

Perceived Overqualification and Employee Self-Determination of Private Primary School Teachers in Rivers State, Nigeria

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Abstract

This study examines how perceived over-qualified employees are independently empowered to be self-determined. The study was conducted using private primary school teachers in Rivers State as respondents. The accessible population comprised all 4,834 classroom/subject teachers of the primary section of private schools in Rivers State. Nevertheless, these 4,834 teachers were drawn from the 1,415 government-approved private schools in 2019 in the State. The Krejcie and Morgan table was used to determine the sample size as 378 from the population size of 4,843. Hence, 378 copies of the questionnaire were distributed. However, only 340 retrieved copies were considered valid and used for the analysis. That means, 38 copies were either wrongly filled, mutilated, torn, or not retrieved. The analysis was conducted using Spearman's Rank Order Correlation of Coefficients (ρ) with the aid of the Social Science Statistical Package (SPSS), version 21. It was revealed that some classroom teachers see themselves as having more skills, intelligence, and experience than what is required to perform their tasks, as they are competent, self-assertive, and can independently make salient decisions regarding their job. Furthermore, it was discovered that other teachers who are holders of masters' degrees feel their formal education at that level makes them over-qualified for the job because they demonstrate high-level imagination, creativity, and problem-solving abilities. Conclusively, perceived overqualification has a disadvantageous impact on employee health and emotional well-being, as well as a burning desire to leave the firm. Organisations with employees who are or feel over-qualified are recommended to look for more ways to engage them and make judicious use of their expertise.

Keywords: Perceived Overqualification, Employee Self-Determination, and Education

INTRODUCTION

Formal education in Nigeria owes its transformation to the arrival of British Colonial interests in the nineteenth century (Fafunwa, 2018). This transformation spread over to all spheres of education in Nigeria in the latter part of the nineteenth century. Although, the said transformation was made possible because there was an education system in place where the customs and traditions of the African society are taught and learned before the arrival of the British Colonial interests. The establishment of institutions for formal education was the first port of call for Wesleyan Christian Missionaries at Badagry, the sole aim of this was to create understanding in the communication process between native Nigerians and Colonialist to help them gain economic, political, social, and religious relevance (Daniel-Kalio, 2016; Fafunwa, 2018; Oluwaseun, 2018; Omolewa, 2018). In retrospect, Fafunwa (2018) pointed out that formal education started in Nigeria between 1842 and 1869 both at the primary and secondary (high school) levels. Missionary organizations that made this possible as of then are the Chard Missionary Society, the Wesleyan Methodist, and the Catholic. In 1872, the British Colonial government moved to furnish the education system through their donations to support education through these missionary societies (Fafunwa, 2018; Oluwaseun, 2018). The idea of having government-owned and private schools came into existence through the introduction of the Education Ordinance as proposed by the Colonial Government in 1882. However, this order encountered some challenges at the implementation stage because of the cumbersome nature of the document, the method to be applied, and the mode of communication being alien to most Nigerians. Hence, the ordinance document was laid to rest. On a similar note, the break of 1887 came with the introduction of a new education ordinance, which enhanced the introduction of education grants, the employment of foreign teachers, the establishment of more schools, and the permit to private individuals to establish private schools. Indeed, this document did not see the light of the day just like the first one. Yet again, a new education era surfaced and adopted an Ordinance to broadly sue for quality education in Nigeria in 1961. It was introduced by Lord Frederick John Dealtry Lugard as the last Governor of the amalgamated Northern and Southern Nigeria Protectorates (Daniel-Kalio, 2018; Fafunwa, 2018; Oluwaseun, 2018; Thom-Otuya & Inko-Tariah, 2016). This singular factor is seemingly responsible for the proliferation of private schools in Nigeria today. Meaning, that

amalgamation, pre-independence, and post-independence are the three major phases that shaped the Nigerian educational policy (Daniel-Kalio, 2016).

Nevertheless, Nwiyi (2017) citing the Federal Republic of Nigeria (FRN) national policy on education noted that the general objectives for primary education in Nigeria are to: (1). Develop, prepare, and furnish the child with adaptive skills to enable them to function in changing environments, (2). Inculcate effective communication skills and permanent literacy and numeracy, (3). Mold character, sound attitude, and morals, (4). Give citizenship education as a basis for effective participation in, and contribution to the life of the society, (5). Lay a sound foundation for scientific and reflective thinking, (6). Give the child opportunities for developing manipulative skills that will enable them to function effectively in society within the limits of the child's capacity, and (7). Provide the child with elementary tools for further educational advancement, including preparation for trades and crafts. He pointed out that all of these objectives are attainable if the teacher is well-groomed with the right amount of education and qualification to carry out all position expectations. Thus, Nwiyi (2017) referring to the work of Peretomode explained that to achieve the general objectives for primary education in Nigeria, teachers despite their training and qualifications should have: (1). The ability to arouse and sustain the interest of students, (2). Show good perception and knowledge of the subject matter, (3). Communicate ideas in a clear, logical, and organized fashion, (4). To be friendly, flexible, and enthusiastic, (5). Ability to create a conducive learning environment. Hence, it is believed that the objectives of the primary education sector could be achieved, when teachers/educators demonstrate these attributes and create a supportive learning environment, as a supportive learning environment by default creates a learning standard, encourages tolerance and understanding, engenders empowerment, and integrates individual interests (Nwiyi, 2017; Tende & Onuoha, 2020). These primary education objectives sequel to the national policy of the Federal Republic of Nigeria is seemingly achievable. However, its implementation has been greeted with diverse challenges and associated problems faced by the front-liners (administrators and teachers) within the system.

In light of the above, Olawale (2017) explained that the federal government is in charge of administering public schools, while state-owned schools are administered at the regional levels. Hence, education in Nigeria is under the purview of the activities of the Ministry of Education at every level (Federal, State, and Local Government). Although, private schools are administered by proprietors of these schools. On a more general note, the problems with the education in Nigeria are, but are not limited to; poor governance and management, lack of responsibility and control, poor funding and neglect, lack of proper regulatory authority in the education sector, poor infrastructure, poor training facilities and lack of teaching aids, poor teachers'

welfare, unstable curriculum and subjects due to lack of direction and focus, lack of high performers, unstable teachers, the politicization of education, indiscipline, poor parenting and guidance, scarcity and the prohibitive cost of books at all levels (Uriah, 2016; Olawale, 2017; Yetunde, 2018). Again, Uriah (2016) specifically decried the shortage of teachers in primary schools and the poor or semi-illiterate quality of some of those in service. Noting that, some of these semi-illiterate teachers could hardly make one correct sentence in English. Nwiyi (2016; 2017) explained that, in most primary schools especially within peri-urban and rural settlements, rules and regulations are almost completely ignored. This situation in primary schools inhibits effective and thorough teaching and learning, as teachers and administrators instil discipline among pupils, teachers, and administrators. More specifically, Meador (2019) holds the view that private primary education is faced with challenges of unaffordable education, especially by low-income earners, poor administration, unfriendly policies, overemphasis on standardized testing, poor public perception, inability to adapt and sufficiently implement current educational trends, inability to adequately handle or balance the needs of students, lack of parental support, blind criticism from members of the public leading to lack of self-determination on the part of teachers. Lastly, Oji (2015) decried the indiscriminate proliferation of private schools on every corner of the street by those proprietors perceived as incompetent who have resorted to this just to escape from the grip of poverty. He added that this incompetence and ineptitude have seemingly contributed to the downward trend in the education sector.

In this sense, some of the issues pointed out above in the education sector are likely to be addressed if the teachers are empowered to be self-reliant and self-determined. Some scholars have propounded proxies of employee self-determination. They however submitted that the following are dimensions of employee self-determination, and may include; aspirations, motivations, mindfulness, need for autonomy, competence, and relatedness, perceived autonomous support, intrinsic motivation, autonomous motivation, controlled motivation, self-goal, pressure, job characteristics, growth, recognition, incentives, status, non-monetary facility (Chua & Ayoko, 2019; Rejito & Sondari, 2017; Rochea & Haarb, 2013). While other scholars propounded the measures of employee self-determination to include; intrinsic motivation, identified regulation, introjected regulation, external regulation, integrated regulation, autonomy, competence, and relatedness (Ju, Ma, Ren & Zhang, 2019; Landry, 2019; Lohmann, *et al.*, 2019). Employee self-determination is linked to motivational theories that establish the need for individuals to pursue autonomy, face challenges, and enhances relationships that have the potential of aiding individual well-being (Rochea & Haarb, 2013). In light of this, this disposition culminates an authentic sense of self that is critically regulated by the self, as it is a composite of aspiration,

motivation, mindfulness, perceived autonomous support, and the three-basic need for autonomy, competence, and relatedness (Rochea & Haarb, 2013). All of these attributes in addition to the educational qualifications of the employees may influence ones' thinking as to whether they perceive themselves as being overqualified for the job or not.

Overqualification is fast becoming a common factor in the labour market today. This, however, could be due to the increasing number of first and post-graduate degree holders as job seekers. Hence, overqualification is perceived as one of the numerous causes of unemployment and underemployment, meaning that workers may have extra education, experience, or skills as compared to what is required to perform the job (Elisi et al., 2017; Mateos-Romero, & Salinas-Jiménez, 2018). Although, a proper job search may translate into having a better situation where people with the right skills are fixed for certain jobs that match their educational qualifications and skills, so perceived overqualification may not even rise in the first instance. On one hand, an in-depth review of recent literature has demonstrated that several variables predict perceived overqualification. These variables may include; perceived mismatch, perceived no-grow, excess education, excess skills, excess experience, educational mismatch, skills mismatch, surplus education, surplus experiences, surplus skills, higher intelligence, perceived smartness, higher job skills, higher knowledge, surplus job qualification, surplus job skills (Bhasi & Rasheed, 2018; Lee, Chou & Wu, 2016; Ma, 2016; Sidiropoulou, 2015; Verhaest & Verhofstadt, 2016). On the other hand, a study by Yang *et al.* (2015) shows that career adaptability serves as a model of perceived overqualification. Individual personality, gender, and other traits of the individual seem to contribute to the feeling of overqualification (Verhaest & Verhofstadt, 2016; Yang, Guan, Lai, She & Lockdown, 2015). Liu and Wang (2012); and Luksyte and Spitmuller (2011) pointed out that, although; females are more likely to see themselves as being overqualified compared to males.

In addition, they noted that maintaining a good relationship with the supervisor namely person-supervisor fit helps in improving interpersonal trust and supervisors are more likely to give duties that best fit subordinates' skills and experiences. In line with the thoughts presented above, several other studies have been conducted (e.g. Bhasi & Rasheed, 2018; Chua & Ayoko, 2019; Lee, Chou & Wu, 2016; Ju, *et al.*, 2019; Landry, 2019; Lohmann, *et al.*, 2017; MA, 2016; Rejito & Sondari, 2017; Sidiropoulou, 2015; Verhaest & Verhofstadt, 2016), which seem to have relied on some or all of the gaps in literature namely; evidence, knowledge, practical-knowledge conflict, empirical insight, theoretical foundation, population, and methodology, put together by Saldanha and McKoy (2011); and Muller and Kranz (2014). However, considering the viewpoint of Miles (2017), who dissected and fused the two postulations on research gaps by the scholars

mentioned above. Meaning that a whole new combination of research tools will be applied to chat in a way different from previous studies. Hence, this serves as our point of departure in this study.

Theoretical Framework

In an attempt to develop an epistemological underpinning for this work, the self-determination theory was espoused to serve as the supporting baseline intellectual domain. Self-determination theory is a subjective and interdisciplinary theory with naturalistic pin-point that gives an outline for highlighting self-help and provides a set of perspectives on practice that link individuals to their immediate environment.

Theory of Self-Determination

Cherry (2019) linked self-determination theory to the feeling of being in control, committed, passionate, interested, and satisfied with the activities they get involved in. This set of persons is more likely to have a “positive effect” to work as they are more engaged and motivated. In essence, they carry positive energy that may induce others to take active roles in the responsibilities, offer support and encouragement, and provide meaningful feedback. Although, proponents of self-determination theory argue that it is useful to distinguish types of externally generated motivation to be able to identify self-determined versus controlling forms of motivation (Cherry, 2019). Self-determination theorists maintain that self-determined motivation includes not only intrinsic motivation but also the types of extrinsic motivation where individuals recognize the value of behaviour and assimilate it into their sense of self. Individuals who are autonomously motivated feel free and self-endorse their behaviour, on the other hand, controlled motivation falls in with the forms of extrinsic motivation that are linked with external rewards and punishment contingencies or with a desire to gain approval or avoid shame. Fundamental to self-determination theory is the process of internalization which moves an individual through a scale of motivation of self-regulatory processes associated with their perceived locus of control (Cherry, 2019). However, it has not always been used to measure the effects of various clinical instructors’ behaviours on employees’ motivation and engagement in the clinical setting. The robustness of self-determination theory and its ability to explain and foretell the impact of teacher’s behaviours on employee outcomes in the work environment implies that it would also provide a powerful framework on which to base such a finding on intrinsic motivation (Cherry, 2019). Intrinsic motivation refers to a person’s innate tendency to engage his or her interests and exercise his potentialities by seeking out and mastering optimal challenges. On the other hand, extrinsic motivation is an environmentally created reason to act. It is a

means-to-an-ends type of motivation that comes from external contingencies (Cherry, 2019).

Perceived Overqualification

Diverse approaches to conceptualizing overqualification have been accepted by researchers, ranging from objective conditions under which workers possess a qualification that exceeds job requirements to workers' belief of being overqualified (Luksyte & Spitzmueller, 2011; Yang, Guan, Lai, She & Lockwood, 2015). Objective overqualification can be measured by comparing a worker's qualifications (e.g., skills education, and work experiences) with the job requirement and description (Zhang, Law & Lin, 2015). But the challenge with objective overqualification is that it experiences difficulty in measuring diversification of perceived overqualification by workers when they have the same qualification and work in parallel positions (Zhang, Law & Lin, 2015). Additionally, early studies show that the perception of overqualification results from many factors other than objective conditions, including comparison with referent others. Mavromaras et al. (2013) defined perceived overqualification as the extent to which a worker feels that they have surplus education and experiences that are relative to the requirements of their position. This tends to erupt a feeling that there is a mismatch between their jobs and their qualifications, which is likely to make them stagnant on the job. This some scholars have referred to as perceived mismatch (insight of surplus education, talent, and work experience) and perceived no growth (consciousness of lacking chance to learn new things, grow and change). This definition has been conventionally used by several current works of literature on perceived overqualification. Luksyte and Spitzmueller (2011); and Yang et al. (2015) suggested that some workers with high perceived overqualification may consider themselves as overqualified, despite the actual capacity or knowledge they possess, and they may be well matched to the job requirements. Hence, perceived overqualification is the focus of this research; especially as it has to do with perceived “qualification of job demands” and how disparity influences applicants' acceptance intentions”. So, the definition given by Erdogan et al. (2011) will be adopted as individuals' perceptions are of great importance here, irrespective of the actual overqualification level one may hold. The notion of over-education though is also paramount in this research due to the focus on first full-time job seekers and thus it's rooted in the wider definition of overqualification. As mentioned earlier, the paper focuses only on new entry into the labour market; although recent graduates usually do not possess prior work experience or extra-educational skills. It is unfair to conclude that all fresh graduates lack experience or have not gotten extra skills outside their university education. Therefore, overqualification is preferred as a term instead of over-education in this study with the primary concern for the

applicants' educational level. The study will also examine how higher education prepares individuals for their future occupation and create particular job-related expectancies (Mavromaras et al., 2013).

Employee Self-Determination

Employee self-determination in this context tends to represent a set of measures designed to increase the degree of autonomy (self-sufficiency), competence (capability), and relatedness (connectedness) in individuals and an organizational set-up to enable them to represent their interests in a responsible and self-determined manner while acting solely on their power (Amir & Amen, 2014; Ankita & Manish, 2016; Cherry, 2019). It is a way of becoming stronger and more confident, especially in controlling one's life and demanding one's rights. Employee self-determination as action refers to both the process of self-awareness and self-support of individuals which enables them to overcome their sense of powerlessness and lack of influence and to appreciate and use their resources to work with authority (Amir & Amen, 2014; Ankita & Manish, 2016; Cherry, 2019; Uddin et al., 2019). For instance, employee self-determination tends to create a practical technique of an intervention that is resource-oriented. Again, employee self-determination is seemingly viewed from another angle as a tool to increase the responsibility of good citizenship behaviours (Uddin et al., 2019). Employee self-determination is a method of obtaining basic opportunities for marginalized individuals, either directly by those individuals, or indirectly through the help of non-marginalized others who share their access to these opportunities or attempt to frustrate impediments against opportunities.

Employee self-determination also includes encouraging and building skills for self-sufficiency to eliminate the future needs of the individual depending on others for growth and strength (Amir & Amen, 2014; Uddin et al., 2019). Hence, self-determined workers need to eliminate anti-trust behaviours to enable the judicious use of the information and communication system that is available at their disposal (Ankita & Manish, 2016; Amir & Amen, 2014; 2016; Cherry, 2019). The focus here is to save control costs that become unwanted when workers act separately and in a self-motivated fashion. Although, managers could empower their employees/subordinates to become self-reliant if they are willing to share information with everyone, creating autonomy through boundaries, and replacing the old structure with self-directed work teams. According to Amir and Amen (2014); Ankita and Manish (2016); Cherry (2019), a precise kind of management can guarantee success even in a work environment that is threatening to the organization. In a nutshell, employee self-determination is simply the effective use of a manager's influence, and subsequently, it is a productive way to maximize all-around work systems optimally and maximally. Employee self-determination is an important concept in the discourse on promoting public engagement and

interaction, it is also perceived as a theory that represents a slight move away from the “feeling empty” towards a more “strength-oriented” perception and “self-help”.

Empirical Insight Linking Perceived Overqualification and Employee Self-Determination

The review of mediating, intervening, and moderating methods applied to both perceived overqualification and employee self-determination is founded on several previous studies. According to the work of Lee, Chou & Wu (2016), two types of verifiable studies on perceived overqualification have taken on employees' cognitive reactions. These variables, in this case, dimensions are “perceived mismatch” and “perceived no grow”. They were respectively designed to give meaning to the mediating, intervening, and moderating methods of perceived overqualification and its effects. Hence, this has given rise to the need to take a deeper look into person-job-fit and self-determination theories to ascertain the level of compatibility between required job skills and human resources available to fit into this job need, as well as the process by which employees are in full control of their own life. This exploration in literature is necessary because literature opines those overqualified individuals tend to feel being treated with injustice, and this unfair feeling may spread out to influence self-esteem and self-efficacy (Cherry, 2019; Chua & Ayoko, 2019; Elisi, Goglio, Meroni, Rodrigues & Verat-Toscano, 2017; Liu & Wang, 2012). It has also been discovered that the mediating effect of self-esteem and self-efficacy has somewhat influenced and propelled behaviours that suggest that employees who feel overqualified are three times more likely to be self-determined (Lee, Chou & Wu, 2016; Liu & Wang, 2012). Liu & Wang (2012) stressed that the perception of overqualification resulting from person-job misfit raises the issue that workers with dented self-esteem consume self-regulatory resources and are more likely to be engaged. On the other hand, proof shows that overqualification may boost workers' self-efficacy thus leading to desirable outcomes such as self-determination as they may possess higher experiences, over-skilled, over-experienced, or over-intelligent resulting in a higher level of confidence, and skills underutilization (Acosta-Ballesteros et al., 2018; Bhasi & Rasheed, 2018; Cherry, 2019; Chua & Ayoko, 2019; Mateos-Romero & Salinas-Jiménez, 2017). However, gender and individual personality as objective and perceived overqualification are treated as separate submissions (Liu & Wang, 2012; Liu & Wang, 2012).

METHODOLOGY

The accessible population comprised all 4,834 classroom/subject teachers of the primary section of private schools in Rivers State. Nevertheless, these

4,834 teachers were drawn from the 1, 415 government-approved private schools in 2019 in the State. The Krejcie and Morgan table was used to determine the sample size as 378 from the population size of 4, 843. Hence, 378 copies of the questionnaire were distributed. However, only 340 retrieved copies were considered valid and used for the analysis. That mean, 38 copies were either wrongly filled, mutilated, torn, or not retrieved.

The analysis was conducted using Spearman's Rank Order Correlation of Coefficients (rho) with the aid of Social Science Statistical Package (SPSS), version 21.

HYPOTHESIS

Ho: There is no significant relationship between perceived-overqualification and employee self-determination of private primary school teachers in Rivers State.

Test of Hypothesis

Table 1: Perceived-Overqualification and Employee Self-Determination

Correlations		Perceived-Overqualification	Employee Self-Determination
Perceived-Overqualification	Pearson Correlation	1	.677**
	Sig. (2-tailed)		.000
	N	340	340
Employee Self-Determination	Pearson Correlation	.677**	1
	Sig. (2-tailed)	.000	
	N	340	340

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

Source: SPSS Output, 2022.

Ho: There is no significant relationship between perceived-overqualification and employee self-determination of private primary school teachers in Rivers State.

HA: There is a significant relationship between perceived-overqualification and employee self-determination of private primary school teachers in Rivers State.

The result of the analysis in the table shows a significant level $p < 0.05$ ($0.000 < 0.05$), this means that there is a significant relationship between perceived-overqualification and employee self-determination, as reflected in the correlation value of $\rho = 0.677$. This entails that as one variable increases the other increases, that is, a positive impact of perceived-overqualification will lead to a corresponding increase in self-determination of the employees. In light of this, the study therefore rejects the null hypothesis and accept the alternate hypothesis that states that *there is a significant*

relationship between perceived-overqualification and employee self-determination of private primary school teachers in Rivers State.

DISCUSSIONS ON FINDINGS

It was revealed that some classroom teachers see themselves as having more skills, intelligence, and experience than what is required to perform their tasks, as they are competent, self-assertive, and can independently make salient decisions regarding their job. This outcome aligns with the study of McKee-Ryan & Harvey (2011), and Fine (2011) which pointed out that employee' personalities, work preferences, and career experience have mostly contributed to the perception that employees are overqualified for specific positions. Thus, those who are adventurous and inquisitive (i.e., high-IQ individuals) may also always feel overqualified, but they don't seem to feel that way if their work requirements is in line with their abilities, which mostly results in job satisfaction. Again, it was discovered that other teachers who are holders of masters' degrees feel their formal education at that level makes them over-qualified for the job because they demonstrate high-level imagination, creativity, and problem-solving abilities. Would love to be promoted, but there is no room for growth. This outcome aligns with the study of Wu & Wu (2020) which noted that people's work attitudes and actions tend to deteriorate when they believe they are overqualified. This results in increased employee turnover, which has a negative influence on recruitment expenses and business continuity.

FINAL THOUGHTS AND PRACTICAL IMPLICATIONS

Interestingly, perceived overqualification has a disadvantageous impact on employee health and emotional well-being, as well as a burning desire to leave the firm. If an employee's talents and work requirements don't line up, it may lead to a lack of excitement and productivity, as well as high turnover intentions and unproductive conduct. As a result, employees who have a strong sense of overqualification may get emotionally exhausted and burn out at work because they are afraid their resources will be squandered. As a means of preventing further loss of resources, employees may engage in anti-productive conduct. But a conscious self-determined individual may alter their present cognition, emotions, and actions so that they are aligned with their objectives. Hence, organisations with employees who are or feel over-qualified should look for more ways to engage them and make judicious use of their expertise. Over-qualified employees may also have a positive attitude toward their overqualification, feeling that they can undertake duties other than their employment, or wish to take the initiative to retain a good self-image. Proactive behaviour and job restructuring are two examples of actions

that are useful to a firm because of this. They will then uncover their abilities and potential if they realize that the work is easy to do, motivated by a desire for self-realization. Consequently, they may seek out and analyze the feasibility of larger projects based on the surplus knowledge, skills, and talents of their employees. Lastly, persons with perceived overqualification usually think they have more resources (e.g., excellent talents) and fewer restrictions to finish a task (e.g., minimal job requirements and work control) to take on additional duties and responsibilities. They are also more likely to execute duties that go above and beyond the requirements of their professions and obligations, and so get praise from their coworkers. This favorable internal attribution to one's ability may have a beneficial influence on an organization's employee self-determination.

LIMITATIONS AND FUTURE DIRECTION

This study like several other studies is not without limitations. Thus, several dimensions of perceived overqualification such as; perceived smartness, excess education, excess skills, excess experience, perceived mismatch, perceived no-grow, surplus education, surplus experiences, surplus skills or surplus job skills, surplus job qualification, educational mismatch, skills mismatch, higher job skills, higher knowledge, and higher intelligence were propounded by several authors. However, none of these dimensions were adopted as perceived overqualification was examined directly. Similarly, numerous measures include; the need for autonomy, competence, and relatedness, perceived autonomous support, intrinsic motivation, autonomous motivation, aspirations, motivations, mindfulness, recognition, incentives, status, non-monetary facility, controlled motivation, pressure, job characteristics, growth, and self-goal was propounded by several authors, again, none were adopted as employee self-determination was examined directly. Hence, these dimensions and measures can apply to future research.

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