

# Job Behavior among College Students: Academic Motivation and Social Development as Predictors

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## ABSTRACT

Poor job student behavior is a growing concern. This study examined the significance of forecasting job behavior for Academic Motivation and Social Development. Using predictive design, data from 240 respondents selected via total enumeration sampling were analyzed using regression. It was found that academic motivation and social development have a significant combined predictive influence on job behavior. This result partially supports Self-Determination Theory. Future researchers may explore additional variables to account for the 50.5% of the model's variance that remains unexplained. School leaders may allocate resources and implement competency-based training, skills development activities, and work immersion programs to strengthen students' positive job behavior.

**Keywords:** Job behavior, college students, academic motivation, social development

## INTRODUCTION

### The Problem and Its Scope

Poor job behavior has become a significant global concern (Grenda & Palmunen, 2025). Reports continue to document absenteeism, tardiness, workplace misconduct, counterproductive work behavior, and unprofessional conduct across various industries and organizational settings worldwide (Gallup, 2024; McKinsey & Company, 2024). In the United States and the United Kingdom, public sector institutions report workplace misconduct, concerns about professional behavior, absenteeism, organizational conflict, and counterproductive work behavior among government employees and public personnel (Mvuyana et al., 2025; Palumbo, 2024; Searle & Rice, 2025; Tremblay, 2024). Similarly, studies in China and South Korea document workplace deviance, unethical conduct, turnover intention, and negative job behavior among employees in public and professional organizations (Park & Choi, 2024; Zhao & Liu, 2024). In the Philippines, government employees report absenteeism, tardiness, workplace misconduct, unauthorized absences, and loafing during work hours, as well as concerns about workplace accountability in public institutions and government offices (Tugonon, 2022). Studies in Philippine state universities and government agencies likewise document issues in professional conduct, organizational behavior, attendance, and workplace discipline among public sector employees (Refuncion & Valles, 2025; Panchacala, 2025). These challenges among Working government employees include absenteeism, tardiness, workplace misconduct, role conflict, workload pressure, and emotional exhaustion, which may affect professionalism and overall job behavior (Bandaru, 2024; Pasha, 2025). However, limited studies examine effective institutional support and behavioral intervention strategies for employees managing both professional and academic responsibilities, highlighting the need for further research to strengthen job behavior and workplace outcomes in public sector settings (Wei et al., 2025).

### Significance of the Study

This study is significant because it addresses job behavior as a critical factor in achieving SDG 4 (quality education) by ensuring effective performance among government employees pursuing higher education. In the Philippine context, the findings support the Commission on Higher Education's goals to produce competent, skilled, and professionally capable graduates by informing policies, programs, and interventions that strengthen employee development and learning outcomes. At the institutional level, the results are valuable to Holy Cross of Davao College in enhancing faculty development, encouraging teacher well-being, and sustaining a purpose-

driven academic community anchored in its dedication to excellence, service, and holistic formation, ultimately contributing to stronger student learning outcomes and enduring educational sustainability.

### Statement of the Problem

This study examined the significance of forecasting job behavior for Academic Motivation and Social Development. Specifically, the following objectives were pursued:

1. To determine the levels of academic motivation indicated by intrinsic and extrinsic motivation, social development indicated by peer support and social support, and the job behavior indicated by Professionalism, Communication, and Leadership.
2. To determine the significance of the correlation between academic motivation, social development, and job behavior.
3. To determine the significance of the model for academic motivation and social development, on job behavior as a predictor.

### Hypotheses

Ho1: Academic motivation and social development do not have a significant correlation with job behavior

Ho2: The model to predict job behavior using academic motivation and social development as predictors is significant.

## THEORETICAL AND CONCEPTUAL FRAMEWORK

The study was based on Self-Determination Theory (Deci & Ryan, 1985). It is a theory that suggests human motives and actions are influenced by a sense of autonomy, relatedness, and competence. competence, and relatedness. People often do the following when these needs are satisfied: demonstrate a higher level of motivation, engagement, and effective use of their abilities.

All variables identified in the SDT theory were measured in this study. utilized. The academic motivation variable, as indicated by intrinsic and extrinsic motivation (Deci & Ryan, 1985; Vallerand, 1997), represents autonomy in the theory. Meanwhile, the social development variable, as measured by social and peer support (Wentzel, 2017), captures the social component, underscoring the importance of social support and peer relationships in enhancing students' engagement, well-being, resilience, and overall development. Finally, job behavior, as indicated by professionalism, communication, and leadership (Andrade & Matias, 2024), represents the outcome component. The scope of the study was intentionally narrowed to focus on these two basic psychological needs; the competence component of the theory was not included. Hence, this study was partly anchored.

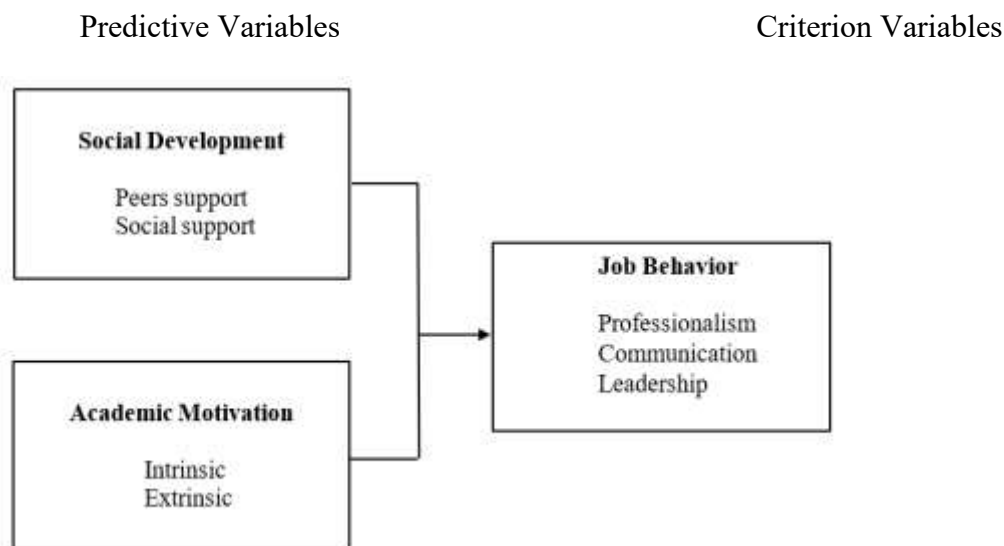


Figure 1. Conceptual Framework

## METHODOLOGY

This chapter includes the research design, the study locale, the sample and sampling technique, the data-gathering technique, the data analysis technique, and the ethical considerations.

### Research Design

This study employed a predictive research design. It is a quantitative approach for forecasting outcomes by analyzing patterns in existing or historical data (Lim, 2025) and complementing traditional research that explains past events using statistical models. This approach enables researchers to investigate the relationships between variables, determine the influence of one or more predictors on an outcome, and make data-driven predictions (Kumar, 2024). It is commonly applied when the goal is to identify significant factors that affect a dependent variable, providing more comprehensive and accurate insights than simple correlational analyses (Memon et al., 2024). One of its key advantages is the ability to analyze multiple predictors simultaneously, enabling a realistic and robust understanding of complex real-world relationships (McGibney, 2023).

### Research Locale

The study was conducted at the Bulwagan ng Karunungan, Provincial Government Center, Mankilam, Tagum City, under the supervision of the Commission on Higher Education in Davao del Norte, Philippines. This venue serves as a government facility for learning and public services and is the designated location for a special higher education program that provides structured academic sessions on weekends. Although the building functions primarily as government offices during weekdays, it is reserved for academic use on weekends, making it a practical and accessible setting for the program.

### Sample and Sampling Technique

A total of 240 students from the Davao del Norte Learning Institutes (DNLI) were included in this study. The respondents were currently enrolled students in the school year 2025-2026 who are also full-time government employees working in various offices within the province of Davao del Norte, regardless of employment status (e.g., job order, contract of service, or temporary). The respondents were chosen because their experiences as both students and employees provided relevant insights into academic motivation, social development, and job competence.

Total enumeration sampling was employed due to the manageable population size. This technique involves including all members of a population with specific characteristics. It is commonly used when the population is small, identifiable, and fully accessible. This approach ensures complete representation of the population, reduces sampling bias, improves data accuracy and completeness, and minimizes sampling error (Saunders et al., 2023).

### Data Gathering Technique

The survey technique was used in gathering data. A survey is a structured method for collecting information directly from respondents using standardized instruments, such as questionnaires, thereby ensuring comparable responses across participants. It is applied when researchers need to obtain data from a large population efficiently, as well as to assess, test, or generalize findings within a defined group (Sheik et al., 2024). This technique offers several advantages, including the ability to reach large and diverse populations, produce quantifiable data for pattern analysis, enable generalization of findings, allow faster data collection, and support replicability through standardized procedures (Oranga & Mater, 2025).

In this study, four adopted and modified survey questionnaires were used. The first instrument, the academic motivation questionnaires, was adapted from Alison et al. (2024). The instrument consists of 17 items representing two indicators: intrinsic motivation and extrinsic motivation. A four-point Likert scale was used to assess respondents' perceptions of academic motivation. Pilot testing revealed Cronbach's alpha of 0.885.

The second instrument, the social development questionnaires, consisted of two indicators, each with its own adapted survey questionnaire. The first indicator, peer support, was adapted from Alaei & Hosseinezhad (2020) and contains 10 items. The second indicator, social support, was adapted from Zimet et al. (1988) and comprises 7 items. A four-point Likert scale was used to assess respondents' perceptions of social development. Pilot testing revealed Cronbach's alpha of 0.908.

The third instrument, the job behavior questionnaires, was adapted from Seckman's (2022) study. The instrument consists of 15 items representing three indicators: professionalism, communication, and leadership. A four-point Likert scale was used to assess respondents' perceptions of job competence. Pilot testing revealed Cronbach's alpha of 0.918.

### Data Analysis Technique

In this study, the data analysis techniques used were descriptive statistics, correlation, and multiple regression analysis. Descriptive analysis helps organize and summarize large amounts of data, making it easier for researchers to understand real-world patterns (Costa, 2024). In this study, the mean and standard deviation were used as statistical tools. Moreover, correlation analysis examines the strength and direction of the relationship between two continuous variables (Rizk, 2023). It is applied when examining relationships between variables. Its advantage is that it identifies whether variables move together and the Degree of their association, commonly measured using the Pearson product–moment correlation.

Lastly, multiple regression analysis was employed to determine the extent to which one or more independent variables predict or explain variation in a dependent variable (Kumar, 2023). This technique allows researchers to assess the combined effects of multiple predictors while controlling for their interrelationships, providing a broader, more in-depth understanding of the factors influencing the outcome of interest. Furthermore, unstandardized and standardized beta coefficients were used to determine the magnitude and direction of the relationships between the independent variables and the dependent variable, guided by Cohen (1988) and Hair et al. (2019) to support prediction and theory testing.

The matrix presenting the scale, descriptive level, and corresponding interpretation for each study variable is provided and is specifically used to describe academic motivation, social development, and job behavior.

| Scale       | Level     | Academic Motivation    | Social Development      | Job behavior       |
|-------------|-----------|------------------------|-------------------------|--------------------|
| 1.00 – 1.74 | very low  | very weak motivation   | very poor social skills | very poor behavior |
| 1.75 – 2.49 | Low       | weak motivation        | Poor social skills      | Poor behavior      |
| 2.50 – 3.74 | High      | Strong motivation      | Good social skills      | Good behavior      |
| 3.75 – 4.00 | very high | very strong motivation | very good social skills | very good behavior |

For the interpretation of standard deviation, the following percentage standard by Sergent and Varacallo (2024) was followed:

| % of Scores Covered | Interpretation Basis            |
|---------------------|---------------------------------|
| » 68%               | Scores are highly consistent    |
| » 95%               | Scores are moderately dispersed |
| » 99.7%             | Scores are highly dispersed     |

### Standard Deviation Value Ranges and Interpretation

| Range            | Description                   | Interpretation                         |
|------------------|-------------------------------|--|
| $SD \leq 0.50$   | High Consistent Responses     | Strong and uniform perception          |
| $SD = 0.51-1.00$ | Moderate Consistent Responses | Acceptable consistency                 |
| $SD = 1.01-1.50$ | Low Consistent Responses      | Differing views or experiences         |
| $SD > 0.50$      | Very Low Consistent Responses | High variability and lack of consensus |

In this study, the significance of the correlation was tested at a 0.05 confidence level. The following is the standard measure for the interpretation scale of the r-value:

| Computed r                  | Descriptive Interpretation  |
|-----------------------------|-----------------------------|
| +/- 1.00                    | Perfect Correlation         |
| Between +/- 0.75 - +/- 0.99 | High Correlation            |
| Between +/- 0.51 - +/- 0.74 | Moderately high correlation |
| Between +/- 0.31 - +/- 0.50 | Moderately low correlation  |
| Between +/- 0.01 - +/- 0.30 | Low correlation             |
| 0.0                         | No correlation              |

In terms of Scale of Beta ( $\beta$ ) Coefficient Strength, the following scheme, as proposed by Cohen (1988) and Hair et al. (2019), was used:

| $\beta$ Value Range   | Predictive Strength |
|-----------------------|---------------------|
| $\pm 0.00 - \pm 0.09$ | Very Weak           |
| $\pm 0.10 - \pm 0.29$ | Weak                |
| $\pm 0.30 - \pm 0.49$ | Moderate            |
| $\pm 0.50 - \pm 0.69$ | Strong              |
| $\pm 0.70$ and above  | Very Strong         |

### Ethical Consideration

Participants were well informed about the study's purpose, the methods employed, potential risks and benefits, confidentiality measures, and rights prior to participation. A consent sheet was then completed, and informed consent was obtained prior to data collection. The consent process was designed to ensure that participants were fully aware of the study, including that it was voluntary, that they could stop participating at any time, what information would be collected, and whom they could contact with concerns. Data were anonymized, coded, and stored securely by the research team, and participant identities were protected.

All ethical principles were followed to avoid harm, confidentiality, and respect for participants throughout the research process. The study was approved by the Society for Moral Integrity and Legal Ethics Board, and a request for permission to conduct the study was made and accepted by the Commission on Higher Education (CHED). An attempt has been made to maximize benefits, minimize potential harm, and ensure fairness during

the research process. The findings are reported transparently, with any potential conflicts of interest revealed to maintain the integrity of the research.

## RESULTS

Included in this chapter are the results of the descriptive, correlation, and regression tabular presentation, and the corresponding analysis and interpretation of statistical results. This chapter ends with a summary of findings.

### Descriptive Results

Table 1 presents the descriptive statistics of the study, including the criteria and variables. Likewise, the computed means, standard deviations, and descriptive levels for each variable are presented in the table.

**Table 1. Descriptive Analysis.**

| Variables                  | SD           | Mean        | Descriptive Level |
|----------------------------|--------------|-------------|-------------------|
| <b>Academic Motivation</b> | <b>0.436</b> | <b>3.44</b> | <b>Very High</b>  |
| Intrinsic Motivation       | 0.373        | 3.75        | Very High         |
| Extrinsic Motivation       | 0.648        | 3.14        | Very High         |
| <b>Social Development</b>  | <b>0.426</b> | <b>3.64</b> | <b>Very High</b>  |
| Peer Support               | 0.395        | 3.72        | Very High         |
| Social Support             | 0.573        | 3.57        | Very High         |
| <b>Job Behavior</b>        | <b>0.371</b> | <b>3.67</b> | <b>Very High</b>  |
| Professionalism            | 0.439        | 3.59        | Very High         |
| Communication              | 0.393        | 3.69        | Very High         |
| Leadership                 | 0.392        | 3.73        | Very High         |

Specifically, Table 1 shows that the academic motivation variable had a mean score of 3.44, which is considered very high. These indicate that students exhibit a high level of academic motivation. All indicators obtained a very high level. The standard deviation of 0.436 is considered highly consistent, indicating a strong, uniform perception among respondents.

Furthermore, the social development variables had a mean score of 3.64, which is described as very high. These indicate that students exhibit a high level of social development, particularly in their interactions and relationships within their academic environment. All indicators also obtained a very high level.

The standard deviation of 0.426 is considered highly consistent, indicating a strong, uniform perception among respondents. Finally, the job behavior variable had a mean score of 3.67, which is considered very high.

These indicate that students' high-level job behavior is reflected in their behavior. All indicators obtained a very high level. The standard deviation of 0.371 is considered highly consistent, indicating a strong, uniform perception among respondents.

Among the three variables, job behavior showed the strongest descriptive outcome, followed closely by social development, while academic motivation ranked slightly lower, though it still reflected a very high level.

Overall, all variables demonstrated consistently positive perceptions among students, indicating strong motivation, social growth, and positive behavior among respondents.

### Correlation Results

Table 2 is correlational. It presents the predictive and the criterion variable. It shows the r-value, p-value, decision on the null hypothesis, and the corresponding interpretation.

**Table 2. Correlation Analysis.**

|                     | Job Behavior |         |   |                |
|---------------------|--------------|---------|---|----------------|
|                     | r            | p-value | Decision on Ho @ 0.05 level of significance | Interpretation |
| Academic Motivation | 0.546        | p<0.001 | Reject Ho                                   | Significant    |
| Social Development  | 0.670        | p<0.001 | Reject Ho                                   | Significant    |

Specifically, Table 2 shows that the correlation between academic motivation and job behavior variables obtained a p-value of 0.001. Such a value is less than the 0.05 level of significance. Hence, the null hypothesis was rejected, indicating that the correlation is statistically significant. The r-value of 0.546 reflects a moderately high correlation between academic motivation and job competence. implies that as academic motivation changes, job behavior also changes.

Similarly, Social Development obtained a p-value of 0.001, which is lower than the 0.05 level of significance. Hence, the null hypothesis was rejected, indicating that the correlation is statistically significant. The r-value of 0.670 reflects a moderately high correlation between social development and job behavior. implies that as social development changes, the level of job behavior also changes.

Both academic motivation and social development showed significant positive relationships with job behavior; however, social development demonstrated a stronger correlation compared to academic motivation, indicating a greater influence on job behavior.

### Regression Results

Table 3 presents the regression table containing the factors, the criterion's unstandardized and standardized beta coefficients (B), standard errors (SE), standardized beta values, t-statistics, p-values, significance, decision on the null hypothesis, and interpretation.

Specifically, Table 3 shows that the model for job behavior using the predictive variables academic motivation and social development is  $JB = 0.218AM + 0.463SD + 1.237$ . The corresponding p-value is 0.001, which is lower than the 0.05 level of significance, indicating that the null hypothesis was rejected. Hence, the model to predict job competence is statistically significant. The R-squared value of 0.495 indicated that the strength (49.5%) of the model explains a substantial proportion of the variance in job competence, indicating a moderate predictive power. implies that for every unit change in the predictors' values in the model, the prediction of job behavior changes.

**Table 3. Regression Analysis.**

|          | Job behavior                |            |                           |       |         |                |                |
|----------|-----------------------------|------------|---------------------------|-------|---------|----------------|----------------|
|          | Unstandardized Coefficients |            | Standardized Coefficients |       |         | Decision on Ho | Interpretation |
|          | B                           | Std. Error | Beta                      | t     | p value |                |                |
| Constant | 1.237                       | 0.162      |                           | 7.654 | p<0.001 |                |                |

|                     |       |       |       |       |             |           |             |
|---------------------|-------|-------|-------|-------|-------------|-----------|-------------|
| Academic Motivation | 0.218 | 0.047 | 0.256 | 4.643 | $p < 0.001$ | Reject Ho | Significant |
| Social Development  | 0.463 | 0.048 | 0.530 | 9.620 | $p < 0.001$ | Reject Ho | Significant |

$R = 0.704$ ;  $R^2 = 0.495$ ; Adjusted  $R^2 = 0.491$ ; F-value = 116.3; p-value =  $p < 0.001$

Regression Formula  $JB = 0.218AM + 0.463SD + 1.237$

The result revealed that the regression model for job behavior is statistically significant, indicating that academic motivation and social development meaningfully predict job behavior. It also demonstrates moderate predictive strength, as the model explains a substantial portion of the variation in job behavior, indicating that changes in the predictors are associated with corresponding changes in job behavior.

## SUMMARY OF FINDINGS

Based on statistical results, it was specifically found that:

1. Academic motivation and social development both have a significant correlation with job behavior.
2. The model to predict job behavior using academic motivation and social development as predictors is significant.

## DISCUSSIONS

In this chapter, the findings are discussed. Likewise, the conclusion and recommendation are presented.

### Correlation of Academic Motivation, Social Development, and Job Behavior

The findings of this study indicate that both academic motivation and social development are significantly correlated with job behavior. The finding affirms that higher levels of academic motivation are associated with improved workplace behavior and professional conduct among students (Sug-ang & Namocot, 2025). In addition, this current finding corroborates Wang et al. (2023), who highlighted that social support and related developmental factors are important in shaping positive work behavior and professional adjustment, thereby contributing to better job-related outcomes. Likewise, this current finding aligns with Mangarin & Namalata (2024), who found that social development is linked to stronger job performance, particularly in interpersonal skills, adaptability, teamwork, and responsibility in academic and work-related settings.

On the contrary, this current finding contradicts Idausos & Tagadiad (2023), who found that academic motivation only partially explains variations in job behavior influenced by social factors, suggesting that motivation alone may not fully account for behavioral outcomes in academic and workplace settings. Similarly, the current finding by Montilla et al. (2023) emphasized that the relationship between motivation and job behavior may depend on contextual factors, such as the learning and work environments.

### Job Behavior as Predicted by Academic Motivation and Social Development

The findings of this study indicate that the model predicting job behavior using academic motivation and social development as predictors is significant. This finding affirms Wang et al. (2024), who reported that higher academic motivation is associated with more appropriate job behavior in academic and workplace settings. Similarly, this current finding aligns with Indrawati et al. (2023), who found that motivation is an important factor in shaping students' work readiness and professional behavior, underscoring its relevance to job-related conduct. Moreover, this finding aligns with Heggstad et al. (2023), who emphasized that social skills are recognized as essential competencies linked to professional behavior, workplace interaction, and overall job performance in organizational settings.

On the contrary, this current finding contradicts research indicating that academic motivation is more strongly associated with psychological outcomes and well-being than with direct job behavior outcomes, suggesting variability in behavioral relevance (Howard et al., 2021). Similarly, burnout and misalignment of motivation with personal or career goals have been shown to weaken the motivation–performance relationship across contexts (Gagné et al., 2022; McAnally & Hagger, 2024).

## CONCLUSION

Based on the results, job behavior, academic motivation, and social development were the two major factors that significantly predicted. So, this outcome, in some respects, validates the SDT, which suggests that a child's behavior at work is shaped by the fulfillment of three psychological needs: autonomy, competence, and relatedness. If these needs are met, then individuals demonstrate higher motivation, involvement, and skill application.

## RECOMMENDATIONS

1. Future research may include additional variables not included in this study to explain the remaining variance or to determine the 50.5% of the model's strength not explained by the variables used in the study. Exploratory studies may generate emerging themes that could be considered as the variables, and use the corresponding subthemes as indicators.
2. School leaders may exert maximum effort and allocate resources to support students as the primary beneficiaries. They may also implement values formation programs, leadership development activities, and work immersion initiatives to enhance academic motivation, social development, and job behavior.

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