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# The Psychological Flow Experience and Achievement Goal Orientation of Non-Teaching Personnel in Schools: Basis for an Intervention Program

Hardie Gieben M. Cruz

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**THE PSYCHOLOGICAL FLOW EXPERIENCE AND ACHIEVEMENT  
GOAL ORIENTATION OF NON-TEACHING PERSONNEL IN  
SCHOOLS: BASIS FOR AN INTERVENTION PROGRAM**

**A Thesis**

Presented to

the College of Graduate Studies and Teacher Education Research  
Philippine Normal University, Manila

In Partial Fulfillment of the Requirements  
for the degree of

**Master of Arts in Education with specialization in Guidance and Counseling**

**Hardie Gieben M. Cruz**

April 2020

## APPROVAL SHEET

This thesis entitled “**THE PSYCHOLOGICAL FLOW EXPERIENCE AND ACHIEVEMENT GOAL ORIENTATION OF NON-TEACHING PERSONNEL IN SCHOOLS: BASIS FOR AN INTERVENTION PROGRAM**” prepared and submitted by **HARDIE GIEBEN M. CRUZ** in partial fulfillment of the requirements for the degree of **Master of Arts in Education with specialization in Guidance and Counseling**, is hereby recommended for approval and acceptance.

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That in all things, God may be glorified!

**Hardie Gieben Miras Cruz**

## ABSTRACT

|                |   |                                                                                                                                                            |
|----------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NAME           | : | <b>HARDIE GIEBEN M. CRUZ</b>                                                                                                                               |
| TITLE          | : | <b>THE PSYCHOLOGICAL FLOW EXPERIENCE AND<br/>ACHIEVEMENT GOAL ORIENTATION OF NON-<br/>TEACHING PERSONNEL IN SCHOOLS: BASIS<br/>AN INTERVENTION PROGRAM</b> |
| KEY CONCEPTS   | : | ACHIEVEMENT GOALS<br>PSYCHOLOGICAL FLOW<br>NON-TEACHING PERSONNEL<br>WORKPLACE                                                                             |
| DEGREE         | : | Master of Arts in Education                                                                                                                                |
| SPECIALIZATION | : | Guidance and Counseling                                                                                                                                    |
| ADVISER        | : | <b>Teresita T. Rungduin, Ph.D.</b>                                                                                                                         |

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The study intended at proposing an intervention program that could possibly address the needs of the non-teaching personnel with respect to their achievement goal orientation. The basis for the intervention program were the achievement goal orientation of the non-teaching personnel in the areas of mastery approach, mastery avoidance, performance approach and performance avoidance and psychological flow experiences in the areas of challenge-skill balance, action-awareness merging, clear goals, unambiguous feedback, concentration on task at hand, loss of self-consciousness, sense of control, transformation of time and autotelic experience. Descriptive-correlational design was utilized which involved 428 non-teaching personnel handling basic education from selected public and private schools in Metro Manila. Demographic questionnaires, Flow State Scale (FSS), 2 x 2 Framework of Achievement Goals for a Work Domain and a four-

item open-ended questionnaire were administered to get necessary data from the participants. Results indicated that majority of the respondents fall under the “average to high” level of psychological flow experience. All of the achievement goal orientation dimensions of the respondents have indicated “average to high” level though typically fall under the high than average level. They are giving emphasis on pursuing success and avoid failure. Mastery approach, performance approach, and performance avoidance goals were positively correlated with psychological flow. Whereas, mastery avoidance goals were not significantly correlated to psychological flow. Same results were found when gender and type of school differences were expounded by exploratory analysis. Some psychological flow dimensions have indicated significant direct and inverse relationships with the different aspects of achievement goal orientation.

## TABLE OF CONTENTS

| Title                                                         | Page        |
|---------------------------------------------------------------|-------------|
| <b>Approval Sheet</b>                                         | <b>ii</b>   |
| <b>Title Page</b>                                             | <b>iii</b>  |
| <b>Acknowledgements</b>                                       | <b>iv</b>   |
| <b>Abstract</b>                                               | <b>vi</b>   |
| <b>Table of Contents</b>                                      | <b>viii</b> |
| <b>List of Tables</b>                                         | <b>x</b>    |
| <br><b>Chapter 1: The Problem and Literature Review</b>       |             |
| Background of the Study                                       | 1           |
| Literature Review                                             | 15          |
| Conceptual Framework                                          | 66          |
| Statement of the Problem                                      | 71          |
| Definition of Terms                                           | 72          |
| <br><b>Chapter 2: Methodology</b>                             |             |
| Research Design                                               | 76          |
| Sampling and Participants                                     | 76          |
| Instruments                                                   | 78          |
| Data Gathering Procedure                                      | 80          |
| Data Analysis Procedure                                       | 84          |
| Potential Ethical Issues                                      | 85          |
| <br><b>Chapter 3: Results and Discussion</b>                  |             |
| Results and Discussion                                        | 87          |
| Implication to Counseling                                     | 144         |
| <br><b>Chapter 4: Summary, Conclusion and Recommendations</b> |             |
| Summary of the Study                                          | 146         |
| Summary of Results                                            | 146         |
| Limitation of the Study                                       | 149         |
| Conclusion                                                    | 149         |
| Recommendations                                               | 151         |
| <br><b>References</b>                                         | <b>153</b>  |
| <b>Appendices</b>                                             |             |
| Appendix A: Demographic Questionnaire                         | 170         |
| Appendix B: Flow State Scale                                  | 171         |

|                                                                                        |     |
|----------------------------------------------------------------------------------------|-----|
| Appendix C: 2 x 2 Framework of Achievement Goals for a Work Domain                     | 174 |
| Appendix D: Follow-up Questionnaire                                                    | 176 |
| Appendix E: Sample Letter of Permission to Conduct a Study                             | 177 |
| Appendix F: Outline of the Proposed Study                                              | 178 |
| Appendix G: Informed Consent Form                                                      | 180 |
| Appendix H: Sample Research Instrument Validation Form for Structured<br>Questionnaire | 182 |
| Appendix I: Sample Program Validation Form from Experts                                | 185 |
| Appendix J: Suggested Activities for the Intervention Program                          | 193 |
| Appendix K: Curriculum Vitae                                                           | 211 |

## LIST OF TABLES

| TABLE                                                                                                                                                                                                                                                                                                                                 | Page |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1 Demographic Profile of Participants                                                                                                                                                                                                                                                                                                 | 77   |
| 2 FSS Sample Items and Subscale Reliabilities                                                                                                                                                                                                                                                                                         | 79   |
| 3 Scoring Information for the FSS                                                                                                                                                                                                                                                                                                     | 79   |
| 4 Scoring Information for the 2 x 2 Framework of Achievement Goals for a Work Domain Scale                                                                                                                                                                                                                                            | 80   |
| 5 Overall Mean, Standard Deviation and Score range of the Psychological Flow of Non-Teaching Personnel                                                                                                                                                                                                                                | 88   |
| 6 Overall Mean, Standard Deviation and Score range of the Psychological Flow of Male and Female Non-Teaching Personnel                                                                                                                                                                                                                | 90   |
| 7 Mean, Standard Deviation and Score range of the Psychological Flow of Male Non-Teaching Personnel (Public and Private)                                                                                                                                                                                                              | 90   |
| 8 Mean, Standard Deviation and Score range of the Psychological Flow of Female Non-Teaching Personnel (Public and Private)                                                                                                                                                                                                            | 91   |
| 9 Overall Frequency and Percentage Distribution According to Level of Challenge-Skill Balance (CS), Action-Awareness Merging (AA), Clear Goals (CG), Unambiguous Feedback (UF), Concentration on Task at Hand (CT), Sense of Control (SC), Loss of Self-consciousness (LS), Transformation of Time (TT) and Autotelic Experience (AE) | 92   |
| 10 Overall Mean, Standard Deviation and Score range of the Achievement Goal Orientation of Non-Teaching Personnel                                                                                                                                                                                                                     | 96   |
| 11 Overall Mean, Standard Deviation and Score range of the Achievement Goals of Male and Female Non-Teaching Personnel                                                                                                                                                                                                                | 98   |
| 12 Mean, Standard Deviation and Score range of the Achievement Goals of Male Non-Teaching Personnel (Public and Private)                                                                                                                                                                                                              | 98   |
| 13 Mean, Standard Deviation and Score range of the Achievement Goals of Female Non-Teaching Personnel (Public and Private)                                                                                                                                                                                                            | 99   |
| 14 Overall Frequency and Percentage Distribution According to Level of Mastery Avoidance (MAv), Mastery Approach (MAp), Performance Approach (PAp) and Performance Avoidance (PAv)                                                                                                                                                    | 99   |
| 15 Correlations between the Dimensions of Psychological Flow and Dimensions of Achievement Goal Orientation of All Non-Teaching Personnel                                                                                                                                                                                             | 102  |
| 16 Correlations between the Dimensions of Psychological Flow and Dimensions of Achievement Goal Orientation of All Male and Female Non-Teaching Personnel                                                                                                                                                                             | 107  |
| 17 Correlations between the Dimensions of Psychological Flow and Dimensions of Achievement Goal Orientation of Public and Private Non-Teaching Personnel                                                                                                                                                                              | 113  |
| 18 Overall Summary of Multiple Regression Analysis of Variables Predicting Mastery Avoidance of all Non-Teaching Personnel                                                                                                                                                                                                            | 116  |

|    |                                                                                                                                    |     |
|----|------------------------------------------------------------------------------------------------------------------------------------|-----|
| 19 | Summary of Multiple Regression Analysis of Variables Predicting Mastery Avoidance of Male and Female Non-Teaching Personnel        | 119 |
| 20 | Summary of Multiple Regression Analysis of Variables Predicting Mastery Avoidance of Public and Private Non-Teaching Personnel     | 120 |
| 21 | Overall Summary of Multiple Regression Analysis of Variables Predicting Mastery Approach of all Non-Teaching Personnel             | 121 |
| 22 | Summary of Multiple Regression Analysis of Variables Predicting Mastery Approach of Male and Female Non-Teaching Personnel         | 123 |
| 23 | Summary of Multiple Regression Analysis of Variables Predicting Mastery Approach of Public and Private Non-Teaching Personnel      | 124 |
| 24 | Overall Summary of Multiple Regression Analysis of Variables Predicting Performance Approach of all Non-Teaching Personnel         | 125 |
| 25 | Summary of Multiple Regression Analysis of Variables Predicting Performance Approach of Male and Female Non-Teaching Personnel     | 127 |
| 26 | Summary of Multiple Regression Analysis of Variables Predicting Performance Approach of Public and Private Non-Teaching Personnel  | 128 |
| 27 | Overall Summary of Multiple Regression Analysis of Variables Predicting Performance Avoidance of all Non-Teaching Personnel        | 129 |
| 28 | Summary of Multiple Regression Analysis of Variables Predicting Performance Avoidance of Male and Female Non-Teaching Personnel    | 131 |
| 29 | Summary of Multiple Regression Analysis of Variables Predicting Performance Avoidance of Public and Private Non-Teaching Personnel | 132 |
| 30 | Summary Matrix of the Proposed Intervention Program for Non-Teaching Personnel                                                     | 141 |

## CHAPTER 1

### THE PROBLEM AND LITERATURE REVIEW

#### **Background of the Study**

In the field of Positive Psychology, psychological flow is observed when an individual is flatteringly immersed in several substantial and mentally dynamic tasks. Furthermore, individuals in the construct of psychological flow are engrossed in doing impending tasks, less preoccupied, and determined to reach their objective (Michels, 2015). It is likewise pronounced by cathartic familiarity that occurs in approximately 80% of individuals (Madison, 1997). Jackson and Marsh (1996) stated that it is also connected into a constructive aspect of awareness that weakens when the person's expertise is neglected.

Jackson, Thomas, Marsh, and Smethurst (2001) revealed that studies propose a state which may perhaps be necessary to understand ultimate performance. By using Magnetic Resonance Imaging (MRI), academic scholars established variances in neural doings throughout conditions of psychological flow as it is being linked to tediousness or intellectual excess (Ulrich, Keller, Hoenig, Waller, & Gron, 2014). In fact, the variations happened to the aspects of the mind tangled in doing movements, having recompenses, and spatial bearings – purposeful ranges that associate to the diverse mechanisms of the flow occurrence.

Csikszentmihalyi and Gordon (1991) demarcated flow as an ideal autotelic understanding, profound fulfilment, or euphoria as soon as the body or mind embarks on an enormous intended effort to finish a tough and meaningful task. The understanding of the flow is autotelic, which denotes that it is satisfying and allied with the existence of internal enthusiasm. According to

Harmat et al., (2016), it is valuable to remark that flow performs in diverse ranges of life besides undertaking sports, engaging in personal interests, and when learning as well as working situations where the flow is frequently observed as cited by several studies.

The psychological flow notion is likewise considered in the formation of investigational programs. It is utilized in enhancing business people and in scheming amenities in addition to merchandises associated in the direction of doing relaxation period (Csikszentmihalyi, 1990). Applications in the features of psychiatric therapy, recuperation of young lawbreakers, shaping curricula for those who have retired from work, developing work-related treatment for the mentally incapacitated (Davey, 1990) as well as for specialized training (Ochinowski, 2009) were also established.

Understanding the psychological flow experience is moreover employed to work-related conditions. The eminent expert and researcher in this field is none other than Arnold Bakker. In 2008, he explained psychological flow experience in proficient errands as a transitory ultimate familiarity occurring throughout work. Moreover, he said that the flow operates in the following stages: *absorption* – the stage of overall attentiveness in which the staff are engrossed in doing their job; *job satisfaction* – the intellectual outcome as well as emotional assessment regarding flow experiences in the workplace; *essential job enthusiasm* – the execution of the job proficiently and imperatively towards feeling preference for the job; and, *fulfilment* that occurs after the finished tasks.

Job satisfaction has been specified as an utmost significant medium for personnel achievement when in typical work-related responsibilities (Bakker, 2008). Conversely, intrinsic enthusiasm has been considered as an utmost vital medium of personnel achievement obtained

through errands that exceed workers' typical responsibilities, which in turn intensify the competence of the group. Other researches directed amongst instructors (Salanova, Bakker & Llorens, 2006) reveal that organizational means like social care, modernization, or vibrant objectives have constructive impression on flow manifestation, along with personal means assumed to have constructive effects in job fulfillment. Remarkably, the psychological flow occurrence displays a constructive influence through exclusive and organizational means. Consequently, this is regarding the criticism on psychological flow as well as exclusive or organizational means.

A large body of research has investigated the extent of the influence of a person's job satisfaction to his performance at work (Christen, Iyer, & Soberman, 2006). Job satisfaction was found associated with several positive organizational outcomes, such as citizenship behavior and organizational commitment (Organ & Ryan, 1995); furthermore, it reduces absenteeism and turnover amongst employees at work (Kinjerski & Skrypnek, 2008). Unsurprisingly, people's satisfaction in their job also affects their life satisfaction (Iverson & Maguire, 2000).

Over the past few decades, researchers have endeavored to understand and investigate the factors that determine and improve job satisfaction. Savery (1989) proposed that intrinsically motivating working conditions (e.g., interesting and challenging work and feeling of achievement) lead to higher levels of job satisfaction as compared to external factors (e.g., remuneration, benefits and rewards). His findings revealed a significant relationship between flow and some of the core job characteristics; moreover, consistent with predictions, the results suggested that flow is a strong predictor for job satisfaction (Maeran & Cangiano, 2013).

Generally, schools encompass both teaching and non-teaching personnel. In the morphology of human framework, the school may be well thought-out as a human physique wherein the teaching personnel might be called as heart or the imperative structure of a human physique. It would not be erroneous to name the non-teaching personnel as central nervous system of a human physique (Azeem & Quddus, 2014). Conferring to the teaching personnel, it is the non-teaching staff who solidifies the school's services and strategies desired for a school improvement as well as in assisting and attaining the school's goalmouths and purposes. Job satisfaction serves as an imperative facet of an operative and well-organized administration scheme. Thus, it is necessary to place emphasis on the job satisfaction of the non-teaching personnel involved in the operation and maintenance of the school. Given the importance of their role, it is appropriate to do engagements for their job fulfillment (Azeem & Quddus, 2014).

Moreover, Lintag-Ilagan (2018) specified that when people think of Department of Education or DepEd, they only think of teachers and students. When people think of elementary and secondary schools, they picture students in classroom being taught by teachers and supervised by principals. When people find out that one is working at DepEd, they will surely ask him/her this question: *"So you are a teacher, where are you teaching?"* It may seem surprising for the public especially the parents and students to learn that aside from teachers and principals, there are also nonteaching personnel in public schools and these non-teaching personnel who are often overlooked play an important role in the development and success of the school. It may be noticed that attention had always been on teaching and teaching-related personnel as if non-teaching personnel do not exist. Non-teaching personnel can be as important as teachers, thus, the focus on improving schools should not be limited to thinking about teachers. Non-teaching personnel should

also be regarded as greatest resource for the schools. Nonteaching personnel also have their respective RPMS-IPCRF in order for them to be rated with their accomplished task for the year wherein their indicated objectives are actually the duties and responsibilities they do in service and that will provide a meaningful contribution to the Mission and Vision of DepEd. Non-teaching personnel such as Administrative Officers, Bookkeepers, Disbursing Officers, Property Custodians, Registrars, Guidance Counselors, Administrative Aides, Drivers, Security and Utility personnel have to be recognized because they variously play a vital role in the educational system. They form an integral part of the educational system and their services are indispensable in the quest to enhance quality education. Non-teaching personnel should be acknowledged in their respective schools or offices because they also play an important role in the educational system and their contribution helps to make education more relevant to the needs and aspirations of Philippine Education. For the past years, administrative and clerical works or other non-teaching tasks are being performed by principals alone or by some teachers who are already burdened with their teaching loads and paper works. But with the hiring of non-teaching personnel by DepEd nationwide, administrative works are now performed by them such as assisting in human resource tasks, property and financial management functions and other related administrative tasks. These non-teaching personnel also make it sure that appointments, salaries and benefits of teachers are processed and given on time. But the sad part is that some non-teaching personnel are being treated by some as the lowest kind of employees because of their low salary grade and not seeing their worth and their voluminous administrative works like financial and human resource tasks. Non-teaching personnel also need development support for them to grow and be able to deliver better services to the educational system. The services that these personnel render is very critical to the delivery of quality education. Thus, DepEd should also provide trainings to the non-teaching

personnel to develop their skills and integrate and inculcate in them the high degree of professionalism and integrity especially those who are performing financial functions.

Csikszentmihalyi (1990, 1997a) mentioned that there are three reasons why the non-teaching personnel bear grudges related to their work: (1) the work can be superficial or senseless; (2) the job is dull and uninteresting; and (3) the work is demanding. Overall, the non-teaching personnel desire moderate relief at work. Also, Csikszentmihalyi and LeFevre (1989) revealed that employees could be drained after a heavy workload that they tend to be less enthusiastic even in relishing their free period. The aforementioned people might as well not attain the autotelic character quality, have non-communal social ideals, or be contingent on TV throughout their unrestricted period (Csikszentmihalyi & LeFevre, 1989). Every single of these three reasons could lessen an individual's chance for dynamic freedom and flow involvements.

According to Csikszentmihalyi and LeFevre (1989), the mainstream of flow understandings for the normal adult take place at job, not within the duration of relaxation. In the study of Bakker, Le Blanc and Schaufeli (2005) music educators were considered, for they encounter psychological flow whilst teaching music to teenage learners. Basom and Frase (2004) cited that school educators observed that when they were engrossed in educating the learners, time went rapidly. Job is the utmost commonly testified psychological flow doings amongst Occitan leaders (Fave & Massimini, 1988). Psychological flow is likewise existing among employees who are sightless and are hired as telephone workers, bookbinders and knitters (Massimini, Csikszentmihalyi, & Della Fave, 1988). Furthermore, Wells (1988) determined that psychological flow understandings may manifest in several forms of events. Works that offer discrete tenacity with chosen guidelines as well as apt response could support psychological flow understandings.

Pappas (2019) stated that if Knowles' models of andragogy were acknowledged, at that juncture, teachers should be tangled in the preparation and execution of personnel improvement plans. Personnel improvement plans should come across the standard essentials of adults and must be job-centered (Cranton, 2006). McLeod (2019) specified that Vygotsky introduced certain supplementary visions with emphasis on principles of acquiring knowledge. In fact, he argued that greater psychological meanings were produced in communal collective dealings. Vygotsky discussed that the communal deed is linked to and goes to understanding. A single rumor is communal in its origin. A Vygotskian understanding of growth, quite than even and unceasing, is identical to a trend. The variance amongst the stages of growing trend is the individual's zone of proximal development. What the individual finished in collaboration with other people turns out to be the foremost limit of the growing area. Vygotsky upheld that what individuals attained with other people should be adopted and well established. The Vygotskian ideal of acquiring knowledge accepted that there were connections between the individual and the communal past (Wetherell, 2019). Vygotsky regarded knowledge acquisition as vital in communal and peculiar planes. Fundamental to acquiring knowledge is that every individual should be at the focus of their personal knowledge. Vygotsky emphasized the importance of engrossment in the process of knowledge acquisition.

Moreover, Pratt and Ashforte (2003) stated that acquiring knowledge is the structure of significance through involvement, suggesting personnel improvement plans as dynamic chances to encounter learning. Galbraith (2001) regarded knowledge acquisition as compelling risk. If individuals were keen to adjust, believe, as well as develop, there will be a risk of obligation. If individuals were keen to defy deep-rooted thoughts and standards and to examine why they

contemplate in a particular manner, there will be a risk of conflict. If individuals were keen to depart individually, acquire and cultivate with restricted track, there will be a risk of freedom.

Merriam (2003) viewed at prevailing schemes of adult learning and clinched that acquiring knowledge is so thoroughly coordinated that they should not be detached with one another. Selter, Verschaffel, Greer and de Corte (2000) emphasized the necessity for acquiring knowledge to be precise and to give emphasis to desirable expertise. He likewise recommended that the goalmouth of adult exercise plans must be individuals who are self-directed and accountable for their personal wisdom. Wlodkowski (2008) uttered that it is essential for adults to expand proficiency in their milieu as a foundation of enthusiasm to acquire knowledge. Knowles cited that adults were equipped to acquire new learnings they looked for to distinguish and manifest an inner necessity of enthusiasm to absorb. Knowles (1980) labelled andragogy as the customary of schemes explicating how adults acquire knowledge as well as the features that govern the absorption of this knowledge.

According to Wolfgiel and Czerw (2017), one of the concrete claims of the familiarity regarding the peak understanding of psychological flow is when Mr. Stefan Falk of Ericson Corporation implemented the distinct scheme in intensifying competence and job commitment of his staff and employees. In fact, Falk was inclined to Csikszentmihalyi's book of Flow (Pink, 2012). Certain efforts have been completed in generating several situations such as encouragement towards attention, accurate integration of personnel's' errands with respective skills in addition to upholding persistence and constant interaction to all administrators in line with Csikszentmihalyi's suggestions. The applied inspirational technique was verified as precise functioning in which employees perceived to be contented. Mr. Falk relocated to the Green Cargo Swedish Corporation,

and again established processes in developing administrators inclined with the theory of psychological flow. Within two consecutive years, the corporation turned out to be lucrative for the first time in 125 years, and the organization provides the recently revealed “flow centrism” as the foremost intention for it. Subsequent to this illustration, other corporations including Toyota, Microsoft and Patagonia make an effort in building surroundings wherein heartening flow is observed (Pink, 2012).

Definitely, observing psychological flow up to now along with some directed studies have given away mostly constructive significances of undergoing flow. Oppositely, it could be similarly expected that flow understandings at work are so gratifying that they can drive to a disproportionate and therefore possibly destructive engrossment in work, which might be a noteworthy dilemma. In the present time, it is gradually further common to give consideration to the bad aspect of flow that could lead to obsession, disruptive behavior as well as disposition in acquiring excessively threat (Schuler, 2012). On the other hand, until now, inadequate studies have been directed on this matter to conclude several explicit assumptions. Psychological flow experience is most likely associated with obsession in electronic games as well as cyberspace. Occasionally, the aspiration in understanding psychological flow directs toward disruptive behaviors. For example, prize-fights and robberies, particularly when an individual is distressed from the absence of flow in further extents of life. It could likewise incite ignoring additional errands that do not direct to flow, but are similarly essential. As a result, in the direction of preventing the undesirable costs of psychological flow experience, attention in reducing the equilibrium is certainly important. This is to extend such range as to psychological flow experience toward countless scopes of being, beyond emphasizing extremely about them (Schuler, 2012).

It has been said that the psychological flow as a construct seems to be difficult to harness due to the characterizations of this occurrence. Frequently designated several concepts including its grounds and concerns go together with individuals who are undergoing the flow. But, the flow's utmost often regular integral elements are considered as expertise as well as trials. These are the furthestmost significant situations for attaining flow (Csikszentmihalyi, 1990). Moreover, Joseph (2013) indicated several elements of undergoing psychological flow and emphasized their significance based on the test outcome that he studied. These are: *Concentration on Task at Hand*, wherein a person should dedicate entirely his responsiveness in the job; *Challenge-Skill Balance*, in which a person distinguishes a well-suited counterpart concerning his expertise established as well as the trials required of him; *Sense of Control*, wherein a person should display self-assurance regarding his skill as well as his positivity that he could regulate his routine's outcome; *Unambiguous Feedback*, in which a person acquires strong at the same incessant facts regarding his act on the given job; *Action-Awareness Merging*, wherein a person recognizes certainly no interval among his point of view practices as well as movements that his figure creates or simply the communication he makes; *Clear Goals*, where a person possesses a vibrant also explicit recognition about the expectations from him throughout his job; *Autotelic Experience*, in which a person involves himself to the task on behalf of his satisfaction; *Transformation of Time*, wherein a person is not alarmed yet apprehensive about the period or its extent that went by; and *Loss of Self-Consciousness*, in which a person consumes concentrated self-mindfulness that helps him to be enthusiastic in his job.

However, amongst various aspects which form the happening of psychological flow experience in individual's job, free will was specified by Csikszentmihalyi (2004) in deciding and

in processing the attainment of goals, modifying errands together towards expertise as well as the staff's importance in addition to their concrete functional situation, and identifying strong and reasonable organizational objectives. Csikszentmihalyi (1990) correspondingly pointed out the opinion of individuals or staff core principles, along with perceptible job outcomes which remain certainly essential in understanding the psychological flow experience.

The psychological flow experience and achievement goals are significant elements of enthusiasm and collected works due to their valuable clarifications about the individuals' devoted period as well as dynamism to responsibilities or tasks (Harackiewicz & Elliot, 1993). Senko, Hulleman and Harackiewicz (2011) stated that there are foremost categories of achievement goals which concentrate continuously to a person's apparent competency. These are mastery and performance goals. Elliot and McGregor (2001) revealed that individuals who are mastery-oriented concentrate on job mastery virtual to previous routine, while individuals who are performance-oriented concentrate to routine in connection with other individuals. In fact, they are determined that the goal forms may be more distributed to both an approach or avoidance orientation. The approach goal orientation highlights the following achievements; avoidance goal orientation is grounded to escaping failure. All in all, the aforementioned goal orientations comprise the recognized 2 x 2 framework for achievement goals which was utilized in several studies either in the aspect of academics and athletics or sports perspectives (Elliot, Murayama and Pekrun, 2011).

Numerous restricted as well as unpredictable results concerning sexual characteristics modifications using the framework of achievement goals were determined. It was identified that the 2 x 2 framework for achievement goals displays operational invariance through genders

(Alkharusi & Aldhafri, 2010). On the other hand, men were discovered and expected to recognize whereabouts as captivating place contained by a performance-based environment as compared to women (Murcia, Gimeno & Coll, 2008). Therefore, there might be significant variances in the flow-goal association grounded on gender.

Some studies have been piloted to comprehend the connection of achievement goals and flow. With regards to present researches, Jackson (1995) revealed that certain studies were directed before the Achievement Goal Questionnaire (AGQ) and Flow State Scale (FSS) were established. Furthermore, Jackson and Roberts (1992) specified that such results across further researches led to certain differing inferences. For instance, athlete's mastery above performance direction was linked in going through flow. Some researches, on the other hand, were determined that there was no relationship among psychological flow experiences and achievement goals (Jackson, Kimiecik, Ford, & Marsh, 1998).

Since situations within psychological flow demarcated an aspect wherein trials and expertise are in the same way coordinated, it shows an enormously vital part in the place of work (Trantham, 2015). Additionally, flow is related with achievement; hence, its progress possibly will have real repercussions in increasing workplace fulfilment and success. According to Timpe et al. (2012), Csikszentmihalyi emphasized that several interventions could be implemented to develop and intensify flow in the place of work wherein individuals would acquire and achieve 'intrinsic rewards that boost persistence' and offer assistance or benefits. Through his conference work, Csikszentmihalyi has given importance to discovering doings and situations that are beneficial to flow, and at the same time, recognizing and emerging particular features to intensify involvements of flow (McCarther, 2018).

Furthermore, supplementary study is required to recognize if psychological flow-achievement goal changing aspects might offer intuitions for emerging training plans (Michels, 2015). He further suggested that certain occurrences that were reckoned contain more methodologies in accepting persons with diverse goal directions suitable for other employees including educators, instructors, mentor and other personnel.

As a result, through the revealed interpretations, this study examined the relationship between psychological flow and achievement goal orientation among non-teaching personnel in the workplace. Gender differences was examined as well. The researcher believes that through the entire study, school administrators will be knowledgeable on how to increase the morale of their non-teaching personnel by nurturing a sense of greater pleasure and achievement goals that possibly will be connected with improved performance. Thus, the researcher intended to propose an intervention program to address and solve the need of the participants based on the results of the entire study.

Since there are limited studies about psychological flow and achievement goal orientation, this study will be able to contribute to the increasing literature of these two constructs or domains in the Philippine setting specifically in the field of Guidance and Counseling and Positive Psychology.

This study is truly significant to the non-teaching personnel in the workplace. They will be cognizant on how to enrich and proliferate flow in the place of work. They will be able to acquire facts concerning definite actions and milieus that are helpful to flow. Moreover, they will comprehend definite methodologies that can magnify their strength of mind solely by taking their satisfaction and achievement goal direction into consideration. Since psychological flow is linked

with accomplishment, its growth might have tangible inferences in growing job fulfillment and success. Psychological flow academic scholars, including Csikszentmihalyi, consider that further interferences can be drawn to improve and intensify psychological flow at work, in which individuals could acquire essential incentives that inspire perseverance and offer assistances. Csikszentmihalyi also highlighted that discovering doings and atmospheres that are favorable to psychological flow and categorizing in addition to emerging peculiar features can intensify understanding of psychological flow. Applying these approaches at work could expand self-esteem by nurturing a wisdom of bigger contentment and achievement, which can be associated with improved routine. Coert Visser during his review on Csikszentmihalyi's book, introduced the designs demonstrated by Csikszentmihalyi such as respectable job wherein a person relishes undertaking his finest while simultaneously partaking of somewhat outside himself. He offered tools by which administrators and workers or personnel can generate an environment that encourages an upright job.

Those who are in the field of guidance and counseling will benefit in this study too. They will be able to assist their school's non-teaching personnel in augmenting their drive to attain the value of preference and achievement goals. The envisioned intervention program that will be proposed can help them and in addressing the possible concern of the non-teaching personnel in their respective schools.

Finally, future researchers could also gain from this research's outcome, for it could awaken the curiosity in them. This might help them in their respective researches and serve as a reference. They will also gain information and provide suggestions to escalate workplace contentment and achievement of the non-teaching personnel.

## Literature Review

This part summarizes the significant literature with close affinity on the variables of the study. The terms discussed in this area are the following:

- A. Psychological Flow; and
- B. Achievement Goal Orientation.

### Psychological Flow

#### *Flow Definitions*

Systematic review revealed that a profusion of definitions of flow experience has been used across various domains. To begin with, flow has become a central component within positive psychology (Seligman & Csikszentmihalyi, 2000) and is defined as a state when individuals become engaged in an activity that is challenging, controllable, and intrinsically motivating (Csikszentmihalyi, 1997b; Kawabata et al., 2008). Flow is also defined as a state of mind in which an individual feels cognitively efficient, deeply involved, highly motivated, and experiences a high level of enjoyment and happiness (Asakawa, 2004; Boyle et al., 2012; Csikszentmihalyi, 1975; Moneta & Csikszentmihalyi, 1996). In addition, flow can be defined as a state of intense engagement that is expected to be heightened when individuals see value, clear goals, appropriate balance between challenges and skills, immediate feedback on actions, and some control over the outcome of an activity (Csikszentmihalyi, 1990; Pekrun, Goetz, Daniels, Stupnisky, & Perry, 2010). One of the paradoxes of flow is that individuals have to be in control of the activity to experience flow. However, they should not try to consciously control what they are doing (Csikszentmihalyi, 1999).

Although researchers have provided different definitions of the experience of flow, systematic review revealed several commonly reported characteristics of flow. Central to flow is the idea that there should be a balance between the skills an individual possesses and the challenges presented by an activity (Csikszentmihalyi, 1990). Flow experience should also involve a high degree of concentration, a sense of self-control, clear goals, and direct and immediate feedback (Boyle et al., 2012; Csikszentmihalyi, 1990; Hsu & Lu, 2004; Makikangas, Bakker, Aunola, & Demerouti, 2010). Furthermore, enjoyment in the activity, curiosity, intrinsic motivation to continue doing the activity, and their total immersion are also central characteristics of the flow experience (Bakker, 2005; Csikszentmihalyi, 1975; Hsu & Lu, 2004; Makikangas et al., 2010; Malone, 1980). In addition, even though flow requires serious energy output, it usually provides no conventional rewards (Strumpfer, 2003). Thus, one of the important characteristics of flow is that individuals seek flow primarily, because they enjoy it (Privette, 1983).

#### *Flow – a state and a trait construct*

According to Fullagar and Kelloway (2009), state constructs are dynamic, change across time and situation, can be manipulated, and are the result of an interaction between personal dispositions and the environment (when assessing a state construct, we rate a state of mind “today” or “now”). On the other hand, traits tend to be stable across time and place and are less amenable to manipulation (when measuring traits, we rate a state of mind in “general”). Flow can be defined as a state and as a trait construct, but flow is predominantly a situational state of mind rather than a trait or disposition (Fullagar & Kelloway, 2009; Jackson & Eklund, 2004). Fullagar, Knight, and Sovern (2013) found that most variation in flow construct is due to situational characteristics and thereby provided support that flow is a situational state rather than a trait.

Specifically, Pearce, Ainley, and Howard (2005) argued that flow is a changeable state rather than an overall state. This is because flow may appear only briefly in the process of an activity (Wang & Hsu, 2014).

Furthermore, some authors have argued that flow is not an all-or-nothing state. Different levels of flow can occur. Thus, it exists on a continuum ranging from extremely low to extremely high complexity (Csikszentmihalyi, 1975; Csikszentmihalyi & Csikszentmihalyi, 1988; Pearce et al., 2005). According to Privette (1983), flow experience ranges from repetitive, almost automatic behavior that provides a small increment of enjoyment to very complex behavior. However, flow can be also defined as a trait, since “the autotelic personality in that certain individuals may have a psychological characteristic that make them more prone to the experience of flow regardless of the situation” (Fullagar & Kelloway, 2009, p. 597).

### *Occurrence of flow experience*

Flow is a universal phenomenon that can be experienced by anyone, regardless of age, gender, ethnicity, socioeconomic level, or culture (Asakawa, 2010; Clarke & Haworth, 1994; Csikszentmihalyi & Csikszentmihalyi, 1988; Mesurado & de Minzi, 2013). According to Csikszentmihalyi (1996), any activity (work or leisure, mental or physical) can produce flow as long as it is a challenging task that is perceived as valuable and demands intense concentration and commitment. It should contain clear goals, provide immediate feedback, and perfectly match the person’s skill level (Csikszentmihalyi, 1990; Dietrich, 2004; Privette, 1983). Even though individuals can derive flow from whatever they do (Csikszentmihalyi, 1999; Hsu, Chang, & Chen, 2012), “there is a degree of uncertainty as to when flow states occur” (Chavez, 2008, p. 71). However, it is clear that the same activity may not induce flow experience for everybody, and the

same individual may not experience flow by performing all possible activities (Finneran & Zhang, 2003). Engeser and Rheinberg (2008) have argued that the flow model “might be only applicable under certain circumstances or for certain kinds of activity” (p. 159). Quinn (2005) also found out that “the degree to which people experience flow and the relationships between flow elements vary according to the types of jobs and tasks that people perform” (p. 632). Since individuals have to invest time and energy to experience flow, it is more likely that they experience flow more often during their work than during their free-time activities (Bakker, 2005; Csikszentmihalyi, 1997b; Pilke, 2004). Also, flow experience may vary due to cultural influences (Asakawa, 2010; Delle Fave, Massimini, & Bassi, 2010).

Likewise, researchers have found out that the frequency and intensity of flow experience varies across individuals (Asakawa, 2010; Csikszentmihalyi & Csikszentmihalyi, 1988; Marin & Bhattacharya, 2013), depending on both individual traits and situational variables (Asakawa, 2010; Csikszentmihalyi & Csikszentmihalyi, 1988; Ross & Keiser, 2014; Ullen et al., 2012). The flow theory emphasizes the role of context and, thereby, explains behavior in terms of situational variables and, in particular, the meaning of a situation to the individual (Ghani & Deshpande, 1994). Situational variables such as clear-cut goals, instantaneous feedback, and perceived balance between a given task and ability to master a task (Csikszentmihalyi, 1990), increase the likelihood of experiencing flow (Busch, Hofer, Chasiotis, & Campos, 2013). Also, within-person characteristics such as action orientation (Keller & Bless, 2008) and subjective perception of the importance of an activity (Engeser & Rheinberg, 2008) affect how readily or strongly flow is experienced (Busch et al., 2013). Flow likewise depends on “the degree to which specific personality factors fit with the structural requirements of the given task” (Keller & Bless, 2008, p. 207). It is more likely to occur when an individual’s personality matches with the characteristics

of the situation (Keller & Bless, 2008). Thus, individuals are more likely to experience flow when they freely choose activities because such activities allow self-expression and cultivation of personal skills (Bassi & Delle Fave, 2012b; Walker, 2010).

Moreover, flow seems to result from the interaction of internal states (e.g., personal conditions such as focus, arousal, motivation, confidence, self-efficacy beliefs, thoughts, and emotions), external factors (e.g., environmental and situational conditions such as clear goals and immediate feedback), and behavioral factors (e.g., preparation) (Salanova, Bakker, & Llorens, 2006; Swann et al., 2012). Flow occurs and behaves in a chaotic way (Ceja & Navarro, 2011) since it is a product of the interaction between individuals and their environment at a specific moment in time (Nakamura & Csikszentmihalyi, 2002). Also, even though flow experience can be sustained for long periods of time, this is usually not the case; thus, flow is believed to have a short-term nature (Bakker, 2008; Quinn, 2005).

### *Experiencing flow*

When experiencing flow, individuals focus their attention on a specific activity to the point of becoming totally absorbed into it. Their awareness is narrowed down to the activity itself; they feel in control of their environment and thus center their attention to a limited stimulus field and exclude all other thoughts and emotions (Carpentier, Mageau, & Vallerand, 2012; Csikszentmihalyi, 1975; Csikszentmihalyi & Wolfe, 2000; Dietrich, 2004; C. L. Hsu & Lu, 2004). When experiencing flow, individuals become so involved (i.e., physically, mentally, or emotionally) in the activity that nothing else seems to matter at that moment (Csikszentmihalyi & Rathunde, 1993) and no surplus attention is left to monitor any stimuli (e.g., thoughts or perceptions) irrelevant to the task at hand (Chen, 2006; Chen et al., 1999; Csikszentmihalyi, 1999).

Thus, individuals experience a sense of complete mastery over their environment (Carpentier et al., 2012). This is because an individual experiences flow as a “unified flowing from one moment to the next, in which he is in control of his actions, and in which there is little distinction between self and environment, between stimulus and response, or between past, present and future” (Csikszentmihalyi, 1975, p. 36). When experiencing flow, individuals are not worried or anxious about their lack of control over the situation (Luna, Peracchio, & de Juan, 2002).

### *Experiencing flow continually*

Furthermore, experiencing flow is a psychological state, reached during engagement in activities (Novak et al., 2000) that lead to personal growth (Csikszentmihalyi, 1988b, 1990; Kawabata et al., 2008; Seligman & Csikszentmihalyi, 2000). Flow-inducing activities push individuals to perform at their maximum potential, and typically elicit positive reactions (Burris & Lai, 2012). Flow is fun (Privette, 1983) and thereby satisfying, valuable, and positive that individuals want to repeat the activity continually in order to experience flow and, thereby, meet greater challenges (Csikszentmihalyi, 1988a; Jackson & Csikszentmihalyi, 1999; Marin & Bhattacharya, 2013). This is because when experiencing flow, individuals function at their fullest capacity and are willing to spend much of their energy on an activity that has no external payback yet provides such high enjoyment and satisfaction (Finneran & Zhang, 2003; Nakamura & Csikszentmihalyi, 2002) that individuals want to repeat the activity continually (Csikszentmihalyi, 1988a). In order to continually experience flow, individuals have to constantly seek to master new challenges and develop greater levels of skills since once a challenge is mastered, individuals have to identify and engage in more creative and complex challenges to create an ideal match for their skills (Admiraal, Huizenga, Akkerman, & Ten Dam, 2011; Fausto Massimini & Delle Fave,

2000; Shernoff, Csikszentmihalyi, Shneider, & Shernoff, 2003). “Flow therefore invokes a growth principle, in which a more complex set of capacities is sought after and developed” (Shernoff et al., 2003, p. 161). In addition, according to Admiraal, Huizenga, Akkerman, and Ten Dam (2011), “interest in an activity is a fundamental aspect of flow experiences, setting the foundation for continuing motivation and subsequent learning” (p. 1186).

### *Team-level flow*

Traditionally, flow is characterized as a strictly individual, not a team, phenomenon. However, researchers have noted that some of the most enjoyable flow experiences occur during social interactions. Thus, this suggests that flow experience could also happen in the team level (Bakker, Oerlemans, Demerouti, Slot, & Ali, 2011; Kowal & Fortier, 1999; Salanova, Rodríguez-Sánchez, Schaufeli, & Cifre, 2014; Walker, 2010). Sawyer (2003) described collective flow as “a collective state that occurs when a group is performing at the peak of its abilities” (p. 167).

Although flow seems to be more probable in an achievement context, it can also be experienced in an affiliation context such as in the interaction with friends, coworkers, or family (Csikszentmihalyi, 1990; Csikszentmihalyi & LeFevre, 1989; Schuler & Brandstatter, 2013). For example, Kowal and Fortier (1999) found out that swimmers who felt connected with teammates reported high instances of flow. In addition, Walker (2010) found that social flow is more enjoyable than solitary flow. Aube et al. (2014) also argued that in social situations, flow tends to spread from one individual to another. Furthermore, Bakker et al. (2011) proposed that team-level flow can be experienced when the same team shares some common aspects of experience and when team members share similar goals and are thereby highly dependent on each other. Still,

Quinn (2005) argued that flow is believed to be a momentary experience, which may or may not be aggregated to a team or organizational level.

### *Dark side of flow*

Research has focused almost exclusively on exploring the positive side of flow (Schuler & Nakamura, 2013). However, Csikszentmihalyi himself postulated the potential negative side of flow by defining flow as a state “in which people are so involved in an activity that nothing else seems to matter; the experience itself is so enjoyable that people will do it even at great cost, for the sheer sake of doing it” (Csikszentmihalyi, 1990, p. 4). For example, Liu and Shiue (2014) argued that game players are often willing to pay a high price to maintain the flow experience. Moreover, individuals can also experience flow when engaged in antisocial activities (e.g., crime and warfare) (Keller & Bless, 2008) or destructive, addictive, or wasteful activities (Csikszentmihalyi, 1999). Nakamura and Csikszentmihalyi (2002) also acknowledged that individuals can also seek flow in activities that are neutral or even destructive to the self and/or work/culture. Furthermore, flow also occurs during activities that involve high levels of risk and expertise (Csikszentmihalyi, 1990). High levels of flow were found in activities performed illegally, with a risk of being caught by authorities (e.g., graffiti spraying) (Peifer, Schulz, Schachinger, Baumann, & Antoni, 2014; Rheinberg & Manig, 2003).

In addition, Csikszentmihalyi acknowledged the “addictive propensity” of flow and the attendant risk of becoming dependent on it (1975, p. 139). Boyle et al. (2012) also suggested that there is a fine line dividing enjoyment and addiction. In particular, individuals who enjoy flow during an activity may develop a tendency to repeat the activity and may thus activate addiction through repetition of this favorite activity (Chou & Ting, 2003; Trayes, Harre, & Overall, 2012).

Chou and Ting (2003) suggested that addiction behavior is formed when behavioral repetition triggers flow. Thus, “enjoyable activities that produce flow have a potential negative aspect: while they are capable of improving the quality of existence by creating order in the mind, they can become addictive, at which point the self becomes captive to a certain kind of order and is then unwilling to cope with the ambiguities of life” (Csikszentmihalyi, 1990, p. 62). However, it is important to note that “the negative impact on the social environment of an addiction to flow is less severe than that of an addiction to material rewards” (Csikszentmihalyi, 1999, p. 826)

Furthermore, an individual may also enjoy an activity so much that everything else pales by comparison. This person may “become dependent on a very narrow range of opportunities for action while neglecting to develop skills that would open up a much broader arena for enjoyment later” (Csikszentmihalyi, 1999, p. 826). For example, Kennedy, Miele, and Metcalfe (2014) argued that individuals sometimes ignore the needs for sleep and food when experiencing flow.

### *Flow model*

Systematic review revealed that some debate exists as to how many "channels" of experience, or psychological states, should be used to represent the flow model and how these channels should be labeled (Engeser & Rheinberg, 2008; Hoffman & Novak, 1996). Authors have proposed 3-channel (Csikszentmihalyi, 1975), 4-channel (Csikszentmihalyi, 1988b), 8-channel (Csikszentmihalyi & Nakamura, 1989), 9-channel (Clarke & Haworth, 1994), and 16-channel (Massimini & Carli, 1988) models. However, in all models, the relationship between challenges and skills is used to determine which channel is experienced during task engagement (Finneran & Zhang, 2003; Lambert et al., 2013). When faced with challenges, individuals assess how capable they are at coping with the challenges (Chen et al., 1999).

In order to experience flow, a balance between a high level of perceived challenges in a given situation and a high level of skills is required (Chen et al., 1999; Csikszentmihalyi, 1991; Csikszentmihalyi & LeFevre, 1989; Keller & Bless, 2008; Keller & Blomann, 2008). When balance between challenges and skills is disrupted, anxiety (i.e. high challenges, low skills), boredom (i.e. low challenges, high skills), or apathy (i.e., low challenges, low skills) may be experienced (Csikszentmihalyi, 1997b). Anxiety refers to a state where the given challenges are beyond the individual's skill level, thus demanding more than the individual can handle (Chen et al. 1999; Csikszentmihalyi, 1975). On the other hand, if the challenges are lower than the individual's skill level, a state of boredom ensues (Chen et al. 1999; Csikszentmihalyi, 1975). Furthermore, if challenges and skills are perfectly balanced but these are not perceived as high and an individual's skills are underutilized, the individual might feel relaxation or apathy (Chen et al., 1999; Csikszentmihalyi, 1988a).

It is important to note that flow does not depend on an objective view of the posed challenges nor on an objective view of the skills an individual has (Chen et al., 1999), but it is determined by the individual's perceived state of how challenges and skills match each other (Csikszentmihalyi, 1975; Pace, 2004). Thus, "the same activity may make an individual feel anxious one time, bored the next, and in a state of flow immediately afterward" (Chen et al., 1999, p. 588). Further, Engeser and Rheinberg (2008) argued that the perceived importance of an activity plays an important role in determining the proper balance between challenges and skills, which leads to flow experience. If an activity is perceived as unimportant, with no further important consequences, the balance between challenges and skills should lead to flow experience, whereas for an activity with very important consequences, flow should only be experienced when skills exceed challenges (Engeser & Rheinberg, 2008).

As noted above, researchers have provided different definitions of flow experience; however, flow can be characterized by the several of the most commonly reported components. One of the most commonly reported components of flow is a balance between skills and challenges. When a balance between the perception of one's skills and the perception of the difficulty of an activity is achieved, individuals feel both challenged and confident that everything is under control (Csikszentmihalyi, 1975; Fullagar et al., 2013; Keller & Bless, 2008; Nakamura & Csikszentmihalyi, 2009). Furthermore, when skills and challenges are balanced, the individual "feels more active, alert, concentrated, happy, satisfied and creative, regardless of the task being performed" (Csikszentmihalyi & LeFevre, 1989, p. 816), whereas other combinations of skills and challenges produce less favorable experiences. Some authors have argued that challenges must be at a moderate to high level (Fullagar et al. 2013; Massimini & Carli, 1988) so that they "stretch but do not overmatch existing skills" (Nakamura & Csikszentmihalyi, 2009, p. 195). Flow does not focus on performance per se but rather on the experience that occurs at a deeper personal level and thereby draws on the affective as well as the cognitive aspects of humans (de Manzano, Theorell, Harmat, & Ullen, 2010; Ding, Hu, Verma, & Wardell, 2009; Finneran & Zhang, 2003; Huang, 2006). Flow experience is cognitive because it stems from individuals' perception of the challenges and skills in given situations (Csikszentmihalyi, 1975). When individuals are confronted by challenges at the limit of their skills, they must stretch their capabilities with the likelihood of learning new skills (Csikszentmihalyi & LeFevre, 1989).

The second commonly reported component is feedback. When in flow, individuals are able to get immediate feedback on what they are doing because the activity either provides information about the performance or because internalized standards make it possible to know whether one's actions meet the standards (Csikszentmihalyi, 1999). Thus, the activity that provides flow has

coherence, contains no contradictory demands, and provides clear, unambiguous feedback (Csikszentmihalyi, 1990; Fullagar et al., 2013; Nakamura & Csikszentmihalyi, 2009).

The third component is clarity. When in flow, individuals know very clearly what they have to do moment by moment. The activity seems to be guided by an inner logic. This is so either because the activity requires it or because the individual sets clear and expects proximal goals every step of the way (Csikszentmihalyi, 1999; Fullagar et al., 2013; Nakamura & Csikszentmihalyi, 2009).

Fourth, absorption – a sense of deep involvement and total concentration (Bakker, 2005; Csikszentmihalyi, 1990; Ghani & Deshpande, 1994; Rodriguez-Sanchez, Schaufeli, Salanova, Cifre, & Sonnenschein, 2011) is considered a cognitive component of flow experience (Rodriguez-Sanchez et al. 2011). Absorption is high when individuals perform working activities (Rodriguez-Sanchez et al., 2011). When in flow, individuals experience an absolute absorption in or a high degree of concentration on the activity due to undivided attention to a limited stimulus field (Bakker, 2008; Csikszentmihalyi, 1975; Engeser & Rheinberg 2008).

Also, enjoyment – the positive feeling of pleasure while engaged in an activity (Bakker, 2005; Csikszentmihalyi, 1990; Ghani & Deshpande, 1994; Rodriguez-Sanchez et al. 2011), which is high during nonworking activities – is the most commonly reported aspect of the flow (Rodriguez-Sanchez et al., 2011).

In addition, the motivational component includes intrinsic motivation (Bakker, 2005; Csikszentmihalyi, 1990) – the interest in performing an activity for its own sake and not because of external demands or pressures – the subjective experience of time distortion, and full focus on the activity so that individuals forget everything else around them (Demerouti, 2006; Rodriguez-Sanchez et al., 2011).

### *Dimensions of flow*

Systematic review revealed that flow is a complex concept that is difficult to operationalize, and research often measures it through multiple dimensions (Faiola, Newlon, Pfaff, & Smyslova, 2013; Ghani & Deshpande, 1994; Hsu & Lu, 2004; Lu, Zhou, & Wang, 2009; Webster et al., 1993). Analysis of the results also revealed researchers have used varying numbers of dimensions to measure flow experience (Ho & Kuo, 2010). For example, Csikszentmihalyi (1975) originally identified four flow components: control, attention, curiosity, and intrinsic interest. Trevino and Webster (1992) also categorized flow into four dimensions: feeling in control, focusing attention on an activity, feeling curious, and being intrinsically interested. Hoffman and Novak (1996) also classified flow into four dimensions: skill and control, challenge and arousal, interactivity and telepresence, and attention. Wu and Chang (2005) divided flow into two dimensions: enjoyment and time distortion. According to Bakker (2005, 2008) there are three related dimensions of flow that can be distinguished theoretically and empirically: absorption, enjoyment, and intrinsic motivation. Later on, Csikszentmihalyi (1990, 2000) categorized flow into nine dimensions that are proposed to combine and interact to make up the flow experience: a balance between challenges and skills, the merger of action and awareness, clear goals, immediate feedback, total concentration, sense of control, loss of self-consciousness, time transformation, and autotelic experience.

The flow theory was developed by Csikszentmihalyi (1975). As noted above, his conceptual framework offers a multidimensional model, incorporating nine fundamental dimensions of flow experience (Csikszentmihalyi, 1990, 1997b). Research has confirmed these nine flow dimensions (Csikszentmihalyi, 1990; Jackson, 1996; Martin & Jackson, 2008) and their construct validity (Jackson & Marsh, 1996). Flow is not an all-or-nothing experience; rather,

individuals experience flow in a continuum from low to high levels, which may depend upon the degree to which individuals experience the nine flow dimensions (Baker & MacDonald, 2013; Csikszentmihalyi & Csikszentmihalyi, 1988).

The first dimension, a balance between challenges and skills, refers to the correspondence between the skills required to perform an activity and the challenges posed by this activity (Aube et al. 2014; Csikszentmihalyi, 1975, 1990). In other words, personal skills should be well suited to the given challenge (Chen et al., 1999). To experience flow, an individual must possess skills that are equal or almost equal to the challenge (Aube et al., 2014). When challenges and skills are balanced, individuals feel both challenged and confident that everything is under control (Engeser & Rheinberg, 2008) and may thereby experience one of several characteristics of flow (Ceja & Navarro, 2011). Thus, balance between challenges and skills should lead to flow (Csikszentmihalyi, 1975). However, a balance between challenges and skills is a necessary but not in itself sufficient precondition for the flow experience (Nakamura & Csikszentmihalyi, 2002). In other words, flow is not always experienced when this balance is present (Engeser & Rheinberg, 2008).

The second dimension, the merger of action and awareness, describes involvement in an activity that is so deep that individuals are focused only on what they are doing such that their actions feel spontaneous and almost automatic (Csikszentmihalyi, 1996, 1997b, 2000). It refers to the fact that individuals become completely absorbed in what they are doing and there is little awareness of the self, other than what one is doing; who they are and what they are doing become one (Aube et al., 2014; Csikszentmihalyi, 1990; Fullagar & Kelloway, 2009; Procci, Singer, Levy, & Bowers, 2012; Swann et al. 2012).

Clear goals (the third dimension) are also considered necessary to achieve a flow state (Csikszentmihalyi, 1990). In order to experience flow, individuals have to have a clear understanding of what needs to be done, and although an activity may ultimately advance toward a higher goal, it is driven by the progressive realization of the next small goal (Csikszentmihalyi, 1996; Jackson & Marsh, 1996). Clear goals refer to a feeling of certainty about what one is going to do and must be specific and difficult enough to pose a challenge (Csikszentmihalyi, 1990, 1999, 2000). According to Procci, Singer, Levy, and Bowers (2012), clear goals provide structure and drive activity because when individuals have clear goals, they have the knowledge of overall objectives and they know what to strive for.

The fourth dimension, immediate feedback, is closely related to clear goals but refers to the fact that the activity being performed allows the individual to receive clear and immediate feedback on his or her performance (Csikszentmihalyi, 1996; Jackson & Marsh, 1996). Due to the lack of higher-order representations, the event is not subjected to detailed analysis, so feedback is binary and immediate (Csikszentmihalyi, 1996). Thus, individuals have immediate and clear feedback about their actions (Csikszentmihalyi, 1997b, 2000), allowing them to know whether or not they are achieving their goals (Rogatko, 2009). Specifically, the activity itself provides clear, immediate, and unambiguous feedback that informs individuals about their progress toward goals (how successfully they are completing the task) or tells them how to adjust. In order to do so, (Finneran & Zhang, 2003; Fullagar & Kelloway, 2009; Procci et al. 2012; Swann et al. 2012) immediate feedback is needed to sustain flow and be derived from one's own actions or from environmental cues (Baker & MacDonald, 2013).

Total (the fifth dimension) refers to a feeling of being totally focused on the task at hand, with no extraneous or distracting thoughts or factors (Aube et al. 2014; Csikszentmihalyi, 1990,

1997a; Swann et al., 2012). When experiencing flow, the involvement in the activity is so demanding that there is no surplus attention left for stimuli irrelevant to the activity (Strumpfer, 2003). According to Fullagar and Kelloway (2009), total concentration is the high degree of involvement focused on an activity when attention and energies are exquisitely focused on the task and there is an absence of distraction. Total concentration defines the flow state (Procci et al., 2012) because when in flow, individuals are focused, totally involved in what they are doing, and easily tune out all distractions (Baker & MacDonald, 2013; Procci et al., 2012). Thus, no effort is needed to attain and consequently maintain this concentration (Procci et al., 2012).

Furthermore, a sense of control (the sixth dimension) is another important ingredient for flow (Csikszentmihalyi, 1988a; Finneran & Zhang, 2003). It corresponds to the sense that one can deal with the situation because one knows how to respond to whatever happens next (Csikszentmihalyi, 1997b, 2000; Csikszentmihalyi & Csikszentmihalyi, 1992). In other words, it reflects how much control individuals feel in completing a task (Csikszentmihalyi, 1988a). Individuals in flow report that they have a feeling of quasi invulnerability in which the possibility of failing is not present in their mind (Aube et al. 2014). When in flow, individuals feel in control of their environment because they possess the skills needed to overcome the challenge (Rogatko, 2009); thereby, individuals experience a sense of empowerment with no thoughts of failure (Baker & MacDonald, 2013; Procci et al., 2012). However, as soon as individuals' attention shifts to trying to maintain control, they lose the sense of flow (Fullagar & Kelloway, 2009). Further, the sense of control lasts a short time, as without challenge, individuals become bored (Procci et al., 2012).

Loss of self-consciousness, the seventh dimension of flow, indicates a lack of concern or worry about the self (Csikszentmihalyi, 1990, 1997a) because individuals' awareness of their self and social evaluation is decreased (Swann et al., 2012). An individual becomes one with the

activity and is not concerned with the judgement of others because all concern for self disappears (Aube et al., 2014; Fullagar & Kelloway, 2009).

The eighth dimension of flow is time transformation: the sense that the way time passes is disordered (Csikszentmihalyi, 1990, 1991, 1997b). Specifically, time transformation corresponds to the fact that the notion of time is altered when individuals experience flow; depending on the activity being performed, time may seem to pass more or less quickly (Aube et al., 2014). An altered sense of time enables an individual to attend to a task for as long as he is needed (Baker & MacDonald, 2013).

Finally, the ninth dimension of flow is described as "a common feeling among all people that experience flow when their attention is focused on a limited stimulus field" (Faiola et al., 2013, p. 1114). Autotelic, literally meaning self-goal, indicates that individuals are more focused on the process of the activity than on the end result or any extrinsic reward (Csikszentmihalyi, 1988a). Thus, autotelic experience is an induced state of positive affect that can make the activity intrinsically motivating and rewarding; that is, performing the task becomes enjoyable and a goal in itself (Asakawa, 2010; Aube et al., 2014; de Manzano et al., 2010). This experience is the end goal of the flow state and is the result of an activity or situation that produces its own intrinsic motivation, rewards, or incentives, without any outside goals or rewards (Csikszentmihalyi, 1990; Procci et al., 2012). Autotelic experience explains why individuals want to engage in the task again: because it is intrinsically motivating and pleasurable to do so (Csikszentmihalyi, 1990; Procci et al., 2012).

Systematic review revealed that the nine dimensions proposed by Csikszentmihalyi (1990) can be categorized into three stages: first, the antecedent stage describes the qualifying factors of the activity itself for reaching the flow state and the prerequisites for provoking the emergence of

the optimal experience (Chen et al., 1999). In other words, it describes the conditions that are essential for flow to occur and includes a balance between challenges and skills, clear goals, and immediate feedback (Chen et al., 1999; Csikszentmihalyi, 2000; Swann et al., 2012). Moreover, the experience stage describes those characteristics that are perceived during the flow state, including total concentration, the merger of action and awareness, loss of self-consciousness, and a sense of control (Chen et al., 1999; Csikszentmihalyi, 2000; Swann et al. 2012). The third stage presents the end result of being in flow and describes an individual's inner experience, focusing on the effects after entering the flow state (Chen et al., 1999). This stage includes time transformation and autotelic experience (Carpentier et 2012; Chen et al., 1999; Csikszentmihalyi, 1990).

#### *Flow at work*

Several studies have shown that individuals more often experience flow during their work than during free/nonwork time break (Csikszentmihalyi & LeFevre, 1989; Delle Fave & Massimini, 1988; Rodriguez-Sanchez et al., 2011). Csikszentmihalyi and LeFevre (1989) found out that “most of the time spent or leisure is filled with activities that do not make people feel happy or strong” (p. 821) and that one's job is a major source of flow for adults. This is not surprising given that many of the precursors to flow are more likely to be found in work activities (Fullagar & Kelloway, 2009).

Flow at work can be characterized by emotional components such as enjoyment and happiness, as well as motivational and cognitive components (Salanova et al. 2006). According to Bakker (2005, 2008), when applied to the work situation, flow experience can define as a short-term peak experience at work that is characterized by absorption (i.e., the cognitive component),

work enjoyment (i.e., the emotional component), and intrinsic work motivation (i.e., the motivational component).

Absorption refers to a state of total concentration whereby employees are totally immersed in their work, time passes quickly, and they forget everything around them (Csikszentmihalyi, 1990). Work enjoyment indicates a very positive judgment about the quality of working life (Bakker, 2008; Fullagar et al., 2013). Employees who experience flow at work evaluate the quality of their working life very positively and perform certain work-related activities with the aim of experiencing enjoyment and satisfaction that is inherent to these activities (Bakker, 2005). Finally, intrinsic work motivation refers to the need to continually perform a certain work-related activity because of the fascination of the activity and not because of external regulation or reward (Bakker 2008; Fullagar et al., 2013). Employees experience more flow when all three elements of flow are experienced more frequently and more intensely, as well as simultaneously (Bakker, 2008; Demerouti, 2006); in order to experience work-related flow, employees need to score high on each of the abovementioned components (A. B. Bakker, 2008). Researchers have also argued that, when measuring flow at work, the three dimensions of flow can combine into one overall flow score (Bakker, 2008; Salanova et al., 2006).

Employees experience flow at work when the environment provides them with challenges that meet their highest abilities (Csikszentmihalyi, 2004). Thus, a work activity must provide opportunities for an employee's skills to be used and refined to the utmost (Demerouti, 2006); however, to continue providing a flow experience, activities must constantly be re-created (Ceja & Navarro, 2011; Csikszentmihalyi, 1990). In addition, Salanova et al. (2006) found that those employees with high beliefs in their skills experienced flow at work more frequently than those with low beliefs in their skills. Moreover, Ceja and Navarro (2011) found out that flow at work

presents a high degree of within-individual variability; high levels of flow are associated with chaos, and different dimensions of flow are associated with the emergence of different dynamic patterns.

Flow experiences occur more often at work than in leisure time, providing greater rewards than leisure time (Csikszentmihalyi, 1988, 1997a; Gardner, Csikszentmihalyi, Damon, 2001). This occurs when employees have clear expectations, appropriate and timely feedback, and their skill level matches the task to be completed (Gardner et al., 2001). Although work provides an obvious extrinsic reward, and a paycheck, jobs can be enriched if flow producing opportunities and patterns are available (Csikszentmihalyi, 1975; Veenhoven, 1984). Terkel (1974) interviewed a grocery store cashier who was able to incorporate various techniques to make her “mindless” job more enjoyable. It is often the employee’s responsibility to determine optimal opportunities when performing mundane tasks instead of placing the blame on working conditions (Csikszentmihalyi, Csikszentmihalyi, 1988). Csikszentmihalyi (1988) found that “workers who learn to enjoy their work, who do not waste their free time, end up feeling that their lives as a whole have become much more worthwhile” (p. 163). Research has also found that employees in various occupations, including surgeons, artists, and music instructors, experience flow despite external motivation factors (Bakker, 2005; Csikszentmihalyi, 1975). Motivated employees are associated with a successful organization (Murtonen, Olkinuora, Palonen, Hakkarainen, Lentinen, 2008). While at work, employees feel skillful and challenged when they are able to use their abilities and get direct, prompt feedback on their job performance (Csikszentmihalyi, 1990).

Bakker (2005) studied music teachers to determine the relationship, if any, between flow at work and organizational job resources. The job resources included social support, autonomy, and supervisory coaching. Teachers were most likely to experience flow at work if they worked at

schools with social support and supervisory feedback. Findings suggest a balance between organizational job resources and the frequency of flow.

There is a cultural distinction that if work is enjoyable, then it is not productive (Csikszentmihalyi, 1975). The negativity towards work causes employees to feel they must work instead of get to work. The employee may not understand the concept of flow or the possible opportunities that exist at their job, resulting in the lack of enthusiasm towards work. Other employees feel a sense of accomplishment, use their skills, express happiness, resulting in flow at work. Whether they are aware or not, flow is present. Since flow can be measured, employees may be more inclined to seek out flow opportunities at work and make the best of their time at work.

#### *Antecedents of flow*

Analysis of the results revealed that some dimensions of flow can be also treated as antecedents of flow. For example, Ghani and Deshpande (1994) argued that perceived task challenge and being in the sense of control are the key factors that result in the state of enjoyment and intense concentration called flow experience. To experience flow, individuals must recognize a challenge or opportunity for action; therefore, they must be flexible, open to new possibilities, seek out novelty, and be curious, experimental, and adaptable (Ceja & Navarro, 2011; Csikszentmihalyi, 1997a, 2004). Similarly, Nielsen and Cleal (2010) argued that when employees perceive that they are challenged to use their individual cognitive skills, competences, and abilities, they are more likely to experience flow at work. Specifically, Kowal and Fortier (1999) found that the situational perceptions of competence may act as antecedents of flow. Novak, Hoffman, and Duhachek (2003) also proposed that skills, challenges, involvement, focused attention, and

telepresence are the antecedents of flow. Liu and Shiue (2014) found out that challenge, novelty, and interactivity have a positive influence on players' flow experience.

Moreover, clear goals can also encourage the development of flow (Fullagar et al. 2013; Pilke, 2004; Quinn, 2005) because when faced with clear goals, individuals know what they should do, how to do it, and they can appropriately channel their attention (Csikszentmihalyi, Abuhamdeh, & Nakamura, 2005). Specifically, Sanchez-Franco and Roldan (2005) found out that flow occurs during goal-directed activities and thereby provided evidence that goals can stimulate flow experience. Jackson and Roberts (1992) also found that a task-involved goal orientation is positively related to flow. Similarly, Demerouti (2006) argued that when employees experience a clear task identity, they will more likely experience flow. Finally, performance feedback, provided by supervisors, colleagues, or work itself, is another important antecedent of flow (Bakker, 2005; Demerouti, 2006; Quinn, 2005; Swann et al., 2012). Feedback can boost individuals' belief in their ability, foster self-evaluation (e.g., optimism, hope, self-esteem), satisfy basic psychological needs (Swann et al., 2012), and provide direct and clear information on the effectiveness of individuals' performance (Steele & Fullagar, 2009).

Distinct personality traits (e.g., internal locus of control, curiosity, persistence, self-centeredness, self-control, need for achievement) are found to be of critical relevance for flow to emerge (Csikszentmihalyi, 1990; Eisenberger et al. 2005; Keller & Blomann, 2008; Kuhnle, Hofer, & Kilian, 2012; Mosing et al., 2012). For example, Mesurado and de Minzi (2013) found a negative effect of neuroticism on flow. Similarly, Ullen et al. (2012) found a negative relationship between flow proneness and neuroticism with regard to activities in everyday life.

Several researchers have argued that autotelic personality, defined "as the conjunction of receptive qualities (i.e., openness to new challenges) and active qualities (i.e., readiness to engage

and persist in highly challenging activities)" (Keller & Bless, 2008, p. 203), is also an important antecedent of flow (Asakawa, 2004; Busch et al., 2013). For example, Asakawa (2010) suggested that "an autotelic individual is a person who has a strong tendency to find flow in his or her daily activities" (p. 206).

Moreover, Marin and Bhattacharya (2013) revealed that emotions may facilitate flow experience during music performance. According to Csikszentmihalyi (1975), negative emotions (e.g. fear, sadness) may reduce the possibility of experiencing flow (Csikszentmihalyi, 1997b). Moreover, Jackson (1995, 1992) also argued that the physical readiness of elite athletes, their precompetitive and competitive planning, and a positive mental attitude facilitate athletes' experience of flow. Furthermore, Carpentier et al. (2012) showed that the more individuals have a harmonious passion, the more they tend to experience flow in their favorite activity.

According to Moneta (2012), flow at work is predicted by the interaction of a personality trait and a work environment characteristic such as the opportunities for creativity at work. For example, Peters, Poutsma, Van der Heijden, Bakker, and Bruijn (2014) argued that, in order to experience flow at work, employees must perceive their working conditions as empowering, indicated by their perceptions of higher job autonomy levels. Flow occurs when individuals freely make decisions and feel in control (Csikszentmihalyi et al., 2005). Therefore, autonomy, defined as the degree to which individuals have independent discretion in determining the pace and process of the task at work (Hackman & Oldham, 1976), has been also identified as an antecedent of flow (Bakker, 2008; Demerouti, 2006; Fullagar & Kelloway, 2009; Steele & Fullagar, 2009). Some studies have identified further antecedents of flow: attractiveness, playfulness, personal innovativeness, and content factors (Agarwal & Karahanna, 2000; Choi et al., 2007; Hoffman & Novak, 2009; Huang, 2006; Skadberg & Kimmel, 2004).

In addition, Demerouti, Bakker, and Fried (2012) argued that a resourceful work environment can stimulate flow experience; however, the degree to which flow is experienced is also influenced by the basic motivation of employees regarding whether they work for income or fulfillment. Bakker (2008) also found that opportunities for self-growth are positively related to each of the three flow dimensions. Nielsen and Cleal (2010) further argued that work context influences flow at work and that planning, problem solving, and evaluation are activities that significantly predict flow. In addition, Finneran and Zhang (2003) proposed that task complexity may have a direct positive (e.g. influencing the balance of challenges and skills) or negative influence on flow (e.g., yielding anxiety).

Moreover, Bakker (2005) showed that job resources (e.g., autonomy, performance feedback, social support from colleagues, and supervisory coaching) had a positive relationship between challenges and skills, and that this balance, in turn, had predictive value for the frequency of flow among music teachers. Moreover, Salanova et al. (2006) found out that job resources and flow at work reciprocally interact with each other over time. Fagerlind, Gustavsson, Johansson, and Ekberg (2013) suggested that the benefit from job resources such as social capital and innovative learning climate on flow at work is dependent on the degree of autonomy and skill discretion experienced at work. In addition, Fullagar and Kelloway (2009) said that flow can be influenced by the design of work because the majority of variance in flow is determined by situational characteristics rather than individual dispositional factors.

Job characteristics (e.g. type of job contract, flexibility of working hours, work schedule, role ambiguity) most likely have an effect on, and thereby increase the probability of flow (Bakker, 2008; Ceja & Navarro, 2011; Nielsen & Cleal, 2010; Peters et al., 2014; Quinn, 2005; Salanova et al., 2006). Job characteristics can make employees' work meaningful, hold them responsible for

work processes and outcomes, and provide them with information about the actual results of the work activities (Demerouti, 2006).

### *Consequences of flow*

Research in various domains has found flow to be associated with many positive consequences, such as better performance (Engeser & Rheinberg, 2008; Jackson & Roberts, 1992; Sokolowski et al., 2000), positive affect (Asakawa, 2004; Finneran & Zhang, 2003; Jackson et al., 2001; Rogatko, 2009), positive subjective experience (Csikszentmihalyi, 1975), positive mood and emotions (Clarke & Haworth, 1994; Eisenberger et al., 2005; Fullagar & Kelloway, 2009; Rogatko, 2009; Steele & Fullagar, 2009), learning (Csikszentmihalyi & LeFevre, 1989; Webster et al., 1993), increased communication (Trevino & Webster, 1992), increased exploratory behavior (Ghani & Deshpande, 1994; Webster et al., 1993), self-esteem (Asakawa, 2010; Wells, 1988), contextual motivation (Kowal & Fortier, 1999), a sense of fulfillment, life satisfaction and a better quality of life (Asakawa, 2004; Chen, 2006; Clarke & Haworth, 1994), social integration (Massimini et al., 1988), subjective well-being, creativity, and maximized efficiency (Chen, 2006; Csikszentmihalyi, 1988b, 1990, 1997a; et al. 2013; Nakamura & Csikszentmihalyi, 2002; Real et al., 2014; Steele & Fullagar, 2009).

Previous studies have also argued that there is a positive influence of flow on social interaction (Lin & Joe, 2012), website loyalty (O'Cass & Carlson, 2010), future behavior and behavioral intentions (Ding et al., 2009; Hoffman & Novak, 2009), customer satisfaction (O'Cass & Carlson, 2010), increased product value (Cheon, 2013), time spent gaming (Choi & Kim, 2004; Lee, Aiken, & Hung, 2012), attitudes about and extent of technology use (Chen, 2006; Trevino & Webster, 1992; Woszczyński, Roth, & Segars, 2002), increased consumer learning (Hoffman &

Novak, 1996), acceptance of information technology, computer use, learning, and training (Finneran & Zhang, 2003; Woszczynski et al., 2002).

Several studies have demonstrated the positive relationship between flow and performance. Employees who enjoy (i.e. score high on the work enjoyment dimension of flow) their work perform their work better (Bakker, 2008). Also, Bakker (2008) found out that absorption may facilitate concentration and dedication to work activities and, thereby, improve performance. However, Engeser and Rheinberg (2008) suggested that flow is related to higher performance but does not necessarily serve as a cause. Researchers should control differences in expertise as well as ability in order to ascertain whether flow will actually lead to better performance. Similarly, Demerouti (2006) acknowledged that for goal-oriented and hardworking individuals, flow experience has a strong influence on their in-role performance because they will be focused on and immersed in the right things. However, flow probably does not result in high performance when individuals are not eager to achieve the assigned goals because they will not necessarily direct their effort toward achieving their crucial work tasks. Moreover, Jackson et al. (2001) revealed a strong relationship between flow and self-reported performance levels, suggesting that flow may not result in objectively measured performance.

In the study of Ceja and Navarro (2011), they concluded that employees who experience high levels of flow at work are likely to be less predictable, as they seek novelty and opportunities for action and are adaptable and flexible. Moreover, Csikszentmihalyi, Rathunde, and Whelan (1997) demonstrated that, over time, flow is positively associated with teenagers' motivation to seek out opportunities to enhance their skills and abilities. Similarly, Eisenberger et al. (2005) argued that individuals who had a disposition to meet high standards of excellence found high

skills and challenges in the workplace and underwent a satisfying experience, which is associated with enhanced organizational spontaneity.

Asakawa (2010) demonstrated that the frequency of flow experience is positively related to the use of problem-focused and emotion-focused strategies (i.e., active coping) and negatively related to the use of problem-avoidance strategies (i.e., passive coping). Moreover, the results of this study showed that Japanese college students who experience flow more often in their daily lives are committed more seriously to academic work and college life in general (Asakawa, 2010). Flow increases determination and persistence in the activity being performed (Busch et al., 2013; Landhauber & Keller, 2012). Moreover, Asakawa (2010) found that flow was negatively associated with the level of postponement, diffusion, and avoidance in students' process of searching for their future career. Also, Fullagar and Kelloway (2009) found out that students who experienced higher levels of flow also reported being more alert, happy, involved, and excited, indicating a significant and reliable relationship between flow and positive mood.

Rogatko (2009) argued that flow does not only induce positive emotions, it likewise inhibits negative emotions as well. Similarly, Pace (2004) found out that some individuals described flow at work as a form of stress relief that helps them contend with work pressures and inadequate breaks. Therefore, the more flow employees experience during working time, the more vigorous and the less exhausted they will be at the end of their work period. This is true however when employees have distance from their work during non-work time (Evangelia Demerouti, Bakker, Sonnentag, & Fullagar, 2012).

Several studies have also indicated that flow is positively related to creativity (Cseh, Phillips, & Pearson, 2015; Csikszentmihalyi, 1996; Deci & Ryan, 1985; MacDonald, Byrne, & Carlton, 2006; Moneta, 2012; Sosik, Kahai, & Avolio, 1999; Zaman, Anandarajan, & Dai, 2010).

Csikszentmihalyi (1988) argued that “no matter how original one might be, if one is bored by the domain, it will be difficult to become interested enough in it to make a creative contribution” (p. 337). Flow is expected to enhance creativity by increasing positive affect and decreasing negative affect over the course of a creative task (Cseh et al., 2015). Furthermore, researchers have found a strong relationship between flow and self-rated creativity (Cseh et al., 2015). Similarly, MacDonald et al. (2006) argued that higher levels of flow are associated with higher levels of creativity because they found out that when self-reported flow levels during composing increased, university staff rated the compositions as more creative. Moreover, Zaman et al. (2010) suggested the indirect impact of flow on perceived creativity. Baker and MacDonald (2013) acknowledged that in order to stimulate creativity, it may be helpful to facilitate social and creative situations where flow can be achieved. In addition, Yan, Davison, and Mo (2013) found that knowledge seeking and contributing can stimulate flow and can further result in creativity at work.

Another positive consequence of flow is learning (Csikszentmihalyi & LeFevre, 1989; Finneran & Zhang, 2003; Hou & Li, 2014; Pearce et al., 2005; Quinn, 2005; Shernoff et al., 2003; Skadberg & Kimmel, 2004; Webster et al., 1993; Woszczynski et al., 2002). For example, Choi, Kim, and Kim (2007) found out that flow has a direct and indirect impact on learning outcomes. Faiola, Newlon, Pfaff, and Smyslova (2013) also argued that learners who experience flow may acquire an improved attitude about learning online. Similarly, Ho and Kuo (2010) found that flow has a positive and direct influence on learning outcomes in an e-learning environment. Studies have shown that flow has short-term consequences on learning (e.g., rewarding engagement in learning) and far-reaching implications (e.g. the amount of time devoted to study, the level of academic career students are willing to pursue, shaping individuals' long-term goals) (Bassi & Delle Fave, 2012b).

Flow can also result in negative outcomes (Hoffman & Novak, 1996; Keller, Bless, Blomann, & Kleinbohl, 2011; Woszczynski et al., 2002; Zhao, Lu, Wang, & Huang, 2011), such as increased time to task completion (Csikszentmihalyi, 1975; Webster et al., 1993), distortive risk taking (Schuler & Nakamura, 2013; Schuler & Pfenninger, 2011), over involvement (Csikszentmihalyi, 1975), and neglecting other duties that need to be completed (Trevino & Webster, 1992). However, some researchers have argued that it is hard to believe that flow can be associated with harmful and deviant behavior (e.g., Fausto Massimini & Delle Fave, 2000).

Keller and Bless (2008) acknowledged that "flow is not necessarily related to positive ethical or social consequences because flow experiences can become addictive (e.g., gambling, videogames)" (pp. 198—199). Similarly, flow can elicit an addiction to the favorable activity, which may lead to the neglecting of other important (social) activities (Keller et al., 2011; Khang, Kim, & Kim, 2013; Ng & Wiemer-Hastings, 2005; Ross & Keiser, 2014). For example, Lu and Wang (2008) found that when individuals experience flow while playing online games, they might repeatedly seek flow in online games. This increases the possibility of developing online game additions. Thus, several researchers have suggested that it is necessary to identify the point in time when flow shifts to addiction and gain more knowledge about the negative consequences of flow (Khang et. al., 2013; Ross & Keiser, 2014).

Moreover, if not directed toward a required work task, flow might have a negative impact on work performance (Thatcher, Wretschko, & Fridjhon, 2008). For example, Quinn (2005) argued that flow is perceived as high performance by those who experience it; however, others do not always perceive it as appropriate, suggesting that flow may or may not be translated into high measured results. Bakker (2008) also found that absorption, as one dimension of flow, may reduce the attentiveness to situational cues, thereby indirectly worsening performance. Moreover,

Demerouti (2006) argued that, when experiencing flow, individuals may be unable or even unwilling to help their colleagues because they are totally immersed in their own activities. Further, Hoffman and Novak (1996) further acknowledged that flow may lead to mental and physical fatigue due to over involvement and that too much flow can distract a consumer from purchase-related activities. Similarly, Keller et al. (2011) also argued that flow can involve straining tension and mental load.

### *Flow and related constructs*

Csikszentmihalyi (1993) himself acknowledged the interconnection between his concept of flow and many other concepts. Flow appears to be similar to the following constructs: engagement, involvement, passion, thriving, intrinsic motivation, and peak experience.

According to several authors, flow shares some affinity with engagement, defined as "the positive, fulfilling, and work-related state of mind that is characterized by vigor, dedication, and absorption" (Schaufeli, Salanova, Gonzalez-Roma, & Bakker, 2002, p. 74). For example, both flow and engagement contain the components of absorption (Demerouti et al., 2012; Makikangas et al., 2010) and concentration (Demerouti, 2006; Ghani & Deshpande, 1994; Steele & Fullagar, 2009; Webster et al., 1993). Furthermore, both have cognitive, affective, and physical components and are experienced as enjoyable states (Csikszentmihalyi, 1990; Jackson & Marsh, 1996). In addition, flow and engagement are both described as intrinsically motivating (Bakker, Schaufeli, Leiter, & Taris, 2008; Jackson & Eklund, 2004; Steele & Fullagar, 2009).

However, flow is a more acute state of absorption on a particular task, whereas work engagement is a pervasive affective-cognitive state that is not focused on a particular task, event, individual, or behavior (Demerouti et al., 2012). Similarly, Rodriguez-Sanchez et al. (2011)

acknowledged that flow is a more specific experience that has a limited duration and that is related to a specific objective, whereas work engagement is a more general and pervasive work-related state of mind. Moreover, according to Schaufeli et al. (2002), the crucial distinction between flow and engagement is the difference in time frame, as engagement has been suggested to be more enduring and stable over time than flow.

Flow also suffers from conceptual ambiguity and overlap with involvement (Huang, 2006). Both constructs share the following common elements: motivational constructs, measured with the use of fun, exciting, and interesting indicators, and associated with concentration on an object of interest (Ghani & Deshpande, 1994; Huang, 2006). Privette (1983) acknowledged that flow involvement is a quality of flow. However, flow and involvement are not identical because each construct has some unique qualities. For example, the control quality of flow is not a characteristic of involvement (Huang, 2006).

Although flow and passion conceptually overlap, studies employed in the systematic review considered flow and passion distinct construct and were interested in the relationship between them. Several studies found a positive relationship between flow and passion (Carpentier et al., 2012; Dubreuil, Forest, & Courcy, 2014; Forest, Mageau, Sarrazin, & Morin, 2011). Specifically, Carpentier et al. (2012) found out that the more individuals exude harmonious passion, defined as a strong but controllable desire to engage in an activity (Forest et al., 2011), the more that they tend to experience flow in their passionate activity.

Also, flow may appear to be similar to thriving, defined as the psychological state in which individuals experience a sense of vitality and a sense of learning at work (Spreitzer, Sutcliffe, Dutton, Sonenshein, & Grant, 2005). Positive energy is common to both flow and thriving

(Spreitzer et al., 2005). However, when in flow, individuals do not see themselves as learners even though thriving is defined as a sense of learning (Spreitzer et al., 2005).

Flow and intrinsic motivation share some common components, but there are also differences between the two concepts. Flow is defined as a subjective experience (Csikszentmihalyi, 1975), whereas intrinsic motivation is defined as an innate and basic need (Deci & Ryan, 1985). Fullagar and Mills (2008) argued that the relationship between flow and intrinsic motivation is determined by the degree to which individuals are able to satisfy their basic needs. Quinn (2005) suggested that flow helps us to understand motivation and that individuals can use flow elements (e.g., clear goals, feedback, challenges, and skills) to help control motivation and to guide decisions on whether, when, and how to adjust the structure or meaning of a task. Furthermore, Bakker (2008) demonstrated that employees who enjoy their work (i.e., score high on the enjoyment dimension of flow) are often intrinsically motivated as well (and vice versa). Similarly, Faiola, Newlon, Pfaff, and Smyslova (2013) suggested that “the concept of intrinsic motivation is associated directly with flow, because whatever produces flow becomes its own reward, its own intrinsic motivation” (p. 1114).

Eccles and Wigfield (2002) suggested that flow and intrinsic motivation reflect two sides of the same coin because both types of behavior help increase an individual's competence and are usually performed because they are pleasurable or enjoyable. Also, the authors argued that flow theory focuses mainly on the intermediate reasons for behavior (e.g., enjoyment), whereas the intrinsic motivation theory focuses on the ultimate reasons for behavior (e.g., survival) (Eccles & Wigfield, 2002). Several researchers have argued that flow is a form of intrinsic motivation (Besser-Jones, 2012; Kwak, Choi, & Lee, 2014). For example, Deci and Ryan (1985) described flow as “the archetypal intrinsically motivated experience” (p. 155). However, Moneta (2012)

argued that only the autotelic dimension of flow conceptually overlaps with intrinsic motivation; therefore, if the autotelic dimension of flow is excluded from the conceptualization and measurement of flow, there is no risk of artifactual overlap in the test of the relationship between flow and intrinsic motivation.

Even though one could argue that flow and intrinsic motivation are the same construct, conceptual and empirical evidences show that flow and intrinsic motivation are related but distinct constructs (Moneta, 2012). For example, Keller and Bless (2008) said that flow involves elements, such as a loss of self-consciousness and a distorted sense of time, that are not fundamental elements of intrinsic motivation in the general sense of the term and are thereby not necessarily present in every case of intrinsic motivation. Moreover, flow describes the quality of subjective experience, or how individuals sense intrinsic motivation, and explains why activities are rewarding, whereas intrinsic motivation research focuses on behavioral outcomes (Schweinle, Meyer, & Turner, 2006). Besser- Jones (2012) further acknowledged that flow is more specific to activities that demand a balance of challenges and skills, whereas intrinsic motivation is a more general state that arises from an activity one finds enjoyable.

Several studies have suggested that intrinsic motivation is an antecedent of flow (Busch et al., 2013; Csikszentmihalyi & LeFevre, 1989; Jackson, 1995; Kowal & Fortier, 1999; Schuler, Brandstatter, & Sheldon, 2013; Shang, Chen, & Shen, 2005; Zhao et al., 2011) and found a positive link between the two (Fullagar & Mills, 2008; Jackson & Roberts, 1992; Kowal & Fortier, 1999). For example, Moneta (2012) suggested that intrinsic motivation is a key antecedent of flow because it fosters a deep cognitive involvement in activities. A balance between interests and results fosters flow. Moreover, extensive research has shown that individuals experience flow when they become engaged in intrinsically motivating activities (Csikszentmihalyi, 1990;

Csikszentmihalyi & Csikszentmihalyi, 1988; Jackson, Kimiecik, Ford, & Marsh, 1998). Specifically, Csikszentmihalyi (1990) argued that the more individuals engage in intrinsically motivating activities, the more they can experience flow. However, Lambert, Chapman, and Lurie (2013) proposed that flow stems from seeking competency, not in the enjoyment per se. Therefore, in order to experience flow, an activity may or may not, initially, be intrinsically motivating.

Several researchers have concluded that flow and peak experience, defined as "a generalization for the best moments of the human being, for the happiest moments of life, for experiences of ecstasy, rapture, bliss, of the greatest joy" (Maslow, 1971, p. 105), share some similar characteristics such as attention, involvement, playfulness, and high levels of enjoyment (Marin & Bhattacharya, 2013; Pace, 2004; Privette, 1983; Schouten, McAlexander, & Koenig, 2007). In fact, flow has been shown to be related to peak experience across various disciplines (Baker & MacDonald, 2013; MacDonald et al., 2006; Marin & Bhattacharya, 2013; Sawyer, 2003).

However, flow and peak experience should still be viewed as conceptually distinct (Jackson et al., 2001). According to Jackson (1996), the main difference between flow and peak experience is the intensity of the experience. Similarly, Walker, Hull, and Roggenbuck (1998) argued that the difference between flow and peak experience lies in the fact that flow varies in intensity while peak experience is an all-or-nothing state. The individual flow experience is enjoyed in the moment, whereas peak experience leaves deep tracks in the psyche (Schouten et al., 2007). In addition, peak experience has much higher levels of experienced joy than flow (Hoffman & Novak, 1996; Privette, 1983).

In addition, Privette (1983) acknowledged that the main difference between flow and peak experience is the fact that, when in flow, individuals actively interact with the environment in ways that involve the execution of skill-related behaviors, whereas peak experience tends to be

perceptual, receptive, and passive. Similarly, Schouten, McAlexander, and Koenig (2007) argued that peak experience often originates from outside individuals and is not a deliberate process, whereas individuals experience flow through extreme focus on a particular task. Also, peak experience has a mystic or transpersonal quality—described using the terms such as absolute, cosmic, pure psyche, and even ecstasy—that is not clearly defined in flow (Privette, 1983). Thus, even though flow and peak experience often overlap in the same activity (Schouten et al., 2007), peak experience may not necessarily involve flow (Jackson, 1996).

This systematic review revealed some challenges in trying to understand flow experience. First, there is no currently accepted uniform definition, and some problems exist in operationalizing the construct, thus causing researchers to conceive and measure the flow experience differently (Quinn, 2005; Rodriguez-Sanchez et al., 2011). Furthermore, because there is no consistent approach to modeling relationships between elements of the flow experience, it is difficult to discriminate between an indicator, an antecedent, and a consequence of flow experience; thereby, the same construct may fall into all three categories, depending on the researcher's treatment (Finneran & Zhang, 2003; Fullagar & Kelloway, 2013; Quinn, 2005; Rodriguez-Sanchez et al., 2011; Swann et al., 2012). Researchers have conceptualized flow components as flow antecedents (e.g., clear goals, skills, challenges, immediate feedback, potential control, the merger of action and awareness, interaction, and presence), flow experience (e.g., flow state, concentration, loss of self-consciousness, time distortion, and telepresence), and flow consequences (e.g., positive affect, autotelic experience, increased learning, attitude, and behavior change) (Finneran & Zhang, 2003; Ghani & Deshpande, 1994; Hoffman & Novak, 1996; Hosseini & Fattahi, 2014). Thus, future research is needed to clarify the conceptualization of flow components.

Moreover, the systematic review also revealed that different researchers have categorized flow into different numbers of dimensions (e.g. Bakker, 2008; Csikszentmihalyi, 1975, 1997b; Hoffman & Novak, 1996; Webster et al., 1993). In addition, in some studies flow is treated as a unidimensional central component (e.g., Hoffman & Novak, 1996; Novak et al., 2000), whereas it is treated as a multidimensional construct in others (e.g., Ghani & Deshpande, 1994; Webster et al., 1993), indicating that the flow construct is too broad and ill-defined due to the numerous ways it has been operationalized, tested, and applied (Choi et al., 2007; Finneran & Zhang, 2003; Koufaris, 2003). Hence, future research should produce evidence that would clearly answer the question of how many dimensions are necessary to measure flow experience.

The aforementioned challenges may arise from the fact that flow researches have been conducted in different disciplines, including psychology (e.g. Clarke & Haworth, 1994; Csikszentmihalyi, 1975, 1999), sports and physical activity (e.g., Hunter & Csikszentmihalyi, 2000; Jackson & Csikszentmihalyi, 1999; Jackson & Hanin, 2000; Swann et al., 2012), music (e.g., Bakker, 2005; de Manzano et al., 2010; Freer, 2009; Hunter & Csikszentmihalyi, 2000), human-computer interaction (e.g. Finneran & Zhang, 2003; Ghani & Deshpande, 1994; Webster et al., 1993), consumer behavior (e.g. Novak et al., 2000), communications (e.g., Chen et al., 1999; Trevino & Webster, 1992), and learning (e.g., Admiraal et al., 2011 ; D'Mello, 2013). In general, there is no dogmatic and consistent application of flow. Prior studies across different domains have applied Csikszentmihalyi's theory in many diversified ways (Finneran & Zhang, 2003; Jung, Perez-Mira, & Wiley-Patton, 2009).

In addition, even though Csikszentmihalyi (1990) himself postulated the potential negative side of flow, the existing research has focused almost exclusively on exploring the positive characteristics of flow (Schuler & Nakamura, 2013). However, few studies have highlighted the

negative aspect of flow experience by showing that individuals can experience it when engaged in antisocial, (e.g., crime and warfare) (Keller & Bless, 2008) addictive, or wasteful activities (Csikszentmihalyi, 1999), activities that are destructive to the self and/or work/culture (Nakamura & Csikszentmihalyi, 2002). These also refer to activities that involve high levels of risk (Csikszentmihalyi, 1990; Peifer et al., 2014; Rheinberg & Manig, 2003). Some authors have also emphasized the addictive nature of flow experience (Boyle et al., 2012; Chou & Ting, 2003; Csikszentmihalyi, 1975; Trayer et al., 2012). Therefore, "the flow experience, like everything else, is not 'good' in an absolute sense" (Csikszentmihalyi, 1990, p. 70) and, thus the potential side effects of flow warrant further systematic investigations (Keller et al., 2011).

As mentioned above, systematic review revealed that some researchers treat the following dimensions of flow as flow antecedents: a balance between challenges and skills (e.g., Ceja & Navarro, 2011; Ghani & Deshpande, 1994; Kowal & Fortier, 1999; Nielsen & Cleal, 2010; Novak et al., 2003), clear goals (Fullagar et al., 2013; Jackson & Roberts, 1992; Pilke, 2004; Quinn, 2005; Sanchez-Franco & Roldan, 2005), and feedback (Bakker, 2005; Demerouti, 2006; Quinn, 2005; Steele & Fullagar, 2009; Swann et al., 2012).

Moreover, previous studies have demonstrated that some personality traits (e.g., internal locus of control, curiosity, persistence, self-centeredness, self-control, need for achievement) are found to be of critical relevance for flow to emerge (Csikszentmihalyi, 1990; Eisenberger et al., 2005; Keller & Blomann, 2008; Kuhnle et al., 2012; Mosing et al., 2012). Autotelic personality has also been identified as an important antecedent of flow (Asakawa, 2004; Busch et al., 2013). Even though flow theorists have explicitly proposed a positive relationship between certain personality variables and the frequency and intensity of flow experience, little is known about the

role of such personality factors to flow experience (Keller & Blomann, 2008; Ross & Keiser, 2014).

Moreover, the existing research has also identified the following environmental antecedents of flow experience: environmental characteristics, such as opportunities for creativity at work (Moneta, 2012), empowering conditions (Peters et al., 2014); autonomy (Hackman & Oldham, 1976); and a resourceful work environment (Demerouti et al., 2012). In addition, job resources (e.g., autonomy, performance feedback, social support from colleagues, and supervisory coaching) (Bakker, 2005; Fagerlind et al., 2013; Fullagar & Kelloway, 2009; Salanova et al., 2006) and job characteristics (e.g., type of job contract, flexibility of working hours, work schedule, role ambiguity) (Bakker, 2008; Ceja & Navarro, 2011; Nielsen & Cleal, 2010; Peters et al., 2014; Quinn, 2005; Salanova et al., 2006) were also identified as important antecedents of flow experience.

However, "the factors that instigate, maintain, prevent or interrupt flow are much less clearly understood" (Swann et al., 2012, p. 808). Until now, little research has focused on the antecedents of flow (Eisenberger et al. 2005; Nielsen & Cleal, 2010). However, knowledge about antecedents and consequences is important for demonstrating the added value of flow in different settings (Demerouti, 2006). Hence, research should strive to explain the causal mechanisms responsible for the occurrence of flow experience. Swann et al. (2012) recommended that distinguishing between the necessary and sufficient conditions of flow may be helpful research to begin with to explore the causality of flow.

The consequences of flow have become a central interest to researchers of flow's potential for personal growth and improvement of the quality of life (Nakamura & Csikszentmihalyi, 2002; Nakamura & Csikszentmihalyi, 2009). Since flow is often considered an end itself, the

consequences of flow have been less documented than its determinants (Aube et al., 2014; Cseh et al., 2015). However, this has demonstrated that flow has been associated with many positive consequences, such as positive effect (Asakawa, 2004; Finneran & Zhang, 2003; Jackson et al., 2001; Rogatko, 2009), positive subjective experience (Csikszentmihalyi, 1975), positive mood and emotions (Clarke & Haworth, 1994; Eisenberger et al., 2005; Fullagar & Kelloway, 2009; Rogatko, 2009; Steele & Fullagar, 2009), learning (Csikszentmihalyi & LeFevre, 1989; Webster et al., 1993), increased communication (Trevino & Webster, 1992), increased exploratory (Ghani & Deshpande, 1994; Webster et al., 1993), self-esteem (Asakawa, 2010; Wells, 1988), contextual motivation (Kowal & Fortier, 1999), a sense of fulfillment, life satisfaction and a better quality of life (Asakawa, 2004; H. Chen, 2006; Clarke & Haworth, 1994), social integration (Massimini et al., 1988), subjective well-being, creativity, and maximized efficiency (Chen, 2006; Csikszentmihalyi, 1988b; Csikszentmihalyi, 1990, 1997a; Lambert et al., 2013; Nakamura & Csikszentmihalyi, 2002; Real et al., 2014; Steele & Fullagar, 2009). In addition, some studies have suggested that flow is associated with better performance (Bakker, 2008; Engeser & Rheinberg, 2008; Jackson & Roberts, 1992; Sokolowski et al., 2000). On the other hand, some studies have suggested flow may not result into objectively measured performance. For example, Jackson et al. (2001) found out a strong relationship between flow and self-reported performance levels.

Moreover, some studies have demonstrated that flow may be also associated with some negative instances (Hoffman & Novak, 1996; Keller et al. 2011; Woszczyński et al., 2002; Zhao et al., 2011), such as increased time to task completion (Csikszentmihalyi, 1975; Webster et al., 1993), distortive risk taking (Schuler & Nakamura, 2013; Schuler & Pfenninger, 2011), over involvement (Csikszentmihalyi, 1975), and neglecting other duties that need to be completed (Trevino & Webster, 1992). However, systematical review revealed that the negative

consequences of flow have been rarely examined and that researchers have primarily focused their attention on the positive consequences of flow experience. Thus, future research should gather more empirical evidence that addresses the potential negative consequences of flow.

Analysis of the results revealed that flow may be similar to the following constructs: engagement, involvement, passion, thriving, intrinsic motivation, and peak experience. For example, flow shares some affinity with engagement, such as absorption (Demerouti et al., 2012; Makikangas et al., 2010) and concentration (Demerouti, 2006; Ghani & Deshpande, 1994; Steele & Fullagar, 2009; Webster et al., 1993). Additionally, both have cognitive, affective, and physical components; are experienced as enjoyable states (Csikszentmihalyi, 1990; Jackson & Marsh, 1996); and are described as intrinsically motivating (Bakker et al., 2008; Jackson & Eklund, 2004; Steele & Fullagar, 2009). However, according to Schaufeli et al. (2002), the crucial distinction between flow and engagement lies in the difference of time frame, as engagement is suggested to be more enduring and stable over time than flow.

In addition, the relationship between intrinsic motivation, peak experience, and flow has received the most attention in related literatures. Even though one could argue that flow and intrinsic motivation share the same construct, conceptual and empirical evidences show that flow and intrinsic motivation are related but distinct constructs (Moneta, 2012). Furthermore, several studies have suggested that intrinsic motivation is an antecedent of flow (Busch et al., 2013; Csikszentmihalyi & LeFevre, 1989; Jackson, 1995; Kowal & Fortier, 1999; Schuler et al., 2013; Shang et al., 2005; Zhao et al., 2011). Also, these two have a positive link (Fullagar & Mills, 2008; Jackson & Roberts, 1992; Kowal & Fortier, 1999). As noted above, several researchers have also argued that flow and peak experience also share some similar characteristics, such as attention, involvement, playfulness, and high levels of enjoyment (Marin & Bhattacharya, 2013; Pace, 2004;

Privette, 1983; Schouten et al., 2007). In fact, flow has been shown to be related to peak experience across various disciplines (Baker & MacDonald, 2013; MacDonald et al., 2006; Marin & Bhattacharya, 2013; Sawyer, 2003). However, flow and peak experience should still be viewed as conceptually distinct (Jackson et al., 2001). The main difference between these two constructs is the intensity of the experience (Jackson, 1996; Schouten et al., 2007; Walker et al., 1998). In addition, flow and peak experience often overlap in the same activity (Schouten et al., 2007); however, peak experience may not necessarily involve flow (Jackson, 1996).

Although researchers have started to become interested in flow at work, there is still limited knowledge about the phenomenon in work settings (Demerouti, 2006; Eisenberger et al., 2005; Fullagar & Kelloway, 2009; Llorens et al., 2013). The systematic review cited 30 studies (14.7 percent) dealing with flow experience in the work context. Past studies examined the following individual and environmental antecedents of flow at work: balance between task demand and ability (e.g., Kennedy et al., 2014), intrinsic motivation (e.g., Moneta, 2012), achievement orientation (e.g., Eisenberger et al., 2005), passion (e.g., Forest et al., 2011), job resources (e.g., Bakker, 2005; Demerouti et al., 2012; Makikangas et al., 2010; Peters et al., 2014), job characteristics (e.g., Demerouti, 2006; Fagerlind et al., 2013; Nielsen & Cleal, 2010), job dimensions (e.g., Fullagar & Kelloway, 2009), and leadership style (e.g. Sosik et al., 1999). Based on the findings of the studies included, antecedents of flow at work were identified. This suggests that scant research to date has focused on the antecedents of flow in the workplace; therefore, future exploration of the antecedents of flow at work is needed.

Moreover, past studies have also examined the following characteristics of flow at work: patterns of flow at work (e.g., Ceja & Navarro, 2011 ; Rodriguez-Sanchez et al. 2011), perceived skills and challenges at work (e.g., Eisenberger et al., 2005), collective flow (e.g., Marisa Salanova

et al., 2014), flow at work (e.g., Bassi & Delle Fave, 2012a; Debus, Sonnentag, Deutsch, & Nussbeck, 2014; Fullagar & Kelloway, 2013; Quinn, 2005), and frequency (Llorens et al., 2013). In addition, researchers have also developed a scale for measuring work-related flow (Bakker, 2008; Happell, Gaskin, & Platania-Phung, 2015). In order to progress our understanding of the flow-at-work phenomenon, future exploration of collective flow at work is needed.

Systematic review also revealed the following consequences investigated in the work context: performance (e.g., Demerouti, 2006; Eisenberger et al., 2005), energy (e.g., Demerouti et al., 2012), well-being (e.g., Ceja & Navarro, 2011; Fullagar & Kelloway, 2009), creativity (e.g., Sosik et al., 1999; Yan et al., 2013), and burnout (e.g., Lavigne, Forest, & Crevier-Braud, 2012). The list of identified consequences of flow at work is also quite short. This highlights the need for researchers to further explore the topic. Also, this reveals that no research to date has specifically examined the negative consequences of flow at work. Given that the findings of studies across different domains provide some evidence of the negative consequences of flow experience, more research about the negative consequences of flow at work is clearly needed.

Furthermore, some findings about flow experience across psychology, human—computer interaction, marketing, and sport psychology could be applied to the work context. For example, the flow theory is grounded in psychology; thus, the main theoretical and empirical findings about the characteristics of flow experience from psychology should also be the characteristics of flow at work. In addition, researchers under the discipline of Psychology have found several antecedents (e.g., locus of control, personality traits) and consequences (e.g., risk awareness and behavior) of flow that could be relevant to flow in the work context. Moreover, several findings about the antecedents (e.g., the person-artefact-task model, trust, perceived usefulness), characteristics (e.g., flow and technology), and consequences (e.g., learning, continuance intention, exploratory

behavior, addiction) of the flow experience from human—computer interaction studies could be applied in the work context since more and more employees are interacting with computers at work. Similarly, researchers from marketing have primarily used the flow theory to explain online consumer behavior. Since online business is becoming the way to do business – because many consumers favor online services – several findings about the antecedents (e.g., goal-directed activities, service system, interactivity, culture) and consequences (e.g. information technology use) of flow from marketing could be useful for understanding flow at work.

Finally, several sport psychologists have examined how athletes experience flow. Professional athletes, irrespective of whether they are in a work relationship with a sports organization or are self-employed, can be considered employees who work in a specific work context. Thus, the findings about the antecedents (e.g., preparation, confidence, arousal level of athletes) and characteristics (e.g., flow in sport) of flow experience from sport psychology can deepen our understanding of flow in a specific workplace. In addition, researchers who study flow experience in sports have developed the Flow State Scale (Jackson & Hanin, 2000; Jackson & Marsh, 1996). The flow state scale allows us to measure all nine dimensions of flow experience proposed by Csikszentmihalyi, whereas the work-related inventory, proposed by Bakker (2008) allows us to measure only three dimensions of flow at work (i.e., absorption, work enjoyment, and intrinsic work motivation). In order to gain a better understanding of the flow-at-work phenomenon, future research should thus explore the link between findings on flow experience across various disciplines and flow at work.

## Achievement Goal Orientation

The conceptual core of Achievement Goal Orientation is competence. According to Elliot and McGregor (2001), competence or successful completion of an individual's goals can be defined in three ways. The first is related to the essential skills or abilities that are necessary to complete the task. An example of such skills could be the basic mathematical knowledge needed to be able to successfully complete a problem. The second aspect is intrapersonal which encompasses an individual's past attainment of academic goals that may be a success or a failure. The third is normative or the comparison of the individual to others, or how an individual perceives their ability as compared to others (Elliot & McGregor, 2001). Competence in reference to a goal is also construed by the individual as either a desirable possibility or a negative undesirable possibility (Elliot & McGregor, 2001). Therefore, when looking at Achievement Goal Orientation the value of the goal and the ability to achieve the goal should also be considered.

Achievement Goal Orientation theory has undergone major changes in definition, structure, and use in the educational field (Pintrich, 2000). The first manifestation included only two goal orientations, with the current theory having four possible goal orientations. There are two constructs within the model: mastery or performance orientations. As the Achievement Goal Orientation theory developed, each of these constructs was further refined into two more dimensions, approach and avoidance. A closer look at each orientation and its relationship to academic achievement will assist in understanding the basis for this study. The current construct of achievement goal theory not only looks at the motivation for the actions of students but also at how the students evaluate their competence or success on a task (Pintrich, 2000).

### *Mastery and Performance Goals*

The first conceptualization of Achievement Goal Orientation theory was as a dichotomy of either a mastery or performance goal orientation (Finney & Davis, 2003; Dweck, 1986). Early research on Achievement Goal Orientation (Dweck & Leggett, 1988; Nicholls, 1984) identified the dichotomous model that limited achievement goals to either performance or mastery orientations. This model defined mastery goals as targets that students need to achieve if they want to master or increase their competence at something new. Performance goals, on the other hand, were goals for which students would seek either favorable, or avoid negative judgments on their competence (Elliot, 1999; Elliot & Church, 1997; Elliot & Harackiewicz, 1996). Since there was no distinction made between the types of performance goals in early literature, some of the findings are limited in increasing the understanding of how goal orientation relates to achievement (Harackiewicz et al., 2002b; Elliot & Church, 1997). The student who is oriented toward mastery/learning strives to learn new skills or become the “master” of new learning (Ames & Archer, 1988; Dweck, 1986). The student who wished to achieve or maintain either positive judgments of others or avoid negative judgment of others is said to have a performance orientation (Ames & Archer, 1988; Dweck, 1986).

Early research found that both performance and mastery goal orientation have significant consequences on educational outcomes and achievement (Elliot & Dweck, 1988; Ames & Archer, 1988). For example, among sixth and seventh grade science students in a classroom in which teachers stressed mastery as well as participation, students’ cognitive strategy use increased (Meece, Blumenfeld, & Hoyle, 1988). Early research also linked adaptive motivational behavior to the adoption, perseverance and attainment of challenging goals. Dweck (1986) found out that maladaptive behaviors to include the inability to adopt attainable, valued goals and continue

striving towards those goals. Students with adaptive or mastery goals were characterized by having challenging goals with high levels of persistence. Students with maladaptive goals were characterized by avoiding challenge and having low persistence (Dweck, 1986). Dweck also found that among students with comparative ability levels those with maladaptive goal patterns seriously impaired the acquisition and display of ability on identical tasks.

Elliott and Dweck (1988) determined that there is a link between achievement and specific goal orientation. They suggest that specific goal orientations could be fostered. This study suggested that a student's goal orientation could be influenced by encouraging both mastery or performance goals and the related successful or helpless response to challenges and failure. This study suggested further research in light of the suggestion that mastery and performance goals could be useful in understanding achievement patterns. While clear patterns were evident, further research was needed to clarify these results.

#### *Achievement Goal Orientation – Trichotomous Variation*

In efforts to clarify the differences between performance and mastery goals. Elliot (1999), Elliot and Church (1997), and Elliot and Harackiewicz (1996) proposed that performance goals be divided into two aspects, performance approach, and performance avoidance. Middleton and Midgley (1998) defined performance approach as the desire to gain favorable judgment and performance avoidance as the desire to avoid negative judgment.

This Achievement Goal Orientation configuration evolved into the trichotomous goal orientation model: mastery goals, performance approach goals, and performance avoidance goals. This view of Achievement Goal Orientation lead to significant research on the third dimension (Ames, 1992; Dweck & Leggett, 1988; Pintrich, 2000; Urdan, 1997). Elliot and Church (1997) in

a series of studies, manipulated the three specific orientations: mastery (striving to attain task mastery), performance approach (desire to do well as compared to others), and performance avoidance (desire to avoid doing poorly as compared to others). Their results confirm the detrimental effects of avoidance relative to either mastery or performance approach orientations.

### *Performance Approach Goals*

Performance approach includes students who wish to show their own self-worth in relation to others and seek public self-worth strategies and rewards. These students are motivated to learn to prove their competence or ability (Ames & Archer, 1988; Dweck & Leggett, 1988). Performance approach goals were found to be positive predictors of pride, enjoyment of learning and hope (Pekrun, Elliot, & Maier, 2006). Performance-approach goals have also been associated with the desire to win positive judgments of others (Dweck, 1999).

Students with performance approach goal orientation wish to do better in school than others. These students tend to compare themselves to another students' performance. Performance approach goals can be positive predictors of academic success in some situations (Grant & Dweck, 2003).

### *Performance Avoidance Goals*

Performance avoidance describes a student who wants to avoid the appearance of looking incompetent, lacking ability, or being less than their peers (Wolters, 2004). Performance avoidance has also been found to be predictive of anxiety, hopelessness, and shame in Pekrun's (2006) study.

The student who has strong performance avoidance goals does not want to do poorly in an academic situation. They are sensitive to possible failure in class. This possibility of failure may

limit their achievement in academic situations (Grant & Dweck, 2003). Additionally, “having a performance avoidance orientation may produce a vulnerability to helplessness and debilitation after a setback or negative feedback” (Grant & Dweck, 2003, p. 541).

### *Mastery Approach Goals*

Mastery approach orientation includes the belief structure which describes a student who wishes to learn as much as possible, overcome challenges, and increase their level of competence (Ames & Archer, 1988; Dweck & Leggett, 1998). Pekrun, Maier and Elliot (2006) found that, “mastery goals were positive predictors of enjoyment of learning, hope and pride, and were negative predictors of boredom and anger” (p. 583).

Using the trichotomous framework, researchers found differing results related to specific goal orientations. Performance avoidance goals were shown to have negative effects on student interest and performance (Elliot & Harackiewicz, 1996; Middleton & Midgley, 1997). Other studies showed performance approach goals predicted higher grades in beginning college psychology classes when a student’s competence was defined as being better than others in the class (Harackiewicz, Barron, Tauer, & Elliot, 2002). Conversely, Harackiewicz (1997) found out that mastery goals predicted interest in the class but were unrelated to the performance goals of the students. Such research typified that mastery goal orientation focused on learning and becoming competent in the task. Mastery goal orientation leads to higher levels of efficacy, task value, interest, effort and persistence. These subjects also exhibited higher levels of both metacognitive and cognitive strategies and performed better on tasks (Pintrich, 2000).

### *2 x 2 Framework*

The current manifestation of Achievement Goal Orientation theory is a 2 x 2 framework. The four components are mastery-approach, mastery-avoidance, performance-approach, and performance-avoidance. Among the first researchers to propose this framework to explain the sometimes-confusing results of previous research when looking at mastery goals, were Pintrich (2000) and Elliot (1999). Elliot and McGregor (2001) tested this new manifestation of the Achievement Goal Orientation and found that adding mastery avoidance fully defined and explained the goal orientations.

Recent studies by Barron and Harackiewicz (2001) and Gehlbach (2006) suggest that multiple goals or a combination of both mastery approach goal orientation and performance approach goal orientation may be as adaptive or even more adaptive than mastery approach goals alone. Their hypothesis is that both types of goals have a positive influence on each other and may be advantageous in certain achievement situations.

### *Mastery Avoidance Goals*

Mastery avoidance supposes a student who will work to avoid losing skills and abilities in relation to past levels of achievement (Elliot & McGregor, 2001; Elliot & Dweck, 2005). Elliot and McGregor (2001), after an extensive study validate the 2 x 2 framework, concluded that the mastery avoidance goal construct allows that, “competence is defined in terms of absolute requirements of the task or one’s own pattern of attainment” (p. 501). Examples of mastery avoidance goal orientation would be striving to avoid misunderstanding or being misunderstood, striving to not make an error in an achievement setting, striving to make an athletic goal, or striving

to not forget what one has learned or accomplished in the past. The person is described as a perfectionist, often exhibits mastery avoidance goal orientation (Elliot & McGregor, 2001).

To further define and understand the constructs of both mastery and performance goals, the approach and avoid conditions are qualified. Mastery approach goals reflect the quest for learning and understanding; mastery avoidance goals are concerned with an individual's own perception of self-shortcomings or inability to meet their own standards. In other words, the mastery approach student tries to understand where the mastery avoid student tries not to misunderstand the concept. Students with performance approach goal orientation strive to outperform others in a given situation. Students with performance avoidance orientations strive to not look incompetent or "stupid" as compared to others (Linnenbrink & Pintrich, 2002).

#### *Achievement Goal Orientation in a Work Domain*

Researchers in achievement domains other than education also have recognized the potential benefit of using achievement goal theory to understand individuals' behavior (Kanfer, 1990; Farr, Hofmann, & Ringenbach, 1993). Button, Mathieu, and Zajac (1996) were among the first to develop a two-factor measure of mastery and performance goal orientation appropriate for use with non-school age populations. It has been used in a number of studies conducted in work domains. For example, participants with high scores on Button et al.'s measure of mastery goals have been associated with higher worker self-efficacy, motivation to learn, and test performance in training (Colquitt & Simmering, 1998; Fisher & Ford, 1998; Phillips & Gully, 1997). However, like in the education domain, both maladaptive as well as adaptive outcomes were associated with Button et al.'s (1996) measure of performance goals (VandeWalle, Cron, & Slocum, 2001; Yeo and Neal, 2004). In some studies, performance goals were linked to minimizing effort at work

(Fisher & Ford, 1998) and decreased worker self-efficacy (Ford, Smith, Weissbein, Gully & Salas, 1998). However, other studies were linked to hard work (Sujan, Weitz, & Kumar, 1994) and to high worker self-efficacy (Kozlowski, Gully, Brown, Salas, Smith, & Nason, 2001).

Although Button et al.'s (1996) instrument provided an initial instrument to advance the understanding of achievement goals in non-academic situations, a number of issues limited its value in work domains. First, confirmatory factor analyses (CFAs) testing the proposed two factor model uncovered inadequately fit. Second, goals were assessed at a broad, general level rather than a level specific to work. Third, performance goals were not split into performance approach and performance avoidance goals.

To address these concerns, VandeWalle (1997) developed a measure to represent the three-factor model of goal orientation specific to a work domain. VandeWalle (1997, p. 1000) integrated the theorizing of Dweck (1998) and Elliot (Elliot & Harackiewicz, 1996) and defined mastery goals as “the desire to develop the self by acquiring new skills, mastering new situations, and improving one’s competence”; performance approach goals as “the desire to prove one’s competence and to gain favorable judgments about it”; and performance avoidance goals as “the desire to avoid the disproving of one’s competence and to avoid negative judgments about it.” A three-factor model fit the data and the subscales correlated in expected ways with other theoretically related constructs (VandeWalle, 1997). Subsequent research has further investigated the relationships between the goal orientations proposed by VandeWalle (1997) and other variables. Similar to findings in the education domain, mastery goals continue to be linked to adaptive outcomes, whereas performance approach goals continue to be less deleterious than performance avoidance goals (Brett & VandeWalle, 1999; Heimbeck, Frese, Sonnentag, & Keith, 2003; VandeWalle & Cummings, 1997; VandeWalle, 2001).

## Conceptual Framework

Observing psychological flow as one of the primary variables, it is important to understand the Flow Theory to further discuss the occurrence when non-teaching personnel were fully immersed in errands or jobs where they are capable to concentrate exclusively on given tasks. Furthermore, it would be significant to look at the theory of achievement goals by Nicholls (1989) to delineate the non-teaching personnel's' distinct outlook in the direction of enhancing or authenticating their capability in achievement situations.

The **Flow Theory** refers to an optimal and pleasurable experience, linked to intrinsically rewarding and highly enjoyable feelings (Csikszentmihalyi and Csikszentmihalyi, 1988; Jackson and Csikszentmihalyi, 1999). In most contexts, a person will experience flow when goals are clearly set by the person while feedback is immediate and unambiguous (Jackson and Csikszentmihalyi, 1999). This enables the person to be completely concentrated and absorbed by the activity, and to perceive the task at hand as self-rewarding, controllable and joyful. By adding the subsequent absence of worry about the upcoming result and the automatic and effortless experience, there is a great possibility that the person will experience flow (Csikszentmihalyi, 1988; Jackson, 1995; Jackson and Csikszentmihalyi, 1999).

The orthogonal model of flow theory constitutes an important part for understanding the quality of this enjoyable and self-rewarding subjective experience (Csikszentmihalyi and Csikszentmihalyi, 1988). Two characteristics formulate the quality of this experience: (a) self-perceived challenge of the situation or activity, and (b) self-perceived skills of the person (Csikszentmihalyi, 1982; Moneta and Csikszentmihalyi, 1996). Moneta and Csikszentmihalyi (1996, p. 277) mentioned that the level of challenge represents the “intrinsic demands” of the activity while the level of person's skills refers to the “self-perceived capacity to meet the

demands” of the activity. A key notion of flow experience is the perceived balance between challenge and skills; not the objective nature of the challenges or skills per se (Csikszentmihalyi, 1982). According to Csikszentmihalyi (1988), a crucial prerequisite for an athlete to experience flow state is the self-perceived or individually estimated balance of situational challenges and personal skills. When both challenge and skills are balanced and above a person’s average, the person will experience an optimal state, which represents flow. However, significant individual and situational differences exist. This indicates that in some cases individuals may experience flow in situations of low challenge (e.g., microflow; Csikszentmihalyi, 1975). On the other hand, when person’s skills exceed or do not fulfill the situational challenge, the person will experience different state(s). When a person perceives that own skills exceed perceived challenge of the activity, meaning a manageable challenge pertaining to the situation, the person will experience relaxation. On the other hand, when the challenge of the competition outweighs person’s skills, capacity subsides the demands of the task resulting in lower experience which leads the person to anxiety states. Finally, when both challenge and skills are perceived as low and below a person’s average, the person will experience apathy, representing the worst subjective experience in the sporting context (Csikszentmihalyi, 1982; Jackson, 1995; Moneta and Csikszentmihalyi, 1996). The aforementioned states represent the four quadrants of the “orthogonal” model of flow theory (Csikszentmihalyi, 1982).

Associations between challenges and skills relative to flow experience and other psychological constructs incorporate theoretical and methodological issues that should be taken into consideration. In flow theory, one key methodological issue in testing challenges and skills is the operationalization of these variables as a single construct (e.g., FSS-2), or as two separate constructs (e.g., Experience Sampling Method, ESM; Csikszentmihalyi and Larson, 1987). The

personal reflection on challenge should also involve an assessment of personal skills (Engeser and Rheinberg, 2008). Together with Koehn et al. (2013a), Engeser and Rheinberg (2008) supported a more differentiated view on the interaction between persons' perception of challenge and skill and on testing predictions of the quadrant model. In recent meta-analysis, Fong et al. (2014) provided evidence that single-item measures of challenge-skills balance showed stronger correlations with global flow measures. In conclusion, the latest evidence on the importance of challenges and skills and the theoretical contentions of flow indicate that these constructs should be operationalized and evaluated separately, providing a more detailed information of the interplay among them.

With the orthogonal model of flow theory representing a central and important aspect of flow experience, it is useful to mention the appearing limitations of this approach. The disadvantages of the orthogonal model are that it is an approximate and vague classification system, referring to the flow quadrant (Moneta, 2012). It was also mentioned that the orthogonal model of flow represents a simple classification system, which allows performing simple tests regarding the core nature of flow experience. However, the challenge – skill balance and ratings represent the most important and crucial elements in the formulation of flow experience (Csikszentmihalyi, 1982). Finally, all theoretical approaches such as the initial model of flow theory (Csikszentmihalyi, 1982), the quadrant model (Csikszentmihalyi and LeFevre, 1989), the experience fluctuation model (Massimini and Carli, 1988), the regression modeling approach (Moneta, 2012), and methodological approaches as the experience sampling method (Csikszentmihalyi and Larson, 1987) were characterized by several strength and weaknesses regarding theoretical and measurement limitations.

These limitations stress the quest for more definite predictions of flow states on the working environment. In a context where demands frequently fluctuate (Araujo et al., 2006), enriching flow

examination with important motivational constructs can add significantly to the ability to foster adaptive behavioral and emotional responses. This refers to goal orientations theory (Nicholls, 1984, 1989).

The **Achievement Goal Theory** (Nicholls, 1989) proposes that people approach achievement tasks with qualitatively different types of goals depending on how they are evaluating their competence and ability. Goal orientation theory, which is theoretically grounded on achievement goal theory, assumes that persons vary in the way they define accomplishment and judge perceived competence. Individual goal perspective influences how one thinks, feels, and acts in achievement situations such as education and sports.

Based on Nicholls's theoretical work, Duda (1992) proposed the formation of two predominant achievement goal perspectives, namely task orientation and ego orientation, relating and differentiating how athletes estimate their level of ability, effort, and judgment of performance. In task orientation, ability evaluation is self-referenced, and is judged in relation to one's own perceived mastery, understanding, or knowledge. Improving mastery and the execution of the task at hand remains the person's major concern. In addition, perceived success is based on personal improvement, skill learning, and effort exhibition. Overall, task orientation corresponds to adaptive cognitions and positive achievement behaviors, such as sustained involvement in work settings, practice, and optimal motivation, regardless of the person's level of perceived ability (Duda, 1992, 2001).

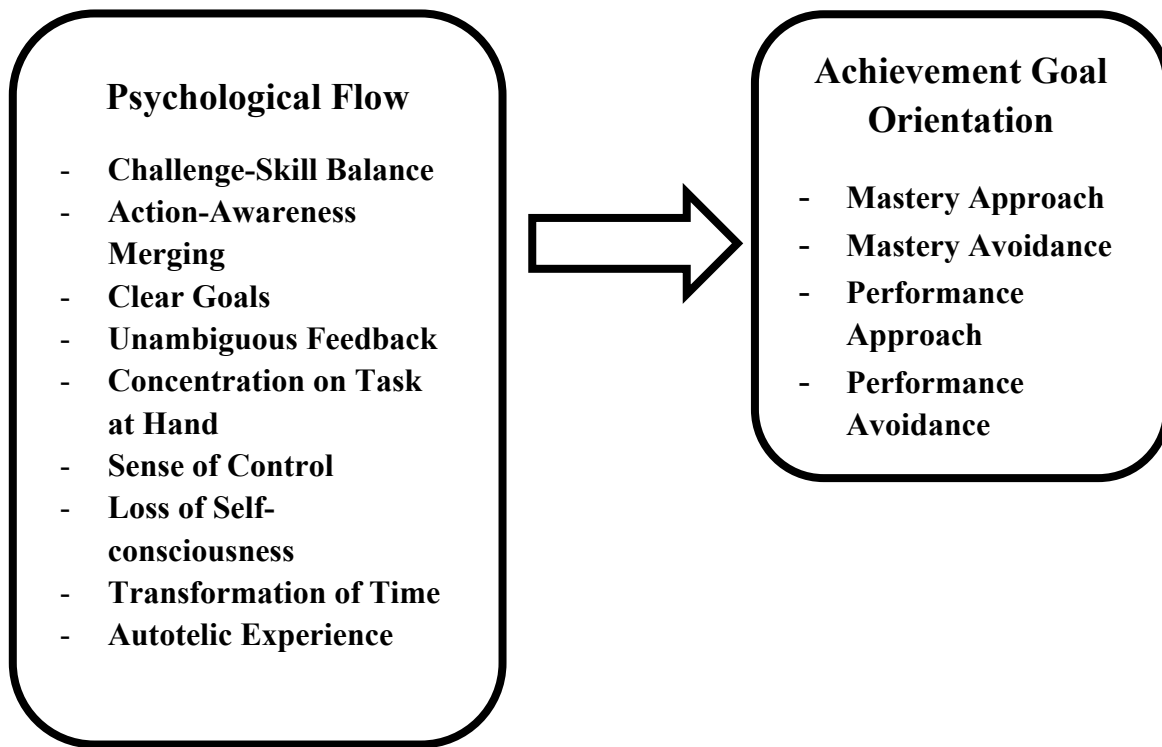
On the other hand, a person is "ego oriented" when perceived ability is evaluated with regard to the performance of others implying a heavy reliance on social comparison for estimating personal ability. In this interpersonal comparison, outperforming others with the least effort signifies superior competence (Nicholls, 1984, 1989; Duda, 1992). It is in this type of challenge

that negative achievement behaviors (such as debilitated performance, deceptive tactics, reduced effort, and a lack of persistence) and maladaptive cognitive responses are assumed to manifest when individuals are ego-oriented and doubt their competence (White and Duda, 1994). It is supposed that an ego orientated person will show increased motivation only in conditions of high competence exceeding the demands of competition.

In this study, the *flow theory* will describe experiences that stem from optimal conditions such as balanced levels of challenge and skill, availability of clear goals and quick feedback, and possible control in the workplace. Such experiences have multiple benefits to the non-teaching personnel. Examples of this are promotion of intrinsic motivation, engagement, short- and long-term commitment, and hypothetical experience by anyone during any activity. Furthermore, *achievement goal theory* will play an important role in how non-teaching personnel perceive, experience, and engage in learning situations, and therefore will be the key part of any research that aims to understand motivational issues that may lead to underachievement in workplace. It will also optimize learning and the learning experience.

This study examined the relationship between psychological flow and achievement goal orientation among non-teaching personnel in the workplace. This is intended to examine the gender differences as well.

Figure 1 below shows the structure of the study wherein the psychological flow was used as predictor of the achievement goal orientation in workplace of the non-teaching personnel.



**Figure 1 – Framework of the Study**

### **Statement of the Problem**

This study aimed to examine the relationship between psychological flow experience and achievement goal orientation among non-teaching personnel in the work place. This is intended to examine the gender differences as well.

Specifically, it answered the following questions:

1. How can the non-teaching personnel be described in terms of the following variables:
  - a. psychological flow; and
  - b. achievement goal orientation?;

2. How do psychological flow dimensions influence the non-teaching personnel's achievement goal orientation?; and
3. What intervention program for the non-teaching personnel can be developed and proposed based on the findings?

### **Definition of Terms**

For the purposes of this study, the following terms were defined:

#### ***Psychological Flow***

The psychological state that individuals used to describe the sense of effortless action they feel in moments where they stand out as the best in their lives (Csikszentmihalyi, 1997). This term is used to describe moments when one is having the best possible experience during an activity (Csikszentmihalyi, 1990, 1997). In this study, it refers to the occurrence when non-teaching personnel were fully immersed in errands or jobs where they are capable to concentrate exclusively on the approaching tasks.

#### ***Action-Awareness Merging***

It is a domain of psychological flow in which the involvement in the activity is so deep that it becomes spontaneous or automatic. It happens when there is no awareness of self as separate from the actions one is performing.

#### ***Autotelic Experience***

An autotelic experience is an intrinsically rewarding experience. This dimension is described by Csikszentmihalyi as the end result of being in flow. Csikszentmihalyi (1990) describes the evolution of the term autotelic as being derived from the Greek words *auto* (self) and

*telos* (goal). An activity is autotelic if it is done for its own sake, with no expectation of some future reward or benefit.

### *Challenge-Skill Balance*

This refers to the domain of psychological flow wherein a person perceives a balance between the challenges of a situation and one's skills. Here, both operate at a high personal level. Csikszentmihalyi and Csikszentmihalyi (1988) explained this dimension as occurring when a person's skill is at just the right level to cope with the situational demands, which are above average for the person.

### *Clear Goals*

In a psychological flow experience, this happens when goals in the activity are clearly defined (either set in advance or developed out of involvement in the activity), giving the person in the flow a strong sense of what he or she is going to do.

### *Concentration on Task at Hand*

Total concentration on the task at hand occurs when in the flow. Total concentration is one of the most frequently mentioned flow dimensions (Csikszentmihalyi, 1990).

### *Loss of Self-Consciousness*

Concern for the self disappears during flow as the person becomes one with the activity. The absence of preoccupation with self does not mean the person is unaware of what is happening in mind or body, but rather is not focusing on the information normally used to represent oneself.

### *Sense of Control*

This happens as the sense of exercising control is experienced without the person actively trying to exert control. The label of this dimension by Csikszentmihalyi has changed from being "in control" (1975) into the "paradox of control" (1990) and into "sense of control" (1993). What

seems critical to this dimension is its potential for control, especially the sense of exercising control in difficult situations that is central to the flow experience.

### *Transformation of Time*

Time may simply become irrelevant and out of one's awareness. Although listed as one of the dimensions of flow, Csikszentmihalyi (1990) acknowledged that there are situations where awareness of time is necessary to successful execution of the activity, implying that this time dimension may not be as universal as the other dimensions.

### *Unambiguous Feedback*

This happens as immediate and clear feedback is received, usually from the activity itself, allowing the person to know he or she is succeeding in the set goal. Csikszentmihalyi and Csikszentmihalyi (1988) stated that the kind of feedback can be varied, but the result is the same: information that one is succeeding in his/her goal.

### ***Achievement Goal Orientation***

In this particular study, the achievement goal orientation is defined as the non-teaching personnel's' distinct outlook in the direction of enhancing otherwise authenticating their capability in achievement situations.

### *Mastery-Approach Goal Orientation*

Mastery approach orientation contains the certainty which defines a person who desires to absorb most of the time, surpass trials, and develop their aspect of competence (Ames & Archer, 1988; Dweck & Leggett, 1998). Pekrun, Maier and Elliot (2006) stated that mastery goals were constructive factors of satisfaction of wisdom, courage and self-importance, and were undesirable factors of dullness and resentment.

### *Mastery-Avoidance Goal Orientation*

Mastery avoidance presumes a person who will work to evade trailing expertise and capabilities in connection with former stages of achievement (Elliot & McGregor, 2001; Elliot & Dweck, 2005).

### *Performance-Approach Goal Orientation*

Performance approach is observed in people who desire to demonstrate their particular positive self-image in relation to others and search for open positive self-image approaches and rewards. These individuals are driven to acquire and to attest their competence or capability (Ames & Archer, 1988; Dweck & Leggett, 1988).

### *Performance-Avoidance Goal Orientation*

Performance avoidance outlines an individual who desires to evade the presence of beholding unskilled, lacking capability, or being less than their peers (Wolters, 2004). According to Pekrun et al. (2006), it has also been established to be extrapolative of apprehension, impossibility and disgrace.

### ***Non-Teaching Personnel***

In this study, it refers to anyone employed by a school system who does not serve as a classroom teacher. This can include administrative staff, guidance counselors, librarians, custodians, food service personnel, and even transportation workers.

## **CHAPTER II**

### **METHODOLOGY**

This chapter discusses the research design, the sample used, the instruments for the study, the data gathering procedure, analysis of data and the procedure to be done to ensure ethics in research.

#### **Research Design**

The descriptive-correlational design was utilized in this study. Travers (1978) explicated that this design is descriptive since it intends to pronounce the nature of a condition as it occurs at the period of the research as well as to discover the reasons for specific phenomena. Correlational study is intended to identify the degree to which diverse variables are connected respectively in the population of concentration besides regulating the extent and degree of connection (Sevilla et al, 1992).

The descriptive-correlational design was employed in this research for the reason that its objective is to discover whether relationship occurs between the psychological flow experiences and achievement goal orientation of non-teaching personnel in workplace.

#### **Sampling and Participants**

The respondents of this study were the 428 non-teaching personnel of thirty-three public and private schools in Metro Manila who have rendered at least 6 months of service in school.

All participants indicated their willingness to be part of the research after understanding and authorizing their accord in the Informed Consent form wherein the entire particulars about the study and rights of participants were explicated. After looking over all the questionnaires answered

by the participants, it was found that the information from the questionnaires followed the measures established by the researcher and were determined to be functional.

Table 1 displays the demographic summary profile of participants conferring to gender, age, occupation, and years of service in school. These data were collected to identify the appropriateness of participants' requirement in the criteria established by the researcher.

Table 1

*Demographic Profile of Participants (n=428)*

|                              | <b>Public</b> |              | <b>Private</b> |              |
|------------------------------|---------------|--------------|----------------|--------------|
|                              | <b>f</b>      | <b>%</b>     | <b>f</b>       | <b>%</b>     |
| <u>Gender</u>                |               |              |                |              |
| Male                         | 91            | 21.26        | 106            | 24.77        |
| Female                       | 107           | 25.00        | 124            | 28.97        |
| <b>Total</b>                 | <b>198</b>    | <b>46.26</b> | <b>230</b>     | <b>53.74</b> |
| <u>Age</u>                   |               |              |                |              |
| 21-25                        | 34            | 7.94         | 45             | 10.51        |
| 26-30                        | 50            | 11.68        | 76             | 17.76        |
| 31-35                        | 53            | 12.38        | 60             | 14.02        |
| 36-40                        | 20            | 4.67         | 27             | 6.31         |
| 41-45                        | 8             | 1.87         | 9              | 2.10         |
| 46-50                        | 16            | 3.74         | 6              | 1.40         |
| 51-55                        | 10            | 2.34         | 6              | 1.40         |
| 56-60                        | 7             | 1.64         | 1              | 0.24         |
| <b>Total</b>                 | <b>198</b>    | <b>46.26</b> | <b>230</b>     | <b>53.74</b> |
| <u>Occupation</u>            |               |              |                |              |
| <i>Academic Non-Teaching</i> |               |              |                |              |
| School Counselor             | 26            | 6.07         | 61             | 14.25        |
| Librarian                    | 20            | 4.67         | 27             | 6.31         |
| <i>Support Staff</i>         |               |              |                |              |
| Clinic Personnel             | 22            | 5.14         | 18             | 4.21         |
| Food Service Personnel       | 29            | 6.78         | 30             | 7.01         |
| Office Secretary             | 20            | 4.67         | 22             | 5.14         |
| Administrative Staff         | 57            | 13.32        | 37             | 8.64         |
| School Helper/Janitor        | 21            | 4.91         | 26             | 6.07         |
| Transportation Workers       | 3             | 0.70         | 9              | 2.11         |
| <b>Total</b>                 | <b>198</b>    | <b>46.26</b> | <b>230</b>     | <b>53.74</b> |

| <u>Years of Service in School</u> |            |              |            |              |
|-----------------------------------|------------|--------------|------------|--------------|
| 1 – 5                             | 74         | 17.29        | 55         | 12.85        |
| 6 – 10                            | 61         | 14.25        | 103        | 24.07        |
| 11 – 15                           | 34         | 7.94         | 60         | 14.02        |
| 15 – above                        | 29         | 6.78         | 12         | 2.80         |
| <b>Total</b>                      | <b>198</b> | <b>46.26</b> | <b>230</b> | <b>53.74</b> |

Purposive sampling was employed to select the respondents of this research. Through purposive sampling, respondents are carefully chosen according to the decision of the researcher that they uphold the precise features that make them suitable for the research (Cohen, 1992).

### **Instruments**

The instruments and techniques used to measure the variables encompassed in this study were the demographic questionnaire, Flow State Scale (FSS), and the 2 x 2 Framework of Achievement Goals for a Work Domain. A structured four-item open-ended questionnaire was also used to certain respondents to enhance the dialogue of results gained from the study.

#### ***Demographic Questionnaire***

A demographic questionnaire was utilized to gather pertinent data on gender, age, occupation, and the total years of service in school. The objective of the questionnaire is to show the overall profile of the respondents.

#### ***Flow State Scale***

The Flow State Scale (FSS) observes the general encounter of psychological flow as well as each of the nine dimensions separately (Jackson & Marsh, 1996). This instrument encompasses a five-point Likert-type scale (1 = Strongly Disagree to 5 = Strongly Agree). Cronbach's alpha for the overall flow measure was .94.

Table 2

*FSS Sample Items and Subscale Reliabilities*

| <u>Subscale</u>            | <u>Sample Item</u>                                           | <u><math>\alpha</math></u> |
|----------------------------|--------------------------------------------------------------|----------------------------|
| Challenge-skill balance    | “The challenges and my skills are at an equally high level.” | .82                        |
| Action-awareness merging   | “Things seem to happen automatically.”                       | .77                        |
| Clear goals                | “I have a clear idea of what I want to do.”                  | .85                        |
| Unambiguous feedback       | “It is clear to me that I am doing well.”                    | .82                        |
| Concentration              | “I have total concentration.”                                | .83                        |
| Control                    | “I feel in total control of my body.”                        | .84                        |
| Loss of self-consciousness | “I am not worried about what others are thinking of me.”     | .61                        |
| Transformation of time     | “The way time passes seems to be different from normal.”     | .82                        |
| Autotelic experience       | “I really enjoy the experience.”                             | .84                        |

Table 3

*Scoring information for the FSS*

| <u>Sum of Scores</u> | <u>Amount of Variable</u> |
|----------------------|---------------------------|
| 13 or less           | Low                       |
| 14 – 17              | Average                   |
| 18 or more           | High                      |

***2 x 2 Framework of Achievement Goals for a Work Domain Scale***

The 2 x 2 Framework of Achievement Goals for a Work Domain (Barron, Baranik & Finney, 2007) categorizes topics into four constructs: mastery-approach, mastery-avoidance, performance-approach, and performance-avoidance. The questionnaire entails of a 16-item survey whose constructs were determined by means of confirmatory factor analysis. It measures four diverse groups of goal orientation for a work area with a 2 x 2 framework established by Elliot and McGregor (2001). The 16-item scale utilizes a seven-point Likert-type scale. The array for this scale is seven (very true of me) to one (not at all true of me). The reliability approximates for the

four concepts were identified using Cronbach's alpha. Respondents' answers on the items to each goal were averaged to create the mastery approach (0.82), mastery-avoidance (0.82), performance-approach (0.69), and performance-avoidance (0.78).

Table 4

*Scoring information for the 2 x 2 Framework of Achievement Goals for a Work Domain Scale*

| <u>Sum of Scores</u> | <u>Amount of Variable</u> |
|----------------------|---------------------------|
| 22 or less           | Low                       |
| 23 – 25              | Average                   |
| 26 or more           | High                      |

### ***Structured Questionnaire***

This is an established four-item open ended questions wherein carefully chosen respondents were requested to respond for the researcher to acquire pertinent data regarding their psychological flow experiences and achievement goal orientation at work setting. The results acquired from the questionnaire reinforce the outcome of the research that are conversed carefully in Chapter 3.

### **Data Gathering Procedure**

The researcher secured the consent of the following: (a) the School Presidents / Principals of private schools, (b) the Human Resources Department Head who allowed the participants to participate in the research because he/she is the general head of the non-teaching personnel in school, and (c) the Non-teaching personnel participants who received the consent form and the request letter. For public schools: (a) the Division Schools Superintendent / Principals' endorsement to conduct the study to the non-teaching personnel, (b) the Department Chairperson

/ Head who still provide consent in administering the instruments and the (c) Non-teaching personnel participants who likewise received the consent form and the request letter. Upon the consent of the school authorities, date for the filling of the consent form as well as test administration were arranged.

However, since it was not possible for the researcher to administer the instruments to all the participants simultaneously, test administration was done per office/unit. The researcher used a separate area where all non-teaching personnel were met to ensure safety and protection. Participants who were not available during the day of the administration were scheduled for another testing schedule. Before the formal administration of the test, the consent form was explained thoroughly to the non-teaching personnel. Part of the things that was emphasized to the respondents are the following: nature of the study, what the participants are required to do so that things will be cleared, the confidentiality of the information, the benefit that they will reap after taking part in the study, and the foreseeable risk of participation. It was clarified to the participants that taking part in the said study is voluntary. They know that if they opt to withdraw their participation at any point in time, they are free to do so. The researcher made clear to the participants that there is no cost incurred as a participant and, no one involved in this study will be compensated in any way. Upon committing to be one of the participants of the study, they were encouraged to fill out and sign the said consent form.

Selected participants who should be part of the interview opted not to be interviewed for the reason that their conforming school supervisors or heads did not allow them to be interviewed. Others are not comfortable being interviewed and being recorded. To make way for the issue of confidentiality and time, the researcher offered the selected participants to answer a structured four-item open ended questionnaire instead. In this regard, one hundred seven (25%) non-teaching

personnel gave their consent to the researcher to proceed with the administration of the said questionnaire. With this, the purpose of the researcher to enrich the output of the study through the subjective insight of the participants was still achieved through the open-ended questionnaire that the participants took time to answer in lieu of an interview.

After seeking permission and consent from school authorities and research participants, administration of test was conducted to those participants who gave their informed consent to be part of the study. The administration of instruments was done from February 15 to April 10, 2019. Test administration was conducted during the free and common time of the non-teaching personnel so that their job will not be interrupted. They were gathered together in one venue for the administration of tools and questionnaire and to facilitate focus and attention while answering. There were times when testing was done in batches to accommodate those participants who cannot make it for the agreed testing time. Gathering the participants in one venue ensured safety of the participants as well as of the researcher. This type of setting also poses conduciveness for a thorough understanding of the nature of the study. Before the administration proper of the tools and questionnaire, the researcher reiterated to the participants the nature of the research. The researcher stressed the objectives of the research which is to examine the relationship between the psychological flow factors and the four achievement goal orientations, specifically among the non-teaching personnel who met the criteria set by the researcher. With this, the researcher ensured the participants that the data collection tools are free from any form of bias. The researcher explained to the participants what tools they will be asked to fill out and how much time each tool and questionnaire will take them to finish.

The self-report inventories took around 20 to 30 minutes to finish. The respondents answered first the Demographic Questionnaire followed by the Flow State Scale and the 2 x 2

Framework of Achievement Goals for a Work Domain Scale. The researcher made certain to the participants that proper disposal of the tool and questionnaire will be done by the researcher after these materials are encoded and interpreted by the researcher to safeguard the participant's personal information. Administration of a structured four-item open ended questionnaire was facilitated by the researcher to selected participants. The researcher emphasized that personal information, especially the names of the participants will not be included and any identifying information will not be associated in any part of the written report. Stating the names of the participants in the tools is optional.

After the test administration, the instruments were encoded, scored and interpreted. To facilitate the interpretation of the Flow State Scale and 2 x 2 Framework of Achievement Goals for a Work Domain Scale, the scores were encoded on excel spreadsheet for easy collection of total scores. Data results from the excel spreadsheet were transferred to SPSS for interpretation and were used as the basis of the researcher for the construction of a projected intervention program. The aforementioned intervention program will be validated by preferred and chosen professionals in the field of Guidance and Counseling. As soon as the said program has been approved, a hardcopy of the intervention program will be shared to all contributing schools or institutions through their corresponding school administrators. The hardcopy will be endorsed personally by the researcher to the public and private schools' administrators to guarantee that copies will be received personally. The outcomes of the study that may seem unclear or incomprehensible among the respondents will be clarified and discussed thoroughly with the concerned individuals. This will also give them an opportunity to inquire questions concerning the execution of the aforementioned intervention program.

## Data Analysis Procedure

The data that were collected in this research were examined to answer the questions specified in Chapter 1. Quantitative data were studied through the usage of the statistical program, Statistical Package for Social Sciences (SPSS 27).

The following statistical treatments were utilized to provide connotation to the information collected from the respondents:

**a. *Percentage*** – refers to the ratio of the whole expressed in percentage. This was used to describe the demographic profile of the non-teaching personnel.

**b. *Weighted Mean (X)*** – A measure of central tendency and a point at which a source cluster. This measure was utilized to obtain a single number representing all the respondents in terms of the demographic characteristic of age and years of service as well as in the primary variables of the study.

**c. *Standard Deviation*** – is defined as the square root of variance. This statistical tool measures how widely spread the primary variables are in this study

**d. *Pearson's Product Moment Correlation*** – was employed to determine the strength and direction of the relationship among primary variables. Interpretation of the Pearson's  $r$  will be based on Cohen (1988): small  $r = .10$  to  $.29$ ; medium  $r = .30$  to  $.49$ ; and large  $r = .50$  to  $1.0$ .

**e. *Multiple Regression*** – is defined as a predictive analysis that is used to explain the relationship between one continuous dependent variable and two or more independent variables. In the present study, it was used to decide which among the nine dimensions of psychological flow (challenge-skill balance, action-awareness merging, clear goals, unambiguous feedback, concentration, control, loss of self-consciousness, transformation of time, autotelic experience) are predictors of

achievement goal orientation (mastery-approach, mastery-avoidance, performance-approach and performance-avoidance.)

The responses in the structured questionnaire gathered from the carefully chosen respondents were examined through content analysis. The researcher quantified and inspected the presence, meaning, and relationships of those words and concept, and made extrapolations about the messages within the text, the writer, the audience or even the culture and time of which these are a part.

The suggestion of an intervention program for non-teaching personnel will be based on the outcome of the Flow State Scale (FSS) and the 2 x 2 Framework of Achievement Goals for a Work Domain Scale altogether together with the additional support of the data gathered from the responses from the questionnaire administered to selected participants.

### **Potential Ethical Issues**

In order to ensure the proper and decent administration of the test to subjects/participants, this study employed the general ethical principles applied for research for human subjects/participants as stated in the Belmont Report (1979) as cited by Msalganik (2016): *Respect for Persons (Autonomy), Respect for Beneficence and Respect for Justice.*

The foundation of protecting autonomy is through the use of an informed consent process, whereby a researcher provides a potential research participant with full disclosure about the nature of the study, the risks, benefits and alternatives, and an extended opportunity to ask questions before deciding whether or not to participate.

The researcher obtained informed consent from each research participant before proceeding with the test administration. The informed consent was in the form of writing and

contains the full information of the nature and purpose of the research, the procedures to be used, the expected benefits to the participant and the potential of reasonably foreseeable risk, stresses and discomforts, and alternatives in participating in the research. There is a statement that describes procedures in place to ensure the confidentiality of data and anonymity of the participant. The researcher made sure to protect the subjects' privacy and confidentiality by working on mechanisms in place to prevent the disclosure of, or unauthorized access to data that can be linked to the subject's/participant's individual identity. The document made it clear whom to contact with questions about the study and respondents' rights.

The research participants were given the opportunity to ask questions after reading the consent to ensure the understanding of the document. The researcher made sure that the participation of the subject is voluntary and free of any coercion.

The research respondent authorized his/her participation in the research study, preferably in writing through the participant's signature on the consent form. The participant's signature is the only thing linking the subject to the study.

An assessment of risk/benefit was done by the researcher in order to ensure the Right for Beneficence of the respondents. This was done by using the Rid and Wendler's Guidance for Risk and Benefit Assessment which focuses on proving whether the study is scientifically sound, if the interventions to be given can be of help in achieving the goal set, weighing the probable risk and benefit of the study to the participants based on the data at hand as well their own characteristics.

The principle of Right to Justice was executed by ensuring the respondents that the research that they will undergo will relate to the problems that they are experiencing and that they will be the one to reap the benefits after the research is conducted.

## **CHAPTER III**

### **RESULTS AND DISCUSSION**

#### **Results and Discussion**

The information collected through the research instruments are showed, examined and discussed in this chapter so as to answer the questions raised in the statement of the problem in Chapter 1. Additionally, this part shows the clarification and explanation of the results collected from the outcomes of the study. Results were conferred and are associated with further prevailing literatures and pertinent outcomes from the follow-up four-item open-ended questionnaire completed by the researcher to support and augment the information.

Employees experience flow at work when the environment provides them with challenges that meet their highest abilities (Csikszentmihalyi, 2004). Thus, a work activity must provide opportunities for an employee's skills to be used and refined to the utmost (Demerouti, 2006); however, to continue providing a flow experience, activities must constantly be re-created (Ceja & Navarro, 2011; Csikszentmihalyi, 1990). In addition, Salanova et al. (2006) found that those employees with high beliefs in their skills experienced flow at work more frequently than those with low beliefs in their skills. Moreover, Ceja and Navarro (2011) found out that flow at work presents a high degree of within-individual variability; high levels of flow are associated with chaos, and different dimensions of flow are associated with the emergence of different dynamic patterns.

The first research question would like to describe the psychological flow and achievement goal orientation of the non-teaching personnel. The psychological flow components were measured through the use of the Flow State Scale while the achievement goal orientation of the

participants was measured through the use of the 2 x 2 Framework of Achievement Goals for a Work Domain.

Descriptive statistics were applied to give information on the respondent's performance on the nine components of psychological flow as shown in Tables 5, 6, 7, 8 and 9. The achievement goal orientation of respondents per dimension is presented in Tables 10, 11, 12, 13 and 14.

Table 5

*Overall Mean, Standard Deviation and Score range of the Psychological Flow of Non-Teaching Personnel*

| <b>Variable</b>     | <b>N</b>   | <b>Mean</b>  | <b>SD</b>   | <b>Min</b>   | <b>Max</b>   |
|---------------------|------------|--------------|-------------|--------------|--------------|
| CS                  | 428        | 17.61        | 1.13        | 16           | 20           |
| AA                  | 428        | 17.20        | 1.08        | 16           | 19           |
| CG                  | 428        | 19.40        | 0.67        | 18           | 20           |
| UF                  | 428        | 17.40        | 1.28        | 15           | 19           |
| CT                  | 428        | 16.10        | 1.22        | 14           | 18           |
| SC                  | 428        | 17.71        | 1.35        | 16           | 20           |
| LS                  | 428        | 15.21        | 1.40        | 13           | 18           |
| TT                  | 428        | 16.61        | 1.11        | 15           | 18           |
| AE                  | 428        | 18.50        | 0.81        | 17           | 20           |
| <b>Overall Flow</b> | <b>428</b> | <b>17.30</b> | <b>0.43</b> | <b>16.56</b> | <b>18.00</b> |

*Legend: Challenge-Skill Balance – CS; Action-Awareness Merging – AA; Clear Goals – CG; Unambiguous Feedback – UF; Concentration on Task at Hand – CT; Sense of Control – SC; Loss of Self-consciousness – LS; Transformation of Time – TT; and Autotelic Experience – AE*  
*Interpretation of Mean Scores: 0-13 = Low, 13.01-17.99= Average, 18 – 20 = High*

Table 5 presents the overall mean, standard deviation, and score range for each psychological flow component. The overall psychological flow of the non-teaching personnel fall on the “average to high” level though typically fall on the average than high level ( $x = 17.30$ ).

The FSS was utilized to measure the peak psychological experience of flow which is an involvement concerning total absorption in the task at hand. The FSS brief manual emphasized

that a score of 13 or less may designate a lower or even a no risk of undergoing psychological flow. Nevertheless, a score of 18 or more may connote a high level of risk in psychological flow. Based on the results, there was no psychological flow dimension that ranged from 0 to 13. Therefore, a lower risk of undergoing psychological flow was not present.

Meanwhile, seven of the nine dimensions of psychological flow of the respondents implied a moderate risk of experiencing psychological flow. These are challenge-skill balance that ranged from 16 to 20 with a mean of 17.61 and a standard deviation of 1.13; action-awareness merging that ranged from 16 to 19 with a mean of 17.20 and a standard deviation of 1.08; unambiguous feedback that ranged from 15 to 19 with a mean of 17.40 and a standard deviation of 1.28; concentration on task at hand that ranged from 14 to 18 with a mean of 16.10 and a standard deviation of 1.22; sense of control that ranged from 16 to 20 with a mean of 17.71 and a standard deviation of 1.35; loss of self-consciousness that ranged from 13 to 18 with a mean of 15.21 and obtained the highest standard deviation of 1.40; and transformation of time that ranged from 15 to 18 with a mean of 16.61 and a standard deviation of 1.11. On the other hand, the autotelic experience of the respondents ranged from 17 to 20 with a mean of 18.50 and a standard deviation of 0.81 and the clear goals that ranged from 18 to 20 which gained the highest mean of 19.40 and a standard deviation of 0.67 indicating a high risk of experiencing the psychological flow.

The low standard deviation from the mean scores, which arrays from 0.67 – 1.40, reveals that the psychological flow scores are very close in value to the mean. The outcome further specified a moderate to high risk of experiencing psychological flow. A score above 18 implies a higher risk level of being fully immersed in a feeling of enthusiastic concentration, full engrossment and satisfaction in the course of the work. Conversely, lower scores or scores below 13 indicates a feeling of not completely engrossed and unhappiness in the course of the work.

Table 6

*Overall Mean, Standard Deviation and Score range of the Psychological Flow of Male and Female Non-Teaching Personnel*

| <b>Variable</b>     | <b>N</b>   | <b>Mean</b>    | <b>SD</b>   | <b>Min</b>   | <b>Max</b>   |
|---------------------|------------|----------------|-------------|--------------|--------------|
| Male                | 197        | 17.2984        | 0.44        | 16.56        | 18.00        |
| Female              | 231        | 17.3064        | 0.42        | 16.56        | 18.00        |
| <b>Overall Flow</b> | <b>428</b> | <b>17.3027</b> | <b>0.43</b> | <b>16.56</b> | <b>18.00</b> |

*Legend: Interpretation of Mean Scores: 0-13 = Low, 13.01-17.99= Average, 18 – 20 = High*

Table 6 shows the overall mean, standard deviation, and score range for each psychological flow component of male and female non-teaching personnel separately. The overall mean score ( $x = 17.3027$ ) of both male ( $x = 17.2984$ ) and female ( $x = 17.3064$ ) fall on the “average to high” level. This means that there was a moderate risk level of being fully immersed in a feeling of enthusiastic concentration, full engrossment and satisfaction in the course of the work.

Table 7

*Mean, Standard Deviation and Score range of the Psychological Flow of Male Non-Teaching Personnel (Public and Private)*

| <b>Variable</b> | <b>Male Public Non-Teaching Personnel</b> |             |           |            |            | <b>Male Private Non-Teaching Personnel</b> |             |           |            |            |
|-----------------|-------------------------------------------|-------------|-----------|------------|------------|--------------------------------------------|-------------|-----------|------------|------------|
|                 | <b>N</b>                                  | <b>Mean</b> | <b>SD</b> | <b>Min</b> | <b>Max</b> | <b>N</b>                                   | <b>Mean</b> | <b>SD</b> | <b>Min</b> | <b>Max</b> |
| Overall Flow    | 91                                        | 17.29       | 0.44      | 16.56      | 18.00      | 106                                        | 17.30       | 0.44      | 16.56      | 18.00      |

*Legend: Interpretation of Mean Scores: 0-13 = Low, 13.01-17.99= Average, 18 – 20 = High*

Table 7 presents the overall mean, standard deviation, and score range for each psychological flow component of public and private male non-teaching personnel separately. The overall mean score of both male public non-teaching personnel ( $x = 17.29$ ) and male private non-teaching personnel ( $x = 17.30$ ) fall on the “average to high” level. This means that male non-teaching personnel, both from public and private schools, have a moderate risk level of being fully

immersed in a feeling of enthusiastic concentration, full engrossment and satisfaction in the course of the work.

Table 8

*Mean, Standard Deviation and Score range of the Psychological Flow of Female Non-Teaching Personnel (Public and Private)*

| Variable     | Female Public Non-Teaching Personnel |       |      |       |       | Female Private Non-Teaching Personnel |       |      |       |       |
|--------------|--------------------------------------|-------|------|-------|-------|---------------------------------------|-------|------|-------|-------|
|              | N                                    | Mean  | SD   | Min   | Max   | N                                     | Mean  | SD   | Min   | Max   |
| Overall Flow | 107                                  | 17.29 | 0.44 | 16.56 | 18.00 | 124                                   | 17.31 | 0.41 | 16.56 | 18.00 |

*Legend: Interpretation of Mean Scores: 0-13 = Low, 13.01-17.99= Average, 18 – 20 = High*

Table 8 further displays the overall mean, standard deviation, and score range for each psychological flow component of public and private female non-teaching personnel separately. The overall mean score of both female public non-teaching personnel ( $\bar{x} = 17.29$ ) and female private non-teaching personnel ( $\bar{x} = 17.31$ ) fall on the “average to high” level. This means that female non-teaching personnel, both from public and private schools, have a moderate risk level of being fully immersed in a feeling of enthusiastic concentration, full engrossment and satisfaction in the course of the work.

Table 9

*Overall Frequency and Percentage Distribution According to Level of Challenge-Skill Balance (CS), Action-Awareness Merging (AA), Clear Goals (CG), Unambiguous Feedback (UF), Concentration on Task at Hand (CT), Sense of Control (SC), Loss of Self-consciousness (LS), Transformation of Time (TT) and Autotelic Experience (AE)*

|    | <b>Low</b> |      | <b>Average</b> |       | <b>High</b> |       |
|----|------------|------|----------------|-------|-------------|-------|
|    | f          | %    | f              | %     | F           | %     |
| CS | 0          | 0    | 255            | 59.58 | 173         | 40.42 |
| AA | 0          | 0    | 215            | 50.23 | 213         | 49.77 |
| CG | 0          | 0    | 0              | 0     | 428         | 100   |
| UF | 0          | 0    | 256            | 59.81 | 172         | 40.19 |
| CT | 0          | 0    | 385            | 89.95 | 43          | 10.05 |
| SC | 0          | 0    | 170            | 39.72 | 258         | 60.28 |
| LS | 42         | 9.81 | 343            | 80.14 | 43          | 10.05 |
| TT | 0          | 0    | 299            | 69.86 | 129         | 30.14 |
| AE | 0          | 0    | 43             | 10.05 | 385         | 89.95 |

*Legend: Interpretation of scores: 0-13 = Low, 14-17= Average, 18 – 20 = High*

Table 9 further designates the frequency and percentage distribution of scores of the psychological flow components per level. Majority of the respondents fall on the “average to high” level though typically fall on the average than high level. In challenge-skill balance, 255 respondents or 59.58% experienced an average level of challenge-skill balance, while 173 respondents or 40.42% is at a high level. Two hundred fifteen respondents fall under the average level while 213 respondents are in the high level of experiencing action-awareness merging. Two hundred fifty-six respondents or 59.81% experienced an average level of unambiguous feedback, while 172 respondents or 40.19% is at a high level. Three hundred eighty-five respondents fall under the average level while 43 respondents are in the high level of experiencing concentration on task at hand. Two hundred ninety-nine respondents or 69.86% experienced an average level of transformation of time, while 129 or 30.14% of them is at high level. Lastly, though majority of the respondents fall under the average level of loss of self-consciousness with 343 respondents

or 80.14%, it is the only psychological flow dimension that obtained a low level with 42 respondents or 9.81% of the whole population. Meanwhile, 43 respondents or 10.05% experienced a high level of loss of self-consciousness.

On the other hand, three of the nine psychological flow dimensions, though also fall under the “average to high” level, fall under the high than average level. Two hundred fifty-eight respondents or 60.28% experienced a high level of sense of control, while 170 respondents or 39.72% is at an average level. Three hundred eighty-five respondents fall under the high level and 43 respondents are in the average level of undergoing autotelic experience. Lastly, 428 respondents or 100% of them are experiencing a high level of clear goals.

Kowal and Fortier (1999) mentioned that psychological flow has emerged from the field of Positive Psychology and has been employed to the aspects of sport, leisure, work and school. Certain researchers have explored how psychological flow is being encountered by individuals (Jackson, 2012). Mostly, people undergoing psychological flow score highly on aspects of autotelic experience, unambiguous feedback, clear goals, challenge-skill balance, concentration on the task at hand, and action-awareness merging, while the scopes of time transformation and loss of self-consciousness are not predominant (Bernier, Thienot, Codron, & Fournier, 2009).

Aube et al. (2014) revealed that for a person to undergo psychological flow, he or she should uphold skills that are similar to the challenge. The study of Engeser and Rheinberg (2008) supports these results. When challenge and skills are in the average level or balanced, people feel challenged as well as self-assured that the whole thing is underneath control and at the same time might undergo one of the features of psychological flow (Ceja & Navarro, 2011). Consequently, balance amongst challenges and skills must direct to psychological flow (Csikszentmihalyi, 1975). In the dimension of action-awareness merging, Csikszentmihalyi (2000) specified that it

designates engrossment in a task which is profound that people are concentrated solely on what they are undertaking. Based on the results showed, Swann's study in 2012 supplements the average to high level of action-awareness merging of the respondents since it displays that they turn out to be totally engrossed in what they are undertaking and a diminutive consciousness of the character.

People should take a clear knowledge and familiarity regarding the things that need to be accomplished. While a task might totally progress headed for a higher goal, it is determined by the advanced understanding of the succeeding minor goal (Jackson & Marsh, 1996). Procci, Singer, Levy, and Bowers (2012) supplement the result of this study as they revealed that clear goals offer organization as well as motivation if a person have high clear goals. They have the understanding of the whole intentions or goals, and they discern what to attempt for. On the other hand, Csikszentmihalyi (2000) stated that people have direct and clear feedback concerning their activities, permitting them to distinguish if they are attaining their goals or not. Fullagar and Kelloway (2009) indicated that a task gives clear, instantaneous or direct and unambiguous feedback which notifies people regarding their development in the direction of goals. Average to high level of immediate or unambiguous feedback is required to withstand psychological flow and could be due to the individual's personal activities or environmental signs (Baker & MacDonald, 2013).

Concentration on task at hand pertains to a state of being completely engrossed on the task at hand without distractions or extraneous opinions and influences (Aube et al., 2014). Strumpfer (2003) also mentioned that when an individual is undertaking psychological flow, the engrossment in the task is consequently difficult wherein no excess consideration left for provocations extraneous to the task. This augments the results of this study since most of the respondents have fallen under the "average to high" level. Fullagar and Kelloway (2009) revealed in their study that

this dimension of psychological flow is the high mark or degree of engrossment with concentration on a task when attention and drives are intricately absorbed on the activity and a nonappearance of distraction is apparent. Procci et al. (2012) stated that concentration on task at hand designates the psychological flow aspect because once in the flow, people are engrossed, completely taken in what they are seeing, and effortlessly tuning out the entirety of disturbances. On the other hand, Aube et al. (2014) stated in his study that people who undergo psychological flow cited that the prospect of deterioration is not existing in their mind. Almost 60.28% of the respondents have fallen under the high level of sense of control. When experiencing high level of sense of control, people tend to be in control of their situation for the reason that they already uphold the expertise and wanted to conquer the challenge (Rogatko, 2009). Moreover, Baker & MacDonald (2013) declared that when people undergo a high level of sense of control, they encounter a sagacity of enabling with no concepts of letdown.

In the part of loss of self-consciousness, certain studies revealed that it signifies an absence of worry or concern regarding self since people's consciousness of themselves and social assessment is diminished (Swann et al., 2012). Though the results of this study display a diverse score in the different levels of self-consciousness, Fullagar and Kelloway (2009) emphasized that once a person is already in this dimension of psychological flow, regardless of its level, he or she turns out to be one with the task and is not worried of the verdict of other people since all apprehension for self dissolves. Conversely, Aube et al. (2014) said that time transformation, as the eighth dimension of psychological flow, links to the circumstance that the concept of time is changed when people experience it. Furthermore, Baker and MacDonald's research in 2013 supports this result since a higher-level sense of time empowers a person to be present in an activity provided that it is essential. Lastly, the self-goal or the autotelic experience that designates people

to be more engrossed on the progression of the task on the culminating outcome or somewhat extrinsic benefit (Csikszentmihalyi, 1988). Asakawa (2010) stated that as long as an individual fall in an “average to high” level of autotelic experience, an encouraged aspect of positive mark which could make the task essentially inspiring and satisfying transpires. In fact, it can make the activity more pleasurable in itself (de Manzano et al., 2010). Autotelic experience is the culminating goal of the psychological flow state and becomes the outcome of a task or condition that generates its personal basic drive, rewards, or motivations deprived of somewhat outside goals or rewards (Procci et al., 2012). Lastly, the high level obtained by the respondents regarding this flow dimension elucidates why people desire to be involved in activity once more since it is fundamentally inspiring and gratifying to do so (Csikszentmihalyi, 1990).

Table 10

*Overall Mean, Standard Deviation and Score range of the Achievement Goal Orientation of Non-Teaching Personnel*

| <b>Variable</b>                  | <b>N</b>   | <b>Mean</b>  | <b>SD</b>   | <b>Min</b>   | <b>Max</b>   |
|----------------------------------|------------|--------------|-------------|--------------|--------------|
| MAv                              | 428        | 25.80        | 0.98        | 24           | 28           |
| MAp                              | 428        | 27.30        | 0.46        | 27           | 28           |
| PAP                              | 428        | 27.21        | 0.87        | 26           | 28           |
| PAv                              | 428        | 26.30        | 0.64        | 25           | 27           |
| <b>Overall Achievement Goals</b> | <b>428</b> | <b>26.64</b> | <b>0.42</b> | <b>25.75</b> | <b>27.25</b> |

*Legend: Mastery Avoidance – MAv; Mastery Approach – MAP; Performance Approach – PAP; and Performance Avoidance – PAV*

*Interpretation of Mean Scores: 0-22 = Low, 22.01-25.99= Average, 26.00 – 28 = High*

Table 10 presents the overall mean, standard deviation, and score range for each achievement goal orientation for work domain component. The overall achievement goals of the non-teaching personnel fall under the “average to high” level though typically on the high than average level ( $x = 26.64$ ).

The 2 x 2 Framework of Achievement Goals for a Work Domain was used to measure the approach and avoidance goals of the respondents. Its manual stressed that a score of 22 or less may specify a lower or even a no risk of attaining achievement goals. On the other hand, a score of 26 or more may indicate a high level of risk in attaining achievement goals. Based on the results, there was no achievement goal dimension that ranged from 0 to 22 (for low level) and 23 to 25 (for moderate level). Therefore, a lower and moderate risks of attaining achievement goals were not present.

Meanwhile, all of the achievement goal dimensions of the respondents have indicated a high risk of attaining achievement goals for a work domain. The mastery avoidance that ranged from 24 to 28 with a mean of 25.80 and obtained the highest standard deviation of 0.98; mastery approach that ranged from 27 to 28 with the highest mean of 27.30 and a standard deviation of 0.46; performance approach that ranged from 26 to 28 with a mean of 27.21 and a standard deviation of 0.87; and performance avoidance that ranged from 25 to 27 with a mean of 26.30 and a standard deviation of 0.64 verify the high risk of attaining achievement goals for a work domain of the respondents.

The low standard deviation from the mean scores, which arrays from 0.46 – .98, reveals that the achievement goal orientation scores are very close in value to the mean. The outcome further specified a high risk of attaining achievement goals for a work domain. A score above 26 implies a higher risk level of pursuing success and avoiding failure at work. Conversely, lower scores or scores below 22 indicates a lower risk level of pursuing success and avoiding failure at work.

Table 11

*Overall Mean, Standard Deviation and Score range of the Achievement Goals of Male and Female Non-Teaching Personnel*

| Variable                         | N          | Mean           | SD          | Min          | Max          |
|----------------------------------|------------|----------------|-------------|--------------|--------------|
| Male                             | 197        | 26.6447        | 0.42        | 25.75        | 27.25        |
| Female                           | 231        | 26.6537        | 0.42        | 25.75        | 27.25        |
| <b>Overall Achievement Goals</b> | <b>428</b> | <b>26.6495</b> | <b>0.42</b> | <b>25.75</b> | <b>27.25</b> |

*Legend: Interpretation of Mean Scores: 0-22 = Low, 22.01-25.99= Average, 26.00 – 28 = High*

Table 11 shows the overall mean, standard deviation, and score range for each achievement goal component of male and female non-teaching personnel separately. The overall mean score ( $x = 26.6495$ ) of both male ( $x = 26.6447$ ) and female ( $x = 26.6537$ ) fall on the “high” level. This means that there was a high-risk level of attaining achievement goals for a work domain.

Table 12

*Mean, Standard Deviation and Score range of the Achievement Goals of Male Non-Teaching Personnel (Public and Private)*

| Male Public Non-Teaching Personnel |    |       |      |       |       | Male Private Non-Teaching Personnel |       |      |       |       |
|------------------------------------|----|-------|------|-------|-------|-------------------------------------|-------|------|-------|-------|
| Variable                           | N  | Mean  | SD   | Min   | Max   | N                                   | Mean  | SD   | Min   | Max   |
| <b>Overall Achievement Goals</b>   | 91 | 26.64 | 0.42 | 25.75 | 27.25 | 106                                 | 26.64 | 0.42 | 25.75 | 27.25 |

*Legend: Interpretation of Mean Scores: 0-22 = Low, 22.01-25.99= Average, 26.00 – 28 = High*

Table 12 presents the overall mean, standard deviation, and score range for each achievement goal component of public and private male non-teaching personnel separately. The overall mean score of both male public non-teaching personnel ( $x = 26.64$ ) and male private non-teaching personnel ( $x = 26.64$ ) fall on the “high” level. This means that male non-teaching

personnel, both from public and private schools, have a high-risk level of attaining achievement goals for a work domain.

Table 13

*Mean, Standard Deviation and Score range of the Achievement Goals of Female Non-Teaching Personnel (Public and Private)*

| Variable                         | Female Public Non-Teaching Personnel |       |      |       |       | Female Private Non-Teaching Personnel |       |      |       |       |
|----------------------------------|--------------------------------------|-------|------|-------|-------|---------------------------------------|-------|------|-------|-------|
|                                  | N                                    | Mean  | SD   | Min   | Max   | N                                     | Mean  | SD   | Min   | Max   |
| <b>Overall Achievement Goals</b> | 107                                  | 26.66 | 0.41 | 25.75 | 27.25 | 124                                   | 26.64 | 0.43 | 25.75 | 27.25 |

*Legend: Interpretation of Mean Scores: 0-22 = Low, 22.01-25.99= Average, 26.00 – 28 = High*

Table 13 further displays the overall mean, standard deviation, and score range for each achievement goal component of public and private female non-teaching personnel separately. The overall mean score of both female public non-teaching personnel ( $x = 26.66$ ) and female private non-teaching personnel ( $x = 26.64$ ) fall on the “high” level. This means that female non-teaching personnel, both from public and private schools, have a high-risk level of attaining achievement goals for a work domain.

Table 14

*Overall Frequency and Percentage Distribution According to Level of Mastery Avoidance (MAv), Mastery Approach (MAp), Performance Approach (PAp) and Performance Avoidance (PAv)*

|     | Low |   | Average |       | High |       |
|-----|-----|---|---------|-------|------|-------|
|     | f   | % | F       | %     | f    | %     |
| MAv | 0   | 0 | 129     | 30.14 | 299  | 69.86 |
| MAp | 0   | 0 | 0       | 0     | 428  | 100   |
| PAp | 0   | 0 | 0       | 0     | 428  | 100   |
| PAv | 0   | 0 | 43      | 10.05 | 385  | 89.95 |

*Legend: Interpretation of scores: 0-22 = Low, 23-25= Average, 26 – 28 = High*

Table 14 further describes the overall frequency and percentage distribution of scores of the achievement goal orientation components per level. Majority of the respondents fall under the “average to high” level though typically on the high than average level. All of the respondents (100%) are demonstrating mastery and performance approach goals. In other words, all of them are giving emphasis on pursuing success. Furthermore, 299 of respondents or 69.86% experienced a high level of mastery avoidance while 129 respondents or 30.14% is at the average level. Three hundred eighty-five respondents or 89.95% of them are in the high level and 43 respondents fall under the average level of attaining performance avoidance. This means that majority of the respondents avoid failure.

The abstract core of achievement goal orientation is competence (Elliot and McGregor, 2001). In fact, they mentioned that competence in orientation to a goal is likewise interpreted by the person as a necessary option or an adverse unwanted option. Hence, in observing achievement goal orientation, the worth of the goal as well as the capability to attain the goal must also be contemplated. The outcomes of the study as shown in the table above demonstrates that the achievement goal orientation of the respondents in all dimensions is highly evident. Ames and Archer (1988) described that individuals who obtained a high level of mastery approach orientation always desires to acquire knowledge and would overcome trials and intensify their level of competence. Furthermore, a high level of mastery approach tends to be positive predictors of satisfaction towards learning, confidence, and self-worth. At the same time, they were found to be negative predictors of monotony and annoyance (Pekrun, Maier and Elliot, 2006). Conversely, mastery avoidance believes that a person works to evade losing capabilities and skills in connection to previous stages of accomplishment (Elliot & Dweck, 2005). Elliot and McGregor

(2001) determined that this dimension of achievement goal orientation makes a person attempt to evade misinterpretation or being misinterpreted. Also, he attempts not to create any mistakes in any conditions. He attempts to attain a goal and not to fail to recall what he or she has acquired or attained in the previous task. In fact, an individual who has been considered to be perfectionist repeatedly manifests mastery avoidance goal orientation.

According to Dweck and Legett (1988), the performance approach comprises individuals who desire to display their personal dignity in connection with other people and search for fulfilling approaches. They added that once a person obtains an average to high level of performance approach, they are driven to acquire to attest their competence of capability. Pekrun, Elliot and Maier (2006) stated that performance approach goals were declared as positive predictors of self-importance, satisfaction of knowledge, and confidence. This has been linked with the want to triumph positive verdicts of other people (Dweck, 1999). Grant and Dweck (2003) mentioned that individuals with performance approach goal orientation desire to be well-improved than others. They have a tendency to associate themselves with other people's performance. This approach could be positive predictors of certain accomplishment in diverse conditions. On the other hand, Wolters (2004) stated that a person who desires to evade presence of seeing themselves useless, deficient in expertise, or being less than other people. It has similarly been described as predictors of worry, impossibility, and embarrassment (Pekrun et al., 2006). A person who has high performance avoidance goals does not desire to achieve poorly in any circumstances. Correspondingly, they are subtle to probable failures. Grant and Dweck (2003) cited that the probability of failures might limit their achievements. In addition, this approach might generate an openness to weakness after an undesirable criticism or setback.

The second research question intended to determine the relationship among the primary variables, to which the Pearson product-moment correlation was calculated as showed in Table 15.

Table 15

*Correlations between the Dimensions of Psychological Flow and Dimensions of Achievement Goal Orientation of All Non-Teaching Personnel*

| Variable            | MAv           | MAp            | PAp            | PAv            |
|---------------------|---------------|----------------|----------------|----------------|
| CS                  | 0.169**       | -0.170**       | 0.095*         | -0.092         |
| AA                  | -0.568**      | 0.080          | 0.069          | 0.578**        |
| CG                  | 0.084         | -0.395**       | -0.143**       | -0.046         |
| UF                  | -0.273**      | -0.214**       | -0.219**       | -0.278**       |
| CT                  | -0.385**      | -0.030         | 0.575**        | 0.345**        |
| SC                  | -0.272**      | 0.147**        | 0.475**        | 0.224**        |
| LS                  | -0.337**      | 0.218**        | 0.127**        | -0.175**       |
| TT                  | 0.026         | 0.241**        | 0.699**        | 0.169**        |
| AE                  | 0.380**       | -0.136**       | -0.566**       | 0.288**        |
| <b>Overall Flow</b> | <b>-0.005</b> | <b>0.433**</b> | <b>0.423**</b> | <b>0.264**</b> |

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

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

Pearson product-moment correlation results in Table 15 display some significant correlations among the primary variables. First, mastery avoidance goals were positively correlated to challenge-skill balance ( $r = 0.169$ ,  $p < .01$ ) and moderately positively correlated to autotelic experience ( $r = 0.380$ ,  $p < .01$ ), signifying that as the level of challenge-skill balance or autotelic experience increases, the level of mastery avoidance goal also increases. On the other hand, they were highly negatively correlated to action-awareness merging ( $r = -0.568$ ,  $p < .01$ ); moderately negatively correlated to concentration on task at hand ( $r = -0.385$ ,  $p < .01$ ) and loss of self-consciousness ( $r = -0.337$ ,  $p < .01$ ); and lastly, negatively correlated to unambiguous feedback ( $r = -0.273$ ,  $p < .01$ ) and sense of control ( $r = -0.272$ ,  $p < .01$ ), telling that as the level of action-awareness merging, unambiguous feedback, concentration on task at hand, sense of control and

loss of self-consciousness increases, the level of mastery avoidance goal decreases. In general, mastery avoidance goals were not significantly correlated to psychological flow ( $r = -0.005$ ).

Second, mastery approach goals were positively correlated to sense of control ( $r = 0.147$ ,  $p < .01$ ), loss of self-consciousness ( $r = 0.218$ ,  $p < .01$ ), time transformation ( $r = 0.241$ ,  $p < .01$ ) and autotelic experience ( $r = 0.136$ ,  $p < .01$ ), signifying that as the level of sense of control, loss of self-consciousness, time transformation and autotelic experience increases, the level of mastery approach goal also increases. In contrast, they were negatively correlated to challenge-skill balance ( $r = -0.170$ ,  $p < .01$ ), unambiguous feedback ( $r = -0.214$ ,  $p < .01$ ) and autotelic experience ( $r = -0.136$ ,  $p < .01$ ); and lastly, moderately negatively correlated to clear goals ( $r = -0.395$ ,  $p < .01$ ), telling that as the level of challenge-skill balance, unambiguous feedback and autotelic experience increases, the level of mastery approach goal decreases. Overall, mastery approach goals were moderately positively correlated to psychological flow ( $r = 0.433$ ,  $p < .01$ ).

Third, the performance approach goals were positively correlated to challenge-skill balance ( $r = 0.095$ ,  $p < .05$ ) and loss of self-consciousness ( $r = 0.127$ ,  $p < .01$ ); moderately positively correlated to sense of control ( $r = 0.475$ ,  $p < .01$ ); and highly positively correlated to concentration on task at hand ( $r = 0.575$ ,  $p < .01$ ) and time transformation ( $r = 0.699$ ,  $p < .01$ ), indicating that as the level of challenge-skill balance, loss of self-consciousness, sense of control, concentration on task at hand and time transformation increases, the level of performance approach goal also increases. On the other hand, they were highly negatively correlated to autotelic experience ( $r = -0.566$ ,  $p < .01$ ) and moderately negatively correlated to clear goals ( $r = -0.143$ ,  $p < .01$ ) and unambiguous feedback ( $r = -0.219$ ,  $p < .01$ ), telling that as the level of clear goals, unambiguous feedback and autotelic experience increases, the level of performance approach goal decreases. At

large, performance approach goals were moderately positively correlated with psychological flow ( $r = 0.423, p < .01$ ).

Lastly, the performance avoidance goals were highly positively correlated with action-awareness merging ( $r = 0.578, p < .01$ ); moderately positively correlated to concentration on task at hand ( $r = 0.345, p < .01$ ); and positively correlated to sense of control ( $r = 0.224, p < .01$ ), time transformation ( $r = 0.169, p < .01$ ) and autotelic experience ( $r = 0.288, p < .01$ ), signifying that as the level of action-awareness merging, concentration on task at hand, sense of control, time transformation and autotelic experience increases, the level of performance avoidance goal also increases. Conversely, they were negatively correlated to unambiguous feedback ( $r = -0.278, p < .01$ ) and loss of self-consciousness ( $r = -0.175, p < .01$ ), indicating that as the level of unambiguous feedback and loss of self-consciousness increases, the level of performance avoidance goal decreases. Overall, performance avoidance goals were positively correlated to psychological flow ( $r = 0.264, p < .01$ ).

The results in Table 9 were emphasized in the literature presented in Chapter 1. The present study did not find any significant correlation between mastery avoidance goals and overall psychological flow. However, expounding the specific dimensions of psychological flow, it displays a significant positive correlation with challenge-skill balance and autotelic experience and negative correlation with action-awareness merging, unambiguous feedback, concentration on task at hand, sense of control, and loss of self-consciousness. The result of this study was given emphasis by Michels (2015) that no significant relationship between the overall psychological flow and mastery avoidance goals amongst her students enrolled in Psychology class was found. Moreover, mastery avoidance goals were said to be significantly and negatively correlated with concentration disturbance and apprehension (Morris and Kavussanu, 2009) in connection to the

results of the present research in which mastery avoidance goals were negatively and moderately correlated with concentration on task at hand. However, certain researches contrasting the present results of the study. Michels (2015) further stated that only the unambiguous feedback dimension had a significant positive correlation with mastery avoidance goals among her Psychology class students. In addition, it was found out that mastery avoidance goals were significantly and positively correlated with enjoyment (Morris and Kavussanu, 2009). Adie, Duda, and Ntoumanis (2008) likewise specified that mastery avoidance goals of the athletes in their study were significantly and negatively correlated with well-being. Lastly, it was found out that mastery avoidance goals were unconnected to intrinsic drive (Wang, Liu, Lochbaum, and Stevenson, 2013).

A significant positive correlation between mastery approach goals and overall psychological flow experience was found in the current study. This result is aligned with the study directed by Jackson and Roberts (1992) wherein they have revealed a positive relationship among task-oriented goals and experiencing overall psychological flow. Furthermore, it was revealed that mastery approach goals were positively correlated with time transformation. This outcome was also inconsonance with the study of Adie, Duda, and Ntoumanis' (2008) wherein the participants' mastery approach goals were positively correlated with well-being and time. These goals significantly projected enjoyment then negatively foreseen concentration disturbance and apprehension (Morris and Kavussanu, 2009). Also, Wang, Liu, Lochbaum, and Stevenson (2013) stated that people who are high in mastery approach goals tend to be high in apparent skill, higher in incremental principles, and higher in intrinsic drive. There were significant positive correlations among having the mastery approach goals and undergoing seven of the nine psychological flow dimensions of students (Michels, 2015). However, based on the results of the current study, only

sense of control was given consistency since the other four psychological flow dimensions: challenge-skill balance, clear goals, unambiguous feedback and autotelic experience were significantly and negatively correlated with mastery approach goals. Stavrou, Psychountaki, Georgiadis, Karteroliotis, and Zervas (2015) determined task-involvement in athletes to be positively connected to six dimensions of psychological flow, specifically challenge-skill balance, clear goals, feedback, autotelic experience, concentration, and sense of control. Thus, this signifies support only to sense of control as well but again opposing to the other dimensions of flow based on the outcomes of the current research.

Performance approach goals and the overall psychological flow have displayed a significant positive correlation in this research study. The study of Michels (2015) supports the results as she argued that performance approach goals were positively correlated with the overall psychological flow experiences of the students. In addition, these goals were positively correlated with seven specific flow dimensions: time transformation, unambiguous feedback, challenge-skill balance, concentration on task at hand, clear goals, action-awareness merging, and sense of control. In the present research, four of these dimensions have significant positive correlations among performance approach goals in any single context. However, two of these dimensions were negatively correlated with performance approach goals in whichever context. Another study of Adie, Duda, and Ntoumanis (2008) regarding sport athletes' performance approach goals in connection with challenge and risk evaluations revealed that the performance approach goals were positively correlated with the aforementioned constructs. With this, it supports the result of the present study since performance approach goals were significantly positively correlated to challenge-skill balance. The study of Stavrou, Psychountaki, Georgiadis, Karteroliotis, and Zervas

(2015) was contrasting to these statements since they have cited that performance approach goals were not significantly connected to any construct or variable.

Lastly, performance avoidance goals were found to be significantly and positively correlated with the overall psychological flow experience of the respondents. The results of this study contradict the research done by Wang, Liu, Lochbaum, and Stevenson (2009) in which they have concluded that performance avoidance goals were negatively correlated with psychological flow and intrinsic motivation. Simultaneously, the results oppose the findings expressed by Adie, Duda, and Ntoumanis (2008) wherein performance avoidance goals were negatively associated with individuals' positive affect of flow.

Gender and type of school differences were likewise observed since exploratory analysis was made to find out if they matter. Results were shown in Table 16 and 17.

Table 16

*Correlations between the Dimensions of Psychological Flow and Dimensions of Achievement Goal Orientation of All Male and Female Non-Teaching Personnel*

| Variable          | Male Non-Teaching Personnel |                |                |                | Female Non-Teaching Personnel |                |                |                |
|-------------------|-----------------------------|----------------|----------------|----------------|-------------------------------|----------------|----------------|----------------|
|                   | MAv                         | MAp            | PAP            | PAv            | MAv                           | MAp            | PAP            | PAv            |
| CS                | 0.199**                     | -0.156*        | 0.095          | -0.111         | 0.145**                       | -0.181**       | 0.094          | -0.077         |
| AA                | -0.628**                    | 0.073          | 0.054          | 0.638**        | -0.515**                      | 0.085          | 0.082          | 0.526**        |
| CG                | 0.117                       | -0.403**       | -0.125         | -0.046         | 0.056                         | -0.389**       | -0.158**       | -0.046         |
| UF                | -0.256**                    | -0.198**       | -0.245**       | -0.264**       | -0.289**                      | -0.228**       | -0.196**       | -0.290**       |
| CT                | -0.401**                    | -0.061         | 0.635**        | 0.346**        | -0.371**                      | -0.004         | 0.524**        | 0.345**        |
| SC                | -0.272**                    | 0.142*         | 0.473*         | 0.219**        | -0.272**                      | 0.150*         | 0.476**        | 0.229**        |
| LS                | -0.339**                    | 0.213**        | 0.128          | -0.187**       | -0.335**                      | 0.222**        | 0.125          | -0.166*        |
| TT                | 0.014                       | 0.219**        | 0.702**        | 0.156*         | 0.037                         | 0.259**        | 0.697**        | 0.180**        |
| AE                | 0.378**                     | -0.135         | -0.564**       | 0.298**        | 0.381**                       | -0.136*        | -0.567**       | 0.280**        |
| <b>Total Flow</b> | <b>-0.016</b>               | <b>0.434**</b> | <b>0.425**</b> | <b>0.268**</b> | <b>0.005</b>                  | <b>0.433**</b> | <b>0.421**</b> | <b>0.261**</b> |

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

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

Table 16 presents some significant correlations among the primary variables. Three out of four dimensions of achievement goals have shown significant positive correlations with the overall psychological flow both for male and female: mastery approach goals were moderately correlated (male:  $r = 0.434$ ,  $p < .01$ ; female:  $r = 0.433$ ,  $p < .01$ ); performance approach goals were moderately correlated as well (male:  $r = 0.425$ ,  $p < .01$ ; female:  $r = 0.421$ ,  $p < .01$ ); and performance avoidance goals were significantly correlated (male:  $r = 0.268$ ,  $p < .01$ ; female:  $r = 0.261$ ,  $p < .01$ ), signifying that as the level of overall psychological flow increases, the level of mastery approach, performance approach and performance avoidance goals likewise increase. However, the mastery avoidance goals of both male and female were not significantly correlated to the overall psychological flow (male:  $r = -0.016$ ; female:  $r = 0.005$ ).

Expounding the dimensions of psychological flow, it was shown that the mastery avoidance goals of both male and female were significantly and positively correlated with challenge-skill balance (male:  $r = 0.199$ ,  $p < .01$ ; female:  $r = 0.145$ ,  $p < .01$ ) and autotelic experience (male:  $r = 0.378$ ,  $p < .01$ ; female:  $r = 0.381$ ,  $p < .01$ ), telling that as the level of challenge-skill balance or autotelic experience increases, the level of mastery avoidance goal also increases. Nevertheless, it was significantly and negatively correlated with action-awareness merging (male:  $r = -0.628$ ,  $p < .01$ ; female:  $r = -0.515$ ,  $p < .01$ ); unambiguous feedback (male:  $r = -0.256$ ,  $p < .01$ ; female:  $r = -0.289$ ,  $p < .01$ ); concentration on task at hand (male:  $r = -0.401$ ,  $p < .01$ ; female:  $r = -0.371$ ,  $p < .01$ ); sense of control (male:  $r = -0.272$ ,  $p < .01$ ; female:  $r = -0.272$ ,  $p < .01$ ); and loss of self-consciousness (male:  $r = -0.339$ ,  $p < .01$ ; female:  $r = -0.335$ ,  $p < .01$ ) signifying that as the level of action-awareness merging, unambiguous feedback, concentration on task at hand, sense of control or loss of self-consciousness increases, the level of mastery avoidance goal decreases.

The mastery approach goals of the respondents (both male and female) found to be significantly and positively correlated with sense of control (male:  $r = 0.142$ ,  $p < .05$ ; female:  $r = 0.150$ ,  $p < .05$ ); loss of self-consciousness (male:  $r = 0.213$ ,  $p < .01$ ; female:  $r = 0.222$ ,  $p < .01$ ); and transformation of time (male:  $r = 0.219$ ,  $p < .01$ ; female:  $r = 0.259$ ,  $p < .01$ ), showing that as the level of sense of control, loss of self-consciousness or transformation of time increases, the level of mastery performance goal also increases. Meanwhile, it was found significantly and negatively correlated with challenge-skill balance (male:  $r = -0.156$ ,  $p < .05$ ; female:  $r = -0.181$ ,  $p < .01$ ); clear goals (male:  $r = -0.403$ ,  $p < .01$ ; female:  $r = -0.389$ ,  $p < .01$ ); and unambiguous feedback (male:  $r = -0.198$ ,  $p < .01$ ; female:  $r = -0.228$ ,  $p < .01$ ), signifying that as the level of challenge-skill balance, clear goals, and unambiguous feedback increases, the level of mastery approach goal decreases. Moreover, only the mastery approach goals of the female respondents have displayed a significant negative correlation to the autotelic experience ( $r = -0.136$ ,  $p < .05$ ), suggesting that as the level of autotelic experience increases, the level of mastery approach goal decreases.

The performance approach goals of both male and female non-teaching personnel found to be significantly and positively correlated with concentration on task at hand (male:  $r = 0.635$ ,  $p < .01$ ; female:  $r = 0.524$ ,  $p < .01$ ); sense of control (male:  $r = 0.473$ ,  $p < .05$ ; female:  $r = 0.476$ ,  $p < .01$ ); and transformation of time (male:  $r = 0.702$ ,  $p < .01$ ; female:  $r = 0.697$ ,  $p < .01$ ), telling that as the level of concentration on task at hand, sense of control or transformation of time increases, the level of performance approach goal also increases. On the other hand, it was found significantly and negatively correlated with respondents' unambiguous feedback (male:  $r = -0.245$ ,  $p < .01$ ; female:  $r = -0.196$ ,  $p < .01$ ) and autotelic experience (male:  $r = -0.564$ ,  $p < .01$ ; female:  $r = -0.567$ ,  $p < .01$ ), signifying that as the level of unambiguous feedback and autotelic experience increases,

the level of performance approach goal decreases. Besides, only the performance approach goals of the female respondents have displayed a significant negative correlation to the clear goals ( $r = -0.158, p < .01$ ), suggesting that as the level of clear goals increases, the level of performance approach goal decreases.

Finally, the performance avoidance goals of both male and female participants were found to be significantly and positively correlated with action-awareness merging (male:  $r = 0.638, p < .01$ ; female:  $r = 0.526, p < .01$ ); concentration on task at hand (male:  $r = 0.346, p < .01$ ; female:  $r = 0.345, p < .01$ ); sense of control (male:  $r = 0.219, p < .01$ ; female:  $r = 0.229, p < .01$ ); transformation of time (male:  $r = 0.156, p < .05$ ; female:  $r = 0.180, p < .01$ ); and autotelic experience (male:  $r = 0.298, p < .01$ ; female:  $r = 0.280, p < .01$ ), telling that as the level of action-awareness merging, concentration on task at hand, sense of control, transformation of time or autotelic experience increases, the level of performance avoidance goal also increases. Whereas, it was found significantly and negatively correlated with unambiguous feedback (male:  $r = -0.264, p < .01$ ; female:  $r = -0.290, p < .01$ ) and loss of self-consciousness (male:  $r = -0.187, p < .01$ ; female:  $r = -0.166, p < .05$ ), signifying that as the level of unambiguous feedback and loss of self-consciousness increases, the level of performance avoidance goal decreases.

Certain researches have supported and opposed the results of the present study. Some interesting patterns were revealed during the analysis of the results. The study of Michels (2015) stated that the mastery approach goals of the male students in her Psychology class were positively correlated with the overall dimensions of psychological flow. The mastery approach, performance approach, and performance avoidance goals of her female students in her Psychology class were positively correlated as well with the overall dimensions of psychological flow. However, there was no significant relationship found between mastery avoidance goals and the overall dimensions

of psychological flow both in male and female students in her Psychology class. These findings even more support the results of the present study.

In expounding the male and female constructs separately, Michels (2015) also cited that performance approach goals were not significantly correlated to the overall psychological flow experience of the male students in her class. This contradicts the outcome of the present study since the performance approach goals of male respondents were significantly and positively correlated with their overall psychological flow. Adie, Duda, and Ntoumanis (2008) mentioned that there was a moderate negative correlation for male athletes who had performance approach goal orientations and the capability to undergo a loss of self-consciousness. This also opposes the result of the current study since there was no significant relationship found between the male respondents' performance approach goals and loss of self-consciousness. Meanwhile, Wang, Liu, Lochbaum, and Stevenson (2009) mentioned that mastery approach goals of the male athletes were significantly and positively correlated with unambiguous feedback, sense of control, and autotelic experience. This supports only the positive correlation found between male respondents' performance approach goals and sense of control since the present study found out that there is a negative correlation between unambiguous feedback and autotelic experience. Correspondingly, Jackson and Roberts (1992) confirms the results of this study since they found that male athletes with high level of mastery direction encountered psychological flow more often than people with a competitive direction. Lastly, Michels (2015) said that a significant positive connection between performance avoidance goals and autotelic experience was observed in her male students. Thus, it also opposes to the results of this study since no significant relationship was found between the two. Likewise, it contradicts to the research done by Bailis (2000) wherein male athletes who are

engrossed in self-handicapping have stated higher stages of ideal experience after competitive proceedings.

On the other hand, the study of Michels (2015) likewise revealed a positive correlation between performance approach and mastery approach goals and action-awareness merging among her female students. However, this opposes the results of the current study since the female respondents' mastery approach and performance approach goals were not significantly correlated to action-awareness merging. Also, this contradicts the research done by Csikszentmihalyi (1990) wherein action-awareness merging is one of the furthestmost common features of psychological flow testified by people. Furthermore, Adie, Duda, and Ntoumanis (2008) specified that female students' performance approach goals had moderately and positively correlated with certain dimensions of psychological flow such as unambiguous feedback and sense of control. Hence, it only supports the positive correlation between the female respondents' performance approach goals and sense of control. Sense of control might conceivably be connected to females partaking further of an inner locus of control the minute it derives to academic-related subject matter (Michels, 2015).

Table 17

*Correlations between the Dimensions of Psychological Flow and Dimensions of Achievement Goal Orientation of Public and Private Non-Teaching Personnel*

| Variable          | Public Non-Teaching Personnel |                 |                |                | Private Non-Teaching Personnel |                |                |                |
|-------------------|-------------------------------|-----------------|----------------|----------------|--------------------------------|----------------|----------------|----------------|
|                   | MAv                           | MAp             | PAP            | PAv            | MAv                            | MAp            | PAP            | PAv            |
| CS                | 0.204**                       | -0.152*         | 0.083          | -0.121         | 0.141*                         | -0.185**       | 0.105          | -0.068         |
| AA                | -0.624**                      | 0.087           | 0.078          | 0.633**        | -0.520**                       | 0.074          | 0.061          | 0.532**        |
| CG                | 0.123                         | -0.396**        | -0.153*        | -0.040         | 0.051                          | -0.395**       | -0.135*        | -0.052         |
| UF                | -0.242**                      | -0.191**        | -0.227**       | -0.288**       | -0.300**                       | -0.234**       | -0.213**       | -0.269**       |
| CT                | -0.412**                      | -0.054          | 0.648**        | 0.330**        | -0.362**                       | -0.009         | 0.512**        | 0.358**        |
| SC                | -0.273**                      | 0.148*          | 0.495**        | 0.202**        | -0.271**                       | 0.146*         | 0.457**        | 0.243**        |
| LS                | -0.327**                      | 0.229**         | 0.157*         | -0.182*        | -0.345**                       | 0.209**        | 0.100          | -0.170*        |
| TT                | 0.005                         | 0.240**         | 0.698**        | 0.176*         | 0.045                          | 0.242**        | 0.701**        | 0.163*         |
| AE                | 0.381**                       | -0.143*         | -0.581**       | 0.291**        | 0.378**                        | -0.130*        | -0.553**       | 0.286**        |
| <b>Total Flow</b> | <b>0.004</b>                  | <b>-0.425**</b> | <b>0.444**</b> | <b>0.252**</b> | <b>-0.013</b>                  | <b>0.441**</b> | <b>0.404**</b> | <b>0.276**</b> |

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

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

Table 17 further shows some significant correlations among the primary variables. Three out of four dimensions of achievement goals have shown significant positive correlations with the overall psychological flow both for public and private non-teaching personnel: mastery approach goals were moderately correlated (public:  $r = 0.425$ ,  $p < .01$ ; private:  $r = 0.441$ ,  $p < .01$ ); performance approach goals were moderately correlated as well (public:  $r = 0.444$ ,  $p < .01$ ; private:  $r = 0.404$ ,  $p < .01$ ); and performance avoidance goals were significantly correlated (public:  $r = 0.252$ ,  $p < .01$ ; private:  $r = 0.276$ ,  $p < .01$ ), signifying that as the level of overall psychological flow increases, the level of mastery approach, performance approach and performance avoidance goals likewise increase. However, the mastery avoidance goals of both public and private non-teaching personnel were not significantly correlated to the overall psychological flow (public:  $r = 0.004$ ; female:  $r = -0.013$ ).

Expounding the dimensions of psychological flow, it was shown that the mastery avoidance goals of both public and private non-teaching personnel were significantly and

positively correlated with challenge-skill balance (public:  $r = 0.204$ ,  $p < .01$ ; private:  $r = 0.141$ ,  $p < .05$ ) and autotelic experience (public:  $r = 0.381$ ,  $p < .01$ ; private:  $r = 0.378$ ,  $p < .01$ ), telling that as the level of challenge-skill balance or autotelic experience increases, the level of mastery avoidance goal also increases. Nevertheless, it was significantly and negatively correlated with action-awareness merging (public:  $r = -0.624$ ,  $p < .01$ ; private:  $r = -0.520$ ,  $p < .01$ ); unambiguous feedback (public:  $r = -0.242$ ,  $p < .01$ ; private:  $r = -0.300$ ,  $p < .01$ ); concentration on task at hand (public:  $r = -0.412$ ,  $p < .01$ ; private:  $r = -0.362$ ,  $p < .01$ ); sense of control (public:  $r = -0.273$ ,  $p < .01$ ; private:  $r = -0.271$ ,  $p < .01$ ); and loss of self-consciousness (public:  $r = -0.327$ ,  $p < .01$ ; private:  $r = -0.345$ ,  $p < .01$ ) signifying that as the level of action-awareness merging, unambiguous feedback, concentration on task at hand, sense of control or loss of self-consciousness increases, the level of mastery avoidance goal decreases.

The mastery approach goals of the respondents (both public and private) found to be significantly and positively correlated with sense of control (public:  $r = 0.148$ ,  $p < .05$ ; private:  $r = 0.146$ ,  $p < .05$ ); loss of self-consciousness (public:  $r = 0.229$ ,  $p < .01$ ; private:  $r = 0.209$ ,  $p < .01$ ); and transformation of time (public:  $r = 0.240$ ,  $p < .01$ ; private:  $r = 0.242$ ,  $p < .01$ ), showing that as the level of sense of control, loss of self-consciousness or transformation of time increases, the level of mastery performance goal also increases. Meanwhile, it was found significantly and negatively correlated with challenge-skill balance (public:  $r = -0.152$ ,  $p < .05$ ; private:  $r = -0.185$ ,  $p < .01$ ); clear goals (public:  $r = -0.396$ ,  $p < .01$ ; private:  $r = -0.395$ ,  $p < .01$ ); unambiguous feedback (public:  $r = -0.191$ ,  $p < .01$ ; private:  $r = -0.234$ ,  $p < .01$ ); and autotelic experience (public:  $r = -0.143$ ,  $p < .05$ ; private:  $r = -0.130$ ,  $p < .05$ ), signifying that as the level of challenge-skill balance, clear goals, unambiguous feedback, and autotelic experience increases, the level of mastery approach goal decreases.

The performance approach goals of both public and private non-teaching personnel found to be significantly and positively correlated with concentration on task at hand (male:  $r = 0.635$ ,  $p < .01$ ; female:  $r = 0.524$ ,  $p < .01$ ); sense of control (public:  $r = 0.648$ ,  $p < .01$ ; private:  $r = 0.512$ ,  $p < .01$ ); and transformation of time (public:  $r = 0.698$ ,  $p < .01$ ; private:  $r = 0.701$ ,  $p < .01$ ), telling that as the level of concentration on task at hand, sense of control or transformation of time increases, the level of performance approach goal also increases. On the other hand, it was found significantly and negatively correlated with respondents' clear goals (public:  $r = -0.153$ ,  $p < .05$ ; private:  $r = -0.135$ ,  $p < .05$ ); unambiguous feedback (public:  $r = -0.227$ ,  $p < .01$ ; private:  $r = -0.213$ ,  $p < .01$ ) and autotelic experience (public:  $r = -0.581$ ,  $p < .01$ ; private:  $r = -0.553$ ,  $p < .01$ ), signifying that as the level of clear goals, unambiguous feedback and autotelic experience increases, the level of performance approach goal decreases.

Finally, the performance avoidance goals of both public and private participants were found to be significantly and positively correlated with action-awareness merging (public:  $r = 0.633$ ,  $p < .01$ ; private:  $r = 0.532$ ,  $p < .01$ ); concentration on task at hand (public:  $r = 0.330$ ,  $p < .01$ ; private:  $r = 0.358$ ,  $p < .01$ ); sense of control (public:  $r = 0.202$ ,  $p < .01$ ; private:  $r = 0.243$ ,  $p < .01$ ); transformation of time (public:  $r = 0.176$ ,  $p < .05$ ; private:  $r = 0.163$ ,  $p < .05$ ); and autotelic experience (public:  $r = 0.291$ ,  $p < .01$ ; private:  $r = 0.286$ ,  $p < .01$ ), telling that as the level of action-awareness merging, concentration on task at hand, sense of control, transformation of time or autotelic experience increases, the level of performance avoidance goal also increases. Whereas, it was found significantly and negatively correlated with unambiguous feedback (public:  $r = -0.288$ ,  $p < .01$ ; private:  $r = -0.269$ ,  $p < .01$ ) and loss of self-consciousness (public:  $r = -0.182$ ,  $p < .05$ ; private:  $r = -0.170$ ,  $p < .05$ ), signifying that as the level of unambiguous feedback and loss of self-consciousness increases, the level of performance avoidance goal decreases.

The next research question sought to determine whether the different dimensions of psychological flow (Challenge-Skill Balance, Action-Awareness Merging, Clear Goals, Unambiguous Feedback, Concentration on Task at Hand, Sense of Control, Loss of Self-Consciousness, Transformation of Time and Autotelic Experience) which serve as the independent variables in the current study are predictors that influence the non-teaching personnel's achievement goal orientation (Mastery Avoidance Goals, Mastery Approach Goals, Performance Approach Goals and Performance Avoidance Goals). A multiple regression analysis was used to determine the overall fit of the model and the relative contribution of each of the predictors to the total variance computed. The summary of the regression analysis results in each of the dependent variable are presented in Tables 18 to 29. Moreover, gender and type of school differences were likewise observed since exploratory analysis was made to find out if they matter.

Table 18

*Overall Summary of Multiple Regression Analysis of Variables Predicting Mastery Avoidance of all Non-Teaching Personnel*

| <b>Predictors: Flow</b>                  | <b>Dependent Variable: Mastery Avoidance</b> |             |             |                |
|------------------------------------------|----------------------------------------------|-------------|-------------|----------------|
|                                          | <b>B</b>                                     | <b>SE B</b> | <b>Beta</b> | <b>P (Sig)</b> |
| Challenge-Skill Balance                  | .320**                                       | .057        | .370        | .000           |
| Action-Awareness Merging                 | -.533**                                      | .028        | -.589       | .000           |
| Clear Goals                              | -1.668**                                     | .088        | -1.135      | .000           |
| Unambiguous Feedback                     | .057                                         | .030        | .075        | .055           |
| Concentration on Task at Hand            | -.213**                                      | .051        | -.267       | .000           |
| Sense of Control                         | -.032                                        | .060        | -.044       | .598           |
| Loss of Self-consciousness               | -.166**                                      | .042        | -.237       | .000           |
| Transformation of Time                   | .511**                                       | .035        | .583        | .000           |
| Autotelic Experience                     | .832**                                       | .060        | .686        | .000           |
| <b>F = 140.055, p = .000<sup>b</sup></b> |                                              |             |             |                |
| <b>R<sup>2</sup> = .746</b>              |                                              |             |             |                |

\*\*  $p < .01$

A multiple regression analysis was directed with mastery avoidance goals as dependent variable in Table 18. The  $R^2$  of 0.746 means that when taken as a set, the predictor model (challenge-skill balance, action-awareness merging, clear goals, unambiguous feedback, concentration on task at hand, sense of control, loss of self-consciousness, transformation of time and autotelic experience) account for 74.6% of the variance in mastery avoidance goals. The  $p$  value of .000 signifies that there is a significant model fit towards the distribution. The table further suggests that the overall regression analysis was statistically significant. When taken as a group, the nine predictors predict mastery avoidance goals significantly. This means that the nine dimensions of psychological flow were able to account for a significant amount of variance in mastery avoidance goals.

Looking at each of the nine predictors individually, seven out of nine psychological flow dimensions have offered the same unique amount of variance ( $p < .000$ ) that were statistically significant. These were challenge-skill balance, action-awareness merging, clear goals, concentration on task at hand, loss of self-consciousness, transformation of time and autotelic experience. In other words, the amount of variance that challenge-skill balance, action-awareness merging, clear goals, concentration on task at hand, loss of self-consciousness, transformation of time and autotelic experience account or explain in mastery avoidance unique to itself is significant. Unique to itself, this indicates that the seven aforementioned psychological flow dimensions explain something in mastery avoidance that the other two dimensions did not explain. However, four of the seven aforementioned predictors have indicated significant inverse relationships: action-awareness merging ( $B = -.533$ ), clear goals ( $B = -1.668$ ), concentration on task at hand ( $B = -.213$ ) and loss of self-consciousness ( $B = -.166$ ) signifying that the higher level

of engagement in action-awareness merging, clear goals, concentration on task at hand and loss of self-consciousness, the lower the mastery avoidance goals score.

The result of this study was given emphasis by Aube et al. (2014) who said that the individuals' feeling of challenged and confident is a predictor of evading trailing skills and abilities in relation to achievement. This outcome was also inconsonance with the qualitative study of Elliot and McGregor (2001) indicating that students' concentration on task at hand were predictors of their motivation to evade misinterpretation or being misinterpreted. Once athletes' actions feel spontaneous, it can totally predict their motivation not to create a mistake in achievement conditions. At the same time, Csikszentmihalyi (2000) further cited that the athletes' feeling of certainty about what they need to do predicts a high chance of creating an athletic goal and not to overlook what another person has grasped or attained previously. The study of Swann et al. (2012) likewise supports the results of this research when lack of worry about the self (loss of self-consciousness), time may seem less quickly (transformation of time), and focusing on self-goals (autotelic experience) indicate as significant predictor of individuals who are frequently manifesting perfectionism (mastery avoidance goals).

Table 19

*Summary of Multiple Regression Analysis of Variables Predicting Mastery Avoidance of Male and Female Non-Teaching Personnel*

| Predictors:<br>Flow  | Dependent Variable: Mastery Avoidance |      |        |         |                               |      |       |         |
|----------------------|---------------------------------------|------|--------|---------|-------------------------------|------|-------|---------|
|                      | Male Non-Teaching Personnel           |      |        |         | Female Non-Teaching Personnel |      |       |         |
|                      | B                                     | SE B | Beta   | P (Sig) | B                             | SE B | Beta  | P (Sig) |
| CS                   | -.243**                               | .000 | .370   | .000    | .277**                        | .074 | .327  | .000    |
| AA                   | -.701**                               | .000 | -.589  | .000    | -.463**                       | .045 | -.514 | .000    |
| CG                   | -1.991**                              | .000 | -1.135 | .000    | -1.294**                      | .118 | -.893 | .000    |
| UF                   | .488**                                | .000 | .075   | .000    | -.007                         | .043 | -.009 | .877    |
| CT                   | -.967**                               | .000 | -.267  | .000    | -.163                         | .065 | -.206 | .013    |
| SC                   | .795**                                | .000 | -.044  | .000    | -.068                         | .076 | -.095 | .368    |
| LS                   | -.641**                               | .000 | -.237  | .000    | -.139                         | .058 | -.200 | .017    |
| TT                   | 1.158**                               | .000 | .583   | .000    | .360**                        | .050 | .414  | .000    |
| AE                   | 1.233**                               | .000 | .686   | .000    | .611**                        | .088 | .508  | .000    |
| <b>F</b>             | 2.384E+15                             |      |        |         | 44.270                        |      |       |         |
| <b>p</b>             | .000 <sup>b</sup>                     |      |        |         | .000 <sup>b</sup>             |      |       |         |
| <b>R<sup>2</sup></b> | 1.000                                 |      |        |         | .629                          |      |       |         |

\*\* $p < .01$

Table 19 displays the result of the regression analysis with mastery avoidance goals as dependent variable among male and female non-teaching personnel separately. The  $R^2$  of both male ( $R^2 = 1.000$ ) and female ( $R^2 = .629$ ) means that when taken as a set, the predictor model (challenge-skill balance, action-awareness merging, clear goals, unambiguous feedback, concentration on task at hand, sense of control, loss of self-consciousness, transformation of time and autotelic experience) account for 100% (male) and 62.9% (female) of the variance in mastery avoidance goals. The  $p$  value of .000 signifies that there is a significant model fit towards the distribution. The table further suggests that the overall regression analysis was statistically significant. When taken as a group, the nine predictors predict mastery avoidance goals significantly. This means that the nine dimensions of psychological flow were able to account for a significant amount of variance in mastery avoidance goals.

Table 20

*Summary of Multiple Regression Analysis of Variables Predicting Mastery Avoidance of Public and Private Non-Teaching Personnel*

| Predictors:<br>Flow  | Dependent Variable: Mastery Avoidance |      |        |         |                                |      |       |         |
|----------------------|---------------------------------------|------|--------|---------|--------------------------------|------|-------|---------|
|                      | Public Non-Teaching Personnel         |      |        |         | Private Non-Teaching Personnel |      |       |         |
|                      | B                                     | SE B | Beta   | P (Sig) | B                              | SE B | Beta  | P (Sig) |
| CS                   | -.243**                               | .000 | .278   | .000    | .273**                         | .075 | .320  | .000    |
| AA                   | -.701**                               | .000 | -.769  | .000    | -.466**                        | .045 | -.518 | .000    |
| CG                   | -1.991**                              | .000 | -1.358 | .000    | -1.290**                       | .118 | -.877 | .000    |
| UF                   | .488**                                | .000 | .644   | .000    | -.007                          | .043 | -.009 | .872    |
| CT                   | -.967**                               | .000 | -1.214 | .000    | -.164                          | .065 | -.204 | .013    |
| SC                   | .795**                                | .000 | 1.102  | .000    | -.062                          | .076 | -.085 | .414    |
| LS                   | -.641**                               | .000 | -.920  | .000    | -.151                          | .058 | -.216 | .010    |
| TT                   | 1.158**                               | .000 | 1.318  | .000    | .356**                         | .050 | .407  | .000    |
| AE                   | 1.233**                               | .000 | 1.031  | .000    | .605**                         | .089 | .492  | .000    |
| <b>F</b>             | 3.763E+16                             |      |        |         | 45.063                         |      |       |         |
| <b>p</b>             | .000 <sup>b</sup>                     |      |        |         | .000 <sup>b</sup>              |      |       |         |
| <b>R<sup>2</sup></b> | 1.000                                 |      |        |         | .634                           |      |       |         |

\*\* $p < .01$

Table 20 presents the result of the regression analysis with mastery avoidance goals as dependent variable among public and private non-teaching personnel separately. The  $R^2$  of both public ( $R^2 = 1.000$ ) and private ( $R^2 = .634$ ) non-teaching personnel means that when taken as a set, the predictor model (challenge-skill balance, action-awareness merging, clear goals, unambiguous feedback, concentration on task at hand, sense of control, loss of self-consciousness, transformation of time and autotelic experience) account for 100% (public) and 63.4% (private) of the variance in mastery avoidance goals. The  $p$  value of .000 signifies that there is a significant model fit towards the distribution. The table further suggests that the overall regression analysis was statistically significant. When taken as a group, the nine predictors predict mastery avoidance goals significantly. This means that the nine dimensions of psychological flow were able to account for a significant amount of variance in mastery avoidance goals.

Table 21

*Overall Summary of Multiple Regression Analysis of Variables Predicting Mastery Approach of all Non-Teaching Personnel*

| Predictors: Flow                        | Dependent Variable: Mastery Approach |      |        |         |
|-----------------------------------------|--------------------------------------|------|--------|---------|
|                                         | B                                    | SE B | Beta   | P (Sig) |
| Challenge-Skill Balance                 | .092**                               | .033 | .227   | .006    |
| Action-Awareness Merging                | -.043**                              | .016 | -.102  | .007    |
| Clear Goals                             | -.902**                              | .050 | -1.308 | .000    |
| Unambiguous Feedback                    | .011                                 | .017 | .030   | .527    |
| Concentration on Task at Hand           | -.080**                              | .029 | -.215  | .006    |
| Sense of Control                        | -.023                                | .035 | -.068  | .507    |
| Loss of Self-consciousness              | .122**                               | .024 | .371   | .000    |
| Transformation of Time                  | .352**                               | .020 | .855   | .000    |
| Autotelic Experience                    | .515**                               | .035 | .905   | .000    |
| <b>F = 77.204, p = .000<sup>b</sup></b> |                                      |      |        |         |
| <b>R<sup>2</sup> = .616</b>             |                                      |      |        |         |

\*\*  $p < .01$

Table 21 displays the result of the regression analysis with mastery approach goals as dependent variable. It can also be perceived in the table that when taken all the independent variables as a group, it accounted for 61.6 % ( $R^2 = .616$ ) of the variance in mastery approach goals. Similar to mastery avoidance, since  $p$ -value is less than .01 ( $p = .000$ ), this indicates that the test is significant; the regression taken as a group is significant.

Looking at each of the nine predictors individually, seven out of nine psychological flow dimensions offer a unique amount of variance that were statistically significant. These were challenge-skill balance ( $p < .006$ ), action-awareness merging ( $p < .007$ ), clear goals ( $p < .000$ ), concentration on task at hand ( $p < .006$ ), loss of self-consciousness ( $p < .000$ ), transformation of time ( $p < .000$ ) and autotelic experience ( $p < .000$ ). This means that the amount of variance that challenge-skill balance, action-awareness merging, clear goals, concentration on task at hand, loss of self-consciousness, transformation of time, and autotelic experience account or explain in mastery

approach unique to itself is significant. Unique to itself, this indicates that the seven aforementioned psychological flow dimensions explain something in mastery approach that the other two dimensions did not explain. However, three of the seven aforementioned predictors have indicated significant inverse relationships: action-awareness merging ( $B = -.043$ ), clear goals ( $B = -.902$ ) and concentration on task at hand ( $B = -.080$ ) suggesting that the higher level of engagement in action-awareness merging, clear goals, and concentration on task at hand, the lower the mastery approach goals score.

The study of Dweck and Leggett (1998) lends support on this result expressing that challenges of the activities or tasks is a predictor of mastery approach goals. Ames and Archer (1988) mentioned that through these challenges, a person desires to absorb most of the time, surpass trials, and develop their aspect of competence. Procci, Singer, Levy and Bowers (2012) further stated that when individuals become completely absorbed in what they are doing, it is a predictive and constructive factor of satisfaction of wisdom. In fact, Michels (2015) expounded the relevance of clear goals (difficult enough to pose a challenge) and autotelic experience (performing the task becomes enjoyable) as significant predictors of courage and self-importance. Finally, the lessened social evaluation (loss of self-consciousness), altered sense of time (transformation of time), and the focus on task at hand with no extraneous or distracting thoughts of factors significantly predict the undesirable factors of dullness and resentment (mastery approach goals).

Table 22

*Summary of Multiple Regression Analysis of Variables Predicting Mastery Approach of Male and Female Non-Teaching Personnel*

| Predictors:<br>Flow  | Dependent Variable: Mastery Approach |                   |        |         |                               |                   |       |         |
|----------------------|--------------------------------------|-------------------|--------|---------|-------------------------------|-------------------|-------|---------|
|                      | Male Non-Teaching Personnel          |                   |        |         | Female Non-Teaching Personnel |                   |       |         |
|                      | B                                    | SE B              | Beta   | P (Sig) | B                             | SE B              | Beta  | P (Sig) |
| CS                   | 1.219**                              | .000              | 2.980  | .000    | .066                          | .041              | .165  | .110    |
| AA                   | -.014**                              | .000              | -.033  | .000    | -.026                         | .025              | -.062 | .291    |
| CG                   | -2.747**                             | .000              | -3.974 | .000    | -.662**                       | .065              | -.962 | .000    |
| UF                   | -.323**                              | .000              | -.912  | .000    | -.026                         | .024              | -.072 | .272    |
| CT                   | .786**                               | .000              | 2.102  | .000    | -.045                         | .036              | -.120 | .214    |
| SC                   | -1.198**                             | .000              | -3.545 | .000    | -.028                         | .042              | -.083 | .502    |
| LS                   | .760**                               | .000              | 2.344  | .000    | .136**                        | .032              | .412  | .000    |
| TT                   | .247**                               | .000              | .602   | .000    | .267**                        | .028              | .647  | .000    |
| AE                   | 1.300**                              | .000              | 2.292  | .000    | .375**                        | .049              | .657  | .000    |
| <b>F</b>             |                                      | 3.205E+15         |        |         |                               | 25.886            |       |         |
| <b>p</b>             |                                      | .000 <sup>b</sup> |        |         |                               | .000 <sup>b</sup> |       |         |
| <b>R<sup>2</sup></b> |                                      | 1.000             |        |         |                               | .493              |       |         |

\*\* $p < .01$

Table 22 presents the result of the regression analysis with mastery approach goals as dependent variable among male and female non-teaching personnel separately. The  $R^2$  of both male ( $R^2 = 1.000$ ) and female ( $R^2 = .493$ ) means that when taken as a set, the predictor model (challenge-skill balance, action-awareness merging, clear goals, unambiguous feedback, concentration on task at hand, sense of control, loss of self-consciousness, transformation of time and autotelic experience) account for 100% (male) and 49.3% (female) of the variance in mastery approach goals. The  $p$  value of .000 signifies that there is a significant model fit towards the distribution. The table further suggests that the overall regression analysis was statistically significant. When taken as a group, the nine predictors predict mastery approach goals significantly. This means that the nine dimensions of psychological flow were able to account for a significant amount of variance in mastery approach goals.

Table 23

*Summary of Multiple Regression Analysis of Variables Predicting Mastery Approach of Public and Private Non-Teaching Personnel*

| Predictors:<br>Flow  | Dependent Variable: Mastery Approach |      |        |         |                                |      |       |         |
|----------------------|--------------------------------------|------|--------|---------|--------------------------------|------|-------|---------|
|                      | Public Non-Teaching Personnel        |      |        |         | Private Non-Teaching Personnel |      |       |         |
|                      | B                                    | SE B | Beta   | P (Sig) | B                              | SE B | Beta  | P (Sig) |
| CS                   | 1.219**                              | .000 | 2.955  | .000    | .063                           | .041 | .157  | .130    |
| AA                   | -.014**                              | .000 | -.032  | .000    | -.028                          | .025 | -.067 | .256    |
| CG                   | -2.747**                             | .000 | -3.972 | .000    | -.659**                        | .066 | -.959 | .000    |
| UF                   | -.323**                              | .000 | -.906  | .000    | -.025                          | .024 | -.070 | .293    |
| CT                   | .786**                               | .000 | 2.091  | .000    | -.045                          | .036 | -.121 | .213    |
| SC                   | -1.198**                             | .000 | -3.523 | .000    | -.024                          | .042 | -.069 | .576    |
| LS                   | .760**                               | .000 | 2.315  | .000    | .130**                         | .032 | .399  | .000    |
| TT                   | .247**                               | .000 | .595   | .000    | .264**                         | .028 | .645  | .000    |
| AE                   | 1.300**                              | .000 | 2.305  | .000    | .374**                         | .049 | .653  | .000    |
| <b>F</b>             | 3.006E+15                            |      |        |         | 25.063                         |      |       |         |
| <b>p</b>             | .000 <sup>b</sup>                    |      |        |         | .000 <sup>b</sup>              |      |       |         |
| <b>R<sup>2</sup></b> | 1.000                                |      |        |         | .486                           |      |       |         |

\*\* $p < .01$

Table 23 displays the result of the regression analysis with mastery approach goals as dependent variable among public and private non-teaching personnel separately. The  $R^2$  of both public ( $R^2 = 1.000$ ) and private ( $R^2 = .486$ ) means that when taken as a set, the predictor model (challenge-skill balance, action-awareness merging, clear goals, unambiguous feedback, concentration on task at hand, sense of control, loss of self-consciousness, transformation of time and autotelic experience) account for 100% (public) and 48.6% (private) of the variance in mastery approach goals. The  $p$  value of .000 signifies that there is a significant model fit towards the distribution. The table further suggests that the overall regression analysis was statistically significant. When taken as a group, the nine predictors predict mastery approach goals significantly. This means that the nine dimensions of psychological flow were able to account for a significant amount of variance in mastery approach goals.

Table 24

*Overall Summary of Multiple Regression Analysis of Variables Predicting Performance Approach of all Non-Teaching Personnel*

| Predictors: Flow                          | Dependent Variable: Performance Approach |      |       |         |
|-------------------------------------------|------------------------------------------|------|-------|---------|
|                                           | B                                        | SE B | Beta  | P (Sig) |
| Challenge-Skill Balance                   | .064**                                   | .019 | .084  | .001    |
| Action-Awareness Merging                  | -.257**                                  | .009 | -.318 | .000    |
| Clear Goals                               | .118**                                   | .029 | .090  | .000    |
| Unambiguous Feedback                      | -.053**                                  | .010 | -.078 | .000    |
| Concentration on Task at Hand             | .034                                     | .017 | .048  | .042    |
| Sense of Control                          | .365**                                   | .020 | .564  | .000    |
| Loss of Self-consciousness                | -.186**                                  | .014 | -.300 | .000    |
| Transformation of Time                    | .449**                                   | .012 | .574  | .000    |
| Autotelic Experience                      | -.607**                                  | .020 | -.561 | .000    |
| <b>F = 1332.801, p = .000<sup>b</sup></b> |                                          |      |       |         |
| <b>R<sup>2</sup> = .966</b>               |                                          |      |       |         |

\*\*  $p < .01$

Table 24 shows the result of the regression analysis with performance approach goals as dependent variable. It can also be observed in the table that when all the independent variables are taken as a group, it accounted for 96.6 % ( $r^2 = .966$ ) of the variance in performance approach goals. Similar to the two achievement goals discussed above, since  $p$ -value is less than .01 ( $p = .000$ ), this shows that the test is significant, the regression taken as a group is significant.

Looking at each of the nine predictors individually, the researcher found out that eight out of nine psychological flow dimensions offer a unique amount of variance that were statistically significant. These were challenge-skill balance ( $p < .001$ ), action-awareness merging ( $p < .000$ ), clear goals ( $p < .000$ ), unambiguous feedback ( $p < .000$ ), sense of control ( $p < .000$ ), loss of self-consciousness ( $p < .000$ ), transformation of time ( $p < .000$ ) and autotelic experience ( $p < .000$ ). This means that the amount of variance that challenge-skill balance, action-awareness merging, clear goals, unambiguous feedback, sense of control, loss of self-consciousness, transformation of time

and autotelic experience account or explain in performance approach unique to itself is significant. Unique to itself, this indicates that the seven aforementioned psychological flow dimensions explain something in performance approach that the other dimension did not explain. However, four of the eight aforementioned predictors have indicated significant inverse relationships: action-awareness merging ( $B = -.257$ ), unambiguous feedback ( $B = -.053$ ), loss of self-consciousness ( $B = -.186$ ) and autotelic experience ( $B = -.607$ ). These suggest that the higher level of engagement in action-awareness merging, unambiguous feedback, loss of self-consciousness and autotelic experience, the lower the performance approach goals score.

The study of Grant and Dweck (2003) supports the results of the study by emphasizing the role of being challenged as a predictor of performance approach goals of the students that could possibly be constructive determinants of triumph in certain conditions. Moreover, Fullagar and Kelloway (2009) further cited that the unprompted actions of the athletes have positively predicted to their desire to do well in work than others. Pekrun, Elliot and Maier (2006) mentioned that when feedback allows the athletes to know whether or not they are achieving their goals, constructive factors of courage, self-importance, and satisfaction of wisdom were highly apparent to them. Also, as individuals feel in control of their environment since they uphold the desired skills to overcome the challenge, they are even more motivated to obtain competence or aptitude (Rogatko, 2009). Correspondingly, Procci et al. (2012) stated that as a person has been intrinsically motivated and satisfied in a task, their desire to demonstrate their own positive self-image in relation to others has significantly progressed.

Table 25

*Summary of Multiple Regression Analysis of Variables Predicting Performance Approach of Male and Female Non-Teaching Personnel*

| Predictors:<br>Flow  | Dependent Variable: Performance Approach |                   |       |         |                               |                   |       |         |
|----------------------|------------------------------------------|-------------------|-------|---------|-------------------------------|-------------------|-------|---------|
|                      | Male Non-Teaching Personnel              |                   |       |         | Female Non-Teaching Personnel |                   |       |         |
|                      | B                                        | SE B              | Beta  | P (Sig) | B                             | SE B              | Beta  | P (Sig) |
| CS                   | -.149**                                  | .000              | -.190 | .000    | .063                          | .026              | .083  | .016    |
| AA                   | -.288**                                  | .000              | -.357 | .000    | -.237**                       | .015              | -.293 | .000    |
| CG                   | .572**                                   | .000              | .432  | .000    | .039                          | .041              | .030  | .344    |
| UF                   | -.014**                                  | .000              | -.021 | .000    | -.033                         | .015              | -.049 | .024    |
| CT                   | -.088**                                  | .000              | -.123 | .000    | .003                          | .023              | .004  | .894    |
| SC                   | .581**                                   | .000              | .899  | .000    | .367**                        | .026              | .569  | .000    |
| LS                   | -.284**                                  | .000              | -.457 | .000    | -.203**                       | .020              | -.326 | .000    |
| TT                   | .428**                                   | .000              | .545  | .000    | .476**                        | .017              | .611  | .000    |
| AE                   | -.800**                                  | .000              | -.737 | .000    | -.569**                       | .030              | -.528 | .000    |
| <b>F</b>             |                                          | 3.225E+15         |       |         |                               | 437.772           |       |         |
| <b>p</b>             |                                          | .000 <sup>b</sup> |       |         |                               | .000 <sup>b</sup> |       |         |
| <b>R<sup>2</sup></b> |                                          | 1.000             |       |         |                               | .945              |       |         |

\*\*  $p < .01$

Table 25 shows the result of the regression analysis with performance approach goals as dependent variable among male and female non-teaching personnel separately. The  $R^2$  of both male ( $R^2 = 1.000$ ) and female ( $R^2 = .945$ ) means that when taken as a set, the predictor model (challenge-skill balance, action-awareness merging, clear goals, unambiguous feedback, concentration on task at hand, sense of control, loss of self-consciousness, transformation of time and autotelic experience) account for 100% (male) and 94.5% (female) of the variance in performance approach goals. The  $p$  value of .000 signifies that there is a significant model fit towards the distribution. The table further suggests that the overall regression analysis was statistically significant. When taken as a group, the nine predictors predict performance approach goals significantly. This means that the nine dimensions of psychological flow were able to account for a significant amount of variance in performance approach goals.

Table 26

*Summary of Multiple Regression Analysis of Variables Predicting Performance Approach of Public and Private Non-Teaching Personnel*

| Predictors:<br>Flow  | Dependent Variable: Performance Approach |      |       |         |                                |      |       |         |
|----------------------|------------------------------------------|------|-------|---------|--------------------------------|------|-------|---------|
|                      | Public Non-Teaching Personnel            |      |       |         | Private Non-Teaching Personnel |      |       |         |
|                      | B                                        | SE B | Beta  | P (Sig) | B                              | SE B | Beta  | P (Sig) |
| CS                   | -.149**                                  | .000 | -.190 | .000    | .063                           | .026 | .084  | .015    |
| AA                   | -.288**                                  | .000 | -.353 | .000    | -.237**                        | .015 | -.297 | .000    |
| CG                   | .572**                                   | .000 | .435  | .000    | .038                           | .041 | .029  | .356    |
| UF                   | -.014**                                  | .000 | -.021 | .000    | -.034                          | .015 | -.051 | .021    |
| CT                   | -.088**                                  | .000 | -.124 | .000    | .003                           | .023 | .004  | .890    |
| SC                   | .581**                                   | .000 | .899  | .000    | .366**                         | .026 | .566  | .000    |
| LS                   | -.284**                                  | .000 | -.454 | .000    | -.201**                        | .020 | -.325 | .000    |
| TT                   | .428**                                   | .000 | .543  | .000    | .477**                         | .017 | .614  | .000    |
| AE                   | -.800**                                  | .000 | -.746 | .000    | -.570**                        | .031 | -.523 | .000    |
| <b>F</b>             | 2.984E+16                                |      |       |         | 432.512                        |      |       |         |
| <b>p</b>             | .000 <sup>b</sup>                        |      |       |         | .000 <sup>b</sup>              |      |       |         |
| <b>R<sup>2</sup></b> | 1.000                                    |      |       |         | .944                           |      |       |         |

\*\* $p < .01$

Table 26 further presents the result of the regression analysis with performance approach goals as dependent variable among public and private non-teaching personnel separately. The  $R^2$  of both public ( $R^2 = 1.000$ ) and private ( $R^2 = .944$ ) means that when taken as a set, the predictor model (challenge-skill balance, action-awareness merging, clear goals, unambiguous feedback, concentration on task at hand, sense of control, loss of self-consciousness, transformation of time and autotelic experience) account for 100% (public) and 94.4% (private) of the variance in performance approach goals. The  $p$  value of .000 signifies that there is a significant model fit towards the distribution. The table further suggests that the overall regression analysis was statistically significant. When taken as a group, the nine predictors predict performance approach goals significantly. This means that the nine dimensions of psychological flow were able to account for a significant amount of variance in performance approach goals.

Table 27

*Overall Summary of Multiple Regression Analysis of Variables Predicting Performance Avoidance of all Non-Teaching Personnel*

| <b>Predictors: Flow</b>                  |          | <b>Dependent Variable: Performance Avoidance</b> |             |                |
|------------------------------------------|----------|--------------------------------------------------|-------------|----------------|
|                                          | <b>B</b> | <b>SE B</b>                                      | <b>Beta</b> | <b>P (Sig)</b> |
| Challenge-Skill Balance                  | -.221**  | .028                                             | -.391       | .000           |
| Action-Awareness Merging                 | .317**   | .014                                             | .534        | .000           |
| Clear Goals                              | -.194**  | .043                                             | -.201       | .000           |
| Unambiguous Feedback                     | -.021    | .015                                             | -.042       | .151           |
| Concentration on Task at Hand            | .004     | .025                                             | .007        | .885           |
| Sense of Control                         | .257**   | .029                                             | .539        | .000           |
| Loss of Self-consciousness               | .001     | .020                                             | .003        | .949           |
| Transformation of Time                   | .219**   | .017                                             | .381        | .000           |
| Autotelic Experience                     | .856**   | .029                                             | 1.074       | .000           |
| <b>F = 290.647, p = .000<sup>b</sup></b> |          |                                                  |             |                |
| <b>r<sup>2</sup> = .859</b>              |          |                                                  |             |                |

\*\*  $p < .01$

Table 27 shows the result of the regression analysis with performance avoidance goals as dependent variable. It can also be observed in the table that when all the independent variables are taken as a group, it accounted for 85.9% ( $r^2 = .859$ ) of the variance in performance avoidance goals. Similar to the aforementioned dimensions of achievement goals discoursed above, since  $p$ -value is less than .01 ( $p = .000$ ), this shows that the test is significant; the regression taken as a group is significant.

Looking at each of the nine predictors individually, the researcher found out that six out of nine psychological flow dimensions have offered the same unique amount of variance ( $p < .000$ ) that were statistically significant. These were challenge-skill balance, action-awareness merging, clear goals, sense of control, transformation of time and autotelic experience. This means that the amount of variance that challenge-skill balance, action-awareness merging, clear goals, sense of control, transformation of time and autotelic experience account or explain in performance

avoidance unique to itself is significant. Unique to itself, this indicates that the six aforementioned psychological flow dimensions explain something in performance avoidance that the other three dimensions did not explain. However, two of the six aforementioned predictors have indicated significant inverse relationships: challenge-skill balance ( $B = -.221$ ) and clear goals ( $B = -.194$ ). This suggests that the higher level of engagement in challenge-skill balance and clear goals, the lower the performance avoidance goals score.

Pekrun (2006) mentioned that as an athlete is being challenged and confident that everything is under control in a specific task, their apprehension, impossibility, and disgrace begin to establish. Becoming entirely engrossed in what they are undertaking makes a person even more exposed to helplessness (Grant and Dweck, 2003). Csikszentmihalyi (1996) further stated that when individuals are motivated by open-minded understanding of the succeeding small goal, they are subtle to likely be disappointed in a job. Students who know how to face the circumstances and discern how to respond to whatever occurs next does not desire to do unwell in work circumstances (Csikszentmihalyi, 2000). Lastly, Baker and MacDonald (2013) specified that when a transformed sense of time permits a person to be present to an activity, it generates a contact to debilitation after a delay or undesirable reaction.

Table 28

*Summary of Multiple Regression Analysis of Variables Predicting Performance Avoidance of Male and Female Non-Teaching Personnel*

| Predictors:<br>Flow  | Dependent Variable: Performance Avoidance |      |        |         |                               |      |       |         |
|----------------------|-------------------------------------------|------|--------|---------|-------------------------------|------|-------|---------|
|                      | Male Non-Teaching Personnel               |      |        |         | Female Non-Teaching Personnel |      |       |         |
|                      | B                                         | SE B | Beta   | P (Sig) | B                             | SE B | Beta  | P (Sig) |
| CS                   | .792**                                    | .000 | 1.378  | .000    | -.211**                       | .038 | -.377 | .000    |
| AA                   | .389**                                    | .000 | .656   | .000    | .302**                        | .023 | .507  | .000    |
| CG                   | -1.681**                                  | .000 | -1.729 | .000    | -.064                         | .059 | -.067 | .280    |
| UF                   | -.374**                                   | .000 | -.750  | .000    | -.043                         | .021 | -.087 | .045    |
| CT                   | .856**                                    | .000 | 1.628  | .000    | .034                          | .033 | .064  | .309    |
| SC                   | -.876**                                   | .000 | -1.844 | .000    | .259**                        | .038 | .543  | .000    |
| LS                   | .625**                                    | .000 | 1.369  | .000    | .008                          | .029 | .017  | .785    |
| TT                   | .014**                                    | .000 | .024   | .000    | .179**                        | .025 | .311  | .000    |
| AE                   | 1.467**                                   | .000 | 1.839  | .000    | .765**                        | .044 | .961  | .000    |
| <b>F</b>             | 3.195E+15                                 |      |        |         | 93.872                        |      |       |         |
| <b>p</b>             | .000 <sup>b</sup>                         |      |        |         | .000 <sup>b</sup>             |      |       |         |
| <b>R<sup>2</sup></b> | 1.000                                     |      |        |         | .784                          |      |       |         |

\*\*  $p < .01$

Table 28 displays the result of the regression analysis with performance avoidance goals as dependent variable among male and female non-teaching personnel separately. The  $R^2$  of both male ( $R^2 = 1.000$ ) and female ( $R^2 = .784$ ) means that when taken as a set, the predictor model (challenge-skill balance, action-awareness merging, clear goals, unambiguous feedback, concentration on task at hand, sense of control, loss of self-consciousness, transformation of time and autotelic experience) account for 100% (male) and 78.4% (female) of the variance in performance avoidance goals. The  $p$  value of .000 signifies that there is a significant model fit towards the distribution. The table further suggests that the overall regression analysis was statistically significant. When taken as a group, the nine predictors predict performance avoidance goals significantly. This means that the nine dimensions of psychological flow were able to account for a significant amount of variance in performance avoidance goals.

Table 29

*Summary of Multiple Regression Analysis of Variables Predicting Performance Avoidance of Public and Private Non-Teaching Personnel*

| Predictors:<br>Flow  | Dependent Variable: Performance Avoidance |      |        |         |                                |      |       |         |
|----------------------|-------------------------------------------|------|--------|---------|--------------------------------|------|-------|---------|
|                      | Public Non-Teaching Personnel             |      |        |         | Private Non-Teaching Personnel |      |       |         |
|                      | B                                         | SE B | Beta   | P (Sig) | B                              | SE B | Beta  | P (Sig) |
| CS                   | .792**                                    | .000 | 1.387  | .000    | -.213                          | .038 | -.378 | .000    |
| AA                   | .389**                                    | .000 | .654   | .000    | .301                           | .022 | .507  | .000    |
| CG                   | -1.681**                                  | .000 | -1.755 | .000    | -.064                          | .060 | -.066 | .282    |
| UF                   | -.374**                                   | .000 | -.756  | .000    | -.042                          | .022 | -.083 | .053    |
| CT                   | .856**                                    | .000 | 1.644  | .000    | .034                           | .033 | .064  | .303    |
| SC                   | -.876**                                   | .000 | -1.860 | .000    | .262                           | .038 | .545  | .000    |
| LS                   | .625**                                    | .000 | 1.373  | .000    | .006                           | .029 | .013  | .836    |
| TT                   | .014**                                    | .000 | .024   | .000    | .177                           | .025 | .306  | .000    |
| AE                   | 1.467**                                   | .000 | 1.878  | .000    | .766                           | .045 | .945  | .000    |
| <b>F</b>             | 2.9786E+16                                |      |        |         | 94.552                         |      |       |         |
| <b>p</b>             | .000 <sup>b</sup>                         |      |        |         | .000 <sup>b</sup>              |      |       |         |
| <b>R<sup>2</sup></b> | 1.000                                     |      |        |         | .786                           |      |       |         |

\*\* $p < .01$

Table 29 further shows the result of the regression analysis with performance avoidance goals as dependent variable among public and private non-teaching personnel separately. The  $R^2$  of both male ( $R^2 = 1.000$ ) and female ( $R^2 = .786$ ) means that when taken as a set, the predictor model (challenge-skill balance, action-awareness merging, clear goals, unambiguous feedback, concentration on task at hand, sense of control, loss of self-consciousness, transformation of time and autotelic experience) account for 100% (public) and 78.6% (private) of the variance in performance avoidance goals. The  $p$  value of .000 signifies that there is a significant model fit towards the distribution. The table further suggests that the overall regression analysis was statistically significant. When taken as a group, the nine predictors predict performance avoidance goals significantly. This means that the nine dimensions of psychological flow were able to account for a significant amount of variance in performance avoidance goals.

With these findings gained from the aforementioned research questions, the researcher was able to come up with a proposed or recommended intervention program. The third research question concentrates on proposing an intervention program suited for the public and private school non-teaching personnel in the basic education. The result of the current study will be the basis of the researcher in producing an intervention program. A supplementary part to contemplate are the subjective experiences that the respondents met in their job as skilled workers. These were taken in the respondents' answers in the open-ended follow-up questionnaire that they have answered. The responses are summarized below.

### **Findings from the Follow-up Questionnaire**

Out of the 428 respondents, 107 non-teaching personnel voluntarily and willingly offered their accord to work on a four-item open-ended questionnaire to designate the personal experiences of non-teaching personnel in the basic education concerning their psychological flow and achievement goal orientation at work. Content analysis was utilized to distinguish the occurrence of certain words or concepts within texts or sets of texts throughout the simplification of interview. This provided provision and element with the information being collected.

The four-item open-ended instrument comprises the following questions: “Are you acquainted with the word ‘*psychological flow*’? If not, are you acquainted with the words “*flowing*”, being in “*the zone*”, or in “*the groove*”?”; “Can you give an instance of one such experience which sticks out in your memory? In as much detail as likely, can you distinguish what these experiences are similar to?”; “What are the furthestmost distinctive features, or vibrant displays of being in psychological flow?” and “How do you attain psychological flow and goals in your work?”

Majority of the answers of the respondents centered on their experiences at work. At first, when they were asked about their familiarity with the term “flow”, most of them expressed that they do not know what that word is all about. When context clues were given such as “flowing”, being in “the zone” and in “the groove”, they stated that the term is all about finding a sense of calmness and happiness in work. It is a state of mind that they achieve when they are fully immersed in a task. Furthermore, it applies to work tasks, focuses completely on a single task, sometimes loses track of time, and forgets about the outside world once engrossed in an activity. Other participants declared the when they are in flow, they become creative and productive, focused on the task at hand, feel happy and in control, and forget about themselves, others and the world around them. Lastly, certain respondents mentioned that being completely in the moment happens when they experience psychological flow.

In response to providing an instance of such an experience which remained in their memory and, variety of experiences were cited by the respondents. Using content analysis, the following concepts were distinguished: *loss of memory*: some of the respondents stated that they always find it hard to remember being in psychological flow; *feel enhanced physically*: some said that they feel good physically, do not get physically tired and feel bigger, stronger, fitter and quicker; *feeling calm or relaxed*: some felt relaxed and calm, expressed that their body feels calm, and, mentioned that they are in a relaxed state of mind; *feeling the adrenaline*: some cited that their adrenaline is pumping and they really feel it; *awareness of performing well without analyzing the situation*: some mentioned that they are aware that they are doing well, but they are not clued into the specifics - the awareness is not specific or important at the same time, but they know they are doing good although sometimes they just lose focus; *maximizing flow*: some declared that they got to try and capitalize on it or take advantage of it at the same time, try to make it last as long as they

can; *do not want it to end*: some stated that they do not want it to end or wish they could keep working; *increased motivation*: some said that they felt like they had to raise their work or get more out of themselves, their intensity is increased, motivated and excited, and feel more up for it; *enjoying the experience*: some pointed out that they are enjoying the whole process and what they are doing at the time; *fun*: some said that they are having fun while working; *intrinsic rewards*: some mentioned that it is a wonderful or a brilliant experience and some of the best times they have had on work; *confidence in what you are doing*: some stressed that they have inner confidence and huge belief that they are confident in the things they do; *confidence in technique*: some mentioned that they had trust and commitment in how they are working; *trust/commitment to the work*: some stated that they trust in their ability to work and have the confidence or belief in the work they are about to take on; *knowing the performance is going to go well*: some cited that they have this feeling that they are going to do well; *challenging situations*: some pointed out when it means something and when the pressure builds; *automatic processing*: some revealed this is about performing instinctively; it is like they are on autopilot as well as performing subconsciously; *performing without analytical thought*: some stated that they have got an empty or quiet mind and there is no analysis; *ease/effortless*: some said that everything seems smooth or easy or effortless; *absence of worry*: some mentioned that they are not worried about missing and not worried about the result or fellow competitors; *absence of fear*: some specified that they are not scared of missing submissions; *absence of pressure or expectation*: some revealed that they do not have expectation and do not feel pressure or put pressure on themselves; *absorbed in performance*: some stated that they melt themselves into the work; *don't notice what's going on around them*: some stressed that they do not hear distractions and forget/do not notice what is going on around them; *positive feedback about progression of performance*: some declared that things are going well and they

knew they were doing all right and feel better and better about their work; *feeling comfortable with how the performance is going*: some said that they feel happy or comfortable with what they are doing at work, and they are in a comfort zone; *everything falls into place*: some mentioned that everything just comes into place and things are falling into line at the same time everything flows; *focusing on the goal*: some stated that they are concentrating on a specific goal; *focus on the task at hand*: some cited that they are completely focused on the task; *heightened focus*: some revealed that their focus gets better and is multiplied; *staying focused*: some stressed that they are holding concentration and their mind does not wander off; *control over the situation*: some pointed out that they are in control of the situation or what they want to achieve; *in control of themselves*: some discussed that they are totally in control of themselves or thoughts and emotions; and *selecting specific targets*: some detailed that they pick smaller or more specific targets when they are working better.

In addressing the question “what are the most distinctive features, or clearest pointers of being in psychological flow?”, some of the respondents expressed that it is about *less conversation*: when they get in it, they do not speak. They are like robots and are in the zone that there is normally not a lot of chat from them; *quietness*: they pointed out that there is quiet and peaceful efficiency in what they are doing; *relaxed or confident body language*: they stated that there is arrogance and confidence in the way they do things. They tend to walk confidently and in a relaxed way. Their body language is really calm, and they act as though everything is easy; *can tell by body language*: they said that through their demeanor, they carry themselves in a completely different way, and they walk differently; *work faster*: they also said that they work faster and quickly; *no rush*: they specified that there is no rush to anything; *calm reaction*: they revealed that they do not overreact

to bad work; and lastly, *do not get distracted by anything*: they mentioned that they just do not get affected by anything going on around them.

In the last question, the non-teaching personnel emphasized that they achieve psychological flow and goals in their work by *clearing away distractions, reaping the rewards, learning to focus on the task for as long as possible, choosing work they love, making sure the task is challenging but not too hard, enjoying themselves, finding their quiet and peak time, choosing an important task and keep practicing*.

Below is the proposed intervention program that could possibly address the needs of the non-teaching personnel with respect to their achievement goal orientation.

### **Proposed Intervention Program:**

#### ***Overview:***

Goal setting in the workplace is a sure-fire way to keep non-teaching personnel motivated and the school to achieving success. It need not be boring. There are many benefits and advantages to always having a set of goals to look at. It helps trigger new behaviors, helps guides the non-teaching personnel's focus and helps them sustain that momentum in life. Goals also help align their focus and promote self-mastery. Finally, they can't manage what they don't measure, and they can't improve upon something that they don't properly manage. Setting goals can help them do all that and more.

With many things in life ostensibly out of the non-teaching personnel's control, it is easy to consider their fate as being determined by external factors. However, they consider times when instead of being driven by extraneous forces, they have felt in complete control of their actions – the master of their destiny. The positive emotions that accompany such experiences can create

such escapism, exhilaration, and enjoyment that it becomes a marker for how life can be. This event is meant by optimal experience or flow state – the subjective state in which a non-teaching personnel function at his or her fullest capacity with their attention so focused on a task, that factors such as fatigue and boredom do not interfere; the experience itself is so enjoyable that people will participate for the sheer sake of doing it (Csikszentmihalyi, 1990). Psychological flow, state is losing themselves in the moment; when they find their abilities are well matched to an activity, the world around them quietens and they may find themselves achieving things they only dreamt to be possible.

Psychological flow has many benefits in a workplace setting, a flow state encourages creativity and cultivates innovative thinking (Pearce & Conger, 2003). It may seem unlikely, but the workplace is not too dissimilar to training/playing sports or video games in that most places of works have goals, immediate feedback, and ideally, equip an individual with the skills required to complete a task.

Research tells that goal setting is important on both an individual and a group basis. Locke and Latham (1990) have also shown that there is an important link between goals and performance. Locke and Latham's research supports the idea that the most effective performance seems to be the result of goals being both specific and challenging. When goals are used to evaluate performance and linked to feedback on results, they create commitment and acceptance. The researchers also found that the motivational impact of goals may be affected by the ability and self-efficacy, or one's belief that they can achieve something. It was also found that deadlines helped improve a goal, and a learning goal orientation leads to higher performance when compared to a performance goal orientation.

Employee's experience flow at work when the environment provides them with challenges that meet their highest abilities (Csikszentmihalyi, 2004). Thus, a work activity must provide opportunities for an employee's skills to be used and refined to the utmost (Demerouti, 2006); however, to continue if a flow experience, activities must constantly be re-created (Ceja & Navarro, 2011; Csikszentmihalyi, 1990). And, Salanova et al. (2006) found that those employees with high beliefs in their skills experienced flow at work more frequently than those with low beliefs in their skills. Moreover, Ceja and Navarro (2011) found out that flow at work presents many within-individual variability; high levels of flow are associated with chaos, and different dimensions of flow are associated with the emergence of different dynamic patterns.

With this, the researcher work on an intervention program that will help non-teaching personnel in enhancing, establishing and upholding the constancy they need to balance their life at work and guaranteeing that their goals are immensely achieved. Looking at by the study, the non-teaching personnel of public and private schools in basic education are fully immersed with strengthened motivation, complete engrossment, and satisfaction when they are in the progression of a task. Simultaneously, they are giving importance on pursuing achievements and avoid failure. This event signifies that they are copiously engaged in achievement circumstances. The approach goals (mastery and performance) and performance avoidance goals of non-teaching personnel regardless of gender and type of school is apparent when thinking about work. However, there were significant inverse relationship found to certain psychological flow dimensions that were apparent in each achievement goal aspects.

The intervention program aimed at having pursuing achievement and avoid failure despite being fully immersed in an activity. All activities in the intervention program focuses on those areas with the hope of achieving the general goal of being positively goal-oriented. The

intervention program is a one school year program where activities are strategically scattered in the entire school year specifically tailored to a school setting environment where a non-teaching personnel's professional life evolves. The program will be evaluated after the completion of the activities. A yearly updating of the program should be done depending on the status of the non-teaching personnel involved in order for the program to be tailored-fit depending on the needs of majority of the participants. Table 30 in the next page is the summary matrix of the proposed intervention program. Refer to the appendix for sample module/activity.

Table 30

*Summary Matrix of the Proposed Intervention Program for Non-Teaching Personnel*

| <b>“SET YOUR GOALS: Achievement Goal Setting for Non-Teaching Personnel”</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                         |                                                                                                                                                                                                                                                                                                            |                                     |
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| <p><b><u>Rationale:</u></b> Based on the results of the present study, the non-teaching personnel of public and private schools in basic education are fully immersed with strengthened motivation, complete engrossment, and satisfaction when they are in the progression of a task. Simultaneously, they are giving importance on pursuing achievements and avoid failure. This event signifies that they are copiously engaged in achievement circumstances. The approach goals (mastery and performance) and performance avoidance goals of non-teaching personnel regardless of gender and type of school is apparent when thinking about work. However, there were significant inverse relationship found to certain psychological flow dimensions that were apparent in each achievement goal aspects.</p> <p><b><u>General Goal/Objective:</u></b> To create an intervention program that caters activities geared in enhancing, establishing and upholding the constancy needed by non-teaching personnel to balance their life at work and guaranteeing that their goals are immensely achieved through different activities.</p> <p><b><u>Focus:</u></b> Achievement Goal Orientation (with integration of Psychological Flow dimensions)</p> <p><b><u>Time Frame:</u></b> One School Year</p> |                                                         |                                                                                                                                                                                                                                                                                                            |                                     |
| <b>ACTIVITIES</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>SCHEDULE</b>                                         | <b>OBJECTIVE</b>                                                                                                                                                                                                                                                                                           | <b>INTEGRATED DIMENSION OF FLOW</b> |
| <b>Counseling Sessions with the Non-Teaching Personnel</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Before the Team-Building Activity and/or if need arises | <ul style="list-style-type: none"> <li>To allow them, and the counselor to monitor the progress of their collaboration.</li> <li>To make a commitment to a course of action and an outcome.</li> <li>To have a roadmap to follow when overcoming challenges and achieving things in their life.</li> </ul> | All                                 |

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| <b>Team Building Activity<br/>(Non-Teaching Personnel unit)</b><br><i><b>“TEAM: <u>T</u>ogether<br/><u>E</u>veryone <u>A</u>chieves<br/><u>M</u>ore!”</b></i>                                   | Summer-In-Service<br>(whole day activity) | <ul style="list-style-type: none"> <li>• To motivate the non-teaching personnel to collaborate, to develop their strengths, and to address any weaknesses.</li> <li>• To encourage collaboration rather than competition.</li> <li>• To incorporate team building into their workplace routines and practices.</li> </ul>                                 | All                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Professional Growth Forum (Part 1)<br/>Forum:</b><br><br><i><b>“Set Your Mission: The Mark You Want to Make”</b></i><br><br>Focus on Mastery Goals<br>(Mastery Approach and Avoidance Goals) | 1 <sup>st</sup> Semester                  | <ul style="list-style-type: none"> <li>• To maintain their mastery of knowledge of the task they are working on.</li> <li>• To keep being motivated to learn to improve their knowledge and abilities.</li> <li>• To uphold learning and self-improvement.</li> <li>• To avoid and diminish worrying about their inability to master the task.</li> </ul> | <u>Mastery Avoidance Goals</u> <ul style="list-style-type: none"> <li>• Action-Awareness Merging</li> <li>• Clear Goals</li> <li>• Concentration on Task at Hand</li> <li>• Loss of Self-consciousness</li> </ul> <u>Mastery Approach Goals</u> <ul style="list-style-type: none"> <li>• Action-Awareness Merging</li> <li>• Clear Goals</li> <li>• Concentration on Task at Hand</li> <li>• Sense of Control</li> </ul> |
| <b>Building Healthy Social Network</b><br><br><i><b>“Kamustahan Session among Non-teaching Personnel”</b></i>                                                                                   | Quarterly                                 | <ul style="list-style-type: none"> <li>• To give real-time feedback to the non-teaching personnel on a continuous basis.</li> <li>• To provide them with feedback on how they are doing and how they can improve if necessary.</li> <li>• To establish a more deeper support system by “sharing points of view” in</li> </ul>                             | All                                                                                                                                                                                                                                                                                                                                                                                                                      |

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|                                                                                                                                                                               |                          | <p>some personal and work-related topics through sharing of personal updates among co-workers.</p> <ul style="list-style-type: none"> <li>• To learn new way of achieving goals even if fully immersed in a task.</li> </ul>                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>Professional Growth Forum (Part 2) Forum:</b></p> <p><b><i>“GOAL SETTING: A System for Motivation”</i></b></p> <p>Focus on Performance Approach and Avoidance Goals</p> | 2 <sup>nd</sup> Semester | <ul style="list-style-type: none"> <li>• To continue their care about mastering the tasks.</li> <li>• To sustain their emphasis on doing better than other workers and be extrinsically motivated forever.</li> <li>• To lower their behavior of avoiding in asking for help even though they do not understand the task.</li> <li>• To diminish their manner of avoiding in placing themselves in challenging situations.</li> </ul> | <p><u>Performance Approach Goals</u></p> <ul style="list-style-type: none"> <li>• Action-Awareness Merging</li> <li>• Unambiguous Feedback</li> <li>• Loss of Self-consciousness</li> <li>• Autotelic Experience</li> </ul> <p><u>Performance Avoidance Goals</u></p> <ul style="list-style-type: none"> <li>• Challenge-Skill Balance</li> <li>• Clear Goals</li> </ul> |
| <b>Diary / Journal Writing</b>                                                                                                                                                | Every Week               | <ul style="list-style-type: none"> <li>• To help the non-teaching personnel in gaining a new perspective on themselves and their job and what they need to do to make themselves better.</li> </ul>                                                                                                                                                                                                                                   | All                                                                                                                                                                                                                                                                                                                                                                      |

## **Implications to Counseling**

Everyone is motivated to achieve. One of the primary challenges for counselors and other helping professional in the work setting is how to instill in employees or personnel a love of work, becoming excited about the adventure of exploration and discovery that leads to achieving one's goals and a sense of fulfillment. Non-teaching personnel in the academe need to understand the importance of motivation to achieve, the relationship of achievement to success in work, and the consequences of failing to find the motivation to accomplish something meaningful and significant in their lives.

There are many reasons for why some non-teaching personnel have low motivation to achieve and many strategies that can be employed to try and get them to change the way they set goals and approach tasks. It is the responsibility of the school's administration to assess the factors, which influence individual non-teaching personnel's lives and select strategies that have the potential of helping them to become more motivated to achieve.

Achievement goals are fundamental human need and essential to the work process. School counselors and school counseling programs need to focus on helping non-teaching personnel learn the importance of setting goals and achieving them. School counselors can be significant contributors in helping non-teaching personnel embrace and complete challenging work tasks with a sense of confidence and self-efficacy.

It is important for counselors to understand that they all have an impulse to achieve, but that some non-teaching personnel or other employees struggle with following that impulse to its fullest expression. Non-teaching personnel's' achievement goal orientation can be located on a spectrum that ranges from low-achievement goals to high-achievement goals. Non-teaching

personnel on the “low” end of the spectrum can use the help of school counselors to increase their motivation to achieve, resulting in them becoming more highly motivated and proficient workers. Interventions can be planned as well by the school’s administration to target specific areas in non-teaching personnel’s thinking and behavior that need to be addressed for them to improve their working outcomes.

In the “high” end of the spectrum, non-teaching personnel are more motivated to achieve and demonstrate greater responsibility for and success in achieving positive results of which they can be proud. Regardless of where non-teaching personnel are on the spectrum, it is critical for school counselors to recognize them for the positive results that they are achieving and to encourage them to continue their efforts to excel. Increasing achievement goal motivation can improve non-teaching personnel learning, job performance and work outcomes and enhance their self-image and feelings of self-efficacy. Achievement goal orientation has a lot to do with self-motivation. Everyone wants non-teaching personnel or other employees to be self-motivated to achieve. Achievement means to accomplish or complete something. The school counselors’ role is to help non-teaching personnel to achieve, in part by helping them become highly goal oriented.

## **CHAPTER IV**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **Summary of the Study**

The current study is a descriptive–correlational research about achievement goal orientation and their relationship to psychological flow experience.

Four hundred twenty-eight non-teaching personnel from the 33 public and private schools in Metro Manila were the respondents of the research. Purposive sampling was used since respondents were carefully chosen grounded on the decision of the researcher that they uphold the explicit features that meet the requirements for the research (Cohen, 1992). Standardized tests were employed in order to acquire the information relevant to the study. The researcher utilized the following instruments – Flow State Scale (FSS) and 2 x 2 Framework of Achievement Goals for a Work Domain Scale. The researcher likewise made use of demographic questionnaire to trace the profile of the respondents. To provide substance to the outcomes of the research, a 4-item open-ended questionnaire was answered by the respondents. The results were analyzed and checked. The outcomes were tested using statistical treatment by means of the Statistical Package for Social Science (SPSS 27).

#### **Summary of Results**

The following statements summarize the findings of the research grounded on the questions raised in the statement of the problem.

1. Majority of the respondents fall under the “average to high” level of psychological flow experience. Most of them are on the average than high level including challenge-skill balance, action-awareness merging, unambiguous feedback, concentration on task at hand, transformation of time, and loss of self-consciousness. The sense of control, autotelic experience, and clear goals fall under the high than average level. Meanwhile, all of the achievement goal orientation dimensions of the respondents have indicated “average to high” level though typically fall under the high than average level. All of the respondents are demonstrating high level of mastery and performance approach goals. This means that they are giving emphasis on pursuing success. On the other hand, high levels of mastery and performance avoidance goals were manifested. In other words, the respondents avoid failure.
2. The present study found out that mastery approach, performance approach, and performance avoidance goals were positively correlated with psychological flow. Whereas, mastery avoidance goals were not significantly correlated to psychological flow. Same results were found when gender differences and type of school were expounded through exploratory analysis.
3. In general, looking on how the nine dimensions of psychological flow predict or affect the four aspects of achievement goal orientation of non-teaching personnel; it was found out that challenge-skill balance, transformation of time and autotelic experience have indicated direct relationship, signifying that as one engages more into these dimensions of psychological flow, the higher level of mastery avoidance goals one can experience. However, action-awareness merging, clear goals, concentration on task at hand, and loss of self-consciousness have indicated significant inverse relationships, signifying that the higher level of engagement in these dimensions of flow, the lower the mastery avoidance goals one can experience.

In terms of mastery approach goals, it was found out that challenge-skill balance, loss of self-consciousness, transformation of time, and autotelic experience have specified direct relationship, suggesting that as one engages more into these dimensions of psychological flow, the higher level of mastery approach goals one can experience. Nevertheless, action-awareness merging, clear goals, and concentration on task at hand have designated significant inverse relationships telling that the higher level of engagement in these dimensions of flow, the lower the mastery approach goals one can experience.

In the aspect of performance approach goals, it was found out that challenge-skill balance, clear goals, sense of control, and transformation of time have indicated direct relationship, signifying that as one engages more into these dimensions of psychological flow, the higher level of performance approach goals one can experience. However, action-awareness merging, unambiguous feedback, loss of self-consciousness, and autotelic experience have indicated significant inverse relationships, signifying that the higher level of engagement in these dimensions of flow, the lower the performance approach goals one can experience.

Lastly, in terms of performance avoidance goals, it was found out that action-awareness merging, sense of control, transformation of time, and autotelic experience have specified direct relationship suggesting that as one engages more into these dimensions of psychological flow, the higher level of performance avoidance one can experience. Nevertheless, challenge-skill balance and clear goals have designated significant inverse relationships telling that the higher level of engagement in these dimensions of flow, the lower the performance avoidance goals one can experience.

4. With all these results, the researcher projected an intervention program that will cover the needs of the non-teaching personnel regarding their achievement goals. The said program is

centered on proposing an enhancement program aligned on maintaining their emphasis on pursuing success and avoiding failure.

### **Limitations of the Study**

The researcher proposed to set the following parameters to control the concentration and explicitness of the study.

The study bounds its coverage to non-teaching personnel of public and private schools in Metro Manila who have rendered at least 6 months of service in school. The psychological flow experience was identified with the use of Flow State Scale (FSS) while the achievement goal orientation of the non-teaching personnel was determined by the 2 x 2 Framework of Achievement Goals for a Work Domain Scale. The extent of Flow State Scale (FSS) encompasses its nine domains: Challenge-skill balance, Action-awareness merging, Clear goals, Unambiguous feedback, Concentration, Control, Loss of self-consciousness, Transformation of time and Autotelic experience. On the other hand, the area of 2 x 2 Framework of Achievement Goals for a Work Domain Scale is only limited to the four areas namely, Mastery – Approach, Mastery – Avoidance, Performance – Approach and Performance – Avoidance.

The present study also included demographic characteristics such as age, gender, occupation and years of service in school.

### **Conclusion**

Experiencing psychological flow of non-teaching personnel is important to nurture achievement goal orientation. It is indeed significant to generate a setting that is attractive and

encourages long-term goals. If individuals are uninterested, they will not experience psychological flow. There is no trial, nothing new-fangled, and nothing to retain them driven. The essentials of being engrossed at their respective jobs are numerous. The value of work involvement and understanding could be transformed at motivation; however, they should appreciate that best experience hinge on the personal appraisal of potentials for achievement and their competence. Once non-teaching personnel are copiously involved and fulfilled, they tend to show an improved performance, better inspiration, more access to awareness, constantly growing aptitude to engross in profound learning, and stable perspective on achievement goal orientation. Undeniably, as soon as recognizing and refining circumstances that empower them to undergo psychological flow become superficial, they are driven enough in attaining their goals not only for themselves but also for their respective workplace. Based on the above-mentioned findings, the following conclusions were drawn:

1. The non-teaching personnel of public and private schools in basic education are fully immersed with strengthened motivation, complete engrossment, and satisfaction when they are in the progression of a task. Simultaneously, they are giving importance on pursuing achievement and avoid failure. This signifies that they are copiously engaged in achievement circumstances.
2. In general, the approach goals (mastery and performance) and performance avoidance goals of non-teaching personnel regardless of gender are associated with psychological flow when thinking about work. Clearing away distractions, reaping the rewards, learning to focus on the task for as long as possible, choosing work they love, making sure the task is challenging but not too hard, enjoying themselves, finding their quiet and peak time, choosing an important

task and keep practicing help them to enhance, establishing and upholding the constancy they need to balance their life at work and guaranteeing that their goals are immensely achieved.

3. A compilation of modules/activities to enhance, establish, and uphold the constancy they need to balance their life at work and to guarantee that their goals are immensely achieved is proposed to be employed and utilized by non-teaching personnel in the basic education.

### **Recommendation**

1. It is recommended that schools or other educational institutions must look into the level of achievement goal orientation and psychological flow, not only of the non-teaching personnel, but also of those workers that are playing a vital role in the educational system. They should also work on classifying plans that may enhance, establish and uphold the constancy they need to balance their life at work.
2. Further studies and explorations are proposed to comprehend and appreciate the flow-achievement goal forces at work. Nonetheless, if these outcomes could be repeated, they might offer intuition for creating training programs. For example, administrators could regulate their methods to entertain certain people (i.e. teachers) with diverse goal-orientations. Undertaking so might intensify a person's capability to understand psychological flow, and sequentially, attain best performance and goals.
3. Consider employing other variables or constructs to further comprehend and appreciate the ideal preparation desired to encounter psychological flow.

4. Implementation of the proposed module, as product of this research, is encouraged to determine its practicality in enhancing, establishing, and upholding the constancy needed to balance life at work.

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## Appendix A

### Demographic Questionnaire

Please complete this questionnaire by putting a check ( / ) mark on each item that is true for you. Information reported on this survey will remain confidential and any reports published will not contain identifying information.

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                    |                                                                  |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| Name (optional):                  |                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                    |                                                                  |
| Gender:                           | <input type="checkbox"/> Male<br><input type="checkbox"/> Female                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                    |                                                                  |
| Relationship Status:              | <input type="checkbox"/> Single (with child/ren) <input type="checkbox"/> Separated<br><input type="checkbox"/> Single (without child/ren) <input type="checkbox"/> Widow/er<br><input type="checkbox"/> Married <input type="checkbox"/> Committed Relationship<br><input type="checkbox"/> Annuled                                                                                                                             |                                                                                                    |                                                                  |
| Age:                              | <input type="checkbox"/> 21-25<br><input type="checkbox"/> 26-30<br><input type="checkbox"/> 31-35                                                                                                                                                                                                                                                                                                                               | <input type="checkbox"/> 36-40<br><input type="checkbox"/> 41-45<br><input type="checkbox"/> 46-50 | <input type="checkbox"/> 51-55<br><input type="checkbox"/> 56-60 |
| Occupation:                       | <input type="checkbox"/> School Counselor <input type="checkbox"/> Office Secretary<br><input type="checkbox"/> Librarian <input type="checkbox"/> Administrative Staff<br><input type="checkbox"/> Food Service Personnel <input type="checkbox"/> School Helper/Janitor<br><input type="checkbox"/> Clinic Personnel <input type="checkbox"/> Transportation Worker<br><input type="checkbox"/> Others: (please specify) _____ |                                                                                                    |                                                                  |
| Academic Work Setting:            | <input type="checkbox"/> Grade School<br><input type="checkbox"/> High School                                                                                                                                                                                                                                                                                                                                                    |                                                                                                    |                                                                  |
| Type of School                    | <input type="checkbox"/> Public<br><input type="checkbox"/> Private                                                                                                                                                                                                                                                                                                                                                              |                                                                                                    |                                                                  |
| Total Years of Service in School: | _____                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                    |                                                                  |

Thank you for completing this survey. Please proceed to completing the next two surveys.

## Appendix B

### FLOW STATE SCALE

Name: \_\_\_\_\_  
Age: \_\_\_\_\_

Department: \_\_\_\_\_  
Date: \_\_\_\_\_

Please answer the following questions in relation to your work experience. These questions relate to the thoughts and feelings you may have experienced in work. There are no right or wrong answers. Think about how you felt and answer the questions using the rating scale below. Circle the number that best matches your experience from the options to the right of each question.

#### *Rating Scale*

| <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Neither Agree nor Disagree</b> | <b>Agree</b> | <b>Strongly Agree</b> |
|--------------------------|-----------------|-----------------------------------|--------------|-----------------------|
| <b>1</b>                 | <b>2</b>        | <b>3</b>                          | <b>4</b>     | <b>5</b>              |

- |                                                                                     |   |   |   |   |   |
|-------------------------------------------------------------------------------------|---|---|---|---|---|
| 1. I was challenged, but I believed my skills would allow me to meet the challenge. | 1 | 2 | 3 | 4 | 5 |
| 2. I made the correct movements without thinking about about trying to do so.       | 1 | 2 | 3 | 4 | 5 |
| 3. I knew clearly what I wanted to do.                                              | 1 | 2 | 3 | 4 | 5 |
| 4. It was really clear to me that I was doing well.                                 | 1 | 2 | 3 | 4 | 5 |
| 5. My attention was focused entirely on what I was doing.                           | 1 | 2 | 3 | 4 | 5 |
| 6. I felt in total control of what I was doing.                                     | 1 | 2 | 3 | 4 | 5 |
| 7. I was not concerned with what others may have been thinking of me.               | 1 | 2 | 3 | 4 | 5 |
| 8. Time seemed to alter (either slowed down or speeded up).                         | 1 | 2 | 3 | 4 | 5 |
| 9. I really enjoyed the experience.                                                 | 1 | 2 | 3 | 4 | 5 |
| 10. My abilities matched the high challenge of the situation.                       | 1 | 2 | 3 | 4 | 5 |
| 11. Things just seemed to be happening automatically.                               | 1 | 2 | 3 | 4 | 5 |
| 12. I had a strong sense of what I wanted to do.                                    | 1 | 2 | 3 | 4 | 5 |

|                                                                              |   |   |   |   |   |
|------------------------------------------------------------------------------|---|---|---|---|---|
| 13. I was aware of how well I was performing.                                | 1 | 2 | 3 | 4 | 5 |
| 14. It was no effort to keep my mind on what was happening.                  | 1 | 2 | 3 | 4 | 5 |
| 15. I felt like I could control what I was doing.                            | 1 | 2 | 3 | 4 | 5 |
| 16. I was not worried about my performance during the event.                 | 1 | 2 | 3 | 4 | 5 |
| 17. The way time passed seemed to be different from normal.                  | 1 | 2 | 3 | 4 | 5 |
| 18. I loved the feeling of that performance and want to capture it again.    | 1 | 2 | 3 | 4 | 5 |
| 19. I felt I was competent enough to meet the high demands of the situation. | 1 | 2 | 3 | 4 | 5 |
| 20. I performed automatically.                                               | 1 | 2 | 3 | 4 | 5 |
| 21. I knew what I wanted to achieve.                                         | 1 | 2 | 3 | 4 | 5 |
| 22. I had a good idea while I was performing about how well I was doing.     | 1 | 2 | 3 | 4 | 5 |
| 23. I had total concentration.                                               | 1 | 2 | 3 | 4 | 5 |
| 24. I had a feeling of total control.                                        | 1 | 2 | 3 | 4 | 5 |
| 25. I was not concerned with how I was presenting myself.                    | 1 | 2 | 3 | 4 | 5 |
| 26. It felt like time stopped while I was performing.                        | 1 | 2 | 3 | 4 | 5 |
| 27. The experience left me feeling great.                                    | 1 | 2 | 3 | 4 | 5 |
| 28. The challenge and my skills were at an equally high level.               | 1 | 2 | 3 | 4 | 5 |
| 29. I did things spontaneously and automatically without having to think.    | 1 | 2 | 3 | 4 | 5 |
| 30. My goals were clearly defined.                                           | 1 | 2 | 3 | 4 | 5 |
| 31. I could tell by the way I was performing how well I was doing.           | 1 | 2 | 3 | 4 | 5 |
| 32. I was completely focused on the task at hand.                            | 1 | 2 | 3 | 4 | 5 |
| 33. I felt in total control of my body.                                      | 1 | 2 | 3 | 4 | 5 |
| 34. I was not worried about what others may have been thinking of me.        | 1 | 2 | 3 | 4 | 5 |
| 35. At times, it almost seemed like things were happening in slow motion.    | 1 | 2 | 3 | 4 | 5 |
| 36. I found the experience extremely rewarding.                              | 1 | 2 | 3 | 4 | 5 |

**Source:** Jackson, S. A., & Marsh, H. W. (1996). Development and validation of a scale to measure optimal experience: The flow state scale. *Journal of Sport & Exercise Psychology*, 18(1), 17. Retrieved from <https://search.proquest.com/docview/202553710?accountid=28547>

## Appendix C

### 2 X 2 FRAMEWORK OF ACHIEVEMENT GOALS FOR A WORK DOMAIN

Name: \_\_\_\_\_

Department: \_\_\_\_\_

Age: \_\_\_\_\_

Date: \_\_\_\_\_

The following statements are focused on your thoughts and feelings. There are no right or wrong answers; please just answer as accurately and honestly as possible. Write your answer on the blank provided before each number.

|                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Rating Scale</i>                                                                                                                                                                                                                                                                                                                            |
| <div style="display: flex; justify-content: space-around; font-weight: bold;"> <span>1</span><span>2</span><span>3</span><span>4</span><span>5</span><span>6</span><span>7</span> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <span>Not at all true of me</span> <span>Very true of me</span> </div> |

- \_\_\_\_\_ 1. I just try to avoid being incompetent at performing the skills and tasks necessary for my job.
- \_\_\_\_\_ 2. When I am engaged in a task at work, I find myself thinking a lot about what I need to do to not mess up.
- \_\_\_\_\_ 3. At work, I focus on not doing worse than I have personally done in the past on my job.
- \_\_\_\_\_ 4. My goal is to avoid being incompetent at performing the skills and tasks necessary for my job.
- \_\_\_\_\_ 5. I just hope I am able to maintain enough skills so I am competent at my job.
- \_\_\_\_\_ 6. At work, I am just trying to avoid performing the tasks required for my job poorly.
- \_\_\_\_\_ 7. I am willing to select a challenging work assignment that I can learn a lot from.
- \_\_\_\_\_ 8. For me, development of my work ability is important enough to take risks.
- \_\_\_\_\_ 9. I often look for opportunities to develop new skills and knowledge.
- \_\_\_\_\_ 10. I enjoy challenging and difficult tasks at work where I'll learn new skills.
- \_\_\_\_\_ 11. I like to show that I can perform better than my co-workers.
- \_\_\_\_\_ 12. I prefer to work on projects where I can prove my ability to others.
- \_\_\_\_\_ 13. I try to figure out what it takes to prove my ability to others at work.
- \_\_\_\_\_ 14. I enjoy it when others at work are aware of how well I am doing.
- \_\_\_\_\_ 15. I would avoid taking on a new task if there was a chance that I would appear rather incompetent to others.

- \_\_\_\_\_ 16. Avoiding a show of low ability is more important to me than learning a new skill.
- \_\_\_\_\_ 17. I prefer to avoid situations at work where I might perform poorly.
- \_\_\_\_\_ 18. I'm concerned about taking on a task at work if my performance would reveal that I had low ability.

Source: Baranik, L. E., Barron, K. E., & Finney, S. J. (2007). Measuring goal orientation in a work domain: Construct validity evidence for the  $2 \times 2$  framework. *Educational and Psychological Measurement*, 67(4), 697-718. doi:<http://dx.doi.org/10.1177/0013164406292090>

## Appendix D

### Follow-up Questionnaire

|                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>GUIDE QUESTIONS:</b>                                                                                                                                                                     |
| <b>As a non-teaching personnel,</b>                                                                                                                                                         |
| 1. Are you acquainted with the word ' <i>psychological flow</i> '? If not, are you acquainted with the words " <i>flowing</i> ", being in " <i>the zone</i> ", or in " <i>the groove</i> "? |
|                                                                                                                                                                                             |
| 2. Can you give an instance of one such experience which sticks out in your memory? In as much detail as likely, can you distinguish what these experiences are similar to?                 |
|                                                                                                                                                                                             |
| 3. What are the furthestmost distinctive features, or vibrant displays of being in psychological flow?                                                                                      |
|                                                                                                                                                                                             |
| 4. How do you attain psychological flow and goals in your work?                                                                                                                             |
|                                                                                                                                                                                             |
| <b>Remarks:</b>                                                                                                                                                                             |
|                                                                                                                                                                                             |

## Appendix E

### Sample of Letter of Permission to Conduct a Study

Date

**Name of School Head/Principal**

Designation

School

Dear Sir/Madam,

Good day!

I am presently conducting a research under the College of Graduate Studies and Teacher Education Research of Philippine Normal University as part of my requirements in my Master of Arts in Education in Guidance and Counseling degree. This is entitled "*The Psychological Flow Experience and Achievement Goal Orientation of Non-Teaching Personnel in Schools: Basis for an Intervention Program*". This study wishes to examine the relationship between psychological flow experience and achievement goal orientation among non-teaching personnel in the work place. Also, this intends to examine the gender differences as well.

In this regard, I would like to request for your permission to allow me to conduct an educational testing to the non-teaching personnel in your school. The said non-teaching personnel refers to anyone employed in our school who does not serve as a classroom teacher. This can include administrative staff, guidance counselors, librarians, custodians, food service personnel, and even transportation workers. I assure you that the results shall only be used in the context of this research and will be held with utmost confidentiality.

Please see attached outline describing the study and the standardized tools that will be accomplished by the participants.

Should you have any inquiries about this study, please feel free to communicate with me through my email address [gieben.cruz@lsgh.edu.ph](mailto:gieben.cruz@lsgh.edu.ph) or through our office number, 721-20-00 local 323.

I am hoping for your favorable response to this request. Thank you for your time and consideration.

Yours in St. La Salle,

Mr. Hardie Gieben M. Cruz

## Appendix F

### Outline of the Proposed Study

**Title:** The Psychological Flow Experience and Achievement Goal Orientation of Non-Teaching Personnel in Schools: Basis for an Intervention Program

**Purpose of the Study:** The purpose of this study is to examine the relationship between psychological flow and achievement goal orientation among non-teaching personnel in the workplace. In addition, to find out if gender and type of school differences exist and most importantly, to propose an intervention program to address and solve the need of the participants based on the results of the entire study.

**Significance:** Through this study, school administrators will be knowledgeable on how to increase the morale of their non-teaching personnel by nurturing a sense of greater pleasure and achievement goals that possibly will be connected with improved performance. This study is truly significant to the non-teaching personnel in the workplace. They will be cognizant on how to enrich and proliferate flow in the place of work. They will be able to acquire facts concerning definite actions and milieus that are helpful to flow. Moreover, they will comprehend definite methodologies that can magnify their strength of mind solely by taking their satisfaction and achievement goal direction into consideration. Since psychological flow is linked with accomplishment, its growth might have tangible inferences in growing job fulfillment and success. The guidance and counseling department will benefit in this study too. They will be able to assist their school's non-teaching personnel in augmenting their drive to attain the value of preference and achievement goals. The envisioned intervention program that will be proposed can help them and in addressing the possible concern of the non-teaching personnel in their respective schools.

**Theoretical basis:** In this study, the flow theory will describe experiences that stem from optimal conditions such as balanced levels of challenge and skill, availability of clear goals and quick feedback, and possible control in the workplace. Such experiences have multiple benefits to the non-teaching personnel. Examples of this are promotion of intrinsic motivation, engagement, short- and long-term commitment, and hypothetical experience by anyone during any activity. Furthermore, achievement goal theory will play an important role in how non-teaching personnel perceive, experience, and engage in learning situations, and therefore will be the key part of any research that aims to understand motivational issues that may lead to underachievement in workplace. It will also optimize learning and the learning experience.

**Terms to be defined:** achievement goal orientation; action-awareness merging; autotelic experience; challenge-skill balance; clear goals; concentration on task at hand; loss of self-consciousness; mastery-approach goal orientation; mastery-avoidance goal orientation; non-teaching personnel; performance-approach goal orientation; performance-avoidance goal orientation; psychological flow; sense of control; transformation of time and unambiguous feedback

**Research Questions:** In this study, the following questions will be addressed:

1. How can the non-teaching personnel be described in terms of the following variables:
  - a. psychological flow; and
  - b. achievement goal orientation?;
2. How do psychological flow dimensions influence the non-teaching personnel's achievement goal orientation?; and
3. What intervention program for the non-teaching personnel can be developed and proposed based on the findings?

**Design:** The descriptive – correlational design will be used in this study. This design is descriptive because it examines the situation, as it exists in its current state. It also involves identification of attributes of a particular phenomenon based on an observational basis, or the exploration of correlation between two or more phenomena (Williams, 2007). Correlational study is designed to examine the relationship between the two characteristics of the study group. In this study, the descriptive – correlational design will be employed to find out whether relationship exists between the psychological flow experiences and achievement goal orientation of non-teaching personnel in workplace.

**Subject/Setting:** The respondents of this study will be the non-teaching personnel of public and private schools in Metro Manila who have rendered at least 6 months of service in school. Purposive sampling will be used to select the participants of this study. In purposive sampling, participants are selected based on the judgment of the researcher that they possess the specific characteristics that qualify them for the study (Cohen, 2007).

**Procedure:** After seeking permission and consent to school authorities and research participants, administration of test will be conducted to those participants who gave their informed consent to be part of the study. Test administration will be done during the free and common time of the non-teaching personnel so that work will not be interrupted. They will be gathered all together in one venue to facilitate administration of questionnaire and tools by the researcher to facilitate focus and attention while answering. The demographic questionnaire will be administered first followed by the Flow State Scale and 2 x 2 Framework of Achievement Goals for a Work Domain Scale. An interview will be conducted by the researcher to selected participants using a structured questionnaire that will serve as an interview guide. The researcher will ask the consent of the participant for the recording of the said interview using an audio recorder. After the test administration, the instruments will be checked, scored and interpreted. Results of the data from the SPSS will be the basis of the researcher for construction of a proposed intervention program that will address and solve the need of the participants based on the results of the entire study. Once the program has been approved, a hardcopy of the intervention program will be shared to all participating schools through their respective school heads. The hardcopy will be delivered personally by the researcher to ensure that copies will be received personally. This will also give the school director / head a chance to ask questions regarding the implementation of the said intervention program.

**Instrumentation:** The instruments in this study will be self-administered demographic questionnaire, Flow State Scale and 2 x 2 Framework of Achievement Goals for a Work Domain Scale.

## Appendix G

### Informed Consent Form

Dear Participants:

Greetings!

I am Hardie Gieben M. Cruz, from the graduate school of Philippine Normal University currently taking Master of Arts in Education with specialization in Guidance and Counseling. At present, I am working on a research entitled **The Psychological Flow Experience and Achievement Goal Orientation of Non-Teaching Personnel in Schools: Basis for an Intervention Program.**

This consent form aims to determine your approval to be one of the participants in the research. Please refer to the following for your complete knowledge regarding my study:

- a. **Purpose of the study:** The main objective of the study is to examine the relationship between psychological flow experience and achievement goal orientation among non-teaching personnel in the work place. This will intend to examine the gender and type of school differences as well. More specifically, the study aims to: (a) determine the psychological flow experience and achievement goal orientation of non-teaching personnel; (b) find out if psychological flow influences achievement goal orientation of non-teaching personnel; and (c) determine and propose an intervention program for the non-teaching personnel based on the results of the study.
- b. **Procedures:** If you permit to participate in this research, you will answer a demographic questionnaire for your profile and two self-report inventories (*Flow State Scale* and *2 x 2 Framework of Achievement Goals for a Work Domain Scale*). You will be asked to rate your thoughts and feelings you may have experienced in work. It is estimated that the self-report inventories will take approximately 20 to 30 minutes to complete.
- c. **Risks and Benefits:** You are unlikely to experience any risk/discomfort during the study. Your participation in this research will contribute to limited studies of new knowledge about the psychological flow and achievement goal orientation. It will also contribute information to the public and private school non-teaching personnel in Metro Manila. The module that the researcher will propose will be part of the benefit of the school that you are part of given that they opted to run the said propose module.
- d. **Compensation:** There will be no payment for the participation in this study.
- e. **Confidentiality:** Only the researcher will have the access in the result of your questionnaire. Your responses to the aforementioned self-report inventories will be anonymous. The demographic questionnaire will only be used for profiling purposes. Your name and identifying information will not be associated in any part of the written report of the study. For selected participants who will be part of the interview, the process will be recorded, however, your

name will not be recorded on the tape. Rest assured that all of your information and interview responses will be kept confidential. If any portion of the research is published, no personal identification will be disclosed.

- f. Participation and Withdrawal:** You can choose whether or not to participate in the study. If you have volunteered and opted to withdraw, you may do so without consequences.
- g. Identification of the researcher:** If you have any questions regarding the research, please feel free to contact me through my email, [gieben.cruz@lsgh.edu.ph](mailto:gieben.cruz@lsgh.edu.ph).

Sincerely,

**HARDIE GIEBEN M. CRUZ**

Graduate Student

Master of Arts in Education – Guidance and Counseling

College of Graduate Studies and Teacher Education Research

Philippine Normal University

### REPLY SLIP

Do you understand the research and are you willing to take part in it?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

Your signature indicates that you have read and understand the information provided above, that you willingly agree to participate, that you may withdraw your consent at any time and discontinue participation without penalty.

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix H

### Sample Research Instrument Validation Form for the Structured Questionnaire

**DIRECTION:** Please rate the content validity of each of the item based on the criteria set by Waltz and Bausell (1983) as cited by Yaghmaie (2003).

Circle the rating that best indicates your decision upon each item.

Similarly, feel free to indicate suggested revisions on the “Item” column.

The criteria for content validity are as follows:

#### **Relevance (R)**

- 1 - not relevant
- 2 - item need some revision
- 3 - relevant but need minor revision
- 4 - very relevant

#### **Clarity (C)**

- 1 - not clear
- 2 - item need some revision
- 3 - clear but need minor revision
- 4 - very clear

#### **Simplicity (S)**

- 1 - not simple
- 2 - item need some revision
- 3 - simple but need minor revision
- 4 - very simple

#### **Ambiguity (A)**

- 1 - doubtful
- 2 - item need some revision
- 3 - no doubt but need minor revision
- 4 - meaning is clear

### VALIDATOR'S PROFILE

|                                             |  |
|---------------------------------------------|--|
| Name:                                       |  |
| Position / Title:                           |  |
| Institution:                                |  |
| Professional Organization:                  |  |
| Number of Years of Professional Experience: |  |
| Educational Attainment:                     |  |

---

### VALIDATION CERTIFICATE

This hereby certifies that I have personally validated the research instruments for use in the study of Mr. Hardie Gieben M. Cruz last January 17, 2019 and approved any remarks made for further development.

---

Validator's Signature over Printed Name

## INSTRUMENT

### Short open-ended interview Guide Question

**Purpose:** The purpose of this guide is to draw out the personal experiences of non-teaching personnel in the basic education concerning their psychological flow and achievement goal orientation at work.

| NO. | ITEM<br>(Please indicate your revisions here.)                                                                                                                                           | Relevance | Clarity | Simplicity | Ambiguity | Total |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------|------------|-----------|-------|
| 1   | Are you acquainted with the word ' <i>psychological flow</i> '? If not, are you acquainted with the words " <i>flowing</i> ", being in " <i>the zone</i> ", or in " <i>the groove</i> "? | 1 2 3 4   | 1 2 3 4 | 1 2 3 4    | 1 2 3 4   |       |
| 2   | Can you give an instance of one such experience which sticks out in your memory? In as much detail as likely, can you distinguish what these experiences are similar to?                 | 1 2 3 4   | 1 2 3 4 | 1 2 3 4    | 1 2 3 4   |       |
| 3   | What are the furthestmost distinctive features, or vibrant displays of being in psychological flow?                                                                                      | 1 2 3 4   | 1 2 3 4 | 1 2 3 4    | 1 2 3 4   |       |
| 4   | How do you attain psychological flow and goals in your work?                                                                                                                             | 1 2 3 4   | 1 2 3 4 | 1 2 3 4    | 1 2 3 4   |       |

**Comments/Suggestions:**

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**Validator's Signature over Printed Name**

## Appendix I

### Sample Program Validation Form from Experts



**PHILIPPINE NORMAL UNIVERSITY**  
*The National Center for Teacher Education*  
 Taft Avenue, Manila

#### PROGRAM VALIDATION FOR EXPERT

Name: Ms. Coralynne Regencia, MA, RGC

Date of Validation: 31 January 2020

Affiliated Institution: Colegio de San Juan de Letran -Manila: Guidance and Counseling Center

Highest Educational Attainment: Master of Arts in Counseling

*Instruction:* The following are the components of the program/module as the main output of the study entitled: “The Psychological Flow Experience and Achievement Goal Orientation of Non-Teaching Personnel in Schools: Basis for an Intervention Program”. Please rate the following components of the module according to the appropriateness of the content.

**3 – Appropriate**

**2 – (NR) Needs Revision**

**1 – Not Appropriate**

| Component               | 3 | 2 | 1 | Recommendation/Revisions |
|-------------------------|---|---|---|--------------------------|
| Title                   |   |   |   |                          |
| Rationale               |   |   |   |                          |
| Theoretical Framework   |   |   |   |                          |
| Description and Content |   |   |   |                          |
| Goals                   |   |   |   |                          |
| Implementation          |   |   |   |                          |

**Module / Activity 1****Title: Counseling Sessions with the Non-Teaching Personnel****3 – Appropriate****2 – (NR) Needs Revision****1 – Not Appropriate**

| <b>Component</b>        | <b>3</b> | <b>2</b> | <b>1</b> | <b>Recommendation/Revisions</b> |
|-------------------------|----------|----------|----------|---------------------------------|
| Title                   |          |          |          |                                 |
| Rationale               |          |          |          |                                 |
| Theoretical Framework   |          |          |          |                                 |
| Description and Content |          |          |          |                                 |
| Goals                   |          |          |          |                                 |
| Implementation          |          |          |          |                                 |

**Module / Activity 2****Title: “TEAM: Together Everyone Achieves More!” (Team Building Activity)****3 – Appropriate****2 – (NR) Needs Revision****1 – Not Appropriate**

| <b>Component</b>        | <b>3</b> | <b>2</b> | <b>1</b> | <b>Recommendation/Revisions</b> |
|-------------------------|----------|----------|----------|---------------------------------|
| Title                   |          |          |          |                                 |
| Rationale               |          |          |          |                                 |
| Theoretical Framework   |          |          |          |                                 |
| Description and Content |          |          |          |                                 |
| Goals                   |          |          |          |                                 |
| Implementation          |          |          |          |                                 |

**Module / Activity 3****Title: “Set Your Mission: The Mark You Want to Achieve”**

(Professional Growth Forum: Part 1)

**3 – Appropriate****2 – (NR) Needs Revision****1 – Not Appropriate**

| <b>Component</b>        | <b>3</b> | <b>2</b> | <b>1</b> | <b>Recommendation/Revisions</b> |
|-------------------------|----------|----------|----------|---------------------------------|
| Title                   |          |          |          |                                 |
| Rationale               |          |          |          |                                 |
| Theoretical Framework   |          |          |          |                                 |
| Description and Content |          |          |          |                                 |
| Goals                   |          |          |          |                                 |
| Implementation          |          |          |          |                                 |

**Module / Activity 4****Title: “Kamustahan Session among Non-Teaching Personnel”**

(Building Healthy Social Network)

**3 – Appropriate****2 – (NR) Needs Revision****1 – Not Appropriate**

| <b>Component</b>        | <b>3</b> | <b>2</b> | <b>1</b> | <b>Recommendation/Revisions</b> |
|-------------------------|----------|----------|----------|---------------------------------|
| Title                   |          |          |          |                                 |
| Rationale               |          |          |          |                                 |
| Theoretical Framework   |          |          |          |                                 |
| Description and Content |          |          |          |                                 |
| Goals                   |          |          |          |                                 |
| Implementation          |          |          |          |                                 |

**Module / Activity 5****Title: “GOAL SETTING: A System for Motivation”**

(Professional Growth Forum: Part 2)

**3 – Appropriate****2 – (NR) Needs Revision****1 – Not Appropriate**

| <b>Component</b>        | <b>3</b> | <b>2</b> | <b>1</b> | <b>Recommendation/Revisions</b> |
|-------------------------|----------|----------|----------|---------------------------------|
| Title                   |          |          |          |                                 |
| Rationale               |          |          |          |                                 |
| Theoretical Framework   |          |          |          |                                 |
| Description and Content |          |          |          |                                 |
| Goals                   |          |          |          |                                 |
| Implementation          |          |          |          |                                 |

**Module / Activity 6****Title: “Don’t worry, just write!”**

(Diary / Journal Writing)

**3 – Appropriate****2 – (NR) Needs Revision****1 – Not Appropriate**

| <b>Component</b>        | <b>3</b> | <b>2</b> | <b>1</b> | <b>Recommendation/Revisions</b> |
|-------------------------|----------|----------|----------|---------------------------------|
| Title                   |          |          |          |                                 |
| Rationale               |          |          |          |                                 |
| Theoretical Framework   |          |          |          |                                 |
| Description and Content |          |          |          |                                 |
| Goals                   |          |          |          |                                 |
| Implementation          |          |          |          |                                 |

## **VALIDATION CERTIFICATE**

This hereby certifies that I have personally validated the program / module for use in the study of Mr. Hardie Gieben M. Cruz last January 31, 2020 and approved any remarks made for further development.

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Validator's Signature over Printed Name

## Appendix J

### Suggested Activities for the Intervention Program

#### “SET YOUR GOALS: Achievement Goal Setting for Non-Teaching Personnel”

**General Goal/Objective:** To create an intervention program that caters activities geared in enhancing, establishing and upholding the constancy needed by non-teaching personnel to balance their life at work and guaranteeing that their goals are immensely achieved through different activities.

**Focus:** Achievement Goal Orientation (with integration of Psychological Flow dimensions)

**Time Frame:** One School Year

#### Overview:

Goal setting in the workplace is a sure-fire way to keep non-teaching personnel motivated and the school to achieving success. It need not be boring. There are many benefits and advantages to always having a set of goals to look at. It helps trigger new behaviors, helps guides the non-teaching personnel's focus and helps them sustain that momentum in life. Goals also help align their focus and promote self-mastery. Finally, they can't manage what they don't measure, and they can't improve upon something that they don't properly manage. Setting goals can help them do all that and more.

With many things in life ostensibly out of the non-teaching personnel's control, it is easy to consider their fate as being determined by external factors. However, they consider times when instead of being driven by extraneous forces, they have felt in complete control of their actions – the master of their destiny! The positive emotions that accompany such experiences can create such escapism, exhilaration, and enjoyment that it becomes a marker for how life can be. This event is meant by optimal experience or flow state – the subjective state in which a non-teaching personnel function at his or her fullest capacity with their attention so focused on a task, that factors such as fatigue and boredom do not interfere; the experience itself is so enjoyable that people will participate for the sheer sake of doing it (Csikszentmihalyi, 1990). Psychological flow, state is losing themselves in the moment; when they find their abilities are well matched to an activity, the world around them quietens and they may find themselves achieving things they only dreamt to be possible.

Psychological flow has many benefits in a workplace setting, a flow state encourages creativity and cultivates innovative thinking (Pearce & Conger, 2003). It may seem unlikely, but the workplace is not too dissimilar to training/playing sports or video games in that most places of works have goals, immediate feedback, and ideally, equip an individual with the skills required to complete a task.

Research tells that goal setting is important on both an individual and a group basis. Locke and Latham (1990) have also shown that there is an important link between goals and performance.

Locke and Latham's research supports the idea that the most effective performance seems to be the result of goals being both specific and challenging. When goals are used to evaluate performance and linked to feedback on results, they create commitment and acceptance. The researchers also found that the motivational impact of goals may be affected by the ability and self-efficacy, or one's belief that they can achieve something. It was also found that deadlines helped improve a goal, and a learning goal orientation leads to higher performance when compared to a performance goal orientation.

Employee's experience flow at work when the environment provides them with challenges that meet their highest abilities (Csikszentmihalyi, 2004). Thus, a work activity must provide opportunities for an employee's skills to be used and refined to the utmost (Demerouti, 2006); however, to continue if a flow experience, activities must constantly be re-created (Ceja & Navarro, 2011; Csikszentmihalyi, 1990). And, Salanova et al. (2006) found that those employees with high beliefs in their skills experienced flow at work more frequently than those with low beliefs in their skills. Moreover, Ceja and Navarro (2011) found out that flow at work presents many within-individual variability; high levels of flow are associated with chaos, and different dimensions of flow are associated with the emergence of different dynamic patterns.

With this, the researcher work on an intervention program that will help non-teaching personnel in enhancing, establishing and upholding the constancy they need to balance their life at work and guaranteeing that their goals are immensely achieved. Looking at by the study, the non-teaching personnel of public and private schools in basic education are fully immersed with strengthened motivation, complete engrossment, and satisfaction when they are in the progression of a task. Simultaneously, they are giving importance on pursuing achievements and avoid failure. This event signifies that they are copiously engaged in achievement circumstances. The approach goals (mastery and performance) and performance avoidance goals of non-teaching personnel regardless of gender is of psychological flow when thinking about work. However, there were significant inverse relationship found to certain psychological flow dimensions that were apparent in each achievement goal aspects.

The intervention program aimed at having pursuing achievement and avoid failure despite being fully immersed in an activity. All activities in the intervention program focuses on those areas with the hope of achieving the general goal of being positively goal-oriented. The intervention program is a one school year program where activities are strategically scattered in the entire school year specifically tailored to a school setting environment where a non-teaching personnel's professional life evolves. The program will be evaluated after the completion of the activities. A yearly updating of the program should be done depending on the status of the non-teaching personnel involved in order for the program to be tailored-fit depending on the needs of majority of the participants.

## Activity No. 1: COUNSELING SESSIONS WITH THE NON-TEACHING PERSONNEL

### Rationale:

**A**s the non-teaching personnel embark on a new school year, their goals for that specific year can be easily recognized as they hear about them throughout their lives. Whether that be goals for "their" growth, achieving success, replacing bad habits, or improving relationships; goals are there to help them navigate through life.

An important part to expect of goal setting is that they can vary from clients to clients. A counselor will do their utmost to collaborate with them to create a plan only right for them. Research shows therapy is only useful when it involves having a set plan for what they hope to accomplish and experience. At the onset of treatment, it is essential for the client to have a good understanding of what they can work towards and what to expect.

In the non-teaching personnel's mental and emotional health, goal setting sets up the stage for the counselors or other helping professionals to help them improve all aspects of their life. It is a valuable tool that helps the non-teaching personnel achieve more in the end. They are expected to notice improved performance and motivation to put action into attaining their goals. The pride and satisfaction they need to experience from reaching their goals grow their self-confidence to push further to increase their capacity.

Studies show that people who set useful goals during their counseling sessions suffer less from stress and anxiety overall because they find that they can concentrate better and are happier in general. The non-teaching personnel are anticipated that they can track what they have done and embrace what they can do since it gives them a boost to strive for more difficult and challenging goals.

Another benefit to goal setting with the counselors or other helping professionals is the accountability aspect of the sessions. Given a solid plan to work towards, and exercises to work on in between sessions have been proven to make significant changes to non-teaching personnel. A counselor or other helping professional can hold the non-teaching personnel accountable and responsible for their development with the agreed upon goals. Once a non-teaching personnel accomplishes a goal, the counselor or other helping professional and the client can regroup to identify new targets and modify old ones.

With the help of the counselor or other helping professional, a non-teaching personnel will gain insight as to where they stand before treatment. From there, the counselor or other helping professional and clients establish goals in a non-threatening and non-judgmental environment. Non-teaching personnel should expect to be asked what they want to get out of the counseling experience; be asked what they think may inhibit their progress to achieving their goals; and be asked what their expectations and motivations are to make changes.

The interview process will help the counselor or other helping professional in making the most effective and fitting plan where they use encouraging and precise statements. The goals will include prioritized deadlines so that non-teaching personnel do not feel overwhelmed and

misdirected. A non-teaching personnel will be aided to write down goals and sub-goals that are performance-oriented, not outcome-oriented.

**Goals/Objectives:** At the end of the activity, non-teaching personnel are expected:

- To allow them, and the counselor to monitor the progress of their collaboration.
- To make a commitment to a course of action and an outcome.
- To have a roadmap to follow when overcoming challenges and achieving things in their life.

**Time Frame:** Before the Team-Building Activity and/or if need arises

**Focus:** Achievement Goal Orientation (with integration of Psychological Flow dimensions)

**Participants:** Non-Teaching Personnel

**Integrated Dimension of Flow:** All

**Description/Content:**

- The counselor will ask for permission to the Human Resources Department Head, who is the general head of the non-teaching personnel in school, to asking for consent in permitting the non-teaching personnel to undergo a counseling session.
- On the consent of the Human Resources Department Head, date for the counseling session will be arranged.
- During the counseling, the counselor will adapt the counseling process of Hackney and Cormier (2005) which comprises the following steps:

1. **Relationship Building.** The first step involves building a relationship and focuses on engaging non-teaching personnel to explore an issues that directly affect them. The first interview is important because the non-teaching personnel is reading the verbal and nonverbal messages and make inferences about the counselor and the counseling situation. *Is the counselor able to empathize with the client? Does the client view the counselor as genuine?*

*Some Non-Helpful Behaviors:* There are several lists of non-helpful behaviors. Most common among them include:

- ✓ Advice Giving
- ✓ Lecturing
- ✓ Excessive Questioning
- ✓ Storytelling
- ✓ Asking “Why?”
- ✓ Asking “How did that make you feel?”

*Some Steps for Relationship Building for the Counselor:*

- ✓ Introduce yourself
- ✓ Invite client to sit down

- ✓ Ensure client is comfortable
- ✓ Address the client by name
- ✓ Invite social conversation to reduce anxiety
- ✓ Watch for nonverbal behavior as signs of client's emotional state
- ✓ Invite client to describe his or her reason for coming to talk
- ✓ Allow client time to respond
- ✓ Indicate that you are interested in the person

2. **Problem Assessment.** While the counselor and the non-teaching personnel are in establishing a relationship, a second process is taking place, i.e., problem assessment. This step involves the collection and classification of information about the non-teaching personnel's life situation and reasons for seeking counseling.

3. **Goal Setting.** Like any other activity, counseling must have a focus. Goals are the results or outcomes that non-teaching personnel want to achieve at the end of counseling. Sometimes, an instance of both counselor and client complains that the counseling session is going nowhere. This event is where goals play an important role in giving direction.

*Guidelines for Setting Goals*

- ✓ Goals should be selected and defined with care.

Below are some guidelines for goal selection that can be used with non-teaching personnel:

- Goals should relate to the desired end or ends sought by the non-teaching personnel.
- Goals should be defined in explicit and measurable terms.
- Goals should be feasible.
- Goals should be within the range of the counselor's knowledge and skills.
- Goals should be stated in positive terms that emphasize growth.
- Goals should be consistent with the school's mission and school health policy.

4. **Intervention.** There are different points of view concerning what a good counselor should do with non-teaching personnel depending on the theoretical positions that the counselor subscribes to. For example, the person-centered approach suggests that the counselor gets involved rather than intervenes by placing emphasis on the relationship. The behavioral approach attempts to begin activities to help clients alter their behavior.

5. **Evaluation, Follow-Up, Termination or Referral.** For the beginning counselor, it is difficult to think of terminating the counseling, as they are more concerned with beginning the counseling process. However, all counseling aims towards successful termination. Terminating the counseling will have to be conducted with sensitivity with the client knowing that it will have to end. Counselor always needs to be mindful of avoiding fostering dependency and sees own needs.

- Follow-up counseling session will be made and/or if need arises.

## Activity No. 2: TEAM BUILDING

**Title:** “TEAM: Together Everyone Achieves More!”

### Rationale:

**T**eam-building programs provide realistic experiences that empower individuals to add to common goals. The success of most organizations depends on the ability of people to build effective teams. The main goals of team-buildings are to improve productivity and motivation. Taking non-teaching personnel out of the office helps groups break down political and personal barriers, eliminate distractions, and have fun. The benefits of team-building programs are so much that many corporations have incorporated teambuilding strategies into their standard training curriculum. Some of these benefits include: improves morale and leadership skills; finds the barriers that thwart creativity; clearly defines objectives and goals; improves processes and procedures; improves organizational productivity; identifies a team’s strengths and weaknesses; and improves the ability to problem solve.

**Goals/Objectives:** At the end of the activity, non-teaching personnel are expected:

- To motivate them to collaborate, to develop their strengths, and to address any weaknesses.
- To encourage collaboration rather than competition.
- To incorporate team building into their workplace routines and practices.

**Time Frame:** Summer-In-Service (whole day activity)

**Focus:** Achievement Goal Orientation (with integration of Psychological Flow dimensions)

**Participants:** Non-Teaching Personnel

**Integrated Dimension of Flow:** All

### Description/Content:

- The Human Resources Department together with the Guidance Department will facilitate team building activities to the non-teaching personnel outside the school.
- Three activities in the morning session will be spearheaded:

#### **Activity No. 1:** *Pressure Cooker*

#### **Integrated Psychological Flow Dimensions:**

- Challenge Skill Balance
- Concentration on Task at Hand
- Autotelic Experience

#### **Props:**

- Long length of rope (7 meters)
- Numbered spot markers, one per person
- Stop-watch

**Step-by-Step Instructions:**

1. In advance, lay a long rope on the floor/ground to form a large circle.
2. Collect and number as many spot markers as you have non-teaching personnel in the group.
3. Randomly distribute the numbered spot markers inside the circle.
4. Ask each non-teaching personnel to stand on top of one of the spot markers.
5. When ready, instruct each non-teaching personnel to move to and touch every other spot in the ascending order of the numbers.
6. For example, the non-teaching personnel standing on spot #8 will move to 9, 10, 11 and 12 (presuming there are 12 non-teaching personnel in the group,) before moving to 1, 2, 3 through to 8.
7. As soon as a non-teaching personnel has touched all of the spot-markers and returns to their own, they will exit the circle.
8. Challenge the group to perform this task as accurately and as fast as possible.
9. Furthermore, challenge the non-teaching personnel to solve this problem without stepping outside of the (roped) circle or touching any other non-teaching personnel in the process (touching elsewhere within the circle is permitted.)
10. Encourage the non-teaching personnel to make as many attempts as possible within a specified time period, aiming to improve their performance with each attempt.
11. Allow ample time for planning and problem-solving.

**Processing Questions:**

- What observations did you make during the exercise?
- What were the greatest challenges you faced as a group? As an individual?
- Comment on your group's process of working together to solve the problem, i.e. did you work as individuals, or as a team?
- On a scale of 1 to 10, with 10 being the highest, how would you rate your group's level of quality control?
- Why is truthfulness, honesty or integrity important?
- When is it okay to 'cut corners' so to speak? When is it unacceptable?
- Can you apply any lessons from this exercise to the life of our group?

**Activity No. 2: Paper Holding****Integrated Psychological Flow Dimensions:**

- Action-Awareness Merging
- Sense of Control
- Transformation of Time

**Props:**

- Sheets of paper

**Step-by-Step Instructions:**

1. Form into teams of three to five non-teaching personnel.

2. By way of demonstration, ask two non-teaching personnel from a team to volunteer and hold one sheet of paper between the palms of one of their hands.
3. Each team is challenged to assist two of their group members to hold as many pieces of paper off the ground by using only their bodies.
4. To guide fair play, announce that:
  - ✓ Only one sheet of paper can be affixed between any two body parts;
  - ✓ No adhesives can be used to hold paper to one's body;
  - ✓ Folding the paper is not permitted;
  - ✓ Each sheet of paper must be in contact with both team members; and
  - ✓ No two sheets of paper can be touching.
5. Distribute sheets of paper to each team, and announce "GO."
6. Allow up to 10 minutes and survey the results.

**Processing Questions:**

- Describe the flow of the exercise – did it start quickly, and then slow down? Or the other way around?
- What was the most challenging part of this exercise? Why?
- Did anything surprise you during the activity?

**Activity No. 3: Marshmallow Challenge**

**Integrated Psychological Flow Dimensions:**

- Clear Goals
- Unambiguous Feedback
- Loss of Self-Consciousness

**Props:**

- Bag of spaghetti
- Roll of string/twine
- Masking-tape
- Marshmallows
- Measuring tape

**Step-by-Step Instructions:**

1. In advance, prepare one kit containing the following items for each small group:
  - ✓ 20 sticks of spaghetti
  - ✓ 1 meter (3') of string
  - ✓ 1 meter (3') of masking tape
  - ✓ 1 x marshmallow
2. Gather your group and divide them into small teams of approx. 4 to 8 non-teaching personnel.
3. Distribute one kit to each small group.
4. Instruct the groups to use (only) the contents of the kits to build the tallest free-standing structure, and to place the marshmallow on top (highest peak of structure.)
5. Explain that every group has exactly 20 minutes to complete the task.

6. Groups are permitted to use as little or all of their resources and break the spaghetti, string and tape as they choose.
7. The team with the tallest (free-standing) structure supporting the highest marshmallow at the end of the time, wins.

**Processing Questions:**

- Was the task harder than you initially thought? Why?
  - Did you make any assumptions during the exercise?
  - If you could do this task again, would you do anything differently? What exactly?
  - What lessons does this challenge present to us?
- The afternoon session will be allotted for the free time of the non-teaching personnel. They can do some casual talk, talk about some personal things with each other and setting rapport as a jumpstart for the new school year.

### **Activity No. 3: PROFESSIONAL GROWTH FORUM (Part 1)**

**Title:** “Set Your Mission: The Mark You Want to Achieve!”

**Rationale:**

Everyone sets goals. But, what most people don't realize is that the type of goals they set can have a major impact on their long term performance. A mastery goal is when a non-teaching personnel set out to become the best, they can be at a single task. Instead of trying to get a "5" in Key Performance Indicator (KPI) or for some Work Performance Evaluation, you try to become assured in a job performance indicator or evaluation. Behavioral researchers have found that mastery goals are more effective because one's satisfaction isn't related to external indicators. Therefore, they are less apt to give up in difficult circumstances, and they persevere through setbacks. Mastery goals are always just beyond reach. This event makes motivation later easier to maintain. They're like a line that's asymptote. The curve of the line gets closer to the goal, but they never quite reach it. There is always something to strive for.

**Goals/Objectives:** At the end of the activity, non-teaching personnel are expected:

- To maintain their mastery of knowledge of the task they are working on.
- To keep being motivated to learn to improve their knowledge and abilities.
- To uphold learning and self-improvement.
- To avoid and diminish worrying about their inability to master the task.

**Time Frame:** First Semester

**Focus:** Mastery Goals (Master Approach and Mastery Avoidance) with integration of Psychological Flow dimensions

**Participants:** Non-Teaching Personnel

**Integrated Dimension of Flow:**

Mastery Avoidance Goals

- Action-Awareness Merging
- Clear Goals
- Concentration on Task at Hand
- Loss of Self-consciousness

Mastery Approach Goals

- Action-Awareness Merging
- Clear Goals
- Concentration on Task at Hand
- Sense of Control

**Description/Content:**

- The Guidance Department together with the Human Resources Department will organize this forum to attain a standard of competence defined by self-improvement or skill development.
- The over-all in charge will invite resource speaker who is well-verse in the topic regarding the significance of “Mastery Goals” among non-teaching personnel.
- Content of the Discussion
  - Achievement Goal Orientation
    - Mastery Goals
    - Different Types of Mastery Goals (Approach and Avoidance)
    - Characteristics of People with Mastery Approach and Avoidance Goals
  - Significance of Mastery Goals in One’s Life and in Workplace

## **Activity No. 4: BUILDING HEALTHY SOCIAL NETWORK**

### **Title: “Kamustahan Session among Non-Teaching Personnel”**

#### **Rationale:**

**P**arts of life is experiencing ups and downs. Non-teaching personnel want people who understand them and can be depended on during tough times. They need people who will listen to them and give them honest feedback. Research has proven that having a support system has many positive benefits, such as higher levels of well-being, better coping skills and a longer and healthier life. Studies have also shown that social support can reduce depression and anxiety. Some people do best with a large support group, while others need a small support system. Giving and receiving support from others is a human need.

The goal of social support is to decrease stress. If non-teaching personnel are looking to decrease stress by developing a support network, they should start with people who are already in their life. They may want to make a list and determine who is healthy and positive and who is not. They may want to limit contact with the negative people in their life. Negative people can drain their energy and bring them down. They should watch for these types of people who may be negative: blamers, liars, alcoholics, drug abusers, and those who put them down. Their time and energy need to be invested on those who make them feel good about themselves.

Support can come from family, friends, pets, neighbors and clergy. Support can be emotional or financial. Support can come from a mental health professional. There are also support groups that provide education and an opportunity to be with others who are experiencing a similar situation. Support groups may be led by a professional or a member of the group. There are also support group websites. These are useful because they do not need to leave their home to get help. Support comes in many forms, and it is helpful to have a variety of different resources to lean on.

**Goals/Objectives:** At the end of the activity, non-teaching personnel are expected:

- To give real-time feedback to them on a continuous basis.
- To provide them with feedback on how they are doing and how they can improve if necessary.
- To establish a more deeper support system by “sharing points of view” in some personal and work-related topics through sharing of personal updates among co-workers.
- To learn new way of achieving goals even if fully immersed in a task.

**Time Frame:** Quarterly (1-2 hours)

**Focus:** Achievement Goal Orientation (with integration of Psychological Flow dimensions)

**Participants:** Non-Teaching Personnel

**Integrated Dimension of Flow:** All

**Description/Content:**

- **FIRST PART:** Professional Sharing (1 Hour)
  - Two non-teaching personnel will be assigned to present a real life story of success that has a connections in their lives. The presenters will share their own experience, the problems they have encountered and how they solved it.
  - The rest of the group will be encouraged to share their thoughts and insights about the story of success. Other non-teaching personnel may share the other idea of how to relate themselves on the given situation. They can also ask questions or share some similar cases and solicit for guidance on how to handle.
  - Facilitator to wrap up
- **SECOND PART:** “Kamustahan Session” (30-45 minutes)
  - Very casual “coffee table talk” with co-non-teaching personnel about life. This event is a “Kamustahan” or “small talks” among each other. Anyone can talk about anything she/he wants to share. To make it more comforting snacks for everyone will be served while having small talks.
- This activity will be done in a quarterly basis.

## Activity No. 5: PROFESSIONAL GROWTH FORUM (Part 2)

### Title: “GOAL SETTING: A System for Motivation”

#### Rationale:

**W**hy set goals? Basically, most people like to know how they are performing. They also prefer to have a road map that helps keep them focused and prioritized on the right things. Performance goals help do this. They can also be vital in getting a promotion or pay raise because they are often used to gauge employee performance. At a higher level in the organization, executives like to create performance goals to ensure the overall company goals and the specific departments and employees are aligned. For example, if the focus of the company is to reduce operating expenses by 20%, but many of the departments are hiring more sales employees, investing in new expensive software, and buying new equipment to help drive sales, the likelihood of reaching the expense goal of the company is slim.

These goals can be great presently, but they also have some downsides. Performance goals are rather shallow. If you had to cheat, at least, you still hit your goal. If you made a mistake in the sales process, well at least, you still hit your quota.

Performance goals also tend to undermine long-term performance. If you hit your first goal, you become less motivated to continue towards excellence (after all, you hit your goal). And if you don't hit your first goal, you become discouraged and de-motivated because your self-worth comes from external inputs.

**Goals/Objectives:** At the end of the activity, non-teaching personnel are expected:

- To continue their care about mastering the tasks.
- To sustain their emphasis on doing better than other workers and be extrinsically motivated forever.
- To lower their behavior of avoiding in asking for help even though they do not understand the task.
- To diminish their manner of avoiding in placing themselves in challenging situations.

**Time Frame:** Second Semester

**Focus:** Performance Goals (Performance Approach and Performance Avoidance) with integration of Psychological Flow dimensions

**Participants:** Non-Teaching Personnel

**Integrated Dimension of Flow:**

#### Performance Approach Goals

- Action-Awareness Merging
- Unambiguous Feedback

- Loss of Self-consciousness
- Autotelic Experience

#### Performance Avoidance Goals

- Challenge-Skill Balance
- Clear Goals

#### **Description/Content:**

- Again, the Guidance Department and the Human Resources Department will resume the forum to attain a standard of competence defined by self-improvement or skill development.
- Now, the invited resource speaker will discuss the significance of “Performance Goals” among non-teaching personnel.
- Content of the Discussion
  - Performance Goals
    - Different Types of Performance Goals (Approach and Avoidance)
    - Characteristics of People with Performance Approach and Avoidance Goals
  - Significance of Performance Goals in One’s Life and in Workplace
  - Connection of 4 Achievement Goal Orientation dimensions in One’s Life and in Workplace

## Activity No. 6: DIARY / JOURNAL WRITING

**Title:** “Don’t worry, just write!”

**Rationale:**

**K**eeping a diary or journal may sound old-fashioned something that a Jane Austen heroine would do. It is certainly something that many distinguished people including some established writers, have done in the past. It has also featured in literature over many years, with famous diary-keepers including Adrian Mole and Bridget Jones.

Keeping a diary has many benefits. These include improving one’s mental health, after giving them a place to vent their feelings, and an ability to process difficult experiences. A diary is also a way to keep track of their feelings and views and how they have changed over time, which can be helpful in personal development terms.

There are many benefits to keeping a diary. Probably the three main ones are:

**Keeping a diary has been shown to be good for one’s mental health.** The reason is thought to be because it allows them to process their experiences safely, and review events in a less stressful way. Writing "their" story appears to play a part in this, and it is important to focus on both thoughts and feelings, and not just feelings.

**Keeping a diary helps to improve your writing.** The best way to get better at anything is to practice. Writing a diary allows an individual to focus on their writing without worrying about their audience or what anyone else will think. And doing it regularly help to improve their thinking processes, and can even help them become more creative in how they think.

**Keeping a diary can help a person to remember events and activities.** This can be important for some reasons. For example, when one is applying for a job, you often have to describe times when he/she has demonstrated a skill, or done something particularly well. A diary or journal can be a good way to record his or her successes, and ensure that he or she has a ready source of examples for job applications. It can also be a way to reflect on his or her experiences, and learn for the future. Writing about positive events, and looking back on them, can also be a good way to boost his or her self-esteem.

**Goals/Objectives:** At the end of the activity, non-teaching personnel are expected:

- To help them in gaining a new perspective on themselves and their job and what they need to do to make themselves better.

**Time Frame:** Every Week

**Participants:** Non-Teaching Personnel

**Integrated Dimension of Flow:** All

### Description/Content:

- During the counseling session of the non-teaching personnel, the counselor will encourage them to have diary entries. He or she will emphasize its importance to their lives. He or she will briefly discuss that:
  - Diary entries can be long. They can be short. They can be specific. They can be broad. Whatever type of diary they decide to write should relate to the entries within it.
  - Their diary entries should be shorter narratives, and here are tips to consider when writing entries:

**Brainstorm what you're going to write about.** Take a few minutes before you begin writing to decide what your entry will be about. Hopefully, you have already decided what your diary is about, to dig a bit deeper into the topic or topics you have decided to focus on and get specific.

**Ask yourself questions.** To get yourself writing, ask yourself questions:

- What did you learn today?
- What do you want to accomplish?
- What do you want to fix?
- How are you feeling?

These can say your general life, or specific parts of it, but turn inward and ask yourself things.

**Write down your answers.** Your diary entry can be your answers to the questions you have asked yourself. This event is a great way to get writing when you don't know what to write about.

**Pick a format.** Your entries can be in all types of formats, depending on what you're writing about. Maybe, you are making a list of things you want to accomplish in your future. Maybe, you're writing about a conversation you had, or wish you had. Maybe, your entry is only bullet points of thought you have had that day. Some people prefer writing in short notes, others like writing in detailed paragraphs. Decide what you enjoy most and go for it.

**Make them different.** Try to have different entries, so you don't get bored. You may be writing about a certain type of topics, but you never want to write the same entry. Differentiating your entries will also highlight progresses you've made and things you have learned.

**Don't be hard on yourself while you're writing.** Your diary is a judgment-free zone, so don't feel like they need to be perfect. Let the words flow.

**Keep your thoughts in order.** Your entries date themselves, so you know when you write what, but also try to keep your thoughts in order. Your diary will become

a journey as you add more entries, try to keep the narrative something you can follow. For example, try to write about events in the sequence they happened. Avoid jumping around.

**Get your creative juices flowing.** Your entries don't just must be words. Adding some visuals to your entries will add some colorful and vibrant reminders.

- The counselor will highly encourage the non-teaching personnel to be mindful of the strategies given to make sure that they will record their success on that specific day or if they are able to attain their goals. They will be encouraged to do it weekly.
- During the follow-up session with the non-teaching personnel, the personal diary will be used as the springboard of the counseling.

## Appendix K

### Curriculum Vitae

# HARDIE GIEBEN MIRAS CRUZ

1-D IBP Road Batasan Hills Quezon City  
[gieben.cruz@lsgh.edu.ph](mailto:gieben.cruz@lsgh.edu.ph) / [gieben0527@gmail.com](mailto:gieben0527@gmail.com)

## EDUCATION

**MA Ed in Guidance and Counseling** **2015 – present**

Philippine Normal University – Manila

*Thesis Title:* The Psychological Flow Experience and Achievement Goal Orientation of Non-Teaching Personnel in Schools: Basis for an Intervention Program

**BS in Psychology – Guidance and Counseling Stream,** **2014**

**Magna cum Laude; Class Valedictorian**

Philippine Normal University – Manila

**Basic Education** **2010**

**Class Valedictorian; Leadership Awardee**

Langgas National High School, Infanta Quezon

## TEACHING AND COUNSELING EXPERIENCES

**Guidance Associate** **2017 – present**

*Guidance and Counseling Services, La Salle Green Hills*

- Schedules and conducts individual and group counseling sessions or group guidance activities.
- Facilitates enrichment/training programs for students and parents.
- Administers, scores and interprets tests.
- Assesses needs of students that will serve as bases for guidance activities.
- Places students in appropriate academic, social, and occupational programs and settings.
- Conducts research and evaluation to determine effectiveness of strategies and services implemented.

**Part Time Teacher** **2018 – present**

*Adult Night High School, La Salle Green Hills*

- Plans, prepares and delivers lesson plans and instructional materials that facilitate active learning.
- Instructs and monitors students in the use of learning materials and equipment.
- Uses relevant technology to support and differentiate instruction.
- Provides a variety of learning materials and resources for use in educational activities.

**Full Time Teacher** **2014 – 2017**

*Middle School, Miriam College*

- Planned, prepared and delivered lessons to all students in the class.

- Taught according to the educational needs, abilities and achievement of the individual students and groups of students.
- Adopted and worked towards the implementation of the school development plan of the particular school that giving service in.
- Provided or contributed to oral and written assessments, reports and references relating to individual students or groups of students.
- Promoted the general progress and well-being of individual students, groups of students or class entrusted to him.

## RESEARCH EXPERIENCE

### Research Assistant

2017 – 2018

*Educational Policy Research and Development Center, Philippine Normal University*

- Assistant to Dr. Teresita T. Rungduin, conducting the study *“Tracing students' perception of warmth and competence of teachers in the classroom: Neural activation patterns across gender and content”* and *“Competent or Warm: The Role of Gender & Content in Students' Perceptions of their Teachers”*.
- Assists with academic research.
- Assists with the editing and preparation of manuscripts.
- Assists with duties related to the production of academic journals.
- Meets regularly with supervisor to discuss research assignments.
- Performs research work in archives, through interviews, online, or whatever may be appropriate to assist the assistant's supervisor.
- Prepares literature reviews.
- Gathers and analyzes data.
- Attends project meetings.
- Prepares other articles, reports, and presentations.
- Assists in administrative duties such as completing reports.
- Demonstrates respect toward and cooperation with the supervising instructor.
- Performs other duties as assigned by supervising instructor.

## PUBLICATION

Cruz, H., Dela Torre, M., Javier, F. & Papa, M. Exploring Fairness and Justice: Meanings, Relationships and Values. *The Online Journal for New Horizons in Education*, Volume 6 (Issue 2), pp. 28 – 29. ISSN: 2146-7374

## CONFERENCE PRESENTATIONS

- “K to 12 Learners: Ready to Face Life's Challenges,” Langgas National High School Senior High School Commencement Exercises, Guest Speaker. Quezon, Philippines, 2018.
- “Challenges Faced by Junior High School Students,” Grade 6 Convocation on Orientation to Junior High School, Speaker. Metro Manila, Philippines, 2017.
- “Environmental Leadership Training Seminar,” La Salle Green Hills, Guest Speaker. Metro Manila, Philippines, 2017.
- “Leadership Training Seminar for NHS and Regular SSC Officers,” St. James Academy – Malabon, Guest Speaker. Metro Manila, Philippines, 2017.

- “Gracefulness, Proper Execution of Dance Steps, Effort and Rhythm when Performing Folk Dance,” Miriam College Middle School, Guest Speaker. Metro Manila, Philippines, 2016.
- “5th Institutional Research Colloquium,” Miriam College, Research Presenter. Metro Manila, Philippines, 2016.
- “Bridging the Gaps in Education: Fortifying International Cooperation,” International Educators’ Conference, Research Presenter. Cagayan, Philippines. 2015.
- “Research Colloquium,” Interscholastic Psychology Congress, Research Presenter. Metro Manila, Philippines. 2014.
- “Hanggang Saan ang Walang Hanggan,” The 8th All Psychology Students’ Congress, Research Presenter. Cavite, Philippines. 2014.

## **HONORS AND AWARDS**

|                                                                                                 |             |
|-------------------------------------------------------------------------------------------------|-------------|
| National Finalist Coach, Philippine Science Olympiad, Philippine Society of Youth Science Clubs | 2015 & 2016 |
| 2nd Best Presenter, International Educators Conference                                          | 2015        |
| Top Student, Faculty of Behavioral and Social Sciences, Philippine Normal University            | 2012 – 2014 |
| University Leadership Awardee, Philippine Normal University                                     | 2014        |
| Dean’s Lister, Office of Student Affairs and Student Services, Philippine Normal University     | 2012 – 2014 |
| Academic Scholarship, PHINMA National Scholarship                                               | 2010 – 2014 |
| Academic Scholarship, Philippine Business for Education                                         | 2010 – 2014 |

## **PUBLIC SERVICE**

### **Sangguniang Kabataan Chairman**

*Infanta, Quezon*

- Promulgated resolutions necessary to carry out the objectives of the youth in the barangay in accordance with applicable provisions of the code.
- Initiated programs of designed to enhance the social, political, economic, cultural, intellectual, moral, spiritual and physical development of the youth members.
- Coordinated with the National Youth Commission and other projects at the national level.

## **UNIVERSITY SERVICE**

### **President, Psychological Society**

*Philippine Normal University*

- Led all meetings.
- Acted as a facilitator during discussion.
- Maintained frequent contact with faculty and administration.
- Worked with advisor on all planning.
- Participated in university and outside university sponsored activities/events.

## **PROFESSIONAL MEMBERSHIPS**

- Philippine Guidance and Counseling Association
- Global Educators Organization

- Philippine Mental Health Association
- Association of Science and Technology Educators of the Philippines (ASTEP)
- Philippine Business for Education (PBEd), Australian AID and PHINMA Foundation
- National Youth Council of the Philippines

## **PERSONAL DATA**

Date of Birth: May 27, 1993  
 Civil Status: Single  
 Sex: Male  
 Religion: Roman Catholic

## **REFERENCES**

**Dr. Teresita T. Rungduin**, Faculty  
 College of Graduate Studies and Teacher Education Research  
 Philippine Normal University

**Mrs. Ma. Carmela A. Alcantara, RGC**, Head  
 Guidance and Education and Intervention Services  
 La Salle Green Hills

**Miss Bernadette P. Nolasco**, Academic Coordinator  
 Adult Night High School  
 La Salle Green Hills