



Role Overload and Self-Motivation among
Organization Advisers of Centro Escolar
University: A Proposed Module for Occupational
Mental Health and Wellness Program

Riza May Fortunato, Shenell Keith Mijares, Mary Alecia Ongsotto,
Rhinalyn Remulla, Mark Vincent Reyes and Miraquel Roxas

EasyChair preprints are intended for rapid
dissemination of research results and are
integrated with the rest of EasyChair.

November 11, 2023

**Role Overload and Self-Motivation among Organization Advisers of Centro
Escolar University: A Proposed Module for Occupational
Mental Health and Wellness Program**

Riza May S. Fortunato, Shenell Keith B. Mijares, Mary Alecia M. Ongsotto,
Rhinalyn R. Remulla, Mark Vincent F. Reyes, Miraquel V. Roxas
Department of Psychology, Centro Escolar University – Makati,
Legazpi Village, Makati City, Philippines

ABSTRACT

This study aimed to assess the relationship between the role overload and self-motivation among the organization advisers of Centro Escolar University-Makati campus as a basis for a proposed module on Occupational Mental Health and Wellness Program. Descriptive and quantitative methods were used in the study. The data were obtained from the respondents through the use of survey questionnaires. The results revealed that there was a negative low correlation (r -value= $-.277$) between the role overload and self-motivation among the organization advisers and were found to be not statistically significant (p -value= $.095 > .05$ level of significance). With the gathered results, an occupational mental health and wellness program was proposed which is divided into three parts which are role management coaching seminar, fitness room, and relaxation therapies, in order to maintain the self-motivation of the organization advisers and to improve their way of handling multiple roles. This study concluded that the organization advisers actively and strongly participated and willingly do their job despite the other workloads assigned to them and they still continue to function and give service to the university and to the students wholeheartedly because of their passion and dedication to their work.

Keywords: role overload, self-motivation, occupational mental health, wellness, organization advisers

INTRODUCTION

Universities are the center for academic learning. Nonetheless, these institutions also mold students holistically through various organizations. In order for these organizations to function according to its goals and objectives, advisers are very much important. Aside from being a professor, these organization advisers also have their roles of being a parent, a sibling, and a partner.

Hence, organization advisers may experience multiple roles leading to role overload with the limited time and resources to perform them or they were having work demands more than what their job description entails (Creary and Gordon, 2017).

From this point, it is not impossible for these professionals to have role overload. However, even if these organization advisers are faced with role overload, they may still manage to fulfill these multiple roles which may be due to their self-motivation. Sometimes, their self-motivation may be strengthened through drives, incentives, or external rewards. On the other hand, they can also be internally motivated through self-satisfaction and fulfillment (Lee-Chua, 2018).

Organization advisers of the university represent as the role models for the students. By contributing leadership, advisers, as mentioned in the article of Officer (2018), are also educators who help

every student to do their task properly. They help the organization to identify and establish its goals.

Centro Escolar University - Makati is one of the many universities which provides different university-wide and department-based organizations and student councils in order to enhance students' performance holistically.

With the aforementioned statements regarding role overload and self-motivation, the researchers wanted to propose a program that will enhance the well-being of the organization advisers. This program will improve the productivity and the health condition of the organization advisers to continuously provide quality service and education without compromising their mental health and well-being.

The researchers hypothesized that there was no significant relationship between role overload and self-motivation among organization advisers.

METHODOLOGY

Method

Descriptive correlational method of research was used in this study because it sought to find out the relationship of role overload and self-motivation of the Organization Advisers. In addition to that, the quantitative method was also observed as the researchers used

numerical data from the respondents through the survey questionnaire.

Procedure

The study started off with a letter of permission to conduct the study signed by the undergraduate research adviser. The survey questionnaires with the attached informed consent were distributed to the respondents in the faculty room and in their respective offices. The researchers then briefed the respondents about the study and instructed them on how to answer the survey questionnaires. The respondents answered the survey questionnaire. The data gathered were tabulated, analyzed and interpreted using several statistical tools.

Sample Population

In this research, the participants were 24 organization advisers who were male and female, at least 1 or more years teaching and being an adviser of an organization in Centro Escolar University - Makati, who were available and willing to participate in this study.

Statistical Treatment

The gathered data were interpreted using the Percentage distribution and arithmetic mean to describe the demographic profile, the role overload, and the self-motivation of the respondents. Pearson-r Correlation and P-value were also utilized to determine the relationship of the role overload to the self-motivation.

RESULTS

From the surveys that were given to the organization advisers, the following data has been gathered and presented:

Table 1
Age of the Respondents

Age	Frequency	Percentage
59-50	8	33.3
49-40	6	25.0
39-30	8	33.3
29-20	2	8.3
TOTAL	24	100

Table 1 showed the respondents' age, where 8 out of 24 respondents belong to the 59 to 50 years old and 39 to 30 years old age bracket. 6 out of 24 respondents belong to the 49 to 40 years old while 2 of the respondents are from 29 to 20 years old age bracket.

Table 2
Gender of the Respondents

Gender	Frequency	Percentage
Female	20	83.3
Male	4	16.7
TOTAL	24	100

The data revealed that out of 24 respondents, there are 20 female participants with a percentage of

83.3 while the male has a frequency of 4 with a percentage of 16.7.

Table 3
Organizational Classification of the Advisers

Classification	Frequency	Percent
Student Council	10	41.7
Department Based	7	29.2
University Wide	7	29.2
Total	24	100

Table 3 showed the organizational classification of the advisers, where 10 out of 24 or 41.7 percent of the respondents belong to the Student Council while 7 out of 24 or 29.2 percent of the respondents belong to the Department-Based and University-wide.

Table 4
Tenure as an Organization Adviser

Tenure	Frequency	Percentage
Less than 1 year	6	26.1
1 Year	8	34.8
2 Years	3	13.0
3 Years	2	8.7
5 Years and Above	4	17.4
TOTAL	24	100

Demonstrated from table 4 were the years of service of the respondents as organization advisers, wherein it showed that 6 out of 24 respondents have less than 1 year of service as organization advisers, while 8 of them have a year of experience in the organization. Additionally, 3 out of

24 subjects have 2 years of service as advisers, 2 of them have been an organization adviser for 3 years, and 4 out of 24 organization advisers have 5 years and above of experience as an adviser in an organization.

Table 5
Other Responsibilities of the Organization Advisers

Responsibilities	Frequency	Percentage
2 Responsibilities	18	75
3 Responsibilities	4	16.7
4 Responsibilities	2	8.3
TOTAL	24	100

The table illustrated that 18 out of 24 respondents with a percentage of 75 held 2 responsibilities in the university while 4 out of 24 with 16.7 percent held 3 responsibilities and 2 out of 24 with 8.3 percent held 4 responsibilities in the university.

Table 6
Levels of Role Overload of the Organization Adviser

Levels of Role Overload	Frequency	%
Very Low	3	12.5
Low	6	25.0
Average	10	41.7
High	5	20.8
TOTAL	24	100

Legend: 24-43 Very Low; 44-62 Low; 63-81 Average; 101-120 Very High

The table presented the levels of the Role Overload of the organization advisers. It showed that 3 of the respondents with the percentage of 12.5 exhibited very low role overload, 6 out of 24 or 25.0 percent exhibited

low role overload, 10 with the percentage of 41.7 exhibited Average Role-overload, and lastly, 5 with the percentage of 20.8 exhibited high role overload.

Table 7
Levels of Self-Motivation of the Organization Adviser

Self-Motivation	Frequency	Percentage
High Intrinsic Motivation	19	79.2
Moderate Intrinsic Motivation	5	20.8
TOTAL	24	100

Legend: 0-37 High Extrinsic; 38-74 Moderate Extrinsic; 75-112 Moderate Intrinsic; 113-150 High Intrinsic

The table illustrated the self-motivation of the organization advisers. Out of 24 respondents, 19 or 79.2 percent acquired high intrinsic motivation while 5 or 20.8 percent of the respondents acquired moderate intrinsic motivation.

Table 8
Role Overload and Self-Motivation among Organization Advisers

Role Overload	Self-Motivation	
	r-value	Verbal Interpretation
	-.277*	Negative Low Correlation; Not Significant

Note: *p-value .095 > .05 level of significance

The table above illustrated the relationship between the role overload and self-motivation. It was revealed that there was a negative low relationship (r-value=-.277) between self-motivation and role overload and was found not significant giving a p-value of .095 which means that the result was not statistically significant.

Table 9
Proposed Occupational Mental Health and Wellness Program

Occupational Mental Health and Wellness Program "Ang PIV-A OOT-A Program for Psychomotor, Affective, and Cognitive Domains of Organization Advisers"							
Activity	Materials	Target Participants	Number of Target Participants	Objectives	Budget Requirements	Time Frame	Expected Outcome
Cognitive: Mindfulness in the Deep	Speaker LCD projector Microphone	24 Organization Advisers	24 Organization Advisers	To understand the roles and the expected needs an organization adviser might encounter and to utilize given and strategies to manage roles appropriately	P5,000 for the seed money	3 days	The adviser would be able to learn more about roles and stress techniques that they could practice engaging into their daily living at work and home in order to better handling their multiple roles
Psychomotor: Fun is to Stay Fit	Gym Equipment			To attain a healthy body by means of exercise and other wellness services.	P10,000	One hour every day	Healthy Body
Affective: Working with the Feeling	Speakers Music Online Exercise CDs Massage perpetrator/relaxer			To achieve a calm and peaceful mind through the different therapies/modals	P1,000	Every Friday	The advisers would be able to relax and unwind after the different therapies/modals

Based on the aforementioned results, a proposed module for Occupational Mental Health and Wellness Program will be given to the organization advisers from Centro Escolar University- Makati campus to maintain and to cultivate their self-motivation despite the role overload. It can be seen that the program is divided into three parts, namely the Mindfulness-Based Peer Coaching Training, Fitness Room for Organization Advisers, and Relaxation therapies, which will tap the advisers' cognitive, psychomotor, and affective domains, respectively. Each part corresponds to an expected outcome that an organization adviser will gain after the activity.

DISCUSSION

Most of the respondents belonged to the age bracket of 59 to 50. These people who are in the stage of middle adulthood already gained the experiences in their professions and can share this wealth of knowledge to the other developing youths. Erik Erikson's Theory of Human

Development categorized the age range of 59 to 50 years old as Middle Adulthood in which the people experience an opportunity to create or contribute the society as their legacy. People who are in the middle adulthood stage help their children become responsible adults. This is supported by an article of Lumen Learning (2015), wherein middle adulthood is the stage where people tend to become productive and creative so that their work will be significant and will have a lasting impact to other people especially to the future generations. At this stage, these people become proud of their achievements.

Moreover, majority of the respondents were female. Women are nurturing and caring in nature, which was some of the key characteristics of an effective organization adviser. The history of the university which was formerly known as an all-girls school could also contribute to the domination of female organization advisers. In general, females have a high cognitive performance and have a proactive attitude towards their role in their workplace which leads to better work and high performance in the organization and engagement among people. Lastly, females were more socially responsible, accountable, and empathic who fosters good communication within the group which contributes greatly to handling an effective organization. This was supported by Millard (2017) who stated that women

communicate more effectively because of their emotional skills in which they encourage their subordinates towards personal development.

The Student Council Advisers outnumbered the other organization advisers because these council advisers handle the mother organization which is the core body that holds the different department-based organizations. These advisers guide the recognized organizations by providing its members with relevant programs and activities which contribute to the holistic development of the students. A study conducted by Concordia University-Portland (2015) supported the aforementioned statements. They stated that the student council advisers guide the student leaders in successfully arranging, settling on choices and representing their fellow students. This role is essential to building up students' leadership abilities and supporting their endeavors to serve their school.

Additionally, it was shown that majority of the respondents have 1 year of tenure as an organization adviser and the least number of respondents have 5 years and above of service in the school organization. It can be interpreted that the respondents with one year of service as an organization adviser remained because the university appoints the advisers yearly. The professor who was believed and was determined to fit the position of being an adviser is

usually being appointed to lead and hold an organization. While the respondents with more than one year of service as an organization adviser remain because they already know how to handle and point out the benefits and shortcomings of the different activities of the organization. To validate these results, an article from the Utica College (2018) stated that employees retained their position because there were traits and practices, such as having enough experience and the knowledge about the details of every concern in the organization, of those advisers that could aid and empower the students.

It was revealed from the data that majority of the respondents held 2 responsibilities in the university which were being an organization adviser and a professor. An organization adviser take part in the role of guiding the student leaders in organizing activities that will help the student body grow holistically. Aside from being an organization adviser which is an administrative load, they were also given academic loads to have an active role in educating the students. Some of these organization advisers have teaching units to provide and instill in the students with the pertinent knowledge they have to know based on the curriculum for them to become prepared in the future. This is supported by the article from the University of Alabama (2016) which stated that positions held by organization advisers were classified

as being an educator, in order to relay knowledge, and an adviser to provide the support to maintain an efficient organization.

With the aforementioned data results, most of the organization advisers exhibited average role overload which implies that the organization advisers can still handle the workloads assigned to them despite the limited number of resources and time to accomplish a certain task or duty. Additionally, the advisers have their officers to help them accomplish the tasks. Even though they are given too much tasks as an adviser, they delegate these tasks well with the help of their officers. Also, they give boundaries between their personal and work life. Thus, their workloads do not have conflict with each other. Moreover, social resources such as organization officers contribute to the accomplishment of their works or tasks by means of delegation. The study of Creary and Gordon (2016) supported the data above wherein properly organizing and placing of roles, as well as increasing social resources and managing boundaries between work and family responsibilities, are options for reducing role overload.

Most of the organization advisers are in their middle adulthood. Since they are on their way to the peak of their careers, these organization advisers tend to care more and become more passionate about their work, their responsibilities, and those people in

their lives. They also focus on fulfilling their responsibilities such as guiding their officers to achieve an effective organization and help them become successful in the future. These factors contribute to their intrinsic motivation which is internal in nature such as their sense of pride, accomplishment, or achievement. They strive to play their role in guiding, shaping and encouraging the future generations which are very rewarding to their part as an organization adviser. This is supported by the article of Employment Crossing (2015) which stated that employees who are self-motivated are passionate and thus, they accomplish their tasks more effectively.

Based on the data presented, it can be inferred that role overload has a minimal influence on self-motivation and vice versa. Hence, as the various roles assigned to the organization adviser decreases, their self-motivation increases. They do not perceive the multiple roles assigned to them as an overload because they have innate motivation which helped them to function effectively. Additionally, it can be noted that CEU is a caring university where they assure that their employees could manage and balance the role before assigning it to them and they believe that these organization advisers could do their tasks and workloads properly and effectively. They also have the support that they need from their organization officers and members through proper delegation.

Their workplace was also a contributing factor wherein they have a healthy working environment suitable for performing the roles assigned. Hence, they do not consider these roles to be an overload, instead, it could increase their level of self-motivation due to their eagerness to accomplish the workloads and to fulfill their duties. The results were also validated with the characteristics of the majority of the respondents wherein most of them are in their middle adulthood. Over the years, adults in their middle age have become equipped with the experiences which provided them the learnings that they could use to deal with the challenges with expertise and eventually share it to the organization for the betterment of it. They were able to handle the multiple roles assigned to them due to their innate motivation to fulfill the different responsibilities accompanying the roles assigned to them. This was validated by the article written by McLeod (2018), wherein he stated that the stage of middle adulthood is where a person has been engaged with various experiences which lead them to have much learnings and knowledge. Hence, doing his or her part to have a sense of usefulness to society and accomplishment. The results were in contrast with the study of La Amela et al.(2018) wherein they concluded that role overload has an effect with the work motivation among employees and that there exists a significant and positive influence between the two. They even

mentioned that work motivation can be defined as psychological need required by the employee so it can give balance toward high workload at the workplace.

The Occupational Mental Health and Wellness Program proposed above was created in accordance with the organization advisers' results in their role overload and self-motivation. Overall, with the program presented by the researchers, the advisers will be able to enrich their cognitive, affective, and psychomotor domains.

CONCLUSIONS

In the light of the above findings of the study, the researchers concluded that the organization advisers are passionate and innately driven by their goals to mold and to guide the future generations thus, making their responsibility and job very fulfilling and rewarding. Moreover, the organization advisers actively and strongly participated and willingly do their job despite the other workloads assigned to them, such as teaching, office duties and/or administrative loads. They still continue to function and give service to the university and to the students wholeheartedly because of their passion and dedication to their work. Lastly, an occupational mental health and wellness program is proposed to enhance their cognitive, affective, and psychomotor domains which will contribute significantly to the overall well-being of the organization advisers and also, this

program will help them function effectively.

The results could help the university organization advisers be acquainted with their workloads and be aware of their self-motivation and this could facilitate their motivation by means of attending workshops and engaging in activities associated with enrichment of motivation. Also, this could help the school community make programs and seminars that will provide knowledge to organization advisers about the unexpected events they might encounter in the workplace. For future researchers, it is recommended to generate a large number of respondents by conducting research in a large institution for more accuracy and generalizability. Also, they could use focus group discussion to gain in-depth information about their experiences as an organization adviser to strengthen the claim of the study.

REFERENCES

- Concordia University - Portland (2015). *Student Government Success: Five Roles for the Student Council Advisor*. Retrieved from: <https://education.concordia.edu/blog/classroom-resources/5-roles-for-the-student-council-advisor/>
- Creary, S., Gordon, J. (2017). *Role Conflict, Role Overload, and Role Strain*. Wiley Online

- Library. Retrieved from:
<https://onlinelibrary.wiley.com/doi/abs/10.1002/9781119085621.wbefs012>
- Employment Crossing. (2015). *Attracting Self-Motivated Employees*. Retrieved from:
<https://www.employmentcrossing.com/employers/article/231447/Creating-Self-Motivated-Employees/>
- La Amela, S., Pratikto H., Suharto (2018). *The Effect of Role Overload and Work Stress Toward Employee Performance Through Work Motivation (A Study at PT Surya Raya Lestari II in Kabupaten Mamuju Tengah)*. European Journal of Business and Management. Retrieved from:
<https://www.iiste.org/Journals/index.php/EJBM/article/viewFile/42152/43397>
- Lumen Learning. (2015). *Early and Middle Adulthood*. Retrieved from:
<https://courses.lumenlearning.com/boundless-psychology/chapter/early-and-middle-adulthood/>
- McLeod, S. (2018). *Erik Erikson's Stages of Psychosocial Development*. SimplyPsychology. Retrieved from:
<https://www.simplypsychology.org/Erik-Erikson.html>
- Millard, T. (2017). *3 Reasons Why Women Are Better Employees*. Retrieved from:
<https://www.thebusinesswomanmedia.com/3-reasons-women-better-employees/>
- University of Alabama. (2016). *The Role of a Student Organization Adviser - Student Affairs*. Retrieved from:
<https://www.uab.edu/policies/content/Pages/UAB-AA-POL-0000592.aspx>
- Utica College. (2018). *The Role of the Advisor*. Retrieved from:
<https://www.utica.edu/student/activities/Club&OrgManual/roleofadvisor.cfm>