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



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

School-Based Management: Effect on Work Motivation and Job Satisfaction

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Received: 21 February 2025

Revised: 23 March 2025

Accepted: 25 March 2025

Available Online: 27 March 2025

Volume IV (2025), Issue 1, P-ISSN – 2984-7567; E-ISSN - 2945-3577

<https://doi.org/10.63498/nxz2st240>

Abstract

Aim: This study determined the level of implementation of school-based management on work motivation and job satisfaction of teachers in the Naga City Division -North District IV.

Methodology: This study used a descriptive and correlational design using surveys to determine the influence between the variables. This study was conducted at Naga City Division -North District IV for Elementary and Secondary Teachers with 150 respondents resulting in a response rate of approximately 85.71%.

Results: The results reveal that the level of implementation of School-Based Management (SBM) has a moderate positive correlation with teachers' work motivation ($r = 0.514$) and job satisfaction ($r = 0.429$)

Conclusion: Implementation of school-based management significantly influence teachers work motivation and job satisfaction.

Keywords: school-based management, work motivation, job satisfaction

INTRODUCTION

The School-Based Management (SBM) is a DepEd thrust that decentralizes the decision-making from the Central Office and field offices to individual schools to enable them to better respond to their specific education needs. One way to empower the schools is through the SBM grant. It is also defined as the process of decentralization in the school system which primarily aims to address immediate needs for improvement of the school. It is at this point where the school head being the school manager is tasked to exert efforts in gathering support from the internal and external stakeholders to work as a team for the welfare of the learners of the institution.

SBM, or school-based management, appeals to several professionals and managers in education; it produces various advantageous outcomes, including enhanced academic student performance and greater engagement in the education of parents and the community of the pupils/children, and above all, empowerment of the local principals of schools, among additional people. Thus, the bureaucratic and centralized framework of education is dismantled and rebuilt to allow a decentralized management structure to take over.

For instance, the DepEd Order No. 83, s. 2012 entitled Implementing Guidelines on the Revised School-Based Management (SBM) Framework, Assessment Process, and Tool (APAT). It emphasizes the importance of involving relevant community stakeholders in the educational process. This aims to strengthen SBM practices by decentralizing decision-making authority to individual schools, thereby enhancing their responsiveness and effectiveness. The revised framework emphasizes the centrality of learners and the involvement of relevant community stakeholders in the educational process.

Research findings in various countries demonstrate that through the implementation of SBM, school stakeholders and participants have been empowered in decision-making, leading to create high levels of parental and community participation (Bandur, 2008). He mentioned on how to examine the improvements in student achievements which have been achieved resulting from the implementation of SBM. Based on his study, "there have been school improvements and student achievements resulting from the implementation of SBM. SBM policies and



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programs have created better teaching/learning environments and student achievements. Further, the research suggests that continuous developments and capacity building such as training on school leadership and management, workshops on SBM, and increased funding from governments are needed to affect further improvements in school effectiveness with the implementation of SBM."

Furthermore, SBM seeks to provide school leaders with an understanding of the fundamentals of school-based consequently, they acquire increased self-assurance when they engage in practical, hands-on school-based executives. Its goal is to have empowered schools, proactive school administrators, and creative teachers, active community members, better academic achievement among students, and mental-social development. Furthermore, SBM will grant financial autonomy to the school level. As the the level of accountability borne by school principals or heads is so high that the school's performance is largely dependent upon them. The students' and teachers' well-being at the school repose atop them.

Motivation is termed as encouragement. Motivation can also be interpreted as a power resource that drives and controls human behavior. It is also an effort that can provide encouragement to someone to take an action that is desired, while to take an action that is desired, as a motive and motive power of someone to do. Because one's behavior tends to be goal oriented and driven by the desire to achieve certain goals.

Teachers may feel under pressure to complete more paperwork, which lowers their motivation for their profession. Teachers have a responsibility to teach in the classroom, but they also have a duty to complete certain paperwork, particularly when it is urgent and necessary for the school's improvement. According to Bunchoowong (2015), some of the motivational factors for private sector employees are "compensation, extra bonus, social security, group accident insurance, career path progression, good working environment, friendly colleagues, and well balanced work-family life."

Moreover, work motivation may have various meanings. It most commonly refers to the theory or logic model describing why a particular factor causes particular work-related outcome. Therefore, work motivation refers to an employee's affective or cognitive state. As such it refers to the state-of-mind that drives employee's to perform their job in a certain way to achieve a desired outcome. Furthermore, motivation is used to engage employees in the work. Human behavior mostly complex; Sometimes their needs are driven by their unconscious motives some by conscious.

Job satisfaction among employees can also be significantly impacted by the culture, outlook, and caliber of work that an organization can offer. Comparisons of employee happiness within the same organization or sector can be made using research methods and similar questions or parameters, even if it may not be possible to assess. It also refers to employees' overall feelings about their jobs. It is the state of well-being and happiness of a person concerning performance in the workspace and its environment. It can be an excellent determinant of productivity within a company. Furthermore, job satisfaction is also influenced by factors such as wage satisfaction, promotion satisfaction, social contentment, level of supervision, coworker satisfaction, work itself satisfaction, status satisfaction, and environmental satisfaction. Based on discussions above, it is assumed that teacher job-satisfaction factors are determined by pay satisfaction, promotional satisfaction, social satisfaction, supervision satisfaction, co-workers satisfaction, work itself satisfaction, status satisfaction and environmental satisfaction.

A measure of prosperity and health of the economy might be job satisfaction. Positive conditions in the labor market and the economy at large are frequently reflected in people's job satisfaction. It is important to note that job satisfaction should be considered along with other economic indicators, such as GDP, unemployment rates, and wage growth, to gain a comprehensive understanding of the economic landscape. However, measuring job satisfaction can provide valuable insights into the quality of work environments and the overall prosperity of individuals and the workforce as a whole. Additionally, organizations that prioritize employee satisfaction often experience higher productivity and lower turnover rates, which can contribute positively to economic stability. Therefore, fostering a supportive work culture is not only beneficial for employees but also essential for long-term economic growth. By investing in employee well-being and creating a positive atmosphere, companies can build a more resilient workforce that adapts to challenges and drives innovation.

Objectives

The study determined the level of implementation of school-based management on work motivation and job satisfaction of elementary and secondary teachers in the Department of Education – Naga City Division.

Specifically it answered the following questions:

1. What is the level of implementation of school-based management along the following dimensions:

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- a. Leadership and Governance
- b. Curriculum and Learning
- c. Accountability and Continuous Improvement
- d. Management of Resources
2. What is the level of work motivation of teachers?
 - a. Physiological Needs
 - b. Safety
 - c. Belongingness
 - d. Self-Esteem
 - e. Self-Actualization
 - f. Intrinsic
3. What is the level of job satisfaction of teachers?
 - a. Economic
 - b. Security
 - c. Social
 - d. Psychological
 - e. Profession
4. Does the level of implementation of school-based management significantly influence the work motivation and job satisfaction of teachers?
5. What administrative plan may be proposed based on the results of the study?

Hypothesis

There is a significant influence between the level of implementation of school-based management on teachers' work motivation and job satisfaction.

METHODS

Research Design

This study used a descriptive and correlational design using surveys to determine the influence between the variables. This study was conducted at Naga City Division -North District IV for Elementary and Secondary Teachers.

Population and Sampling

The study included permanent regular elementary and secondary teachers from (4) schools within Naga North District IV. A total of 175 teachers were invited to participate in the survey, with 150 responding, resulting in a response rate of approximately 85.71%.

Instrument

The study utilized a thoroughly designed survey instrument, specifically developed to investigate the effect of work motivation and job satisfaction in school-based management of Naga North District IV. The instrument employed in this study utilizes the Likert scale format, which is designed to gather quantitative data. This format ensures that the feedback provided by participants is exact, measurable, and consistent.

The study instrument's first section asks about the respondents' demographic profile. Part II is a researcher-restructured questionnaire adapted from the Department of Education Revised School-Based Management Assessment Tool based on DepEd Order No. 83, s. 2012. This tool evaluates the four (4) SBM implementation dimensions based on the Revised SBM Manual. The survey items were scored on a 5 point Likert-rating scale on frequency of activity, ranging from 1 'strongly disagree to 5 strongly agree'.

Moreover, standardized questionnaire for work motivation and job satisfaction was selected from the Evaluation of Ronaldo A. Manalo, Belinda de Castro and Chin Uy. Work Motivation have 6 dimensions: (1)Physiological Needs, (2) Safety, (3) Belongingness, (4)Self- Esteem, (5) Self-actualization, (6) Intrinsic. Job satisfaction also have 5 dimension: (1) Economic, (2) Security, (3) Social, (4) Psychological, (5) Profession. The rating scale ranged from 5 -Highly satisfied, 4-Satisfied, 3-Neutral, 2-Unsatisfied, 1-Highly unsatisfied



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Data Collection

In gathering the data needed for this research, the researcher sought approval from the Dean of Graduate Studies at Universidad de Sta. Isabel and then asked for approval from the Office of the Schools Division Superintendent to administer the survey instruments. Upon approval, the researcher asked permission from the school heads to distribute copies of the research instruments to them and to the School Heads.

The study's data-collecting technique was carefully planned to facilitate a comprehensive, ethical, and efficient gathering of relevant information, encompassing quantitative elements. The following is a comprehensive analysis of the procedure: preparation the instrument, prepare an authorization letter in conducting a survey, distribution of questionnaires, collecting of questionnaires, encoding of data and analysis, result and feedback of the school.

After securing the data needed, the floating of questionnaire to the respondents using a random method was held. The researcher administered the instruments in the different schools.

Treatment of Data

For a clearer interpretation of data of the study, all data gathered from the modified survey questionnaires were tallied, tabulated, and subjected to data analysis which determined the level of implementation of school-based management along with leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources and the level of work motivation and job satisfaction teachers in the different public elementary and secondary schools in Naga City. Similarly, data gathered from the modified survey questionnaires were analyzed to develop numerical data that determined influence of level of implementation of school-based management on teachers' work motivation and job satisfaction.

Moreover, the researcher used the Pearson Product-Moment Correlation (Pearson R) since this is a statistical tool which measures the strength of linear association between two variables (Laerd Statistics, 2020), and the Coefficient of Determination which is used to analyze how differences in one variable can be explained by a difference in a second variable. In this case, the Pearson Product-Moment Correlation and the Coefficient of Determination measured the influence between the level of implementation of school-based management and teachers' work motivation and job satisfaction, making it the most appropriate data analysis tool used for the quantitative part of the study.

Ethical Considerations

The researcher ensured that all research protocols involving ethics in research were complied with for the protection of all people and institutions involved in the conduct of the study. The study sought their respective respondents' consent. The former includes a cover letter explaining the purpose of the study and stating that participation is voluntary.

Moreover, data gathered from this study, were confidential and for research purposes only concerning Republic Act 10173, also known as Data Privacy Act of 2012. Any information that was collected in this research was treated confidentially. Only the researcher could see and hear any personal detail that the study respondents indicated. There may be questions and statements in the modified survey questionnaires and in-depth interview that may deal personal issues and opinions, which may cause discomfort and inhibition to participate. The researcher fully respects the respondents' decision and will not take anything against them. Furthermore, there was no direct benefit from participating in this research. Results of the study's findings were used for the proposed administrative plans to improve further the school-based engagement on teachers' level of motivation and job satisfaction.



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RESULTS and DISCUSSION

Level of Implementation of School-based Management

Table 1

LEVEL OF IMPLEMENTATION OF SCHOOL-BASED MANAGEMENT

Indicators	Mean	Interpretation
Curriculum and Learning	4.40	Very High
Management and Resources	3.95	High
Leadership and Governance	3.66	High
Accountability and Continuous Improvement	3.61	High
Overall MEAN	3.90	HIGH

Legend: 1.00-1.80 Very low; 1.81-2.60 Low; 2.61-3.40 Fair; 3.41-4.20 High; 4.21-5.00 Very High

The results specified that the overall level of implementation of school-based management obtained a weighted mean score of 3.90 and interpreted as high. Among the indicators in the present study, the indicator "curriculum and learning" obtained the highest mean score of 4.40 interpreted as very high. On the contrary, the indicator "accountability and continuous improvement" obtained the lowest mean score of 3.61, yet, it is still interpreted as high.

Curriculum and learning have the highest mean of all which means the school demonstrates excellence in curriculum implementation and management, guaranteeing that pupils obtain a comprehensive and superior education. The extremely high score indicates that the curriculum is not only presented successfully but is also routinely reviewed and modified to accommodate students' needs. This indicates that the school is committed to provide a complete educational framework that supports efficient learning, which consequently enhances academic achievement and produces favorable student outcomes. Additionally, curriculum and learning signify that the school is excellent at developing and imparting learning materials that are compelling, pertinent, and consistent with educational standards.

Consequently, based on the results of the study, it can be implied that the "curriculum and learning" is not only delivered effectively but also regularly monitored and adapted to meet the needs of learners. Schools must improve its feedback collection and utilization strategies. Enhancing survey participation and creating a more structured data analysis process can result in improved decision-making and more efficient resource allocation. This entails incorporating new teaching styles, applying technology in the classrooms, and ensuring professional development opportunities for teachers to improve their instruction skills. Students are actively engaged in learning and can attain high academic standards. This implication was supported by Lorensius Amon and M. Rajib Bustami, (2021) who mentioned that emphasizing on curriculum and learning ensures students are actively engage in learning and can attain high academic standards.

On the other hand, "accountability and continuous improvement" indicates that the school often implements accountability procedures and works to improve continuously, but it also emphasizes the necessity of more thorough methods to involve every stakeholder who participate in these procedures. The school can improve its accountability systems and promote ongoing development by emphasizing on increasing community involvement, improving evaluation standards, and setting more inclusive practices into place. Overall, this score emphasizes the importance of maintaining high standards while seeking opportunities for further development to ensure sustained progress and effectiveness. However, the "accountability and continuous improvement" can be implied that schools need to strengthen their monitoring and evaluation processes to ensure that educational outcomes continue to improve. Schools should focus on developing clear performance benchmarks, enhancing stakeholder involvement in assessments, and integrating technology to streamline data collection and analysis. Without a well-functioning accountability system, schools risk inefficiencies, poor resource allocation, and ineffective educational strategies. To address this, schools should promote greater transparency, establish structured feedback mechanisms, and ensure that assessment results are used for decision-making. This implication is substantiated by (Bruno, Filmer, & Patrinos (2011) who mentioned schools that establish strong accountability measures experience better student performance, improved governance, and more efficient resource management.



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Level of Teachers' Work Motivation

Table 2 indicates the distribution of the mean scores across the four dimensions of school-based management: leadership and governance, curriculum and learning, accountability and continuous improvement and management of resources.

The results specified that the overall level of work motivation of teachers was rated high with an average weighted mean of 3.79. Self-actualization obtained the highest mean score of 4.08 which interpreted as high. On the contrary, the Physiological Needs obtained the lowest mean score of 3.38 which interpreted as fair.

Table 2
LEVEL WORK MOTIVATION OF TEACHERS

Aspects	Mean	Interpretation
Self-actualization	4.08	High
Self-Esteem	4.01	High
Intrinsic	4.0	High
Safety	3.74	High
Belongingness	3.52	High
Physiological Needs	3.38	Fair
Overall MEAN	3.79	HIGH

Legend: 1.00-1.80 Very low; 1.81-2.60 Low; 2.61-3.40 Fair; 3.41-4.20 High; 4.21-5.00 Very High

Teachers are highly motivated by opportunities for personal improvement and fulfillment, as indicated by the high mean score for "self-actualization". It means that teachers feel most engaged and satisfied when they can take on leadership roles, mentor colleagues, represent their school, and contribute to school decision-making. It can be implied that schools have been effective in offering leadership and professional development to teachers. When teachers are provided with substantive duties outside of classroom instruction, they become more likely to remain active, creative, and dedicated to their profession. Nevertheless, although self-actualization is the major stimulator of motivation, it should be complemented by other supporting factors like job security, economic well-being, and a positive work environment. The schools must keep spending on professional growth programs, mentoring, and leadership opportunities in order to maintain teacher enthusiasm at this level.

Based on the result of the study, it can be implied that teachers' psychological and basic needs are well satisfied, allowing them enough to focus on more complex needs like personal development and fulfillment. This aligns with Maslow's Hierarchy of Needs theory, where self-actualization represents the highest level of human motivation, involving the realization of personal potential and self-fulfillment. Providing teachers with opportunities to achieve their full potential is highly valued and contributes significantly to their overall motivation, enhancing job satisfaction and commitment.

This is consistent with Maslow's theory that self-actualization entails pursuing personal development and peak experiences, as well as achieving self-fulfillment and personal potential (McLeod, 2024). In addition, teachers will probably feel more satisfied and motivated to their jobs as a result, which will enhance their performance and the success of the school as a whole. However, in terms of physiological needs it indicates that teachers are driven by their basic needs being fulfilled but possibly to a slightly less extent. This can be implied that there is room for development even though the school is working to meet the basic needs of the educators. Teachers can feel more safe and be more focused on their work if their physiological needs are better addressed.

On the contrary, the "physiological needs" are the most basic level of the hierarchy. Teachers might feel that their fundamental needs are not completely fulfilled, which can affect their overall motivation and potential to focus on higher-level needs. According to Maslow, unless physiological needs are met in adequate measure, individuals will be largely motivated towards fulfilling these needs before they can focus on other parts of work and personal development. It can be implied that the school should prioritize enhancing support for teachers' physiological needs to ensure they feel secure and focused on their work. For instance, enhancing compensation can help ensure that teachers feel more valued and motivated, leading to better performance and overall school success in the field of education.

Therefore, improving working conditions and salary can also lead to higher retention rates and boost motivation, creating a more positive and supportive educational environment. This implication was substantiated by



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Herzberg et al. (1959) who mentioned that low salary and lack of financial incentives are among the top reasons for teacher dissatisfaction and attrition.

Level of Teachers’ Job Satisfaction

Table 3 presents the distribution of the mean scores across the five job satisfaction aspects: a.economic, b. security, c. social, d. psychological, and e. profession.

The results specified that the overall level of job satisfaction of teachers were rated high with an average weighted mean of 3.74. The indicator profession obtained the highest mean score of 4.11 and interpreted as high. On the contrary, the indicator economic obtained lowest mean of 3.27 and interpreted as fair.

Table 3
LEVEL OF JOB SATISFACTION OF TEACHERS

Indicators	Mean	Interpretation
Profession	4.11	High
Social	4.0	High
Psychological	3.68	High
Security	3.62	High
Economic	3.27	Fair
Overall MEAN	3.74	HIGH

Legend: 1.00-1.80 Very low; 1.81-2.60 Low; 2.61-3.40 Fair; 3.41-4.20 High; 4.21-5.00 VeryHigh

Teachers appear to be rather content with their “professional” tasks and responsibilities. This suggests that educators are content with their everyday responsibilities, chances for professional development, and the respect and acknowledgment they get in their industry. Given their high degree of job satisfaction, instructors are probably more driven and dedicated to their work, which will enhance their instruction and increase student outcomes. High levels of work satisfaction can also lower turnover rates, guaranteeing educational continuity and fostering a supportive school climate.

Based on the study, it can be implied that teachers have a high level of professional fulfillment, which is essential to their general job satisfaction. Teachers who are satisfied in their jobs feel more committed and like they belong, which increases their motivation and engagement. It also implies that schools will probably gain by having a more committed and proactive faculty, where educators are eager to share their knowledge and work toward shared objectives. This cooperative setting can improve the school's capacity to carry out and maintain a range of programs, which will ultimately benefit the whole educational community. This inference was linked to Skaakvik (2015) which he mentioned that teachers' high satisfaction with their profession is influenced by the positive aspects of their professional roles and the supportive relationships they have with colleagues.

Conversely, the “economic” indicator shows that teachers' economic satisfaction should be improved. Even while it is still considered fair, addressing financial issues like pay, benefits, and stability could improve job satisfaction even more. Regular feedback and efficient communication can yield insightful information for ongoing development, assisting schools in modifying their approaches and improving results.

Hence, based on the results of the study, it can be implied that teachers are less satisfied with the economic part of their work than with other aspects like their professional roles, social, psychological satisfaction, and job security. This lower economic satisfaction indicates that teachers might perceive their salaries, benefits, and overall financial reward as insufficient, causing financial pressure and possible dissatisfaction on their job. This can influence teachers’ morale and motivation since financial issues may be a source of tension and distraction. Economic discontent can lead to increase dissatisfaction on their job.

In addition, limited budgets could affect teachers’ capacity to continue professional development, impacting their growth and performance in the long run. Resolving these economic issues through reviewing and revising salary scales, providing full benefits packages, and granting financial assistance for further education can improve overall job satisfaction, resulting in a more stable and motivated teaching force.



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Influence of Level of Implementation of School-Based Management on Work Motivation of Teachers

Table 4 presented the r-value and percentage of influence of the implementation of school-based management with the physiological needs, safety, belongingness, self-Esteem, self-Actualization and intrinsic.

The results indicated that the percentage of influence along physiological needs was 21.63 %. This implies that the level of physiological needs has a significant influence on teachers work motivation. Thus, this can mean that physiological needs such as salary, fringe benefits, personal/professional growth and the learning resources and facilities of teachers was a critical factor that indicates the implementation of school-based management significantly influences teachers' work motivations along physiological needs.

Table 4

Influence of Level of Implementation of School-Based Management on Work Motivation of Teachers

(Independent Variable)	Pearson's r	Percentage of Influence	Statistical Significance
Work Motivation			
Physiological Needs	0.4651	21.63	Significant
Safety	0.0761	0.58	Not Significant
Belongingness	0.6948	48.27	Significant
Self-Esteem	0.5145	26.47	Significant
Self-Actualization	0.0261	0.07	Not Significant
Intrinsic	0.0374	0.14	Not Significant

Legend: r² - coefficient of determination
r - coefficient of correlation

This significant influence implies that when school-based management is effectively implemented, it positively impacts teachers' basic needs such as adequate working conditions, reasonable workload, and sufficient breaks. The study of Olafsen (2017) shown that meeting these basic needs is crucial for maintaining teachers' health and well-being, which in turn enhances their motivation and job performance.

Additionally, results on Table 4 also presented that the percentage of influence along safety was 0.58 %. This implies that the level of safety has not significantly influence on teachers work motivation. Therefore, it can be implied that the safety such as the safety of the working environment, Security of tenure, school risk management program and physical work environment was a critical factor that indicates the implementation of school-based management has not significantly influence the teachers' motivation.

This repercussion is parallel to the study of Scott (2016), which school-based management has little effect on safety demands. Instead, safety of teachers' work motivation is more driven by outside factors including workplace policies and employment security. According to the study, although safety habits are crucial, internal management techniques are frequently not the driving force behind them; rather, it is the larger organizational and economic circumstances.

Similarly, results on table 4 indicated the percentage of influence along belongingness was 48.27 %. This means that effective school-based management greatly enhances teachers' feelings of inclusion and value within their school community. This implies that the level of belongingness has significant influence on teachers' work motivation. Hence, this can mean that belongingness such as relationship with co-teachers, relationship with administrators, relationship with students, relationship with parents and leadership and supervision was critical factor that indicates the implementation of school-based management significantly influences teachers' work motivation.

This current finding reinforces the viewpoint of Carr et al. (2019) which states that a sense of belonging at work leads to better job performance. It also emphasizes that feeling included and valued within the workplace significantly enhances employee engagement and work motivation.

Furthermore, results on Table 4 also reflected that the percentage of influence along self-esteem was 26.47 %. This means that self-esteem influence the teacher wor motivation. Therefore, it can be interpreted that self-esteem has a significant influence on teachers work motivation. This implication was associated with the study of Armstrong (2015) which mentioned that workplace motivation and job satisfaction are closely linked to self-esteem. The research indicates that supportive management practices that boost self-esteem can lead to higher job



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satisfaction and better performance. This indicates that school-based management positively influences teachers' self-esteem, making them feel more confident and valued in their roles. As a result, boosting teachers' self-esteem through supportive management practices can create a more motivated and effective teaching workforce.

Moreover, results on Table 4 also presented that the percentage of influence along self-actualization was 0.07 %. This implies that the level of self-actualization has not significantly influence on teachers work motivation. This suggests that the implementation of school-based management has little to no impact on teachers' self-actualization needs. Therefore, it can be implied that the self-actualization such as representing the school in important activities, given an opportunity to share expertise and mentor other teachers, involvement in the decision making and an opportunity of lead committee works was a critical factor that indicates the implementation of school-based management that has not significantly influence the teachers' motivation.

The low influence between school-based management and self-actualization is consistent with findings from Schoofs, Maunz, and Glaser (2023), who found that self-actualization at work is more influenced by personal goals, intrinsic motivation, and opportunities for professional development. The study suggests that while management practices can support self-actualization, it is primarily driven by individual aspirations and growth opportunities.

Furthermore, results on Table 4 also presented the percentage of influence along intrinsic was 0.07 %. It indicates that school-based management has minimal impact on teachers' motivation and personal interest in their job. This suggests that intrinsic motivation is driven more by factors such as the feeling of appreciated, enjoying the sense of challenge, enjoyment at work and the like was a critical factor that indicates the implementation of school-based management that has not significantly influence the teachers' motivation. As a result, schools should focus on creating an environment that fosters these elements to enhance motivation.

To conclude, the present study revealed that the registered values of r and percentage of influence for the implementation of school-based management on work motivation. Based on the results revealed in the study, the six indicators of work motivation differ in their respective influence to school-based management implementation. It also showed that school-based management have different levels impact on various dimensions of teachers' work motivation.

In particular, it has significant influence on physiological needs, belongingness, and self-esteem, while it has no significant influence towards safety, self-actualization, and intrinsic motivation. Referring these observations to Maslow's Hierarchy of Needs theory, we find that school-based management is indeed addressing the lower and middle portions of the hierarchy well, such as physiological needs (survival needs), belongingness (social needs), and self-esteem (esteem needs). However, it falls short in significantly impacting the higher levels of the hierarchy, such as self-actualization and intrinsic motivation, which are more complex and driven by personal goals and internal satisfaction. This suggests that while school-based management can create a supportive environment that meets basic and social needs, as a result, additional strategies are needed to foster higher-level needs and intrinsic motivation among teachers.

Table 5
Influence of Implementation of School-Based Management on Job Satisfaction of Teachers

(Independent Variable)	Pearson's r	Percentage of Influence	Statistical Significance
Job Satisfaction			
Economic	0.1538	2.36	Not Significant
Security	0.0183	0.03	Not Significant
Social	0.4294	18.44	Significant
Psychological	0.3769	14.20	Significant
Profession	0.0095	0.009	Not Significant

Legend: r² - coefficient of determination
r - coefficient of correlation

To find out whether a significant influence exists between the implementation of school-based management and job satisfaction along economic, security, social, psychological, and professional aspects, Pearson Product-Moment Correlation (Pearson r) and the Percentage of Influence were carried out as shown in Table 20. Table 20



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

presented the r-value and percentage of influence of the implementation of school-based management on these job satisfaction indicators.

The results indicated that the percentage of influence along economic satisfaction was 2.36%. This implies that the level of economic satisfaction has a weak and non-significant influence on teachers' job satisfaction. Thus, economic factors such as adequacy of pay to meet food and clothing needs, saving some money for housing and adequacy of comfortable working conditions are minimally influence by the implementation of school-based management. This suggests that economic satisfaction is more influenced by external economic conditions and policies rather than internal management practices. A meta-analysis by Judge et al. (2010) found that while pay is an important factor in job satisfaction, its influence is often overshadowed by other factors such as job security and work environment

Additionally, results in Table 5 also presented that the percentage of influence along security was 0.03%. This implies that the level of job security has a very weak and non-significant influence on teachers' job satisfaction. Therefore, it can be implied that factors such as job security, adequacy of pay increments, adequacy of safe working conditions, and adequacy of medical, retirement and insurance facilities are minimally influence by the implementation of school-based management. This repercussion is parallel to the study by Hur (2019), The study found that job security is more significantly influenced by broader organizational policies and external economic factors rather than internal management practices.

Similarly, results in Table 5 indicated that the percentage of influence along social satisfaction was 18.44%. This means that effective school-based management significantly enhances teachers' social satisfaction, including relationships with colleagues, students, and the school community. This implies that the level of social satisfaction has a significant influence on teachers' job satisfaction. Hence, factors such as opportunity to have friends and social interactions, manager friendliness are critical in indicating that the implementation of school-based management significantly influences teachers' job satisfaction. This current finding reinforces the viewpoint of Carr et al. (2019), which states that a sense of belonging at work leads to better job performance. It also emphasizes that feeling included and valued within the workplace significantly enhances employee engagement and job satisfaction.

Furthermore, results in Table 5 also reflected that the percentage of influence along psychological satisfaction was 14.20%. This means that psychological satisfaction significantly influences teachers' job satisfaction. Therefore, it can be interpreted that psychological well-being has a significant influence on teachers' job satisfaction. This implication is associated with the study by Olafsen, Deci, and Halvari (2017), which mentioned that the satisfaction of basic psychological needs, such as autonomy, competence, and relatedness, is crucial for work motivation and well-being The research indicates that supportive management practices that enhance psychological health can lead to higher job satisfaction and better performance. This indicates that school-based management positively influences teachers' psychological satisfaction, reducing stress and improving overall mental health.

Moreover, results in Table 5 also presented that the percentage of influence along professional satisfaction was 0.009%. This implies that the level of professional satisfaction has a very weak and non-significant influence on teachers' job satisfaction. This suggests that the implementation of school-based management has little to no impact on teachers' professional satisfaction. The low influence between school-based management and professional satisfaction is consistent with findings from Schoofs, Maunz, and Glaser (2023), who found that professional satisfaction at work is more influenced by personal goals and intrinsic motivation. The study suggests that while management practices can support professional satisfaction, it is primarily driven by individual aspirations and growth opportunities.

Conclusions and Recommendations

To conclude, the present study revealed the registered values of r and the percentage of influence for the implementation of school-based management on job satisfaction. Based on the results revealed in the study, the five indicators of job satisfaction differ in their respective influence on school-based management implementation. It also shows that school-based management has different levels of impact on various dimensions of teachers' job satisfaction. In particular, it has a significant influence on social and psychological satisfaction, while it has no significant influence on economic satisfaction, job security, and professional satisfaction. Referring these observations to Maslow's Hierarchy of Needs theory, we find that school-based management is indeed addressing the social and psychological portions of the hierarchy well. However, it falls short in significantly impacting the economic and security needs, which are more influenced by external factors.



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P - ISSN 2984-7842
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The findings of the present study indicated the need for the Department of Education – Naga City Division to actively support and enhance the level of implementation of school-based management (SBM) to improve teachers' work motivation and job satisfaction. Specifically, efforts should be directed towards strategies that foster teachers' physiological, belongingness, and self-esteem needs, as these areas show significant influence with SBM implementation. This could include providing more resources for classroom management, creating a more inclusive and supportive school environment, and recognizing and celebrating teachers' achievements. This suggests that while school-based management can enhance certain aspects of job satisfaction, additional strategies are needed to address economic and security concerns comprehensively.

Additionally, school leaders should focus on building strong, collaborative relationships with teachers and offering professional development opportunities that promote a positive and supportive work culture to improve social and psychological job satisfaction.

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