

Students' Level of Satisfaction on The Career Planning and Development Services of the University of Cebu-Main Campus

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ABSTRACT

This study examined the level of students' satisfaction with the Career Planning and Development Services of the University of Cebu–Main Campus. Using a descriptive-quantitative research design using a survey method, data were gathered from 205 undergraduate and graduate students across various colleges and programs. The study assessed satisfaction in terms of relevance of services, job placement support, career advisement, and follow-up mechanisms. Results revealed that students were **very satisfied** with the overall implementation of career planning and development services. Statistical tests further indicated that age, sex, and program enrolled were not significantly related to students' satisfaction, while college enrolled showed a significant relationship. These findings suggest that institutional context influences how career services are perceived by students. The study highlights the importance of continuously enhancing career services to address the diverse needs of academic units. Consequently, the results serve as a basis for an action plan aimed at strengthening career development initiatives within the university.

Keywords: student satisfaction, career planning, job placement services, higher education, Cebu City, Philippines.

INTRODUCTION

Career planning and development services play a vital role in preparing students for employment and lifelong career growth. In higher education institutions, these services bridge academic learning with labor market demands, thereby enhancing graduate employability and institutional credibility. Moreover, students' satisfaction with such services reflects how effectively universities respond to learners' career-related needs. Consequently, examining students' satisfaction provides valuable feedback for improving institutional support systems (Lee et al., 2019).

At the global level, universities in the United States, the United Kingdom, Germany, and France have institutionalized career development services as integral components of student success frameworks. In these contexts, career centers provide structured job placement programs, employer linkages, and personalized career coaching to support students' transition to work. Furthermore, empirical studies in Europe and the United States indicate that students who actively engage with career services demonstrate higher employment readiness and satisfaction. As a result, global higher education

institutions increasingly measure student satisfaction to evaluate the effectiveness of these services.

Furthermore, some Asian countries such as Singapore, Japan, South Korea, and China have also strengthened university-based career planning systems. In these countries, career development offices collaborate closely with industries to align academic programs with workforce needs. Additionally, studies have shown that students' satisfaction with career services positively influences career confidence and employability outcomes (Lee et al., 2019). Thus, assessing satisfaction has become a strategic tool for quality assurance in Asian higher education.

In a similar vein, Philippine universities have expanded career planning and job placement services to support students in an increasingly competitive labor market. Studies by Filipino researchers have emphasized the importance of career guidance in enhancing students' career decision-making and employability (Aquino, 2018; Dacanay & Reyes, 2020; Santos, 2021). Moreover, these studies underscore that students' satisfaction is a key indicator of service effectiveness and institutional responsiveness. Hence, evaluating career services

contributes to evidence-based improvements in higher education management.

Within the University of Cebu–Main Campus, the career planning and development activities are regularly implemented, including job fairs, career talks, and placement assistance. However, systematic assessment of students' satisfaction across colleges and programs remains limited. This study therefore addresses this gap by providing empirical evidence on students' satisfaction and serves as a basis for an action plan to further enhance career planning and development services.

FRAMEWORK OF THE STUDY

This study was mainly anchored on Expectancy Theory by Vroom (1964). The main theory was supported by SERVQUAL Model by Parasuraman, Zeithaml, and Berry (1988) and Social Cognitive Career Theory by Lent, Brown, and Hackett (1994). Expectancy Theory, proposed by Vroom in 1964, posits that individuals' motivation and satisfaction are influenced by the relationship between effort, performance, and expected outcomes. The theory explains that satisfaction occurs when individuals believe that their engagement will lead to desirable results. In the context of this study, students are more likely to be satisfied when career planning and development services meet or exceed their expectations for employability and career readiness. Thus, Expectancy Theory serves as the primary lens for understanding how students evaluate the effectiveness of career services.

The SERVQUAL Model developed by Parasuraman et al. (1988) focuses on assessing service quality based on dimensions such as reliability, responsiveness, assurance, empathy, and tangibles. This theory is relevant in evaluating how students perceive the quality and delivery of career planning and development services. Meanwhile, Social Cognitive Career Theory by Lent et al. (1994) emphasizes the role of environmental supports in shaping career interests, choices, and performance. Together, these supporting theories explain how institutional service quality and career-related support influence students' satisfaction and career development outcomes.

Anchoring the study on these theories provides a strong conceptual foundation for understanding students' satisfaction with career planning and development services. The integration of Expectancy Theory, SERVQUAL, and Social Cognitive Career Theory allows for a multidimensional analysis of satisfaction that considers expectations, service quality, and contextual career support. This theoretical framework highlights the importance of effective and responsive career services in higher education institutions. Ultimately, the framework underscores the significance of this study in contributing to institutional improvement and student career success.

OBJECTIVES OF THE STUDY

This study determined the students' satisfaction on the Career Planning and Development Services of the University of Cebu–Main Campus. The findings of this study served as basis for the proposed action plan.

Specifically, the study sought answers to the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1. age;
 - 1.2. 1.2 sex;
 - 1.3. 1.3 college enrolled; and
 - 1.4. 1.4 program enrolled?
2. What is the level of students' satisfaction on the implementation of Career Planning and Development Services?
3. Is there a significant relationship between students' satisfaction and their profile variables?
4. Based on the findings, what action plan can be proposed?

RESEARCH METHODOLOGY

The study employed a **descriptive–quantitative research design** using the **survey method** to determine students' level of satisfaction with the Career Planning and Development Services of the University of Cebu–Main Campus. his design was deemed appropriate as it allows for the systematic description, analysis, and interpretation of respondents' perceptions regarding existing career services without manipulating variables.

The respondents of the study consisted of **205 undergraduate and graduate students** enrolled during the academic year at the University of Cebu–Main Campus. Participants were **randomly selected** from various academic units, namely: the **College of Computer Studies, College of Arts and Sciences, College of Business and Accountancy, College of Criminal Justice, College of Customs Administration, College of Engineering, College of Hospitality Management, College of Social Work, College of Teacher Education,** and the **Graduate School**, ensuring adequate representation across disciplines.

Data were gathered using a **researcher-made questionnaire** administered through an online survey platform. The instrument was designed to measure students' level of satisfaction across key indicators of career planning and development services, including **career seminars and workshops, job application support, career exploration resources, job placement services, and follow-up support after employment.**

For data analysis, **frequency count and**

percentage were used to describe the respondents' demographic profile, while **weighted mean and ranking** were employed to determine the level of satisfaction across service indicators. Furthermore, the **chi-square test of independence** was utilized to examine the significant relationship between respondents' profile variables and their level of satisfaction with career planning and development

services. The findings of the study served as the basis for data interpretation and the formulation of a **proposed action plan** to further enhance the university's career services.

RESULTS AND DISCUSSION

Table 1: Profile of the Respondents

Variables	Count	Per Cent
Age		
18-21 years old	25	12%
22-25 years old	97	47%
26-29 years old	5	2%
30-33 years old	3	1%
34-37 years old	59	29%
38-41 years old	16	8%
Total	205	100%
Sex		
Male	79	39%
Female	126	61%
College Enrolled		
College of Computer Studies	10	5%
College of Arts and Sciences	16	8%
College of Business and Accountancy	26	13%
College of Criminal Justice	12	6%
College of Customs Administration	14	7%
College of Engineering	21	10%
College of Hospitality Management	8	4%
College of Social Work	3	1%
College of Teacher Education	30	15%
Graduate School	65	32%
Total	205	100%
Program Enrolled		
Bachelor of Arts major in Psychology	16	8%
Bachelor of Elementary Education	2	1%
Bachelor of Secondary Education major in Filipino	2	1%
Bachelor of Secondary Education major in English	4	2%
Bachelor of Physical Education	3	1%
Bachelor of Science in Accountancy	19	9%
Bachelor of Science in Business Administration major in Human Resource	2	1%

Bachelor of Science in Business Administration major in Financial Management	2	1%
Bachelor of Science in Business Administration major in Marketing Management	6	3%
Bachelor of Science in Real Estate Management	2	1%
Bachelor of Science in Management Accounting	3	1%
Bachelor of Office Administration	9	4%
Bachelor of Science in Civil Engineering	2	1%
Bachelor of Science in Computer Engineering	11	5%
Bachelor of Science in Electrical Engineering	4	2%
Bachelor of Science in Criminal Justice	2	1%
Bachelor of Customs Administration	3	1%
Bachelor of Science Hospitality Management	2	1%
Bachelor of Science in Information Technology	12	6%
Master of Business Administration (MBA)	14	7%
Master of Science In Criminal Justice (MSCJ)	8	4%
Master of Arts in Nursing (MAN)	3	1%
Master of Science in Hotel and Restaurant Management (MSHRM)	7	3%
Doctor of Education	3	1%
Doctor of Business Administration	10	5%
Doctor of Philosophy in Criminal Justice	11	5%
Others	3	1%
Total	205	100%

Table 1 presents the demographic profile of the respondents in terms of age, sex, college enrolled, and program enrolled. The majority of the respondents were within the 22–25 age range, indicating that most participants were at a critical stage of career preparation and transition. Female respondents comprised a larger proportion of the sample, reflecting prevailing enrollment patterns in higher education institutions. In terms of college affiliation, a significant number of respondents were enrolled in the Graduate School, followed by the College of Teacher Education and the College of Business and Accountancy. This distribution suggests that career planning and development services are utilized by students across different academic levels.

Furthermore, the wide representation of programs indicates that respondents came from diverse academic disciplines. This diversity enhances the generalizability of the findings within the university context. Graduate and professional program students, in particular, may exhibit heightened

engagement with career services due to immediate employment concerns. The demographic profile also implies varying career expectations, which may influence satisfaction levels. Overall, the respondent profile establishes a comprehensive foundation for interpreting perceptions of career planning and development services. The demographic diversity of respondents supports **Social Cognitive Career Theory**, which emphasizes that career development is shaped by contextual and environmental factors (Lent, Brown, & Hackett, 1994). Students from different colleges and academic levels experience career services uniquely based on their goals and opportunities. Additionally, **Expectancy Theory** suggests that students' satisfaction is influenced by how well services align with their anticipated career outcomes (Vroom, 1964). Thus, respondent characteristics provide essential context for understanding satisfaction levels.

Table 2: Respondents' Level of Satisfaction on the Implementation of Career Planning and Development Services

Indicators	Weighted Mean	Standard Deviation	Description
1. On the relevance and helpfulness of the career planning and development seminars/workshops provided.	3.52	0.5906	Very Satisfied
2. On the support provided for preparing job applications, including resume and cover letter reviews.	3.50	0.6073	Very Satisfied
3. On the effectiveness of job development services in achieving career goals	3.59	0.5848	Very Satisfied
4. On the resources provided for career exploration (e.g., job databases, career guides) useful and up-to-date.	3.48	0.6150	Very Satisfied
5. On the availability of career talk and advising sessions in seeking job opportunities.	3.51	0.6072	Very Satisfied
6. On the information dissemination regarding job placement services offered by the University of Cebu.	3.43	0.6581	Very Satisfied
7. On the effectiveness of job fairs and networking events organized by the university in connecting students with potential employers.	3.44	0.6363	Very Satisfied
8. On providing timely and relevant job leads and job opportunities for students.	3.44	0.6440	Very Satisfied
9. On the support provided for personalized referrals to students and alumni based on their skills, qualifications, and career interests.	3.49	0.6072	Very Satisfied
10. On meeting my expectations with the follow-up support provided after job placement (e.g., assistance with onboarding, job transition).	3.37	0.6323	Very Satisfied
11. On the effectiveness of the Career Planning and Development Job Placement Services at the University of Cebu.	3.41	0.6484	Very Satisfied
12. On the influence of job placement services which positively influenced my job search and career development.	3.46	0.6300	Very Satisfied
13. On providing adequate follow-up and support to ensure that graduates are well-prepared for their careers.	3.43	0.6729	Very Satisfied
14. On the timeliness of the career services offered.	3.41	0.6559	Very Satisfied

15. On the recommending the Career Planning and Development Job Placement Services at the University of Cebu to other students.	3.43	0.6655	Very Satisfied
Overall Mean	3.46	0.6304	Very Satisfied
<i>Mean Ranges: 1.00-1.74 (Not Competent), 1.75-2.49 (Less Competent), 2.50-3.24 (Competent), 3.25-4.00 (Highly Competent)</i>			

Table 3. Relationship of Respondents' Age

Variables	df	Computed Value	Critical Value	Decision on Ho	Interpretation
Level of Satisfaction with Career Planning and Development Services	116	107.772	142.138	Failed to Reject Ho	Not Significant

Table 2 reveals that the overall mean rating of 3.46 corresponds to a verbal interpretation of *Very Satisfied*. All indicators related to seminars, job application support, career advising, and job placement services were rated highly. The highest mean scores were observed in the effectiveness of job development services and the relevance of career planning seminars. These results indicate that students perceived the services as beneficial and aligned with their career goals. Low standard deviation values further suggest consistency in students' perceptions.

Moreover, the high satisfaction ratings reflect the effectiveness of institutional mechanisms in addressing students' employability needs. Students expressed positive perceptions regarding the timeliness and accessibility of career services. The favorable evaluation of follow-up support implies sustained institutional engagement beyond initial job placement. Such consistency suggests that career planning services are systematically implemented. Overall, the findings demonstrate that students view career planning and development services as an integral component of their academic experience.

These findings strongly support **Expectancy Theory**, as students reported high satisfaction when perceived benefits matched their career expectations (Vroom, 1964). The results also align with the **SERVQUAL Model**, particularly in terms of responsiveness and reliability of services (Parasuraman et al., 1988). When students perceive high service quality, satisfaction levels increase. Thus, theory explains the consistently positive evaluation of career services.

Table 3 shows that there was no significant relationship between respondents' age and their level of satisfaction with career planning and development services. This indicates that students across different age groups perceived the services similarly. Younger and older students expressed comparable satisfaction levels. The computed value failed to exceed the critical value, leading to the acceptance of the null hypothesis. Hence, age did not significantly influence students' perceptions of career services.

Additionally, this result suggests that the services are designed to be inclusive and responsive to students regardless of age. Career planning initiatives appear to address universal career concerns rather than age-specific needs. This consistency reflects institutional standardization of service delivery. It also implies that career services are adaptable to varying life stages. Overall, age does not serve as a differentiating factor in students' satisfaction.

This finding aligns with **Expectancy Theory**, which emphasizes perceived outcomes rather than personal characteristics such as age (Vroom, 1964). As long as expectations are met, satisfaction remains high across groups. Additionally, **SERVQUAL** suggests that consistent service quality produces uniform satisfaction levels (Parasuraman et al., 1988). Hence, theoretical perspectives explain the non-significant relationship between age and satisfaction.

Table 4: Relationship of Respondents' Sex

Variables	df	Computed Value	Critical Value	Decision on Ho	Interpretation
Level of Satisfaction with Career Planning and Development Services	29	23.106	42.557	Failed to Reject Ho	Not Significant

Table 4 indicates that there was no significant relationship between respondents' sex and their level of satisfaction with career planning and development services. Both male and female respondents reported similar levels of satisfaction. The computed value did not exceed the critical value, resulting in the acceptance of the null hypothesis. This suggests that sex did not significantly influence students' perceptions. Career services were perceived as equitable across genders.

Furthermore, this finding implies that the university provides gender-inclusive career services. Programs and activities appear to be equally accessible and beneficial to all students. The absence of disparity suggests fairness in service delivery.

Such equity enhances institutional credibility. Overall, satisfaction with career services transcends gender differences.

The result is supported by **SERVQUAL Theory**, which emphasizes uniform service delivery across client groups (Parasuraman et al., 1988). Additionally, **Social Cognitive Career Theory** highlights the role of environmental support rather than gender in shaping career satisfaction (Lent et al., 1994). When institutional support is strong, demographic differences diminish. Thus, theory supports the observed non-significant relationship.

Table 5: Relationship of Respondents' College Enrolled

Variables	df	Computed Value	Critical Value	Decision on Ho	Interpretation
Level of Satisfaction with Career Planning and Development Services	261	302.775	299.683	Reject Ho	Significant; C = 0.77 (High)

Table 5 reveals a significant relationship between respondents' college enrolled and their level of satisfaction with career planning and development services. The computed value exceeded the critical value, leading to the rejection of the null hypothesis. This indicates that satisfaction levels varied across colleges. Some academic units reported higher satisfaction compared to others. The strength of association suggests meaningful differences in students' experiences.

Moreover, this result implies that career services may be perceived differently depending on academic context. Variations in curriculum focus, industry exposure, and professional requirements may influence satisfaction. Colleges with stronger industry linkages may perceive greater

relevance of services. This finding highlights the need for college-specific career interventions. Thus, institutional differentiation plays a role in satisfaction outcomes.

This finding is strongly explained by **Social Cognitive Career Theory**, which emphasizes contextual influences on career development (Lent et al., 1994). Academic environments shape students' access to opportunities and support systems. Additionally, **Expectancy Theory** suggests that unmet expectations in certain colleges may lower satisfaction (Vroom, 1964). Therefore, theory explains the significant relationship between college affiliation and satisfaction.

Table 6: Relationship of Respondents' Program Enrolled

Variables	df	Computed Value	Critical Value	Decision on Ho	Interpretation
Level of Satisfaction with Career Planning and Development Services	928	881.806	999.981	Failed to Reject Ho	Not Significant

Table 6 shows that there was no significant relationship between respondents' program enrolled and their level of satisfaction with career planning and development services. Students across different academic programs reported similar

satisfaction levels. The computed value did not exceed the critical value, resulting in the acceptance of the null hypothesis. This indicates consistency in service

perception across programs. Career services appear to be broadly applicable to diverse academic pathways.

Additionally, this result suggests that career planning initiatives are not program-specific but institution-wide in nature. Students benefit from general career competencies such as resume writing and interview preparation. Such universality enhances service reach. It also implies effective institutional standardization. Overall, program enrollment does not significantly influence satisfaction.

This outcome aligns with **SERVQUAL Theory**, which asserts that consistent service quality leads to uniform satisfaction (Parasuraman et al., 1988). Furthermore, **Expectancy Theory** explains that when services meet shared expectations, satisfaction remains stable across groups (Vroom, 1964). Theoretical perspectives thus support the non-significant relationship observed.

CONCLUSION

This study revealed that students of the University of Cebu–Main Campus were generally **very satisfied** with the Career Planning and Development Services provided by the institution. The findings demonstrated that the services were perceived as relevant, timely, and effective in supporting students' career readiness and employment goals. Moreover, the absence of significant differences in satisfaction when grouped by age, sex, and program enrolled suggests that the services are delivered equitably across most student demographics. However, the significant relationship between college enrolled and level of satisfaction indicates that students' experiences with career services vary depending on academic context. This result underscores the need for more differentiated and discipline-responsive career interventions. Beyond affirming service effectiveness, the findings challenge the prevailing assumption that a uniform career services model adequately serves all academic units. While institutional consistency promotes fairness, it may inadvertently overlook the distinct career pathways and industry demands of different colleges. Thus, higher education institutions must move beyond generalized career programming toward more targeted, data-driven, and college-specific initiatives. This study provides empirical evidence that can inform policy revisions, strategic planning, and resource allocation within career development offices. Thus, this study contributes to improving the quality of career planning and development services by advocating for a more responsive, inclusive, and student-centered career support system.

RECOMMENDATIONS

Based on the results of this study, it is recommended that:

1. The University of Cebu–Main Campus further enhance its **career planning and development services by designing college-specific career programs** that address the unique employment pathways and industry demands of different academic units.
2. The Job Placement Office (JPO) should **strengthen partnerships with industry stakeholders and employers** to provide students with more relevant job placement opportunities, internships, and career exposure activities.
3. The university is encouraged to **institutionalize regular monitoring and evaluation of career services**, including periodic assessment of students' satisfaction, to ensure continuous improvement and service responsiveness.
4. Career advising and counseling services should be **expanded and intensified**, particularly for graduating students and alumni, to provide sustained guidance during career transition and early employment stages.
5. The integration of **technology-based career platforms**, such as online job portals, virtual career counseling, and digital career assessment tools, is recommended to improve accessibility, efficiency, and student engagement with career services.

Results from the current study and findings from past studies show that students have a key role to play in ensuring excellent academic achievement and successful career outcomes (Duckworth, 2005). Well-disciplined and effective educational institutions are not products of chance; rather, they result from consistent implementation of clear policies, structured support systems, and shared responsibility among administrators, teachers, parents, and students. When students actively participate in career planning activities and adhere to institutional guidelines, the effectiveness of career development programs is significantly enhanced. Thus, a collaborative approach is essential in fostering a culture of discipline, preparedness, and professional growth.

According to Waschull (2005), one major factor influencing students' academic and professional performance is self-discipline, which affects all areas of achievement. Students who exhibit higher levels of self-regulation and commitment are more likely to benefit from structured career planning and development initiatives. Conversely, low levels of self-discipline often result in diminished academic and career outcomes. Indeed, discipline serves as a guiding force that enables individuals to lead productive academic and personal lives. Therefore, career planning and development services must not only provide opportunities but also cultivate discipline and responsibility among students.

PROPOSED ACTION PLAN

Rationale

The results of the study revealed that while students were generally very satisfied with the Career Planning and Development Services, variations in satisfaction across colleges indicate the need for more targeted interventions. A structured action plan is therefore necessary to strengthen service consistency and relevance across academic units. Enhancing career services will ensure that students’ diverse career pathways are adequately supported. This action plan aims to translate research findings into concrete institutional actions.

Moreover, the action plan seeks to address the evolving demands of the labor market and the increasing need for career readiness among students. By reinforcing career guidance, job placement mechanisms, and follow-up support, the university can further improve students’ employability outcomes. The proposed initiatives emphasize collaboration among academic units, student services, and external

stakeholders. Such collaboration is essential in sustaining effective career development programs.

Furthermore, the action plan serves as a strategic framework for continuous improvement of career planning and development services. It aligns institutional goals with students’ career aspirations and expectations. The implementation of this plan will help institutionalize best practices in career guidance and placement. Ultimately, the action plan aims to enhance the quality, accessibility, and impact of career services within the University of Cebu–Main Campus.

The following proposed activities for effective Career Planning and Development Services aim to:

- a. To instill professionalism, career awareness, and preparedness among students for them to become competent and employable members of the workforce;
- b. To help students develop and sustain self-management skills, career decision-making abilities, and socially responsible professional behavior.

Activities	Office/Persons Involved	Time Frame
Freshmen Orientation on Career Planning and University Support Services	Student Affairs Office, Job Placement Office, Deans, Chairpersons, Student Leaders	August–September 2026
College-Specific Career Seminars and Industry Talks	Student Affairs Office, Job Placement Office, Deans, Faculty, Industry Partners	October–November 2026
Resume Writing, Interview Skills, and Career Readiness Workshops	Student Affairs Office, Job Placement Office, Deans, Guidance Counselors, Alumni, HR Practitioners	December 2026–January 2027
University-Wide Job Fair and Employer Networking Activities	University Administration, Student Affairs Office, Job Placement Office, Deans, Partner Employers	February 2027
Career Advising and Job Placement Follow-Up for Graduates and Alumni	Student Affairs Office, Job Placement Office, Deans,	March–April 2027

The implementation of this action plan is expected to enhance students’ career readiness, employability skills, and overall satisfaction with the Career Planning and Development Services of the University of Cebu–Main Campus. Through strengthened career guidance, industry linkages, and systematic follow-up support, the university anticipates improved graduate employment outcomes and stronger alignment between academic preparation and labor market demands. Moreover, this action plan remains flexible and subject to continuous improvement in response to emerging employment trends and policy directives issued by the Department of Labor and Employment (DOLE).

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