



ETCOR Educational Research Center
PHILIPPINES
Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577

The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

School Managers' Motivational Strategies and Their Relationship to Teachers' Level of Job Satisfaction: Bases for a Proposed Development Plan

Edna V. Roncales, LPT, MAEd
Marikina Polytechnic College, Marikina City, Philippines
Corresponding Author e-mail: roncales.edna@gmail.com

Received: 27 April 2023

Revised: 17 May 2023

Accepted: 21 May 2023

Available Online: 22 May 2023

Volume II (2023), Issue 2, P-ISSN – 2984-7567; E-ISSN - 2945-3577

Abstract

Aim: This study aimed to determine if the motivational strategies of school managers can have a remarkable impact on the behavior of teachers. This study focused on the motivational strategies using Alderfer's ERG theory of existence needs, relatedness needs, and growth needs. In contrast, job satisfaction used Herzberg's motivational-hygiene theory in working conditions, relationships with coworkers, recognition, and achievement.

Methodology: It used the descriptive research method with the questionnaire, and weighted mean, t-test, and Pearson r as statistical tools.

Results: Results revealed that the respondents strongly agreed on the three needs factors; teachers were highly satisfied with their working conditions, coworkers, recognitions, and achievement. Motivational strategies in relatedness and growth needs, job satisfaction with coworkers, recognition, and achievement have a significant relationship resulting in creating a development plan.

Conclusion: From the findings, it can be inferred that school managers are already practicing motivational strategies; two groups do not differ in their perceptions. Teachers are comfortable and contented with their working conditions, coworkers, recognition, and achievement. Job satisfaction is not affected by strategies in working conditions. Relatedness and growth needs have bearing on teachers' satisfaction with coworkers, recognition, and achievement. Hence, school managers should continue those motivational strategies, implement the development plan, encourage parallel studies, and conduct correlating processes with performance, teacher retention, and morale.

Keywords: motivational strategies, job satisfaction, Alderfer's ERG theory

INTRODUCTION

The government, as provider of basic education, strives to achieve its goals. It has assigned professionals and school authorities to supervise how the goals and objectives of elementary education are carried out. These school managers have the responsibility to carry out the tasks and different functions (Buntalilio & Lombrio, 2022; Dizon & Sanchez, 2020; Muñoz & Sanchez, 2023; Salendab & Akmad, 2023; Salendab & Dapitan, 2021a). One of those functions is to encourage the active participation of the teacher organization (Sunga, 2010). Moreover, Cardno (2012) stated that the main work of an educational leader is with teachers. In his engagement with teachers, the leader needs to build productive relationships which allow critical problems of practice to be addressed (Sanchez & Sarmiento, 2020; Suryo, et al., 2020). Through solving such problems effectively, the educational leader can influence the organizational conditions which affect the learning outcomes for students (Amihan, 2020; Sanchez, 2023a).

This study focused on the extent of school managers' motivational strategies and their relationship to the teachers' level of job satisfaction which could serve as bases for a proposed development plan. Clayton Alderfer's ERG theory of motivation, namely: existence needs, relatedness needs, and growth needs were used in determining the school managers' motivational strategies. Furthermore, in investigating the teachers' level of job satisfaction, Frederick Herzberg's theory of motivation and hygiene factor was utilized but limited to the following areas: working conditions, relationship with co-workers, recognition, and achievement.

Managers must understand that an employee has various needs that must be satisfied at the same time (Sanchez, 2022; Buntalilio, 2022; Salendab & Dapitan, 2021b; Salendab & Cogo, 2022). According to the ERG theory, if the managers concentrate solely on one need at a time, this will not effectively motivate the employee. Also, the



ETCOR Educational Research Center
PHILIPPINES

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

frustration-regressions aspect of ERG theory has an added effect on workplace motivation. For instance, if an employee is not provided with growth and advancement opportunities in an organization, he might revert to the relatedness need such as socializing needs, if the environment or circumstances do not permit, he might revert to the need of money to fulfill those socializing needs. The sooner the manager realizes and discovers this, the more immediate steps will take to fulfill those needs which are frustrated until such time that the employee can again pursue growth (Amihan, 2020; Salendab, 2023).

As coined by Lambertson and Minor as cited in Vojtek and Vojtek (2009), people meet others and make social contact at work. Many people say their best friends are those they meet at work. Work can take the form of small community: one can meet friends, enemies and perhaps mentors. For some people, the social contacts at work are a good reason to go to work (Sanchez, 2023b). For others, social contacts at work are even more important in the mobile society where they can substitute for family.

However, intimidations, fear, and control have impact to teachers. Fear and distrust within the school system, especially vertical fear from the top (i. e. teacher fears principals and principals fear superintendents), impede educators from turning what they know (their knowledge) into what they do (their actions). When managers or administrators demand results, "no matter what", learning as well as the application of any new knowledge and skills is inhibited. People are more likely to falsify or hide information, noted Vojtek and Vojtek (2009).

The researcher wants to find out, if those motivational strategies by school managers are applicable and could draw an impact to the behavior of the teachers and if those strategies motivate teachers or have nothing to do with their activities in school where they work.

As coined by Cardno (2012), interactions with others and the degree on the ability of the organization help everyone to learn and solve complex problems. Such conditions can allow the parties' relationship to be productive and to resolve issues in ways that impact positively to the students and adults' learning experiences (Amihan, 2021; Salendab, 2021; Sanchez, 2020a; Sanchez, Sanchez & Sanchez, 2023).

Cardno (2012), stated that effective educational leaders create conditions that make it possible to improve teaching and learning. Organizational learning contributes to the positive and long-lasting resolution of the problems and practices. Organizations depend on the individuals who learn from the organization (Amihan, 2022). People can model this learning in everyday problem solving or they can block learning when the organization has to solve complex problems. An organization that commits to learning which enables productive behavior is able to build productive relationships (Sanchez, et al., 2022).

School managers have powers to influence and motivate their teachers (Amihan & De Jesus, 2016; Salendab & Dapitan, 2020; Sanchez, 2020b). There may be lots of methods and techniques used, but school managers have unique approaches in motivating that linger and create an impact to the morale and personality of their teachers (Sanchez, 2020c).

When teachers are affected negatively, the effect transfers to the students since the teachers have that unique and special contact with their pupils. Hardre (2008) stated that peer related environment stood out among teachers' perceptions predicting students' motivation. Teachers support efficacy predict motivating strategies, but teachers' perception of students' goals and causes of lack of motivation do not. Teachers admit that they lack knowledge and efficacy in motivating the students. Findings can inform teacher-education, professional development, and administrative support for teaching effectiveness.

There is also a need to bring back the meaning and purpose in the vocation of teaching. Happiness and joy of teaching should be brought back to life. Where have all the motivations of the school managers gone? Is it the fault of the teachers? Can the blame be put only to the school managers? Where can the roots of these problems be traced?

Does it really matter if the workplace exudes a positive environment? Should teachers and school managers be part and parcel of the failure of the educational system? Should these needs be ignored to uplift morale and enhance the good and quality relationship of the teachers and the school managers? All of these queries motivated the researcher to conduct a study on the motivation strategies of school managers.

Research Questions

This study aimed to determine the extent of the school managers motivational strategies and their relationship to the teachers' level of job satisfaction which could serve as bases for a proposed development plan of the 20 school managers and 25 teacher respondents from Leodegario Victorino Elementary School Marikina District I, Marikina City during the school year 2013-2014.

More specifically, it sought answers to the following questions:



ETCOR Educational Research Center
PHILIPPINES

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

1. What is the extent of the motivational strategies employed by school managers that motivate their teachers based on the following aspects as perceived by the teachers and the school managers themselves?
 - a. Existence Needs
 - b. Relatedness Needs
 - c. Growth Needs
2. Is there a significant difference between the perceptions of the school managers and teacher respondents on the extent of motivational strategies employed by school managers?
3. What is the level of teachers' job satisfaction in terms of the following areas?
 - a. Working Condition
 - b. Relationship with Co-workers
 - c. Recognition
 - d. Achievement
4. Is there a significant relationship between the motivational strategies employed by school managers and teachers' level of job satisfaction?
5. What development plan can be proposed to further enhance the motivational strategies of the school managers and the level of teachers' job satisfaction?

METHODS

Research Design

The descriptive method of research was used in this study. Calderon and Gonzales (2011) noted that descriptive method of research may be defined as a purposive process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, beliefs, processes, trends and cause-effect relationships and then making adequate and accurate interpretation about such data with or without the aid of statistical methods.

Since this study attempted to find out the motivational strategies employed by school managers and their relationship to the level of teachers' job satisfaction, the descriptive method of research was the most appropriate method.

Population and Sampling

The sources of data in this study were the 25 public elementary school managers and 20 teacher respondents from Leodegario Victorino Elementary School, District I, Division of Marikina City for the school year 2013-2014.

Instrument

The data gathering instrument utilized in this study was the survey questionnaire.

The questionnaire elicited the respondents' perceptions of the school managers' motivational strategies in terms of the three needs in the ERG Theory of Needs as proposed by Clayton Alderfer in 1989, cited in Lunenburg and Ornstein (2012) and Schermerhorn, Jr., et. al, (2011), the Frederick Herzberg's Motivation-Hygiene Theory (Two - Factor Theory) was utilized to determine the teachers' level of job satisfaction in terms of the four areas or factors of job satisfaction as postulated by Frederick Herzberg (1968), cited in Sapru (2013) and Furnham (2012).

This questionnaire was carefully developed by the researcher and checked by her adviser. The designed questionnaire was then validated by a group of experts and professors at the graduate school of Marikina Polytechnic College (MPC), Marikina City.

Data Collection

The researcher first informed the proper authorities of her research undertaking. She wrote a letter to the Schools Division Superintendent of the Division of Marikina City, requesting permission from her to conduct the study. After the request was granted, the researcher immediately brought the approved letter of the Schools Division Superintendent to the School Head of Leodegario Victorino Elementary School and made arrangements with him to administer the questionnaire without disrupting the classes. The retrieval of the answered questionnaire was also done by the researcher herself. After retrieving the questionnaires, the researcher tallied and tabulated the data.



ETCOR Educational Research Center
PHILIPPINES
 Sta. Ana, Pampanga, Philippines



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



Website: <https://etcor.org>



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Data Analysis

Data gathered were analyzed via descriptive statistics. After collecting the necessary data, the researcher organized and tabulated the same being mindful of all the protocols in data collection and data retrieval, then the appropriate statistical treatment of the data gathered followed.

Ethical Consideration

Research Protocols were observed by the researcher to ensure the quality and reliability of the study and research findings. The researcher sought approval from the dean and the participants to conduct the study. Consent letters were provided for the participants to express their willingness to take part in the study. When approved, the researcher scheduled the distribution of survey-questionnaire to the respondent. The researcher personally gave them the questionnaire. The collected data were analyzed and interpreted.

RESULTS and DISCUSSION

This section presents the analyses and interpretation of data obtained from the participants of the study. The information is presented in themes with interpretation and implication. The presentation is organized based on the order of the problems in the statement of the problem.

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

School Managers' Motivational Strategies

The motivational strategies employed by the school managers in terms of the three aspects, namely: existence needs, relatedness needs, and growth needs are presented in Tables 1 to 3.

Existence Needs. Table 1 presents the perceptions of the school managers and the teacher respondents of the school managers' motivational strategies under Existence Needs.

It could be gleaned from the table that the school manager respondents perceived that their motivational strategies employed in indicators 1, 3, and 4 in providing the faculty members with audio-visual materials needed and supplies for instructional purposes, the provision of well-ventilated faculty rooms and toilets exclusively for teachers use, and well-maintained functional library, clinic, and recreational facilities for the teachers to **Agree (A)** only as shown by the computed means of 3.95, 4.05, and 4.40 respectively.

However, the school manager respondents perceived that they Strongly **Agree (SA)** and manifested the motivational strategies in indicators No. 2, and 5, as evidenced by the means of 4.65 and 4.60 respectively. The other three indicators resulted to **Agree (A)**, thus the computed overall weighted mean was 4.33 with a verbal interpretation of **Agree (A)**.

Table 1
Motivational Strategies Employed by School Managers as Perceived by the School Managers and the Teacher Respondents under Existence Needs

Motivational Strategies	School Manager Respondents			Teacher Respondents		
	WM	SD	VI	WM	SD	VI
A. Existence Needs						
1.Provision of faculty members with audio-visual materials needed and supplies for instructional purposes.	3.95	0.93	A	4.20	0.80	A
2.Well-maintained functional canteen that serves nutritious food for teachers.	4.65	0.73	SA	4.48	0.75	A
3.Provision of well-ventilated faculty rooms and toilets exclusively for teachers use.	4.05	1.12	A	3.88	1.21	A
4.Well-maintained functional library, clinic, and recreational facilities for the teachers.	4.40	0.73	A	4.12	1.11	A



ETCOR Educational Research Center
PHILIPPINES
 Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

5.Secured classrooms equipped with appropriate and enough table/chairs for the teachers.	4.60	0.58	SA	4.44	0.64	A
Overall Weighted Mean	4.33	0.82	A	4.22	0.90	A

On the other hand, the teacher respondents perceived all the indicators on the employed motivational strategies of school managers as all **Agree (A)** as evidenced by the weighted means ranging from 3.88 to 4.48 and overall weighted mean of 4.22.

The findings imply that the teacher respondents are contented with their school managers' motivational strategies in terms of existence needs. However, they are still longing for improvement of these needs.

Relatedness Needs. Table 2 presents the perceptions of the school managers and the teacher respondents on the motivational strategies employed by school managers under Relatedness Needs.

Table 2
Motivational Strategies Employed by School Managers as Perceived by School Managers and Teacher Respondents under Relatedness Needs

Motivational Strategies	School Manager Respondents			Teacher Respondents		
	WM	SD	VI	WM	SD	VI
B. Relatedness Needs						
1.Teachers are involved in decision-making and problem-solving issues that are directly related to their work.	4.75	0.54	SA	4.32	0.55	A
2.Show concern with the physical, mental, and social being of the teachers.	4.70	0.64	SA	4.32	0.55	A
3.All the teachers are treated with equality, confidentiality and mutual respect.	4.70	0.64	SA	4.52	0.64	SA
4.Genuine appreciation and high regard on the part of the teachers are shown.	4.70	0.64	SA	4.56	0.50	SA
5.Willingness to work and connect with all the teachers are shown.	4.75	0.62	SA	4.60	0.49	SA
Overall Weighted Mean	4.72	0.62	SA	4.46	0.55	A

The data in the table show that the school manager respondents **Strongly Agree (SA)** that they employ to a very high extent the motivational strategies under the relatedness needs as evidenced in the overall weighted means of 4.72, while the teacher respondents only **Agree (A)** as manifested by the overall weighted mean of 4.46. These findings imply that the school manager respondents practiced the five motivational strategies under relatedness needs although there are still factors which need to be improved like involvement in decision-making and problem-solving issues that are directly related to their work and showing concern with the physical, mental, and social being of the teachers.

Growth Needs. Table 3 presents the perceptions of the school manager and teacher respondents on the school managers' motivational strategies under Growth Needs.

It could be gleaned from the table that the school manager respondents **Strongly Agree (SA)** in all the five motivational indicators under growth needs as shown by the weighted means ranging from 4.70, to 4.80 with an overall mean of 4.74. Similarly, the teacher respondents **Strongly Agree (SA)** on all the indicators as evidenced by the weighted means ranging from 4.56 to 4.80 with an overall weighted mean of 4.66.



ETCOR Educational Research Center
PHILIPPINES
 Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577

The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Table 3
Motivational Strategies Employed by School Managers as Perceived by School Manager and Teacher Respondents under Growth Needs

Motivational Strategies	School Manager Respondents			Teacher Respondents		
	Mean	SD	VI	Mean	SD	VI
C. Growth Needs						
1.Attendance to trainings and seminars is encouraged.	4.75	0.43	SA	4.68	0.55	SA
2.Provision of sufficient opportunities for everyone to share knowledge, talents, expertise and continue to learn from each other.	4.80	0.51	SA	4.56	0.57	SA
3.Boost and help the teachers in maintaining their stature and behavior that upholds their dignities.	4.70	0.56	SA	4.68	0.47	SA
4.Promote moral purpose to make a difference in enhancing commitment and sense of purpose to the goals of the school	4.75	0.54	SA	4.80	0.40	SA
5.Implement team building before the year ends that fosters camaraderie and strong bonds with the faculty.	4.70	0.56	SA	4.60	0.49	SA
Overall Weighted Mean	4.74	0.52	SA	4.66	0.50	SA

These findings suggest that the school manager respondents manifested and practiced the five motivational strategies under growth needs.

Summary of the Perceptions of the School Manager and Teacher Respondents on the Motivational Strategies Employed by School Managers on the Three Variables

Table 4 presents the summary of the perceptions of the school manager and teacher respondents on the motivational strategies of school managers on the three factors.

Table 4
Summary of the Perceptions of the School Manager and Teacher Respondents on the Motivational Strategies of School Managers on the Three Variables

Variables	School Manager Respondents		Teacher Respondents	
	WM	VI	WM	VI
Existence Needs	4.33	A	4.22	A
Relatedness Needs	4.72	SA	4.46	A
Growth Needs	4.74	SA	4.66	SA
Overall Weighted Mean	4.60	SA	4.45	A

The data clearly show that the school managers **Strongly Agree (SA)** on the three variables as shown by the weighted means ranging from 4.33 to 4.74 and an overall weighted mean of 4.60. The teacher respondents, on the other hand **Agree (A)** only on the indicators 1 and 2 that the school manager respondents practiced and manifested motivational strategies that motivate teachers. The overall weighted mean is 4.45 interpreted as **Agree (A)**.



ETCOR Educational Research Center
PHILIPPINES
 Sta. Ana, Pampanga, Philippines



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181



Website: <https://etcor.org>

Test on the Difference between the Perceptions of the Two Groups of Respondents on the Motivational Strategies Employed by School Managers

Table 5 presents the test on the difference between the perceptions of the two groups of respondents on the motivational strategies employed by school managers.

Table 5
Test on the Difference Between the Perceptions of the Two Group of Respondents on the Motivational Strategies Employed by School Managers

Group	No. of Respondents	Overall Weighted Mean	Overall SD	Computed Value	Critical Value	Decision	Interpretation
School Managers	20	4.60	0.585	0.54	2.017	Accept Ho	Not significant
Teachers	25	4.45	0.729				

Level of Significance = 0.05 df = 43

Based on the data in the table, the computed value is 0.54 while the critical value is 2.017 at 0.05 level of significance, a standard deviation of 0.585 and 0.729, respectively for the school managers and the teachers with 43 degrees of freedom. Since the computed value is less than the critical value, the null hypothesis is **accepted**. Therefore, there is **no significant difference** between the perceptions of the two groups of respondents on the motivational strategies employed by the school managers on the three variables. This could further mean that the two groups of respondents have similar perceptions of the motivational strategies employed.

Teachers' Level of Job Satisfaction

The teachers' level of job satisfaction on the four areas of job satisfaction, namely: working conditions, relationship with co-workers, recognition, and achievement are presented in Tables 6 to 9.

Table 6
Teachers' Level of Job Satisfaction as Perceived by the Teacher Respondents Themselves Under Working Conditions

Job Satisfaction	Level of Job Satisfaction	
	WM	VI
A. Working Conditions		
1.Provision of audio-visual materials needed and supplies for instructional purposes.	4.36	S
2.Provision of a functional canteen that serves nutritious food.	4.52	HS
3.Provision of a well-ventilated faculty rooms and toilets exclusively for teachers.	4.00	S
4.Provision of a functional library, clinic, and recreational facilities for teachers.	4.24	S
5.Ensuring secured classrooms equipped with appropriate and enough table/chairs for teachers.	4.36	S
Overall Weighted Mean	4.30	S

Working Conditions. Table 6 presents the teachers' level of job satisfaction under Working Conditions.

The data in the table show that the teachers are **Highly Satisfied (HS)** in terms of indicator No.2 on the provision of a functional canteen that serves nutritious food. All the other indicators show that the teachers are just **Satisfied (S)** as shown by the weighted means of 4.36, 4.00, 4.24, and 4.26. The overall weighted mean of 4.30 also manifest that the teachers are merely **Satisfied (S)** with their working conditions.



ETCOR Educational Research Center
PHILIPPINES
 Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

These findings imply that the teacher respondents want their school managers to further improve their motivational strategies in terms of working condition by providing audio-visual materials, well-ventilated faculty rooms and exclusive toilets for teachers use, functional library and recreational facilities for teachers, and provisions of classrooms equipped with appropriate tables and chairs.

Relationship with Co-workers. Table 7 presents the level of teachers' job satisfaction under Relationship with Co-workers.

Table 7
Teachers' Level of Job Satisfaction as Perceived by the Teacher Respondents Themselves Under Relationship with Co-workers

Job Satisfaction	Level of Job Satisfaction	
	Mean	VI
B. Relationship with Co-workers		
1. Involvement in decision-making and problem-solving issues that are directly related to the job.	4.44	S
2. Showing concern on the physical, mental and social well-being of teachers.	4.44	S
3. Treating the teachers with equality, confidentiality and mutual respect.	4.68	HS
4. Showing to teachers' genuine appreciation and high regard on our part.	4.60	HS
5. Showing willingness to work and connect with the teachers.	4.56	HS
Overall Weighted Mean	4.54	HS

The data in the table reflect that the teachers are **Highly Satisfied (HS)** in terms of Indicators 3, 4, and 5 as manifested by the weighted mean of 4.68, 4.60, and 4.56, respectively and only **Satisfied (S)** in terms of Indicators 1 and 2 as shown by the weighted means 4.44. The overall weighted mean is 4.54 with the verbal interpretation of **Highly Satisfied (HS)**.

The findings suggest that the teacher respondents want that their school managers to involve them in the decision-making and problem-solving as well as showing them more concern on the physical, mental, and social well-being of teachers.

Recognition. Table 8 presents the level of teachers' job satisfaction as perceived by teacher respondents themselves under Recognition.

It could be gleaned from the table that the teachers' level of job satisfaction in the aspect of recognition reached to a **High Satisfaction (HS)** level with an overall weighted mean of 4.57.

Table 8
Teachers' Level of Job Satisfaction as Perceived by the Teacher Respondents Themselves Under Recognition

Job Satisfaction	Level of Job Satisfaction	
	WM	VI
C. Recognition		
1. The school managers appreciate the teachers who attend trainings and seminars.	4.72	HS
2. The school managers value the knowledge, talents and expertise of teachers.	4.48	S
3. The school managers take pride on the achievements gained by teachers.	4.48	S
4. The teachers feel the genuine appreciation and high regard of their school managers.	4.60	HS
5. The school managers recognize the teachers' willingness to work and connect with their fellow teachers.	4.56	HS
Overall Weighted Mean	4.57	HS



ETCOR Educational Research Center
PHILIPPINES
 Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

However, the teacher respondents were only **Satisfied (S)** in Indicators No.2, and 3 as evidenced by the same weighted mean of 4.48.

These findings imply that the teacher respondents will be more satisfied if the school managers will improve on valuing more their knowledge, talents, and expertise shown to fellow teachers as well as being prouder to their achievements gained.

Achievement. Table 9 presents the teachers' level of job satisfaction as perceived by the teacher respondents themselves under Achievement.

Table 9
Teachers' Level of Job Satisfaction as Perceived by the Teacher Respondents Themselves Under Achievement

Job Satisfaction	Level of Job Satisfaction	
	WM	VI
D. Achievement		
1.The teacher feels empowered when performing a task or initiating a program assigned by the school managers.	4.20	S
2.The school managers celebrate and recognize the teachers' achievements in the scholastic, district and division levels participated in by the teachers.	4.40	S
3.The school managers designate the teachers and give them the authority and opportunity to hold a position in school activities to achieve target goals.	4.36	S
4.The school managers acknowledge and recognize the competence that the teachers have and the improvement that they have achieved.	4.40	S
5.The accountability and responsibility in the assignments that the teachers performed well are appreciated and given praises during meetings and recognition rites.	4.36	S
Overall Weighted Mean	4.34	S

The data in the table show that the teacher respondents are only **Satisfied (S)** in all the five indicators as shown by the weighted means of 4.20, 4.40, 4.36, 4.40, and 4.36, respectively and the overall weighted mean of 4.34 with the verbal interpretation of **Satisfied (S)**.

These findings suggest that the teacher respondents want their school managers to improve more and connect with them in terms of celebrating and recognizing their achievements, designating them and giving them opportunity in holding a position in school, acknowledging and recognizing their competence, appreciating their accountability and responsibility in a well performed job, and giving them the empowerment in performing a task and initiating a program assigned to them.

Summary of the Teachers' Level of Job Satisfaction

Table 10 presents the summary of the Teachers' Level of Job Satisfaction in terms of the following areas: Working Conditions, Relationship with Co-workers, Recognition, and Achievement.

The data clearly show that the teachers are **Highly Satisfied (HS)** with the job as evidenced by the overall weighted mean of 4.50.

Table 10
Summary of the Teachers' Level of Job Satisfaction in the Three Areas

Areas of Job Satisfaction	Teachers' Level of Job Satisfaction	
	MEAN	VI
Working Condition	4.30	S
Relationship with Coworkers	4.54	HS



ETCOR Educational Research Center
PHILIPPINES
 Sta. Ana, Pampanga, Philippines



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181



Website: <https://etcor.org>

Recognition and Achievement	4.56	HS
Overall Weighted Mean	4.50	HS

Relationship Between the School Managers’ Motivational Strategies on Existence Needs and the Teachers’ Level of Job Satisfaction

The test of relationship between the School Managers’ Motivational Strategies and the Teachers’ Level of Job Satisfaction in terms of the four areas of job satisfactions, namely: Working Conditions, Relationship with Co-workers, and Recognition and Achievement, is presented in Tables 11 to 12.

Table 11
Relationship Between the School Managers’ Motivational Strategies and the Teachers’ Level of Job Satisfaction under Existence Needs and Working Condition

Variables	Pearson <i>r</i>	Computed <i>t</i> Value	Critical <i>t</i> Value	Decision	Interpretation
Existence Needs	0.203	0.994	±2.069	Accept the Ho	No significant relationship
Working Condition					

It could be gleaned in the table that with 23 degrees of freedom, the computed t value is 0.994 which is less than the critical t value of 2.069 at 0.05 level of significance. Thus, the null hypothesis on the relationship between the school managers’ motivational strategies under the existence needs and the level of job satisfaction in the working conditions is **accepted**, hence, there is **no significant relationship** between the school managers’ motivational strategies and the teachers’ level of job satisfaction in the working conditions. This finding simply means that the motivational strategies of school managers under existence needs factor do not affect the working conditions of the teachers.

Table 12 shows the relationship between the School managers’ motivational strategies under Relatedness Needs and the Teachers’ Level of Job Satisfaction under Relationship with co-workers.

It could be seen in the table that since the computed t value of 2.638 is greater than the critical t value of 2.069 at 0.05 level of significance at 23 degrees of freedom, the null hypothesis on the relationship between the school managers’ motivational strategies under Relatedness Needs and Relationship with Co-workers is **rejected**. Therefore, the correlated variables are **significant**. This result reveals that the school managers are consistently practicing and manifesting the motivational strategies under relatedness needs; thus, there is high satisfaction result on the part of the teacher respondents.

Table 12
Relationship Between the Perception of School Managers’ Motivational Strategies themselves and the Teachers’ Level of Job Satisfaction under Relatedness Needs and Relationship with Co-workers

Variables	Pearson <i>r</i>	Computed <i>t</i> Value	Critical <i>t</i> Value	Decision	Interpretation
Relatedness Needs	0.482	2.638	±2.069	Reject the Ho	Significant
Relation-ship with Co-workers					



ETCOR Educational Research Center
PHILIPPINES
 Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577

The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Table 13 reflects the data on the relationship between the school managers' motivational strategies under Growth Needs and the Teachers' Level of Job Satisfaction under Recognition and Achievement.

Table 13
Relationship Between the Perception of School Managers' Motivational Strategies themselves and the Teachers' Level of Job Satisfaction under Growth Needs and Areas of Recognition and Achievement

Variables	Pearson <i>r</i>	Computed <i>t</i> Value	Critical <i>t</i> Value	Decision	Interpretation
Growth Needs	0.526	2.996	±2.069	Reject the Ho	Significant
Recognition and Achievement					

Df: 23

It can be gleaned in the table that the computed t-value of 2.996 is greater than the critical t value of 2.069 at 0.05 percent level of significance and 23 degrees of freedom thus, the null hypothesis is **rejected**. Therefore, there is a **significant relationship** between the school managers' motivational strategies under growth needs the teachers' level of job satisfaction under recognition and achievement.

The salient findings of the study are the following:

1. The perception of school managers and teacher respondents on the motivational strategies of school managers on the three need factors, namely: existence needs, relatedness needs, and growth needs had been manifested as **Strongly Agree (SA)** as perceived by the school managers and **Agree (A)** by teacher respondents.
2. There is **no significant difference** between the perceptions of the school managers and the teacher respondents on the motivational strategies employed by the school managers.
3. There is **no significant relationship** between the school managers' motivational strategies in terms of existence needs and the teachers' level of job satisfaction under the working conditions.
4. There is a **significant relationship** between the school managers' motivational strategies in terms of relatedness needs and the teachers' level of job satisfaction under relationship with co-workers.
5. There is a **significant relationship** between the school managers' motivational strategies in terms of growth needs and the teachers' level of job satisfaction in terms of recognition and achievement.
6. A Proposed Development Plan was prepared based on the result of the study.

Conclusions

Based on the findings of the study, the following conclusions are drawn:

1. The school managers are already practicing motivational strategies in terms of existence needs, relatedness needs, and growth needs.
2. The two groups of respondents do not differ in their perceptions of the motivational strategies employed by school managers.
3. School managers' motivational strategies under existence needs do not affect the teachers' level of job satisfaction under the working conditions.
4. The school managers' motivational strategies under the relatedness needs have a bearing on the teachers' level of job satisfaction in terms of relationship with co-workers, growth needs, and recognition and achievement.

Recommendations

The following recommendations are offered based on the findings and conclusions of the study:

1. School managers must continue practicing the motivational strategies in the three needs factors to build strong relationships with their teachers and utilize their potentials to contribute to the achievement of the goals of the school.



ETCOR Educational Research Center
PHILIPPINES

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

2. The school managers should consider the satisfaction of their teachers as to the strategies they are implementing in the school since their motivational strategies employed has an effect to the level of teachers' job satisfaction.
3. The result of this study should be presented to the school managers for implementation of the development plan prepared by the researcher.
4. A parallel study should be conducted by future researchers in other schools with other respondents like school principals and district supervisors in order to determine if similar results will be revealed.
5. Similar studies should also be conducted correlating motivational strategies with other variables such as school performance, teachers' retention, teachers' morale, and others.

REFERENCES

- Altura, E. O. (2010). Motivation and Leadership Behavior of Principals of Christian Secondary Schools for the School Year (2009-2010). College of Education, University of the Philippines, Diliman, Quezon City.
- Amihan, S. R. (2020). Delivering fourth industrial revolution-ready graduates through quality assurance: An impact study. *Journal of Critical Reviews*, 7(15), 1151-1162.
- Amihan, S. R. (2020). Relevant and Responsive Education in the Global Age. In *PROCEEDING ICTESS (International Conference on Technology, Education and Social Sciences)*.
- Amihan, S. R. (2021, January). The Qa Vaccine For Resilience In The New Normal: Sel Teaching Practices+ E-Services. In *ICONS 2020: Proceedings of the 1st International Conference on Social Science, Humanities, Education and Society Development, ICONS 2020, 30 November, Tegal, Indonesia* (p. 157). European Alliance for Innovation.
- Amihan, S. R. (2022). Impact of Quality Assurance in Delivering Fourth Industrial Revolution-ready Graduates. *Current Overview on Science and Technology Research*, 6, 98-116.
- Amihan, S. R., & De Jesus, E. (2016). Scholastic Ability and Achievement as Predictors of College Performance Among 2nd Yr Students at UPHSD-Calamba. 20th Annual International Conference of the American Society of Business and Behavioral Sciences, ISSN 1934-0583, 20(13).
- Barrera, K. J. L. (2009). Intercorrelation Among Interpersonal Values Work Motivation and Performance of Teachers in Selected Catholic Schools in Region III. Unpublished Master's Thesis, Graduate School Polytechnic University of the Philippines.
- Bleik, M. (2013), Teachers' View on Job Satisfaction. <http://www.teachersviewonjobsatisfaction.com>. Retrieved on October 14, 2013.
- Boakye, F. (2011). Motivation and Attitude of Teachers in New Juaben Municipality 2011. Institute for Development Studies of the Faculty of Social Sciences, University of Cape Coast Master of Arts Degree in Human Resource Management.
- Buntalilio, R. (2022). Status of 4.0 Industrial Revolution (IR) Technology Adopted and its Influence on the Operational Performance of Hospitality Industry in Region 8. *Instabright e-Gazette*, 3(4), 1-57.
- Buntalilio, R., & Lombrio, C. (2022). Industrial Revolution Technology Adopted and Its Influence on the Operational Performance of Hospitality Industry in Guiuan Eastern Samar. *Psychology and Education: A Multidisciplinary Journal*, 4(7), 699-703.
- Calderon, J., & Expectacion G. (2011). Methods of Research and Thesis Writing. Mandaluyong City, Philippines: Kogan National Bookstore, Inc.



ETCOR Educational Research Center
PHILIPPINES

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

- Cardno, C. (2012). *Managing Effective Relationships in Education*. USA: Sage Publishing Ltd.
- Caulton, J. R. (2012). *The Development and Use of the Theory of ERG: A Literature Review*. Regent University School of Global Leadership and Entrepreneurship Virginia Beach, Virginia: Sage Publishing Ltd.
- Charles, C. M. (1988). *Introduction to Education Research*. New York: Longman.
- Dizon, E. C., & Sanchez, R. D. (2020). Improving select grade 7 Filipino students' reading performance using the eclectic model. *Journal of World Englishes and Educational Practices*, 2(2), 216-221.
- Emulole, B., & Morris G. (1994). "Teachers Redeployment Worrying". Daily Nation.
- Fleck, S., & Inceoglu, I. (2010). A Comprehensive Framework for Understanding and Predicting Engagement, in S. Albrecht (ed.) *The Handbook of Employee Engagement: Models, Measures and Practice*. Cheltenham: Edward-Elgar Publishing House.
- French, R., et. al. (2011). *Organizational Behavior*: USA: Wiley & Sons Ltd.
- Furnham, A. (2012). *The Engaging Manager: The Joy of Management and Being Managed*. USA: PALGRAVE MACMILLAN.
- Galupar, C. P. (2008). School Heads' Performance and the Teachers' Job Satisfaction in the Implementation of School-Based Management District of Tapaz East, Division of Capiz for the School Year 2007-2008.
- Goldman, D. (2011). HBR's 10 Must Reads on Managing People (With Featured Article "Leadership that Gets Results"). USA: Harvard Business School Publishing Corporation.
- Griffin, R. W., & Gregory, M. (2014). *Organizational Behavior: Managing People and Organizations Eleventh Edition*. USA: South-Western Cengage Learning.
- Kerlinger, F. N. (1973). *Foundation of Behavioral Research (2nd ed)*. New York: Holt, Rinehart and Winston Inc.
- Lewis, R., & Lara, Z. (2013). *Work and Occupational Psychology*. USA: Sage Publications Ltd.
- Lunenburg, F. C., & Allen, O. (2012). *Educational Administration: Concepts and Practices*. Belmont, California, USA: Wadsworth Cengage Learning Publication.
- Mamo, Y. (2011). A Comparative Study of Herzberg's Two-Factor Theory of Job Satisfaction Among Public and Private Secondary School Teachers in Harare Region April 2011. Zimbabwe: College of Education and Behavioral Sciences, Department of Pedagogical Science and School of Graduate Studies Haramaya University.
- Muñoz, M. C., & Sanchez, R. D. (2023). Exploring Fernandino Teens TV as a supplementary learning delivery modality: Opportunities and challenges from the lens of select learners. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 2(1), 358-374.
- Nioda, N. C. (2010). *Teacher Motivation: A Factor for Classroom Effectiveness and School Improvement of Elementary Schools in Makilala East District, Central Mindanao Colleges, Kidapawan City*.
- Njagi, S. W. (2014). *An Investigation of the Relationship Between Motivation and Job Satisfaction of High School Principals in Kirinyaga County, Kenya*: Kenya: School of Education, Mount Kenya University.
- Reyes, S. R., (2009). *Morale and Job Satisfaction of Public and Selected Private Secondary School Teachers in*



ETCOR Educational Research Center
PHILIPPINES

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Guagua, Pampanga for the school year 2008 – 2009. Don Honorio Ventura College of Arts and Trades, Bacolor, Pampanga.

Sahu, R. K (2012). Group Dynamics and TEAM BUILDING. New Delhi: Excel Books.

Salendab, F. A., & Akmad, S. P. (2023). A Personal Narrative Experience of Teachers Teaching Purposive Communication During the New Normal Education. *International Journal of Multidisciplinary: Applied Business and Education Research*, 4(5), 1590-1601. <https://doi.org/10.11594/ijmaber.04.05.20>

Salendab, F. A., & Dapitan, Y. C. (2021). School Heads' Administrative Supervision: Its Relation to the Program Accreditation of Private Higher Education Institutions (PHEIs) in Region XII. *Turkish Journal of Computer and Mathematics Education*, 12(13), 194-202.

Salendab, F. A., & Dapitan, Y. C. (2021). Performance of Private Higher Education Institutions and the School Heads' Supervision in South Central Min-danao. *Psychology and Education*, 58(3), 3980-3997.

Salendab, F. A. (2021). Effectiveness of Performance-Based Assessment Tools (PBATs) and the Students' Academic Performance. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, 12(10), 6919-6928.

Salendab, F. A., & Cogo, D. A. (2022). Implementation of Alternative Learning System: Basis for Policy Review and Recommendation. *Journal of Positive School Psychology*, 5457-5467.

Salendab, F. A., & Dapitan, Y. C. (2020). Accuracy of Use of Alternative Language Assessment (ALA) Tools and the Students' Performance. *Psychology And Education*, 57(9), 6679-6688.

Salendab, F. A. (2023). Proposed Instructional Scheme in the New Normal Education: Basis for Pedagogical Strategies/Practices. *Psychology and Education: A Multidisciplinary Journal*, 6(8), 712-719. <https://doi.org/10.5281/zenodo.7502764>

Sanchez, A. M. P. (2022). HR practitioners' perceptions on boosting employees' loyalty and commitment: Inputs for a 21st century-responsive human resource system. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 1(4), 89-102.

Sanchez, R. (2023). Utilization of the daily lesson logs: An evaluation employing the CIPP model. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 2(1), 199-215.

Sanchez, R. D. (2020, December 27). "Preserving the Honor of the 'Honoris Causa': Revisiting the Guidelines on the Conferment of Honorary Degrees". SunStar Pampanga. Retrieved from <https://www.pressreader.com/philippines/sunstar-pampanga/20201227/281608128045257>

Sanchez, R. D. (2020, December 28). Parent-Teacher Collaboration in the Time of Pandemic. SunStar Pampanga. Retrieved from <https://www.pressreader.com/philippines/sunstar-pampanga/20201228/281608128046465>

Sanchez, R. D. (2020, December 29). Three Qualities of a Successful Leader. SunStar Pampanga. Retrieved from <https://www.pressreader.com/philippines/sunstar-pampanga/20201229>

Sanchez, R. D. (2023). Unveiling the moral-theological foundations of the nullity of marriage due to psychological incapacity. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 2(1), 397-404.

Sanchez, R., & Sarmiento, P. J. (2020). Learning together hand-in-hand: An assessment of students' immersion program in a schools division. *International Journal of Research Studies in Education*, 9(1), 85-97.



ETCOR Educational Research Center
PHILIPPINES

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

- Sanchez, R., Sarmiento, P. J., Pangilinan, A., Guinto, N., Sanchez, A. M., & Sanchez, J. J. (2022). In the name of authentic public service: A descriptive phenomenological study on the lives of Filipino teachers in select coastal villages. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 1(1), 35-44.
- Sanchez, R. D., Sanchez, A. M. P., & Sanchez, J. J. D. (2023). Delving into the Integration of Research Subjects in the Junior High School Curriculum from the Learners' Point of View. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 2(1), 432-442.
- Sapru, R. K (2013). Administrative Theories and Management Thought. Asoke K. Ghosh, PHI Learning Private Limited Rimjhin House III.
- Schermerhorn, J. et. al. (2011). Organizational Behavior Experience, Grow, Contribute. USA: Quad Graphics/Versailles.
- Senyucel, Z. (2009). Managing the Human Resource in the 21st Century. Denmark: Ventus Publishing.
- Sunga, F. C. (2010). Q&A On Governance for Basic Education and Regulations Governing Public Schools. Philippines: Sunshine Interlinks Publishing House, Inc.
- Suryo, H., Damayanti, K. D. C., Widhiyoga, G., Wijayati, S. H., SIP, M., Suhita, B. D. D., ... & Wibisono, I. (2020). THE 3rd INTERNATIONAL CONFERENCE ON TECHNOLOGY, EDUCATION AND SOCIAL SCIENCE (ICTESS) UNIVERSITAS SLAMET RIYADI 10 December 2020.
- Vojtek, R. J., & Vojtek, R. A. (2009). Motivate! Inspire! Lead! 10 Strategies for Building Collegial Learning Communities. USA: Corwin A SAGE Company.
- Wlodarczyk, A. Z. (2011). Work Motivation: A Systematic Framework for Multilevel Strategy Research and Applications. Bloomington: Author House 1663 Liberty Drive.
- Yang, C. L., et al. (2011). An Empirical Study of the Existence, Relatedness, and Growth (ERG) Theory in Consumers' Selection of Mobile Value-Added Services <http://www.clyang@ttu.edu.tw>. Retrieved on October 14, 2013.