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# The Influence of Lifelong Learning and Possible Selves Among Job Order Workers in The Municipal of Cabuyao

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**ABSTRACT:** The study examines the influence of lifelong learning and possible selves among Job Order Workers in the Municipal of Cabuyao. This research explores how these workers perceive and engage with lifelong learning initiatives and envision their possible selves. Data from 127 participants were collected and analyzed, revealing a moderate relationship between lifelong learning and possible selves. Based on the results indicating a moderate relationship between lifelong learning and possible selves, a career enhancement program can be implemented to enhance the professional development and job satisfaction of Job Order Workers in the Municipal of Cabuyao. Aligned with the Transformative Learning Theory, the study proposes Career Enhancement Program to enhance lifelong learning and facilitate the development of positive possible selves among job order workers in the Municipal of Cabuyao. This career enhancement program is tailored to cater to the unique needs and aspirations of job order workers, this career enhancement program enclose a holistic approach to nurturing lifelong learning, fostering positive self-concepts, and empowering individuals to navigate challenges and seize opportunities within the Municipal setting.

**KEYWORDS:** Job Order Workers, Municipal of Cabuyao, Lifelong learning, Possible Selves, Career enhancement

## I. INTRODUCTION

The Municipal of Cabuyao in Laguna, is known for its vibrant community and dynamic local governance, relies on job order workers to provide support for various administrative functions. These employees, although hired on a temporary basis, play an important role in ensuring the efficiency of Municipal services. Beyond their daily tasks, job order workers in Cabuyao are aiming for personal growth, career advancement, and professional development within the government setting. As they do their roles, these individuals embody a commitment to lifelong learning and the cultivation of possible selves, contributing to both personal and collective progress within the community.

In recent years, the concept of lifelong learning has gained prominence as a key driver of individual growth and organizational success. Lifelong learning encompasses the continuous acquisition of knowledge, skills, and competencies throughout one's career, enabling individuals to adapt to changing work environments and enhance their professional capabilities. Also, lifelong learning is widely utilized to identify the intentional activities of individuals who have the intention of increasing their information level, developing and updating skills and changing the attitudes about their lifespan (Mehmet AKCAALAN, 2016).

The concept of possible selves, as intertwined with lifelong learning, refers to the concept introduced to complement current conceptions of self-knowledge. Possible selves represent the ideas of a person of what a person might become, what a person would like to become, and what a person is afraid of becoming, and thus provide a conceptual link between cognition and motivation. (Hazel Markus & Paula Nurius). These possible selves serve as motivational forces that guide individuals' aspirations, decisions, and actions in achieving their desired future identities. For job order workers in Cabuyao, their possible selves are shaped by their ambitions, goals, and visions for personal and professional development within the Municipal setting.

By engaging in lifelong learning initiatives, job order workers in Cabuyao are actively seeking for opportunities to acquire new skills, knowledge, and perspectives that will align in their envisioned possible selves. Through continuous learning, these JO Workers will be able to bridge the gap between their current selves and their future aspirations, making a way for personal growth and fulfillment. Lifelong learning acts as a catalyst for personal and professional advancement, enabling job order workers to adapt to changes, enhance their skills, and pursue whatever future identities they want to be.

Changes, growth and even innovations in the world requires individuals to constantly evolve, which has resulted in a need for

lifelong learning throughout society that an individual is living. In other words, every individual need lifelong learning to keep up to date with the ever-changing world, sustain their occupational and intellectual development and improve their personal skills in different areas. (Aylin Kaplan 2016) The pursuit of lifelong learning not only makes individuals adapt to changes and sustain their development but also plays an important role in shaping their possible selves. If a person will engage in continuous learning, they are also actively molding their future selves by means of acquiring new knowledge, skills, and perspectives. This kind of process will allow a person to envision and work towards versions of himself that are aligned with his/her aspirations and goals in life. In essence, the combining of lifelong learning and possible selves among job order workers in Cabuyao reflects a commitment to growth, adaptability, and self-improvement within the context of their roles in the local government. If Job Order workers start embracing the opportunities for continuous learning and envisioning their potential selves, it will contribute not only to their personal development but also to the progress and success of the Municipal workforce as a whole. As they navigate challenges in their professional journeys, job order workers in Cabuyao exemplify the transformative power of lifelong learning in shaping their identities, aspirations, and contributions to the dynamic evolution of the community.

## II. METHODOLOGY

### *A. Research Design*

This study employs a comprehensive approach combining both descriptive and correlational methodologies. Data collection will be facilitated through a self-made questionnaire meticulously validated by three psychology professionals in order to ensure the questionnaire's accuracy, validity, and reliability as well.

This study aims to explore how job order workers in Cabuyao Municipal perceive and engage with lifelong learning initiatives and how these individuals envision their possible selves in the said workplace. With the help of understanding the influence of these factors, the research seeks to contribute valuable insights to the field of organizational behavior and employee development.

The descriptive component of this study includes summarizing the data collected from the questionnaire in order to provide insights into the frequencies and distributions of responses. Concurrently, correlational analysis will be conducted to explore the relationships and potential associations between the JO worker's lifelong learning and possible selves. Using these dual-method approaches, it will allow for solidly built examination of the factors and their impact on the overall well-being and professional development of Job Order Workers in Cabuyao.

### *B. Research Locale*

The research will be conducted within the Municipal of Cabuyao, landlocked and situated in the province of Laguna, Philippines (PhilAtlas, 2024). The Municipal of Cabuyao serves as the primary administrative center for local governance and public service delivery in the region.

The specific research locale within the Municipal of Cabuyao will encompass various departments and offices where job order employees are actively engaged in supporting Municipal operations. The Civil Service Commission (2017) defined Job Order (JO) as a piece of work or intermittent or emergency jobs. These types of workers are called contractual employees who are employed on a six (6) months contract and are often treated as emergency employees (Estacion et.al, 2023).

The study participants will include job order workers from various departments and roles across the Municipal of Cabuyao, totaling 127 individuals. These workers play a vital role in the operational efficiency of Municipal services and are essential components of the organizational structure within the local government. They form the backbone of the workforce, contributing directly to the smooth functioning and effectiveness of the Municipal's operations.

### *C. Population and Sampling*

The population for the research study comprises Job Order Workers employed in the Municipal government of Cabuyao. Job Order Employees are the best issue responders for firms because of the broad range of abilities and capacity to adjust to different assignments (Estacion et.al., 2023) These workers play a vital role in supporting various functions and services provided by the Municipal government, ranging from administrative tasks to operational responsibilities. The population of Job Order Workers in Cabuyao represents a diverse group of individuals with varying backgrounds, experiences, and levels of engagement in lifelong learning activities.

The population for this study consists of all 127 Job Order Workers employed in the Municipal of Cabuyao. As the total population of Job Order Workers in Cabuyao is relatively small and manageable, the study will utilize a Total Population Sampling approach, which is a type of purposive sampling technique where the entire population is included in the study. Total Population Sampling is ideal when the population size is small and when researchers aim to gather insights from every individual within the population. In this case, all 127 Job Order Workers will be included in the sample, allowing for a comprehensive and detailed

examination of the influence of lifelong learning and possible selves on job satisfaction among this specific workforce.

By using a Total Population Sampling, the study ensures that every Job Order Worker in Cabuyao has an equal chance and opportunity to participate and contribute to the research findings. Also, this approach will eliminate sampling bias and will be able to provide a complete representation of the population, most importantly it'll enhance the validity and reliability of the study results. Additionally, with a small and defined population size, Total Population Sampling will allow the researcher for an in-depth analysis of individual's characteristics and trends within the Job Order Worker group, leading to a more nuanced understanding of JO worker's experiences, perceptions, and attitudes towards lifelong learning and possible selves.

The use of Total Population Sampling with the entire 127 Job Order Workers in the Municipal of Cabuyao ensures a thorough and inclusive examination of the influence of lifelong learning and possible selves on job satisfaction. This approach will allow a detailed exploration of JO Worker's experiences and perceptions within the workforce, and will contribute to a comprehensive understanding of the factors affecting Job Order Workers in their professional roles.

Lastly, prior to participation in the research study, job order workers will be provided with comprehensive information about the study, including its purpose, procedures, and potential risks and benefits. Informed consent will be obtained from all participants, to ensure that every job order worker will understand and know their rights and they can also voluntarily choose to participate or withdraw from the study at any time. Following this structured participant selection process, the study aims to establish a diverse and representative sample of job order workers in the Municipal of Cabuyao, facilitating the validity, reliability, and ethical conduct of the research endeavor.

***D. Research Instrumentation***

The researcher employs a self-made questionnaire, named the Transformative Learning Test for Job Order Workers of the Municipal of Cabuyao, which undergoes rigorous validation by three psychology professionals to ensure its reliability and validity. This questionnaire consists of 30 items designed to assess various aspects of lifelong learning and possible selves among Job Order Workers in Cabuyao.

The questionnaire is strategically structured into two main sections to capture the multifaceted dimensions of lifelong learning and possible selves. The first section includes the initial 15 items that focus on lifelong learning, aiming to evaluate participants' attitudes and behaviors towards continuous learning, self-reflection, goal setting, and openness to new experiences. These items are carefully crafted to provide insights into how Job Order Workers engage with learning opportunities, reflect on their experiences, set goals for personal and professional development, and embrace new challenges and opportunities for growth.

The subsequent section of the questionnaire, comprising items 16-30, focus into the concept of possible selves. These items are designed to explore participants' perceptions of career advancement, personal growth, and future prospects. By examining how Job Order Workers envision their potential selves in terms of career progression, personal development, and future aspirations, the questionnaire seeks to uncover the motivational factors and self-perceptions that influence their outlook and goals in the workplace.

Anchored in Transformative Learning Theory, the Transformative Learning Test is rooted in the principles of transformative learning, emphasizing critical reflection, perspective transformation, and personal growth. By aligning the questionnaire with this theoretical framework, the researcher aims to gain a deeper understanding of how lifelong learning and possible selves intersect and shape the experiences and attitudes of Job Order Workers in Cabuyao.

The instrumentation of the study serves as a powerful tool for gathering rich and nuanced data that contributes to a deeper understanding of the complex dynamics of lifelong learning and self-perception among Job Order Workers in the Municipal of Cabuyao.

Moreover, to ensure accessibility to all takers, the Transformative Learning Test includes a Tagalog translation of the instructions and questions. This translation aims to make it easier for Job Order Workers to understand and respond to the questionnaire, promoting inclusivity and enhancing the accuracy of responses.

*Transformative Learning Test for Job Order Workers*

***Instructions (Panuto):***

Thank you for participating in this survey. Your responses will help us understand the influence of lifelong learning and possible selves among job order workers in the Municipal of Cabuyao. Please read each statement carefully and choose the response that best represents your thoughts and beliefs.

Salamat sa pagiging bahagi sa serbey na ito. Ang iyong mga tugon ay magbibigay-daan sa amin upang maunawaan ang impluwensiya ng "lifelong learning" at "possible selves" sa mga manggagawa ng munisipyo ng Cabuyao. Mangyaring basahin ang bawat pahayag nang maingat at piliin ang sagot na pinakaangkop na kumakatawan sa iyong mga ideya at paniniwala.

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- The first 15 items of the survey are related to lifelong learning. These items assess your attitudes and behaviors towards continuous learning, self-reflection, goal setting, and openness to new experiences. Please select the response that aligns with your perspective.
  Ang unang labinlimang mga "item" ay nagpapahiwatig ng iyong mga saloobin at pag-uugali sa patuloy na pag-aaral, pagsusuri sa sarili, pagtatakda ng mga layunin, at pagiging bukas sa mga bagong karanasan. Mangyaring piliin ang sagot na sumusunod sa iyong pananaw.
- The next 15 items (16-30) focus on possible selves. These items explore your perceptions of career advancement, personal growth, and future prospects. Please choose the response that best reflects your thoughts and aspirations. (Ang susunod na labinlimang item (16-30) ay naka pokus sa "possible selves".
  Ang mga item na ito ay nagpapahiwatig ng iyong pananaw sa karera ng iyong pag-unlad, personal na paglago, at pag-asa sa hinaharap. Mangyaring piliin ang sagot na pinakamahusay na nagpapakita ng iyong mga ideya at mithiin.
- There are no right or wrong answers. Your responses are confidential and will be used for research purposes only.
  Walang tama o maling sagot. Ang iyong mga tugon ay konpidensyal at gagamitin lamang para sa mga layunin ng pananaliksik.
- Select one response option that most closely represents your viewpoint for each statement. If you Strongly agree, agree, neutral, disagree, or strongly disagree.
  Pumili ng isang sagot na pinaka-malapit na nagpapakita ng iyong punto ng pananaw para sa bawat pahayag, kung ikaw ba ay Lubos na sumasang ayon, Sumasang ayon, niyutral, Hindi sumasang ayon, o Lubos na di sumasang ayon.
- Please answer all items honestly and to the best of your ability.
  Mangyaring tumugon sa lahat ng mga item ng may katapatan at sa pinakamahusay ng iyong kakayahan.

| | SD | D | N | A | SA |
|---|---|---|---|---|---|
| 1. I believe that learning is a lifelong journey. (Naniniwala ako na ang pagkatuto ay isang panghabambuhay na paglalakbay.) | | | | | |
| 2. I actively look for ways to improve my knowledge and skills in my job. (Aktiboakong naghahanap ng mga paraan upang mapabuti ang aking kaalaman at kasanayan sa aking trabaho.) | | | | | |
| 3. I enjoy exploring new ideas and perspectives. (Natutuwa a k o sa pag-siyasat ng mga bagong ideya at pananaw.) | | | | | |
| 4. I am motivated to engage in training and development programs to enhance my skills. (Ako ay nagaganyak na makilahok sa mga programa ng pagsasanay at pag-unlad upang mapahusay ang aking mga kasanayan.) | | | | | |
| 5. I believe that continuous learning contributes significantly to my personal and professional growth. (Naniniwala ako na ang patuloy na pag-aaral ay malaki ang naitutulong saaking personal at propesyonal na paglago.) | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 6. I engage in self-reflection to identify areas for learning and growth. (Nagkakaroon ako ng sariling repleksyon upang matukoy ang mga bagay na kailangan para sa pag-aaral at paglago.) | | | | | |
| 7. I value learning from my experiences and mistakes. (Pinahahalagahan ko ang pag-aaral mula sa aking mga karanasan at pagkakamali.) | | | | | |
| 8. I set goals for my learning and development. (Nagtatakda ako ng mga layunin para sa aking pag-aaral at pag-unlad.) | | | | | |
| 9. I am open to receiving and applying feedback and constructive criticism to improve my skills. (Ako ay bukas sa pagtanggap at paggamit ng feedback at konstruktibong kritisismo upang mapabuti ang aking mga kasanayan.) | | | | | |
| 10. I embrace challenges as opportunities for learning and development. (Tinatanggap ko ang mga hamon bilang mga pagkakataon para matuto at umunlad.) | | | | | |
| 11. I actively seek out diverse learning resources and materials to enhance my knowledge. (Aktibo akong naghahanap ng iba't-ibang mga bagay upang mapalawak ang aking kaalaman.) | | | | | |
| 12. I actively share my knowledge and expertise with others. (Aktibong ibinabahagi ko ang aking kaalaman at kasanayan sa iba.) | | | | | |
| 13. I believe that actively learning from others is valuable for personal growth. (Naniniwala ako na ang pag-aaral mula sa iba ay mahalaga para sa personal na paglago.) | | | | | |
| 14. I make time for self-directed learning activities outside of work. (Nagsusumigap ako na maglaan ng oras para sa mga sariling pag-aaral na aktibidad sa labas ng trabaho.) | | | | | |
| 15. I view learning as essential for adapting to changes in the workplace and society. (Nakikita ko ang pag-aaral bilang mahalaga p a r a sa pag-angkop sa mga pagbabago sa trabaho at lipunan.) | | | | | |
| 16. I have a clear vision of my future career goals. (May malinaw akong pangitain para sa aking mga layunin sa karera sa hinaharap.) | | | | | |
| 17. I see myself progressing and advancing in my current job. (Nakikita ko ang aking sarili na umuunlad at umaasenso sa aking kasalukuyang trabaho.) | | | | | |
| 18. 1. I often think about the person I want to become in the future. (Madalas kong iniisip kung magiging ano ako sa hinaharap) | | | | | |
| 19. I envision myself taking on leadership roles in the future. (Nakikita ko ang aking sarili na magkakaroon ng mga tungkulin sa pamumuno sa hinaharap.) | | | | | |
| 20. I am confident in my skills and competencies. (May tiwala ako sa aking mga kasanayan at kakayahan.) | | | | | |
| 21. I see myself as a valuable contributor to the organization. (Nakikita ko ang aking sarili bilang isang mahalagang kontribyutor sa organisasyon.) | | | | | |
| 22. I have a positive outlook on my future prospects. (May positibong pananaw ako sa aking hinaharap.) | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 23. I regularly set ambitious goals for my personal and professional growth. (Nagtatakda ako ng ambisyoson at layunin para sa aking personal at propesyonal na paglago.) | | | | | |
| 24. I visualize success in my career and personal life. (Nakikinita ko ang tagumpay sa aking karera at personal na buhay.) | | | | | |
| 25. I am motivated to achieve my aspirations and dreams. (Motibado ako na makamit ang aking mga hangarin at mga pangarap.) | | | | | |
| 26. I believe that I have the potential to excel in my chosen field. (Naniniwala ako na may potensyal akong mag tagumpay sa aking piniling larangan.) | | | | | |
| 27. I perceive myself as setting an example for others in my workplace. (Sa tingin ko, ako ay nagbibigay ng halimbawa para sa iba sa aking pinagtatrabahuhan.) | | | | | |
| 28. I am dedicated to achieving my maximum capabilities. (Ako ay dedikado sa pagtataguyod ng aking pinakamalaking kakayahan.) | | | | | |
| 29. I envision a fulfilling and rewarding career path ahead. (Ini-imahin ko ang isang mapagpalang landas sa aking karera.) | | | | | |
| 30. I set high standards for myself in terms of performance and achievement. (Nagtatakda ako ng mataas na pamantayan para sa aking sarili sa pag-gawa at tagumpay.) | | | | | |

***E. Ethical Consideration***

The research will adhere to ethical principles to ensure the following:

Firstly, informed consent will be obtained from all job order workers, providing detailed information about the study's purpose, procedures, risks, and benefits. Participants will have the autonomy to voluntarily agree to participate and the freedom to withdraw at any time without facing any repercussions. Confidentiality measures will be implemented to protect participants' personal information and data, ensuring that responses remain anonymous and secure.

Second, voluntary participation will be emphasized, with no coercion or pressure placed on job order workers to take part in the study. Participants' well-being will be prioritized through beneficence and non-maleficence principles, minimizing potential risks and ensuring that the benefits of the research outweigh any negative impacts. Respect for participants' autonomy, dignity, and diversity will be maintained throughout the study, valuing their contributions and perspectives without bias or discrimination.

Data management protocols will be followed to handle participant data responsibly, adhering to data protection regulations and guidelines. Additionally, the research study will undergo ethical review and approval by the appropriate institutional review board or ethics committee to ensure compliance with ethical standards and guidelines for research involving human participants. By upholding these ethical considerations, the study aims to conduct research in an ethical and responsible manner, fostering trust, respect, and integrity in the investigation of lifelong learning and possible selves among job order workers in the Municipal of Cabuyao.

**III. RESULTS AND DISCUSSIONS**

This chapter presents the results of findings, analysis and interpretation of data gathered parallel to the order of how the statement of the problem is presented in Chapter 1 of the study.

In the study, the survey gathered 127 responses from the entire population of Job Order Workers in the Municipal of Cabuyao. The survey assessed two key variables: Lifelong Learning and Possible Selves. The reported average score for Lifelong Learning was 62.85 (Standard Error (SE) = 0.40, Standard Deviation (SD) =

4.48) these values reflect the average variability of the sample means around the true population means for these variables,

while the average score for Possible Selves was
62.30 (Standard Error (SE) = 0.48, Standard Deviation (SD) = 5.42) these values illustrate the spread of individual scores around the average score for each variable, providing insights into the variability of responses within the dataset. These scores provide insights into the levels of Lifelong Learning and Possible Selves among the surveyed Job Order Workers in Cabuyao.

**Table 1.**

*Interquartile Range for Lifelong Learning*

| Quartile |
|---|
| 1st Quartile (25% of the Distribution) |
| 2nd Quartile (50% of the Distribution) |
| 3rd Quartile (75% of the Distribution |

The Interquartile Range for Lifelong Learning is presented through quartiles. The 1st Quartile, representing the bottom 25% of the distribution, has a score of 60. The 2nd Quartile, encompassing the middle 50% of the distribution, has a score of 62. Finally, the 3rd Quartile, comprising the top 25% of the distribution, achieves a score of 66. These quartiles provide a clear breakdown of the distribution of scores related to lifelong learning among the Job Order Workers in the Municipal of Cabuyao




**Figure 1. Histogram for Lifelong Learning Scores Distribution**

Table 1 and Figure 1 shows a visual representation of the distribution of scores related to Lifelong Learning. This representation offers a clear insight into the range of scores achieved by participants in the said study, enabling the categorization of individuals into low, moderate, and high scorers based on their response.

Low scorers include individuals whose scores fall within the bottom 25% of the score distribution, specifically within the range of the 1st Quartile. In this context, low scorers are identified by scores of 60 or below; it indicates a comparatively lower level of engagement in lifelong learning practices.

On the other hand, moderate scorers represent individuals whose scores range between 61 and 65. This shows a moderate level of achievement or involvement in lifelong learning activities, placing these participants within the mid-range of the score distribution.

Lastly, high scorers include individuals whose scores fall within the top 25% of the distribution, aligning with the 3rd Quartile Range of 66 and above. These participants exhibit a high level of performance and dedication towards lifelong learning endeavors, showing a strong commitment to professional development.

**Table 2.**

*Interquartile Range for Possible Selves*

| Quartile | Score | Score |
|---|---|---|
| 1st Quartile (25% of the Distribution) | 59 | 59 |
| 2nd Quartile (50% of the Distribution) | 63 | 63 |
| 3rd Quartile (75% of the Distribution | 65 | 65 |

The Interquartile Range for Possible Selves is displayed through quartiles. The 1st Quartile, representing the bottom 25% of the distribution, has a score of 59. The 2nd Quartile, covering the middle 50% of the distribution, has a score of 63. Lastly, the 3rd Quartile, encompassing the top 25% of the distribution, achieves a score of 65. These quartiles offer a clear breakdown of the distribution of scores related to possible selves among the Job Order Workers in the Municipal of Cabuyao.

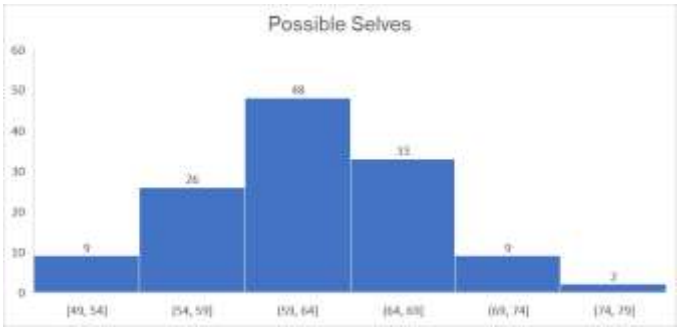


**Figure 2. Histogram for Possible Selves Scores Distribution**

Table 2 and Figure 2 shows a representation of the score distribution for Possible Selves in the study. These representations allow a clear understanding of the spread of scores and categorization of participants into low, moderate, and high scorers based on the quartile ranges.

Low scorers are defined as participants scoring within the bottom 25% of the distribution, which corresponds to the 1st Quartile range. Low scorers encompass any participants with scores of 59 or below. These participants may show responses that align with lower levels of possible selves perception compared to the rest of the participants.

Secondly, moderate scorers fall within the range of 60 to 64, these are participants with scores that indicate a moderate level of possible selves perception. These individuals may demonstrate a balanced outlook on their future selves and also aspirations, reflecting a moderate level of engagement and envisioning of their possible selves.

Lastly, high scorers are participants with scores within the top 25% of the distribution, falling within the 3rd Quartile Range of 65 and above. These participants exhibit a strong sense of possible self-perception, reflecting a high level of engagement, being optimistic, and plans in their career planning, personal growth, and future prospects within their workplace.

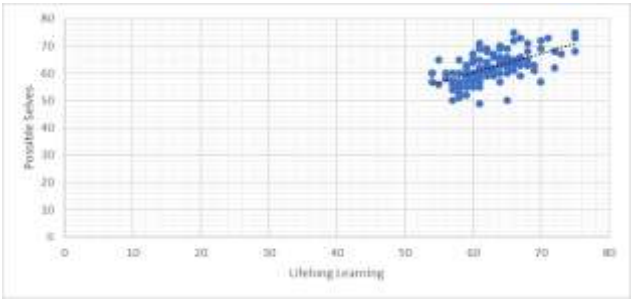


**Figure 3. Scatter Plot for Lifelong Learning and Possible Selves**

Figure 3 shows a scatter plot illustration of the scores obtained for Lifelong Learning and Possible Selves. It shows that most of the scores tend to gather on the far end of the score range for each test. The results indicate that Lifelong Learning and Possible Selves exhibit a moderate relationship, as denoted by a Pearson correlation coefficient (r) of 0.58.

Using statistical terms, a moderate relationship is suggesting a reasonably strong relationship between the variables. A Pearson correlation coefficient of 0.58 falls within the range of 0.50 to 0.70, indicating a moderate positive correlation (Akoglu 2018). This only signifies that as scores for Lifelong Learning increase, there is a tendency for scores for Possible Selves to also increase, although not in a perfectly linear position. Analyzing this moderate relationship between these variables only implies that there is a visible connection between how job order workers perceive lifelong learning opportunities and how they envision or see their potential selves and future selves in the workplace, but the relationship is not that strong.

## IV. RECOMMENDATION

The Influence of Lifelong Learning and Possible Selves among Job Order Workers in the Municipal of Cabuyao shows a moderate

relationship between lifelong learning and the development of positive possible selves. The study explores the perceptions, attitudes, and engagement of job order workers with lifelong learning opportunities provided by the municipal government. It also analyzes the possible selves envisioned by the workers in relation to their career aspirations, skill development goals, and future selves. Additionally, the motivational factors outlined in the Transformative Learning Theory, such as autonomy, competence, and relatedness, were examined to understand their impact on job order workers' participation in lifelong learning.

Based on the results showing a moderate relationship between lifelong learning and possible selves, a career enhancement program can be implemented to enhance the professional development and job satisfaction of Job Order Workers in the Municipal of Cabuyao. Aligning with the Transformative Learning Theory, the study proposes Career Enhancement Program to increase the engagement in lifelong learning and help the development of positive possible selves among job order workers in the Municipal of Cabuyao. This career enhancement program is created to cater to the unique needs and aspirations of job order workers in the municipality of Cabuyao, this career enhancement program will use a holistic approach to enhance lifelong learning, making positive self-concepts, helping individuals in navigating challenges and to seize opportunities within the Municipal setting.

The nature of this Career Enhancement Program is its ability to integrate seven core components of the Transformative Learning Theory by Jack Mezirow, each of the core representing important elements of personal and professional growth, into a unified and well-matched intervention for job order workers. This intervention will serve as a beam to empower, encourage job order workers in embracing lifelong learning, see positive possible selves, and go into a transformative journey towards self-discovery and success within the organization. By using and combining these components into a unified approach, job order workers will be empowered, broaden their perspectives, acquire new skills, show collaborative relationships, go personal transformation, use diverse viewpoints, and acquire a sense of agency and empowerment over their learning and career development.

The Career Enhancement Program is not just a series of interventions but an extensive program towards personal and professional growth for job order workers in the Municipal of Cabuyao. It is a transformative journey that surpasses the traditional limits of skill development and career advancement. Immersing individuals in a supportive,enriching, and inlcusive environment, this program aims to unlock their full potential, grow their aspirations, and help them navigate the difficulty of their roles with confidence and determination.

Looking at the heart of the Career Enhancement Program, this program is committed to foster a culture of continuous growth and learning among job order workers in the Municipal of Cabuyao. Through specialized interventions that encompass critical reflection, skill enhancement, collaborative dialogue, personal transformation, and empowerment, individuals are provided with the tools, resources, and support needed to start on a journey of self-discovery and empowerment within the Municipal setting. This approach not only tackles a sense of purpose and fulfillment but it also instills a deep sense of resilience and also adaptability when facing challenges and when opportunities arise in the workplace.

The foundation of the program is deeply rooted in the belief and idea that every individual has the potential to change, grow, and thrive in their professional endeavors. As job order workers engage with the Career Enhancement Program, they are encouraged to commence a journey of empowerment and self-discovery, where they are encouraged to accept lifelong learning, positively envision possible selves, and also to navigate their career paths with a sense of determination and most especially with purpose.

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