

Motivational Factors and Level of Satisfaction in the Implementation of School-Based Management and its Effect to Teachers' Performance

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Abstract—This study intended to investigate the motivational factors and their relationship to teachers' job performance as well as the actual satisfaction of the stakeholders in the implementation of school-based management influence teachers' performance. Specifically, it sought to answer the extent that the teachers are motivated by the motivational factors in terms of the existence needs, relatedness needs and growth needs. The study also aimed to gather data from the teachers' latest RPMS rating as basis for the teachers' performance and the level of satisfaction of the teachers in the implementation of School- Based Management of the school in terms of Leadership and Governance, Curriculum and Instruction, Accountability and Continuous Improvement and Management of Resources and to examine the significant relationship between the motivational factors and level of satisfaction in the implementation of SBM and the teachers' performance. A convenience research design was utilized, involving 250 public elementary school teachers. The researchers adopted a questionnaire that underwent validity and reliability testing. Data were analyzed using descriptive statistics such as mean, standard deviation, and Pearson r. The study concluded the higher is teachers' motivation and positive governance, the better is their performance.

Index Terms— SBM, Motivational factors.

1. Introduction

In the past decade, much research has focused on the implementation of school-based management (SBM) as means to improve educational outcomes and increase teacher autonomy. However, it remains unclear why SBM initiatives often fail to achieve their intended goals, despite their widespread adoption. While some studies have explored the impact of SBM on teacher morale and job satisfaction, others have examined the relationship between SBM and student achievement. However, there is a dearth of research on the motivational factors that influence teachers' perceptions of SBM and its impact on their performance.

School-based management (SBM) seeks to improve education quality by transferring decision-making authority from district offices to specific schools in an appropriate manner. By allocating accountability for decisions on the budget, staff (teaching and non-teaching), and curriculum, it

gives principals, teachers, students, and stakeholders the most authority over the educational process.

Setting and recognizing goals and the benefits of gratifying wants are powerful motivators that encourage the release of energy. Job performance is mostly dependent on motivation. The attitude that employees bring to their work will depend on the incentive strategies used by school administrators. Today's educational system frequently faces the challenge of inspiring teachers to meet the organization's performance standards. The issue of motivation is not a relatively new one. Despite its significance, the government has not fully focused on helping teachers feel inspired and content in their work, as seen by the numerous public demonstrations organized by the teachers' union.

The Philippine Department of Education (2020) has sounded the alarm about a decline in education quality, citing a lack of resources and inadequate teacher training as key factors. The report highlights the need for improvement in these areas to address the decline, which is a pressing concern for the country's education system. Furthermore, research by Hernandez et al. (2020) has shown that teachers' motivation and job satisfaction play a significant role in improving student achievement, with motivated and satisfied teachers more likely to engage with students, provide effective instruction, and promote a positive learning environment. This, in turn, can lead to improved student outcomes, such as higher grades, better attendance, and increased academic engagement.

The World Economic Forum (2022) has also emphasized the importance of teacher quality in determining the success of education systems worldwide. According to the report, teacher quality is a critical factor in determining student outcomes, as high-quality teachers can have a significant impact on student learning and achievement. However, many countries face challenges in recruiting and retaining high-quality teachers, which can lead to a decline in education quality. The report emphasizes the need for education systems to prioritize teacher development, training, and support to ensure that teachers have the skills and resources they need to succeed. The decline in education quality in the Philippines is a pressing concern that

requires attention to issues such as lack of resources and inadequate teacher training. Moreover, research highlights the importance of teachers' motivation and job satisfaction in improving student achievement. Finally, the World Economic Forum's report underscores the critical role that teacher quality plays in determining the success of education systems worldwide.

Governments everywhere are fighting for improved education through a range of tactics. However, in order to get a better or higher quality result, its quantity must also be taken into account. According to this theory, educational institutions with more than 50 students in each room need to allocate multiple teachers. Unfortunately, this kind of idealism is the root of all issues since it requires financial investment. However, Laranang (2022) pleaded in a study that good school administration greatly enhances leadership, pedagogical abilities, relationships with stakeholders, and quality instruction.

In light of this, school performance is highly influenced by the four predictors of school-based management, particularly in national achievement assessments (Linao & Gosadan, 2019). Furthermore, Rohma et al. (2020) lend credence to the notion that teachers' performance is impacted by school-based management. Additionally, a recent study by Anif (2023) revealed that community and school members participated in participatory decision-making during the implementation of school-based management. However, principals or school heads still have the authority to decide what the schools' long-term priorities are under school-based management (Lee & Chiu, 2017).

One cannot overstate the importance of instructors in the educational process. The single most crucial element in school is the instructor. Her or his extensive impact as an unquestionable force for positive social development. Over time, educators continue to voice grievances regarding their position, income, and well-being, which has a detrimental effect on the standard of instruction. Effective teaching is essential to students' learning, therefore identifying the elements that support teachers' motivational growth is crucial to helping them perform at their highest level.

It is undeniable that a teacher devotes one-third of his or her daily existence to teaching. He must therefore be driven and content with his work. Robbins (2012) asserts that driven individuals put in a lot of effort, which usually results in good work performance. In order for teachers to be effective in their work, motivation is essential. They will feel successful if you instill a drive in them and assist them in reaching the goal. Guay et al. (2010) claim that one of the key elements influencing behavior in humans is motivation. It is the quality that motivates someone to act or not act.

It takes motivated teachers to both thrive in the ever-evolving educational system and contribute to its advancement in this ever-changing world. Therefore, the researcher—who are teachers—are challenged to learn more about the variables other than pay that will raise teachers' motivation to do their jobs well.

The researcher took interest to undertake this study to find

the answer why after all these years, with so many reform programs embarked in the field, Philippine education is still in crises. People who are motivated and satisfied with their jobs tend to become dedicated and productive workers. The responsibility of carrying out the plans and achieving the desired goals of quality education in the implementation of SBM lies on the teachers who teach effectively. A teacher who has so much interest, enthusiasm, and satisfaction with his work becomes contributive to the attainment of the goals of the school-based management.

Furthermore, even with the dedication of many education sectors, the system is still being shown by easily understandable methods of SBM, particularly in developing nations. International test findings have made this occurrence more visible. Thus, it was the unquestionably subpar conditions that had a significant impact on the pupils' learning. Moreover, research indicates that inadequate facilities lower educational quality (Camacho & Farrales, 2018). The aforementioned notion is also in line with the theories of Ogunode et al. (2022), who noted issues and various difficulties in implementing school-based management in their basic schools. However, Yulfizar and Zulganef's study of the literature from 2023 revealed that earlier studies on school-based management had shown favorable settings for a number of school-related factors, including academic performance, attendance, and school management. The researcher created this study to assess the motivational factors and the level of satisfaction in the implementation of School-Based Management and its' effect to teachers' performance. Constantly improving the school's services is another aspect of its aim. Owing to this dynamic process of modernizing and upskilling the school's services, the researcher started assessing stakeholders' satisfaction levels with the school-based management of the institution and making sure there was still space for growth and development particularly if it seeks also unto the teachers' motivation. This study intended to answer the following research questions in order to shed light on the motivational factors and their relationship to teachers' job performance as well as the actual satisfaction of the stakeholders in the implementation of school-based management influence teachers' performance.

1. What are the teachers' latest RPMS rating as basis for the teachers' performance?
2. To what extent the teachers are motivated by the motivational factors in terms of the following:
 - 1.1 Existence Needs;
 - 1.2 Relatedness Needs
 - 1.3 Growth Needs
3. What is the level of satisfaction of the teachers in the implementation of School-Based Management in terms of the following:
 - 3.1 Leadership and Governance
 - 3.2 Curriculum and Instruction
 - 3.3 Accountability and Continuous Improvement
 - 3.4 Management of Resources
4. Is there a significant relationship between the motivational factors and the implementation of SBM?
5. Is there a significant effect between the motivational

factors and teachers' performance?

6. Is there a significant effect between the level of satisfaction in the implementation of SBM and teachers' performance?

The study's findings ultimately helped the following parties: first and foremost, the stakeholders whose children attended the school. The heads of the schools would come next, as they are still capable of using and developing their leadership strategies. Next, the teachers go to the places where they can contribute most to the learning environment of the students. Ultimately, the pupils acquire information and other essential experiences that are necessary for the sustainable life.

The schema in figure 1 presents the relationship between variables in the study. The independent variables were the motivational factors in terms of existence needs, relatedness needs and growth needs and the school-based management in terms of leadership and governance, curriculum and instruction, accountability and continuous improvement, management of resources. The dependent variable was the teachers' job performance.

2. Literature Review

School-based management (SBM) is a popular educational reform initiative that has been implemented in many schools in the Philippines. The goal of SBM is to empower teachers and school leaders to take ownership of school decision-making and to improve student learning outcomes. However, despite its widespread adoption, many studies have shown that SBM initiatives often fail to achieve their intended goals. This literature review aims to explore the motivational factors and teachers' perception of the implementation of SBM in the Philippines.

Previous studies in the Philippines have suggested that teachers' motivation and job satisfaction are influenced by factors such as school culture, leadership, and professional development opportunities. For instance, a study by Rodriguez et al. (2019) found that teachers' perception of autonomy and self-efficacy was positively correlated with their job satisfaction in schools that had implemented SBM. Similarly, a study by Ariesa et al. (2019) found that teachers' motivation was influenced by their perception of school culture and leadership style in schools that had implemented SBM.

1) Motivational Factors

Studies have identified motivational factors that influence teachers' performance and job satisfaction in Philippine schools. For instance, Rodriguez et al. (2019) found that teachers' autonomy and self-efficacy were positively correlated with their job satisfaction. Similarly, Ariesa et al. (2019) found that teachers' motivation was influenced by their perception of school culture and leadership style.

Abello et al. (2019) found that teacher motivation was influenced by their sense of belonging and connection to their school community. Additionally, Santos et al. (2020) found that teachers' motivation was influenced by their perception of autonomy, self-efficacy, and feedback from their supervisors. Maslow's (1968) theory of human motivation suggests that existence needs, such as basic physiological needs, safety, and

security, are the foundation of human motivation. Research by Lee et al. (2022) found that teachers' existence needs, particularly their need for job security and financial stability, were significantly correlated with their job satisfaction and motivation. Abello et al. (2021) found that teachers' sense of belonging and connection to their school community was a critical factor in meeting their existence needs, leading to increased job satisfaction and motivation.

Relatedness needs, which include the need for love, belonging, and social connection, are also important for teacher motivation. Research by Santos et al. (2020) found that teachers' perception of social support from their colleagues and supervisors was positively correlated with their job satisfaction and motivation. Wang et al. (2022) found that teachers' need for recognition and praise from their students and colleagues was a significant predictor of their job satisfaction and motivation.

Growth needs, which include the need for personal growth, self-actualization, and self-improvement, are also critical for teacher motivation. Research by Kim et al. (2022) found that teachers' perceptions of autonomy, self-efficacy, and feedback from their supervisors were positively correlated with their job satisfaction and motivation. Zhang et al. (2023) found that teachers' participation in professional development opportunities and collaboration with colleagues was a significant predictor of their growth needs and motivation.

2) School-Based Management

Studies have also explored teachers' perception of SBM implementation in Philippine schools. According to Bautista et al. (2019), teachers perceived SBM as a positive initiative that increased their autonomy and decision-making power. However, they also reported that SBM implementation was often hindered by lack of resources and support from school administrators (Bautista et al., 2019). De Guzman et al. (2020) found that teachers perceived SBM as a way to improve student learning outcomes, but they also reported that SBM implementation was often slow and ineffective due to lack of clear guidelines and support from school administrators (De Guzman et al., 2020). These findings suggest that while teachers generally support SBM, they also face challenges in implementing it effectively, particularly when it comes to resource allocation and administrative support.

School-Based Management (SBM) is a decentralized decision-making approach that involves teachers, parents, and community members in school governance and management. Research suggests that SBM has the potential to improve student learning outcomes, particularly in reading and mathematics, as well as increase teacher motivation, job satisfaction, and commitment to the school (Sanches et al., 2023; Rodriguez et al., 2022). However, implementation of SBM can be challenging due to lack of clear guidelines, inadequate support from school administrators, and resource constraints (De Guzman et al., 2020). Effective SBM requires strong leadership, teacher autonomy, and involvement in decision-making processes (Kim et al., 2023; Zhang et al., 2023). School leaders play a critical role in determining the effectiveness of SBM, with leaders who are more supportive and involved in the decision-making process having better

outcomes (Kim et al., 2023). Additionally, teacher autonomy, teacher involvement, and school culture are important factors in determining the effectiveness of SBM (Zhang et al., 2023). Overall, the literature suggests that SBM has the potential to improve student learning outcomes and teacher motivation, but its implementation is often challenged by various factors.

The literature on school-based management, which was cited from the case study of Lindberg and Vanyushyn (2013), indicates that there are various schools of thought on this subject. For the first school, school-based administration is a useful and constructive instrument for school advancement. The other asserts that its influence on school progress has been negligible. The most crucial element in guaranteeing a fruitful partnership between school-based management and academic advancement is the head of school's leadership position. For school-based management to be successful, it is therefore an essential element. This study attempts to conceptualize the school principal's crucial leadership role in assuring school progress through efficient school-based administration in Sweden. It is based on a qualitative case study conducted among various different secondary schools in that nation.

3) Teachers' Performance

Motivational factors that influence teachers' performance and job satisfaction in Philippine schools, including existence needs, relatedness needs and growth needs and level of satisfaction of school culture and leadership style. It has also highlighted the importance of teachers' perception of SBM implementation in shaping their performance and job satisfaction.

Research on teachers' performance has shown that various factors contribute to their effectiveness. A study by Rodriguez et al. (2022) found that teacher autonomy, which allows teachers to make decisions about their own teaching practices, was positively correlated with teacher performance. Another study by Lee et al. (2023) found that teacher collaboration and communication with colleagues were also important factors in determining teacher performance. In terms of teacher evaluation, research by Kim et al. (2024) found that teacher self-evaluation and peer evaluation were more effective in improving teacher performance than principal evaluation. Additionally, a study by Zhang et al. (2023) found that teacher training and development programs were critical in enhancing teacher performance. Furthermore, research by De Guzman et al. (2021) highlighted the importance of school leadership in supporting teacher performance, as they found that teachers who reported having supportive school leaders were more likely to experience job satisfaction and engagement.

3. Methods

This study utilized the descriptive-correlational survey of research in the sense that it attempted to determine the motivational factors and their relationship to teachers' job performance as well as to determine the stakeholders' level of satisfaction. Since the study intends to describe stakeholders' satisfaction level with school-based management and compare the scores or responses of the respondents, the correlational method of research was also utilized in as much as data obtained

from the descriptive research were correlated to determine relationship. The findings determined the factors that motivated teachers for peak performance.

The respondents of this study were the two hundred fifty (250) teachers (stakeholders) of the two (2) districts. However, out of 250 printed questionnaires distributed to identified schools, only two hundred seven (207) set of questionnaires were returned. The researcher employed a technique known as purposive sampling. This sampling technique's goal is to focus on specific population characteristics that are of interest. Thomas (2022) also proposed the same context as using such a technique wherein a certain characteristic determines the qualification of the respondents in the case of the current study, the teachers.

The first part of the questionnaire in this study, the proponents adopted a survey questionnaire of Sala (2020) to determine the extent to which the motivational factors influence teachers' performance. The questionnaire was undergone into test-retest method in which it was subjected for validation through a panel of experts who are knowledgeable along this line. As to the reliability of the author's questionnaire, a dry-run was conducted in an adjacent district and results of which were not included in the final study. A test-retest approach was utilized in the dry-run with a gap of two or three weeks between the initial and second administration to ensure its coefficient stability. A correlation coefficient was run to the data obtained in the dry-run. The research instrument of Sala (2020) has two parts. Part I deals with the profile of the respondents in terms of sex, age, educational qualification, teaching experience and plantilla position. The performance of the teachers was based on the Results-Based Performance Management System (RPMS). Part II deals with the different motivational factors that can influence teachers' performance.

As of this study, the researcher used only the part of the questionnaire where the performance of the teachers was based on the Results-Based Performance Management System (RPMS) and the Part II that dealt with the different motivational factors that can influence teachers' performance.

The third part of the questionnaire in this study, the proponents adopted the questionnaire developed by Asio, et.al (2023) to determine the stakeholders' satisfaction with school-based management. In the development of the survey, the authors first searched for relevant literature that focused on school-based management programs. At the same time, the survey of Asio et. al (2023) also incorporated documents like memorandums, circulars, and policies from the Department of Education about the school-based management process. The information paved the way for determining the appropriate content for the survey tool. The composition of the survey questionnaire includes a basic profile characteristic and then the school-based management components. The school-based management component includes the following variables: curriculum and instruction, accountability and continuous improvement, management and resources, and leadership and governance. Asio et. al (2023) submitted the questionnaire to a panel of experts for face validity to verify its validity. They include a Master Teacher, a Head Teacher, a School Principal,

and an Education Program Specialist. As for the veracity of the items, the questionnaire underwent a Cronbach alpha analysis and yielded an overall coefficient of 0.958, which is highly reliable. According to Taber (2018) and Bujang et al. (2018), Cronbach's Alpha is a statistical tool for the verification of constructed tests or scales whether they fit the purpose or not. Questionnaire development and questionnaire validation studies require such tests in order to verify their reliability. Furthermore, a value of around 0.70 or greater is desirable, which the current study displayed even better. The researcher of this study utilized Asio et. al (2023) survey questionnaire focusing on the part where to determine the stakeholders' satisfaction with school-based management.

In order to attain the research objectives, the gathered data underwent statistical analysis with the help of SPSS 23. The data analyst subjected the collected data to statistical treatment such as Mean, Frequency, and Pearson r. Mean and Frequency were the statistical treatment of choice for the profile and level of satisfaction. The researcher also employed a 5-point Likert scale to determine the satisfaction level of the stakeholders.

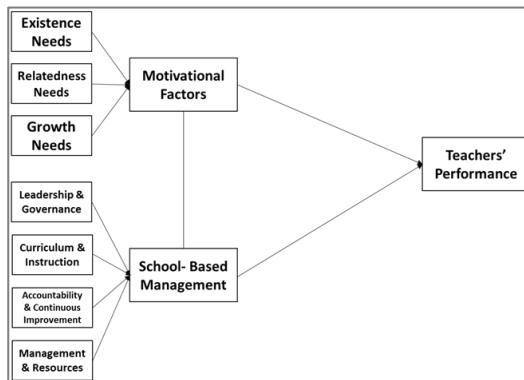


Fig. 1. Schematic diagram of the study

4. Results and Discussion

The following tables presented the results of the study. It includes the extent the teachers are motivated by the motivational factors in terms of the following: Existence Needs; Relatedness Needs; & Growth Needs. It also shows the table showing the profile of teachers based on the Results- Based Performance Management System (RPMS). It also considered the result for the stakeholders' level of satisfaction in the implementation of the School- Based Management in terms of the following: Leadership and Governance; Curriculum and Instruction; Accountability and Continuous Improvement; & Management of Resources. Finally, the last two tables presented the test of relationship for the respondent's satisfaction level in the implementation of School- Based Management and Teachers' Job Performance as well the Motivational Factors on the teachers' performance.

Table 1 shows the performance profile of teachers based on the Results-Based Performance Management System (RPMS). The new rating for teachers is a 5-point scale with their corresponding verbal equivalents. From the data presented, it is worthy to note that almost all, comprising of one hundred seventy-nine (179) or 86.47 percent were assessed to be "Very

Satisfactory" in their job performance based on the revised criteria. Twenty-three (23) or 11.11 percent obtained an "Outstanding" rating; and five (5) or 2.42 percent was rated to be "Satisfactory."

Table 1
Performance profile of teachers based on the Results- Based Performance Management System (RPMS)

Performance (RPMS)	Frequency	Percentage
O (4.50 – 5.00)	23	11.11
VS (3.50 – 4.49)	179	86.47
S (2.50 – 3.49)	5	2.42
Total	207	100.00

Table 2
Extent of the teachers are motivated by the motivational factors in terms of the existence needs

Indicators	WX	VD
Salary/Pay	4.15	HM
Fringe Benefits	3.07	MM
Health Care Benefits	3.98	HM
Durable House with Amenities	3.03	MM
Strong Family Relationship	4.49	VHM
Safe Working Environment	4.45	VHM
Happy and Contented Life	4.46	VHM
High Social Standing/Status	3.47	MM
Convenient Lifestyle	3.78	HM
Job Security	4.47	VHM
Average WX	3.94	HM

Shown in Table 2 is the extent of the Teachers are motivated by the Motivational Factors in terms of the Existence Needs. Data revealed that of the 207 teachers, they claimed to be "Very Highly Motivated" by the following factors, sequenced according to the degree of their magnitude: "strong family relationship" leads, receiving the highest WX of 4.49; followed by "job security" having the WX of 4.47, "happy and contented life" and having the WX of 4.46; and the last is a "working environment" with a WX of 4.45.

Motivational factors in terms of "salary pay", "health care benefits" and "convenient lifestyle" were disclosed by teachers that they are "Highly Motivated" as indicated in the WX of 4.15, 3.98, and 3.78, respectively. Teachers declared that they are "Moderately Motivated" on "High Social Standing or Status" having a WX of 3.47, and "Fringe Benefits", receiving a WX of 3.07 and a "Durable House with Amenities" having a WX of 3.03. Synthesizing the results, teachers revealed to be "Highly Motivated" on factors relative to "Existence Needs" as indicated in the high average WX of 3.94.

The current investigation's findings supported Robbins' (2012) claim that short-lived but potent external motivators like pay and perks have a significant impact on workers' motivation. Robbins claims that since workers constantly adapt to new lifestyles, pay increases are no longer a motivator for certain workers. The current result supports Situma's (2015) study, which found that intrinsic motivational factors have an impact on job performance. A careful examination of the data would reveal that instructors are motivated to a "Very High" degree by internal variables such as a stable work environment, a happy and comfortable life, a family relationship, and a safe environment in terms of basic necessities. The current study supports the findings of Malik's (2010) study, which revealed

that having a secure place to live and receiving a good wage are important factors in increasing employee motivation. In a similar vein, Villalon (2013) and Comighud and Arevalo (2020) found that elements that can contribute to employee satisfaction include living in a secure environment, having a clean workplace, and having a stable job.

Table 3
Extent of the teachers are motivated by the motivational factors in terms of the relatedness needs

Indicators	WX	VD
Organizational Climate	3.95	HM
Relationship with Peers	4.29	VHM
Relationship with Superior	4.20	HM
Working Condition (presence of camaraderie)	4.20	HM
Policy and administrative of the school	4.14	HM
Recognition of one's work	4.04	HM
Leadership responsibilities	3.95	HM
Public acknowledgement for better accomplishment	3.79	HM
Praise from other people	3.69	HM
Respect from other people	4.40	VHM
Organizational support	4.00	HM
Social acceptance and belongingness	3.96	HM
Trust and confidence in the workplace in terms of one's abilities to do assigned tasks	4.36	VHM
Sympathetic kind of supervision	4.15	HM
Happy workplace	4.58	VHM
Work itself	4.19	HM
High self-esteem	4.10	HM
Average WX	4.12	HM

Displayed in Table 3 is the extent of the Teachers are motivated by the Motivational Factors in terms of the Relatedness Needs or teachers' motivation. Of the motivational factors, teachers claimed that they are "Very Highly Motivated" in "happy workplace", "respect from other people", "trust and confidence on one's ability to do assigned tasks in the workplace" and "relationship with peers" receiving a very high WX of 4.58, 4.4, 4.36 and 4.29 respectively.

Motivational factors which teachers declared that they are "Highly Motivated," sequenced according to the degree of their magnitude are "relationship with superior" and "working condition" having the same WX of 4.20; the "work itself" follows with a WX OF 4.19; next, is the "sympathetic kind of supervision", evident in the WX of 4.15; "policy and administration of the school" is next in the order, garnering a WX of 4.14; "high self-esteem" follows with a WX of 4.1; "recognition of one's work" follows the order having a WX of 4.04; next is the "organizational support" receiving a WX of 4; "social acceptance and belongingness" is next in the rank with a WX 3.95; followed by "organizational climate" and "leadership responsibilities" receiving a WX of 3.95; next, is "public acknowledgement for better accomplishment" with a WX of 3.79; and the least factor to have a high influence on teachers' motivation is "praise from other people" receiving a WX of 3.69. Overall, teachers declared that they are "Highly Motivated" by the factors in terms of "relatedness needs" as evidenced in the high average of WX of 4.12.

Revealed in Table 4 is the extent of the Teachers are motivated by the Motivational Factors in terms of the Growth Needs. As can be seen on the table, teachers disclosed that they are "Very Highly Motivated" in "teaching as a goal in life"

receiving the highest WX of 4.56.

Other motivational factors relative to growth needs which teachers declared that they are "Highly Motivated", ordered according to the degree of their magnitude are "increased in pay

with the promotion in position" with a WX of 4.09; next, is "fair performance rating" having a WX of 3.98; "provision of opportunities to attend seminars", "workshops and other form of trainings" follows the order receiving a WX of 3.94; "challenging and competitive nature of teaching" is next with a WX of 3.92; "incentives for professional growth" follows with a WX of 3.85; "career-path promotion" is next, receiving a WX of 3.82; and the last factor assessed to have a high influence is "graduate degree obtained" having a WX of 3.8.

Table 4
Extent of the teachers are motivated by the motivational factors in terms of the growth needs

Indicators	WX	VD
Provision of opportunities to attend seminars, workshops and other form of trainings	3.94	HM
Study leaves benefits	3.58	MM
Graduate degree obtained	3.80	HM
Incentives for professional growth	3.85	HM
Scholarship grants	3.37	MM
Career- path promotion	3.82	HM
Increase in pay with the promotion in position	4.09	HM
Fair performance rating	3.98	HM
Challenging and competitive nature of teaching	3.92	HM
Teaching as a goal in life	4.56	VHM
Average WX	3.89	HM

On the lower end, motivational factors which teachers claimed that they are "Moderately Motivated" are "study leave benefits" and "scholarship grants" having a WX of 3.58 and 3.37, respectively. This result could be due to the fact that teachers nowadays are not granted study leave and scholarship grants by the Division Office. If there is any, it is only for a selected few. As stipulated under R. A. 4670, otherwise known as Magna Carta for Public School Teachers, teachers in the public schools shall be entitled to a study leave with full pay not exceeding one (1) school year after every three (3) (7) years of service to pursue a graduate study in education or allied courses.

Senator Manuel B. Villar Jr. claims that even after years of approval, the majority of the provisions of the Magna Carta for Public School Teachers (R.A. 4670) have not yet been put into effect. Thus, he enacted Senate Bill 551, an act that modifies the intent of R.A. to grant public school teachers more rights and privileges. 4670, sometimes called the Public-School Teachers' Magna Carta. Enacted during the First Regular Session of the Thirteenth Congress of the Republic of the Philippines, the measure requires the Department of Education to fully put R.A. into practice. 4670 and stipulates those officials of the aforementioned department shall be subject to sanctions for failure to perform or omission of the same obligation. The bill ensures that public school teachers receive their full compensation and offers additional advantages and privileges.

The current study's findings are consistent with research by Castor (2007) and Comighud and Arevalo (2020), which found that teachers' job satisfaction is low when it comes to non-

intrinsically or extrinsically rewarding aspects of the work, such as pay, benefits, and advancement opportunities.

In the Overall results, teachers declared that they are "Highly Motivated" in terms of growth needs as evidenced in the average WX of 3.89.

Table 5
Stakeholders level of satisfaction in the implementation of school-based management

SBM	Mean	Description
Leadership and Governance	4.33	Very Satisfied
Curriculum and Instruction	4.29	Very Satisfied
Accountability and Continuous Improvement	4.27	Very Satisfied
Management of Resources	4.18	Satisfied
Overall Mean	4.27	Very Satisfied

Table 5 presents the stakeholders' level of satisfaction in the implementation of SBM described in terms of Leadership or Governance, Curriculum and Instruction, Accountability and Continuous Improvement, and Management of Resources. It can be seen from the table that the overall level of satisfaction's mean is 4.27, which has an equivalent description of "Very Satisfied". "Leadership and Governance" receive the highest mean of 4.33, followed by "Curriculum and Instruction" with 4.29. Both got a descriptive interpretation of "Very Satisfied." Then, "Accountability and Continuous Improvement" garnered a mean score of 4.27, which produced a descriptive interpretation of "very satisfied" as well. Finally, "Management and Resources" yielded a mean of 4.18, corresponding to "Satisfied" in the descriptive interpretation.

Table 6 revealed the relationship between the extent to which teachers are motivated by the motivational factors and their job performance.

Results of the test revealed a significant relationship exists, though weak between the extent to which teachers are motivated by the motivational factors and their job performance as signified by the obtained r values of 0.2196 for "existence needs", 0.2848 for "relatedness needs", and 0.2530 for "growth needs", values of which are greater compared to r significant level of 0.2050, at 0.05 level of confidence, with 85 degrees of

freedom. Evidence is sufficient to reject the null hypothesis earlier stated that no relationship exists between the extent to which teachers are motivated by the motivational factors and their job performance. Hence, the null hypothesis is rejected. This indicates that the extent to which teachers are motivated by the motivational factors in terms of "existence needs", "relatedness needs", and "growth needs" had influenced their job performance. Result of the current investigation supports the study of Situma (2015) and Comighud (2019) which disclosed that intrinsic and extrinsic factors influenced employees' job performance. The current study supports the claim made by Tella et al. (2007) that a strong and efficient work environment is necessary to increase employee satisfaction and commitment inspiration in the workplace.

Table 7 revealed the relationship between the extent to which teachers are motivated by the motivational factors and their job performance. Results of the test revealed a significant relationship exists, though weak between the extent to which teachers are motivated by the motivational factors and their job performance as signified by the obtained r values of 0.2196 for "existence needs", 0.2848 for "relatedness needs", and 0.2530 for "growth needs", values of which are greater compared to r significant level of 0.2050, at 0.05 level of confidence, with 85 degrees of freedom. Evidence is sufficient to reject the null hypothesis earlier stated that no relationship exists between the extent to which teachers are motivated by the motivational factors and their job performance. Hence, the null hypothesis is rejected. This indicates that the extent to which teachers are motivated by the motivational factors in terms of "existence needs", "relatedness needs", and "growth needs" had influenced their job performance. Result of the current investigation supports the study of Situma (2015) and Comighud (2019) which disclosed that intrinsic and extrinsic factors influenced employees' job performance. The current study supports the claim made by Tella et al. (2007) that a strong and efficient work environment is necessary to increase employee satisfaction and commitment. inspiration in the workplace.

Table 6

Relationship between the extent of the teachers are motivated by the motivational factors and the level of satisfaction in the implementation of SBM				
Variables	r	Degree of Relationship	Decision Rule	Remarks
Teachers' Performance and their Extent of Motivational Factors in terms of:				
Existence Needs	0.2196	Weak Relationship	Reject Ho	Significant
Relatedness Needs	0.2848	Weak Relationship	Reject Ho	Significant
Growth Needs	0.2530	Weak Relationship	Reject Ho	Significant

Table 7

Relationship between the extent of the teachers are motivated by the motivational factors and their performance				
Variables	r	Degree of Relationship	Decision Rule	Remarks
Teachers' Performance and their Extent of Motivational Factors in terms of:				
Existence Needs	0.2196	Weak Relationship	Reject Ho	Significant
Relatedness Needs	0.2848	Weak Relationship	Reject Ho	Significant
Growth Needs	0.2530	Weak Relationship	Reject Ho	Significant

Table 8

Test correlation of teachers' level of satisfaction in the implementation of SBM and teachers' performance

SBM	Level of Satisfaction		Interpretation
	r	P	
Leadership and Governance	0.724	0.001*	Significant
Curriculum and Instruction	0.625	0.001*	Significant
Accountability and Continuous Improvement	0.721	0.001*	Significant
Management of Resources	0.625	0.001*	Significant

Table 8 revealed the Test Correlation between the Teachers' Level of Satisfaction in the Implementation of SBM and Performance. For "Leadership and Governance", it registered an r-value of 0.724 and p-value of 0.001, which is less than the threshold of significance of 0.05. This implies that a meaningful partnership was registered between the two variables and the null hypothesis is rejected. Furthermore, "leadership and management" have a significant relation to the overall stakeholder's level of satisfaction in the implementation of SBM and teachers' performance. Thus, it must be given attention and importance. Catiid (2022) and Oco (2022) both recognized the importance and impact of leadership and Governance in the successful implementation of SBM. Moreover, researcher also commended the participation of all stakeholders to make sure that programs and activities are properly crafted, enhanced, and fully implemented.

For "curriculum and instructions" and "management of resources", it registered an r-value of 0.625 and a lower than the threshold of significance of 0.05, with a p-value of 0.001. The implication here is that a crucial partnership. This means that a significant relationship was registered between the two variables, and the null hypothesis was rejected. Furthermore, "curriculum and instruction" and "management of resources" have a significant relation to the overall stakeholders' level of satisfaction in the implementation of SBM and teachers' performance.

For "accountability and continuous improvement" and actual SBM level results it registered an r-value of 0.721 and p-value of 0.001 which is lower than the critical value of 0.05 level of significance. This means that a significant relationship was registered between the two variables and the null hypothesis is rejected.

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