



# Family Roles, Motivation and Career Satisfaction of Working Millennials: Basis for Professional Advancement

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## ABSTRACT

*This research study aimed to describe the family roles, motivation, and career satisfaction of working millennials as a basis for professional advancement. This research study employed the descriptive correlational method to select sixty-eight (68) working millennials in the Schools Division of San Pablo in San Pablo City, Laguna. The researcher used a self-made questionnaire validated by the experts in the field. Based on the data gathered, the study determined that the following factors play important relational roles: support and encouragement; achievement, power, and affiliation; supervision satisfaction, pay satisfaction, promotion satisfaction, coworker satisfaction, and work. It also determined that the following have direct relationships: encouragement vis-à-vis supervision satisfaction and promotion satisfaction; motivation and career satisfaction; and achievement vis-à-vis supervision satisfaction, pay satisfaction, promotion satisfaction, and work satisfaction. Similarly, power has a direct relationship to coworker satisfaction, much like affiliation has a direct relationship to supervision satisfaction, pay satisfaction, promotion satisfaction, and work satisfaction.*

*Keywords: family roles, work motivation, career satisfaction, working millennials, professional advancement*

## 1. Introduction

Millennials have been a topic everywhere, especially in the workplace, where most companies are dominated by them. Who are they? What is their contribution to the workforce? What influences them? Why do they aim for career advancement?

Author Neil Howe, co-creator of the Strauss-Howe generational theory, defines “millennials” as the cohort born from 1982 to 2004. Members of this demographic cohort are known as millennials because the oldest became adults around the turn of the [millennium](#). Authors William Strauss and [Neil Howe](#) are widely credited with naming the millennials. They coined the term in 1987, around the time children born in 1982 were entering kindergarten, and the media were first identifying their prospective link to the impending new millennium as the high school graduating class of 2000.

Many millennials in the workforce are looking for greener pastures that can benefit them and their families. They are motivated by career progression with a higher pay rate. Some leave the country to look for a brighter future. Therefore, it is far timelier that the Presidential Communications Office (PCO) released Executive Order No. 174, or the Expanded Career Progression System for Public School Teachers, to give hope to the Department of Education’s (DepEd) teaching personnel. The said Executive Order would foster a culture of continuous improvement, which is advantageous to both the employees and the organization. Employees are engaged and driven when they feel encouraged to advance, which can lead to increased productivity, higher job satisfaction, and retention rates.

Also, non-teaching employees are essential to the efficient operation of educational institutions. Employee engagement, morale, and a more favorable work atmosphere can all be enhanced when they perceive potential for advancement or feel appreciated.

## 2. Literature Review

### 2.1 Profile of the Respondents

Steindórsdóttir et al. (2022) emphasized the need to incorporate the age of employees into the design of career management. The gender difference in job assignment within the firm may reflect differences in career tracks or training provided through job assignment. Workplaces need to adapt to an increasingly unmarried workforce, DePualo observed. They can do so by offering single and married employees equivalent time off for caregiving and equal access to financial support benefits, for instance. According to Tillman (2015, as cited by Agon and Latade, 2023), some people feel that one’s professional choices are determined by the level of educational achievements, ambition, talent, and the degree to which one’s family has a large effect.

Work is a mandatory thing that must be done to meet human needs. People work to make ends meet. One of the necessities of life can be fulfilled with income, namely wages or salaries. To get wages or salaries, we are required to work professionally with the consequences of getting a bigger income. The positive effects of tenure vary in size from organization to organization, with the implication that well-managed tenure can return greater-than-average value to the employer.

## **2.2 Family Roles**

Howe and Menges (2024) found that family can significantly motivate employees at work, challenging the traditional view that family only competes with work for time and energy. A growing body of research shows that employees who are motivated by family tend to perform better and are more engaged in their jobs.

As mentioned by Virtudez (2019), support can come from family, friends, pets, neighbors, and clergy. Support can be emotional or financial. Support can come from a mental health professional. There are also support groups that provide education and an opportunity to be with others who are experiencing a similar situation. Support groups may be led by a professional or a member of the group. These include administrative practices, induction strategies, collegial collaboration, school culture, and compensation.

Choosing a career is a critical decision that impacts an individual's entire future, so parents can become very stressed. It is essential to stay positive, otherwise, it can become a stressful time for all involved. Parents can unwittingly make the past seem perfect and the future terrifying.

## **2.3 Motivation**

As cited by Laraño (2022), all motivation comes from within, whether it is triggered by extrinsic rewards be in the form of compensation, benefits, perks, awards, or career progression or endeavors that enhance one's self-image or simply comes from intrinsically motivating activities that we engage in for no reward other than the enjoyment these activities bring us (Welch, 2022).

McClelland examined three "learned" needs. People with a strong need for achievement (nAch) value competition against a standard of excellence; they want to accomplish reasonably challenging goals through their effort. Need for affiliation (nAff) refers to a desire to seek approval from others, conform to their wishes and expectations, and avoid conflict and confrontation. People with a high need for power (nPow) want to exercise control over others and are concerned about maintaining their leadership position. Those who enjoy their power to advance personal interests have personalized power. Others mainly have a high need for socialized power because they desire power as a means to help others. Effective leaders have a high need for socialized rather than personalized power.

## **2.4 Career Satisfaction**

Wong and Yuen (2019) define the term "career" as historically understood and refer to the occupation or professional route pursued by an individual as their "lifework". Kocak et al. (2021) added that occupations are unavoidable and should be considered hard in today's societies.

According to Babatunde (2017), determining one's ideal line of employment requires understanding one's strengths and interests and the types of jobs that are now available. If one wants to get to know themselves better, it is important to ask the right questions about their aptitude, abilities, temperament, and level of schooling.

One of the components in accomplishing great achievements in school and ensuring high-quality teachers is better administrative practices. For a high-achieving school, an administrator should be able to supply instructional leadership. To make this possible, the administrator should have specific practices that ensure effectiveness in professional development that foster high achievement in students.

As individuals age, they are usually higher in rank and salary level. Making career transitions might therefore lead to lower increases in salary levels as individuals grow older.

As cited by Mendoza (2016), employees who perceived the promotion decision as fair are more likely to be committed to the organization, experience career satisfaction, perform better, and subsequently have a lower intention to leave the organization.

As mentioned by Mendoza (2016), recognition from colleagues or those higher up the ladder can also be very effective at motivating. This tends to happen most in an atmosphere where there is a general sense of well-being and appreciation within an organization. People who work in an environment where recognition is part of the institutional culture are much more likely to reciprocate in kind.

As cited by Arellano (2016), there is a significant relationship between the respondents' level of work motivation and level of organizational commitment. It means that for employees to be committed, management should find ways of motivating and encouraging employees to keep and maintain in the organization for a long time. When the management shows concern for its personnel, the employees in return will work longer and harder for the institution to be able to achieve its goal and mission, which will benefit both parties.

## **2.5 Conceptual framework**

This research study is anchored on Edwin A. Locke's value-percept theory and McClelland's human motivation theory, also known as need theory.

In 1976, Locke presented the value-percept theory, which states that the value provided by a job plays a key role in influencing the job satisfaction of employees. To further elaborate, Locke presented five (5) job facets that relate the most to job satisfaction. Supervision satisfaction is based on employees' perspectives towards their boss and the management approach used towards them. The value in pay satisfaction is based on the pay employees want and what employees receive. In promotion satisfaction, employees are more concerned about their promotion in a workplace and always want their workplace should practice fair and frequent promotions. Co-worker satisfaction is based on the perception of employees towards their team members or colleagues. Last but not least, the job satisfaction from the work itself means the employee's perspective towards their work and obligations in the workplace.

The three needs theory, also known as need theory, is the best-known theory of David McClelland. He sought to understand human nature and develop tools to measure how people make choices.

If an individual's predominant motive is power, they are motivated to influence others and take control. If an individual's predominant motive is achievement, they are motivated to do better for the sake of doing so. If an individual's predominant motive is affiliation, they are essentially motivated by social connections.

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### 3. Hypothesis

The following hypotheses were posited in the study:

H1. There is no significant relationship between the profile of the respondents and career satisfaction.

H2. There is no significant relationship between family roles and career satisfaction.

H3. There is no significant relationship between motivation and career satisfaction.

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### 4. Methodology

This research study employed the descriptive correlational method, which involved describing, documenting, examining, and evaluating the present conditions and the characteristics of a particular population. Without changing the surroundings or variables, this method seeks to provide insights into the relationships between specific components.

The population of the study was the working millennials. The samples of the study were composed of sixty-eight (68) respondents. Thirty-eight (38) teaching and thirty (30) non-teaching personnel in the Schools Division of San Pablo–San Pablo City, Laguna. The researcher employed a purposive sampling technique to select participants for the study.

This research study used instruments, namely: a personal information sheet, a test on family roles, a motivation test, and a test on career satisfaction, which are all self-made questionnaires. The validity and reliability of this researcher-made questionnaire were tested through a validation method by presenting the questionnaire to a panel of experts in the field.

The researcher used a self-made questionnaire and did pilot testing of the updated questionnaire with fifteen (15) millennials, who were not involved in the research, who completed the questionnaires and determined if the questions were understood and applicable to the millennials. After they finished answering the questionnaires, the researcher gathered and tabulated the results, and the statistician measured their reliability through Cronbach's alpha. The reliability shows positive responses, so the real administration of the actual respondents took place.

To further understand the respondents' answers to the survey, a brief conversation was conducted. This additional method allows the researcher to gain deeper insights into the participants' perspectives and experiences.

The following statistical tools were used to analyze the results of the study: frequency, percentage, standard deviation, and Pearson product-moment correlation coefficient ( $r$ ).

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### 5. Results and Discussion

#### I. Profile of the Respondents

**Table 1***Profile of the respondents as to age*

Age	Frequency	Percent
39 - 44	11	16.2
34 - 38	16	23.5
29 - 33	23	33.8
24 - 28	18	26.5
<b>Total</b>	<b>68</b>	<b>100.0</b>

The table illustrates the profile of the respondents as to age. Most respondents were 29 - 33 years old, with a frequency of 23 or 33.8%, and the least were 39 - 44 years old, with a frequency of 11 or 16.2%. Most respondents were between the ages of 29 and 33 because, during the period of administration, they had greater availability and ample time to answer the survey questionnaires, as well as some extra time for the interview to better understand their answers.

**Table 2***Profile of the respondents as to year of birth*

Year of Birth	Frequency	Percent
1982 - 1986	17	25.0
1987 - 1991	14	20.6
1992 - 1996	22	32.4
1997 - 2000	15	22.1
<b>Total</b>	<b>68</b>	<b>100.0</b>

The table illustrates the profile of the respondents as to year of birth. Most of the respondents were born between 1992 and 1996, with a frequency of 22 or 32.4%. Most respondents were born between 1992 and 1996 because they were more likely to participate in the study.

**Table 3***Profile of the respondents as to sex*

Sex	Frequency	Percent
Male	17	25.0
Female	51	75.0
<b>Total</b>	<b>68</b>	<b>100.0</b>

The table illustrates the profile of the respondents as to sex. The majority of the respondents were female, with a frequency of 51 or 75%, as the teaching and non-teaching respondents who participated willingly and belonged to the target sample of the study in the survey were predominantly female.

**Table 4***Profile of the respondents as to civil status*

Civil Status	Frequency	Percent
Single	26	38.2
Married	42	61.8
<b>Total</b>	<b>68</b>	<b>100.0</b>

The table illustrates the profile of the respondents as to their civil status. The majority of the respondents were married, with a frequency of 42 or 61.8%, because they felt that having a permanent job secured them. Being employed in the department is associated with having a permanent job that gives them security.

**Table 5***Profile of the respondents as to educational attainment*

<b>Educational Attainment</b>	<b>Frequency</b>	<b>Percent</b>
Doctorate Degree	2	2.9
With Doctoral Units	3	4.4
Master's Degree	20	29.4
With Master's Unit	19	27.9
Bachelor's Degree	23	33.8
With Bachelor's Units	0	0
Associate degree	1	1.5
<b>Total</b>	<b>68</b>	<b>100.0</b>

The table illustrates the profile of the respondents as to their educational attainment. Most of the respondents had bachelor's degrees, with a frequency of 23 or 33.8%, because it is the required educational attainment for teaching and level 2 non-teaching positions.

**Table 6***Profile of the respondents as to occupation*

<b>Occupation</b>	<b>Frequency</b>	<b>Percent</b>
Administrative	25	36.8
Teacher	38	55.9
Nurse	1	1.5
Librarian	1	1.5
Project Development Officer	1	1.5
Accountant	1	1.5
Guidance Counselor	1	1.5
<b>Total</b>	<b>68</b>	<b>100.0</b>

The table illustrates the profile of the respondents as to their occupation. The majority of the respondents were teachers, with a frequency of 38 or 55.9, as they exceeded the number of the initial target respondents. Since the survey was online, the number of teachers participating exceeded.

**Table 7***Profile of the respondents as to monthly income*

<b>Monthly Income</b>	<b>Frequency</b>	<b>Percent</b>
50,001.00 up	1	1.5
45,001.00 – 50,000.00	0	0
40,001.00 – 45,000.00	2	2.9
35,001.00 – 40,000.00	3	4.4
30,001.00 – 35,000.00	28	41.2
25,001.00 – 30,000.00	16	23.5
20,001.00 – 25,000.00	12	17.6
15,001.00 – 20,000.00	3	4.4
10,001.00 – 15,000.00	3	4.4
<b>Total</b>	<b>68</b>	<b>100.0</b>

The table illustrates the profile of the respondents as to their monthly income. Most of the respondents' monthly incomes were 30,001.00–35,000.00, with a frequency of 28 or 41.2%, as it contains the basic salary for teaching entry and starting salary for level 2 non-teaching respondents, who composed most of the respondents.

**Table 8**

*Profile of the respondents as to employment status*

Employment	Frequency	Percent
Permanent	65	95.6
Provisional	1	1.5
Contract of Service	1	1.5
Job Order	1	1.5
<b>Total</b>	<b>68</b>	<b>100.0</b>

The table illustrates the profile of the respondents as to their employment status. The majority of the respondents were permanent with a frequency of 65 or 95.6%, because most of the teaching and non-teaching positions have permanent plantilla positions.

**Table 9**

*Level of family roles of the respondents as to support*

Indicators	Mean	Standard Deviation	Interpretation
1. My family helps me in achieving my dreams and goals.	3.96	.21	Very High
2. My family provides me with emotional support through active listening.	3.87	.34	Very High
3. My family provides me with protective security.	3.93	.26	Very High
4. My family nourishes my career desire.	3.82	.42	Very High
5. My family is my source of strength.	3.96	.21	Very High
<b>Overall Mean</b>	<b>3.91</b>	<b>0.29</b>	<b>Very High</b>

The table shows the level of family roles of the respondents in support. With an overall mean of 3.91 and an SD of 0.29, the respondents have a very high level of family roles to support. According to Allen (2022), research has shown that when kids have the impression that their parents love and support them, they have a higher level of self-confidence in their capacity to research potential vocations and select an engaging and exciting job. This is crucial since studies have shown that adolescents who feel competent in choosing a career tend to make career decisions that are more gratifying to them later in life.

**Table 10**

*Level of family roles of the respondents as to encouragement*

Indicators	Mean	Standard Deviation	Interpretation
1. My family inspires me to do well in my career.	3.90	.31	Very High
2. My family cheers me on to achieve professional advancement.	3.93	.26	Very High
3. My family takes pride in my professional advancement.	3.94	.24	Very High
4. My family presents me with options in terms of a career.	3.63	.54	Very High
5. I have open communication with my family regarding my career plans.	3.71	.55	Very High
<b>Overall Mean</b>	<b>3.82</b>	<b>0.38</b>	<b>Very High</b>

The table shows the level of family roles of the respondents as to encouragement. With an overall mean of 3.82 and SD of 0.38, the respondents have a very high level of family roles as to encouragement. Their families provide valuable insights and a professional network which later opens door

for new or better career opportunities. Fortunately, the respondents seen and experienced the support of their families that makes them feel accomplished, works more and perform better.

The findings of the study of Mendoza (2016) show that good motivation and encouragement coming from people around when shown and felt, makes teachers feel successful and strive harder and perform better.

### III. Level of Motivation

**Table 11**

*Level of motivation of the respondents as to achievement*

Indicators	Mean	Standard Deviation	Interpretation
1. I work hard to attain my promotion in the organization.	3.71	.60	Very High
2. I enjoy my security of tenure in the organization.	3.75	.47	Very High
3. I like to acquire new things and the necessary skills for continuous improvement.	3.84	.37	Very High
4. I want to know how I am progressing as a professional.	3.78	.45	Very High
5. I enjoy the satisfaction of having the career I wanted.	3.68	.58	Very High
<b>Overall Mean</b>	<b>3.75</b>	<b>0.50</b>	<b>Very High</b>

The table shows the level of motivation of the respondents as to achievement. With an overall mean of 3.75 and an SD of 0.50, the respondents have a very high level of motivation as to achievement. This illustrates that the respondents are actively engaged in shaping their professional journey, and they value long-term growth, both personally and professionally, and acquire true satisfaction in achieving their career goals.

According to Pannell (2022), continuous improvement is a powerful tool that helps individuals and organizations to constantly enhance their performance and achieve better results. This leads to increased efficiency, higher quality work, and greater satisfaction for everyone involved.

**Table 12**

*Level of motivation of the respondents as to power*

Indicators	Mean	Standard Deviation	Interpretation
1. I am making a positive impact in my workplace.	3.64	.51	Very High
2. I am entrusted by the management to give orders and commands to our team.	3.50	.59	Very High
3. I have the capability to help others.	3.73	.48	Very High
4. I am being asked for opinions and suggestions by other people.	3.48	.64	Very High
5. There are people who tell me that they want to be like me.	3.09	.87	High
<b>Overall Mean</b>	<b>3.49</b>	<b>0.62</b>	<b>Very High</b>

The table shows the level of motivation of the respondents as to power. Indicator 3 has the highest mean of 3.73 and SD of .48, which indicates a very high level of capability to help others. Indicator 5 has the lowest mean of 3.09 and SD of .87 in which indicates a high level of people who tell them that they want to be like them. With an overall mean of 3.49 and an SD of 0.62, the respondents have a very high level of motivation as to power. This implies that the respondents can influence others. They are confident and knowledgeable, which tends to inspire others. They also make others feel heard and understood and build rapport, which opens the door for influence and beneficial impact.

As cited by Gaviño (2021), if the manager empowers his subordinates, school leaders do not become bosses and superiors; instead, they become future-ready mentors to improve their mentees.

**Table 13***Level of motivation of the respondents as to affiliation*

Indicators	Mean	Standard Deviation	Interpretation
1. I seek other people's approval.	3.31	.72	Very High
2. I want to be liked by others.	2.96	.95	High
3. I tend to build close relationships with colleagues.	3.56	.61	Very High
4. Being accepted by others provides me with safety and security.	3.51	.68	Very High
5. Being accepted by others helps me build my self-worth.	3.46	.74	Very High
<b>Overall Mean</b>	<b>3.36</b>	<b>0.74</b>	<b>Very High</b>

The table shows the level of motivation of the respondents as to affiliation. Indicator 3 has the highest mean of 3.56 and an SD of .61, which indicates a very high level and a tendency to build close relationships with colleagues. Indicator 2 has the lowest mean of 2.96 and SD of .95, which indicates a high level of wanting to be liked by others. With an overall mean of 3.36 and an SD of 0.74, the respondents have a very high level of motivation as to affiliation. Having been accepted by others is a good foundation for people to have their circle and companions.

As cited by Gigante (2019), a sense of belongingness increases a person's willingness to assist others in following the group rules. Belongingness and group membership encourage social groups with motivation to comply, cooperate, and help.

#### IV. Level of Career Satisfaction

**Table 14***Level of career satisfaction as to supervision satisfaction*

Indicators	Mean	Standard Deviation	Interpretation
1. I am being inspired by my boss.	3.26	.78	Very High
2. I have a safe space at work with my boss.	3.46	.66	Very High
3. I am given credit for my accomplishments by my boss.	3.38	.73	Very High
4. I gain new ideas from my boss.	3.31	.82	Very High
5. I am seeing a "walk the talk" on my boss.	3.19	.83	High
<b>Overall Mean</b>	<b>3.32</b>	<b>0.76</b>	<b>Very High</b>

The table shows the Level of career satisfaction of the respondents regarding supervision satisfaction. Indicator 2 has the highest mean of 3.46 and SD of .66, which indicates a very high level of safe space at work with their boss. Indicator 5 has the lowest mean of 3.19 and SD of .83, which indicates a high level of seeing the "walk the talk" with their boss, which is truly understandable. Sometimes, a gap between what they say and what they do occurs unintentionally or as a result of external circumstances. With an overall mean of 3.32 and an SD of 0.76, the respondents have a very high level of career satisfaction as to supervision satisfaction. When employees feel that their supervisors support their career progress, it increases both their confidence and satisfaction.

As mentioned by Sehmi (2025), authentic leadership is not about titles or authority; it's about conscious influence. It's about recognizing that even the smallest moments—how we respond under pressure, encourage others, and choose to show up—create a ripple effect that can either empower or discourage, uplift or diminish.



**Table 15***Level of career satisfaction as to pay satisfaction*

Indicators	Mean	Standard Deviation	Interpretation
1. I believe I am being fairly compensated.	3.12	.70	High
2. Bonuses, pay raises, and paid overtime are among the extra benefits I am getting.	3.28	.77	Very High
3. My job now supports my long-term financial objectives	3.26	.78	Very High
4. I can help with my family's expenses and pay my bills.	3.51	.68	Very High
5. I can save for the future.	3.15	.76	High
<b>Overall Mean</b>	<b>3.26</b>	<b>0.74</b>	<b>Very High</b>

The table shows the level of career satisfaction of the respondents as to pay satisfaction. Indicator 4 has the highest mean of 3.51 and SD of .68, which indicates a very high level of helping their family's expenses and paying their bills. Indicator 1 has the lowest mean of 3.12 and SD of .70, which indicates a high level of belief that they are being fairly compensated due to the volume of workloads and job demands. Like taking a role in the absence of a colleague or assisting others, which is not directly related to their job, as it takes time supposedly meant for their tasks. With an overall mean of 3.26 and an SD of 0.74, the respondents have a very high level of career satisfaction as to pay satisfaction. This implies that the respondents feel a strong alignment between the work they do and the compensation they receive.

Qasim et al. state that monetary rewards play a major role in determining job satisfaction. Pay is one of the fundamental components of job satisfaction since it has a powerful effect on determining job satisfaction. The growing needs of people with high living costs lead them to seek higher incomes that can guarantee their future and life satisfaction.

**Table 16***Level of career satisfaction as to promotion satisfaction*

Indicators	Mean	Standard Deviation	Interpretation
1. I feel that I am being seen and acknowledged through promotion.	3.16	.84	High
2. I feel that I am getting fair and equal treatment on promotion.	3.16	.78	High
3. The organization has a clear path for professional advancement.	3.29	.71	Very High
4. The organization is openly communicating with the employees about job openings for potential promotion.	3.46	.66	Very High
5. The organization is willing to take chances with its existing employees for potential promotion.	3.41	.60	Very High
<b>Overall Mean</b>	<b>3.30</b>	<b>0.72</b>	<b>Very High</b>

The table shows the level of career satisfaction of the respondents as to promotion satisfaction. Indicator 4 has the highest mean of 3.46 and SD of .66, which indicates a very high level of organization that is openly communicating with the employees about job openings for potential promotion. Since the study's respondents are government employees and the job openings of government employees mandate public announcements or postings, as per CSC memorandum circular no. 27, July 02, 1991, rules implementing Republic Act No. 7041 requiring the regular publication of existing vacant positions in government offices, the organization is openly communicating with its employees about job openings so everyone can view and have access to its postings. Indicators 1 and 2 have the lowest mean of 3.16 and SD of .84 and .78, respectively, in which they have a high level of being seen and acknowledged through promotion and feel that they are getting fair and equal treatment on promotion. With an overall mean of 3.30 and SD of 0.72, the respondents have a very high level of career satisfaction as to promotion satisfaction. This implies that the respondents are experiencing a fair and frequent promotion in their employment.

As cited by Otto (2021), because employees see job promotions as rewards promotions offer an important way to gratify and motivate employees and to increase their job satisfaction, which is expected to improve performance Overall, promoting employees is seen as a win-win situation because both the employee and the organization benefit from the promotion.

**Table 17***Level of career satisfaction as to coworker satisfaction*

Indicators		Mean	Standard Deviation	Interpretation
1.	I feel that there is balance and fair treatment in the organization where I work.	3.34	.64	Very High
2.	My words are being valued by my coworkers.	3.41	.60	Very High
3.	I have respectful coworkers.	3.51	.53	Very High
4.	The organization where I work advocates for giving and receiving performance feedback.	3.44	.61	Very High
5.	I am feeling the camaraderie of each employee where I work.	3.51	.61	Very High
<b>Overall Mean</b>		<b>3.44</b>	<b>0.60</b>	<b>Very High</b>

The table shows the level of career satisfaction of the respondents as to coworker satisfaction. With an overall mean of 3.44 and SD of 0.60, the respondents have a very high level of career satisfaction as to coworker satisfaction. This implies that the respondents are experiencing the assistance provided by each member of the team.

As mentioned by Reeves (2024), during challenging times, such as organizational changes or global crises, employees often need more than just professional support. In such times, emotional support from someone to lean on can help improve individual employee well-being and boost overall resilience. Workplace support thrives on mutual respect, collaboration, and a willingness to help others. It's an environment where employees feel valued, empowered, and able to bring their best selves to work.

**Table 18***Level of career satisfaction as to work itself satisfaction*

Indicators		Mean	Standard Deviation	Interpretation
1.	My job gives me fulfillment and satisfaction every time I finish a task.	3.63	.57	Very High
2.	I have a job that I found meaningful to help others.	3.51	.72	Very High
3.	I have a healthy workplace.	3.41	.70	Very High
4.	My passion and values align with my job.	3.44	.74	Very High
5.	I enjoy working on my tasks.	3.47	.70	Very High
<b>Overall Mean</b>		<b>3.49</b>	<b>0.69</b>	<b>Very High</b>

The table shows the level of career satisfaction of the respondents as to work satisfaction. With an overall mean of 3.49 and SD of 0.69, the respondents have a very high level of career satisfaction as to work itself satisfaction. This implies that the respondents have experienced fulfillment, contentment, and enjoyment in their jobs.

[Charles-Leija](#) et al. (2023) mentioned that it has been documented that there is a positive relationship between a worker's subjective well-being and productivity, and individuals who are happy in their work have a better attitude when performing activities: happier employees are more productive.

**Table 19***Test of relationship between the profile of the respondents and career satisfaction*

Profile of the Respondents	Career Satisfaction of the Respondents				
	Supervision Satisfaction	Pay Satisfaction	Promotion Satisfaction	Coworker Satisfaction	Work Itself Satisfaction
	r-value	r-value	r-value	r-value	r-value
Age;	-.059	.117	.049	.150	.002
Year of Birth;	.031	.159	.161	.146	.074
Sex;	.122	.169	.145	-.073	.102
Civil Status;	.102	.148	.101	-.375**	.166
Educational Attainment;	-.156	-.125	-.187	.077	-.225
Occupation;	.286*	.181	.246*	.146	.337**
Monthly Income; and	-.411**	-.291*	-.351**	-.016	-.387**
Employment Status	-.016	-.137	.022	.183	-.009

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

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

The table shows the relationship between the profile of the respondents and career satisfaction. As to civil status, the data shows that being single or married inversely influences how the respondents assist their team members. Single employees have more time and energy to engage in helping others, while married ones have more responsibilities outside work and prioritize their families in their extra time. According to Hamadneh (2017), single people are more focused than married people because they have less responsibility than married people, so you can find them more capable of developing.

As to occupation, with a computed r-value of .286\*, data reveals that occupation has a direct relationship to career satisfaction as to supervision satisfaction, with an interpretation of significant. This confirms that the respondent's occupation impacts their perspective toward their boss. In the study of Joseph-Armstrong (2023), based on the findings, managers need to determine approaches to working with their employees to improve motivation and performance.

As to occupation, with a computed r-value of .246\*, data reveals that occupation has a direct relationship to career satisfaction as to promotion satisfaction, with an interpretation of significance. Karachiwalla, as mentioned by Lizardo (2014), stated that promotion does elicit effort. When a teacher becomes eligible for promotion, he/she exhibit higher effort in the form of higher evaluation scores.

As to occupation, with a computed r-value is .337\*\*, data reveals that occupation has a direct relationship to career satisfaction as to work itself satisfaction, with an interpretation of significance. This shows that the respondent's occupation aligns with their goals and personalities, which makes them feel satisfied with their job. One way to grow relationships with workplace colleagues is to directly engage them in every activity (Virtudez, 2019).

As to monthly income, with a computed r-value of -.411\*\*, the data reveals that monthly income has an indirect relationship to career satisfaction and to supervision satisfaction. As monthly income rises, the perspective towards the boss decreases, or vice versa. The not-so-long employee who has an entry position has a soaring perspective towards their boss as they admire them so much because of their accomplishments. Meanwhile, for some, they feel like when they got promoted, it reduces intimidation because salary is not just money but a symbol of accomplishment.

As to monthly income, with computed r-value of -.291\*, the data reveals that monthly income has an indirect relationship to career satisfaction as to pay satisfaction. As monthly income rises, pay satisfaction decreases - or vice versa. As their salary increases, the mandatory deduction for benefits arises which resulting in a reduction of the actual increase. So, the respondents feel a minimal raise despite the increase. According to Jude et al. (2020), whereas the motivational aspects of pay are well-documented, the notion that high pay leads to high levels of satisfaction is not without debate.

As to monthly income, with a computed r-value of -.351\*\*, the data reveals that monthly income has an indirect relationship to career satisfaction as to promotion satisfaction. As monthly income rises, promotion satisfaction decreases—or vice versa. As the respondent got a promotion and a salary increase, the excitement they initially felt gradually decreased due to the realization of the limited positions they could apply for next. Not because they are unappreciative, but because they feel like the road to the next opportunity for growth lessens. As cited by Delos Reyes (2019), teachers become satisfied if they are given the chance to be promoted not only because they are qualified but also through the commendation of their administrators, who gave them recognition and awards for the job they have done.

As to monthly income, with a computed r-value of  $-.387^{**}$ , the data reveals that monthly income has an indirect relationship to career satisfaction as to work itself satisfaction. The higher income that is linked to promotion may result in higher pressure on the associated duty that the respondent endures, which decreases their work satisfaction. The more responsibility they felt sometimes resulted in less inspiration to perform their tasks.

**Table 20**

*Test of relationship between family roles and career satisfaction*

Family Roles of the Respondents	Career Satisfaction of the Respondents				
	Supervision Satisfaction	Pay Satisfaction	Promotion Satisfaction	Coworker Satisfaction	Work Itself Satisfaction
	r-value	r-value	r-value	r-value	r-value
Support	.168	.099	.210	-.005	.079
Encouragement	.274*	.166	.293*	.236	.183

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

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

The table shows the relationship between the family roles of the respondents and career satisfaction. As to encouragement, with a computed r-value of  $.274^{*}$ , data reveals that encouragement has a direct relationship to career satisfaction as to supervision satisfaction, with an interpretation of significant. It is a common practice for some family to ask their family member about their day at work. When the family expresses appreciation toward the boss, the employee absorbs it, which boosts their confidence and increases morale, resulting in satisfaction. Paz (2020) found out in her study that person and school-related factors are contributing factors to the teacher's performance, such as human relations, communication, facilities, and environment, among others.

As to encouragement, with a computed r-value of  $.293^{*}$ , data reveals that encouragement has a direct relationship to career satisfaction as to promotion satisfaction, with an interpretation of significance. The family's encouragement plays a vital role in the promotion of their family members as they serve as a strong force, cheerleader, and support system to pursue success. Both teaching and non-teaching personnel play a significant and crucial role in ensuring the effective and successful operation of the department. To be able to perform those tasks, each family member affects them. Family encouragement is a powerful tool, contributing to their effectiveness and satisfaction in the workplace. When family members provide understanding and empathy, they become silent collaborators in the employee's professional growth.

**Table 21**

*Test of relationship between motivation and career satisfaction*

Motivation of the Respondents	Career Satisfaction of the Respondents				
	Supervision Satisfaction	Pay Satisfaction	Promotion Satisfaction	Coworker Satisfaction	Work Itself Satisfaction
	r-value	r-value	r-value	r-value	r-value
Achievement	.261*	.460**	.457**	.125	.609**
Power	.044	-.054	.054	.450**	.035
Affiliation	.468**	.495**	.536**	.066	.502**

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

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

The table shows the relationship between the motivation of the respondents and career satisfaction. As to achievement and supervision satisfaction, with a computed r-value of  $.261^{*}$ , the data reveals that achievement has a direct relationship to career satisfaction as to supervision satisfaction, with an interpretation of significant. They feel that their achievement was a result of proper guidance and mentorship from a superior. As mentioned by Gaviño (2021), having a supportive head of the school can make all the difference for a teacher. This will lead to commitment, achievement, recognition and advancement, and growth. These factors are essential for the work satisfaction of an individual (Meador, 2016).

As to achievement and pay satisfaction, with a computed r-value of  $.460^{**}$ , the data reveals that achievement has a direct relationship to career satisfaction as to pay satisfaction, with an interpretation of significant. A good salary provides financial stability, allowing employees to meet basic needs like shelter

and food. When these necessities are met, respondents feel less stress as they can provide them for themselves and their family. This permits respondents to spare from the struggle of daily survival and let them focus on striving for the attainment of dreams and goals.

As to achievement and promotion satisfaction, with a computed  $r$ -value of .457\*\*, the data reveals that achievement has a direct relationship to career satisfaction as to promotion satisfaction, with an interpretation of significant. As they achieve personal and professional progress, they are more likely to qualify for a promotion. As cited by Gigante (2019), Martin (2012) stated that personal growth and development are relevant to the workplace. It is a process that personal change and progress starts from oneself. Martin also claimed that personal growth and development are to the workplace and for their promotion.

As to achievement and work itself satisfaction, with a computed  $r$ -value of .609\*\*, data reveals that achievement has a direct relationship to career satisfaction as to work itself satisfaction, with an interpretation of significant. As they achieve personal and professional goals, they feel more satisfied with their job. This is because they feel a sense of purpose and progress, which positively impacts their work satisfaction. The majority of the respondents were teachers; the data confirms that the teachers feel a sense of work satisfaction in their chosen field or profession.

As to power and coworker satisfaction, with a computed  $r$ -value of .450\*\*, data reveals that power has a direct relationship to career satisfaction as to coworker satisfaction, with an interpretation of significant. The respondent's ability to influence others, whether through expertise, experience, etc., they are more likely to receive cooperation and assistance from their team.

As to affiliation and supervision satisfaction, with a computed  $r$ -value of .468\*\*, the data reveals that affiliation has a direct relationship to career satisfaction as to supervision satisfaction, with an interpretation of significant. The desire to be accepted by others is a necessity to thrive in the world of work. Good relationships in the workplace make the respondents feel accepted in the organization, where they are seen and valued.

As to affiliation and pay satisfaction, with a computed  $r$ -value of .495\*\*, the data reveals that affiliation has a direct relationship to career satisfaction as to pay satisfaction, with an interpretation of significant. The desire to be accepted by the organization influences how the respondents view the pay they received. As there is a perception that being a government employee has a lot of benefits and pays higher, they can support themselves and their families. Benefits and pay that they can also use to fund vacations or get together with their colleagues.

As to affiliation and promotion satisfaction, with a computed  $r$ -value of .536\*\*, the data reveals that affiliation has a direct relationship to career satisfaction as to promotion satisfaction, with an interpretation of significant. Barnard-Bahn (2021) states that too often, people early in their careers hit a wall when vying for opportunities to rise in their companies. This is often because they're focusing too much on developing their skills as opposed to building strong relationships at work. She also mentioned that to be considered for promotion, senior management needs to see that you are able to work well with others. After all, companies do not succeed through individual effort; they achieve results through collective leadership.

As to affiliation and work itself satisfaction, with a computed  $r$ -value of .502\*\*, data reveals that affiliation has a direct relationship to career satisfaction as to work itself satisfaction, with an interpretation of significant. As revealed in the study of Arpia (2023), teachers are highly satisfied in terms of engaging them in various activities. The teachers' strong sense of relatedness suggests that they get along well with their coworkers and students. The impression of relatedness among teachers will consequently increase their level of job engagement.

## 6. Findings

The study reveals the following findings:

1. As to age, most respondents were 29-33 years old, with a frequency of 23 or 33.8%. As to year of birth, most of the respondents were born between 1992 and 1996, with a frequency of 22 or 32.4%. As to sex, the majority of the respondents were female, with a frequency of 51 or 75%. As to civil status, the majority of the respondents were married, with a frequency of 42 or 61.8%. As to educational attainment, most of the respondents have bachelor's degrees, with a frequency of 23 or 33.8%. As to occupation, the majority of the respondents were teachers, with a frequency of 38 or 55.9%. As to monthly income, most of the respondents' monthly incomes were 30,001.00–35,000.00, with a frequency of 28 or 41.2%. As to employment status, the majority of the respondents were permanent with a frequency of 65 or 95.6%.
2. Support and encouragement have both an interpretation at a very high level.
3. Achievement, power, and affiliation all have an interpretation at a very high level.
4. Supervision satisfaction, pay satisfaction, promotion satisfaction, coworker satisfaction, and work itself satisfaction all have an interpretation of a very high level.
5. Civil status has an indirect relationship to coworker satisfaction while occupation has a direct relationship to supervision satisfaction, promotion satisfaction and work satisfaction, and monthly income indirectly relates to supervision satisfaction, pay satisfaction, promotion satisfaction and work itself satisfaction.
6. Encouragement has a direct relationship to supervision satisfaction and promotion satisfaction.
7. Achievement has a direct relationship to supervision satisfaction, pay satisfaction, promotion satisfaction and work itself satisfaction while power has a direct relationship to coworker satisfaction and affiliation has a direct relationship to supervision satisfaction, pay satisfaction, promotion satisfaction and work satisfaction.

## 7. Conclusions

1. There is a significant relationship between the profile and career satisfaction of the respondents in terms of occupation and supervision satisfaction, promotion satisfaction, and work satisfaction; therefore, the hypothesis is partially sustained.
2. There is a significant relationship between the family roles and the career satisfaction of the respondents in terms of encouragement and supervision satisfaction, and promotion satisfaction; therefore, the hypothesis is partially sustained.
3. There is a significant relationship between the motivation and career satisfaction of the respondents in terms of achievement and supervision satisfaction, pay satisfaction, promotion satisfaction, work itself satisfaction, power and coworker satisfaction, affiliation and supervision satisfaction, pay satisfaction, promotion satisfaction, work itself satisfaction, therefore, the hypothesis is partially sustained.

## 8. Recommendations

After finding the results of the study, here are some recommendations that the researcher found beneficial and helpful while this research study was being conducted.

1. **For the community/society**, they can consider helping in creating awareness among their fellow citizen concerning the importance of family roles in the professional advancement of a person and facilitating the importance of motivation to achieve what a person desires to have career satisfaction.
2. **For the personnel**, they may continuously aim for professional advancement that will benefit not only them but their families as well.
3. **For the Department of Education**, they may continually foster a more engaging and understanding work environment that is beneficial to the personnel as well as the organization overall. A family day, maybe every quarter, where employees can bring their families for an organizational gathering and can interact with other families, which can add emotional engagement and give importance to relational support, as the employees can feel that the organization they are serving is valuing them. This research study may also serve as a basis for professional advancement, where all employees are recognized, valued, and provided with development opportunities to reach their full potential.
4. **For future researcher/s**, a follow-up study can be conducted using the same variables (family roles, motivation, and career satisfaction) to attest to the validity and reliability that may support the previous research study using other and different respondents. He or she can also use a different approach like the mixed method for further study.
5. **For the parents and family**, they may continue the support and encouragement they give to their family members so they can reach whatever goals they have and also help them juggle personal and professional obligations.
6. **For the respondents**, they may embody the awareness they realize during the administration of this research study, for them to become more aware of the areas/aspects of life this research study has touched.
7. **For the students**, they may embody the importance of this research study, considering that this research study represents the generation where they can get inspiration, knowledge, and a better understanding of how to attain professional advancement. Also, for preparation for their future career pursuits.
8. **For the variable that has no significant correlation**, this may guide future researchers in considering the influence of research setting and respondents' characteristics. Also, maybe use a mediating variable to explore more about the possible relationship.

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