



Status of Local School Board Teachers and Their Work Motivation in Crafting a Proposed Policy Guidelines on Human Resource Management

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ABSTRACT:

This study aimed to assess the status of local school board teachers and their work motivation and propose policy guidelines on human resource management in Cabuyao Division for the academic year 2023-2024. The study employed all the 93 LSB Teachers as a respondent in the Division of Cabuyao. This study utilized a descriptive correlation where the researcher used a self-made survey questionnaire that composed of 4-likert scale as a research instrument. The statistical treatment used was weighted mean and Pearson r to determine the relationship between the status of LSB Teachers and their work motivation. The study revealed that there is no significant relationship between the status of local school board teachers and their work motivation as to hygiene factor and motivation factors, therefore the null hypothesis is sustained. The result showed that the LSB Teachers has a positive attitude towards to their work. In terms of hygiene factors, even the LSB Teachers have slight experienced in compensation, not experienced in promotion, experienced in professional development yet the teachers are motivated. It also revealed that motivation is inert to LSB teachers, even the teachers are not much motivated in terms of pay and other benefits they received, yet they are motivated to their work. They are not affected by the tangible factors but to the content and to the work itself. While in terms of motivation factors no significant correlation observed, however, negative significant correlation observed in pay and recognition and promotion and advancement. It means that there is personal desire or self-recognition to finish the task even with low salary. It also revealed that even the teachers are not yet promoted or no promotion, the teachers are motivated to enhance and learn more in their field.

Keywords: Status of Local School Board, Work Motivation.

Introduction:

The school is one of the most important formal educational institutions that provides authentic learning experience to the students, teachers, principals and stakeholders. It also a place where education, experience and learning take place. One of the big assets of the schools are the teachers. Teachers that teach the students how to count, read, write and provide different activities for lifelong learning. They also develop student's personality and shows how to face the real-life situation.

Public education in the Philippines is a centrally managed service delivered through the Department of Education (DepEd). According to the article in Phil Star Global (2023) in their headlines "Glaring teacher shortage on school opening day needs strategic solutions" It supported by lawmaker stated that he shortage of teachers and educational support professionals is a major issue that must be addressed urgently. It has a direct impact on the level of education and support services our children get.

Here in City of Cabuyao, it addressed by giving additional support of teaching personnel from local government to national government thru the Special Education Fund (SEF). It is thru the help of Local School Board (LSB). LSB is a special body created by the virtue of Republic Act No. 7160, popularly known as Local Government Code of 1991 (LGC 91). Its main duty is to allocate the SEF to meet the supplementary needs of the local public school system. It helps the community to be productive and support their need especially in giving and providing a quality education.

In the Philippines, there are lots of challenges face by the teachers, like the school's equipment, classrooms, physical environment, the work itself and personal problem that affects to their performance. Robosa, et al (2021) found out in their research that most teachers have considerable challenges in terms of resources, student management, submission and workloads, all of which contribute to stress and burnout, as well as the emergence of the digital age. That's why school work motivation is very important to teacher's performance. According to Hanus and Fox (2015), revealed that motivation is a process that propels people to achieve their goals. It is the cornerstone to success for every educational institution, allowing a teacher to work with passion to achieve hierarchical goals.

In Division of Cabuyao, there are many challenges face by the school, like some schools are lack of classroom and lack of teachers that result to crowded students in a classroom. Teachers made lots of effort to facilitate exceed number of students per class. As a result, some of the teachers have their schedule of classes. Some of them have their classes in the morning and some are in the afternoon where they go home late. Aside from that concern is the school set-up, environment, tools and equipment that are needed in daily teaching

With these, the researcher became interested to pursue a study that can help the school's division and municipality to determine the needs and concern of Local School Board (LSB) Teachers in terms of their status and motivation and after that proposed a policy guideline that will motivate them more in their field.

Methodology:

Research Design

This study used the descriptive- correlation design. Descriptive design was used to describe and interpret data in the questionnaire, which is one of the primary sources of information intended to provide data concerning with LSB Teachers 'status, teachers' work motivation in crafting a proposed policy guidelines for the human resource management in the Division of Cabuyao. Correlational method on the other hand, was utilized to determine if there is an existing relationship between status of local school board teachers and their work motivation.

This study used quantitative approach in the research. The quantitative data analysis was based upon quantifiable data, evidence which were numerically evaluated through inferential and/or descriptive statistics (Bernardez, 2011).

Respondents of the Study

The respondents of the study were all ninety-three (93) Local School Board (LSB) teachers in the Division of Cabuyao. Majority of these teachers are from Mamatid National High School, were a school needed more additional teachers form the local government because of growing population of the students. The LSB teachers were assigned base to the national government demand and localization.

Research Instrument

The researcher employed a quantitative descriptive research design to determine the correlation of LSB teacher status and work motivation in crafting a proposed policy guidelines on human resource management.

This study used a survey questionnaire. The questionnaire contains three parts that help the researcher to gathered data and to answer the research problem. The first part of the questionnaire sought to answer demographic profile of the respondents which help the researcher for the profiling of the respondents. The second part is how the teachers' respondents perceived their status based on the indicator stated in the Magna Carta of Public School Teachers. Lastly, is the work motivation of the LSB Teachers as to Herzberg's Motivation of Hygiene and Motivation Factors. The instruments used 4-likert scale and was used to find the mean, standard deviation and histogram of LSB status and work motivation of LSB teachers. Statistical analysis was used in testing the hypothesis. All instruments underwent language and content validation that was submitted to experts in educational management, their recommendation and suggestions were utilized with the final refinement of the instruments.

Research Procedure

The researcher sought to find relationship between the status of local school board teachers and their work motivation in crafting a proposed policy guidelines for human resource management. As preliminary steps, the researcher prepared a letter addressed to the school's division superintendent and to the principal/school head for the permission to conduct the study in the elementary and secondary schools that has LSB Teachers. Upon the approval of the letter of request, the researcher conducted the study given the permission of the respondents The researcher formulated the instruments and make it validated by the authorized or expert teachers consist of supervisor, principals, master teachers, language expert and HR specialist.

Second, the researcher distributed the questionnaire to all LSB elementary and secondary teachers thru google forms and the accomplished questionnaires and data were retrieved by the researcher after the series of instructions to obtain the result of the study.

The data collected are tallied and organized in a tabular and graphical form in preparation for statistical treatment. Appropriate statistical tools were employed to treat the data that provided the answers to the sub-problems stated in statement of the problem.

Statistical Treatment

Several statistical tools were used to analyze and interpret the data that were gathered in the study. The weighted mean on the different variables were tallied, and tabulated. Simple descriptive statistics like frequency distribution, percent count, standard deviation, and mean were utilized to describe the perception of the respondents on the variables of the study.

To determine the relationship of status of local school board teachers and their work motivation, Pearson Product - Moment Correlation Coefficient were utilized.

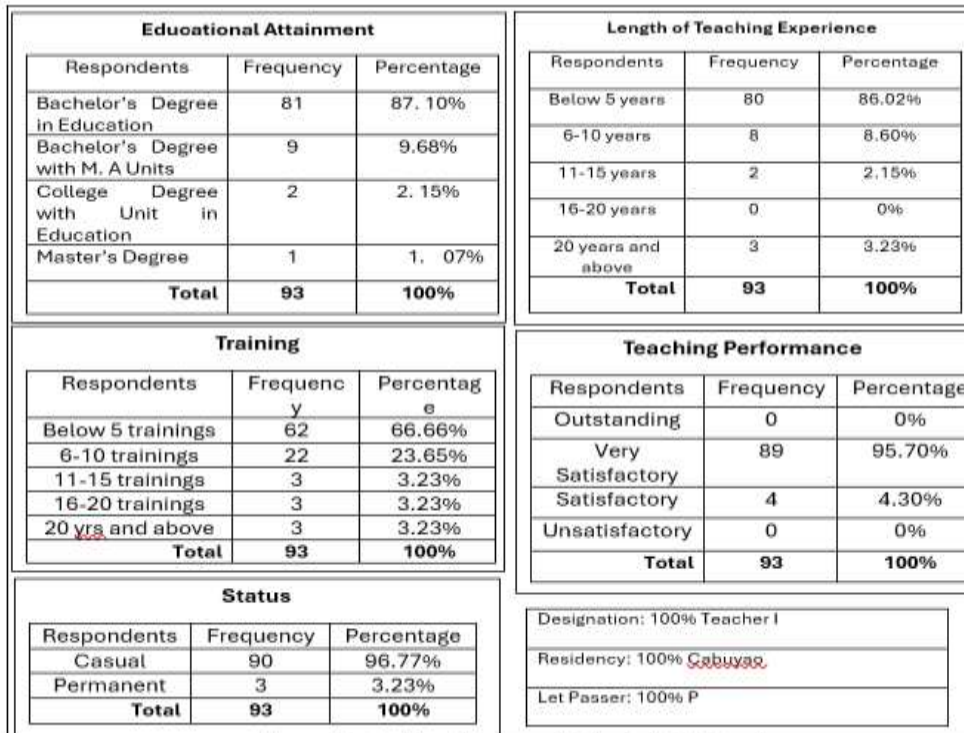
Objective:

1. What is the profile of Local School Board Teacher?

2. How do the teacher respondents perceive their status?
3. What is the work motivation of the Local School Board Teachers?
4. Is the respondent’s assessment of their status as local school board teachers and their work motivation significantly related
5. What Policy Guidelines on Human Resource Management for LSB Teachers of Cabuyao maybe proposed?

Results

The tabulated data and the results of the study were presented, the corresponding analysis as well as the interpretation of the data as a result of the statistical treatment used.



The figure 2 shows the profile of the Local School (LSB) Teacher. Most of them are in below 5 years training and majority are very satisfactory in teaching performance. All the LSB are Teacher I and should be a LET passer and are resident of Cabuyao.

Table 2.

Perceived Status of the LSB Teachers as to Payment of Compensation

INDICATORS	MEAN	SD	VERBAL INTERPRETATION
As LSB Teacher, I.....			
1. Received payment for overtime.	1.1	0.52	NE
2. Receive bonuses (mid-year and year-end bonus) cash gift, Clothing Allowance, Teaching Supplies Allowance.	3.9	0.25	HE
3. Have vacation leave and Proportional Vacation Pay.	1.2	0.58	NE
4. Have government benefits or membership (Phil-Health Membership and GSIS Benefits).	3.9	0.31	HE
5. Have Special hardship Allowance.	1.2	0.56	NE
OVERALL	2.3	0.45	SE

Legend: 3.26-4.00 Highly Experienced (HE); 2.51-3.25 Experienced (E); 1.76-2.50 Slightly Experienced (SE); 1.00-1.75 Not Experienced (NE)

Table 2 shows that when it comes to bonuses and government benefits payment for overtime, vacation leave and proportional vacation pay and special hardship allowance are not experienced because Cabuyao City experiencing a rapid urbanization were the people from rural change of transfer

their living in the cities. With that, it may create risk if is unplanned urbanization one of this is especially who serve in the city to provide the needs of their community. LSB Teachers in Cabuyao allocate funds from Special Education Fund (SEF) which is an additional 1% levy that is collected together with real property taxes paid to the local government. With that, it shows that the fund of the LSB is limited which they based from the in the collected taxes. Their salary is depending on the capability and availability of funds of the local government unit. That is why they are not entitled to receive the following mention above. As mandated by Republic Act No. 7160 known as Local Government Code of 1991, Title III, Human Resources and Development, Section 95 Additional or Double Compensation states that no appointed municipal official or employee may receive additional, double, or indirect remuneration unless specifically permitted by law. However, highly practiced in receive bonuses and have government benefits or membership because as stated in Local Government Code of 1991 they are entitled to have and received those benefits. There is a budget that is allocated for the benefits of local employee. These results underscore the importance of addressing disparities in compensation and implementing measures to enhance overall satisfaction among teachers, which could contribute to the effectiveness of proposed policy guidelines on human resource management within the Division of Cabuyao. Moreover, addressing these concerns may improve teacher morale and retention rates (Podolsky et al., 2019).

Table 3.*Perceived Status of the LSB Teachers as to Hiring*

INDICATORS	MEAN	SD	VERBAL
As LSB Teacher, I.....			INTERPRETATION
1. Have an excellent demonstration presentation during the selection process.	3.8	0.36	HE
2. Have an excellent qualification and credentials.	3.5	0.50	HE
3. Have more teaching experience in different sectors and long service in the field.	3.2	0.75	E
4. Have an excellent talking skills in interview.	3.8	0.37	HE
5. Have chance and given a set criteria that is fair to all.	4.0	0.00	HE
OVERALL	3.7	0.40	HE

Legend: 3.26-4.00 Highly Experienced (HE); 2.51-3.25 Experienced (E); 1.76-2.50 Slightly Experienced (SE); 1.00-1.75 Not Experienced (NE)

Table 3 shows that most of the indicators for hiring are highly experienced because the local government has a standard hiring process and it is fair to all. Despite that this is a local board, politics did not play part because Cabuyao Local Government hired teachers based on the set criteria and procedure they implemented. They base on the personality and the ability of the applicant. Even they are related by blood of the local official they undergo proper procedure of hiring, that's why it is highly experienced.

However, among the indicators in hiring only LSB teachers have more teaching experience in different sectors and long service in the field was rated as experienced, this is because that the hiring process apply localization. As stated in the Republic Act No. 8190 of Localization Law that all public schools and other learning facilities run by the Department of Education (DepEd) must abide by these laws and regulations when it comes to the appointment or assignment of teachers. This law is also applied in LSB Teachers. Because it is the budget from local, that's why they prefer that the resident of that place has a great chance to be in the position.

Table 4.*Perceived Status of the LSB Teachers as to Promotion*

INDICATORS	MEAN	SD	VERBAL
As LSB Teacher, I.....			INTERPRETATION
1. Promote base to performance or outstanding accomplishment.	1.2	0.66	NE
2. Promote base to the length of service.	1.3	0.71	NE
3. Promote base to the trainings and seminar attended.	1.3	0.66	NE
4. Promote base to my educational qualification.	1.2	0.55	NE
5. Promote base to the research and development projects published.	1.2	0.56	NE
OVERALL	1.2	0.63	NE

Legend: 3.26-4.00 Highly Experienced (HE); 2.51-3.25 Experienced (E); 1.76-2.50 Slightly Experienced (SE); 1.00-1.75 Not Experienced (NE)

The table 4 shows that the perceived status of LSB Teachers as to promotion rated as not experienced in all indicators, this is because all the LSB Teachers are not entitled to be promoted unless otherwise they are already a permanent status. In 93 LSB Teachers, some of them are in 20 years in service yet they are not promoted because of the limited opportunity and fund. It also their condition because of limited funds and no provision that support for the promotion of LSB Teachers. As LSB Teachers despite of no. of years in service, educational qualification, outstanding accomplishment trainings and seminar attended the research and development projects published as LSB teachers, still no changes in their position, Teacher I and not promoted, otherwise the Department of Education offers position to absorb them.

Table 5.

Perceived Status of the LSB Teachers as to Professional Development

INDICATORS	MEAN	SD	VERBAL
As LSB Teacher, I/I'm			INTERPRETATION
1. Encourage to attend trainings and seminars together with my co-teachers.	3.4	0.50	HE
2. Encourage and given funds to pursue higher education.	1.4	0.76	NE
3. Have an outstanding colleagues' mentors to accomplish task.	3.6	0.61	HE
4. Given a chance to get promoted	1.3	0.73	SE
5. Receive constructive feedback from my superior.	3.4	0.79	HE
OVERALL	2.6	0.68	E

Legend: 3.26-4.00 Highly Experienced (HE); 2.51-3.25 Experienced (E); 1.76-2.50 Slightly Experienced (SE); 1.00-1.75 Not Experienced (NE)

The table 5 shows that the perceived status as to professional development is mixed result. The overall scores rated as experienced. Encourage and given funds to pursue higher education rated not experienced and given a chance to get promoted rated as slightly experienced. This is because as mentioned earlier that the funds of the Cabuyao Laguna is limited, that is came from SEF. These funds are depend on the availability funds they collected from the real property taxes. That is why no scholarship granted or fund form the local government to support the higher education for LSB teachers. If they continue higher education, it is from their own money. Also, because of the limited opportunity that support the promotion of LSB teacher's despite of the qualification they have, still no changes in them. However, in terms of encourage to attend trainings, have outstanding mentors and constructive feedback from superior rated as highly experienced because the schools and division conducted different trainings and seminars like LAC session (Learning Action Cell) to support and supply the need and gap in teaching. The schools have key teacher, master teachers, principal or school head and supervisors that helps to improve the teaching skills of the LSB teachers. In overall professional development rated experienced, it means that the LSB Teachers experienced to improved themselves and learn lots of things from their environment, from trainings and seminars attended and from peer and top management that give them the opportunity but there is a limitation as mentioned above.

Table 6.

Perceived Status of the LSB Teachers as to Planning

INDICATORS	MEAN	SD	VERBAL
As LSB Teacher, I/I'm			INTERPRETATION
1. Encourage to participate in every program set by the top management.	3.5	0.50	HE
2. Have a privilege to received learning materials or supplies that I'm going to use to teaching.	3.8	0.42	HE
3. Able to participate to use my skills and to improve it to grow as an individual.	3.7	0.47	HE
4. Receive annual evaluation.	3.8	0.42	HE
5. Able to handle to exercise by work based to the work I applied for.	3.8	0.40	HE
OVERALL	3.7	0.44	HE

Legend: 3.26-4.00 Highly Experienced (HE); 2.51-3.25 Experienced (E); 1.76-2.50 Slightly Experienced (SE); 1.00-1.75 Not Experienced (NE)

Table 6 shows that the perceived status of LSB Teachers as to planning rated highly experienced in all indicators because as LSB teachers there is a support plan form the local government and from schools' division to have a competent LSB teachers. They also set goals for the improvement, personal growth and the welfare of the teachers. Also, the top management planned and established different programs that will help teachers to be more productive, efficient and equipped to face all challenges and provide the learning gap between the teachers and the students. They also prepared and offered the materials and benefits that the teachers need in their teaching. Lastly, they provided evaluation and feedback to measure the planning effectiveness.

The results offer significant contributions to our understanding of the effectiveness of planning strategies employed in the Division of Cabuyao. These insights can be utilized to develop policy guidelines pertaining to human resource management. The identification and utilization of these qualities have the potential to facilitate the formulation of more efficient approaches in promoting teacher professional growth and improving overall organizational efficacy (Zein, 2019).

Table 7.

Perceived Status of the LSB Teachers as to Supervision

INDICATORS	MEAN	SD	VERBAL
As LSB Teacher, I/My.....			INTERPRETATION
1. Have a consistent guide by master teacher or principal.	3.8	0.43	HE
2. Top management communicate their expectations	3.6	0.49	HE
3. Top management explain what I need to accomplish clearly and precisely.	3.7	0.45	HE
4. Share my thoughts, insight and comments.	3.8	0.48	HE
5. Top management is honestly tell what I need to improved.	3.7	0.44	HE
OVERALL	3.7	0.46	HE

Legend: 3.26-4.00 Highly Experienced (HE); 2.51-3.25 Experienced (E); 1.76-2.50 Slightly Experienced (SE); 1.00-1.75 Not Experienced (NE)

Table 7 shows that all in the indicators in perceived status of LSB Teachers as to supervision rated as highly experienced because the LSB teachers same as the permanent teacher in national government are supervised by key teacher, master teacher, principal or head teacher and even the supervisor. The top management communicates their goals and intended output to be done. In the schools of division of Cabuyao, the teachers have a collaborative learning process consist of guidance, assistance, idea sharing, facilitation, or creation to assist teachers to improve and give quality education to the children. There also a supervisor assigned for every district that go to the different schools to supervise the performance of the school and teachers. The school conducted also a monthly checking or observing the performance of the teachers in terms of checking of Daily Lesson Log, giving on the spot test and spelling to the students to assess teacher's effectiveness in teaching. The school also conducted quarterly classroom observation by the master teachers or principals to improve classroom management, skills and achieve the common goal of the schools.

Table 8.

Work Motivation of the LSB Teachers as to Hygiene Factors in terms of Pay

INDICATORS	MEAN	SD	VERBAL
As LSB Teacher, I am/My.....			INTERPRETATION
1. Compensated to the nature of work done.	3.8	0.50	STM
2. Salary increase are appropriate.	1.5	0.69	NM
3. Still compensated even I'm not at work because of illness.	1.4	0.67	NM
4. Still compensated because of unnecessary happenings like typhoon, earthquake etc.	1.1	0.60	NM
5. Still have salary during vacation.	1.4	0.86	NM
OVERALL	1.8	0.66	SLM

Legend: 3.26-4.00 Strongly Motivated (STM); 2.51-3.25 Motivated (M); 1.76-2.50 Slightly Motivated (SLM); 1.00-1.75 Not Motivated (NM)

Table 8 shows that only compensated to the nature of work done rated as strongly motivated, because the LSB teachers received their salary for the work they have done. There is allocated fund for LSB teachers for their salary. It is supported by Joint Circular (JC) No. 1 s. 2017 states that the payment of compensation of locally hired teachers are determined by the LSB based on funds available from SEF. However, the rest from the indicators rated as not motivated because as mention above LSB Funds are limited and depend on the collected taxes from real property in the city. That's why there is no increase in the salary of the LSB teacher because their salary is fix. Even how long in the service as LSB teachers their salary is same as the salary they started. Because they are is locally funded, they also apply no work no pay policy, that's why if the teacher is absent due to tardiness, cancelation of classes due to natural calamities, sickness, and vacation automatically deducted from their salary, unless file a leave due to sickness or used of the local credits earned and go to school during vacation time. Overall, it is slightly motivated because it is experienced by the teachers but there is a limitation as mentioned above. Not all the benefits in terms of pay are given by the teachers under DepEd like the increase of salary for every 3 years or what it called step increment, still compensated if there are natural calamities and still compensated during vacation even the teachers are not physically. As to Local

Budget Circular No 143 states that the salary schedule set forth for its level and income cannot be increase by the local government unit. It also shows a lack of contentment with aspects such as wage increments, remuneration in times of illness or unexpected circumstances and salary consistency throughout vacation periods.

Table 9.

Work Motivation of the LSB Teachers as to Hygiene Factors in terms of Job Security

INDICATORS	MEAN	SD	VERBAL
As LSB Teacher, I.....			INTERPRETATION
1. Feel secure to my position.	1.3	0.78	NM
2. Feel secure that I can renew my contract before it ends every 6 months.	1.4	0.78	NM
3. Feel secure that I can renew my contract even if the administration is new.	1.4	0.79	NM
4. Feel secure that I still have my position even I file a leave of absence because of sickness.	1.3	0.72	NM
5. Feel that there is a second chance to improve my work and to grow as an individual.	3.6	0.50	STM
OVERALL	1.8	0.71	SLM

Legend: 3.26-4.00 Strongly Motivated (STM); 2.51-3.25 Motivated (M); 1.76-2.50 Slightly Motivated (SLM); 1.00-1.75 Not Motivated (NM)

The table 9 shows the motivation of LSB Teachers as to hygiene factors in terms of job security states that only feel motivated if there is a second chance to improve work and grow as individual rated as strong motivated because LSB Teacher are human too that can make mistake. As many people, they believe in saying that "Experience is the Best Teacher" that is why even there is a mistake done especially most of the LSB teachers are newly hired in the field they are learning and cope-up the system. They are more motivated to learn and eagerness to improve themselves to offer a quality education to the children. However, not motivated in the rest indicators. It means that there is fear of losing their job anytime because of unnecessary situation and due to sickness. Because LSB is governed by the highest governing body which is the city mayor as a chairman, that if there's a new administration, they cannot renew their contract. Aside from that, is the doubt to keep their job permanently due to limited and availability of funds from SEF.

Table 10.

Work Motivation of the LSB Teachers as to Hygiene Factors in terms of Working Conditions

INDICATORS	MEAN	SD	VERBAL
As LSB Teacher, I/My.....			INTERPRETATION
1. Workplace has a conducive environment where everyone can participate and interact to my colleagues.	3.7	0.51	STM
2. Have advance and enough materials or proper tools to use in performing school work.	3.9	0.35	STM
3. Have a space comfortable enough to work without getting tired till 5pm.	3.7	0.57	STM
4. Workplace has a positive working environment that promotes teamwork, collaboration and support each other roles and task in achieving one goal.	3.9	0.32	STM
5. School head and co- workers are supportive to grow in someone's success as well as in personal and professional development.	3.7	0.51	STM
OVERALL	3.8	0.5	STM

Legend: 3.26-4.00 Strongly Motivated (STM); 2.51-3.25 Motivated (M); 1.76-2.50 Slightly Motivated (SLM); 1.00-1.75 Not Motivated (NM)

Table 10 shows the working condition of the LSB Teachers that all the indicators rated are strongly motivated, it demonstrates that the teachers are motivated to their job. They are satisfied for what they have and the place where they in. Also motivated because the environment is conducive and safe to work at. As LSB Teachers they received school supplies like the ink, bond paper, glue etc. that will be use their daily teaching given by the school. Aside from the great physical and resource environment, the LSB teachers are also motivated to work because of the people around them. They love to do their work, if they know that there is somebody to lean on especially in hard time. They also shared their love, respect and happiness for someone's

success. The conditions surrounding the workplace, both physically and non-physically, that can create a welcoming, safe, comforting, and secure impression are what Wahyu (2013) defines as the work environment.

Table 11.

Work Motivation of the LSB Teachers as to Hygiene Factors in terms of Fringe Benefits

INDICATORS	MEAN	SD	VERBAL
As LSB Teacher, I/I am			INTERPRETATION
1. Receive incentives, cash gifts and allowance.	3.8	0.41	STM
2. Qualified to receive PBB and SIR.	1.5	0.89	NM
3. Avail other benefits such as salary loan, educational loan, Pag- ibig loan and GSIS loan, clothing and chalk allowance, Performance Based Bonus, 13th month pay, etc.	3.3	0.53	STM
4. Granted of maternity/paternity leave with pay.	3.5	0.58	STM
5. Have Social Security Benefits.	3.3	0.63	STM
OVERALL	3.1	0.61	M

Legend: 3.26-4.00 Strongly Motivated (STM); 2.51-3.25 Motivated (M); 1.76-2.50 Slightly Motivated (SLM); 1.00-1.75 Not Motivated (NM)

Table 11 of fringe benefits shows that most of the indicators fall in strongly motivated because as LSB Teachers they receive incentives, cash gifts, allowance, avail benefits to loan in different government agencies, granted maternity or paternity leave and have social security benefits same as the benefits received by teachers under DepEd. There is a budget allocated for LSB Teachers in that kind of benefits. However, qualified to receive Performance-Based Bonus (PBB) which is given every year depending on the performance of the teacher and Service Recognition Incentive (SRI) is not motivated because this is not included in the budget warrant of benefits receive by the LSB teacher, this is due to limited fund of SEF. Unlike the teachers under DepEd that the teachers received that benefits coming from the national fund to motivate higher performance and greater accountability and to ensure the achievement of education targets and commitments under the 5 Key Result Areas (KRAs). Overall, it is motivated were the indicators mentioned are received by the LSB Teachers but there is a limitation as mentioned above.

Table 12.

Work Motivation of the LSB Teachers as to Hygiene Factors in terms of Job Policies

INDICATORS	MEAN	SD	VERBAL
As LSB Teacher, My.....			INTERPRETATION
1. School organization sets rules and regulations that is right and just to its member.	3.8	0.39	STM
2. School organization provides a clear instruction in regards to my task work.	3.9	0.34	STM
3. School organization has a smooth system and process in giving task.	3.8	0.39	STM
4. School organization has an immediate response and action to unnecessary action.	3.9	0.35	STM
5. School organization follows the organizational code in providing competitive organization.	3.9	0.35	STM
OVERALL	3.8	0.36	STM

Legend: 3.26-4.00 Strongly Motivated (STM); 2.51-3.25 Motivated (M); 1.76-2.50 Slightly Motivated (SLM); 1.00-1.75 Not Motivated (NM)

Table 12 of job policies shows that all the indicators rated as strongly motivated because the top management has a good implementation and great communication about the job policies. The policies, rules and regulation are fair and disseminate to the teachers. The schools set rules and regulation that is fair to everyone. If there is a need to implement like the schedule and assigned of work, the school principal gathered all their teachers to have meeting to come-up for the best solution that is fair to all. In meeting, the top management shares the rules, and have a clear instruction with regards to the policies to be implemented. It discusses the process and how to response to different action to prevent the unnecessary situation. Every teacher has the right to voiced out and share their thoughts and knowledge for every meeting to raise their concern, experience in the field, that is why the teachers are motivated to work were they saw that the policy is fair and implemented to all, have a clear and guided instruction on what and how to do things.

Table 13.

Work Motivation of the LSB Teachers as to Hygiene Factors in terms of Relation with Co-worker

INDICATORS	MEAN	SD	VERBAL
As LSB Teacher, I/My.....			INTERPRETATION
1. Motivated to work by being valued and trusted by my colleagues and school head.	3.9	0.27	STM
2. Motivated to work whenever I belong and work as a group.	3.9	0.25	STM
3. Motivated every time I communicate and share my thought to my co-workers.	3.9	0.28	STM
4. Motivated every time I earn respect to my colleagues.	4.0	0.10	STM
5. Motivated to work every time I'm appreciated by my colleagues.	4.0	0.00	STM
OVERALL	4.0	0.18	STM

Legend: 3.26-4.00 Strongly Motivated (STM); 2.51-3.25 Motivated (M); 1.76-2.50 Slightly Motivated (SLM); 1.00-1.75 Not Motivated (NM)

The table 13 of relation with co-worker shows that all the indicators rated strongly motivated. It implies that the organization and the LSB teachers has a good relationship to the people that around them. They are motivated to work were trust and respect to one another is observed. More motivated if the teacher feels that they are belong to the organization helping one another. Also, it is motivating when the teachers can speak or voiced out, communicates and share their thoughts to everyone. They have a strong bond were appreciation and trust to co-teachers are implied. It is more motivating if the teachers see and value the worth of one another. They have strong bond to accomplish and achieve the goals, without of having seniority in the group. The motivation drive here is in the people that surrounds the teacher, that how much challenging it is, they are motivated to do because they are feel that they are not alone. The schools' objectives are accomplished by all the teachers together. Peer relationships are a fundamental aspect of motivation, and a lack of them may lead to the desire to quit one's profession. Employees who have good ties with their coworkers are motivated, but those who have bad relationships with their coworkers may see a decrease in motivation and consider quitting (Basford & Offermann, 2012).

Table 14.

Work Motivation of the LSB Teachers as to Motivation Factors in terms of Level of Challenge

INDICATORS	MEAN	SD	VERBAL
As LSB Teacher, I			INTERPRETATION
1. Feel motivated, if finish task based to deadlines.	3.9	0.23	STM
2. Feel motivated if the task exceeds my expectation.	4.0	0.20	STM
3. Feel motivated to do job if it is an easy task or have easy solution.	3.9	0.25	STM
4. Feel more motivated if I failed in the task.	2.8	0.48	M
5. Feel motivated to do things if I set a high standard on the task given.	2.9	0.50	M
OVERALL	3.5	0.33	STM

Legend: 3.26-4.00 Strongly Motivated (STM); 2.51-3.25 Motivated (M); 1.76-2.50 Slightly Motivated (SLM); 1.00-1.75 Not Motivated (NM)

The table 14 of level of challenge shows that in terms of feel motivated if I failed the task and doing things with high standard rated as motivated. This means that the teachers are not much motivated if they failed in the task and set of high standards because of they are not putting much pressure and expectation to themselves, but they are happy for the work they have. For them they are motivated and happy for work or task they have. However, if finish task base to the deadlines, task exceeds expectation and easy job and easy solution rated strongly motivated. It proves that the teachers are motivated and love their work. They finish and do their work base to the goal and finish things within the time frame. There was little correlation observed between the stated degree of motivation or other affective states and the skill and challenge levels of an activity. (Schmidt, R., & Savage, W 1992)

Table 15.

Work Motivation of the LSB Teachers as to Motivation Factors in terms of the Work Itself

INDICATORS	MEAN	SD	VERBAL
As LSB Teacher, I			INTERPRETATION
1. Find job interesting.	3.8	0.48	STM

2. Provide opportunity to use my skills in the performance of work.	3.9	0.27	STM
3. Given the duties that is in consonance with my position	3.9	0.30	STM
4. Handed down challenging workloads and teaching assignments	3.9	0.25	STM
5. Have work and other related assignments that gives me opportunities for professional development.	3.9	0.25	STM
Overall	3.9	0.31	STM

Legend: 3.26-4.00 Strongly Motivated (STM); 2.51-3.25 Motivated (M); 1.76-2.50 Slightly Motivated (SLM); 1.00-1.75 Not Motivated (NM)

The table 15 of the work itself shows that in all indicators rated as strongly motivated. It means that motivation is inside the teachers, where they are happy for the job they have. The LSB teachers perceived their work as a profession where they do the best as they can. They are happy and love what they are doing. Motivation also comes from work, were work gives joy and leads to personal growth. The teachers are motivated to the content of the work itself, because that most of the LSB Teachers are new in the field they are motivated do things that will lead to experience and learnings. They are eager and how the skills they have. According to Grabowski et. Al (2021) demonstrated a positive relationship between a subset of work ethic traits, including intrinsic motivation, integration and identification, non-autonomous introjection, and anti-leisure sentiment, and the autonomous dimensions of motivation, which include centrality of work, valuing hard work, perceiving work as an obligation, and delaying gratification.

Table 16.

Work Motivation of the LSB Teachers as to Motivation Factors in terms of Responsibility

INDICATORS	MEAN	SD	VERBAL
As LSB Teacher, I'm.....			INTERPRETATION
1. Motivated to do task if allowed me to work without supervision	4.0	0.10	STM
2. Better whenever I'm appointed or assigned to lead my co- workers.	3.8	0.38	STM
3. Better every time I persuades, convinces or influences others by my thoughts and ideas.	3.9	0.35	STM
4. Better whenever I exhibit a greater sense of responsibility and have more team spirit.	3.9	0.34	STM
5. Better and increasing my confidence in doing the task as group while leading them.	3.9	0.28	STM
Overall	3.89	0.29	STM

Legend: 3.26-4.00 Strongly Motivated (STM); 2.51-3.25 Motivated (M); 1.76-2.50 Slightly Motivated (SLM); 1.00-1.75 Not Motivated (NM)

The table 16 shows the motivation in terms of responsibility that in all indicators rated as strongly motivated. it implies that they are motivated and allowed to work even without supervision. The teacher's motivation is depended on sense of obligation to perform and finish the task base to the goals need to achieve. They are more motivated if they are assigned to lead their co-teachers to persuade, convinces and influences others by their thought and ideas. It also shows that they are confidence if they are trusted to the work they have. As a beginning teacher, they are more motivated to do their job if they have the full responsibility for the action and result. They felt trusted and saw a potential to manage the school activities. Like for example giving a chance to lead different schools' activities such as zumbriga, fun ran, reading and numeracy assessment.

Table 17.

Work Motivation of the LSB Teachers as to Motivation Factors in terms of Recognition

INDICATORS	MEAN	SD	VERBAL
As LSB Teacher, I/My.....			INTERPRETATION
1. Perform better whenever I exceed expectation.	3.9	0.27	STM
2. Motivated every time I accomplish task given to me.	4.0	0.00	STM
3. Being sent as a representative to prestigious conferences	1.6	0.64	NM
4. Award certificates or plaque of recognition for a high achievement	2.4	0.75	SLM

5. Perform better whenever I take the task as a challenge for room of improvement. 3.6 0.48 STM

Overall 3.12 0.43 M

Legend: 3.26-4.00 Strongly Motivated (STM); 2.51-3.25 Motivated (M); 1.76-2.50 Slightly Motivated (SLM); 1.00-1.75 Not Motivated (NM)

The table 17 shows that only being sent as a representative to prestigious conferences to prestigious conferences rated as not motivated and award certificates for high achievement rates as slightly motivated because as LSB teachers, they are not totally given a chance or have limited participation with that kind of opportunity. The school prefer to give this great opportunity to DepEd teachers first before the LSB teacher. If there's still a slot after giving the chance to Deped teachers, then it's only the time to give the slot to LSB teachers. It means that LSB teachers is the second option in that kind of situation. However, strongly motivated in perform better whenever I exceed expectation, accomplish task given to me, and challenging task for room of improvement because the teachers feel motivated for the things they are accomplish. The act of gratitude, appreciation and praise matters to them. "Recognition" plays a significant role in motivating teachers, particularly when their achievements are acknowledged and when they exceed expectations. The teachers are more motivated if they received praise/rewards for achieving the goals and when the teachers acknowledge and value for the work they are exerted.

Table 18.

Work Motivation of the LSB Teachers as to Motivation Factors in terms of Advancement

INDICATORS	MEAN	SD	VERBAL INTERPRETATION
As LSB Teacher, I/My.....			
1. Feel better whenever I learn things a head of time.	3.9	0.25	STM
2. Feel better whenever my superior cheer me and included me to participate in seminar or workshop to enhance my skills.	4.0	0.00	STM
3. Feel better to do task if I continue and finish my higher education.	3.7	0.47	STM
4. Feel better whenever I prepare/plan my lesson exceeding towards my goal	3.9	0.27	STM
5. Feel better whenever I feel the opportunities to promote my position.	4.0	0.00	STM
Overall	3.9	0.20	STM

Legend: 3.26-4.00 Strongly Motivated (STM); 2.51-3.25 Motivated (M); 1.76-2.50 Slightly Motivated (SLM); 1.00-1.75 Not Motivated (NM)

The table 18 shows that in all indicators of advancement rated as strongly motivated. It means that the teachers are motivated whenever they learn things a head of time. Also, when they are cheer by superior, finish higher education, prepare lesson plan exceeding towards goal and feel if there are opportunities to promote position. They are willing and giving effort to learn things for professional growth. They are motivated and eager to learns that they can see and use in the near future. Because of the teachers are newly hired they always seek for learning. The LSB Teachers engage themselves in different activities to learn things and to enhance, improve their skills. Eren and Tezel (2010) revealed that prospective teachers' professional activities were substantially associated to their enthusiasm to teach and satisfaction with their profession of choice. That's why learning things in advance led to higher motivation.

Table 19.

Work Motivation of the LSB Teachers as to Motivation Factors in terms of Intrinsic Interest

INDICATORS	MEAN	SD	VERBAL INTERPRETATION
As LSB Teacher, I/I'm			
1. Feel motivated to finish my task if I'm happy with my work.	4.0	0.00	STM
2. Finish work when I pursue my personal goal.	4.0	0.00	STM
3. Motivated because I find my work challenging and fun.	3.8	0.36	STM
4. Motivated because my work is fascinating.	3.9	0.23	STM
5. Motivated to work if I feel I'm belong to the group.	4.0	0.00	STM
Overall	4.0	0.12	STM

Legend: 3.26-4.00 Strongly Motivated (STM); 2.51-3.25 Motivated (M); 1.76-2.50 Slightly Motivated (SLM); 1.00-1.75 Not Motivated (NM)

The table 19 show that in all indicators of intrinsic interest rated as strongly motivated. It also shows that the motivation is innate and within in LSB Teachers. They are motivated to do things and face all the challenges wholeheartedly. The motivation also coming from the intellectual responsibility and fulfilment in their work, were they use their heart and emotion to accomplish task. They find joy and satisfaction in their work, particularly when it aligns with their personal goals and when they feel a sense of belonging within their professional community. Teachers' confidence in their ability to teach effectively correlates favorably with their emotional engagement and efficacy on the job. For example, available research indicates a strong relationship between teachers' feelings of competence in engaging students, managing classrooms, and planning instruction, as well as their enthusiasm and job satisfaction, as well as their willingness to deal with daily pressures (Durksen, Klassen, & Daniels, 2017).

Table 20.

Work Motivation of the LSB Teachers as to Motivation Factors in terms of Autonomy

INDICATORS	MEAN	SD	VERBAL
As LSB Teacher, I			INTERPRETATION
1. Feel motivated to do my work, if I set my standard.	4.0	0.00	STM
2. Feel motivated if I have freedom to choose about my strategy of teaching, I'm going to use.	4.0	0.00	STM
3. Feel better whenever, I do my task freely without my superior presence.	3.9	0.25	STM
4. Work properly, if trusted by my superior.	4.0	0.00	STM
5. Feel better whenever I share my thoughts and learnings to others.	3.9	0.27	STM
Overall	4.0	0.10	STM

Legend: 3.26-4.00 Strongly Motivated (STM); 2.51-3.25 Motivated (M); 1.76-2.50 Slightly Motivated (SLM); 1.00-1.75 Not Motivated (NM)

The table 20 shows that in all indicators of autonomy rated as strongly motivated. It means that the teacher has the courage and have a strong vision to their profession. As a newly hired teachers, they are more motivated if they set goals and standard that will be serve as their guide in accomplishing task. They provide checklist or schedules to achieve goals. Also, they are more motivated if they have the freedom to use the teaching strategy they prefer to show their skills in teaching, as well a chance to share their thoughts and learnings to their colleague. Great feeling and motivated to do without the presence of the superior, knowing that they trust the teachers to do their best in the field. According to Yildiz et. al (2021) that teachers have a high level of motivation and autonomy over their curricula. It was investigated whether the motivation and curricular autonomy levels of instructors differed considerably depending on gender, professional seniority, educational status, and the number of projects completed in professional life. It has been discovered that levels of motivation range greatly by gender, and levels of curriculum autonomy differ according to the amount of projects completed in professional life. Finally, the study found a medium-level, positive, and significant link between teacher motivation and curriculum autonomy levels.

Table 21.

Work Motivation of the LSB Teachers as to Motivation Factors in term of Opportunities for Creativity

INDICATORS	MEAN	SD	VERBAL
As LSB Teacher, I			INTERPRETATION
1. Energized when ideas and thoughts turn to new creative learnings.	4.0	0.00	STM
2. Feel better whenever I'm given a chance to analyze the given task to have a better result.	4.0	0.00	STM
3. Feel better whenever I listen, communicate, emphasize, collaborate and understand my work concern to have a creative solution or process.	4.0	0.00	STM
4. Feel better whenever I'm given a chance to study new things that develop my skills to attain my goals.	4.0	0.00	STM
5. Feel better whenever I work as a team that will help one another to come up with the creative solution.	4.0	0.00	STM
Overall	4.0	0	STM

Legend: 3.26-4.00 Strongly Motivated (STM); 2.51-3.25 Motivated (M); 1.76-2.50 Slightly Motivated (SLM); 1.00-1.75 Not Motivated (NM)

The table 21 shows that in all indicators of opportunities for creativity rated as strongly motivated. Because most of the LSB Teachers are newly hired they feel energized and fulfilled when given the chance to explore new ideas, collaborate with colleagues, and develop their skills. They are motivated to

share their thoughts to come-up with creative solution. Also, as newly hired, they are willing to learn new things and skills that will help them to grow professionally. And lastly, they love listening and share their thoughts base to the problem they had. According to Davies et. Al (2014) suggested that the teacher abilities, attitudes, desire to act as a role model, understanding of learners' needs, flexible course structure, and specific types of classroom interaction are critical for teaching creativity. The review emphasized the relevance of school culture in supporting or obstructing creativity, the necessity to elicit teachers' notions of creativity, instructors improving their own creativity, working collaboratively with a mentor, and the value of action research and reflection.

Table 22.

Test of Significant Relationship between Respondent Assessment of their Status of Local School Board Teachers and Work Motivation as to Hygiene Factor

	Pay	Hiring	Promotion	Professional Development	Planning	Supervision
Payment of Compensation	.010	.107	.180	-.047	.027	.129
Job Security	-.100	-.039	-.122	-.087	.124	.062
Work Conditions	-.130	.115	-.064	-.032	.010	.125
Fringe Benefits	.013	.033	-.094	.144	-.043	-.047
Job Policies	.002	.121	-.186	-.094	-.112	-.026
Relation to Co-workers	.135	-.076	-.051	-.021	.089	.090

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

* Correlation is significant at the 0.05 level (2-tailed).

The table 22 shows that there is no significant relationship between their status and their perception of motivation as to hygiene factor. The result showed that the LSB Teachers has a positive attitude towards to their work. In terms of hygiene factors, even the LSB Teachers have slight experienced in compensation, not experienced in promotion, experienced in professional development yet the teachers are motivated. It reveals that motivation is inert to LSB teacher, even the teachers are not much motivated in terms of pay and other benefits they received, yet they are motivated to their work. They are not affected by the tangible factors but to the content and the work itself. No matter how miserable or worst environment and status of the teachers has, they still a chance to be motivated in that kind of situation. According to David Hume, beliefs are inert and cannot impact actions without the presence of appetites belief is insufficient for motivation, which always requires, in addition to believing, the presence of a desire or conative state or passions. Aside from that, the result shows that most of the LSB teachers are newly hired or new in the field that is why they are not expecting more in their status, like their educational qualification, most of them are Bachelor Degree graduate but they are motivated to their work. Their work gives them happiness to survive the everyday living and learn new things in the field. According to Maslow Hierarchy of Needs that the survival needs must be satisfied before the individual can satisfy the higher needs. It implies that when the status is highly experienced the motivation goes to self-actualization.

Table 23.

Test of Significant Relationship between Respondent Assessment of their Status of Local School Board Teachers and Work Motivation as to Motivation Factors

	Pay	Hiring	Promotion	Professional Development	Planning	Supervision
Level of Challenge	-.049	.092	.063	-.028	-.080	-.001
Work Itself	-.065	.081	-.122	-.057	-.100	-.135
Responsibility	.055	-.101	.099	.007	.007	.116
Recognition	-.255*	.072	.176	.057	-.144	.172
Advancement	.085	-.035	-.262*	-.080	-.079	.169
Intrinsic Interest	.102	.092	-.027	-.059	-.078	-.123
Autonomy	-.010	.107	.032	.037	-.101	.058
Opportunities for Creativity	.b	.b	.b	.b	.b	.b

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

*. Correlation is significant at the 0.05 level (2-tailed).

The table revealed that there is no significant relationship between their status and their perception as to motivation factor. However, there is a significant correlation observed in pay and recognition and promotion and advancement. It indicates that even they have a lower salary compare to teachers in national government yet they are still motivated in terms of recognition. They stay in the job because they are motivated of their worth in the field. They are happy every time they accomplished task, exceed expectation and faced task as a challenge to improve oneself. In this indication, it means that there is personal desire or self- recognition to finish the task even with low salary. They are wonder related but yet they as negative correlated. According to Kelvin (2016), found out in his study that salary is a low motivating factors to performance. Even though the salary payment of the teachers was low, still they are motivated and their performance were high. It also found out that most of the teachers are passionate with high confidence and efficiency. The proof of this is that most of them came early to school, provide tests and examinations to learners and they attend staff meetings and other activities out of teaching and learning process which are sports and games.

Furthermore, the study revealed that there is a negative correlation between promotion and advancement. It means that LSB Teachers tends to be advance to promote later on. The more that they are not promoted the more seek for professional development or professional growth because they are hoping that they will be promoted in the near future. It also revealed that some the LSB Teacher continue their higher education, attending seminars and work hard in their station and in their condition because their goal is to get promoted. According to philosophy perspective that individual is encourage to focus on their own personal growth, discipline, and resilience, rather than relying on external factors like promotions or advancement.

Conclusion

There is no significant relationship between the status of local school board teachers and their work motivation, therefore the null hypothesis is sustained. First, there is no significant relationship between status of LSB Teachers and motivation as to hygiene factor. It revealed that the LSB Teachers has a positive attitude towards to their work. Even the LSB Teachers have slight experienced in compensation, not experienced in promotion, experienced in professional development yet the teachers are motivated. It reveals that motivation is inert to LSB teachers, even the teachers are not much motivated in terms of pay and other benefits they received, yet they are motivated to their work. They are not affected by the tangible factor but to the content and to the work itself. No matter how miserable or worst environment and status of the teachers has, they still a chance to be motivated in that kind of situation. Second, there is no significant relationship between their status and their perception as to motivation factor. However, the significant correlation observed in pay and recognition and promotion and advancement. It indicates that even they have a lower salary compare to teachers in national government yet they are still motivated in terms of recognition. They stay in the job because they are motivated of their worth in the field. They are happy every time they accomplished task exceed expectation and looking a task as a challenge to improve oneself. In this indication, it means that there is personal desire or self- recognition to finish the task even with low salary. They are wonder related but yet they as negative correlated.

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