked endorsement letter from the University of Mindanao for her to submit to the Office of the School Superintendent. Then, the approved letter was forwarded to the District Supervisors as a protocol in gaining permission to conduct the study in the Division of Davao de Oro. The approval was attached to the letters to be given to the School Heads concern for the researcher to start the survey initially.

*Technology Issues.*In this study, provisions as to the use of online panels, collection of data online, and how one views the information being communicated in an online environment is put in place and are made understandable to the participants before data collection was done. Further, Google form was used in collecting the data through an online survey.

Authorship. The researcher of this study is a graduate of Master in Public Administration. The study's researcher underwent a series of content revisions due to panel members' and advisers' recommendations who are considered a co-author. The study also followed the standards of the University of Mindanao Ethics Review committee for the guidelines of ethical consideration. After their approval, the study underwent pilot testing, and the data collected were interpreted for the consistency of the research questionnaire.

RESULTS

This chapter presents the data and analysis of findings based on the results. Discussions are arranged as follows: the level of achievement motivation behavior, level of employee work performance, level of job satisfaction, significance on the relationship between levels of achievement motivation behavior and job satisfaction, significance on the relationship between levels of job satisfaction and employee work performance, significance on the relationship between achievement motivation behavior and employee work performance, and mediating effect path analysis.

Level of Achievement Motivation Behavior

The level of achievement motivation behavior with its corresponding pointers is presented in Table 1. They are arranged from highest to lowest mean ratings with their respective description and standard deviations. Each indicator is analyzed and interpreted in a simplified manner to understand the readers better. The data for this variable had an overall mean of 3.61 or *high* with a standard deviation of 0.518. Indicators are lined up from highest to lowest mean ratings with their corresponding standard deviations, to wit: motivation to take challenges had a mean score of 4.43 or *very high* with a standard deviation of 0.553, motivation to achieve success had a mean rating of 3.21 or *moderate* with a standard deviation of 0.701, and motivation to avoid failure had a mean score of 3.18 or *moderate* with a standard deviation of 0.963. Commonly, the achievement motivation indicator ratings range from 4.43 to 3.18, implying a high result.

Data reflects a very high level of achievement motivation behavior in *motivation to take challenges. M*ost non-teaching personnel always manifest the act mentioned in the item. Furthermore, it was observed that motivation to achieve success and avoid failure has moderate ratings, which indicates that teachers are willing to take risks in their assigned tasks. At times they feel anxious about doing difficult tasks.

Table 1

Level of Achievement Motivation Behavior

Indicators	SD	Mean	Descriptive Level
Motivation to Avoid Failure	0.963	3.18	Moderate
Motivation to Achieve Success	0.701	3.21	Moderate
Motivation to Take Challenges	0.553	4.43	Very High
Overall	**0.518**	**3.61**	**High**

Level of Employee Work Performance

The level of employee work performance is presented hereunder, and items of the indicators of this variable are analyzed and interpreted as shown in the appendices. The standard deviation was less than 1.00, which indicated consistency of responses from the respondents. Divulged in Table 2 is the level of employee work performance of non-teaching personnel with an overall mean rating of 3.32 or

moderate with a *standard deviation of 0.384.* It could be gleaned from the data that the indicator with the highest mean rating of 4.13 or *high with a standard deviation of 0.576* is tax performance. It is followed by a contextual performance with a mean rating of 3.99 or *high with a standard deviation of 0.539*, and the lowest is counterproductive work behavior which has a mean score of 1.83 or *low with a standard deviation of 0.695.*

Table 2
Level of Employee Work Performance

Indicators	SD	Mean	Descriptive Level
Task Performance	0.576	4.13	*High*
Contextual Performance	0.539	3.99	*High*
Counterproductive Work Behavior	0.695	1.83	*Low*
Overall	**0.384**	**3.32**	***Moderate***

Level of Job Satisfaction

The level of job satisfaction with its corresponding pointers is presented in Table 3, and they are arranged from highest to lowest mean ratings with their respective description and standard deviations. Each item is also analyzed and interpreted in a simplified manner to provide a better and clear understanding to the readers. The data for this variable had an overall mean of 4.11 or *high*with a standard deviation of 0.596.

Further, item-statements are lined up from highest to lowest mean ratings and with their corresponding standard deviations and these are: being happy that the workplace does provide good health and safe working environment had a mean score of 4.28 or *very high*with a standard deviation of 0.747, feeling a strong sense of belonging to a workplace and being happy with the work because it offers a sense of achievement have mean ratings of 4.27 or *very high*with a standard deviation of 0.724 and 0.707 respectively, having the opportunity to pursue my own goals in my workplace had a mean score of 4.12 or *high*with a standard deviation of 0.739, being happy in the workplace as it provides the resources one need to meet goals had a mean score of 4.07 or *high*with a standard deviation of 0.759, being happy in the workplace because one's compensation is tied to performance had a mean score of 4.00 or *high*with a standard deviation of 0.755, feeling good because the workplace involves one when setting goals / targetshad a mean score of 3.90 or *high*with a standard deviation of 0.768.

Table 3

Level of Job Satisfaction

Items	SD	Mean	Descriptive Level
Feeling a strong sense of belonging to my workplace.	0.724	4.27	Very High
Being happy with my workplace because my compensation is tied to my performance.	0.755	4.00	High
Being happy with my work because it offers me a	0.707	4.27	Very High

sense of achievement.

Having the opportunity to pursue my own goals in my workplace.	0.739	4.12	High
Feeling good about my workplace because it utilizes all my talents and skills.	0.768	3.90	High
Feeling good because my workplace involves me when setting my goals/targets.	0.748	3.98	High
Being happy that my workplace does provide good health and a safe working environment.	0.747	4.28	Very High
Being happy with my workplace as it provides the resources I need to meet my goals.	0.759	4.07	High
Overall	**0.596**	**4.11**	**High**

Significance of the Relationship between Achievement Motivation Behavior and Job Satisfaction

Shown in Table 4 is the correlation between the levels of achievement motivation behaviorand job satisfaction. As reflected in the hypothesis, the relationship was tested at a 0.05 level of significance; it was observed that it has an overall r-value of 0.529 with a probability value of <0.05 or significant.

Results of the computation showed that when achievement motivation behavior was correlated with overall job satisfaction, the domain motivation to avoid failureyielded an r-value of 0.318 with a probability value of<*0.05* or *significant,* motivation to achieve successyielded an r-value of 0.350 with a probability value of<*0.05* or *significant,* and motivation to take challenges has an r-value of 0.489 with a probability value of <0.05 or significant. It means that there is a significant relationship between achievement motivation behavior and job satisfaction and that the two variables teacher are correlated with each other.

Table 4

Significance of the Relationship between the Achievement Motivation Behavior and Job Satisfaction

Achievement Motivation Behavior	Job Satisfaction Overall
Motivation to Avoid Failure	.318* (0.000)
Motivation to Achieve Success	.350* (0.000)
Motivation to Take Challenges	.489* (0.000)
Overall	**.529* (0.000)**

*Significant at 0.05 significance level.

Significance of the Relationship between the Job Satisfaction and Employee Work Performance

The data in Table 5 showed the correlation between levels of job satisfaction and employee work performance. As replicated in the hypothesis, the relationship was tested at a 0.05 level of significance. It was revealed that when job satisfaction was correlated with employee work performance and overall r-value of 0.479 was achieved with a probability value of <0.05.

It was further stipulated in the table that the indicator, *tasks performance,* yielded an r-valueof 0.552 with a probability value of <0.05,which show that task performance is positively correlated with the job satisfaction. It implies that tasksperformance is indeed one of the vast parts of job satisfaction. The other indicator, *contextual performance,* yielded an r-value of 0.619 with a probability value of <0.05; this shows that contextual performance is positively significant with job satisfaction. The contextual performance of non-teaching personnel plays an immense role in achieving job satisfaction. Lastly, *counterproductive work behavior* yielded an r-value of -0.143 with a probability value of <0.05; this shows that counterproductive work behavior is positively associated with job satisfaction.

Table 5

Significance of the Relationship between the Job Satisfaction and Employee Work Performance

Job Satisfaction	Employee Work Performance			
	Task Performance	**Contextual Performance**	**Counterproductive Work Behavior**	**Overall**
Overall	.552* (0.000)	.619* (0.000)	-.143* (0.012)	.479* (0.000)

*Significant at 0.05 significance level.

Significance of the Relationship between Levels of Achievement Motivation behavior and Employee Work Performance

Table 6 shows the correlation between levels of achievement motivation behavior and employee work performance. It can be depicted from the results that there was a significant positive, strong relationship between achievement motivation behavior and employee work performance, as shown in its overall correlation coefficient of 0.648 and probability value of <0.05. The hypothesis that there was no significant relationship between achievement motivation behavior and employee work performance was therefore rejected.

Distinctively, when the domains of achievement motivation behavior were correlated with the employee work performance, the indicator *motivation to avoid failure* has an r-value of 0.475 with a probability value of<0.05. It implies that the motivation to avoid failure supports the development of the employee work performance of non-teaching personnel. Likewise, the other indicator which is *motivation to achieve success* has an r-value of 0.509 with a probability value of <0.05. . It shows that motivation to achieve success is positively correlated with employee work performance. Lastly, the indicator, *motivation to take challenges,* has an r-value of 0.347 with a probability value of <0.05. Still, the result, *motivation to take challenges* is positively correlated to the employee work performance.

Meanwhile, when domains of employee work performance were correlated with overall achievement motivation behavior, the indicator task performance has an r-value 0.590 with a probability value of <0.05, contextual performance has an r-value 0.658 with a probability value of <0.05, and

counterproductive work behavior has an r-value 0.074 with a probability value of 0.195 or not significant.

Table 6

Significance of the Relationship between the Achievement Motivation Behavior and Employee Work Performance

Achievement Motivation Behavior	Employee Work Performance			
	Task Performance	Contextual Performance	Counterproductive Work Behavior	Overall
Motivation to Avoid Failure	.362* (0.000)	.356* (0.000)	.211* (0.000)	.475* (0.000)
Motivation to Achieve Success	.365* (0.000)	.532* (0.000)	.129* (0.024)	.509* (0.000)
Motivation to Take Challenges	.563* (0.000)	.555* (0.000)	-.322* (0.000)	.347* (0.000)
Overall	.590* (0.000)	.658* (0.000)	.074 (0.195)	.648* (0.000)

*Significant at 0.05 significance level.

Mediating Effect: Path Analysis

This section highlights the analysis of the mediating effect of job satisfaction on the relationship between achievement motivation behavior and employee work performance. Three outcomes are determined to identify the bestcorrelations model for this study, as shown in Table 7. The correlation between achievement motivation behavior ad job satisfaction showed a mediating effect as indicated in its path analysis with an r-value of 0.609 and probability value of <0.05.

Meanwhile, job satisfaction was correlated with employee work performance; it has an r-value of 0.122 and a probability value of <0.05. Achievement motivation behavior was also correlated with employee work performance and yielded a computation of r-value of .406 with a probability value of <0.05. All the correlations show a good mediating effect. The standardized and unstandardized models consistently showed that the three relationships showed a strong mediating effect.

Meanwhile, in establishing mediation, as revealed in Figure 3, findings indicated a significant relationship between the independent variable, achievement motivation behavior, and mediator, job satisfaction. As a matter of triangulation, further mediation analysis is warranted. This first test aims to establish that there is an effect to mediate. Since the outcome is statistically significant, then the analysis in the causal steps approach continues. Moreover, the result of the study revealed that the independent variable, achievement motivation behavior, significantly affects the dependent variable, employee work performance, yet this still can be tested for mediation and that this test requires a significant relationship between the mediator and the dependent variable, providing a sample of the conceptual theory of how the mediator is related to the dependent variable.

The hypothesis was that having achievement motivation increases employee work performance, leading to job satisfaction. The mediated effect of job satisfaction on employee work performance through achievement motivation behavior estimates the extent to which non-teaching personnel could

perform their duties and responsibilities adhering to the maximum standards of teaching. As shown, achievement motivation behavior significantly affects employee work performance. Likewise, as the independent variable, achievement motivation behavior significantly affects the mediator, job satisfaction. In assessing the assumptions using this method was addressed through the model testing method.

It was further explained why testing for mediation was revealed as specified in Table 7. In the first regression, the connotation of the path from A to B is inspected. In the second regression, the significance of path A to the dependent variable C is examined. Finally, the significance of the path B to C is scrutinized in the third regression by using A and B as predictors of C. Likewise, the statistical specification of the model and application to real data has significant numerical results in path B and path C as also shown in the results in mediation analysis of the three variables in table 7.

Table 7
Mediating Effect: Path Analysis (Partial Mediation)

PATH	ESTIMATES		SE	C.R.	P
	Unstandardized	Standardized			
AMB ⟶ JS	.609	.529	.056	10.893	***
JS ⟶ EWP	.122	.189	.032	3.761	***
AMB ⟶ EWP	.406	.548	.037	10.899	***

Similarly, as a matter of triangulation, further mediation analysis was done involving the Sobel Test to assess the significance of the mediation effect. If the outcome of the IV on the DV becomes non-significant at the final step in the analysis, Complete Mediation (CM) will be achieved. It means the mediating variable mediates all the effects. If the regression coefficient is substantially reduced at the final step but remains significant, only Partial Mediation (PM) is obtained. It means the MV mediates part of the IV, but other parts are either direct or mediated by variables not included in the model.

In this particular case, the Partial Mediation (PM) fits the findings of the study wherein the theoretical structure of the model has been established. The independent variable, achievement motivation behavior has a significant effect on the dependent variable, employee work performance, because the regression coefficient is substantially reduced from .609 to .406using the Path Analysis.

Likewise, achievement motivation behavior significantly affects the mediator, job satisfaction; thus, job satisfaction significantly affects the dependent variable, the employee work performance. This test requires a significant relationship between the mediator and the dependent variable, thus, providing a test of the conceptual theory of how the mediator is related to the dependent variable. It makes sense that the mediator must be significantly related to the dependent variable for mediation. As in the result of the study, the partial mediation indicates that the indirect effect of achievement motivation behavior on employee work performance is transmitted through job satisfaction.
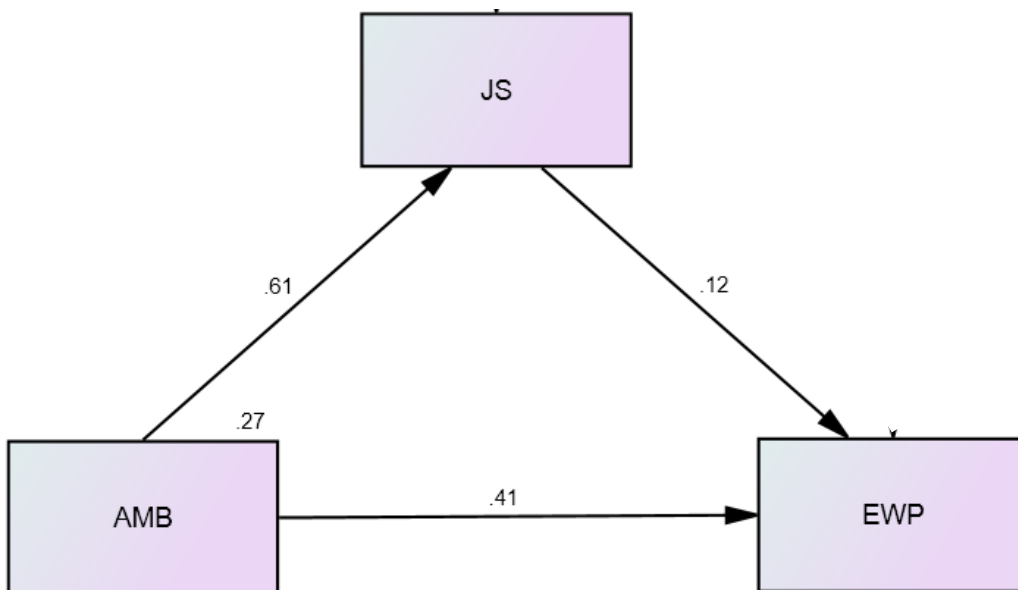
X- Achievement Motivation Behavior (AMB)
Y- Employee Work Performance (EWP)
M-Job Satisfaction (JS)

Figure3. The Mediating Effect of Job Satisfaction on the Relationship between Achievement Motivation Behavior and Employee Work Performance

DISCUSSION

It is presented in this chapter the discussion, conclusion, and recommendations derived from the results of the study.

Achievement Motivation Behavior

The level of achievement motivation behavior is high, and one out of three indicators, namely *motivation to take challenges,* achieved a *very high* level while the two achieved *moderate* levels, and these are *motivation to achieve success* and *motivation to avoid failure*. Contributory to the high level of achievement motivation behavior of non-teaching personnel is the item statement feeling happy when one completes a difficult task, which implies that teachers are willing to take the challenges they may encounter.

It could be implied that non-teaching personnel are motivated to achieve excellent performance but are affected by some factors they encounter in life. These findings are compatible with several authors' views (Erpenbach& Forte, 2007; Rabideau, 2018; Uher, Cholewa, Kunicki, Cimbolakova, &Kasko, 2018) that employees who possess such life's value take necessary work activities to avoid failures that may arise. It is further stated that achievement motivation behaviors can affect how a person performs a task and represent a desire to show competence. Individuals perceive the achievement motivation behavior as a challenge, which will likely create excitement, encourage cognitive functioning, increase concentration and task absorption, and direct the person toward success and mastery of tasks.

Employee Work Performance

The level of employee work performance of non-teaching personnel is moderate, and this was due to the low rating given by the respondents on the counterproductive work behavior indicator. Other indicators such as tasks performance and contextual performance registered a high rating. These findings were the product of the very low scores rated by the non-teaching personnel in the specific itemsmaking problems at work bigger than they are, focusing on the negative aspects of the situation at work instead of the positive, and talking to people outside the organization about the negative aspects of my work.

The result revealed that non-teaching personnel exhibited a low counterproductive work behavior, which meant they do not complain often and are not problem makers or negative thinkers. The findings are aligned with the ideas of (Herbert, John, & Lee 2010) that non-teaching personnel focused on the achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost, and speed. Non-teaching personnel work performance was manifested in the improvement they initiate for production,   easiness in using the new technology, and highly motivated workers.

It could also be noted that the findings are similar to the manifestations of several authors (Ahuja, 2012; Nazzasi, 2013; Pradhan & Jena, 2017) who specified that employee work performance could be seen in the productivity, efficiency, effectiveness, quality, and profitability measures that workers extend to in the workplace. The task performance of teachers can be manifested in their cognitive ability and is primarily facilitated through task knowledge, task skill, and task. The primary antecedents of their task performance are the ability to do the job and prior experience.

Job Satisfaction

The level of job performance is high. The high result showed that three of eight item statements in job satisfaction were described as very high while five-item statements were rated as high. However, the top three highest item-statements that contribute to the high rating are being happy that my workplace provides good health and a safe working environment, feeling a strong sense of belonging to the workplace, and being happy with work because it offers a sense of achievement.

With this result, non-teaching personnel is perceived to have a good working environment and that they are happy about their works and these findings could be aligned to the points of Koh (2005) and Bolger (2010) that employees prefer to work when their daily ends are being met and when they feel that everyone within the workplace is enjoying a happy working relationship.

Similarly, the finding is in conformance with the ideas of Gawel (2007) that teachers' are enjoying job satisfaction in their work for they enjoy equal responsibilities among workers and appreciation of tasks done by them were always recognized. They also have a work environment culture that potentially influences their sense of efficacy, collegiality, and development (Little, 2016).

Significance of the Relationship between Levels of Achievement Motivation Behavior and Job Satisfaction

Generally, a correlation between achievement motivation behavior and job satisfaction revealed a significant relationship. All the indicators of achievement motivation behavior, namely: motivation to avoid failure, motivation to achieve success, and motivation to take challenges, showed a significant correlation among all domains of job satisfaction wherein it signified correlations.

This finding of the study is in conformance with the claims of Mahmoudi, Hoseinian, Shaharbanoo, and Ali Jahani (2017) that achievement motivation behavior shows individuals' interest in better working, effectively organizing workplace, solving work-related problems, increasing work

amount and job quality and competing for better choices. In other words, it manifests itself in interest in doing better and effective work than ever as employees signified satisfaction in the job.

Additionally, the finding corroborates the contention of Metz (2018) that through achievement motivation behavior, individuals seek success to their ideal level. Motivation is related to the leadership styles and organizational culture reinforced by its leaders and the developmental opportunities for others. Promoting individual growth leads to a more productive and healthier organization which is summed up in job satisfaction.

Significance of the Relationship between Levels of Job Satisfaction and Employee Work Performance

The study's findings revealed a significant relationship between job satisfaction and employee work performance, which rejected the null hypothesis set in the early part of this study. Job satisfaction was significantly related to the three domains of employee work performance. In practicality, the first-hand decision-making model that sorts it as indispensable that employees should be preserved and well-thought-out fundamentally as human beings with their desires, needs, and cravings is a very good scale for the prominence of job satisfaction.

It can be noted that the finding is in conformance withRose, Kumar, and Pak (2016). They observed the connection between job satisfaction and work performance by a sample of Malaysia's public service officials. They realized that organizational learning was established to be positively akin to job satisfaction and work performance. In the same vein, Raza, Rafique, Ali, Mohsin, and Shah (2015) also conduct a study to probe the connection between job satisfaction and work performance of sales representatives, and the study divulges that there is a strong association of work performance of sales representative and job satisfaction. They also observe the affiliation concerning public organizational performance and workers management, emphasizing job satisfaction. However, their discoveries direct that job satisfaction is positively related to employee work performance.

Similarly, the findings of Bakotic (2016) has a connection with the current study as he mentioned that workers who have a high level of job satisfaction love their job; they feel justice in an environment in which they work, and feel that their job gives them some positive features such as variety, challenge, good pay and security, autonomy, and pleasant co-workers. Workers who are happy at work will even devote private time to their work activities, be creative and committed, seek a way to cross any obstacle in realizing their jobs, and assist their colleagues and superiors. These workers will have extraordinary performance, and the companies will be successful.

Significance of the Relationship between Levels of Achievement Motivation behavior and Employee Work Performance

There is a significant relationship between achievement motivation behavior and employee work performance. It implied that when non-teaching personnel is motivated, they perform better and always take the initiative to achieve greater performance. In other words, it manifests itself in interest in doing better and effective work performance. It shows that achievement motivation behavior correlates with better and higher employee work performance.

Similarly, the result corroborates Maslow's (1985) claim in his theory of human motivation, which is considered the most frequently cited theory of motivation in the management and organizational literature. The theory emphasized that if the esteem needs of employees are not being met, this may cause dissatisfaction and stress due to the bulk of their job responsibilities.Achievement motivation behavior is

a subject that has been connected with other factors that practitioners seek to understand human behavior and performance.

Mediating Effect: Path Analysis

Finding the mediating effect of job satisfaction on the relationship between achievement motivation behavior and employee work performance was the main purpose of this study. Path Analysis was used to determine the significant effect of achievement motivation behavior on employee work performance and its substantial effect on job satisfaction. Findings revealed that achievement motivation behavior significantly affected employee work performance and did meaningfully affect the mediator, job satisfaction.

In this study, outcomes revealed a partial mediation with the significant indirect effect of achievement motivation behavior on the teacher's work performance. The model showed the importance of achievement work behavior in maintaining employee work performance. These results further confirm Maslow's needs hierarchy theory which explains the importance of human motivation, job satisfaction, and performance (Chand, 2020) work in an organization. Employees who are motivated to do their tasks tend to have better performance. In the same way, motivated individuals are satisfied with their job and work excellently to achieve greater performance.

Conclusion

Through analyzing, creating output, and reporting, the results revealed that the level of achievement motivation behavior is high; the level of employee work performance is moderate, and job satisfaction is high. It implies that the Department of Education non-teaching personnel manifested and observed the domains identified in the study. Different factors, however, affect the findings of the study. Meanwhile, there is a significant relationship between achievement motivation behavior and employee work performance; there is a significant relationship between levels of achievement motivation behavior and job satisfaction; the level of achievement motivation behavior significantly influences employee work performance.

The Mediating Effect: Path Analysis for this study is in accord with Locke and Latham's (1990) Goal Setting Theory, a framework for understanding the relationships among motivation, behavior, and performance. The basic idea behind goal-setting theory is that humans translate motivational forces into observable behavior by setting and pursuing goals. It can be clearly understood that job satisfaction, employee work performance, and achievement motivation behavior is a circular process rather than a linear process because of the interdependence and interaction of the variables.

Recommendation

Based on the findings, it is then recommended that with the recurrent issues on achievement motivation behavior, employee work performance, and job satisfaction, it was found out that employee work performance is moderate, the lowest among three variables which signify the need to motivate employees for them to increase productivity.

Specific indicators such as counterproductive behavior for employee work performance variable has the lowest means and indicate that teachers do not want the organization they belong to have a negative image within the community. It is further recommended that non-teaching personnel be given enrichment training to strengthen their commitment to the job and initiate actions that will protect their organizations.

Based on the results, the researcher recommends conducting a capability-building activity to boost teachers' achievement motivation behavior and increase their work performance. Non-teaching personnel and school heads may attend the conducted activity to identify their specific roles in serving the school.

There is a great need to revisit every factor in the study, probably other indicators were not included in the variables, and the respondents excellently manifest those present. The researcher recommends identifying other pointers that may affect the variables used in this study.

Additionally, the researcher finds significance in the relationship between achievement motivation behavior and job satisfaction levels. The researcher recommends that achievement motivation behavior be related to other variables not included in this study in future research. Finally, the forthcoming revision can be a qualitative one to unitize the results and reflect why teachers still experience work performance problems despite this study revealing high and significant results.

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