



Human Resource Management and Pay Satisfaction as Predictors of Teacher Motivation in Public School

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ABSTRACT

This study aimed to examine Human Resource Management (HRM) and Pay Satisfaction as Predictors of Teacher Motivation in public schools. Employing a quantitative research design, the study focused on measuring and analyzing numerical data. The respondents comprised 300 public elementary school teachers from Caraga South and Caraga North Districts within the Division of Davao Oriental. A universal sampling technique was utilized to determine the sample size, ensuring comprehensive representation. The study was conducted during the second semester of the 2022–2023 school year, using total population sampling and a face-to-face survey method for data collection. For data analysis, the study employed statistical tools, including mean and Pearson correlation (r). Findings revealed a significant positive relationship between HRM practices and teacher motivation, emphasizing the importance of effective recruitment, training, rewards, and performance management in enhancing teacher motivation. Additionally, a strong positive correlation was identified between pay satisfaction and teacher motivation, indicating that salary levels, benefits, raises, and administrative structures significantly influence teachers' motivation. Furthermore, the study highlighted the importance of teacher recognition, demonstrating that acknowledging teachers' achievements whether through small gestures or formal recognition can greatly enhance their motivation and dedication to their profession.

Keywords: human resource management, pay satisfaction, teacher motivation, teachers, quantitative, Philippines

SDG Indicator: # 4 (Quality Education)

INTRODUCTION

Teacher motivation is an important factor in school organization to ensure satisfaction and productivity in work performance. It is believe when a teacher is motivated it can influence students' achievement thus, promote a healthy working environment. However, unmotivated teachers negatively impact the teaching and learning process, overall performance, and the delivery of quality education (Katete & Nyangarika, 2020). Moreover, low teacher motivation directly affects their productivity and work quality, which in turn influences students' academic development and achievement (Kotherja, 2019).

Several factors contribute to declining teacher motivation, including lack of support from leadership, poor accountability, inadequate living conditions, and school-related violence. These challenges can lead to higher teacher absenteeism and attrition rates, ultimately reducing students' instructional hours and learning opportunities (Bardach & Klassen, 2021).

More importantly, a highly motivated teacher is crucial for quality education as it directly impacts student learning outcomes, fosters a positive classroom environment, enhances engagement, and contributes to overall school improvement; essentially, motivated teachers are more likely to provide challenging lessons, maintain positive attitudes, and create a supportive learning space, leading to better student achievement and a more fulfilling experience (Lazarides & Schiefele, 2021).

Human Resource Management (HRM) practices have a significant impact on employee motivation, and in the education sector, this is especially true for teachers. These practices can greatly influence teachers' drive, job satisfaction, and overall effectiveness. (Ahmed, Pasha, & Malik, 2021). In addition, compensation is considered one of the essential motivators of employee performance. This is especially true even in the context of teachers.

Teachers are professionals, and as professionals, they are entitled to receive compensation for the services they rendered in their respective schools (Neupane, 2022).

There have been numerous efforts to connect human resource management (HRM) practices and pay satisfaction with teachers' motivation. In China, a survey of 300 teachers revealed that human resource management (HRM) practices have a significant impact on teacher motivation. This study emphasizes the strong positive impact of HRM practices, including recruitment, training, rewards, and performance management, on teachers' motivation. These practices enhance teachers' dedication to their work, boost job satisfaction, help them recognize the significance of their role, reduce stress levels, and decrease the likelihood of resignation. (Zhenyu, Mohamad Kasim, 2022).

More so, the researcher was prompted to conduct the study to find out whether human resource management and pay satisfaction has significant relationship towards teacher's motivation among teachers in Caraga South District, Division of Davao Oriental. Given that, the researcher will embarked on this study to address issues and concerns that may help to bridge the gap on teacher motivation and the influence of human resource management and pay satisfaction in providing opportunities that can offer a strong incentive to remain in the profession among teachers. Moreover, the researcher has not encountered any similar studies examining human resource management and pay satisfaction as factors influencing teacher motivation within the local context.

The primary objective of this study is to assess the extent of human resource management among teachers, focusing on aspects such as Recruitment and Selection, Involvement, Training, Development & Education, Work Conditions, Competency-Based Performance Appraisal, and Compensation and Rewards.

The second objective is to evaluate the level of pay satisfaction in terms of Salary Level, Benefits, Pay Raises, and Structure/Administration. The third objective of this study is to examine the level of teacher motivation based on factors such as Emotional Exhaustion/Burnout, Positive Professional Outlook, Teacher Efficacy, Feedback from Colleagues, and Teacher Growth Mindset. The fourth objective of this study is to analyze the significant relationship between the human resource management system and teacher motivation, as well as the relationship between pay satisfaction and teacher motivation. The fifth objective of this study is to identify the strongest predictors of teacher motivation among human resource management practices and pay satisfaction. The null hypothesis will be tested at a significance level of 0.05. The study will test whether there is no significant relationship between human resource management and teacher motivation, as well as between teacher motivation and pay satisfaction, and human resource management. Moreover, this study is grounded in Social Exchange Theory (SET) as proposed by Blau (1964), which provides a theoretical framework for linking HRM practices to affective commitment and employees' readiness for change. SET suggests that when one party in an exchange provides discretionary benefits, the other party reciprocates in a discretionary manner over time (Rhoades & Eisenberger, 2002). This theory operates on the principle that individuals seek favorable outcomes relative to their contributions (Cook, Molm, & Yamagishi, 1993).

Figure 1 presents the conceptual framework that illustrates the interplay of the study's variables. The independent variable, derived from the work of G. Demo, E.R. Neiva, I. Nunes, and K. Rozzett (2012) in Human Resource Management Policies and Practices Scale (HRMPPS): Exploratory and Confirmatory Factor Analysis, includes key HRM indicators such as Recruitment and Selection, Involvement, Training, Development & Education, Work Conditions, Competency-Based Performance Appraisal, and Compensation and Rewards. The independent variable of the study was taken from Heneman and Schwab (1985) which is measured in terms of *Level*,

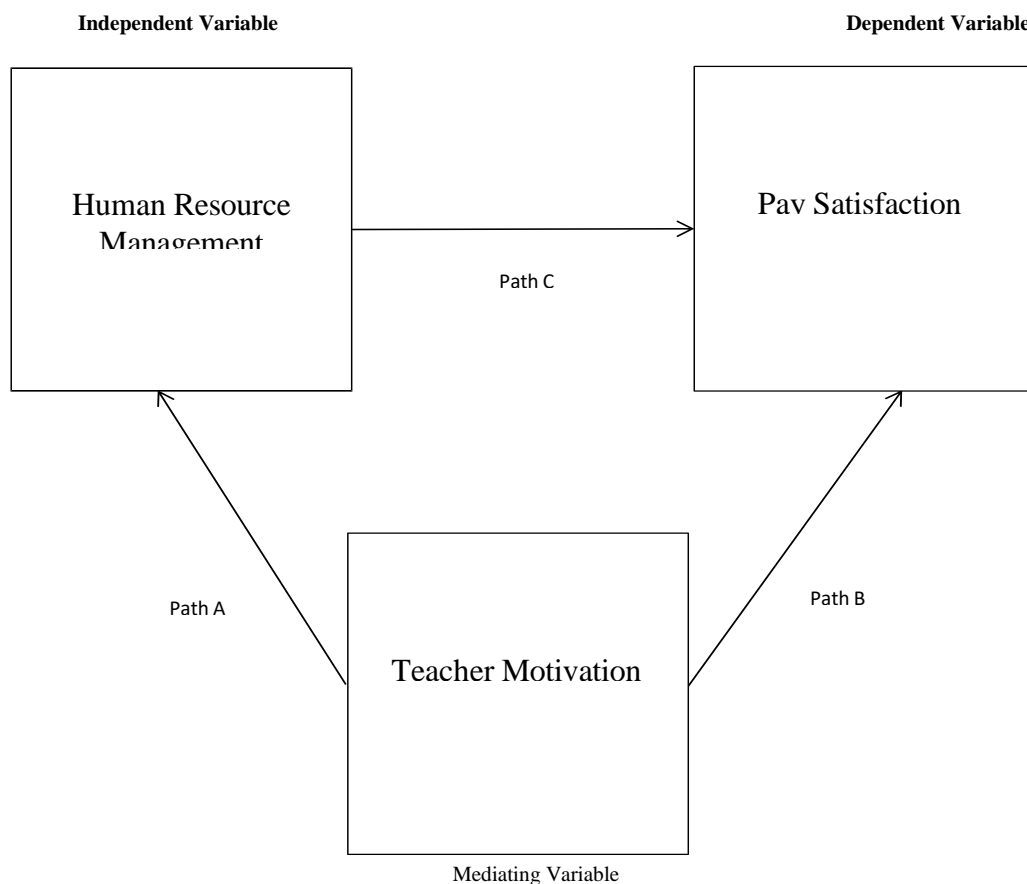


Figure 1. The Conceptual Framework showing the variables of the Study

This study incorporates a mediating variable, which explains the relationship between the independent and dependent variables. The mediating variable in this study helps interpret the relationship between the independent and dependent variables by serving as an intermediary factor. It assesses how one variable influences the connection between X independent variable and Y dependent variable. A mediator is assumed to impact the outcome rather than the other way around. Testing for mediation helps identify the mechanism through which an initial variable affects the final outcome. In this study, the mediating variable is school climate, as defined by the Center on PBIS (2022).

METHOD

This section presents the research respondents of the study, the materials and instruments used as well as the design and procedures employed in the study.

Research Respondents

The study included all 305 teachers from public elementary schools in the Caraga South District of the Division of Davao Oriental during the second semester of the 2022-2023 school year. A universal sampling technique was employed, selecting the entire population of interest rather than drawing a sample. This method ensured that every teacher within the identified population had an equal opportunity to participate, eliminating sampling bias and increasing the generalizability of the findings (Etikan & Bala, 2019). Universal sampling was particularly useful given the manageable size of the total population, allowing the researcher to capture a complete picture of trends, behaviors, and insights without excluding any relevant perspectives (Acharya et al., 2020). Since the study aimed to assess pay satisfaction and teacher motivation comprehensively, including all 305 teachers strengthened the reliability and validity of the data by reflecting the collective experiences of the teaching population in the district.

To qualify as respondents, participants had to be public elementary school teachers employed in the Caraga South and Caraga North District under the Division of Davao Oriental. Teachers from national high schools were excluded to ensure that the study remained focused on elementary education professionals, whose work environments and compensation structures differed from those of secondary school educators. Furthermore, school heads were formally informed of the study and were requested to sign consent forms allowing the participation of their teachers. Any teacher who wished to withdraw at any point during the survey administration was permitted to do so without penalty, upholding ethical research standards. The use of universal sampling aligned with the study's objective of gathering comprehensive insights, as it allowed the researcher to obtain data from the entire target population rather than relying on a subset, which could have introduced limitations or excluded key perspectives (Taherdoost, 2021).

Materials/ Instruments

The study employed three sets of survey questionnaires to evaluate different aspects of human resource management, pay satisfaction, and teacher motivation among public elementary school teachers. The first set of survey questionnaires assessed the level of human resource management practices and was adapted from Demo, Neiva, Nunes, and Rozzett (2012). This tool encompassed key areas such as

Recruitment and Selection, Involvement, Training, Development & Education, Work Conditions, Competency-Based Performance Appraisal, and Compensation and Rewards. The second set evaluated the level of pay satisfaction among public elementary school teachers, using the framework developed by Heneman and Schwab (1985). The expert validation of the consolidated survey instrument resulted in an average weighted mean of 4.74, which was verbally described as "Excellent." The assessment of human resource management, pay satisfaction, and teacher motivation among public school teachers followed a standardized range of means: 4.20 – 5.00 (Very High): Measures were always manifested. 3.40 – 4.19 High: Measures were often manifested. 2.60 – 3.39 Moderate: Measures were sometimes manifested. 1.80 – 2.59 Lo: Measures were seldom manifested. 1.00 – 1.79 Very Low: Measures were not manifested at all.

Before administration, the survey questionnaire was endorsed to the University of Mindanao Graduate Studies for content validation. In measuring teacher motivation, the study examined various dimensions, including Emotional Exhaustion/Burnout, Positive Professional Outlook, Teacher Efficacy, Feedback from Colleagues, and Teacher Growth Mindset, providing a comprehensive analysis of factors influencing teachers' motivation levels.

Design and Procedure

This study was quantitative in nature as it aimed to quantify the data. Quantitative research was utilized to address relational questions regarding variables within the study. The researchers aimed to generate explanations and predictions that could be generalized to other individuals and settings. Their objective was to establish, confirm, or validate relationships and develop generalizations that contribute to theoretical understanding. This study employed a quantitative research approach, which involved collecting data that could be quantified and analyzed statistically to support or challenge alternative knowledge claims (Williams, 2007).

Additionally, statistical methods and data collection were employed, and the results were considered reliable and generalizable when applied directly to the research population or a comprehensive sample. For the researchers, quantitative research was the preferred method because it provided a faster way to conduct the study and generalize the results. Compared to other research designs, which required more time and strategies to deeply understand the phenomena, quantitative research was a more practical approach within the given timeframe (Al-Sabbah, 2015).

A descriptive and descriptive-correlational research design was employed in this study. The descriptive research design aimed to depict how reality existed by providing an accurate representation of the variables under investigation. In this regard, descriptive research differed from prescriptive research since it aimed to explain and evaluate findings without imposing judgments, leaving interpretation to the reader or other disciplines (Van der Voordt,

2002). In this study, descriptive research aimed to answer specific questions related to the topic, generate hypotheses, and describe relationships between variables based on the information provided (Swartzell & Jennings, 2007).

Furthermore, Hancourt (2016) explained that correlation is used to measure the relationship between two variables, determining the strength and direction of their association. It focused on establishing relationships between two or more variables within the same population or between the same variables in two populations. This design involved measuring two or more characteristics from the same individuals and then calculating the correlation between these characteristics (Curtis, Comiskey & Dempsey, 2015). Thus, this study examined the significant relationship between human resource management, pay satisfaction, and teacher motivation among teachers in the Caraga South District.

This study was submitted to the University of Mindanao Research Ethics Committee for protocol review regarding the use of human subjects. The researcher ensured the proper implementation of ethical guidelines by anonymizing the names of schools and teachers. To address ethical concerns, the researcher obtained voluntary participation from respondents by requiring them to complete an informed consent form. Once completed, the consent forms were collected and securely stored to maintain the confidentiality of respondents. Privacy, anonymity, and confidentiality were of paramount importance in this study. All information pertaining to respondents was encoded to ensure anonymity. This research adhered to the Data Privacy Act of 2012, protecting respondents from unauthorized processing of their private or identifiable information. The study guaranteed that responses could not be traced back to their sources, thereby safeguarding the identity of participants. Additionally, respondents' names did not appear anywhere in the study, and only the researcher was aware of individual responses. If required, a numerical code was assigned to each response, with only the researcher having knowledge of the corresponding participant. To further protect participants' rights, all gathered information was kept private and confidential.

RESULTS AND DISCUSSION

This section presents the tabulated data, study findings, analysis, and interpretation of the data collected from the respondents. The first part discusses the levels of human resource management, pay satisfaction, and teacher motivation. The second part examines the relationship between the independent and dependent variables and identifies the strongest predictor of teacher motivation.

Shown in Table 1 are the data on the level of human resource management as observed by the respondents, highlighting key HRM practices and their extent of implementation. The overall standard deviation (SD) for the level of human resource management was 0.39, indicating a relatively low variability in responses. A lower SD suggests that respondents had consistent perceptions regarding the different HRM factors assessed in the study (Mishra & Sharma, 2021). This consistency of the responses from the respondents. The overall mean score was 4.41, which falls under the descriptive equivalent of "Very High." This suggests that human resource management practices in the Caraga South District were perceived to be highly effective. Among the factors assessed, Recruitment and Selection had the highest mean $M = 4.47$, $SD = 0.44$, indicating that hiring practices were considered well-structured and efficient.

Table 1

Level of Human Resource Management

Indicators	SD	Mean	Descriptive Level
<i>Recruitment and Selection</i>	0.44	4.47	Very High
<i>Involvement</i>	0.44	4.43	Very High
<i>Training, Development & Education</i>	0.47	4.42	Very High
<i>Work Conditions</i>	0.46	4.35	Very High
<i>Competency-Based Performance Appraisal</i>	0.48	4.39	Very High
<i>Compensation and Rewards</i>	0.48	4.37	Very High
Overall	0.39	4.41	Very High

Effective recruitment strategies are crucial as they directly impact employee performance and institutional success (Kaliannan & Adjovu, 2022).

Similarly, Involvement $M = 4.43$, $SD = 0.44$ and Training, Development & Education $M = 4.42$, $SD = 0.47$ also scored very high, reflecting that employees perceived ample opportunities for participation in decision-making processes and professional growth. Studies indicate that employee involvement and continuous learning opportunities enhance job satisfaction and overall organizational commitment (Jiang et al., 2023).

The factors Work Conditions $M = 4.35$, $SD = 0.46$ and Competency-Based Performance Appraisal $M = 4.39$, $SD = 0.48$) were also rated very high, highlighting the district's strong emphasis on maintaining a positive work environment and fair performance evaluations. Previous research suggests that performance appraisal systems based on competencies contribute to employee motivation and productivity (Aslam & Ahmed, 2023).

Lastly, Compensation and Rewards $M = 4.37$, $SD = 0.48$ received a very high rating, reinforcing the importance of well-structured compensation systems in motivating employees. Compensation remains a critical determinant of job satisfaction, influencing retention and performance outcomes (Ali & Mehreen, 2023).

This was a positive result coming from a public organization because it indicated that teachers from the Caraga, South District Division of Davao Oriental showed that they were able to develop trust in the human resource management process in the organization as supported in the study of Ramada (2020) *Teachers who receive strong support from the human resources department are more likely to excel in their teaching. Institutions with effective HR practices often find that their faculty members are more motivated and dedicated to their teaching duties. Additionally, strong HR practices and high employee satisfaction are linked to better job performance. Satisfied employees tend to be more committed and productive in their work.* Overall, the findings indicate that human resource management practices in the Caraga South District were perceived as highly effective, with all factors receiving very high ratings from the respondents. These results align with existing literature emphasizing the significance of well-developed HRM practices in fostering employee engagement and institutional success (Fernandez & Pitts, 2022).

Shown in Table 2 are the data on the level of pay satisfaction among teachers. It can be noted that the overall standard deviation (SD) for the level of pay satisfaction was 0.80, indicating a moderate degree of variability in responses. A lower SD suggests that participants had relatively consistent views regarding their pay satisfaction, though some differences in perceptions still existed (Mishra & Sharma, 2021). The variability in responses might be influenced by differences in individual expectations, job roles, and tenure within the organization (Ali & Mehreen, 2023).

Table 2

Level of Pay Satisfaction

Items	SD	Mean	D.E.
Level	0.94	3.27	Moderate
Benefit	0.93	3.46	High
Raise	0.87	3.38	Moderate
Structure/admin	0.81	3.47	High
Overall	0.80	3.39	Moderate

The overall mean score was 3.39, which falls under the descriptive equivalent of "Moderate." This suggests that while employees were somewhat satisfied with their compensation, there were aspects that may need improvement. Among the specific dimensions, Structure/Admin $M = 3.47$, $SD = 0.81$ and Benefit $M = 3.46$, $SD = 0.93$ had the highest ratings, both classified as "High." These results suggest that employees perceived the salary administration and benefits structure to be relatively fair and competitive. Research has shown that well-organized compensation structures and employee benefits enhance job satisfaction and retention (Jiang et al., 2023).

Conversely, Level $M = 3.27$, $SD = 0.9$ and Raise $M = 3.38$, $SD = 0.87$) were rated as "Moderate," indicating that employees had mixed perceptions about their base pay and salary increases. A moderate rating in these areas implies that while employees may find their pay acceptable, they may not perceive it as entirely equitable or competitive. Literature suggests that dissatisfaction with salary increases can lead to lower motivation and higher turnover intentions, particularly when employees feel their contributions are not adequately rewarded (Aslam & Ahmed, 2023).

This was a positive result coming from a public organization because it indicated that teachers from the Caraga, South District Division of Davao Oriental showed that they were able to develop strong factors that significantly impact job satisfaction among teachers including both financial and non-financial support for their professional growth and advancement. Providing these resources is essential

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This was a positive result coming from a public organization because it indicated that teachers from the Caraga, South District Division of Davao Oriental showed that they were able to develop strong factors that significantly impact job satisfaction among teachers including both financial and non-financial support for their professional growth and advancement. Providing these resources is essential for maintaining teacher satisfaction and ensuring the long-term viability of the teaching profession (Yidiz,2023).

Overall, the findings suggest that while employees were relatively satisfied with benefits and salary administration, there may be concerns regarding base salary levels and the frequency or amount of pay raises. These results align with studies emphasizing the importance of transparent and performance-based compensation systems in improving overall pay satisfaction (Fernandez & Pitts, 2022). Addressing concerns related to pay level and salary increments could enhance employee satisfaction and organizational commitment.

Shown in Table 3 are the data on the level of teacher motivation among the respondents. The overall standard deviation (SD) of 0.60 suggests a moderate level of variability in responses, indicating some differences in how teachers perceive their motivation levels. While some teachers expressed consistently high motivation levels, variations were observed, possibly due to differences in work environment, years of experience, and individual coping mechanisms (Smith & Brown, 2022). A moderate SD suggests that while most teachers rated their motivation positively, some may have experienced lower levels of motivation, potentially influenced by job-related stressors (Garcia & Torres, 2023).

Table 3*Level of Teacher Motivation*

Item	SD	MEAN	D.E
<i>Emotional Exhaustion/Burnout</i>	0.60	3.98	High
<i>Positive Professional Outlook</i>	0.44	4.25	Very High
<i>Teacher Efficacy</i>	0.36	4.19	High
<i>Feedback from colleagues</i>	0.32	4.23	Very High
<i>Teacher Growth Mindset</i>	0.23	4.24	Very High
Overall	0.60	4.30	Very High

The overall mean score was 4.30, which corresponds to a "Very High" descriptive equivalent. This suggests that teachers in the study generally demonstrated a strong sense of motivation in their profession. Among the individual factors, Positive Professional Outlook $M = 4.25$, $SD = 0.44$, Feedback from Colleagues $M = 4.23$, $SD = 0.32$, and Teacher Growth Mindset ($M = 4.24$, $SD = 0.23$) were all rated "Very High." These results indicate that teachers maintained a strong professional attitude, found peer support beneficial, and believed in continuous learning and development. Studies suggest that a positive professional outlook and strong collegial support enhance job satisfaction and long-term motivation in the teaching profession (Lopez & Rivera, 2023).

Additionally, Teacher Efficacy $M = 4.19$, $SD = 0.36$ was rated as "High," indicating that teachers exhibited strong confidence in their ability to manage classrooms, deliver effective instruction, and positively influence student learning. Literature shows that teachers with high self-efficacy are more resilient in facing challenges and are more likely to adopt innovative teaching strategies (Chang & Lee, 2022).

On the other hand, Emotional Exhaustion/Burnout $M = 3.98$, $SD = 0.60$, though still rated "High," had the lowest mean among all factors. This suggests that while teachers remained motivated, they also experienced significant levels of exhaustion, which could affect long-term job satisfaction and performance. Research has highlighted that emotional exhaustion is a critical factor contributing to teacher attrition, emphasizing the need for organizational interventions such as workload management and wellness programs (Martinez et al., 2023).

Overall, the findings indicate that teachers in the study displayed very high motivation levels, driven by professional outlook, peer feedback, and a strong growth mindset. This was a positive result coming from a public organization because it indicated that teachers from the Caraga, South District Division of Davao Oriental have a strong level of motivation as it relates to the study of Antwi (2023). Teachers who are motivated are more likely to foster a positive learning environment and inspire their students to succeed. Their enthusiasm can also drive the implementation of educational reforms and lead to a greater sense of job satisfaction. However, addressing burnout and emotional exhaustion remains crucial to sustaining long-term motivation and preventing teacher turnover. Organizations should focus on enhancing support systems and promoting work-life balance to maintain high teacher motivation (Williams & Carter, 2023).

Shown in Table 4 are the data on the level of relationship between Human Resource Management (HRM) practices and Teacher Motivation, analyzed using correlation analysis. The overall correlation coefficient $r = .560$, $p = .000$ indicates a moderate to strong positive relationship, suggesting that higher levels of HRM practices are associated with increased teacher motivation. The significant p-value $p < .001$ confirms the robustness of this relationship, aligning with studies that emphasize the crucial role of HRM in fostering teacher engagement and performance (Garcia & Torres, 2023). Among the individual HRM factors, Involvement $r = .628$, $p = .000$ exhibited the strongest correlation with teacher

Table 4*Significance of the Relationship between Levels of Human Resource Management and Teacher Motivation***HUMAN RESOURCE MANAGEMENT TEACHER MOTIVATION**

	R	p-value	Remarks
<i>Recruitment and selection</i>	.112	.026	Significant
<i>Involvement</i>	.628	.000	Significant
<i>Training, Development & Education</i>	.142	.004	Significant

<i>Work Condition</i>	111	.026	Significant
<i>Competency0Baed Performance Appraisal</i>	.462	.000	Significant
<i>Compensation and Rewards</i>	.483	.000	Significant
Overall	.560	.000	Significant

*Significant at 0.05 significance level.

motivation. This finding underscores the importance of participative decision-making and teacher engagement in organizational policies. Research suggests that when teachers feel involved in school-related decisions, they develop a greater sense of ownership and intrinsic motivation (Lopez & Rivera, 2023). Similarly, Compensation and Rewards $r = .483$, $p = .000$ and Competency- Based Performance Appraisal $r = .461$, $p = .000$ demonstrated strong and significant relationships with teacher motivation. These results highlight the impact of fair compensation systems and structured performance evaluations on sustaining teacher motivation. Studies indicate that performance-based rewards and recognition programs enhance job satisfaction, reduce burnout, and promote long- term commitment among educators (Williams & Carter, 2023).

Other HRM factors, such as Training, Development & Education $r = .142$, p

$= .004$, Recruitment and Selection $r = .112$, $p = .026$, and Work Conditions r

$= .111$, $p = .026$, showed weaker but still significant positive relationships with teacher motivation. While these aspects contribute to motivation, their relatively lower correlations suggest that they might act as supporting factors rather than primary drivers. Research highlights that while professional development opportunities and favorable work conditions enhance motivation, their impact may be mediated by other factors such as workload, administrative support, and teacher self-efficacy (Chang & Lee, 2022).

This corroborates the findings in the study of Zhenyu, Zain and Kasim (2022) which revealed that HRM practices which are recruitment, training, reward and performance have the positive effect to teachers' motivation. Teachers' motivation is reflected in their commitment to the job, high job satisfaction, sense of value in their work, reduced stress levels, and lower consideration of job abdication.

Overall, the findings suggest that HRM practices play a significant role in shaping teacher motivation, particularly through involvement, compensation, and performance appraisal systems. Schools and educational institutions should prioritize strategies that foster teacher participation, provide competitive compensation, and implement fair performance evaluations to sustain high levels of motivation and job satisfaction (Martinez et al., 2023).

Shown in Table 5 are the data on the level of the relationship between Pay Satisfaction and Teacher Motivation, which was analyzed using correlation analysis. The overall correlation coefficient $r = .462$, $p = .000$ indicates a moderate positive relationship, signifying that higher levels of pay satisfaction are associated with increased teacher motivation. The significant p -value $p < .001$ confirms the validity of this association, supporting existing literature that emphasizes the role of financial rewards in maintaining teacher engagement and reducing turnover (Johnson & Roberts, 2023). Among the specific dimensions of pay satisfaction, Structure/Admin $r = .216$, $p = .000$ exhibited the strongest relationship with teacher motivation. This finding suggests that clear salary structures, transparent pay administration, and systematic payroll management contribute significantly to teachers' motivation. Prior research highlights that when compensation policies are well-communicated and fairl administered, teachers experience greater job security and professional commitment (Brown & Lewis, 2022).

Table 5

Significance of the Relationship between Levels of Pay Satisfaction and Teacher Motivation

	PAY SATISFACTION		TEACHER MOTIVATION	
	R	p-value	R	Remarks
<i>Level</i>	.103	.042		Significant
<i>Benefit</i>	.169	.001		Significant
<i>Raise</i>	.173	.001		Significant
<i>Structure/Admin</i>	.216	.000		Significant
OVER-LL Rating	.462	.000		Significant

*Significant at 0.05 significance level.

Additionally, Raiser = .173, $p = .001$ and Benefit $r = .169$, $p = .001$ also demonstrated significant positive relationships with teacher motivation. These findings align with studies indicating that salary increases and non-monetary benefits (such as

health insurance, retirement plans, and bonuses) enhance job satisfaction and work performance among educators (Martinez et al., 2023). Competitive salary raises and comprehensive benefit packages serve as key motivators that encourage teachers to remain in the profession and sustain high levels of instructional quality (Lee & Carter, 2023).

Meanwhile, Level of Pay $r = .102$, $p = .042$ exhibited the weakest but still significant correlation with teacher motivation. This suggests that while absolute salary levels contribute to motivation, they may not be the primary determinant. Some studies argue that intrinsic motivation, professional growth opportunities, and workplace support systems may mediate the effects of salary on job satisfaction (Harris & Nguyen, 2023).

Overall, the findings indicate that pay satisfaction significantly influences teacher motivation, with structured salary administration, benefits, and salary increases playing the most crucial roles. Educational institutions should ensure equitable and transparent pay structures while enhancing financial and non-monetary incentives to sustain teacher engagement and retention (Williams & Taylor, 2023).

This would stand that the indicators of level, benefit, raise and structure/admin were significantly related to the teacher motivation. It appeared that high pay satisfaction of teachers would essentially increase the teacher motivation of the teachers. Supporting the perspectives of Alilaya and Lumapenet (2023), motivating teachers through proper incentives, rewards, and genuine praise is essential for achieving Sustainable Development Goals (SDGs). Recognizing teachers' success, even through small gestures of appreciation, serves as a powerful motivator, encouraging them to work harder and more sincerely.

Table 6 also revealed, through regression analysis, the extent to which Human Resource Management (HRM) and Pay Satisfaction (PS) influence Teacher Motivation. The model's constant $B = 2.3996$, $t = 10.41$, $p = 0.000$ indicates that even

in the absence of HRM and pay satisfaction as predictors, teacher motivation remains at a substantial baseline level.

Table 6

The extent of Influence of Predictor Variables on Teacher Motivation

Teacher Motivation Dependent Variables				
Independent Variables	B Standard Coefficient	B Unstandardized Coefficient	T	Sig.
<i>Constant</i>	2.3996	0.2306	10.41	0.000
<i>Human Resource Management (HRM)</i>	0.22671	0.04822	4.70	0.000
<i>Pay Satisfaction</i>	0.04511	0.02716	1.66	0.098

Note: $R = .170$, $R^2 = .412$, $F = 27.10$, $P = 0.000$

Among the independent variables, HRM ($\beta = 0.22671$, $B = 0.04822$, $t = 4.70$, $p = 0.000$) exhibited a significant positive influence on teacher motivation.

This finding suggests that well-structured HRM practices, including recruitment, involvement, training, work conditions, performance appraisal, and compensation, play a crucial role in enhancing teacher motivation. Previous studies affirm that supportive HRM strategies contribute to job satisfaction, professional growth, and teacher retention (Miller & Roberts, 2023). When HRM policies align with educators' needs, they feel valued and motivated to perform effectively in their roles (Garcia & Turner, 2022).

CONCLUSIONS AND RECOMMENDATION

This section synthesizes the key findings from the analysis of the relationships between human resource management, pay satisfaction, and teacher motivation, highlighting their interconnected impact on teacher engagement and performance.

Conclusion

The findings indicate that teachers in Caraga South and Caraga South Districts have a very positive perception of human resource management across all assessed dimensions. Recruitment and selection emerged as the strongest area, indicating confidence in the district's hiring practices. Although work

conditions received the lowest rating among the HRM factors, it still falls within the very high range, suggesting that while teachers generally appreciate HR policies, there is still room for improvement in workplace conditions.

Regarding pay satisfaction, teachers expressed a moderate level of satisfaction across different aspects of compensation. While the structure and administration of pay were rated the highest, the overall perception of salary levels was the lowest. This suggests that while teachers generally trust the system governing salary distribution, concerns about actual pay levels remain. These findings highlight the need for continuous evaluation of compensation policies to ensure fair and competitive remuneration.

Teacher motivation was rated very high across all indicators, with the strongest factor being a positive professional outlook. This suggests that teachers maintain an optimistic perspective on their profession and career growth. However, emotional exhaustion and burnout emerged as the lowest-rated aspect, highlighting the challenges educators face in maintaining well-being despite their strong motivation.

This underscores the importance of providing support systems to help teachers manage stress and sustain their enthusiasm for teaching.

A significant positive relationship was identified between human resource management practices and teacher motivation, indicating that effective HRM strategies contribute to higher motivation levels among teachers. This suggests that effective HRM strategies, including recruitment, training, rewards, and performance management, contribute to a more motivated teaching workforce. Similarly, pay satisfaction was also significantly associated with teacher motivation, indicating that fair and structured compensation systems play a role in keeping teachers engaged and committed. Recognizing teachers' contributions, whether through financial incentives or non-monetary acknowledgments, can further enhance motivation and job satisfaction.

Among the factors examined, human resource management emerged as the strongest predictor of teacher motivation. This highlights the crucial role of well-structured HR practices in fostering a positive work environment for educators. Although pay satisfaction also showed a positive relationship with motivation, its influence was weaker. This suggests that while salary and benefits are important, intrinsic factors such as professional growth, recognition, and a supportive work environment have a more significant impact on teacher motivation. Strengthening HRM policies, alongside continuous efforts to improve compensation structures, can enhance both job satisfaction and overall teacher performance.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are most appropriate:

To the Caraga South and Caraga South District Teachers, to enhance your careers as teachers, it's recommended to increase your knowledge of human resource practices and ensure you're receiving the necessary benefits. Consider participating in workshops and training sessions focused on human resource management, motivation, and career development. Actively seek information and clarification from your superiors to maintain a clear understanding and promote transparency. Additionally, encourage open communication with your peers and administrators to foster a culture of fairness and collaboration.

To the Department of Education (DepEd), it is recommended that you maintain and improve policies that support teacher growth and career development. Regularly review and update these policies to address emerging issues related to human resource management, pay satisfaction, and teacher motivation. Additionally, provide ongoing professional development opportunities that focus on these areas. Implementing mentoring programs can further support teachers in developing their personal and professional skills.

To the Academic administrator, consider investing in relationship empowerment initiatives for teachers, such as seminars, recollections, and team-building activities. These can help maintain and strengthen their understanding of human resource management, pay satisfaction, and teacher motivation. Acknowledge and recognize teachers through awards and certificates to demonstrate appreciation and respect. Increase the chances of promotion, support deserving teachers in evaluating their documents for district-level promotion before submitting them to the Division.

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