



JOB CHARACTERISTICS AND LOCUS OF HOPE AMONG TEACHERS IN SELECTED PUBLIC SENIOR HIGH SCHOOLS IN CAGAYAN DE ORO CITY

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Abstract - *The current study examines the gap of knowledge between Job Characteristics (Task Significance, Task Identity, Job Autonomy, Skill Variety, and Job Feedback) and Locus-of-Hope (internal, family, peer, and spiritual) among the 101 public senior high school teachers from Cagayan de Oro City. Public school teaching in the Philippines is one of the jobs being considered as very tasking, thus exploring this specific population character is fitting for the study. Person r product moment correlation was used to test the hypothesis of the present study. In relation to the hypothesis, Job Characteristics has no significant relationship towards Locus-of-Hope, however the External-peer locus had a weak relationship towards Job Characteristics. Furthermore, the results of the study showed that 51.43% had scores below 171 which suggest that they perceived their Job as not well-defined while the remaining 48.57% perceived their job to be well-defined. Results also suggest that the participants have scored highest in task significance which means that these participants see the sense of value of the job and lowest in job autonomy which means that the job restricts them to practice certain degree of freedom. In terms of the Locus-of-Hope, results showed that the respondents anchor more their hope in spirituality as it has the highest mean, and anchor less their hope to peer which has the lowest mean. The present study opened new sources of inquiry that can further explain the experience of public senior high school teachers not just in the concept of Job Characteristics and Locus-of-Hope but more so, on the relationship of these variables towards the different aspects of their experience.*

KEYWORDS: *Locus-of-Hope, Job Characteristics, Job Feedback, Job Autonomy, Job Identity, Skill Variety, Task Identity, Task Significance.*

Introduction

Teaching, as known by everyone, is the noblest profession. In the simplest definition, teaching is defined by Merriam-Webster dictionary as a person whose job is to teach students about certain subjects. Yet, on a deeper understanding, it entails vital roles and functions that are crucial in the development of a child. In relation to this, the republic act no.4670 of June 18, 1966 known as “The Magna Carta for Public School Teachers” in the Philippines, a teacher is defined as all persons engaged in classroom teaching, in any level of instruction, on full-time basis, including



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guidance counselors, school librarians, industrial arts or vocational instructors, and all other persons performing supervisory and/or administrative functions in all schools, colleges and universities operated by the government or its political subdivisions. This law has seven articles with thirty-five sections containing the most comprehensive definition and roles as well as functions of a teacher.

Given the long list of roles and functions highlighted in this law, a recent memorandum issued by the Department of Education (2018) states the reduced number of paperwork required to be completed by teachers from thirty-six (36) to ten (10) school forms so as to respond and/or

address the importance of work-life balance among teachers especially since this profession is susceptible to induce stress that may lead to burnout due to overwork.

In the Philippines, job burnout is a pressing problem especially in the recent year, as of 2018 alone five (5) teachers reported to have committed suicide, and a lot of assumptions as to the reason for such is the hefty workload of teachers. There is an awareness for this instance in this country. The government is aware and serious to address this concern which is why the R.A. No. 11036 was enacted, which is known as the mental health law, to address this kind of concern for the welfare of the public.

In Cagayan de Oro city alone, in the year 2018, 2 public school teachers were found dead, 1 in his early 30's, whose been in the department of education for only 1 year, and the other in her late 40's, whose been in the service for only 5 years. In an article from "Sunstar News" in July 2018 in Tacloban City, Philippines was investigated and based on the police blotter filed by the father of the victim, the reason was due to job-related factors which caused depression, all these happened less than a month after the victim's first day of service.

The present study seeks to look into the overall relationship between job characteristics and the locus-of-hope among selected Cagayan de Oro City, senior high school public school teachers coming from highly populated schools. Locus of Hope as defined by Bernardo (2010) is where a person anchors his/her hope (Internal, External-Family, External-Peers and External- Spiritual) in order to strive towards life objectives, how to cope with difficulties and how one can succeed in his/her aspirations. This theory has been associated with different psychological constructs such as learned helplessness (Juntilo, 2016), life satisfaction (Du, Bernardo, C Yeung, 2015), psychological well-being (Datu C Mateo, 2016), the use of collaborative learning strategies in school (Bernardo, Salarga, Khan, C Yeung, 2015), help-seeking intentions (Bernardo C Estrellado, 2017), coping (Bernardo, Wang, Pesigan, 2016), adjustment and self-construals (Du C King, 2012), and social belief system (Bernardo C Nalipay, 2015). These studies show that hope as a construct plays an important role in the psyche of an individual.

On the other hand, the Job characteristics model (JCM) as defined by Price and Muller (1986) is the attempt to pin down the job characteristics in relation to the job where an individual works. This concept has been associated with hope-related loci such as family, peer C spirituality. A study by Hulst (2017) states that work-family conflict has a positive significant relationship towards

turnover intention which is an outcome for the JCM. In another study by Babin and Boles (1996) states that a co-workers/peers' perception on the job can increase job satisfaction, also in one study by Janssen (2003), it was discovered that conflict with co-workers/peers mediates the interactive effect of innovative behavior and job involvement on satisfaction with co-worker relations. In a study by Swanepoel (2015) indicates a positive relationship between workplace spirituality and two of the work-related attitudes, namely job satisfaction and job involvement. These hope-related loci have been explored by various studies but was not linked directly to hope. Thus, the relationship between job characteristics and locus-of-hope is the gap of knowledge which this paper attempts to explore. In another context, the JCM emphasizes that the most important outcome variable is internal motivation which exists when good performance is an occasion for self-reward and poor performance prompts unhappy feelings (Faturouchman, 1997). In relation to the locus-of-hope theory which includes internal locus as a source of hope, there could be a possible relationship between job characteristics and locus-of-hope. Thus, the study intends to address this gap.

More specifically, the study focuses on the possible relationship between a persons' job characteristics and locus-of-hope. Although established researches have been associated with hope and job satisfaction, it seems that job satisfaction is the end result phenomena of the job which is not the case for job characteristics, since JCM is diagnostically design to understand a certain job. This strikes a gap in the understanding of the dynamics of work in relation to job characteristics and where a person anchors his/her hope. Thus, the present study seeks to know the current Job Characteristics of public school teachers and their level of hope as well as to explore the possible relationship between the two constructs.

Methods and Materials

A quantitative/inferential research design was used for the present study. The study specifically looked into the correlation between Job Characteristics (independent variable) and Locus-of-Hope (dependent variable).

The place of interest where the research was conducted is in Cagayan de Oro City. More specifically in the Department of Education, division of Cagayan de Oro City. The schools that were part of the study were teachers coming from public senior high schools and are offering their service from poor to middle class status students. The teachers are catering more than 45 students which is beyond the ideal number of students per class and so requires extra effort to monitor. The teachers are not only to teach in their institutions but are also compelled to do ancillary work such as home visitation, "brigada eskwela", student mapping, remedial class, coordinator in various programs/activities, records clerk, gardening, career guidance designates, school nurse designates and the likes.

The present study generated the needed data from the senior high school public school teachers in the Department of Education limited to the division of Cagayan de Oro City, specifically nine (9) highly populated schools (according to Department of Education Order No. 11, series of 2018) which include Agusan National High School, Balulang National High School, Bayabas

National High School, Bugo National High School, Bulua National High School, Cagayan de Oro City National High School, Canitoan National High School, Carmen National High School, and Lumbia National High School. This was done to contextualize the experience of the senior high public school teachers from the elementary, junior high school teachers and the higher education. Also, the present study only included teachers who were able to be in service for one (1) year and above, provided that they are already well-versed as to how the system works. The gender and age were not categorically treated as well as the years of experience since the study only looked into the relationship between the two constructs (JCM C LoH).

This study utilized a population representative. There are 37 listed public high schools in the said city and the present study focused on the nine (9) identified highly populated schools. This is done with the assumption that the more the population the school serves, the more work it requires to take on for the teachers in their respective stations. From these 25, the nine (9) schools had 120 senior high public school teachers and there were 110 qualified participants. Qualified participants are those teachers teaching 1 year and above in the department.

The sample size of the study was 110 participants based on the total number of qualified participants.

Oldham and Hackman's (1974) Job Characteristics Survey (JCS) was used to measure the job characteristics of the respondents. The tool was developed to address various job characteristics (Skill variety, Task identity, Task significance, Autonomy and Feedback) in any given occupation. The tool originally comprised of fifteen items but Asian studies conducted on the validity and reliability of the tool reduced it to eleven items (Johari, Che, C Yahya, 2009) due to the cultural relativity. The questionnaire looks into the 5 dimensions of JCM namely, two items for skill variety, two items for task identity, two items task significance, two items for autonomy, and three items for feedback. The items were arranged randomly. The JCS tool is responded via a 7-point Likert scale from 1 = "Very little" to 7 = "Very much" (7points).

On the other hand, Bernardo's (2010) revised 2018 version of the locus of hope questionnaire was utilized to examine the respondents' overall experience of hope. The tool is an extension of Snyder's (2000) dispositional 26-hope scale. The original tool in measuring hope contains eight items and for the extension theory of the locus-of-hope it was categorized as the internal locus, modifying two items to fit the Filipino participants and to emphasize a more personal focus, respectively. In addition to such, eight new items were developed for each of the three external locus-of-hope subscales namely, external-family, external-peer and external- spirituality. These additions were closely patterned to the original scale, having four items each for agency and pathways, but with explicit reference to the particular locus-of-hope dimension (Bernardo, 2010). The tool was responded with a 4-point Likert scale ranging from 1 (Definitely False) to 4 (Definitely True).

Job Characteristics Survey

The JCS tool has been present since 1974 and has been used in various disciplines until the present moment. To ensure the reliability and validity of the adapted tool, the result of the JCS's test of validity and reliability is discussed.

Cronbach's alpha values were within the ranges of 0.606 and 0.818 for all the five subscales which goes to show that the tool is reliable. The overall internal consistency reliability for the Job Characteristics scale was 0.756.

Locus-of-Hope Scale

The Locus-of-Hope Scale was used to measure the locus-of-hope dimensions. The four-factor structure of the scale was validated using confirmatory factor analysis. The fit indexes all indicated a good fit with the four-factor structure: $\chi^2(458) = 785.217$; $\sqrt{2}/df = 1.714$; RMSEA = .049; CFI = .915; TLI = .907. The Cronbach for each of the scales ranged from .69 to .91 which means that the scale is reliable.

The Cronbach for each of the subscales was also computed, and most were acceptable, ranging from .60 to .82. Only the spirituality subscale had an unacceptable Cronbach $\alpha = .57$, but this subscale was still included in the analysis for completeness. The Cronbach was also computed for the major scales: for individualism (internal L-o-H), $\alpha = .82$, and for collectivism (external L-o-H), $\alpha = .78$ (Bernardo, 2010).

Pre-test

To validate the reliability of the tools (JCS C LoH) among working adults, a pilot test was conducted among public school teachers who had similar characteristics to the target respondents of the study. For JCS, Cronbach of the scale obtained was 0.848 which goes to show that the tool is reliable. While for LoH, Cronbach of the scale obtained was 0.815 which also suggest that the tool is reliable.

Results and Discussion

The following are the problems presented in the present study, and the presentation and illustration of the gathered data as well as their respective interpretations.

Table 4 *Socio-demographic Profile*

Male	38%
(N=35)	
Gender	
Female	62%
(N=66)	

Married (N=54)	53%
Status Single (N=47)	47%
Age (μ)	36
Years of Service in Dep.Ed. (μ)	6

$N=101$

Table 4 shows the socio-demographic profile of the respondents. The average age of the respondents is 36 which belongs to middle adulthood stage. This is the time when people begin to take their place in society and assume responsibility for whatever society produces. For most people, this is the longest stage of development, spanning the years from about age 31 to 60 (Erikson, 1982). The average years of experience in the service is 6 years.

Problem 1: Profiles of the respondents in terms of their Job Characteristics, according to?

1. Skill variety
2. Task identity
3. Task significance
4. Autonomy
5. Feedback

Table 4.1 Summary of Descriptive Statistics for Job Characteristics

Job Characteristics Dimensions	<i>M</i>	<i>SD</i>	<i>Interpretation</i>
Skill Variety	5.79	0.931	Well-defined
Task Identity	5.81	0.796	Well-defined
Task Significance	6.19	0.809	Well-defined
Autonomy	5.34	1.089	Well-defined
Feedback	5.38	1.008	Well-defined

Table 4.1 shows the profile of the respondents in terms of their Job Characteristics. From this table, it can be observed that the different dimensions (Skill Variety, Task Identity, Task Significance, Autonomy and Feedback) of Job Characteristics had means that were very close to each other. This suggests that among public Senior High school teachers, the different dimensions of Job Characteristics are observed. This is similar to the results obtained by Jihari and Yahya (2015) wherein they found out that the means of the respondents were very close to each other signifying their contention that the five dimensions exist or are aspects of Job Characteristics. Another study that can support that these dimensions exist is a study by Payne (1997) which the demographics also showed close mean amongst the dimensions. This was in his study on the effect of job dimensions towards internal motivational factors which resulted to a significant relationship between the two constructs.

Collectively, looking into the mean scores of the five dimensions of Job Characteristics wherein all had values that were dispersed to the mean score of 5, signify that the respondents view their jobs as teachers to be well-defined. This may also coincide with the job characteristics model which states that the presence of the five dimensions would yield a good personal and work outcomes which includes high internal motivation, high quality performance in work, high satisfaction with the work, and low absenteeism and turnover (Oldham C Hackman, 1976). This may reflect these teachers' continued efforts to stay in the profession and find ways to better their service and themselves. Moreover, there were 49 (48.57%) respondents whose scores were above 171 in the Job Characteristics Survey (JCS) which showed that they perceived their Job Characteristics to be well-defined while 52 respondents (51.43%) had scores, below 171, which suggest that they perceived their Job Characteristics as not well-defined. This implies that 51.43% of the respondents perceive that their job is not well-defined and, in the groups sharing, the possible reason could be because of the ancillary work or works not related to classroom teaching given to the teachers.

Furthermore, the means of the respective dimensions of Job Characteristics show that Task Significance had the highest mean ($M=c.15$) compared to the other dimensions which suggests that the respondents relatively see their job as teachers, to have significance and that the tasks they are given seem relevant to them. Also, based on the group sharing conducted, it was salient that task significance was high due to the perceived impact that the teachers were able to experience how valued they are in their schools especially when students thank them with the things that they learned from them. Relating this result to the Job Characteristics Model, this means that the teachers perceived their job to be meaningful. Another explanation might be that as they compare their experience in the previous private institutions they were in, they can really

see that the respect that they are getting is more visible in the public institution. This supports the study conducted by Oliveira (2015) among individuals having different job types in relation to their job characteristics, wherein for white collared jobs, the result obtained in relation to the mean score, task significance rated high. In another study by Payne (1997) among I.T faculty, similar results were observed wherein task significance also rated high in terms of the mean.

On the other hand, the Autonomy dimension had the lowest mean ($M=5.34$) which suggests that the respondents relatively see that they had a certain sense of freedom in relation to their job as teachers as it is still within the high range, but the lowest among the 5 dimensions. Thus, this may seem to imply that the respondents perceive that they are given enough autonomy in their profession. This result is also observed in the studies of Oliveira (2015) and Payne (1997) wherein autonomy as a job characteristic dimension had relatively low mean score compared to other job characteristics dimensions. Based on the group sharing session, it was also expressed that part of the reason as to why autonomy is relatively low among the dimensions of Job Characteristics can be due to the strict implementation of the rules and regulation in the education system as well as the ancillary work demanded from them. This includes short notice deadlines and many forms and tasks to be accomplished.

As a whole, this demographic profile confirms that among public Senior High school teachers, the different dimensions of Job Characteristics (Skill Variety, Task Identity, Task Significance, Autonomy and Feedback) are observed. This finding may also play an important role in improving and/or addressing concerns in relation to the teaching profession as well as developing programs related to capacitate the teachers in managing the job autonomy.

Problem 2: Profiles of the public senior high school teachers in terms of their overall experience of hope, according to?

- 2.1. **Internal Locus-of-Hope**
- 2.2. **External-Family Locus-of-Hope**
- 2.3. **External-Peer Locus-of-Hope**
- 2.4. **External-Spirituality Locus-of-Hope**

In terms of the profile of the respondents' Locus-of-Hope, table 4.2 shows that the four respective dimensions of the Locus-of-Hope had means that were close to one another which suggest that hope among public Senior High school teachers is anchored across the four dimensions (Internal, External-Family, External-Peer and External-Spirituality). Collectively, all respondents also had scores above 80 which imply that all the respondents were hopeful or having high levels of hope. This was a salient point from the group sharing as the respondents expressed that despite several concerns with their job, they still remain to be hopeful because their job is only one part of their whole understanding of the concept of hope; that despite issues regarding their job, they cannot discount the idea that they are or can still be hopeful in general. This phenomenon was related to the concept of Snyder (2000), which suggest that hoping cannot be defined by single aspect of living.

Table 4.2 Summary of Descriptive Statistics for Locus-of-Hope

Locus of Hope Dimensions	<i>M</i>	<i>SD</i>	<i>Interpretation</i>
Internal	3.47	0.348	high level of hope
External-Family	3.35	0.470	high level of hope
External-Peer	2.72	0.562	high level of hope
External-Spirituality	3.80	0.348	high level of hope

This result affirms what Bernardo and Estrellado (2014) found out in their study about hope among Filipino adults wherein the four dimensions of the Locus-of-Hope also had means that were very close to each other of which added support to their contention that the four dimensions exist or are sources of hope among the respondents in the study. This finding also supports Bernardo's (2010) extended theory of hope which depicts that hope can be both an internal and external experience for a person, implying the importance of examining the roles that significant others such as family, peers and spirituality play in the experience of hope especially in those cultures that are collective in nature like the Filipinos.

Looking into the mean scores of the four Locus-of-Hope dimensions, it shows that all had values that were relatively high given that it was closely near to the mean score of 3. This implies that the respondents are relatively hopeful which may reflect that despite the issues and/or concerns involved in the teaching profession, public Senior High school teachers remain to find ways to cope with their respective concerns that may include anchoring hope both internally and externally. This can be true based on the claim in the study by Bernardo (2010) when he extended the theory of hope by Snyder, which utters the premise that Philippines as a country is collectivist in nature.

Moreover, the means of the respective dimensions also show that the External- Spirituality Locus-of-Hope dimension had the highest mean ($M=3.80$) compared to the other dimensions (Internal, External-Family and External-Peer) which suggests that the respondents relatively anchor more their hope on their spirituality as compared to the other dimensions. This finding concurs with the studies conducted by Tuason (2008), Bernardo (2010) and Moreira (2003) that have recognized the External-Spirituality Locus of Hope dimension as a good source of hope among people especially in a collectivistic and religious culture like the Philippines. In a study conducted by Yap (2015) among Filipino domestic workers in Hong Kong, it was found out that these Filipino overseas workers make religion as a function for coping mechanism in dealing with the circumstances in an unfamiliar place. This goes to show that Filipinos in general including the public school teachers yield to this concept as well.

However, the External-Peers Locus-of-Hope dimension showed the lowest mean ($M=2.72$) which suggests that the respondents relatively anchor less their hope on their peers as compared to the other Locus-of-Hope dimensions (Internal, External-Family and External- Spirituality).

This result affirms with a similar finding on Bernardo and Estrellado's (2014) study which showed that this dimension (External-Peers) had the lowest mean among the four dimensions. This may be explained from the experiences of these public school teachers which was discussed in the group sharing. They expressed that although they see their co-workers as a good source of help for them to adjust and/or cope with work, they still anchor less their hope in

their peers because of the few unpleasant experiences they had with co-workers, like being the center for gossips and this unpleasant experience became their ground for not anchoring their hope and/or trust to their co-workers.

Moreover, in a study conducted by Bernardo and Estrellado (2014), similar results were obtained suggesting that anchoring hope among peers may reflect their lower sense of perceived capacity to reach a desired goal and ability on their part. In the group sharing conducted, the respondents shared that in their workplace, it is a good help when they have someone to help them with the task at work but not in the whole aspect of their lives.

As a whole, this profile of the respondents' Locus-of-Hope gave more understanding and knowledge in terms of how teachers in the public school conceptualize hope. It also confirms the indication that these people anchor hope on several factors (Internal, External-Family, External-Peer and External-Spirituality) and that, overall, the respondents are hopeful despite issues and/or concerns involving the teaching profession.

Problem 3: Relationship between Job Characteristics (JC) and Locus-of-Hope (LoH) among selected public school teachers, according to?

- 3.1. **Job Characteristics and Internal Locus-of-Hope**
- 3.2. **Job Characteristics and External-Family Locus-of-Hope**
- 3.3. **Job Characteristics and External-Peer Locus-of-Hope**
- 3.4. **Job Characteristics and External-Spirituality Locus-of-Hope**
- 3.5. **Overall Job Characteristics and Locus-of-Hope**

Before examining the relationship between the two variables of the study namely Job Characteristics and Locus-of-Hope (Internal, External-Family, External-Peer and External-Spirituality), the descriptive statistics of such variables were obtained (see Table 4.3). Based on the respective mean scores obtained by the variables of the study, it shows that such variables, Job Characteristics and Locus-of-Hope, collectively exist among the selected public Senior High school teachers.

Table 4.3 Job Characteristics and Locus-of-Hope: Correlations and Descriptive Statistics (N=101)

Variables

1. Job Characteristics	-					
2. Internal	0.028					
3. External-Family	-0.050					
4. External-Peer	0.121*					
5. External-Spirituality	-0.069					
6. Overall LoH	0.070					
<i>M</i>	165.37	3.47	3.35	2.72	3.80	129.16
<i>SD</i>	65.68	0.35	0.47	0.56	0.35	11.27

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

The correlation results of the variables of the study (see Table 4.3) show that only the External-Peer Locus-of-Hope dimension is weakly correlated to Job Characteristics while the other variables showed no significant relationship. This finding implies that although such variables (Job Characteristics and Locus-of-Hope) exist among the selected public Senior High school teachers, there is no significant relationship between the two variables of the study. One possible explanation for this weak relationship between JC and External-Peers Locus-of-Hope may be, as expressed in the group sharing, due to their reason that even if they do not seem to anchor their hope and/or trust their peers (co-workers) in the workplace, they still put importance in establishing good work relationships so they can get by or cope with their job. This can be supported from a study conducted by Du, et. al. (2015) which suggests that a weakened self- esteem strengthens the effect on the relationship between External-peers locus-of-hope and life satisfaction. This suggests that if a certain individual, when placed in a conflicting situation in relation to their job, may yield to peers as support. Also, in a study conducted by Janssen (2003), it was found out that conflict with co-workers mediate with good job experience.

Table 4.4 Cross Tabulation of the Variables of the Study

<u>Job Characteristics</u>	Well-defined JCS	Not Well-defined JCS
<u>Locus of Hope</u>	<u><i>M</i></u>	<u><i>M</i></u>
Internal	3.50	3.20
External-Family	3.20	3.20
External-Peer	3.20	3.20
External-Spirituality	3.30	3.30

Moreover, results of the cross tabulation of these variables (see Table 4.4) also suggest that the Locus-of-Hope (Internal, External-Family, External-Peer and External-Spirituality) profile of the respondents is around the same whether they perceived their Job Characteristics as well- defined or not. This implies that regardless if the respondents perceive their Job Characteristics as well-defined or not, the four Locus-of-Hope dimensions still exist and were also relatively similar for both types of respondents (well-defined JC and not well-defined JC). These implications further confirm the indication that such variables, Job Characteristics and Locus-of- Hope, exist among these selected public Senior High school teachers, yet they do not significantly relate with each other. This goes to show that JC and LoH are two independent, yet co-existing concepts observed and present among these respondents (Senior High school teachers). Studies also suggest that the concepts of family (Majekodunmi, 2017), peers in work (Babin C Boles, 1996) and, spirituality and work (Dharmarajan, et. al., 2011) contribute to a good work experience, yet the concept of hope does not necessarily adhere to it.

Overall, findings of the study show that JC and its dimensions co-exist with LoH and its dimensions among public Senior High school teachers in Cagayan de Oro. These findings adhere to Bernardo's (2010) theory of the extension of hope and Oldham and Hackman's (1976) Job Characteristics Model, wherein these concepts are present and observed. Yet, there is no significant relationship between the two variables (JC and LoH) of the study, except for the weak relationship between JC and External-Peers LoH.

Conclusion

From the results of the present study, the profile of the respondents' Job Characteristics show that Task Significance in their job is relatively high which may be because of the perceived high regard of their profession (teachers) and may also be due to the age of the participants which average within 36 years old, which is the stage for Generativity (Erikson, 1982) which implies that these people are more concerned on the creation of new things and ideas that can contribute to the building of a better world, while Job Autonomy is relatively low which may be due to their ancillary work and the overall educational system that they need to consider. In terms of their Locus-of-Hope, External-spirituality is relatively high among the public senior high school teachers which may be attributed to the culture of the Filipinos while External-peers is relatively low which may be due to respondents' reservations in relation to anchoring their hope and/or trust to their peers.

Overall, the results showed that both Job Characteristics and Locus-of-Hope are existing to these participants but are not necessarily significantly related to each other.

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