

**PUBLIC SERVICE MOTIVATION, ASPECTS OF IDENTITY ORIENTATION,
AND SENSE OF COHERENCE: A PREDICTION MODEL ON SENSE OF
COMMUNITY AMONG PUBLIC SCHOOL HEADS IN REGION XI**



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Public Service Motivation, Aspects of Identity
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Preface

This dissertation is written to fulfill the requirements for the degree of Doctor of Education at the University of Mindanao, Davao City, Philippines. It was based from the survey conducted among public secondary schools of Region XI. I was engaged in researching and writing this dissertation from October 2019 to June 2020. Finalization of this research as well as the publication was a bit late because of the global pandemic. I owe the blueprint of this dissertation to my co-author, Eugenio S. Guhao, Jr. I had encountered difficulties during data gathering due to far flung areas of the respondents and the answering the questions. Fortunately, my classmates, Aileen Ang-Dondoyano and Jeanette A. Espelimbergo, were there during the data gathering and willing to answer my queries.

I would like to thank my co-author for the guidance and support during the process. I also wish to thank all of the respondents, whose full cooperation made me able to conduct data analysis. I also thank the University of Mindanao Professional Schools (UMPS) for the provision of technical assistance. To my friends Aileen and Jeanette, I thank you for your constant motivation. Working with you about my research, made it lighter. To my son, Jim-Jim, your kindness and obedience made everything so well.

Medelyn E. Geolina

Eugenio S. Guhao, Jr.

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Table of Content

Title	i
Preface	ii
Copy Rights and Trademarks	iii
Authors	iv
Abstract	v
Introduction	8
Research Objectives	10
Methodology	11
Literature Review	18
Results	57
Discussion	67
Conclusion	75
Appendixes	79
Glossary	86
Index	87

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International Journal of Scientific and Research Publications (ISSN: 2250-3153)

ABSTRACT

The purpose of the study was to determine the prediction model on sense of community of public school heads in Region XI as influenced by sense of coherence, public service motivation and aspects of identity. The instruments used in the study were adapted survey questionnaires but modified to contextualize the regional setting administered to 350 regular public secondary school teachers using quota sampling technique. Mean, Pearson r and regression correlation were used as statistical tools. Findings show very high level of public service motivation and high levels of aspects of identity orientation, sense of coherence and sense of community. It also demonstrated that there were significant correlations between public service motivation and sense of community, between aspects of identity orientation and sense of community and sense of coherence and sense of community. Moreover, all the variables revealed great influence on sense of community. Among the variables, public service has the greatest influence on sense of community, followed by aspects of identity then by sense of coherence, respectively.

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INTRODUCTION

Rationale

Sense of community had radiated not just in the social aspect and improving the lives of every community member, it also encompasses the academic arena. However, sense of community was highly affected by oppression and other processes of cultural and community change (Sonn & Fisher, 1996). In the field of the academe, school heads had faced dilemmas in the creation of caring, inclusive and strong sense of community school due to high demands from different sectors because of its new currencies, foreign policies, high mobility levels, current migrations, lack of stability, and new technology all contributed to system complexity (Castle, 2002). Moreover, it is rare to have schools with strong sense of community (Schaps, 2003). He added that schools that survey learners' perception on the sense of community wind up mediocre results. Many school heads failed to equip their schools with sense of community for learners who needed it the most (Battistich, Solomon, Kim, Watson & Schaps, 1995).

Building a sense of community in school was beneficial for learners. It was found that learners who are academically driven were more likely to attend schools with a good sense of community (Solomon, Battistich, Watson, Schaps & Lewis, 2000). They were more likely to be ethical and selfless (Schaps, Battistich, Watson, 1997), had improved social and emotional maturity (Solomon, et al 2000), and prevented problem behaviors. It was the school principal who fostered a sense of community, particularly in a child-friendly environment (Child Friendly Schools Manual, 2008). As school heads established sense of community relationship, they reached out for support from the communities that were more

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engaged in the educational processes not only for the benefits of the learners and teacher but for the entire as well (Ubben, Hughes, & Norris, 2011).

Cognizant to the importance of sense of community of school heads, the researcher looked through a lot of literature to see what factors could influence or predict a person's sense of community. An individual's attitude toward providing services to people with the aim of doing good for others and society is referred to as public service motivation. Since public service is a community-oriented activity, PSM worked as a motivator for people to put forth more effort in providing public service and to want to do better for others and the society in which they live. With this, an individual valued his membership in the community (Hondeghe & Perry, 2009; Perry, Hondeghe & Wise, 2010). Likewise, it was established that sense of community is varied in terms of their identity (Cicognani, Klimstra & Goossens, 2014). Finally, sense of coherence of community members was attributed from their strong sense of community. This led its members to have a strong group support and competence (Mana, Sagy & Srour 2015; Ying, Lee & Tsai, 2000).

In light of the above, the researcher opted to conduct this research study with the intention of determining which of the above mentioned variables may affect or may predict the effect of one variable to sense of community. Although there are already existing literatures on the association between public service motivation and sense of community, aspects of identity and sense of community and so with sense of coherence and sense of community, those dealt with bivariate relationships and did not cover the three variables in a single study. This study dealt with the three variables with one variable as predicting construct making this study a contribution to new knowledge. Moreover, there are no

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existing akin studies being conducted in Davao Region which deal with the variables under consideration.

Research Objectives

This study determined the prediction model on sense of community of public school heads in Region XI as influenced by public service motivation, aspects of identity orientation, and sense of coherence. Specifically, it aimed to answer the following:

1. To evaluate the level of public service motivation of school heads in terms of:

- 1.1 Attraction to Public Service;
- 1.2 Commitment to Public Values;
- 1.3 Compassion; and
- 1.4 Self – Sacrifice.

2. To measure the level of aspects of identity of school heads in terms of:

- 2.1 Personality Identity Orientation;
- 2.2 Relational Identity Orientation;
- 2.3 Social Identity Orientation; and
- 2.4 Collective Identity Orientation.

3. To assess the level of sense of coherence of school heads in terms of:

- 3.1 Comprehensibility;
- 3.2 Manageability; and
- 3.3 Meaningfulness.

4. To elaborate the level of sense of community of school heads in terms of:

- 4.1 Reinforcement of Needs;

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4.2 Membership;

4.3 Influence; and

4.4 Shared Emotional Connection.

5. To determine the significant relationship between:

5.1 Sense of Coherence Sense of Community,

5.2 Public Service Motivation and Sense of Community, and

5.3 Aspects of Identity and Sense of Community.

6. To determine the prediction model on sense of community among school heads as influenced by sense of coherence, public service motivation and aspects of identity.

METHODOLOGY

This chapter discusses the significant approaches to the study. It covers research design, research locale, population and sample, research instrument, data collection, statistical tools and ethical considerations used in the study.

Research Design

Given the intent and problem statement, a quantitative, descriptive correlation design was chosen as the most suitable for this study. To accurately describe the relationship between dependent and independent variables, a good description is needed. Descriptive analysis presented both dependent and independent variables with raw data. The raw data was analyzed to draw conclusions about the relationship between the dependent and independent variables, which were statistically validated (Rahi, 2017). A descriptive study entails describing a certain aspect of a group of individuals whose

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responses were continuous data where simple means on the average level is depicted (Gill, 2013). Furthermore, correlation was used in investigating and measuring the connection between two or more variables. Likewise, adapted survey instruments were used to collect the primary data. The most suitable survey tool for this study was a questionnaire, given the importance of the research goals and the ample availability of prior evidence to formulate hypothesized relationships for analysis. Overall, establishing a conceptual context, developing hypothesized models, and testing relationships among variables were the three phases of a research design.

Moreover, to assess the determinants of the study, a regression analysis was utilized. It is a statistical analysis that can examine the relationship as well as identify an impact between a dependent variable and one or more independent variables. The biggest advantage of performing regression analysis is that it is capable of determining the factors that matter most, which factors can be ignored and how these factors can influence each other (Sarstedt & Mooi, 2014). It can also utilize to assess the strength of the relationship between variables and for modeling the future relationships between them (Angelini, 2019). Additionally, it generated a regression equation with coefficients that describe the relationship between each independent variable and dependent variables, and the equation can be used to make predictions (Frost, 2020). For these reasons, this method was used to predict a model public service motivation, aspects of identity orientation and sense of coherence towards sense of community of school heads in Region XI.

Research Locale

The research was carried out in Davao Region, which is designated as Region XI numerically. As shown in Figure 6, it is located in the southern part of Mindanao. It is

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bordered on the north by the CARAGA Region and the Philippine Sea on the south, and on the west by the Bukidnon and SOCSARGEN Regions. The district encompasses the Davao Gulf, with Davao City as its regional capital. Davao City, Digos City, Davao City, Davao City, Davao City, Davao City, Davao City, Davao City, Davao City, Davao City, Panabo City, Island Garden City of Samal, Tagum City and Mati City and five provinces namely Davao Occidental, Davao del Sur, Davao del Norte, Davao Oriental and Davao de Oro. The aforementioned divisions within the region are home of thousands of dedicated teachers serving the public schools.

Population and Sample

The participants in this study were 350 teachers from various divisions in Region XI who accepted the invitation to participate. The total completed surveys reached 350 which were higher than the maximum number of sample required for correlation analysis with Pearson correlation value which is 299 at 0.05 significance level (Moinester & Gottfried, 2014). Proportionate quota sampling was employed in determining the number of teachers per division. Since the population is made up of many subgroups with widely different numbers, this sampling method was used. The size of each subgroup is measured by its proportion to the overall population (Etikan, Musa & Alkassim, 2016).

The researcher has set some criteria in the selection of respondents. The teacher-respondents were serving in the public secondary schools for at least three years. They were permanent in status and teaching personnel regardless of teaching positions and grade level assignments. They were carefully chosen since they had sufficient knowledge and comprehension about the subject matter. Further, only public secondary teacher who are

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currently employed for the Academic Year 2019-2020 were included as samples as they were the only ones who fit to the criteria that could answer in the survey questionnaire of the study and who are in the position to provide useful information to test the hypothesis of the study. Likewise, excluded in the study were teachers from elementary schools and those whose teaching assignments are outside the area identified in the research locale and for they are in different work environment and supervision. Also excluded from the study were teachers from private secondary schools within the research locale as well as those who hold supervisory or managerial position in their respective schools.

The respondents were chosen accordingly to answer the survey questionnaire with confidentiality. The target respondents were free to decline participation from the survey. They were not forced to answer the research questionnaire and encourage returning the same to the researcher for its automatic disposal. Additionally, they can withdraw anytime their participation in the research process if they are not comfortable about the study since they are granted complete freedom to participate without fear of punishment or repercussion. If so, the target respondent must inform the researcher if he/she would like to back out and may present or not reason(s) for withdrawal. Further, the respondents can be withdrawn from the research study if he/she commits falsification, plagiarism and other moral offenses or the respondents have health conditions and special needs.

Lastly, data gathering was conducted on October 2019 – March 13, 2020. Of the 350 respondents, 20 was coming from Division A, 15 from Division B, 24 from Division C, 93 from Division D, 8 from Division E, 55 from Division F, 2 from Division G, 24 from Division H and 112 from Division I Majority of the sample were taken from Division I since it is the biggest division comprises of many school in Region XI. Sample from

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Division J and Division K were not included. The permit was sent to their respective Division Offices and was received by the person in-charge. However, the response arrived a day after the declaration of the entire Region into quarantine due to COVID-19 pandemic that struck the entire nation.

Research Instrument

This study utilized four survey questionnaires in order to compile the data. The survey is very helpful instrument for evaluating large populations which provided comparative ease and testing relationships between two or more variables. A survey needs thorough planning, time and effort and focus to improve responses rates (Check & Schutt, 2011). This way, meaningful results was produced. Hence, survey instruments sourced from web sources and range of related studies were adapted and modified applicable to current local setting. The said survey instrument in Likert scale highlighted four parts comprising the variable under study: sense of coherence, public service motivation, aspects of identity and sense of community.

To develop the contextualized questionnaires even more, they were screened by a panel of experts and put through a pilot test with 40 people. The content validation was conducted by six panel experts' valuator, specifically validator A – 3.57, validator B – 5, validator C – 4, validator D – 3, validator E – 4 and external validator – 5. It obtained an overall rating of 4.10 or very good. In the survey validation process, Cronbach's alpha (CA) was used to assess the internal accuracy of survey questions that loaded in the same variables. Results revealed Cronbach's value of .939, .959, .961 and .975 for sense of coherence, public service motivation, aspects of identity orientation and sense of

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community, respectively. The following rules of thumb were used to interpret the data, according to George and Mallery (2016).: CA > .9 – Excellent; CA > .8 – Good; CA > .7 – Acceptable; CA > .6 Questionable; CA > .5 – Poor and CA < .5 – Unacceptable. Undoubtedly, the research instrument obtained an excellent rating.

Likewise, for ethical consideration, the University of Mindanao Ethics Research Committee had approved the conduct of the study to its respondents. To ensure the quality of the study the manuscript was tested for similarity index using Turnitin software and obtained final Similarity Index of 11%.

Data Collection

Several procedures were undertaken in pursuit of this study. Primarily, a letter of request permission to conduct the research was crafted, duly signed by adviser and endorsed by the Dean of Professional Schools. Alongside, the University of Mindanao Ethics Review Committee granted permission to conduct the research last February 8, 2020. This formalized the initial data gathering phase of the study. Reproduction of the survey questionnaires was facilitated from February 9 – 14, 2020. Subsequently, the researcher sent a letter to the Regional Director of Department of Education, Region XI, requesting for a permission to conduct the study to the eleven divisions covered on the said region with public secondary school heads as the respondents. A similar letter was also sent to the Schools Division Superintendents as well as the School Heads informing about the conduct of the study. As soon as the permission was granted from the Office of the Regional Director, Division Superintendents and School Heads, the researcher had personally administered the distribution of survey questionnaires to the 350 respondents

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from the entire Region XI. The study's smooth running was facilitated by piecemeal administration and retrieval of data. The conduct of the study was set from February 18-March 30, 2020. However, it was cut short from March 13, 2020 due to Region-wide quarantine brought by COVID-19 pandemic. There were questionnaires not retrieved as well as administration of the survey was not done in two divisions. One of the responses was retrieved a day before the quarantine while the other was on its process without further notice to the researcher. On the other hand, the researcher had secured the certificate of appearance from the schools involved in the study as proof of honest data gathering.

Moreover, this research undertaking was given highest form of care. This took account of planning, implementation processes and oversight of research staff in order to ensure that the data was safely and securely stored, archived or disposed of: hence, preserving the integrity of research data as well as simplifying data management. All data collected in this study was kept secure at all times and answered concerns about confidentiality, protection, and the preservation or retention of research data. The retrieved questionnaires were handled carefully so as not to lose the raw and valuable data during transport. Hard copies of the data were temporarily stored in a locked cabinet while in the case of electronic data; files were kept from the laptop with password protection to avoid unauthorized access.

Next, data was extracted, tabulated and encoded by the researcher in Excel spreadsheets which were then be forwarded thru e-mail to the statistician for appropriate statistical treatment. Lastly, the analysis and interpretation of data were dealt accordingly base from the purpose of the study.

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Statistical Tools

The data was organized and then analyzed and interpreted using the statistical tools mentioned below:

Mean. Mean was used to assess the level sense of coherence, evaluate the level of public service motivation, measure the level of aspects of identity and elaborate the level of sense of community of school heads in Region XI.

Regression. This was used to discover the important predictors of school leaders' sense of community.

Pearson Product Moment Correlation. This was utilized to determine interrelationships between sense of coherence, public service motivation, aspects of identity and sense of community among school head.

Review of Related Literature

This part contains relevant literature and research from both an international and local perspective that contributed significantly to the study's conceptualization. Ephemeral reviews of the linked research are presented below. The succeeding review of literature begins with a thorough examination of the impact of public service motivation with the following indicators: *attraction to public service, commitment to public values, compassion and self-sacrifice* (Kim, Vandenabeele, Andersen, Cerase, Christensen, Desmarais, Letsink, Liu, Palidauskaite, Pedersen, Perry, Ritz, Taylor, Vivo & Wright, 2010); aspects of identity with *personal identity orientation, relational identity orientation, social identity orientation and collective identity orientation* (Cheek & Briggs, 2013); sense of coherence with the following indicators: *comprehensibility, manageability and meaningfulness*

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(Jakobsson, 2011); to the sense of community with *reinforcement of needs, membership, influence and shared emotional connection* (Chavis, Lee & Acosta, 2008) as indicators.

Public Service Motivation

One of the most important topics in the philosophy and practice of public administration is employee motivation. When compared to private-sector workers, many scholars have claimed that government employees, especially school heads, should be and are strongly motivated by a desire to support the general public (Houston, 2005; Mosher, 2008). Literally, the idea of public service motivation (PSM) has been developed in the public sector to understand what motivates people to work and continue working in the public sector (Clerkin & Fotheringham, 2017).

Furthermore, the literature has provided a number of definitions for public service motivation (Vandenabeele, 2009). It is described as beliefs, values, and attitudes that go beyond self-interest or organizational interests and concern the interests of a larger political group, inducing motivation for targeted action through public interaction (Vandenabeele, Scheepers, & Hondeghem, 2006). Similarly, PSM was portrayed as an enigmatic mental mechanism that differed in various ways (Zhu, Wu & Zhu, 2011). It has also been studied as public service principles, and the construct has been referred to as a calling, a devotion to the public good, a sense of obligation, and contribution, meaning that there is an ethic of public service that motivates individuals to self-select into public sector jobs, including schools and teachers serving public schools (Zhu, Wu & Yan, 2014).

Nowadays, the research on PSM were widespread (Coursey, Brudney, Littlepage, & Perry, 2011; Taylor & Westover, 2011; Andersen & Serritzlew, 2012). PSM had piqued the interest of researchers in related fields such as economics (Georgellis & Tabvuma,

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2010) and human resource management (Melnik, Petrella & Richez-Barresti, 2013; Carpenter, Deverspike, & Miguel, 2012; Perry et al., 2010). Public service motivation has been suggested as a way to increase efficiency and solve issues in the public sector not only several occasions but most of the time (Homberg, Mc Carthy, & Tabvuma, 2015). It's a prosocial drive fueled by unique dispositions and beliefs engendered by government agencies and missions as averred by Perry et al., (2010). Its definition was focused on the idea that public servant motivation can be divided into three categories: logical, norm-based, and affective motives. The effect of PSM on organizational trust, competitiveness, and managerial practices made it one of the most important constructs in public management (Brewer, Vanraalte, & Petitpas, 2000).

Moreover, PSM was found to have a greater positive impact on employee satisfaction in the public sector than in the private sector, based on the Person-Environment Fit Theory (Kjeldsen & Andersen, 2013). Rather than the private sector, the public sector offered the best options for serving the public. Employees who were highly motivated by public service were better able to act on pro-social motivation in the public sector (Andersen & Søren, 2012). Fortunately, it magnetized substantial concern among public management scholars. Individuals who had been motivated by public service had been required to bring forth greater effort in providing public service (Hondegem & Perry, 2009; Perry & Hondegem, 2008).

Along the same vein, PSM is by nature, community oriented. It is a person's attitude toward offering services to people with the intention of helping others and community (Houston, 2005). Specifically, individuals who had high level of PSM showed substantial higher levels of work satisfaction, efficiency and engagement in public organizations

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compared to those who had lower levels of PSM (de Simone, Cicotto, Pinna & Giustiniano, 2016 & Wright, Christensen, & Pandey, 2013). In addition, Employees with a high level of PSM were particularly eager to serve the public concerns (Homberg et al., 2015).

In a nutshell, it was pointed out that person and organizational performance can be more closely related to certain PSM dimensions. (Brewer, 2008). Moreover, among the four dimensions of PSM, self-sacrifice represented the pro-social duties of PSM. Meanwhile affective, instrumental/rational, and normative motivations were established as motivators for public service, compassion, and commitment to public values. (Perry & Wise, 1990). They emphasized that the knowledge of how means and measures were integrated in order to contribute to the delivery of public services was the foundation for instrumental/rational motives. For educators, this may be instrumental involvement in decision-making processes in order to do good for the learners, including trying to influence resource allocation (Andersen, Heinesen & Pedersen, 2014).

Along the same line, conforming to values and social expectations about acceptable actions and community achievements were norm-based motivation issues. Academic qualifications were respected by society and seen as contributing to the common good in the case of teaching. Teachers were able to increase their efforts to boost learners' qualifications in order to gain a sense of spiritual fulfillment (Andersen, Kristensen & Pedersen 2011).

Moreover, PSM and organizational identification had a significant positive relationship. Understanding the motivational bases of public servants being a member of the organization, required social identity orientation as averred by Miao, Newman,

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Schwarz & Cooper (2018). They also came to the conclusion that the relationship between PSM and job performance was mediated by organizational identification. Employees with a high degree of PSM performed better in their careers, according to their findings, and the more they aligned with the public sector agency they worked for, the more they integrated the organization's principles and values into their own self-concept. As a result, the employee became more involved in the organization's goals and more driven to work hard to achieve them, resulting in improved job results (Liu & Perry, 2016). Along the same thought, when the Korean public sector's performance management and organizational recognition were studied, it was discovered that there was a strong connection between the two, and that it should be prioritized (Campbell & Im, 20015).

However, this result has proven difficult to validate pragmatically. There was a positive correlation between PSM and performance in previous studies (Petrovsky & Ritz, 2010; Vandenaabeele 2009; Leisink & Steijn 2009). Nevertheless, in these studies, the strong reliance on self-reports and cross-sectional data rendered causal inference difficult (Brewer, 2008; Perry, et al., 2010; Petrovsky & Ritz 2010). In addition, it was not always the influence of PSM on work performance when considering extrinsic incentives in the government (Perry, 2000). Public service motivation might also affect behavior in a way that is beneficial to some interests and not to others (Andersen & Serritzlew, 2012).

There were also systematic literatures regarding the positive relationships that existed between PSM organizational commitments, job attributes employee perception among others (Ritz, Brewer & Neuman, 2016). Yet, it has still been taken for granted that good behavioral and organizational effects were seen in the public sector with high PSM (Kim, Henderson & Eom, 2015). Greater possibilities were perceived that employees who

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joined public office had also different motives Kim (2015). Researchers had only begun recently in examining the general relationship between the leaders' public service motivation facilities and their employees' innovative behavior (Hatmaker, Hassan & Wright, 2014) or cause them to embrace innovative ideas presented by their employees (Hsu & Sun, 2014).

On the other hand, motivating government workers has become a daunting job, necessitating nonmonetary methods of encouragement (Perry, Hondeghem & Wise, 2010). Individuals with high PSM had been shown to value a sense of achievement over money and to display intrinsic motivation (Bright, 2005). It was emphasized that working in the public sector entails not only making the decision to do so, but also having the opportunity to do so (Steen, 2008). Critics of PSM were rightly concerned that the concept as theorized and studied was not always clearly delineated from similar other-regarding concepts such as altruism (Bozeman & Su, 2015).

Furthermore, the literature on PSM's creative behavior had gained relatively little attention. Nonetheless, it was still uncertain that PSM actually influenced job decisions and performance. It was still unknown to what extent public sector employers recruited, picked, and retained workers with high levels of PSM (O'Riordan, 2013).

Attraction to public service is an indicator of public service motivation. It was proposed that public service attraction was a rational, utility-maximizing aspect of PSM that appealed to workers looking for dramatic and exciting professional opportunities, reinforcing the individual's sense of self-importance (Perry & Wise, 1990). Related rational motivations contributing to this dimension of PSM include personal identification with the particular public program or because there was a desire to advocate for a particular special

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interest that can only be addressed in the public policy arena. Despite scholars' finding, attraction to public policy as an indicator of PSM, had face validity of this dimension which recently had been called into question in the literature (Kim, 2016).

In the aspect of the academe, attraction to public service is not expected to influence individual performance. Rather, the increased involvement in school decision-making, in the municipality or at the national level thus increase organizational performance. However, the decisions made in these decision-making bodies somehow affected to the learners in general. Hence, it cannot be expected to cause variation in the learners' performance in a given teacher's subject compared to the same learners' performance in subjects taught by other teachers (Miao et al., 018).

Conversely, not all employees were attracted to public service and were highly motivated. For example, the Korean government has historically provided strong extrinsic motivators to entice people to join the civil service (Kim & Vandenabeele, 2010). In most studies conducted among Korean government employees, it indicated that they had chosen government jobs because of the promised job security rather than out of PSM or pro-social motivation (Kwon, 2013; Hahm, 2010). It also showed that PSM and pro-social behaviors were not associated with public sector choice (Lee & Choi, 2016).

Commitment to public values is another indicator of PSM which refers to those individuals who gave importance to the organization because its goals matched their personal goals and were satisfied. These employees tend to have a better performance than others and less likely to depart from the organization (Bright, 2005). As a norm-based motivation, it is concerned with conforming to values and norms. Individuals are likely to internalize social norms and values regarding the appropriate behavior and societal

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contributions expected of them when participating in the delivery of public services (Perry et al., 2010).

Further, it was argued that PSM's commitment to public values was a normative approach to employment. It had a desirable attitude to serve the public for the greater good of everyone altruistically and patriotically (Lee, 2012). Some individuals displayed their commitment away from the ideal civic duty and made use of various rational approach. There were also some who are highly focused on optimizing their self-interest (Lee & Brudney, 2012).

In American culture, working in the public sector due to commitment to public interest was a gracious pursuit (Perry & Wise, 1990). Consequently, making individual felt satisfied when they contributed to realizing these values (Andersen, Jørgensen, Kjeldsen, Pedersen & Vrangbæk, 2012a). Based from the results of the study, a government employee's contribution to the public interest demonstrated how much they wished to represent the public good and emphasized on taking personal responsibility for the country and community (Zhu et al., 2014). They went on to say that serving the public is the government's core principle.

Another indicator of public service motivation is *compassion* which was an affective motivation for employment that may represent a specific moral position. Compassion's affective motivations were focused on identity and emphasized an individual's loyalty to or consideration for the interests of particular individuals and groups. Given that affective bonding was the emotional basis of helping others, compassion can be seen as being founded on the sense of oneness, or the feeling that one could be or could

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end up in the other person's position, and it was this identification, which generated a desire to do good for others (Kim & Vandenberg 2010).

Whilst this element of PSM may have been seen as an emotional state that drives individuals to engage in specific work activities that may not be as financially significant as private sector employment, it was the key element to PSM. It helped explain not only the choice of public sector employment but also the specific career field within the public sector (Clerkin & Fotheringham, 2017). If this motivation were applied in the classroom, a teacher motivated by compassion identifies with a child or a group of children. Individuals with a high level of compassion were more likely to empathize with learners in distress. They frequently put more effort into improving their circumstances (Andersen et al., 2014).

Furthermore, teachers were expected to channel this energy into improving both the everyday life of the children and their abilities. It could be argued that this would be more pronounced for children in a poor situation, but given that all children need help to learn, children in general are expected to achieve better examination marks when their teacher had a higher level of compassion (Miao et al., 2018).

Self – sacrifice is also an indicator of public service motivation, which implied willingness to sacrifice personal gain for the benefit of others (Perry, 1996). The PSM's simple altruistic or pro-social roots were reflected by this PSM dimension. (Kim & Vandenberg, 2010). In addition, self-sacrifice combined rational and affective motivations when examining career choices. The rewards of public service that came

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International Journal of Scientific and Research Publications (ISSN: 2250-3153)

through sacrificing potentially lucrative careers still provided psychological rewards that may be equally as important to the individual (Clerkin & Fotheringham, 2017).

Moreover, the more salient argument for this dimension, however, was that the worker openly acknowledged the fewer personal rewards in order to provide some form of public service. The energy in the self-sacrifice dimension was not channeled in the direction of particular values, unlike the other three PSM dimensions. It is, in other words, the dimension that can most simply be viewed as fuel for achieving any desired end state for society and others (Andersen et al, 2012a). Likewise, employees who scored high on this criterion were more likely to be supportive of organizational change. They also speculated that this was due to the fact that certain workers were less likely to be worried with changes that harmed them directly (Wright, Christensen & Isett, 2013).

Along the same thought, PSM's fundamental pro-social origins were reflected by self-sacrifice, which meant a willingness to provide services without receiving monetary compensation (Andersen et al., 2014 & Kim & Vandenabeele, 2010). For teachers, self-sacrifice was a matter of the degree to which personal rewards are put aside to do good for others. Teachers with high self-sacrifice had willingness to spend more evenings talking to parents (Miao et al., 2018). They added that they sacrificed personal items including time with family and friends in order to help the learners and their parents. Due to the extra effort given by the teachers, self-sacrifice was expected and have had positively associated with improvements in learners' performance.

Aspects of Identity Orientation

Identity orientation pertains to the significant relation of an individual's variation in terms of characteristic or identity attributes when building a picture of their selves

Publication Partner:

International Journal of Scientific and Research Publications (ISSN: 2250-3153)

(Cheek & Briggs, 2013). Each person had also various ways in differentiating their self-concept which was dependent on which identity orientation was activated—personal, social, relational or collective. (Brewer & Gardner, 1996). It was further emphasized that employees' ability to communicate and collaborate can be influenced by their identity orientations (Dukerich, Golden & Shortell, 2002; Chatman & Flynn, 2001; Flynn, Chatman, & Spataro, 2001; Chatman, Polzer, Barsade, & Neale, 1998).

Many had conducted extensive reviews regarding aspects of identity orientation. It was highlighted that AIQ should be measured different from self-esteem since it had subjective evaluation which was far different from aspects of identity (Du, King & Chi, 2012). The way people thought about and reacted to how other people saw them was heavily influenced by their identity orientation. It also influenced what drove people to engage in various behaviors and join various social groups (Cheek & Cheek, 2018).

Along the same line, researchers have had much to say about aspects of identity orientation. The AIO of a certain individual played a crucial role in shaping their societal discernment. It was also through AIO that influenced people's focus on behavioral attention and perceptions on things related towards understanding themselves (Seta, Seta & Hundt, 2011). In the same way, it was shown that people's identity orientation predicted how they explained individual actions (Seta, Schidt & Bookhout, 2006).

The aforementioned endeavors from different experts tried to comprehend in terms of human motivation, cognition, emotion, and actions, to understand the function of various aspects of identity. For instance, many studies looked into the hierarchy of different selves in terms of motivational impact (Zhu, Wu, Yang & Gu, 2016; Sedikes, Gaertner, Luke, O'Mara & Gebuaner, 2013; Gaertner, Sedikes, Luke, O' Mara, Iuzzini, Jackson & Wu,

Publication Partner:

International Journal of Scientific and Research Publications (ISSN: 2250-3153)

2012). Also, it was proposed that the individual self, preceded by the relational self, and finally the collective self, may have had motivational primacy (Cheek & Cheek, 2018).

Furthermore, AIQ had both positive and negative effects on people who gave importance on health habits. Those people with a public identification orientation, could be more likely to participate in healthier behaviors when societal expectations and other people's opinions support health rather than unhealthy behaviors. It was also found out that those who had personal identity orientation was correlated with a higher probability of risk-reducing activities such as using sunscreen on a daily basis (Zhu et al., 2016). In contrast, there were people who gave importance on their public identity preference but unconsciously were becoming more likely to participate in cancer-causing behaviors such as tanning. They were more concerned about their public image and credibility, which outweighed possible health risks (Cheek, Tropp, Smith & Cheek, 2017).

There were also researches considering the cross-cultural differences in the significance of various identities, as well as how identity orientation influenced cognition and behavior. People's perceptions of themselves were heavily influenced by their cultural beliefs (Markus & Kitayama, 2010). The emphasis imposed on various aspects of identity by people from the United States, Mexico, Australia, and the Philippines was discovered to vary systematically (del Prado, Church, Katigbak, Miramontes, Whitty, Curtis, & Reyes, 2007). However, from the empirical research, it was discovered that identity orientations vary across cultures (Cheek & Cheek, 2018). They also added that there were various aspects of a person's identity and that each one differs in the degree to which they were oriented toward or respected these various facets of themselves.

Publication Partner:

International Journal of Scientific and Research Publications (ISSN: 2250-3153)

In the other side of the coin, it was asserted that confidence in one's own skill, as well as the nature of one's school experiences and social interactions, mediated achievement and performance (Murrell, 2008). His situated-mediated identity theory focused on the relationship between identity and achievement. He identified what educators and other responsible adults should know about identity formation and achievement processes, as well as the social contexts in which they occur in classrooms. What others think of us, their perceptions of us, and how they respond to our acts can have a greater impact on our identity. Learners must both feel and act intelligent (Jackson, 2011).

Nonetheless, there were consequences when schools did not aggressively work to help all of their learners develop positive identities, including ethnic identities. In addition to many diverse native-born students of color, an increasing number of immigrants from all over the world who were learners in our public schools faced prejudices and low teacher standards (Altschul, Oysterman, & Bybee, 2008). Learners' fears regarding social acceptance and feelings of inadequacy when it comes to academic success were exacerbated by such prejudice (Jackson, 2011; Altschul, Oysterman, & Bybee, 2008, 2006). Identity formation had affected the nature and depth of conflicts with various others, as well as how well they did in school, especially among minority students with complex beliefs about ethnic identity (Bowman, 2003).

Personal identity orientation is among the indicators of aspects of identity. People with a high level of this identity favored a private view of themselves to that of others. Undeniably, it predicted a desire for individuality and autonomy, as well as private self-consciousness (Cheek et al., 2017). It moderated consensus in self and other personality

Publication Partner:

International Journal of Scientific and Research Publications (ISSN: 2250-3153)

scores, as well as attitude-behavior congruence. This means that people who respected private aspects of identity were more reliable and principled in their relationships with others (Cheek & Cheek, 2018).

Moving further, the individuals' personal attributes, as well as their level of resilience in the face of adversity, may have affected or resulted from their personal identity. It was found out that the learners' choices and goals, as well as their views of personal life opportunities and potential, were in part affected by the factors that made up their personal as well as racial/ethnic identity (Shaunessy, McHatton, Hughes, Brice, & Ratliff, 2007; Noguera & Akom, 2000). Individuals have a personal identity, and they can be re-identified over time, according to standard microeconomics (Davis, 2014).

Moreover, personal identity orientation had been examined in various aspects of life. Authors had said that people with a personal identity orientation did not update their self-views after introducing themselves to others in various ways; instead, private self-characterizations resulted in greater subsequent shifts in their self-views (McKillop, Berzonsky & Schlenker, 2002). On the other hand, people with a clear sense of personal identity were more likely to seek out jobs that provided personal benefits, such as the ability to be innovative. In sports, they favor individual activities, such as athletics, and were more inspired by personal goals. In the same way, adolescents who respected personal aspects and ambitions such as academic success were more likely to be part of communities with common intellectual interests (McHatton et al., 2007).

Along the same vein, it was described that professional identity was related as to base on their understanding of their ongoing relationship with their background, how teachers perceived themselves as teachers (Kelchtermans, 2009). He also argued that this

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International Journal of Scientific and Research Publications (ISSN: 2250-3153)

interaction was manifested itself in teachers' job satisfaction, occupational commitment self-efficacy and change in the level of motivation. Additionally, teachers' self-efficacy was seen as an indication of their sense of professional identity. Their core beliefs and concepts were expressed in their job understanding. what it meant to a teacher entails (Nias, 1997).

Furthermore, they discovered that professional identity was closely linked to a more critical attitude toward working conditions in the research. Some researchers claimed that professional identity was associated as to how teachers responded to scholastic development (Hamman, Gosselin, Romano & Bunuan, 2010). They also added that teachers were adapted to new and whatever programs relevant to learners and their education (Day, Stobart, Sammons & Kington, 2006b & Nias, 1997).

Moreover, it was stated that the different professional identities will arise as a result of the various ways in which teachers balance three dimensions in their work. Teacher efficiency had been aided by the balancing of dimensions. (Day et al., 2006b). Likewise, in their new work environment, they had a professional identity (Dobrow and Higgins, 2005). Accordingly, a person's professional identity is complex (Beijaard, Meijer & Verloop, 2004). It was elaborated that identity was neither distinct nor unchangeable. People may try to stick to their routines and behaviors, but they are not resistant to external influences (Sugrue, 2005).

Along the same thought, teachers obtained more and more experiences and were more affected by different influences as they had worked longer in their profession. Until assuming a fully established professional identity, teachers use trial versions of their professional identity (Ibarra 1999). From the research conducted, it found out that teachers

Publication Partner:

International Journal of Scientific and Research Publications (ISSN: 2250-3153)

tend to balance three dimensions in their respective different working situation there comes out different professional identities. He added that These structures correspond to teachers' sense of professional identity (Day et al., 2006). Likewise, teacher behavior is affected by work satisfaction, occupational engagement, self-efficacy, and motivation changes (Puurula & Löfström, 2003).

Relational identity orientation is also an indicator of a facet of identity that is related to one self's social aspects. There were two distinctions which pertains to this indicator. Firstly, the relational self. It was mostly derived from intimate relationships and positions with significant others. For example, family members, close friends, coworkers and or personal associates. Via strong and healthy interpersonal relationships, the relational self is linked to the fundamental need of caring and feeling cared for (Baumeister and Leary 1995). Secondly, the collective self which was derived from belonging to broader social categories (Sedikides & Brewer 2015).

Most likely, the importance that individuals put on reflective appreciations from others was influenced by relational identity orientation (Brewer and Gardner 1996). In a nutshell, the relational self is a self-definition based on bonds with significant others, relationship quality, interpersonal roles, and characteristics that an individual shared with significant others. This perspective on the self -emphasized relatedness, affection, and interdependence, and was often associated with a psychological need to belong (Rashidi & Mansurian, 2015).

Moreover, putting emphasis on relational identity, had predicted passionate loyalty and commitment, as well as prosocial and self-sacrificing actions for the good of others. In addition, the degree to which one's personal relationships influenced one's happiness and

Publication Partner:

International Journal of Scientific and Research Publications (ISSN: 2250-3153)

satisfaction with life, especially in terms of relational self-understanding (Cheek & Cheek, 2018). On the other hand, identity among adolescents focusing on the development of one's identity and formation of friendships and peer relationship was given importance. It was found out that it represented the importance placed on other people who were in direct personal contact with them. They also discovered that female professional learners had high relational identity orientation compared with male ones. This means that girls gave more emphasis on the friendship and their peer relationship (Gonal & Uma, 2018).

Social identity orientation refers to one's portrait, credibility, and popularity in the public eye (Cheek & Briggs, 2013). Social identification is a process by which an individual belongs to social group. Social group is defined as two or more persons who shared common social identity such that individual identities with and internalized the values associated with the group. Members of the social group tend to define themselves as group, interact with each other and develop a social structure (Tajfel, 2010). Meanwhile, social identity as public identity orientation to avoid confusion from social identity theory in which social identity pertains to group membership. This emphasized the importance of assessing the importance of public aspects of identity, such as credibility (Cheek, Cheek, Grimes & Troppa, 2014).

People who had high social identity orientation, in contrast to those who had a high personal identity orientation, saw the opinions of others as an integral part of their identity. Their actions were more likely to be influenced by social factors, and they were therefore more likely to follow others' standards in order to make a good impression (Crow, Day & Moller, 2017). They went on to suggest that these people were less likely to assert that their decisions were free of outside factors. When they were in social groups, they were more

Publication Partner:

International Journal of Scientific and Research Publications (ISSN: 2250-3153)

likely to want to conform to the norms and expectations of the community (Wade & BrittanPowell, 2000). It predicted public self-consciousness, fear of negative evaluation, attention to social comparison information and a need for inclusion (Cheek et al., 2017).

The public self-mirrored how people viewed themselves in public settings, such as their appearance, expressive qualities, or credibility. As a result, it ended up with a self-model composed of four distinct dimensions that people used to characterize themselves in terms of unique attributes, interpersonal relationships, public behavior, and group memberships (Sedikides & Brewer 2015; Cheek & Briggs 2013). Likewise, the relationship between education and social identity was a complex one. Educational institutions were less effective than other social institutions in influencing a persons' concept of social identity (Crow et al., 2017).

Moreover, people with social identity had preferences in many aspects. The private reflection on one's identity by people with a social identity orientation had no effect on their self-views, according to the report (McKillop, et al, 2002). They were more likely to seek out work that had socially meaningful results. They preferred team sports as well, and were inspired by socially important goals like enhancing their appearance. Similarly, adolescents who respected their public identity were more likely to belong to social groups with similar beliefs, such as common crowds (Cheek & Briggs, 2013).

Collective identity orientation is also an indicator of aspects of identity which refers to one's social classifications and party memberships (Ashmore, Deaux, & McLaughlin-Volpe, 2004; cf. Nario-Redmond, Biernat, Eidelman, & Palenske, 2004). A sense of belonging to social groups identified by objective characteristics such as gender, occupation, and others was all that was necessary for collective identity. It entailed a

Publication Partner:

International Journal of Scientific and Research Publications (ISSN: 2250-3153)

depersonalized sense of self, a move away from the perception of self as a particular individual and toward the perception of self as an interchangeable exemplar of some social category. In intergroup comparisons, it was also often contingent on the status of the ingroup (Turner, Hogg, Oakes, Reicher, & Wetherell, 1987).

Identity orientations have a big impact on how people act in social settings. In terms of group identity, it was proposed that it also dictated how people modified their actions in the presence of others (Ryder, Alden & Paulhus, 2000). They discovered that people with a social identity orientation were less likely to assimilate into a new society, preferring to respect their prior interactions and group memberships. Correspondingly, people who had a social identity orientation pay attention to facts about group status whether or not it is made prominent. They were more acutely aware of discrepancies in classes (Nario-Redmond et al., 2004).

Furthermore, people with collective identity orientation perceived the social world through the prism of groups and their members because group membership stressed their self-concept (Cheek & Cheek, 2018). Additionally, Americans with a high collective identity orientation had a favorable view of national failure in the United States, implying that their identity orientation framed how they viewed their group's actions (Kowalski & Wolfe, 2014). Along the same thought, people from more collectivistic cultural contexts tend to have higher collective identity orientation (Carpenter and Caitlin, 2007). Identity orientations were also linked to socioeconomic status (Reddy & Gibbons, 1999). From their study, they found out that the more deprived in India's collective identity orientations were higher than those of wealthy citizens.

Publication Partner:

International Journal of Scientific and Research Publications (ISSN: 2250-3153)

Lastly, there were three adoptable types of identity orientations: personal, relational, and collective. The biggest distinction between all three is how the focal individual defines themselves (Brewer, 2008). A personal identity orientation was expressed in the concept of the self as a particular individual. A relational identity orientation was reflected by identifying oneself as a member of an interpersonal relationship. Finally, the act of identifying oneself as a member of a social group represented a collective identity orientation (collective identity orientations can refer to a variety of levels of examination, including the group, department, organization, occupation, industry, country, and race, among others (Brewer and Gardner (1996). Each of these identity orientations was unique, with distinct self-evaluation bases (sources of self-esteem or self-worth), frames of reference (filters used to process information related to one's self-concept), and basic social motivations (guidelines that direct behavior in social interaction).

Sense of Coherence

Sense of Coherence (SOC) refers to the ability of an individual to respond to challenging circumstances as well as his ability to focus on his perspective about life. It is a way of thinking about life that is organized, manageable, and meaningful. Similarly, it is a way of being, and acting that is driven by inner confidence and leads people to recognize, learn from, use, and reuse the resources available to them. (Koelen, Eriksson, & Cattan, 2017; Lindström & Eriksson, 2010). In order that one's internal strength and individuals' orientation be assessed, SOC is assumed to be the most useful concept (Jakobsson, 2011). An individual with a strong sense of coherence would be able to manage

Publication Partner:

International Journal of Scientific and Research Publications (ISSN: 2250-3153)

life's stresses better than someone with a poor sense of coherence (Mana, Sagy & Srour, 2015; Eriksson & Lindstrom, 2006).

In 1979, Aaron Antonovsky suggested the idea of sense of coherence (SOC). He then tried to understand why certain people became sick in stressful conditions while others remain physically fit. It originated from the salutogenic approach, which focused on the source of health rather than the cause of disease. It received a lot of attention and had been related to a number of health outcomes in various studies (Collingwood, 2018). In addition, it was the degree to which one had an all-encompassing, long-lasting, complex feeling of trust that one's environment was predictable and that things would turn out as planned. SOC was, in a nutshell, a combination of hope and power (Koelen et al., 2017).

Along the same thought, a good sense of coherence was connected to a positive view of one's well-being and quality of life (Bryant, Corbett, & Kutner, 2001; Eriksson & Lindström, 2005, 2006; Holmgren & Söderhamn, 2005; Schneider, Driesch, Kruse, Nehen, & Heuft, 2006). From several studies of various authors, they found out that people with a high SOC were most likely to be better and be able to cope with daily stressors and to use the availability of the resources at their disposal to deal with them (Surtees, Wainright, Khaw, 2006; Lindmark, Hackeberg, & Hugoson, 2011). Individuals with a higher SOC can have a better health status as a result of their coping ability. In addition, Individuals with a high SOC believed they had both internal and external resources to cope with various circumstances, and were less likely to respond to stressful events with symptoms like anxiety or rage (Braun-Lewensohn & Saggy, 2011).

Moreover, it was confirmed that people with a high SOC have less signs of sickness, such as depression, than those with a low SOC. A high SOC later in life correlated with a

Publication Partner:

International Journal of Scientific and Research Publications (ISSN: 2250-3153)

favorable evaluation of childhood and adolescence (Koelen et al., 2017). Several authors concluded that a strong SOC among older people was correlated with better physical, social and mental health. In order to strengthen a person's SOC, one must have consistent, load balance and individual choice in making experiences (Khoon-Kiat, Vehvilainen-Julkunen, & Wa-Chi Chan, 2013). It is in this way that one was able to adapt and cope when facing stressors in life (Griffiths, Ryan & Foster, 2011).

SOC, on the other hand, tended to be relatively stable over time, but not as stable as everyone thought (Eriksson & Lindström, 2011). Several findings showed that it developed overtime as age increased (Nilsson, Leppert, Simonsson, & Starrin, 2010; Feldt, Metsäpelto, Kinnunen & Pulkkinen, 2007). As cited from Antonovsky's Salutogenic Theory, it was created during childhood and early adolescence, when children or adolescents had life experiences that were marked by a lack of load-overload balance, consistency, and socially valued decision-making (Super, Wagemakers, Picavet, Verkoojen & Koelen, 2015). As aforementioned, condition was then arising when sufficient generalized resistance resources were present as it provided individuals with a series of significant and linked life events (Lindström & Eriksson, 2005).

Several studies were also conducted and the relationship between group characteristics and members' sense of cohesion, well-being, and resilience was investigated. For instance, in families (Sorensen, Klungsoyr, Kleiner & Klepp, 2011; schools (Bowen, Richman, Brewster & Bowen, 1998) neighborhoods (Garcia-Moya, Moreno & Braun-Lewensohn, 2013) and group of immigrants (Ying et al., 2000). From their study, the importance of group support and competence in challenging circumstances to the members' sense of coherence was revealed by common findings. In addition,

Publication Partner:

International Journal of Scientific and Research Publications (ISSN: 2250-3153)

adolescents' sense of coherence was negatively associated with neighborhood risks, while their sense of coherence was positively associated with neighborhood properties (Garcia-Moya et al., 2013). It was also discovered that racial and ethnic diversity in social networks encouraged a sense of coherence among Chinese American learners (Ying, Lee & Tsai, 2000).

In the academic scenario, research findings described teaching career as emotionally taxing and one of the most difficult jobs available in recent years because of the stresses it brought to teachers (Jacobs, 2010). Further, it was widely observed among teachers and schools but were still very pleased with their work and were passionate about it (Roth, Gassor, Kanat-Maymon, & Kaplan, 2007). Along the same thought, sense of coherence was the reason why there were teachers who felt stressed yet still enthusiastic about teaching. They believed that SOC is the internal resource which made them withstand stressful situations in teaching (Bracha & Hoffenbartal, 2015).

Moreover, greater sense of coherence was found among adolescent learners who felt connected to their school (Rivera, Garcia-Moya, Moreno & Ramos, 2012). It is the key to understand how learners' desire to belong had influenced their sense of coherence as a result of school connectedness (Osterman, 2000). They also possessed a good mindset as well as educational experience (Kidger, Araya, Donovan, & Gunnell, 2012; McNeely & Falci, 2004). The school setting is part of the positive educational experience. The morale and a sense of community were improved when the school atmosphere was perceived positively (Rowling, 2009).

In a more specific perspective, SOC was labeled as the degree to which teachers felt confident in predictable teaching situations. They believed that they can cope in such

Publication Partner:

International Journal of Scientific and Research Publications (ISSN: 2250-3153)

a way that teaching situations were handled to the best of one's ability (Bracha & Bocos, 2015). From a research finding, teacher interns were found to have a high degree of sense of coherence in an Israeli study, which significantly influenced stress and burnout. When these teachers were faced with difficult circumstances, it was said that they were highly motivated to cope up various life's adversities (Bental & Sagi, 2012).

Conversely, there lack of clarification about the processes that underpin SOC specifically in current times (Super et al., 2015). Furthermore, when trying to find out how the SOC operated, culture seemed to determine which resources were necessary (Super et al., 2015; Braun-Lewensohn & Sagy, 2011). Although the evidence for the impact of SOC on health is still limited, it appeared that groups with low SOC are more vulnerable to life's challenges (Surtees et al., 2007). This resulted in poorer lifestyle decisions (Wainwright et al., 2008), suffer poor mental well-being and quality of life (Flensburg-Madsen et al., 2005; Eriksson & Lindström, 2006), increased occurrence of disease (Poppius, Koskinen, Hakama & Tenkanen, 2006; Kouvonen, Oksanen, Vahtera, Stafford, Wikinson, Scheneider, Väänänen, Virtanen, Cox, Pentiti, Elovainio & Kivimäki, 2008) and also an elevated risk of death (Surtees et al., 2003; Super et al., 2014). These preliminary findings indicated that improving SOC may help health promotion efforts.

Comprehensibility is among the indicators of sense of coherence which pertains to the degree to which a person interpreted the stimuli he or she was confronted with as making sense as organized, coherent, structured, and understandable information derived from the internal and external environments (Eriksson and Mittelmark, 2017). It was concerned with the extent to which a person perceived the world as orderly and was able to mobilized resources to deal with life's stressors (Jakobsson, 2011). *Comprehensibility*

Publication Partner:

International Journal of Scientific and Research Publications (ISSN: 2250-3153)

was labeled as the cognitive indicator of SOC which highly represented the belief that ones' approached to problem was clear and specific (Hochwalder, 2019). An individual with a high sense of comprehensibility expected the stimuli they had experience in the future to be consistent, orderly, and explicit (Hilliard, 2016).

Furthermore, comprehensibility is considered as the cognitive component of the SOC (Hilliard, 2016; Bracha & Bocos, 2015). The later added that in teaching circumstances were regarded as cognitively relevant and predictable. The idea of being able to make something structured out of chaotic situation made it much easier for the people to understand the context in which one might view things about life.

Along the same vein, the concept of community comprehensibility was investigated in relation to people's perceptions of their lives in the community as predictable, stable, and comfortable (Braun-Lewensohn & Sagy, 2011). A community was a place that is well-known and understood (Sagy, 2011). From the study conducted among adolescents from three distinct cultural backgrounds, strong comprehensibility was observed within a small and separate community which preferably maintained their identity and ethnicity despite of living together in a multicultural environment (Nisan, 2010).

Another indicator of sense of coherence is *manageability* which refers the concept of having the expertise and resources necessary to deal with any problems or issues that might arise (Eriksson & Mittelmark, 2017). Similarly, it was the instrumental or behavioral component of the SOC (Hilliard, 2016 and Bracha & Bocos, 2015). It also pertains to a person's perception of having sufficient resources at their disposal to meet the demands posed by the stimuli that bombard them. The term "at a person's disposal" pertains to

Publication Partner:

International Journal of Scientific and Research Publications (ISSN: 2250-3153)

resources that are either under the person's control or are under the control of legitimate others (Hilliard, 2016). As an instrumental or behavioral component of SOC, manageability believed that the availability of essential resources to is a must to cope the difficulties effectively (Hochwalder, 2019).

Furthermore, its resources can either be formal or informal. A formal resource includes things like social services or care staff. On the other hand, an informal resource includes family and or friends. Manageability also had something to do with ones' capability to cope and solve problems. One had also willingness to invest time and energy to solve disputes (Collinwood, 2018). Thus, when managing problems, one regarded it as a challenge rather than a burden.

The impression that the group could support its people, that it was open to them, and that it addressed their needs and wants was linked to community manageability. Likewise, the resources for group manageability were those who could assist teenagers in times of crisis and depression, such as when they are about to drop out from school.

Meaningfulness is also an indicator of sense of coherence which is linked to ideas and practices being interesting and considered as worthwhile (Geyer, 1997). It was the motivational aspect of SOC. It has something to do with the extent to which person felt that one's live have some kind of emotional meaning (Collinwood, 2018). And this came in to play when one faced some sort of problems or challenges (Eriksson and Mittelmark, 2017). It allowed the individual to progress from a potential state to actualizing their coping resources. Likewise, it permitted the person to move from a potential state to a state where their coping resources could be used (Jacobs, 2010). Moreover, in different aspects of life,

Publication Partner:

International Journal of Scientific and Research Publications (ISSN: 2250-3153)

meaningfulness refers to a certain degree of personal engagement (Arbiv-Elyashiv & Zimmerman 2013).

Furthermore, people with sense of meaningfulness felt highly emotional and treated problem and demands were worth investing energy (Hilliard, 2016). It was also seen as a challenge rather than a burden, and was deserving of dedication and participation (Bracha & Hoffenbartal, 2011). As the motivational-emotional component of the SOC, teachers perceived it and felt that teaching scenarios were emotionally important, and at least some of the everyday responsibilities was more of a pleasure than a heavy burden to bear (Bracha & Hoffenbartal, 2015).

Adolescents were able to articulate and understand themselves, as well as felt joy, challenged, and interest, thanks to community meaningfulness resources. This may be a source of pride for the teens in their group, as well as a motivation for them to remain in their current venue (Sagy, 2011). Older people also gave importance on meaningfulness. In a study conducted among Finnish 65-92 years old, it was found out that maintaining social relationships, being socially active, having a hobby, having the desire to be physically active, being content with life, and having good health were the factors that gave life its meaning (Takkinen & Ruoppila, 2001). Lastly, the concept of community meaningfulness was investigated in relation to expectations that the community offers value to its members, including the challenges worth engaging and investing for (Braun-Lewensohn & Sagy, 2011).

Sense of Community

Publication Partner:

International Journal of Scientific and Research Publications (ISSN: 2250-3153)

Sense of community encompassed a wide range of disciplines and practices such as government policy, assessment of social capital, and schools' mission statement among others. In common lay terms, it referred to the feelings of belonging, identity and support (Pretty, Bishop, Fisher & Sonn, 2006). It was also important for community development and well-being, and it is now a powerful force in our society (Barbieri & Zani, & Sonn, 2015). Connection, trust, and group membership, as well as shared concerns, were all represented as aspects of community (Perkins, Hughey, & Speer, 2002) and group members have similar beliefs, which leads to a sense of belonging (Goodman, Speers, McLeoroy, Fewcett, Kegler, Parket, Smith, Sterling & Wallersteine, 1998).

Along the same vein, sense of community was also investigated in local-based and relational communities. It was a sense of belonging among members, a sense that they mattered to one another and to the community, and a common expectation that members' needs would be met as a result of their willingness to be together (Mc Millan & Chavis, 1986; Barbieri, et al 2015). It was more of a way of thinking than a concrete experience, in which the person is a part of a group that is or will be accessible when members need it.

Moreover, child-friendly schools promoted strong sense of community (Child Friendly Schools Manual, 2008). Further, school heads' leadership was the determinant whether a school takes a child friendly school or not. It involved stakeholders including groups which had been traditionally underrepresented. Likewise, it was more of a way of thinking than a tangible experience, in which the person was a member of a community that was or will be available when members need assistance (Hombrados-Mendieta, Fuentes & Jacinto (2013). When the relationship between sense of community, ethnic identity, and psychological well-being was studied among Native American adolescents,

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International Journal of Scientific and Research Publications (ISSN: 2250-3153)

this was also verified. (Kenyon & Carter, 2010). Adolescents who respected their ethnic origins had a stronger ethnic identity and a stronger sense of culture, according to the results. Along the same thought, a research indicated that people who had a strong sense of community felt like they belonged to it. They saw themselves as a leader of the society of which they belonged. In order that they must have a firm conviction that their needs were fulfilled in the group and felt obligated by the culture to which they belong to be affected and would be influenced by it (Davidson & Cotter, 1991). A resilient community was attributed from the strong sense of community (Landau & Saul, 2004; Tse, & Liew, 2004; Ptefferbaum, Reissman, Ptefferbaum, Klomp, & Gurwitch, 2005). As a result, sense of belonging was discovered to be a protective factor against the onset of depressive symptoms (Moscardino, Serimin, Capello & Altoe, 2004) Adolescents subject to different forms of stress suffer post-traumatic stress syndrome and other mental issues (Betancourt, Green, Carillo & Ananeh-Firempong, 2003; Miller, 1996).

Sense of community was important to positive mental health (Collins, 2012) and well-being of learners (Roberts, Hamby, Grych & Banyard, 2015; Baker, 1998; Bateman, 2002; Osterman, 2000; Royal & Rossi, 1996, Prati, Albanesi & Cicognani 2018). Moving further, when a school addresses learners' basic psychological needs, it was believed that learners become more committed to the school's ideals and goals. Schools almost intuitively began to provide opportunities for learners to learn skills and build behaviors that supported them in their lives by making them committed to preserving a sense of community (Solomon, Watson, Battistich, Schaps & Delucchi, 1996).

Despite the fact that many had opposed the idea of sense of community centered on economic and political shifts, and it opened up new lines of research derived from the

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International Journal of Scientific and Research Publications (ISSN: 2250-3153)

diversity concept as a new central point in the promotion of social change. The majority of questions centered on its significance in light of recent cultural and social changes (Zani, 2012). In addition, many of the researches were focused on the individuals in the communities and much needed to go beyond individual behaviors and relationships (Zani, Cicognani & Albanesi, 2004). Nonetheless, the study found that sense of community in the workplace and at school is not the subject of the study, but rather serves as a context for people's sense of community (Royal & Rossi, 1996).

Although a strong sense of community shielded people from major problems, it also had negative implications. As the threat of terrorism and international instability has been publicized, Australian society has turned inwards (Mackay, 2005). Along the same thought, it was stressed that encouraging SOC was at odds with current societal cultural diversity, and the term community-diversity dialectic was proposed to highlight the need for a more rigorous examination of sense of community (Townley, Kloos, Green & Franco, 2011).

Reinforcement of Needs is one of the indicators of sense of community. It refers to the members' belief that the services they obtain as a result of their membership in the community will meet their needs (Femlin, 2012; Obst, 2004). Also, accentuated that building a successful community; to be a part of the community, one must bring something of value, such as connections and resources. And if the community won't offer value, it won't stay long. Lastly, community won't have values if its members don't have differences (Byrne, Dionis, Barling & Akers, Robertson, Lys, Wylie & Dupre, 2014).

Moreover, the deep sense of community served as a primary source of need

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International Journal of Scientific and Research Publications (ISSN: 2250-3153)

fulfillment and encouragement. A community whose resident had a positive sense of one another created prosperous communities in which membership is desirable rewarding and members possessed some competency (Talen, 2000). He added that a deep sense of community is confirmed by the fact that people fulfill the needs of others as well as themselves.

Another indicator of sense of community is *membership*, which pertains to a sense of belonging and being a member of a community. The value of a sense of belonging was illustrated by belongingness (Schaps, 2003). He stressed that it is the basic psychological need. Each member of the group was required with physical and emotional safety, as well as close and supportive relationships and a sense of belonging. A strong sense of community fostered member engagement, stakeholder support, high morale, a global outlook, and member diversity.

In a nutshell, membership has five attributes: emotional protection, boundaries, emotional protection, a sense of belonging and identity, personal investment, and a shared symbol scheme. These qualities work together and led to a sense of who was part of the group and who was not (Byrne et al., 2014). A major part of membership is boundaries which implied that there were members who belong and those who were not. And for someone to have sense of community, one must first belong to the community (Obst, 2004).

Influence is another indicator of sense of community which was conceptually bi-directional. An individual must feel influential and have some control over the group in order to be attractive to the individual members of the community. Conversely, for a group to be cohesive, the group must influence its individual members. As cited by

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International Journal of Scientific and Research Publications (ISSN: 2250-3153)

Mc Millan and Chavis, members that recognize the interests, beliefs, and viewpoints of others were also the most powerful in the party (Schaps, 2003).

People with a good sense of identity, on the other hand, felt connected to the community to which they belonged. It gave them the impression that they could both influence and be influenced by their culture (Braun-Lewensohn, Sagy, Sabato & Galili, 2013). Further, it gave the feeling that the collective's needs were being met, and they would feel obligated to the society to which they belonged (Davidson & Cotter, 1991). In addition, building trust was the core of developing influence. A conforming behavior created from the community norms was essential in establishing that trust primarily because people often looked forward from each other in the community (Byrne, 2012).

Shared emotional connections is another indicator of sense of community which refers to the idea that members had and will continue to share history, shared locations, time together, and related experiences. This was the expression on farmers' faces when they discuss their home, their land, and their families (McMillan & Davis, 1986). The central tenet of this indicator was contact hypothesis which means that the more personal interactions among community members increased the likelihood of forming closed relationships (Obst 2004, McMillan & Davis, 1986).

Likewise, shared emotional connection had been dubbed "place of attachment," which refers to people's emotional attachment to their neighborhood or area (Rovai, 2002 & Manzo & Perkins, 2006). Members of the community must share high quality time and a memorable event experienced together to take place to form a common bond. Stronger emotional connections were built if members of the community spent more quality time (Byrne, 2012).

Publication Partner:

International Journal of Scientific and Research Publications (ISSN: 2250-3153)

Theoretical Framework

This study is anchored on the following theories and propositions in order to support the link between independent and dependent variables. A theory that supports this study is Open System Theory by Von Bertalffy (1956) emphasized on the relationship between organization and environment in which the two were involved. The capacity of an organization to respond to changes in environmental circumstances was the subject of its reflection (Boulding, 1956; Katz & Kahn, 1978). This theory suggested that individuals capable of processing knowledge about public service motivation and aspects of identity orientation about their own particular environment in the group exhibit greater adaptability to changes in context. Additionally, this theory had identified two adaptive levels; both were referring to the informative deviation. The ability to steer through a personal purposeful action activated by public service motivation and aspects of identity orientation by process knowledge from an individual's environment within a specific group is linked to the first stage (Ashby, 1958). In contrast to realism, the second level was linked to constructivism theory, which leads to work on self-organization (von Foerster, 1981).

The theory of Hierarchy of Needs by Maslow (1943) puts forward that people were motivated by physiological, safety, social belonging in the community, esteem needs and self-actualization. He also suggested the hierarchy of needs in which he observed that a fulfilled need did little to motivate an employee while unfulfilled need could persuade one to work to satisfy the need. This theory helped managers visualize employee motivation (Donnelly, Gibson & Ivancevich, 1987). Putting emphasis on social belongingness in the community, human has needs for interpersonal relationships motivate behavior. People

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International Journal of Scientific and Research Publications (ISSN: 2250-3153)

were motivated when in need of feelings of belongingness and affiliating, being the member of the community (Tay & Diener, 2011).

Another theory that supports this study is Ryan and Deci in 1985 self-determination theory which applies to an individual's ability to make decisions and control their own life. People were often more likely to act if they believe their actions would have an impact on the outcome. It implied that the three intrinsic and fundamental needs of competence relation, sense of community, and autonomy had driven people to evolved and improved (Niemic & Ryan, 2009). Further, it was emphasized that although external incentives were often used to encourage people to act, self-determination theory focused on internal motives such as the urge to learn and achieve freedom (intrinsic motivation). People who were driven need to feel a sense of belonging and attachment to the people in their group (Cherry, 2019).

Additionally, McClellands' Acquired Theory of Needs (1961) main theme was that needs were learned through coping with one's environment (Gibson, Ivancevich & Donnelly, 1979). It claimed that humans were motivated by three factors: accomplishment, association, and strength. Depending on their primary motivator, people had different characteristics. And that these three needs had an impact on a person's motivation and effectiveness in some job functions. Many with a high need for association required harmonious relationships with others as well as acceptance. They had a tendency to follow the rules of their workplace. Individuals with a high level of association seek jobs that required a lot of personal contact. Likewise, when people were affiliated and identify themselves whether in personal and or within social collective or relational, they will be

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International Journal of Scientific and Research Publications (ISSN: 2250-3153)

able to fulfill their needs and will share emotional connections within the community because they tend to follow the norms within their work group.

Further, this research is backed up by Tajfel (1978) and Turner's social identity theory (1985). A person's sense of who they are is dependent on their membership in a community. By favorably comparing social groups to others, it aims to illuminate both the cognitive processes that lead people to identify their group memberships and the motivational processes that allow people to retain positive social identity (McLeod, 2008). Tajfel (1979) suggested that belonging to a community was a major source of pride and self-esteem. A sense of belonging to the social world is created by a community.

Likewise, a community had been described as one that was psychologically meaningful to its members, to which they related themselves subjectively for comparisons, and from which they follow norms and values. A group member recognized membership in the group, which had an effect on the member's attitudes and behaviors. When an individual knows one's identity, he/she becomes part of the community, and is capable of influencing and share emotional connections with others and fulfills one's needs, thereby; sense of community is built from within (Turner, 1985).

Finally, a sense of community had also been shown to be a protective factor and a significant contributor to an individual's coherence to health and other disorders, according to Kobosa (1979) and Chavis and Newbrough (1986). Participation in neighborhood block groups as a mutual response to community stressors and engagement in community growth can be encouraged by a sense of community. The development of a sense of community

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International Journal of Scientific and Research Publications (ISSN: 2250-3153)

among group members may act as a catalyst for community change and cohesion (Chavis and Newbrough, 1986).

In general, the researcher has gained valuable insights from reading various collections of books, journals, theses, dissertations and online sources written and published by various authors and scholars. With the above-cited theories, the researcher believed that those theories supported and strengthened the relationship of the variables in the study. The theories demonstrate a connection between public service motivation, aspects of identity orientation, sense of coherence, and sense of community among school administrators.

Conceptual Framework

Presented in Figure 1 is the conceptual paradigm of the study. These are composed of independent and dependent variables. The dependent variable of this study is the sense of community of school heads while the independent variables are public service motivation, aspects of identity orientation and sense of coherence, respectively. Furthermore, the first conceptual paradigm demonstrates the direct influence of the independent variables namely public service motivation, aspects of identity orientation and sense of coherence towards the dependent variable, sense of community of school heads as supported by the theories.

The first independent variable is public service motivation which induced a person to accomplish public service meaningfully. It has four indicators particularly: attraction to public services, commitment to public virtues, compassion and self - sacrifice (Kim et al., 2010). *Attraction to public service* individuals were empowered to provide successful

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public service as a result of the support given by the government. *Compassion* entails love and concern for others, as well as a duty to protect others. *Commitment to public values* is a norm-based motive is one that is driven by a desire to satisfy a social duty or standard.

Self – sacrifice

is the ability to sacrifice personal gain for the benefit of others.

Likewise, the second independent variable is aspects of identity orientation which when it came to self-definition, people's relative value of different identity attributes was discussed. It has four observable indicators, namely: personality identity orientation, relational identity orientation, social identity orientation and collective identity orientation (Cheek & Briggs, 2013). *Personal identity orientation* refers to one's own description about him/her in terms of self-knowledge and self-evaluation; *relational identity orientation* refers oneself description in terms of given role-relationship; *social identity orientation* refers to one's sense how he/she sees while having interaction with others and their reactions about him/her; *collective identity orientation* refers to a person's a feeling of belonging to a broader social group, such as one of a certain race, ethnicity, or religion. On the other hand, the third independent variable is sense of coherence, a mixture of optimism combined with a sense of control which was measured by three indicators, namely: comprehensibility, manageability and meaningfulness (Jakobsson, 2011). *Comprehensibility* refers to the extent to which a person perceives the stimuli he or she is exposed to, which come from both the internal and external environments, as knowledge that is orderly, consistent, organized, and transparent. *Manageability* is the degree to which an individual believes they have sufficient resources at their disposal to meet the demands presented by the stimulus that surrounds them. *Meaningfulness* refers to the

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International Journal of Scientific and Research Publications (ISSN: 2250-3153)

degree to which a person believes that life makes emotional sense, that difficulties and demands are worth investing resources in, that they are deserving of dedication and involvement, and that they are seen as opportunities rather than burdens. Finally, the dependent variable is sense of community which pertained to an individuals' feeling that he/she belongs and part of the community, members matter to one another and to the community, and a common belief that members' needs will be addressed by their commitment to be together. It has four indicators, namely: reinforcement of needs, membership, influence and shared emotional connection. **Reinforcement of needs** refers to the services earned as a result of their participation in the community would be adequate to meet the members' needs. **Membership** pertains to a sense of personal relatedness or belonging. **Influence** refers to the feeling of being important, of making a difference in a community, and of the group being important to its members. Finally, **shared emotional connection** pertains to the belief that members have shared and will continue to share history, common places, time, and related experiences.

Moreover, the double arrow which pointed towards independent and dependent variables respectively means that the indicators of public service motivation, aspects of identity orientation and sense of coherence were capable of exploring the indicators of sense of community on school heads and vice versa. It signified that there was a relationship among public service motivation, aspects of identity orientation, sense of coherence and sense of community of school heads in Region XI.

Publication Partner:

International Journal of Scientific and Research Publications (ISSN: 2250-3153)

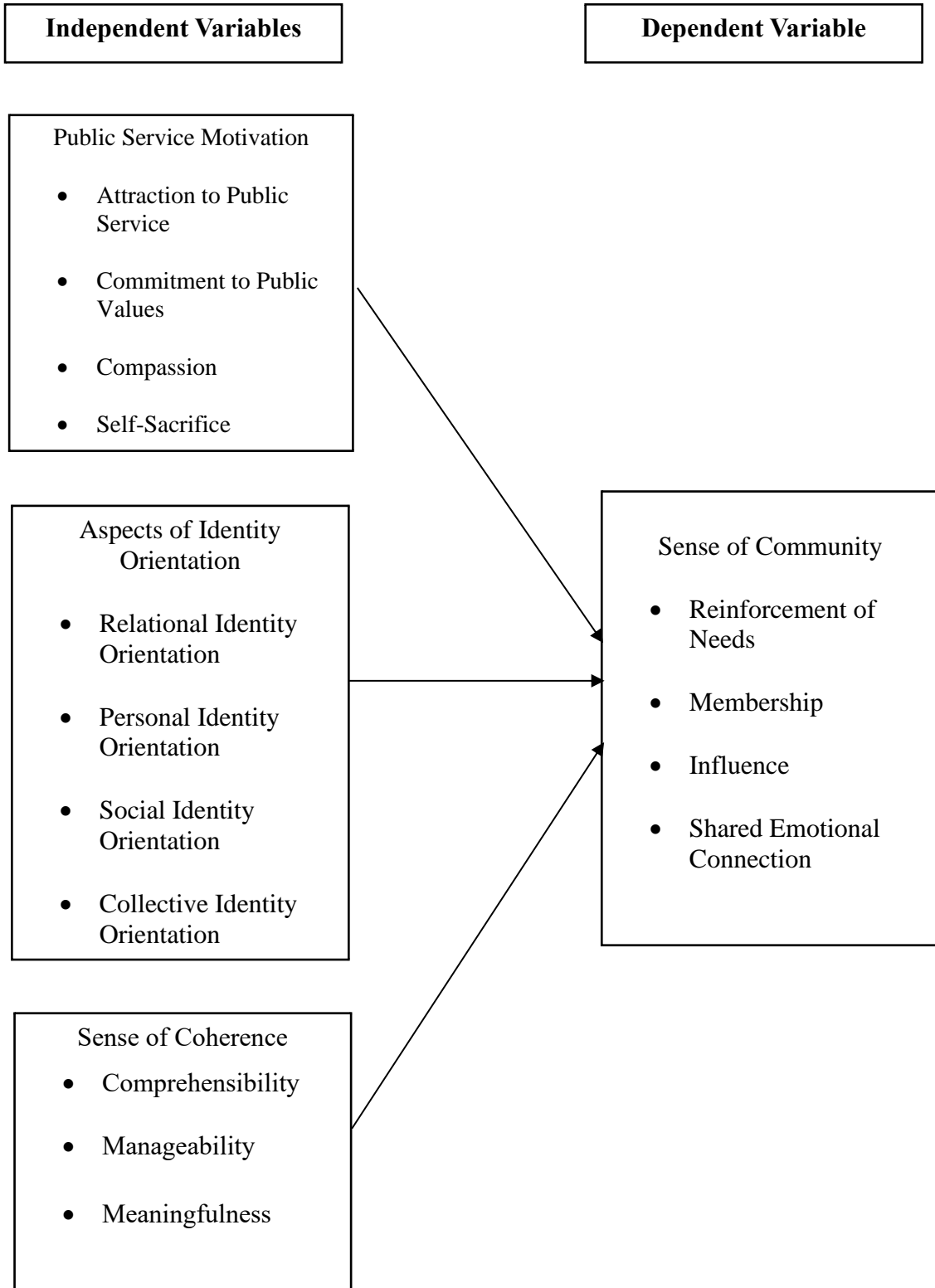


Figure 1. The Conceptual Paradigm of the Study

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International Journal of Scientific and Research Publications (ISSN: 2250-3153)

RESULTS

The analysis and interpretation of data based on responses gathered from secondary public school teachers in regards to the sense of community of school heads in Region XI are presented in this chapter. The presentations are divided into two parts. The first part deals on the descriptive level of measures arranged according to the subheadings below: level of public service motivation, level of aspects of identity orientation, level of sense of coherence and level of sense of community. The second part describes the significance of the relationship between each independent variable such as public service motivation, aspects of identity orientation and sense of coherence to the dependent variable, sense of community of school heads.

Level of Public Service Motivation

Reflected in Table 1 is the level of public service motivation manifested by public secondary school heads of the region. The overall mean rating was 4.28 with a standard deviation of 0.57, described as *very high* which meant that the public service motivation was always observed by the school heads. This also meant that school heads manifest *very high* public service motivation.

The mean scores of the indicators of public service motivation were revealed as follows: *attraction to public service* recorded a mean rating of 4.44 or *very high*; *commitment to public values* reaped a mean rating of 4.39 or *very high*; *compassion* obtained a mean rating of 4.21 or *very high*; and *self-sacrifice* attained a mean rating of 4.07 or *high*.

Table 1

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Level of Public Service Motivation

Items	SD	Mean	D.E.
Attraction to Public Service	0.61	4.44	Very High
Commitment to Public Values	0.62	4.39	Very High
Compassion	0.64	4.21	Very High
Self-Sacrifice	0.70	4.07	High
Overall	0.57	4.28	Very High

Level of Aspects of Identity Orientation

Depicted in Table 2 is the level of aspect of identity orientation of secondary school heads as observed by the teachers. The overall mean rating is 4.06 with a standard deviation of 0.56 described as *high* which meant that aspect of identity was oftentimes observed by the school heads. Also, this indicated that school heads had *high* level of aspects of identity orientation. The mean score of the indicators of aspect of identity orientation were revealed as follows: *personal identity orientation* received a mean rating of 4.25 or *very high*; *relational identity orientation* garnered a mean rating of 4.07 or *high*; *collective identity orientation* earned a mean rating of 4.06 or *high*; and *social identity orientation* gained a mean rating of 3.86 or *high*.

Table 2

Level of Aspect of Identity Orientation

Items	SD	Mean	D.E.
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International Journal of Scientific and Research Publications (ISSN: 2250-3153)

Personal Identity Orientation	0.62	4.25	Very High
Relational Identity Orientation	0.67	4.07	High
Social Identity Orientation	0.67	3.86	High
Collection Identity Orientation	0.71	4.06	High
Overall	0.56	4.06	High

Level of Sense of Coherence

Exhibited in Table is the level of sense of coherence of school heads as perceived by teachers. It can be gleaned from the table that sense of coherence obtained an overall mean of 4.10 with a standard deviation of 0.46 described as *high* which meant that sense of coherence was oftentimes observed among school heads. This further emphasized that school heads of the region have *high* sense of coherence.

Table 3

Level of Sense of Coherence

Items	SD	Mean	D.E.
Comprehensibility	0.53	4.10	High
Manageability	0.53	4.14	High
Meaningfulness	0.60	4.05	High
Overall	0.46	4.10	High

The mean score of the indicators of sense of coherence were uncovered as follows: *manageability* gained a mean rating of 4.14 or *high*; *comprehensibility* landed a mean rating of 4.10 or *high*; and *meaningfulness* got a mean rating of 4.05 or *high*, respectively.

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International Journal of Scientific and Research Publications (ISSN: 2250-3153)

Level of Sense of Community

Highlighted in Table 4 is the level of sense of community of school heads as perceived by teachers among secondary school heads. The overall mean rating was 4.17 with the standard deviation of 0.58, described as *high* which meant that sense of community was oftentimes observed by teachers towards the school heads. This also implied that school heads' sense of community is *high*.

Table 4

Level of Sense of Community

Items	SD	Mean	D.E.
Reinforcement of Needs	0.61	4.24	Very High
Membership	0.62	4.12	High
Influence	0.62	4.16	High
Shared Emotional Connection	0.64	4.16	High
Overall	0.58	4.17	High

The mean score of the indicators of sense of community were unveiled as follows: *reinforcement of needs* registered a mean rating of 4.24 or *very high*; *influence* and *shared emotional connection* both raked a mean rating of 4.16 or *high*; and *membership* rounded up with a mean rating of 4.12 or *high*.

Significance on the Relationship between Levels of Public Service Motivation and Sense of Community

Shown in Table 5 is the data on the correlation of the independent variable public service motivation to the dependent variable sense of community. The results revealed that public service motivation was significantly related to sense of community as the overall r-

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value was 0.779 and p-value was less than 0.05 level of significance. This meant when public service motivation of school heads is high; an increase of sense of community is also expected. Hence the null hypothesis stating that there is no significant relationship between public service motivation and sense of community was rejected. The relationship is strong which means that public service motivation has something to do with sense of community of school heads. The sense of community of school heads is dependent on the public service motivation.

With regards to the indicators of the independent variable public service motivation, it was observed that when *attraction to public service* was correlated to the indicators of dependent variable *sense of community*, the overall r-value was 0.685 with $p < 0.05$; hence, significant. When *commitment to public values* was correlated to the dependent variable *sense of community*, results disclosed an overall r-value of 0.740 with $p < 0.05$; thus significant. When *compassion* was correlated to the dependent variable *sense of community*, the overall r-value computed was 0.665 with $p < 0.05$, still significant. Finally, when *self-sacrifice* was correlated to the dependent variable *sense of community*, the overall r-value obtained was 0.664 with $p < 0.05$; likewise, significant. This showed that all

probability values signified significant correlations.

Table 5

Significance on the Relationship between Levels of Public Service Motivation and Sense of Community

	Sense of Community	
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Public Service Motivation	Reinforcement of Needs	Membership	Influence	Shared Emotional Connection	Overall Sense of Community
Attraction to Public Service	0.670* (0.000)	0.637* (0.000)	0.608* (0.000)	0.615* (0.000)	0.685* (0.000)
Commitment to Public Values	0.698* (0.000)	0.675* (0.000)	0.669* (0.000)	0.689* (0.000)	0.740* (0.000)
Compassion	0.643* (0.000)	0.619* (0.000)	0.580* (0.000)	0.613* (0.000)	0.665* (0.000)
Self-Sacrifice	0.593* (0.000)	0.640* (0.000)	0.603* (0.000)	0.614* (0.000)	0.664* (0.000)
Overall Public Service Motivation	0.736* (0.000)	0.729* (0.000)	0.697* (0.000)	0.717* (0.000)	0.779* (0.000)

*Significant at 0.05 significance level.

Significance on the Relationship between Levels of Aspects of Identity Orientation and Sense of Community

Depicted in Table 6 is the linkage between *aspects of identity orientation* and sense of community. Results disclosed an overall r-value of 0.735 and p-value less than 0.05 level of significance. This implied that school heads who exhibited high level of *aspects of identity orientation* also exhibits high *sense of community*. Consequently, the null hypothesis of no significant relationship exists between *aspects of identity orientation* and sense of community was rejected. The relationship is described to be strong. This suggests that the sense of community of school heads is dependent on aspects of identity orientation.

Table 6

Significance on the Relationship between Levels of Aspects of Identity Orientation and Sense of Community

Aspects of Identity of Orientation	Sense of Community				Overall Sense of Community
	Reinforcement of Needs	Membership	Influence	Shared Emotional Connection	
Personal Identity Orientation	0.679* (0.000)	0.675* (0.000)	0.640* (0.000)	0.620* (0.000)	0.707* (0.000)
Relational Identity Orientation	0.620* (0.000)	0.577* (0.000)	0.558* (0.000)	0.580* (0.000)	0.632* (0.000)
Social Identity Orientation	0.479* (0.000)	0.451* (0.000)	0.516* (0.000)	0.506* (0.000)	0.529* (0.000)
Collective Identity Orientation	0.550* (0.000)	0.553* (0.000)	0.537* (0.000)	0.616* (0.000)	0.611* (0.000)
Overall Aspects of Identity Orientation	0.689* (0.000)	0.668* (0.000)	0.667* (0.000)	0.690* (0.000)	0.735* (0.000)

*Significant at 0.05 significance level.

Likewise, in Table 6, it can be observed that when indicators of independent variable *personal identity orientation*, *relational identity orientation*, *social identity correlation* and *social identity orientation* were correlated to the indicators of dependent variable *sense of community*, the following results can be found. When *personal identity orientation* was correlated with to the dependent variable *sense of community*, the overall r-value was 0.707 with $p < 0.05$; hence significant. When *relational identity orientation* was correlated to *sense of community*, the overall r-value was 0.632 with $p < 0.05$; hence significant. When *social identity orientation* was correlated to *sense of community*, results unveiled an overall r-values of 0.529 with $p < 0.05$, hence significant. Lastly, when *collective identity orientation* was correlated to *sense of community*, revealed the overall r-

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value of 0.611 with $p < 0.05$; hence significant. Undoubtedly, all probability values unveiled significant correlations.

Significance on the Relationship between Levels of Sense of Coherence and Sense of Community

Exhibited in Table 7 is the data on the results of associations between *sense of coherence* and *sense of community*. It can be extracted from the results that the overall r-value was 0.675 and the $p < 0.05$ level of significance. This unveiled that when school heads resonated high level of *sense of coherence*, *sense of community* is apparently improved. As a result, the null hypothesis stating that there is no significant relationship between *sense of coherence* and *sense of community* was rejected. The relationship is described to be strong. This means that sense of community of school heads is dependent to the sense of coherence.

Concerning the indicators of *sense of coherence*, when *comprehensibility* was correlated to the dependent variable *sense of community*, the overall r-value of 0.506 with $p < 0.05$; thus, significant. When manageability was correlated to dependent variable *sense of community*, the results displayed an overall r-value of 0.512 with $p < 0.05$; still, significant. Finally, when *meaningfulness* was correlated to dependent variable *sense of community*, the overall r-value was 0.670 with $p < 0.05$; also, significant. Subsequently, all probability values revealed significant correlations.

Table 7

Significance on the Relationship between Levels of Sense of Coherence and Sense of Community

Sense of Coherence	Sense of Community	
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	Reinforce ment of Needs	Member- ship	Influence	Shared Emotional Connection	Overall Sense of Communi ty
Comprehensibility	0.452* (0.000)	0.473* (0.000)	0.480* (0.000)	0.464* (0.000)	0.506* (0.000)
Manageability	0.492* (0.000)	0.489* (0.000)	0.457* (0.000)	0.454* (0.000)	0.512* (0.000)
Meaningfulness	0.628* (0.000)	0.635* (0.000)	0.594* (0.000)	0.618* (0.000)	0.670* (0.000)
Overall Sense of Coherence	0.629* (0.000)	0.638* (0.000)	0.611* (0.000)	0.615* (0.000)	0.675* (0.000)

*Significant at 0.05 significance level.

The Extent of Influence of Predictor Variables on Sense of Community

Reflected in Table 8 is the extent of influence of predictor variables on sense of community of school heads. It can be extracted from the findings that the predictor variables *public service motivation, aspects of identity orientation* and *sense of coherence* has a combined percent influence of 67.3% with an F ratio of 18.666. The overall r-value of 0.821 with $p < 0.05$ revealed that all of the predictor variables were found to statistically explain the sense of community of public secondary school heads.

The table of standardized beta coefficients explained that the level of public service motivation, aspects of identity orientation and sense of coherence is attributed to the sense of community of public secondary school heads those with p-value 0.000 beta level of significance. Of the three variables, public service motivation has relatively great influence on public secondary school heads' sense of community. The β value of 0.446 indicates that for every unit level increase in public service

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International Journal of Scientific and Research Publications (ISSN: 2250-3153)

motivation corresponds to 0.446-unit increase in the level of sense of community among school heads. This is followed by aspects of identity orientation. The β value 0.267 indicates that for every unit level increase in aspects of identity orientation corresponds to 0.267-unit increase in the level of sense of community among school heads. Sense of coherence has the least influence on sense of community of school heads. The β value of 0.192 indicates that for every unit level increase in sense of coherence corresponds to the 0.192-unit increase in the sense of community of school heads. These variables are capable of exploring the sense of community of public secondary school heads. This is also suggestive that sense of community is not itself theoretically functional in nature. Furthermore, the table of unstandardized beta coefficients elucidated that the level of public service motivation, aspects of identity orientation and sense of coherence is credited to the sense of community of public secondary school heads those with p-value 0.000 beta level of significance. Among the three variables, public service motivation has relatively great influence on public secondary heads' sense of community. The B value of 0.453 indicates that for every unit level increase in public service motivation corresponds to 0.453-unit increase in the level of sense

Table 8

The extent of Influence of Predictor Variables on Sense of Community.

Sense of Community (Dependent Variables)				
Independent Variables	β (Standardized Coefficients)	B (Unstandardized Coefficients)	t	Sig.
Constant	0.162	0.145	0.894	0.372

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International Journal of Scientific and Research Publications (ISSN: 2250-3153)

Public Service Motivation (PSM)	0.446	0.453	8.836	0.000
Aspects of Identity Orientation (AIO)	0.267	0.274	5.328	0.000
Sense of Coherence (SC)	0.192	0.238	4.320	0.000
R	0.821			
R²	0.673			
F	18.666			
p	0.000			

of community among school heads. This is followed by aspects of identity orientation. The B value 0.274 indicates that for every unit level increase in aspects of identity orientation corresponds to 0.274-unit increase in the level of sense of community among school heads. Sense of coherence has the least influence on sense of community of school heads. The B value of 0.238 indicates that for every unit level increase in sense of coherence corresponds to the 0.238-unit increase in the sense of community of school heads. These variables are capable of exploring the sense of community of public secondary school heads.

Moreover, public secondary school heads have some degree of sense of community and the R² value of 0.673 shows that 67.3 % of the variance of sense of community is affected by the three independent variables namely, public service motivation, aspects of identity orientation and sense of coherence. Data analysis also shows 32.7% factors of alienation which denotes that there are other factors that influence sense of community of school heads apart from public service motivation, aspects of identity orientation and sense of coherence which are not included in the present study.

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International Journal of Scientific and Research Publications (ISSN: 2250-3153)

Therefore, the prediction model based from Table 8 can be derived as follows:

$$Y = 0.145 + 0.453 (\text{PSM}) + 0.274 (\text{AIO}) + 0.238 (\text{SC})$$

Where: Y = Sense of Community
 PSM = Public Service Motivation
 AIO = Aspects of Identity
 SC = Sense of Coherence

DISCUSSION

The degree of public service motivation, aspects of identity orientation, sense of coherence, and sense of community are all discussed in this chapter. Likewise, unveiled in this section are the correlations between public service motivation, aspects of identity orientation and sense of coherence to sense of community. Lastly, the regression analysis of the influence of public service motivation, aspects of identity orientation and sense of coherence on sense of community of school heads in Region XI is also discussed.

Public Service Motivation

The respondents gave very high ratings on school *heads' attraction to public service, commitment to public values, compassion, and self-sacrifice*, resulting in a very high level of public service motivation among public secondary school heads in Region XI. The heads of public schools in this area placed a high value on active public service and made significant contributions to the common good of all. They also gave emphasis on improving public service and believing in the values and welfare of others. As a result, these activities are expected to improve public service motivation because they are consistent with the opinions of different writers such as Homberg & Carthy, 2015, Zhu, Wu & Yan, 2014; Zhu, Wu & Yan, 2014; Giustano, 2016; Wright & Grant, 2010 who stated

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International Journal of Scientific and Research Publications (ISSN: 2250-3153)

that those with a high level of public service motivation serve the public interest, have higher levels of job satisfaction, success, and commitment to public organizations among others.

In addition, the results adhered to the statement of Van Loon et al. (2016) wherein Individuals with higher levels of PSM are more likely to think their work has a positive effect because it motivates them to search out opportunities to work on initiatives that support their society. The result also conforms with the study of Christensen (2014) PSM also strongly predicted employees' perceptions of the social impact of their jobs.

Aspects of Identity Orientation

The high level of aspects of identity orientation among Davao Region public secondary school heads is due to the respondents' high ratings on public secondary school heads' *personal, relational social and collective identity orientations*. Public secondary school heads in this region are extremely unique person which are distinct from others. They likewise give importance to the identity of the person they are willing to work with. They also put emphasis on the identity of a person who influenced them within the workplace and social their social groups. Since it is consistent with the viewpoints of different scholars such as Chatman & Flynn, (2001); Chatman, Polzer, Barsade, & Neale, (1998); Dukerich, Golden, & Shortell, (2002); Flynn, Chatman, & Spataro, (2001). These activities are expected to evolve in terms of identity orientation because it conforms with the findings of aforementioned authors who stated that the employee's willingness to cooperate as well as their choices of who they are going to interact depends on their identity orientations. Furthermore, conforms with the results of the discoveries of Cheek and Cheek (2018) about identity orientation which played a significant role in shaping how people

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International Journal of Scientific and Research Publications (ISSN: 2250-3153)

thought and responded to how others viewed them, as well as what inspired them to participate in various activities and enter social groups.

Sense of Coherence

The high rating provided by the respondents explains the high level of sense of coherence among public secondary school heads in Region XI on public secondary school heads' *comprehensibility, manageability and meaningfulness*. The public secondary school heads know what to do in unfamiliar situations and can look for solutions when they encounter problems. Often, they feel the cooperation of others when doing something and can handle if something unpleasant happen in the future. Likewise, they care what goes on around them and knows very well the goals and purpose of teachers. This current study is in consonance with the views of various authors such Mana, Sagy & Srour, 2015; Eriksson & Lindstom, 2005; Surtees, Wainright, Khaw, 2006; Lindmark, hackeberg, & Hugoson, (2011) who believed that a person with a good sense of coherence would be able to cope better with life stressors and use the tools at their disposal to deal with them. Furthermore, this study accords with the findings f Braun-Lewensohn et al., (2011) which concluded that people with a good sense of coherence have more internal and external resources in response to various circumstances and are less likely to respond with anxiety or rage during stressful events.

Moreover, the results of the research of Bracha and Hoffenbartal (2015) and Bracha and Bocos (2015) is in harmony of this study stating that sense of coherence was the reason and is believed as an internal resource why there were teachers who felt stressed yet still enthusiastic about teaching, has a sense of confidence even in some unpredictable teaching situations and be able to managed it in the best possible way. Further, Hillard, (2016) and

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International Journal of Scientific and Research Publications (ISSN: 2250-3153)

Bracha and Bocos (2015) also corresponds with the results that being able to make something structured out of chaotic situation made it much easier for the people to understand the context in which one might view things about life.

Sense of Community of School Heads

The high level of sense of community among public secondary school heads in Region XI can be attributed to respondents' high ratings of public secondary school heads' *reinforcement of needs, membership, influence, and shared emotional connections*, according to the findings. The school heads of this region knows how to address the needs of the members of the society by bringing resources and connecting with people through simple talks when they have problems. Moreover, they also know that people in their community have similarities in terms of needs, priorities and goals. And that people in the community believes that school heads are influential people who can make a difference in their community. These practices are expected to increase the level of sense of community of public secondary school heads since it is parallel to the standpoint of various authors such as Talen,2016; Byrne et al 2014; Braun-Lewensohn et al., 2013; Byrne, 2004; Schaps,2003; Femlin, 2012; Obst, (2004) which stated that having a sense of community, one must care and bring something of values like connections and resources in order to be part of the community. That something of values and resources that the community will have shall meet the needs of the members.

In addition, various authors (Braun-Lewensohn, Sagy, Sabato & Galili, 2013; Davidson and Cotter, 1991) concords with this study. They believed that those who have strong sense of community perceived themselves as an influencer to the community where they belong and in order to be influenced and will be influenced by it, they must have

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International Journal of Scientific and Research Publications (ISSN: 2250-3153)

stronger beliefs that members have common needs, priorities and goals and that their needs will be met in the collective and feel obliged by the community.

Significance on the Relationship between Levels of Public Service Motivation and Sense of Community of School Heads

The current study reveals a significant relationship between public service motivation and sense of community of public secondary school heads in Davao Region. This indicates that school leaders' sense of community influences their motivation for public service, as shown by the data. While in terms of singular state, indicators *attraction to public service*, *commitment to public values*, *compassion* and *self-sacrifice* are significantly correlated to sense of community.

Results of the study is aligned with the statement of Nowell and Boyd (2010) that the degree that a person believes that acting on behalf of the group will protect or improve the benefits they obtain from participation in an association, sense of community is a source of motivation. Furthermore, according to Christensen, Nesbit, and Stritch (2017), sense of community is a central construct related to workplace activity that has been linked to public service motivation.

Significance on the Relationship between Levels of Aspects of Identity Orientation and Sense of Community

A recent study found a connection between aspects of identity orientation and sense of community among public secondary school principals in Region XI. This means that school heads' sense of community determines their aspects of identity orientation which is

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International Journal of Scientific and Research Publications (ISSN: 2250-3153)

observable from the data. In a singular state, indicators such as *personal, relational social and collective identity orientations* are correlated to sense of community.

The study's findings were consistent with Barbieri and Zani's (2015) findings that there is a positive relationship between aspects of identity and a sense of community among Italians. It is also noted that there is a positive correlation with territorial and relational sense of community. The stronger their relational identity, the more they associate with the members of their original group. Moreover, Mannarini et al. (2012) discovered that the more people associated with spatial society, the more connected they felt to their neighbors and happy they were with their social relationships which is also in harmony of this study.

Significance on the Relationship between Levels of Sense of Coherence and Sense of Community

The current study unveils a significant link between public secondary school heads' sense of community and sense of coherence in Davao Region. This means that public secondary school heads' sense of community determines sense of coherence which is revealed in the data. When comparing measures of sense of community to sense of community, however, the results show *comprehensibility, manageability* and *meaningfulness* are significantly connected to measures of sense of community.

The findings of the association between these two variables are similar to those of Hillard (2016)'s analysis of online public high school students. There was a significant association between sense of coherence and school connectedness, according to a positive correlation study (Rivera et al., 2012). It is stated by Osterman (2000) that it is valuable that sense of community among schools widely affect since all humans have a desire to

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International Journal of Scientific and Research Publications (ISSN: 2250-3153)

belong, there is a sense of coherence among learners. Results also adhered to the statement of Donatelle (2014) that one feels that he or she belongs to a group and accepted will help a person to misbehave poorly and keep away from mental health issues.

The Extent of Influence of Predictor Variables on Sense of Community

The current study revealed that public service motivation influences sense of community of school heads. According to Ferreira, Cardoso, & Abrantes (2011) adolescent learners' sense of membership, an indicator of sense of community is affected by intrinsic motivation. When learners are motivated, their need to belong in school made them feel personally accepted, respected and included and supported by others especially among adults within the school environment, membership is achieved. The sense of membership heavily influenced by intrinsic motivation making the learners become committed to school and accepted educational values. Ryan and Deci's self-determination theory (Deci & Ryan, 1985, 2008; Ryan & Deci, 2000b) classified motivation into autonomous and regulated forms, with the psychological needs of autonomy, sense of community, and competency clearly identified as vital catalysts in deciding motivational levels.

Moreover, the study also disclosed that aspects of identity orientation influence sense of community of school heads. It is stated by Cicognani et al. (2012) that the among Italian adolescents' personal and social identity, both indicators of aspects of identity orientation was due to the positive experiences with peers and significant adults within their surroundings like neighborhood and schools which influences the increase of their sense of community. In accordance with Zani et al., (2004) the influence of a sense of

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International Journal of Scientific and Research Publications (ISSN: 2250-3153)

community on young people's social identities was important. Also, the results of the study conducted by Albanesi et al. (2007) revealed that sense of community exerts its positive effect whereby increasing the adoption of active coping strategies, especially among female adolescents when encountered problems with peers. As stated by Masolo (2002), the definition of sense of community is based on the idea that people's identities are influenced by the social environments in which they engage in different positions, and that these social worlds can shift over time and space. This perspective differs significantly from that which regards people's identities as biologically and socially defined by certain presumed homogeneous characteristics that they share with other members of the community to which they belong.

Finally, results of the study revealed that sense of coherence influences sense of community of school heads. It is stated by various authors (Ahmed, et al., 2004; Landau & Saul, 2004; Pfefferbaum et al., 2005; Tse & Liew; 2004; Breun – Lewensohn & Saggy, 2013) that strong sense of community exhibited by its members was influenced by sense of coherence which resulted to a resilient community. Also, Moscardino et al. (2010) stated that as members react to stressful circumstances in life, a sense of community has been shown to be a protective factor against symptoms of depression, post-traumatic stress symptoms, and other emotional issues among adolescents exposed to various types of stress.

CONCLUSION

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Based from the findings of the study, the researcher came up the following salient conclusion.

School heads have a high level of public service inspiration, a high level of aspects of identity orientation, a high level of sense of coherence, and a high level of sense of culture. There is a significant relationship between public service motivation and sense of community, there is significant relationship aspects of identity orientation and sense of community of school heads and finally there is a there is a strong connection between school leaders' sense of coherence and their sense of community. Most importantly, the three variables are the predictors and have influence sense of community. This suggests that school leaders have a good sense of community, as measured by indices such as need affirmation, membership, power, and mutual emotional connections has something to do with public service motivation, aspects of identity orientation and sense of coherence.

Overall, this study conforms with Open System Theory of by Von Bertalaffy (1956) which assumes that entities able of processing information pertaining to public service motivation and aspects of identity orientation about own specific environment in the community which display greater ability to respond to changes in the environment. This research also supports Maslow's (1943) Theory of Needs and Tay and Diener's (2011) proposition that people are motivated when they are in need of a sense of belonging as a community member. Likewise, it supports with Tajfel and Turner (1979) which states that one's identity or who they are were based from their group membership. Lastly, Kobosa (1979) and Chavis and Newbrough (1986) stated that having a sense of community have been shown as a protective factor and major contributor to an individuals' sense of coherence. Accordingly, an individual with a strong sense of belonging is a member of that

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group. is highly motivated and has sense of coherence in facing with various stressors in life. Those who can identify themselves whether in personal, social, collective and relational identity identify themselves who belong to group and felt that their needs are catered with the available resources.

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International Journal of Scientific and Research Publications (ISSN: 2250-3153)

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Appendixes

Survey Questionnaire

Greetings!

The purpose of this research is to determine the significant relationship as well as the influence of sense of coherence, public service motivation and aspects of identity on sense of community of school heads. The researcher humbly requests your participation by filling out this survey that will take approximately 10-15 minutes to complete. Base your answers on your actual current work situation. All data collected in this survey will be treated confidentially and only be used for this study.

Thank you very much for your time and support.

PART 1. SENSE OF COHERENCE

(Jakobsson, 2011)

The following statements describe *sense of coherence* of your school head. Please check “/” on the appropriate response to indicate your level of agreement applicable to your school head:

Comprehensibility	5	4	3	2	1
<i>My school head...</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. feels that teachers can endure unexpected experiences.					
2. is surprised by the behavior of people whom he/she knows.					
3. have mixed-up feelings and ideas.					
4. knows what to do in unfamiliar situations.					
5. can look for solutions when he/she encounter problems.					
Manageability	5	4	3	2	1
<i>My school head...</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
6. feels the cooperation of others when doing something.					
7. feels upset when somebody he/she trusts disappoints him/her.					
8. believes that he/she can always count on somebody in the future.					
9. is certain that there are times he/she can't control his/her emotions.					
10. can handle if something unpleasant happens in our school.					
Meaningfulness	5	4	3	2	1

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<i>My school head...</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
11. cares what goes on around him/her.					
12. knows well about teachers' view of life.					
13. is satisfied of the things teachers do every day.					
14. anticipates that personal life would have a little meaning.					
15. knows very well the goals and purpose of teachers.					

PART 2. PUBLIC SERVICE MOTIVATION

(Kim, *et al*, 2010)

The following statements describe the indicators about *public service motivation* of your school head. Please check “/” on the appropriate response to indicate your level of agreement applicable to your school head:

A. Attraction to Public Service	5	4	3	2	1
<i>My school head...</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. have interests in improving public service.					
2. gives importance in contributing for the common good.					
3. gives importance on meaningful public service.					
4. admires people who are involved in activities to help the community.					
B. Commitment to Public Values	5	4	3	2	1
<i>My school head...</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5. believes that equal opportunities to citizens are very important.					
6. values ethics as essential to public servants.					
7. emphasizes on considering the interests of future generations in developing public policies.					
8. believes that public employees must always be aware of the legitimacy of their activities.					
C. Compassion	5	4	3	2	1
<i>My school head...</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
9. feels sympathetic to the plight of underprivileged.					

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10. empathizes with other people who face difficulties.					
11. gets upset when I see others being treated unfairly.					
12. believes in values and welfare of others.					
D. Self – Sacrifice	5	4	3	2	1
<i>My school head...</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
13. is prepared to make sacrifices for the good of the society.					
14. believes in putting civic duty before self.					
15. is willing to risk personal loss to help society.					
16. agrees to a good plan to make a better life for the poor even if it costs money.					

PART 3. ASPECT OF IDENTITY ORIENTATION

(Cheek and Briggs, 2013)

The following statements describe *aspects of identity orientation* of your school head. Please check “/” on the appropriate response to indicate your level of agreement applicable to your school head:

A. Personal Identity Orientation	5	4	3	2	1
<i>My school head gives importance on...</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. personal values and moral standards.					
2. being a unique person and distinct from others.					
3. my personal values and standards.					
4. my thoughts and ideas.					
5. the way I deal with my fears and anxieties.					
B. Relational Identity Orientation	5	4	3	2	1
<i>My school head gives importance on...</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
6. my relationships with the people I feel close to.					
7. being a good friend to those I care about.					
8. developing caring relationship with others.					

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9. feelings of connectedness I am close to.					
10. sharing significant experience with my close friends.					
C. Social Identity Orientation	5	4	3	2	1
<i>My school head gives importance on...</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
11. popularity with other people.					
12. ways in which other people react to what I say and do.					
13. reputation what others think of me.					
14. gestures and mannerisms, the impression I make on others.					
15. my social behavior such as the way I act when meeting people.					
D. Collective Identity Orientation	5	4	3	2	1
<i>My school head gives importance on...</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
16. race or ethnical background.					
17. place where I live or where I was raised.					
18. feelings of pride in my country, being proud to be a citizen.					
19. languages such as my dialect or second language I know.					
20. commitment to political issues and or activities.					

PART 4. SENSE OF COMMUNITY

(Chavis, Lee and Acosta, 2011)

A. Reinforcement of Needs	5	4	3	2	1
<i>My school head...</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. values the same things with community members.					
2. feels good as a member of this community.					
3. knows that people in this community have similar needs, priorities and goals.					
4. knows how to meet the needs of the community members.					

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5. can talk with the members of the community when they have problems.					
B. Membership	5	4	3	2	1
<i>My school head...</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
6. can trust people in this community.					
7. recognizes most of the members in our community.					
8. puts lot of time and effort into being part of this community.					
9. knows most of the members of the community.					
10. knows that being a member of this community is a part of my identity.					
C. Influence	5	4	3	2	1
<i>My school head...</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
11. believes that community members know how to solve problems.					
12. have influences over what the community is like.					
13. can attest that this community have good leaders.					
14. knows that this community can influence other communities.					
15. cares about what other members think of me.					

D. Shared Emotional Connection	5	4	3	2	1
<i>My school head...</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
16. expects to be part of the community for a long time.					
17. is hopeful about the future of this community.					
18. is sure that members of this community care about each other.					
19. spend time with community members and enjoy being with them.					
20. can attest that members of this community have shared important events together such as celebrations or disasters.					

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Telephone: (082)305-0645 Local 189

January 6, 2020

EVELYN R. FETALVERO, CESO IV
OIC-Regional Director
Department of Education Region XI




Dear Ma'am/Sir:

The undersigned is currently working on her dissertation entitled, "Sense of Coherence, Public Service Motivation, Aspects of Identity and Sense of Community of School Heads in Region XI: Structural Equation Model" as a requirement for the degree of Doctor of Education in Educational Management.

In this regard, the researcher would like to request your approval to conduct the study in your area of responsibility and the confidentiality of the data that you will share will be carefully safeguarded. Attached herewith is a sample of the interview guide/survey questionnaire that reflects the topics and questions to be discussed.

Looking forward for your favorable response on the said request.

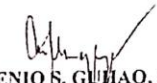
Respectfully yours,


MEILYN G. SUMUGOY
Researcher




LADISLAO T. AGAWIN JR, EdD
Research Adviser

Noted by:


EUGENIO S. GUIAO, JR., DM
Dean, Professional Schools

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Department of Education Region XI




Dear Ma'am/Sir:

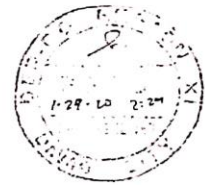
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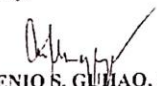
Respectfully yours,


MEDEILYN G. SUMUGOY
Researcher




LADISLAO T. AGAWIN JR, EdD
Research Adviser

Noted by:


EUGENIO S. GUIAO, JR., DM
Dean, Professional Schools

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Glossary

Aspects of Identity Orientation. In this study, this refers to personal, relational, social and collective identity orientations.

Public Service Motivation. In this study, this refers to attraction to public service, commitment to public values, compassion and self-sacrifice.

Sense of Coherence. In this study, this refers to comprehensibility, manageability and meaningfulness.

Sense of Community. In this study, this refers to reinforcement of needs, membership, influence and shared emotional connections.

Publication Partner:

International Journal of Scientific and Research Publications (ISSN: 2250-3153)

Index

Public Service Motivation, 19

Aspects of Identity Orientation, 27

Sense of Coherence, 37

Sense of Community, 44

Publication Partner:

International Journal of Scientific and Research Publications (ISSN: 2250-3155)

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