

Conscientiousness and Motivator Factors: Can They Contribute to Each Other Among Teachers from Technical and Vocational Education and Training of Nepal?

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ABSTRACT

The conscientiousness and motivator factors are the fundamental concerns of the organizational behavior among Technical and Vocational Education and Training (TVET) school settings. Taking into account, this study intends to assess the level and examine the influences between conscientiousness and motivator factors among TVET teachers. For these purposes, this study employed the cross-sectional survey design and collected information via a questionnaire from 302 TVET teachers under different clusters. Then, the information was analyzed via descriptive and inferential (e.g. correlation and regression analysis) statistics and further discussed the obtained results by incorporating the social capital theory. This study explored the high conscientiousness and moderate level of motivator factors, and the positive correlation between them among teachers. Furthermore, this study confirms the relationship between conscientiousness and motivator factors as elucidated as in the theory of big five factors as its implication part in the context of TVET teachers in Nepal.

Keywords: Conscientiousness, Motivator Factors, Promotion, Recognition, Social Capital, Work Itself

INTRODUCTION

The Technical and Vocational Education Training (TVET) programs are crucial concerns of this century. TVET refers to skill-based educational programs and training which delivers knowledge and enhances skills for employment (Asian Development Bank [ADB], 2015; United Nations Educational, Scientific and Cultural Organization [UNESCO] & International Project on Technical and Vocational Education [UNEVOC], 2017) by preparing skilled human resources for the job market. This effort enhances employment, generates the economic capital, and contributes to the national economy (Bhurtel, 2015). These benefits take place when TVET programs run effectively. For this purpose, the contributions of TVET teachers are crucial because their performance in school determines the effectiveness of TVET programs (Bukit, 2012). Furthermore, the performance of employees is associated with a high level of conscientiousness (Witt et al., 2002) and motivation (Ali et al., 2016) in their jobs and it is equally applicable in the terms of TVET teachers.

Conscientiousness is the discretionary activity that goes beyond the job description (Muhammad, 2012) and it is associated with loyalty with the indispensable intention for involvement in the job. In addition, conscientiousness is related to the behavior that performs the assigned jobs within the deadlines (Mushtaq & Umar, 2015) with full dedication toward the organizations. Moreover, conscientiousness is one of the major dimensions of organizational citizenship behavior (Smith et al., 1983; Organ, 2018) and “big five personality traits” (Komaraju et al. 2009). Both concepts elucidate that conscientiousness is associated with the motivator factor (Hart et al., 2007) and they enhance each other. Considering this, the motivating (intrinsic) factors as part of job satisfaction influences conscientiousness. Therefore, conscientiousness is identified as a strong predictor of motivator factors (Clark & Schroth, 2010; Tomsik, 2018).

Motivator factors refer to the intrinsic components of job satisfaction (Robbins et al., 2013). It is based on Herzberg’s motivation-hygiene theory (Tan & Waheed, 2011) where the causes of employee motivation are referred to as internal vigor (Steers et al., 2004). This force is known as the intrinsic factors, and it includes promotional opportunities, recognition, work itself, advancement possibilities, appreciation, and triumph in bearing responsibility (Hackman & Oldham, 1976; Khadka, 2010; Ranasinghe, 2016). This study encompassed work itself, promotion and advancement, and recognition and appreciation as the dimensions of intrinsic factors among TVET teachers.

Likewise, motivator factors and conscientiousness reflect the attitude and behavior (Jackson et al., 2010) of employees that they perform in their

jobs. Both the motivator factors and conscientiousness are influenced by the social capital of TVET teachers. Social capital is the predisposition of social status, values, and power which is seen as the social outlooks (Bourdieu, 1986) of the individual. This social outlook is visible as the social positioning, interaction, and relationship which guided the individual's attitudes and behaviors. For instance, enriched social capital develops well-satisfied attitudes toward the job (Agneessens & Wittek, 2008). This job satisfied attitude creates motivation (Tietjen & Myers, 1998; Varma, 2019) among employees regarding work itself, promotion, and recognition. The attitude as the motivation influences the employees to be loyal, dedicated, obedient, and conscious toward the jobs (Dehaloo, 2011) and further performs tasks before the deadline in an organization. In addition, teachers with well-loaded social capital perform their jobs beyond duties without expecting any benefits from the school. So, social capital is crucial to determine the attitude (motivation) and conscientiousness among TVET teachers.

The high level of conscientiousness and motivation among TVET teachers is associated with the preparation of skillful human resources for the job market. In the context of Nepal, there is a lack of skillful personnel in the job markets and a similar situation can be seen even in foreign employment. The lack of skillful human resources is one of the major factors of the low employment, productivity, economic growth (Kafle, 2007; Ministry of Labour and Employment [MOLE], 2016), GDP, and per capita income in Nepal (MOLE, 2016). Similarly, Nepal faces serious loss in foreign trade (e.g. Department of Customs [DOC], 2018), minimal wages of employers in foreign employment (e.g. International Labour Organization [ILO], 2017), and slow infrastructural development (Ministry of Finance [MOF], 2014) of the nation. These discrepancies are an example of the low economic development of the country. The low economic development is caused by a lack of skillful, qualitative, and adequate number of human resources in the job market. This lacking of workforces has happened due to a variety of factors. A burning one among them, the presence of low loaded conscientiousness and poorly motivated teachers in the TVET schools.

Consequently, enhancing both the motivator factors and conscientiousness among employees, are crucial activities for the TVET School. Without conscientious and motivated teachers, the TVET School will not achieve organizational effectiveness and success. Correspondingly, these lacking among teachers does not give a guarantee of satisfactory educational achievement among students. As a result, the deficiency of these two factors also turns the schools toward a failure state. So, teachers need to equip with high conscientiousness and motivation to provide quality education. In this

context, there are hardly a few studies of motivation (e.g. Joshi, 2016; Sah, 2016) and conscientiousness as dimension of Organizational Citizenship Behavior (e.g. Shrestha & Subedi, 2020; Subedi et al., 2011) of Nepalese employees. However, these studies did not represent the relationship between motivator factors and conscientiousness of TVET teachers in Nepal. Moreover, in the Nepalese context, the influences of motivator factors on conscientiousness are still a puzzle. So, this study aims to measure the level of motivator factors and conscientiousness and assess the contribution of the motivator factors in conscientiousness among TVET teachers.

THEORETICAL REVIEW AND HYPOTHESIS

Several previous studies investigated the association between conscientiousness and motivator factors in academia (e.g. Bowling, 2009; Hart et al., 2007). Moreover, the “big five personality traits” assumed that conscientiousness is a good predictor of intrinsic motivators (Tomsik, 2018) in a job. In contrast to it, some scholars (e.g. Organ & Lingl, 1995; DeNeve & Cooper, 1998; Judge et al., 2002) claim that the high level of motivator factors also vary the conscientiousness. In this situation, this study intends to assess the degree of mutual enhancement between conscientiousness and motivator factors among TVET teachers in the Nepalese context. Therefore, this study hypothesized that:

Hypothesis: *Conscientiousness and motivator factors enhance each other among TVET teachers.*

RESEARCH METHOD

Research Design

This study poses the post-positivist philosophical stance which explains the relationship between conscientiousness and motivator factors among TVET teachers as a single truth of this study. Then, employing post-positivism, this study espoused the cross-sectional survey as the research design and it is confirmatory in nature. This study declared the entire TVET schools of Nepal as the study area and each TVET teacher as the unit of analysis. Thus, this research identified the sample size ($n = 302$) by using Yamane (1967) approaches at a 95% confidence limit from the study population ($N = 1228$) as entire TVET teachers (MOEST, 2018) of Nepal. In addition, I randomly selected 302 TVET teachers by performing stratified random sampling. While administering the stratified random sampling, I divided Nepal into seven provinces according to its political division (Nepal Law Commission [2015],

2015). Then, the numbers of the sample from each province are derived by considering their existing percent, which they hold among the total population of respondents as in Table 1.

Table 1: Number of Samples from Seven Provinces of Nepal

Province	N	Percent	n
1	219	17.83	54
2	210	17.10	52
3	223	18.16	55
4	188	15.31	46
5	192	15.63	47
6	66	5.37	16
7	130	10.59	32
<i>Total</i>	<i>1228</i>	<i>100</i>	<i>302</i>

A line of Table 1, this study determined the number of samples from province 1 to 7 as 54, 52, 55, 46, 47, 16, and 32 respectively.

Instrumentation

I employed a Delphi technique which incorporates the conduction of Focus Group Discussion (FGD) in this study. The participants of FGD were school teachers and experts of conscientiousness and job motivator factors. From the conduction of FGD, I developed the questionnaire which incorporated 19 questions associated with two constructs: motivator factors (11 items) and conscientiousness (4 items) respectively. More specifically, the motivator factors are composed of three sub-indicators: work itself (6 items), promotion (3 items), and recognition (2 items) respectively. These constructs of motivator factors and conscientiousness are similar to the Organizational Citizenship Behavior scale of Spector (1994), and Job Satisfaction scale of Fox and Spector (2010) respectively. Meanwhile, I ensured the internal consistency of this scale through deriving the Cronbach's alpha from pilot testing. I took a sample size of 30 according to Hertzog (2008) in pilot testing and obtained Cronbach's alpha value of motivator factors and conscientiousness as .834 and .718 respectively. Likewise, the Cronbach's alpha values belong to sub-indicators of motivator factors such as work itself (.731), promotion (.805), and recognition (.770) respectively. The

derived Cronbach’s alpha values of each indicator and sub-indicators are above 0.7, which indicates that the scale is highly reliable (Santos, 1999).

Data Analysis Process

After ensuring the internal consistency of the scale, I collected the data from the respondents via a self-administer questionnaire. The collected data were analyzed through both descriptive and inferential statistics, namely: frequency, percent, mean and standard deviation, etc. Similarly, descriptive statistics are used for assessing the level of motivator factors and conscientiousness. For this purpose, I adopted the Best (1977) procedure for categorizing the obtained responses as follows:

$$\frac{\text{Higher score} - \text{Lower score}}{\text{Number of Levels}} = \frac{5-1}{3} = \frac{4}{3} = 1.33$$

I categorized the responses based on the mean scores of all indicators in three levels as low (1.00-2.33), moderate (2.34-3.66), and high (3.67-5.00) respectively. Likewise, I employed Karl Pearson’s correlation and linear regression analysis for examining the relationship (e.g. Zaid, 2015) between conscientiousness and motivator factors. Before employing these tests, I performed statistical assumptions (e.g. normal distribution, absence of multicollinearity, and autocorrelation and linearity test) to ensure its appropriateness in this study.

RESULTS

Level of Conscientiousness and Motivator Factors

I derived the conscientiousness of respondents by sorting the mean score in three levels: high, moderate, and low. Meanwhile, I also obtained the mean score of conscientiousness and motivator factors (work, promotion, and recognition) in Table 2 and 3.

Table 2: Intensity of Conscientiousness and Motivator Factors

Indicators	Mean	Std. Deviation	Level
Conscientiousness	4.23	.79	High
Motivator factors	3.55	.60	Moderate
<i>Work itself</i>	4.05	.61	High
<i>Promotion</i>	2.63	.95	Moderate
<i>Recognition</i>	2.63	.95	Moderate

Table 2 divulges the high level of conscientiousness (Mean = 4.23, SD = .79) as part of organizational citizenship behavior in TVET schools. In

contrast, they experienced a high level of work itself (Mean =4.05) as one of the motivator factors in the job among TVET teachers. However, the other two factors (promotion and recognition) consist of only a moderate level concerning motivation in the job. As a result, the TVET teachers possess an only moderate level of motivation in their job.

Description of Conscientiousness and Motivator Factors by Their Levels

This study also included the frequency and percentage of the respondents regarding their attitudes toward the conscientiousness and motivator factors on three levels (Table 3).

Table 3: Frequency of Conscientiousness and Motivator Factors via Their Levels

Indicators	Low		Moderate		High	
	N	%	N	%	N	%
Conscientiousness	15	5.0	42	13.9	245	81.1
Motivator factors	7	2.3	162	53.6	133	44.0
<i>Work itself</i>	3	1.0	82	27.2	217	71.8
<i>Promotion</i>	99	32.8	138	45.7	65	21.7
<i>Recognition</i>	21	7.0	135	44.7	146	48.3

Among the dimensions of motivator factors, two thirds (N = 217, % = 71.8) of respondents experienced a high level of motivation regarding work itself, and remaining less than one-third portion possessed moderate and low level. Considering this, only one percent (N = 3) of TVET teachers claimed that they had a low level of motivation due to their nature of work. Likewise, slightly more teachers are highly motivated (N= 146, % = 48.3) and it is followed by a moderate level (44.7 %) of responses due to recognition. In recognition, the differences between the moderate and high levels are only a few in numbers (N = 11) but the differences are large in considering the moderate-low level (N = 114) and high-low level (N =125) respectively. In contrary to the work itself and recognition, the more TVET teachers expressed moderate satisfaction than a high level regarding their promotion, they were 138 (% = 45.7) in numbers. It is followed by a low level (N= 99, % = 32.8) which is more by 34 numbers than high level responded teachers in terms of promotion.

Overall, the majority of respondents (N = 162, %= 53.6) claimed that they were moderately motivated in the job and 44% possessed a high level of motivation in TVET academia. In relation, the remaining respondents (N = 7, % = 2.3) expressed low motivation in their work. Despite that, more than

four-fifths respondents (N = 245, % = 81.1) reflected the high degree of conscientiousness and remaining respondents (N = 57, % = 18.9) belonged to moderate and low levels respectively.

Assumptions of Parametric Test

I confirmed the four assumptions of the parametric test to employ the Karl Pearson correlation and linear regression analysis (e.g. Garson, 2012) in this research. Among them, the first assumption advocates the normality test which is ensured via performing Skewness and Kurtosis. The derived values of all Skewness (-1.217 to .188) and Kurtosis (-.608 to 1.089) are in between the values +2 to -2, which is defined as the normal distribution according to Garson (2012). The second and third assumption is associated with multicollinearity and autocorrelation. Their derived values are in Table 4.

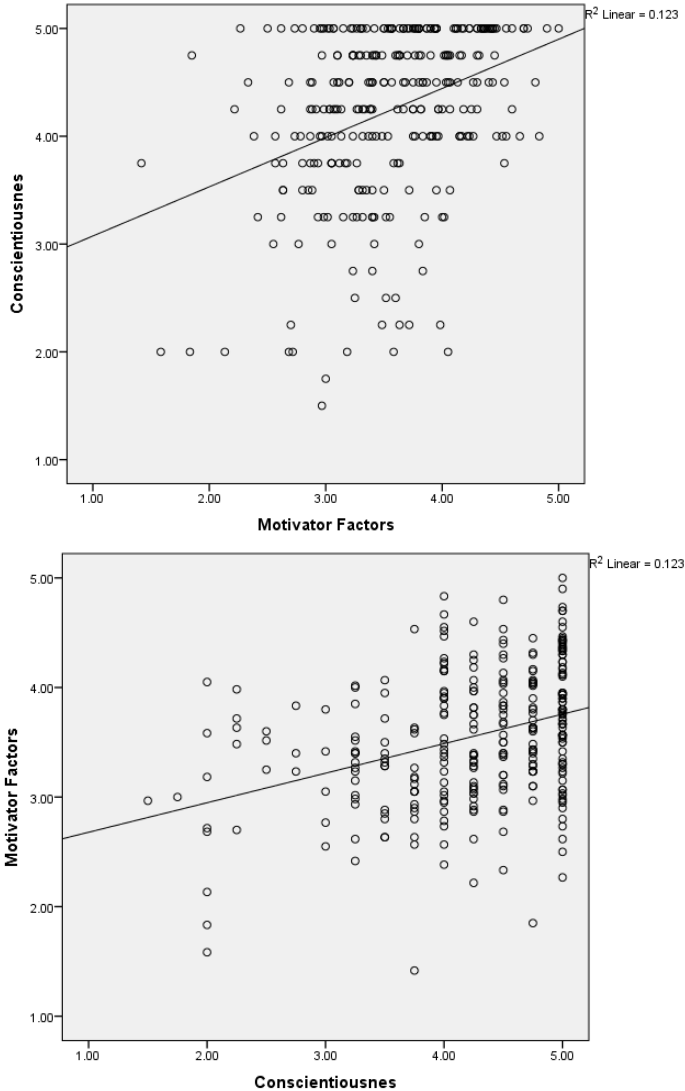
Table 4: Assumptions of Multicollinearity and Autocorrelation for the Parametric Test

Model	Predictors	Dependent Variable	Collinearity Statistics		Durbin - Watson
			Tolerance	VIF	
1	Conscientiousness	Motivator factors	.860	1.163	1.699
	Work Itself		.798	1.253	1.711 ^a
2	Promotion	Conscientiousness	.788	1.270	1.718 ^a
	Recognition		.685	1.459	1.639 ^a
3	Motivator Factors	Conscientiousness	.420	2.383	1.688 ^a

The multicollinearity is tested by Tolerance and Variance Inflation Factor (VIF). I derived all Tolerance (.420 to .860) values are greater than (T<.20) and VIF (1.163 to 2.383) values are lesser than VIF>4.0 respectively. So, these values of Tolerance and VIF signify that there is an absence of multicollinearity between conscientiousness and motivator factors (e.g. Garson, 2012). The third assumption explains the autocorrelation and it is derived from the Durbin-Watson test (Field, 2009). The derived value of the Durbin-Watson test ranges from 1.639 to 1.718 respectively. According to Garson (2012), the normal values of the Durbin-Watson test ranges from 1.5 to 2.5 for independent observation. So, the derived values disclose that there is no autocorrelation between conscientiousness and motivator factors in this

study. Finally, the fourth assumptions explain the linearity and it is derived from the graphical method particularly plotted the scatters of conscientiousness against overall motivator factors in Figure 1.

Figure 1: Assumption of Linearity Regarding Parametric Test



The obtained scatter plots are clustered around the projected straight line. The formulation of a straight line ensured the assumptions of linearity in this study. Thus, the ensured of the normal distribution, linearity, and absence of multicollinearity and autocorrelation allows the parametric test (Sreejeh et al., 2014) to examine the relationship between conscientiousness and motivator factors in this study.

Association between Conscientiousness and Motivator Factors

I employed the Karl Pearson correlation test to examine the relationship between conscientiousness and motivator factors. The obtained statistical inferences between motivator factors (work itself, promotion, and recognition) and conscientiousness are presented in Table 5.

Table 5: Correlation between Conscientiousness and Motivator Factors

Indicators	Conscientiousness	Work Itself	Promotion	Recognition	Motivator Factors
Conscientiousness	1				
Work Itself	.342**	1			
Promotion	.180**	.274**	1		
Recognition	.284**	.442**	.454**	1	
Motivator Factors	.351**	.780**	.758**	.762**	1

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

Table 5 portrays the correlation values (r) and it is sorted in the five continua according to Singh (2007) as follows: negligible (0-0.2), low (0.2-0.4), moderate (0.4-0.6), high (0.6-0.8) and very high (0.8-1.0) respectively for analysis. The derived r values of the all components of motivators factors: work itself ($r = .780^{**}$, $p < .01$), promotion ($r = .758^{**}$, $p < .01$), and recognition ($r = .762^{**}$, $p < .01$) demonstrates a high relationship with overall values of motivator factors among TVET teachers. Similarly, the correlation between the motivator factors shows a moderate relationship with each other except work itself and recognition ($r = .274^{**}$, $p < .01$) which relationship is low in degree. In addition, all motivator factors were low correlated with conscientiousness except promotion ($r = .180^{**}$, $p < .01$) which is negligible in relation. Furthermore, the overall correlation value ($r = .351^{**}$, $p < .01$) between motivator factors and conscientiousness portrayed the low level of associations with each other.

Contribution between Conscientiousness and Motivator Factors

I employed the linear regression analysis to assess the influences of conscientiousness on motivator factors and vice versa. In the first model, the motivator factors are considered as the dependent variable and conscientiousness as an independent variable in this regression model as $Y = a + bx$ (e.g. Kerlinger, 2011). In this equation, “Y” refers to dependent and “x” refers to the independent variable. Similarly, in the second model, the dependent and independent variables are referred to as conscientiousness and motivator factors respectively. In this model, the linear regression model is defined as $X = a + by$ and refers “X” and “y” as dependent and independent variables respectively. Likewise, the constant value and regression coefficients were termed as “a” and “b” respectively in these both regression equations. I derived the three outputs of each model but projected them all in a single table while computing the regression analysis in this study (Table 6).

Table 6: Regression Analysis of Relationship between Conscientiousness and Motivator Factors

Model	UC		SC	T	Sig.	R	RS	ARS	ANOVA ^a	
	B	SE	Beta						F	Sig.
1 (Constant)	2.41	.18		13.45	.00					
Conscientiousness	.27	.04	.35	6.49	.00	.35 ^{a1}	.12	.12	42.06	.00 ^{b1}
2 (Constant)	2.61	.25		10.32	.00					
Motivator Factors	.45	.07	.35	6.48	.00	.35 ^{a2}	.12	.12	42.00	.00 ^{b2}

Dependent Variable: a¹: Motivator Factors, a²: Conscientiousness

Predictors: (Constant), b¹: Conscientiousness, b²: Motivator Factors

* UC= Unstandardized Coefficients, SC= Standardized Coefficients, SE= Std. Error, RS= R Square, ARS = Adjusted R Square

Likewise, Table 6 discloses the conscientiousness and motivator factors as the predictors of motivator factors and conscientiousness in the first and second regression model correspondingly. Then, in the second output, both models portray the low level of correlation (R = .34) between conscientiousness and motivator factors and vice versa. Similarly, the obtained values of adjusted R square ($r^2 = .12 \times 100 = 12\%$) explain that both regression models fairly fit with the data. Moreover, it reveals that the

predictor in both models decides a 12% variance of the dependent variable. Likewise, the derived values of ANOVA state the overall first ($F = 42.06, p = .00$), and the second model ($F = 42.00, p = .00$) of regression analysis is significant to influence motivator factors by conscientiousness and vice versa.

Furthermore, the first model elucidates the regression model as $Y = 2.41 + .27x$. This regression equation reveals that one unit change in conscientiousness induces .27 units to amend in motivator factors. It signifies that conscientiousness independently makes a 27% change in motivator factors (e.g. Carver & Nash, 2012). Similarly, the derived values regarding the coefficients (b^2) in regression analysis ($X = 2.61 + .45y$) shows the one unit alternations of motivator factors induce a .45 unit change in conscientiousness. More specifically, it explains that motivator factors contribute to a 45% change in conscientiousness (e.g. Carver & Nash, 2012) among TVET teachers. These derived results show that the motivator factors influence more in conscientiousness rather than a motivator factor that is enhanced by conscientiousness in this study.

DISCUSSIONS OF FINDINGS

Conscientiousness: High Degree among TVET Teachers

The TVET teachers disclosed the high degree of conscientiousness in this study and the majority of respondents also expressed high conscientiousness. This result is similar to Yilmaz (2017) where the school teachers perform high conscientiousness. The display of the high conscientiousness denotes that the TVET teachers are obedient to the rules and regulation of school (e.g. Kilince, 2014), dedicated to the work, and perform works and duties on time. This conscientiousness is associated with the existing social capital (Tulin et al., 2018) and it is also applicable in the context of TVET teachers. The social capital guides TVET teachers to carry the affirmative cognition, feelings, and behaviors regarding their jobs. This positive attitude helps them to perform compliance behavior (Rezaei et al., 2014) as their part of duties and responsibilities in the school. Likewise, if the social capital is rich in employees, they maintain high ethics (Ayios et al., 2014) in the organization. They also follow the disciplinary code and perform sufficient efforts to fulfill the duties of the organizations. Thus, the presence of high conscientiousness among teachers contributes to elevated job performance (Hassan et al., 2016), work effectiveness (Youshan & Hassan, 2015), and finally attain organizational success.

Motivator Factors: Moderate Levels among TVET Teachers

The findings ascertain that TVET teachers demonstrate a moderate level of motivators. Moreover, they possess a moderate degree in terms of their promotion and recognition. However, I found, they were highly motivated in their work itself. This result is more analogous to the study done by Shrestha (2019). This similarity happens due to the uniformity of the study area and existing social capital. In addition, the similarity is also seen in the frequency of respondents, where these studies alike Shrestha (2019) reveals that the majority of respondents demonstrated the moderate level of motivator factors. It means that the majority of teachers possess a high level of promotion and it contributes to their motivation towards the job. However, the study done by Shrestha (2019) did not include promotion in the motivator factors. The author only states that the majority poses a high level of motivation due to a moderate level of recognition. This little discrepancy is due to the differences in the population group between these two studies. The research accomplished by Shrestha (2019) is associated with the general school teachers but this study is of TVET schools. So, the results between these studies seem similar except for a few contradictions like in the case of promotions.

The TVET teachers expressed the high level of work itself due to the provisions of the well-defined job description, proper communication, absence of role ambiguity and workload, and comfortable work schedules. The presence of these factors contributes to TVET teachers' moderate level of motivation among overall motivator factors. In addition, the motivation levels of teachers are also determined by social capital (Ozan et al., 2017). In relation, Szreter (2012) inscribes the social capital as the networks and power-sharing of people in society. It builds the social identity and positions of people (Szreter, 2012) but their power status might be varied. These differences in power exercise depend on their occupation (Schooler & Schoenbach, 1994). For instance, the teachers were engaged in many social works beyond teaching in school. They continuously performed social interaction while doing social work in society. As a result, the teachers got more opportunities to exercise power influencing people in society. This happens due to the presence of high social capital among teachers and their job is considered as a noble occupation. This gracious nature of the job and societal positioning highly motivate the TVET teachers.

However, promotion and recognition moderately contribute to the motivation level among TVET teachers. In the Nepalese context, the teachers were promoted in the upper class (e.g. third, second, and first) but remains in the same post (e.g. Primary, Secondary, and Higher Secondary level) in the

school (Ministry of Education and Sports [MOES], 2000). This provision of promotion makes teachers feel that they were in the same post. This consideration in jobs makes the TVET teachers express only the moderate level in the promotion. Likewise, the TVET teachers got a moderate level of social respect, which drives them to pose a moderate level of satisfaction regarding recognition. For instance, professionals like doctors and engineers have a higher level of recognition and appreciation in society (Dolton et al., 2018) than teachers. This contrast in respect and appreciation is associated with social capital. These trends of societal preferences and respect contribute to determining the moderate level of motivation regarding recognition among TVET teachers. Thus, social capital enhances the overall motivation level regarding promotion and recognition. Overall, the presence of the motivation enhances the performances (Inayatullah & Jehangir, 2012) and work effectiveness (Awerosno, 2017) among TVET teachers which further contributes to achieving organizational success.

Relationship between Conscientiousness and Motivator Factors

The results derived from the statistical inferences establish a positive relationship between motivator factors and conscientiousness. This finding is analogous to the previous studies (e.g. Jugovic et al., 2012; Komarraju et al., 2009), which confirm that there is a significant relationship between conscientiousness and intrinsic motivation. In addition, Shrestha (2018) asserts the moderate relationship between intrinsic motivator factors and conscientiousness among teachers. Moreover, the motivator factors are the attitudes (Robbins et al., 2013) and conscientiousness as the organizational-level behavior (Newland, 2012) of the TVET teachers. The most remarkable features are that both attitudes and behavior are associated (Robbins et al., 2013) and accompanied by societal values, beliefs, power, status, and cognition. All of these features collectively represent social capital. They play a crucial role in determining both the attitudes and behavior of school teachers. Thus, the social capital persuades the affirmative relationship between motivator factors and conscientiousness, and positively enhanced each other.

On one hand, this study derives that the increases in conscientiousness improve the motivator factors. This result is similar to the Komarraju et al. (2009), where authors explore conscientiousness that significantly predicts ($\beta = .320$) the motivator factors. Conscientiousness is a major component of “big five personality traits” and it intrinsically motivates the teachers in choosing the profession, doing tasks the job requires and performing high academic achievements. In this context, Tomsik (2018)

argues that conscientiousness shapes personality and influences the motivation level among teachers. The most notable feature is that this argument is highly relevant among TVET teachers. That is why the soaring level of conscientiousness gives higher a number of motivations in their job. So, the conscientiousness strongly predicts the motivator factors (Clark & Schroth, 2010; Tomsik, 2018) in this research. On the other hand, this study reveals that motivator factors heavily influence conscientiousness. This happens due to the presence of pleasant attitudes toward jobs and it yields satisfactory compliance behavior among teachers.

Furthermore, I found the differences in the amount of enhancement between conscientiousness and motivator factors and vice versa. More specifically, the motivator factors influence more in conscientiousness rather than conscientiousness enhances motivator factors. However, this result contradicts the previously established literature. Many authors (e.g. Clark & Schroth, 2010; Tomsik, 2018) claim that conscientiousness is strong a predictor of motivator factors. This variation influences the relationship between conscientiousness and motivator factors due to the existing social capital. It makes teaching more comfortable by increasing high conscientiousness among TVET teachers. However, due to the low opportunity for promotion and modest recognition, conscientiousness influences the least amount of motivation among employees.

Overall, the social capital influentially contributes both the motivator factors and the conscientiousness, and even establishes their affirmative relationships. Furthermore, the relationship between them creates the synergy in the organization and it enormously benefits the school by attaining high academic performances (Conrad & Patry, 2012), work effectiveness, work productivity (Cubel et al., 2016), and ultimately contribute to achieving organizational success.

CONCLUSIONS

The findings ascertain that the presence of a positive attitude and dignified nature of work contributes to TVET teachers demonstrating high conscientiousness and a moderate level of motivator factors. Likewise, the association between attitude and behavior reflects the positive relationship between conscientiousness and motivator factors, and they influence each other. However, the degree of contribution between conscientiousness and motivator factors seems different among TVET teachers. This variation is due to the existing social capital. It facilitates teaching as a noble profession, which motivates teachers to exhibit high conscientiousness whereas the existence of low promotion and recognition causes conscientiousness to

furnish diminutive intensity on motivator factors. Moreover, the affirmative bonding between conscientiousness and motivator factors construct positive vibes in school. Furthermore, it increases academic performances, productivity, effectiveness, and success among schools. These are extremely necessary for the arena of vocational and technical education in relation to the Nepalese context.

IMPLICATIONS

The relationship between conscientiousness and motivator factors is explained in the theory of big five factors (Hart et al., 2016). This research confirms the association between conscientiousness and motivator factors among TVET teachers in the context of Nepal. However, there are still many dimensions of conscientiousness and motivator factors that need to be uncovered concerning TVET school teachers. Thus, this research can provide literature as well as bringing up new issues such as "Conscientiousness and motivator factors: What makes the relationship between them?" to upcoming researchers in the analogous area of the study.

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