

## **RESEARCH ARTICLE**

# THE INFLUENCE OF ORGANIZATIONAL CULTURE AND COMPENSATION SATISFACTION ON WORK MOTIVATION AMONG SECONDARY SCHOOL TEACHERS

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### Manuscript Info

### Abstract

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The primary objective of this research was to assess the influence of organizational culture and compensation on work motivation among public school teachers in Lanaodel Sur II. The study utilized a descriptive-correlational research design and employed proportional stratified random sampling. To analyze the data collected from the survey questionnaire, descriptive statistics such as mean and standard deviation, inferential statistics including correlation, ANOVA, and multiple regression analysis were used. As revealed, the study divulged that the organizational culture of the participants had a very high level in terms of involvement, adaptability, and mission, while they only got a high level in consistency. As disclosed, the study revealed that the work compensation satisfaction of the participant in terms of Salary, Rank, and Employment Status was satisfied. Additionally, the statistical analysis revealed that there was a significant difference in the assessment of participants' organizational culture only in relation to the variable "salary"; while the other profile variables (age, gender, length of service, rank, and employment status) was found to have no significant differences. The regression coefficient for predicting work motivation using organizational culture and compensation satisfaction was statistically significant, indicating a significant association between organizational culture and compensation satisfaction and work motivation.Furthermore, the findings underscore the significance of creating a positive work environment and fair and competitive work compensation in enhancing teacher motivation, ultimately leading to improved educational outcomes.

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### **Introduction:-**

Work motivation is an important factor in the productivity and success of any workforce. In the Philippines, understanding the factors that motivate employees is crucial for organizations seeking to improve performance.

Work compensation is an important aspect of employment that ensures that employees are fairly compensated for the work they do. A study by Miranda (2018) focused on the retention of teachers in the DepEd, particularly in rural areas. The study found that low salary and lack of benefits were among the main reasons for the high turnover rate of teachers in rural schools. Miranda recommended that the DepEd may increase the salaries and benefits of teachers in these areas to improve retention rates.

**Corresponding Author:- Aynee D. Malawani** Address:- Capitol University, Cagayan de Oro City, Philippines. One of the key features of organizational culture in the Philippines is its emphasis on family and relationships. Filipinos are known for their strong family ties, and this value extends to the workplace. Employers often create a familial atmosphere in the workplace, promoting teamwork, collaboration, and a sense of belonging. This approach fosters loyalty and commitment among employees, leading to higher productivity and job satisfaction (Garcia &Restubog, 2010).

Thus, this study sought to evaluate the influence of organizational culture and compensation as influential factors in an employee's work motivation. This study was anchored on the Denison Organizational Culture Model and the motivator factors theory of Frederick Herzberg. The conceptual framework of this study focuses on the work motivation of the respondents, influenced by organizational culture and work compensation. The independent variables are factors representing organizational culture (involvement, consistency, adaptability, and mission) from the Denison Organizational Culture Model. The dependent variables represent work motivation (promotion, assignment, rank, and recognition) from Herzberg's motivator factors theory.

The schematic diagram illustrates the relationship between the independent variables (organizational culture and work compensation) and work motivation. The organizational culture variables include involvement, consistency, adaptability, and mission, adapted from the Denison Organizational Culture Model. The work compensation variables include salary and rank. The study also considers the provisions of the Bangsamoro Education Code of 2021, which guide the practices of the teaching and non-teaching personnel in the Bangsamoro Autonomous Region in Muslim Mindanao. This study furthermore sought to evaluate and examine the influence of organizational culture and compensation on work motivation among public school teachers. Specifically, the study aimed to answer the following question: (1)What is the socio-demographic profile of the participants in terms of age bracket, Gender, Length of service, Rank, Salary, and Employment Status? (2) What is the organizational culture of the participants in terms of Involvement, Consistency, Adaptability, and Mission? (3) What is the work compensation satisfaction of the participant in terms of Salary, Rank, and Employment Status? (4) What is the work motivation of participants in terms of Promotion, Recognition, Rank, and Assignment? (5) Is there a significant difference in organizational culture when participants are grouped according to demographic characteristics? (6) Is there a significant difference in work compensation satisfaction when participants are grouped according to profile? (7) Is there a significant relationship between organizational culture and work motivation? (8) Is there a significant relationship between compensation satisfaction and work motivation? (9) Does organizational culture influence work motivation? (10) Does compensation satisfaction, influence work motivation?

### Methodology:-

Adescriptive-correlational research design was employed to determine the influence of organizational culture and work compensation on work motivation.

Proportional stratified random sampling was used in the study. The population was divided into different strata based on the ten selected schools in the Division of Lanao Del Sur II. From a total population of 247 faculty members, 108 teaching personnel were selected as the sample size using the Raosoft Sample Size Calculator. The stratified sampling method ensured proportionate representation and allowed for different sampling approaches within each stratum. The participants of the study were teaching personnel from the selected secondary schools in Lanao Del Sur. The recommended sample size of 108 teachers was determined to ensure a 4% margin error and 96% confidence interval. Table 1 provides a breakdown of the number of teachers required in each school.

A research-made survey tool was employed in this study. A four-point Likert quantitative questionnaire was used, divided into four parts: respondents' profile, organizational culture, compensation, and work motivation. The questionnaire included adapted scales from previous studies to measure various factors related to motivation and satisfaction. Cronbach's Alpha was used to assess the reliability of the questionnaire. A value of 1.000 indicated perfect internal consistency, suggesting that all the items measured the same underlying construct. Content validity was ensured by involving a panel of experts who evaluated the instrument and made necessary modifications.

Descriptive statistics, including the mean and standard deviation, Analysis of Variance (ANOVA), and multiple regression analysis were used to analyze data for research problems.

## **Results and Discussion:-**

### **Profile of Respondents**

Table 1 presents the frequency and percentage distribution of respondents' age bracket among public school teachers in Lanao Del Sur II.

Age Bracket	Frequency	Percent
21 – 30 Years Old	62	57.4
31 – 40 Years Old	0	0
41 – 50 Years Old	46	42.6
51 – 60 Years Old	0	0
61 & Above	0	0
Total	108	100.0

**Table 1:-** Frequency Distribution of Respondents according to Age Bracket.

It can be observed that the majority of the respondents fell under the age range of 21-30 years old (57.4%), while 42.6% fell under the age range of 41-50 years old. These findings provide insights into the age distribution of public school teachers in the region and can have significant implications for education policies and practices.

Table 2 shows the socio-demographic profile of the respondents in terms of gender. The finding revealed a gender distribution with 19 respondents (17.6%) as male and 89 respondents (82.4%) as female. This implies that there are more female public school teachers compared to male teachers who are working in Lanao Del Sur II.

### **Table 2:-** Frequency Distribution of Respondents according to Gender.

Gender	Frequency	Percentage
Male	19	17.6
Female	89	82.4
Total	108	100.0

Table 3 discloses the frequency and percentage distribution of the respondents' length of service among public school teachers in Lanao Del Sur II. The result indicated that 64 respondents (59.3%) had a length of service ranging from 1 to 10 years, followed by 30 respondents (27.8%) with a length of service between 11 and 20 years. Furthermore, 12 respondents (11.1%) had a length of service between 21 and 30 years, while one respondent (.9%) fell within the 41-50 years and 51-60 years' categories, respectively. This means that most of the respondents had 1 to 10 years of teaching experience.

**Table 3:-** Frequency Distribution of Respondents Length of Service.

Length of Service	Frequency	Percentage
1 – 10 Years	64	59.3
11 – 20 Years	30	27.8
21 – 30 Years	12	11.1
31 – 40 Years	1	0.9
41 – 50 Years	1	0.9
Total	108	100.0

Table 4 depicts the frequency and percentage distribution of respondents' ranks among public school teachers in Lanao Del Sur II. The table showed that majority of the respondents, 95 (88.0%) held the rank of T-1. One respondent (.9%) held the rank of MT-1 and MT-2 respectively, eight respondents (7.4%) was ranked T-2, and three (2.8%) was ranked T-3.

**Table 4:-** Frequency Distribution of Respondents according to Rank.

Rank	Frequency	Percentage
MT-1	1	0.9
MT-2	1	0.9
T-1	95	88.0

T-2	8	7.4
T-3	3	2.8
Total	108	100.0

The frequency distribution of respondents' salary ranges among public school teachers in Lanao Del Sur II is presented in Table 5. The result of the study indicated that 39 respondents (36.1%) have a salary range of 20,000 to 25,999 pesos, followed by 61 respondents (56.5%) with a salary range of 26,000 to 29,999 pesos. Furthermore, six respondents (5.6%) have a salary range of 30,000 to 35,999 pesos, while one respondent (.9%) falls within the 40,000 to 45,999 pesos and 46,000 to 50,000 pesos' categories, respectively. This means that most of the respondents had a salary range of 26,000 to 29,999 pesos.

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Salary	Frequency	Percentage
20k - 25,999.00	39	36.1
26k - 29,999.00	61	56.5
30k - 35,999.00	6	5.6
40k - 45,999.00	1	0.9
46k - 50,000.00	1	0.9
Total	108	100.0

Table 6 reveals the frequency and percentage distribution of respondents in terms of employment status among public school teachers in Lanao Del Sur II. The finding disclosed that108 respondents (100%) held a regular employment status. This means that all of the respondents were regular employees in Lanaodel Sur II.

Table 6:- Frequency Distribution of Res	spondents Employment Status.
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Employment Status	Frequency	Percent
Regular	108	100
Total	108	100.0

### **Organization Culture**

Table 7 displays themean distribution of respondents' level of organizational culture in terms of Involvement. The results indicated that the teachers demonstrated a very high level of organizational culture in terms of involvement with an average score of 3.39 and a standard deviation of 0.3. This result suggested that the participants strongly identified with their organizational roles and felt connected to its goals.

Items	Mean	SD	Interpretation
Most employees are highly involved in their work.	3.44	0.50	Very High
Decisions are usually made at the level where the best information is	3.41	0.49	Very High
available.			
Information is widely shared so that everyone can get the information	3.51	0.52	Very High
he or she needs when it's needed.			
Everyone believes that he or she can have a positive impact.	3.39	0.51	Very High
Business planning is ongoing and involves everyone in the process to	2.99	0.66	High
some degree.			
Cooperation across different parts of the organization is actively	3.41	0.56	Very High
encouraged.			
People work like they are part of a team.	3.47	0.54	Very High
Teamwork is used to get work done, rather than hierarchy.	3.37	0.52	Very High
Teams are our primary building blocks.	3.33	0.51	Very High
Work is organized so that each person can see the relationship	3.58	0.50	Very High
between his or her job and the goals of the organization.			
There is continuous investment in the skills of employees.	3.47	0.50	Very High
The capabilities of people are viewed as an important source of	3.37	0.49	Very High
competitive advantage.			

Table 7:- Mean Distribution of Respondents' Level of Organizational Culture in terms of Involvement.

Problems never arise because we do have the skills necessary to do	3.28	0.45	Very High
the job.			
Overall	3.39	0.30	Very High

Table 8 shows the mean distribution of respondents' level of culture in terms of Consistency. The results indicated that the teachers exhibited a high level of organizational culture in terms of consistency, with an average mean of 3.22 and a standard deviation of 0.3. This implies that the participants strongly adhere to consistent behaviors and practices within the organization. Consistency in organizational culture is essential for establishing clear norms, expectations, and ethical standards that guide behavior.

**Table 8:-** Mean Distribution of Respondents' Level of Culture in terms of Consistency.

Items	Mean	SD	Interpretation
The leaders and managers "practice what they preach."	3.27	0.50	Very High
There is a characteristic management style and a distinct set of	3.16	0.58	High
management practices.			
There is a clear and consistent set of values that governs the way	3.25	0.50	High
we do business.			
Ignoring core values will get in trouble.	3.32	0.62	Very High
There is an ethical code that guides behavior and tells us right	3.49	0.50	Very High
from wrong.			
Agreements achieve win-win solutions.	3.26	0.55	Very High
There is a "strong" culture.	3.44	0.55	Very High
It is easy to reach consensus, even on difficult issues.	3.09	0.60	High
Key issues reach troubles agreement.	2.9	0.67	High
There is a clear agreement about the right way and the wrong way	3.22	0.48	High
to do things.			
Approach in doing business is consistent and predictable.	3.07	0.59	High
People from different parts of the organization share a common	3.11	0.59	High
perspective.			
It is easy to coordinate projects across different parts of the	3.13	0.61	High
organization.			
Working with someone from another part of this organization is	3.24	0.58	High
like working with someone from a different organization.			
There is good alignment of goals across levels.	3.36	0.50	Very High
Overall	3.22	0.30	High

Table 9 depicts mean distribution of respondents' level of adaptability. The results indicated that the teachers displayed a very high level of organizational culture in terms of adaptability, with an average mean of 3.27 and a standard deviation of 0.31. This suggests that the participants demonstrated a strong inclination towards adapting to change, being flexible, and embracing learning opportunities within the organization. Adaptability is crucial in today's dynamic and evolving educational landscape, as it enables individuals and organizations to effectively respond to new challenges and opportunities.

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Items	Mean	SD	Interpretation
The way things are done is very flexible and easy to change.	3.29	0.58	Very High
Competitors and other changes in the business environment is well	3.19	0.54	High
responded.			
New and improved ways to do work are continually adopted.	3.27	0.56	Very High
Attempts to create change usually meet with resistance.	3.17	0.66	High
Different parts of the organization often cooperate to create change.	3.17	0.54	High
Customer comments and recommendations often lead to changes.	3.37	0.61	Very High
Customer input directly influences our decisions.	3.02	0.60	High
All members have a deep understanding of customer wants and	3.36	0.55	Very High

**Table 9:-** Mean Distribution of Respondents' Level of Adaptability.

needs.			
The interests of the customer are often listened to for our decisions.	3.21	0.45	High
Direct contact with customers is encouraged.	3.31	0.54	Very High
Failure is an opportunity for learning and improvement	3.35	0.54	Very High
Innovation and risk-taking are encouraged and rewarded.	3.30	0.53	Very High
Lots of things "fall between the cracks."	3.09	0.72	High
Learning is an important objective in our day-to-day work.	3.68	0.51	Very High
Right hand knows what the left hand is doing.	3.21	0.64	High
Overall	3.27	0.31	Very High

This finding is particularly significant in education, where teachers play a crucial role in shaping students' learning experiences. Recognizing continuous learning as an essential objective reflects the teachers' commitment to their professional development and dedication to providing quality education.

On the other hand, the statement "Customer input directly influences our decisions" received the lowest average score of 3.02, with a standard deviation of 0.6. This result still indicated a high organizational culture regarding adaptability, but not as strong as the other items. The result suggests that while there is a recognition of the importance of customer input, there may be room for improvement in actively incorporating customer perspectives into decision-making processes.

Correspondingly, Table 10 depicts mean distribution of respondents' level of mission. The results indicated that the teachers displayed a very high level of organizational culture in terms of mission, with an average mean of 3.33 and a standard deviation of 0.32.

Items	Mean	SD	Interpretation
There is a long-term purpose and direction.	3.43	0.58	Very High
Challenges leads other organizations to change the way they	3.36	0.52	Very High
compete in the industry.			
There is a clear mission that gives meaning and direction to our	3.45	0.52	Very High
work.			
There is a clear strategy for the future	3.44	0.53	Very High
The strategic direction is clear.	3.23	0.45	High
There is widespread agreement about goals.	3.29	0.51	Very High
Leaders set goals that are ambitious, but realistic.	3.33	0.53	Very High
The leadership has "gone on record" about the objectives we are	3.23	0.57	High
trying to meet			
Progress is continuously trade for goal.	3.22	0.42	High
People understand what needs to be done for us to succeed in the	3.45	0.52	Very High
long run.			
There is a shared vision of what the organization will be like in	3.33	0.56	Very High
the future.			
Leaders have a long-term viewpoint.	3.48	0.54	Very High
Short-term thinking often compromises our long-term vision.	3.11	0.57	High
Our vision creates excitement and motivation for our employees.	3.50	0.52	Very High
Short-term demands do not compromised with long-term vision.	3.08	0.64	High
Overall (Mission)	3.33	0.32	Very High

**Table 10:-** Mean Distribution of Respondents' Level of Mission.

Table 11 presents the summary of respondents' level of organizational culture. A high level of involvement indicates that the organization encourages employee participation, input, and engagement in decision-making processes, fostering a sense of ownership and empowerment. Consistency implies that the organization maintains stability, coherence, and reliability in its operations and practices. Adaptability suggests that the organization is responsive to change, flexible, and open to innovation. Lastly, a strong mission indicates that the organization has a clear and compelling purpose that guides its actions and creates a sense of direction.

Level of Organizational Culture	Mean	SD	Interpretation
Involvement	3.39	0.30	Very High
Consistency	3.22	0.30	High
Adaptability	3.27	0.31	Very High
Mission	3.33	0.32	Very High
Overall	3.30	0.49	Very High

 Table 11:- Summary Respondents' Level of Organizational Culture.

### **Work Compensation**

Table 12 displays the mean distribution of respondents' level of work compensation in terms of salary. The overall mean score for the level of work compensation in terms of salary was 3.08, with a standard deviation of 0.66. This indicated a generally satisfied level of work compensation among the teachers in terms of salary. The average score above 3 suggests that, on average, teachers perceive their salary as meeting their expectations and providing a satisfactory level of compensation for their work. The relatively low standard deviation indicated a moderate level of agreement among teachers regarding their satisfaction with salary.

Table 12:- Mean Distribution of Re	spondents' Level of work	compensation in terms of Salary.
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Items	Mean	SD	Interpretation
I am satisfied with my recent increase in salary.	2.95	0.91	Satisfied
I am satisfied with my take home or net pay.	2.96	0.84	Satisfied
I am satisfied with my benefits package.	3.12	0.76	Satisfied
I am satisfied with overall pay structure.	3.02	0.76	Satisfied
My salary is fair compared to teaching personnel in private	3.32	0.61	Very Satisfied
schools.			
Overall	3.08	0.66	Satisfied

Table 13 shows the mean distribution of respondents' level of work compensation in terms of employment status. The finding revealed that the overall mean score for the teachers' overall employment status was 3.09, with a standard deviation of 0.57. This indicates a generally satisfied level of work compensation in terms of employment status among teachers. The relatively high mean score implies that teachers, on average, feel content with their employment status, which includes factors such as job security, career growth opportunities, and overall satisfaction with their professional roles. The relatively low standard deviation indicates a moderate level of agreement among teachers regarding their employment status.

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Items	Mean	SD	Interpretation	
I am happy with my job because I am paid enough at the	3.12	0.67	Satisfied	
moment.				
My pay and benefits are commensurate with my skills and	3.19	0.66	Satisfied	
experience.				
I am satisfied with the retirement plans I get.	3.03	0.77	Satisfied	
The organization pays vacations, holidays, and leaves.	3.04	0.92	Satisfied	
Overall	3.09	0.57	Satisfied	

Table 14 demonstrates the mean distribution of respondents' level of work compensation in terms of Rank. The results showed the overall mean of 3.22 and a standard deviation of 0.44, which indicate that teachers, on average, feel satisfied with their work compensation in terms of rank. This suggests that the teachers generally perceive their rank or position within the organization as satisfactory and appropriate. A positive perception of rank can contribute to job satisfaction and a sense of fulfillment, as individuals feel valued and recognized for their level of responsibility and expertise.

**Table 14:-** Mean Distribution of Respondents' Level of work compensation in terms of Rank.

Items	Mean	SD	Interpretation
There is variety in my job. It entails me to do several things, making	3.31	0.49	Very Satisfied
use of different talents and skills.			

There is autonomy in my job. It lets me decide on how to do the	3.19	0.63	Satisfied
work.			
I receive enough recognitions for the work I do.	3.14	0.66	Satisfied
My job gives me opportunities for promotion and upward movement.	2.96	0.71	Satisfied
My job is very important. It is a significant post.	3.50	0.52	Very Satisfied
Overall	3.22	0.44	Satisfied

Table 15 presents the summary of respondents' level of work compensation. The overall mean of work compensation was 3.13 and a standard deviation of 0.56, which indicated that the respondents perceived the level of work compensation as very satisfied. The mean score of 3.13 represents the central tendency of the respondents' ratings of work compensation, suggesting that, on average, they consider the work compensation to be very satisfied. This implies that the compensation has successfully established a strong and positive compensation.

Table 15:- Sumn	nary Respondents	' Level of Work	Compensation.
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Level of Work Compensation	Mean	SD	Interpretation
Salary	3.08	0.66	Very Satisfied
Employment Status	3.09	0.57	Very Satisfied
Rank	3.22	0.44	Satisfied
Overall	3.13	0.56	Very Satisfied

### Work motivation

Table 16 portrays the mean distribution of respondents' level of work motivation in terms of promotion. As revealed, the teachers reported a high level of work motivation in terms of promotion, with an overall mean of 3.41 and a standard deviation of 0.6, indicating a very satisfied level. This suggests that the teachers feel that there are opportunities for career advancement within their institution. A teacher's work should not be limited to the classroom but should also be focused on personal and professional growth. This motivates teachers to continue to develop their skills and take on new challenges to achieve their career goals.

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As a respondent	Mean	SD	Interpretation
I am proud to work here because it recognizes my	3.31	0.68	Very Satisfied
achievement.			
My work gives me feeling of accomplishment.	3.55	0.57	Very Satisfied
I feel have contributed towards my institution in a	3.61	0.49	Very Satisfied
positive manner.			
I will choose career advancement rather than monetary	3.13	0.67	Satisfied
incentives.			
My work allows me to learn new skills for career	3.45	0.59	Very Satisfied
advancement.			
Overall	3.41	0.6	Very Satisfied

Table 17 shows the mean distribution of respondents' level of work motivation in terms of recognition. The result revealed that the overall work motivation related to recognition indicated a "Very Satisfied" level. The teachers, on average, received an overall mean score of 3.32 with a standard deviation of 0.56. This suggests that teachers generally feel satisfied and motivated in terms of recognition for their work.

Table 17:- Mean Distribution of Respondents' Level of Work Motivation in terms of Recognition.

As a respondent	Mean	SD	Interp.
I feel appreciated when I achieve or complete a	3.49	0.57	Very Satisfied
task.			
My superior always thanks me for a job well	3.21	0.64	Satisfied
done.			
I receive adequate recognition for doing my job	3.26	0.67	Very satisfied
well.			
Overall	3.32	0.56	Very Satisfied

Table 18 illustrates the mean distribution of respondents' level of work motivation in terms of rank. As shown in the table, the overall mean score for teachers' work motivation in terms of their rank was 3.32, indicating a "Very Satisfied" level of motivation. This result implies that teachers find their rank within the educational system a significant source of motivation and reinforcement for their hard work. The relatively high mean score reflects the positive impact of recognizing and acknowledging teachers' positions and contributions within the profession. When teachers feel their rank aligns with their efforts, it reinforces their commitment to working hard and achieving excellence in their teaching practices. The standard deviation (SD) for the overall rank was 0.60, indicating a moderate variation in teachers' responses. This result suggests that while most teachers feel satisfied with the reinforcement provided by their rank, there may be some variability in how individual experiences may contribute to the variability in responses.

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As a respondent	Mean	SD	Interpretation
I have responsibility to all my action.	3.44	0.57	Very Satisfied
Rank is a symbol of success for me.	3.17	0.66	Satisfied
My rank reinforces me to work hard.	3.36	0.63	Very Satisfied
Overall	3.32	0.60	Very Satisfied

 Table 18:- Mean Distribution of Respondents' Level of Work Motivation in terms of Rank.

Table 19 reveals mean distribution of respondents' level of work motivation in terms of assignment. As shown in the table, the overall mean of 3.46 and standard deviation of 0.52 indicated that teachers, on average, had a high level of work motivation in terms of assignment. This result suggests that teachers are generally satisfied and motivated by the opportunities their job provides for assignment. The high mean indicates that most teachers perceive their job as enabling them to enhance their skills, knowledge, and capabilities, contributing to their overall work motivation.

As a respondent	Mean	SD	Interpretation
My work is thrilling and I have a lot of variety in task that I	3.36	0.59	Very Satisfied
do.			
Enough I am empowered to do my job.	3.42	0.51	Very Satisfied
My job is challenging and exciting.	3.45	0.48	Very Satisfied
I am proud to work in this institution because I fell, I have	3.49	0.54	Very Satisfied
grown as a person.			
My job allows me to grow and develop as a person.	3.57	0.52	Very Satisfied
My job allows me to improve my experience, skills, and	3.52	0.52	Very Satisfied
performance.			
Overall	3.46	0.52	Very Satisfied

Table 19:- Mean Distribution of Respondents' Level of Work Motivation in terms of Assignment.

The item "My job allows me to grow and develop as a person" received the highest average score of 3.57 and a standard deviation of 0.52, indicating that teachers find their work engaging and stimulating. This result implies that they are continuously seeking new challenges and opportunities for growth, which helps to foster their motivation and drive to succeed. Such an attitude benefits teachers, as they continuously improve their skills and abilities, which translates into better learning outcomes for their students.

Motivated teachers have a profound impact on the overall classroom atmosphere. They create a positive, stimulating learning environment that encourages active participation, critical thinking, and student engagement. Motivated teachers go beyond the basic requirements and willingly invest extra effort and time in their professional development, seeking opportunities to enhance their teaching skills and expand their knowledge base. As a result, students are more likely to be inspired, motivated, and encouraged to excel academically.

## Difference in organizational culture when participants are grouped according to demographic characteristics

Among all the six profile variables, significant differences in the organizational culture occurs only under the variable "salary". According to the statistical analysis, there was a significant difference in the assessment of the participant's organizational culture when grouped according to salary, F (= 3.55, p = 0.01). This indicates that the

variations in salary levels among the participants have a statistically significant impact on their perception of the organizational culture.

Table 20:- Test of	on difference in	the assessment	of the pa	articipant's	organizational	culture when	grouped	according
to profile								

		OVERALL Involvement			Consi	Consistency Ada			Adaptability			Mission				
Profile		F-value	P-value	Interpretation	F-value	P-value	Interpretation	F-value	P-value	Interpretation	F-value	P-value	Interpretation	F-value	P-value	Interpretation
Age		0.87	0.35	NS	2.12	0.15	NS	0.01	0.91	NS	1.06	0.31	NS	0.72	0.40	NS
Gender		0.88	0.48	NS	0.47	0.76	NS	0.70	0.59	NS	0.89	0.47	NS	1.52	0.20	NS
Length Service	of	0.64	0.63	NS	0.37	0.83	NS	0.57	0.68	NS	0.86	0.49	NS	0.74	0.57	NS
Rank		2.22	0.14	NS	0.64	0.43	NS	1.98	0.16	NS	1.01	0.32	NS	3.52	0.06	NS
Salary		3.55	0.01	S	1.42	0.23	NS	3.30	0.01	S	3.76	0.01	S	2.63	0.04	S
Status		2.22	0.14	NS	0.64	0.43	NS	1.98	0.16	NS	1.01	0.32	NS	3.52	0.06	NS

#### ORGANIZATIONAL CULTURE

\*significant at the 0.05 level (2-tailed), S = Significant difference, NS = no significant difference

### Difference in work compensation satisfaction when participants are grouped according to profile

Among the six profile variables analyzed, the statistical results revealed a significant difference in the assessment of compensation based on participants' age only (F = 4.08, p = 0.04). This indicates that age has a notable impact on how individuals perceive and evaluate their compensation. Therefore, the null hypothesis which states, "There's no significant difference in the assessment of the participant's compensation when grouped according to profile", was rejected.

# Table 21:-Test on Difference the assessment of the participant's compensation when grouped according to profile. COMPENSATION

		Overa	11		Salary			Emplo Status	yment		Rank		
Profile		F- value	P- value	Interpr etation	F- value	P- value	Interpr etation	F- value	P- value	Interpr	F- value	P- value	Interpr etation
Age		4.08	0.04	S	5.84	0.02	S	2.39	0.12	NS	0.68	0.41	NS
Gender		0.69	0.41	NS	0.66	0.42	NS	0.05	0.83	NS	1.36	0.25	NS
Length Service	of	1.99	0.10	NS	1.64	0.17	NS	1.71	0.15	NS	1.18	0.32	NS
Rank		1.14	0.34	NS	1.19	0.32	NS	1.07	0.37	NS	0.97	0.43	NS
Salary		2.02	0.16	NS	0.59	0.44	NS	0.79	0.38	NS	5.13	0.03	S

\*significant at the 0.05 level (2-tailed), S = Significant difference, NS = no significant difference

### Relationship between organizational culture and work motivation

The correlation analysis reveals that there is a significant positive correlation between work motivation and the overall level of organizational culture, with a Pearson r-correlation value of .597\*\* (p < 0.01). This finding suggests that higher levels of work motivation are associated with better organizational culture. The implications of this association are noteworthy for organizations across various industries. Therefore, the null hypothesis which states, "there's no significant relationship between organizational culture and work motivation", was rejected.

	Orga	nizati	onal	culture	e										
	Overa	all		Involv	Consistency			Adaptability			Missio	n			
Work Motivation	R-value	P-value	Interpretation	R-value	P-value	Interpretation	R-value	P-value	Interpretation	R-value	P-value	Interpretation	R-value	P-value	Interpretation
Overall	.597 **	.00	S	.321 **	.0 0	S	.558 **	.00	S	.573* *	.0 0	S	.588* *	.0 0	S
Promotion	.293 **	.0 0	S	0.12	.2 3	N S	.290 **	.00	S	.288* *	.0 0	S	.304* *	.0 0	S
Recognition	.460 **	.0 0	S	.214 *	.0 0	S	.406 **	.00	S	.439* *	.0 0	S	.508* *	.0 0	S
Rank	.564 **	.0 0	S	.294 **	.0 0	S	.634 **	.00	S	.518* *	.0 0	S	.485* *	.0 0	S
Assignment	.599 **	.0 0	S	.369 **	.0 0	S	.524 **	.00	S	.613* *	.0 0	S	.541* *	.0 0	S

<b>Table 22:</b> Lest on Relationship between organizational culture and work motivation	Table 22:-	Test on	Relationship	between	organizational	culture and	work motivation
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\*\*significant at the 0.01 level (2-tailed), S = Significant difference, NS = no significant difference

### Relationship between compensation satisfaction and work motivation?

The correlation coefficient (r) between Promotion and Salary among teachers was .663, indicating a strong positive relationship (p < .001). The positive correlation coefficient suggests that there is a significant relationship between Promotion and Salary among teachers. As the Promotion variable increases, there is a tendency for Salary to also increase. Conversely, when Promotion decreases, there is a tendency for Salary to decrease as well. Therefore, the null hypothesis which states, "there's no significant relationship between compensation and work motivation", was rejected.

Table 23:- Test on Relationship of the Respondents' level of compensation and work motivation.

	Overal Compo	ll (W ensatio	'ork n)	Salar	y		Rank			Emplo Status	yment	
Motivation	r-value	P-value	Interpretation	r-value	P-value	Interpretation	r-value	P-value	Interpretation	r-value	P-value	Interpretation
Overall	.663* *	0.00	S	.426 **	0.00	S	.58 7**	0.0 0	S	.724* *	0.0 0	S
Promotion	.515* *	0.00	S	.405 **	0.00	S	.44 1**	0.0 0	S	.470* *	0.0 0	S
Recognition	.537* *	0.00	S	.265 **	0.01	S	.50 4**	0.0 0	S	.667* *	0.0 0	S
Rank	.556*	0.00	S	.401	0.00	S	.50	0.0	S	.527*	0.0	S

	*			**			1**	0		*	0	
Assignment	.532* *	0.00	S	.433 **	0.00	S	.41 9**	0.0 0	S	.509* *	0.0 0	S

\*significant at the 0.05 level (2-tailed)

### Organizational culture and its influence on work motivation?

Table 24 shows the regression coefficients for predicting work motivation using overall measure of organizational culture (model 1) and its sub-dimensions (model 2)

In Model 1, the regression coefficient (B) for predicting work motivation using organizational culture was .872, and the corresponding t-value was 7.663 (p < .001). The regression coefficient of .872 suggests that for every one-unit increase in organizational culture, there is a predicted increase of .872 units in work motivation. The null hypothesis (Ho) was rejected, indicating that there was a significant association between organizational culture and work motivation.

The regression model for predicting work motivation using organizational culture is as follows:

 $Y^{*} = .516 + .872 X_{1}$ 

Where:

 $Y^{A}$  = Work Motivation  $X_{1}$  = Organizational Culture

**Table 24:-** Regression Coefficients for predicting work motivation using overall measure of organizational culture (Model 1) and its sub-dimensions (Model 2).

Effect	Standardize B	SE	Т	Р	Remark	
MODEL 1						
(R square = $.270$ )						
(Constant)	.516	.377	1.368	.174		
ORG_CULTURE	.872	.114	7.663	.000	Reject Ho	
MODEL 2						
(R square $= .375$ )						
(Constant)	.710	.400	1.773	.079		
INVOLVEMENT	125	.134	939	.350	Failed to reject Ho	
ADAPATABILITY	.217	.196	1.107	.271	Failed to reject Ho	
MISSION	.445	.172	1.600	.009	Reject Ho	

On the other hand, model 2 has the regression equation of

 $Y^{\wedge} = 0.710 - 0.125X_1 + 0.217X_2 + 0.445X_3$ 

Where:

Y^ represents the predicted value of work motivation.

- X1 represents the level of involvement in organizational culture.
- X<sub>2</sub> represents the level of adaptability in organizational culture.
- X<sub>3</sub> represents the level of mission in organizational culture.

To explain why organizational culture can predict work motivation, one theory that can be cited is the Social Exchange Theory. According to this theory, individuals engage in a social exchange where they invest resources (e.g., time, effort, commitment) in an organization and expect to receive desirable outcomes in return (Cook et al., 2013). Organizational culture, which includes the values, norms, and practices within an organization, can influence employees' perceptions of the work environment and the benefits they receive from their efforts. A positive and supportive organizational culture can create a sense of belonging, recognition, and fair treatment, which in turn can enhance employees' motivation to perform well and contribute to the organization's goals.

According to the Robbins et al., (2018), a positive organizational culture can provide employees, such as teachers, with a clear sense of purpose and a shared mission.

When teachers feel that their work aligns with the organization's values and goals, it can enhance their intrinsic motivation. Also, a supportive organizational culture fosters a collaborative environment among teachers. When teachers feel supported by their colleagues and administrators, they are more motivated to engage in teamwork

### Compensation satisfaction and its influence on work motivation

Two regression models were presented to examine the influenceofcompensationsatisfactiononwork motivation. In Model 1, the regression coefficient (B) for compensation was found to be .548 (t = 9.122, p < .001), indicating a significant positive relationship. This means that for every one-unit increase in compensation, there is a predicted increase of .548 units in work motivation. The R-squared value for Model 1 was .432, suggesting that approximately 43.2% of the variability in work motivation can be explained by the inclusion of the compensation variable. The null hypothesis (Ho) was rejected, indicating that there was a significant association between compensation and work motivation.

**Table 25:-** Regression Coefficients for predicting work motivation using overall measure of compensation (Model 1) and its sub-dimensions (Model 2).

Effect	Standardize B	SE	Т	Р	Remark
MODEL 1					
(R square = $.432$ )					
(Constant)	1.681	.190	8.841	.000	
COMPENSATION	.548	.060	9.122	.000	Reject Ho
MODEL 2					
(R square = .549)					
(Constant)	1.264	.193	6.560	.000	
SALARY	.032	.048	.673	.502	Failed to reject
					Но
EMPLOYEMENT	.120	.064	1.854	.067	Failed to reject
					Но
RANK	.516	.077	6.670	.000	Reject Ho

The regression model for predicting work motivation using organizational culture is as follows:

 $Y^{\wedge} = 1.681 + .548X_1$ 

Where:

Y<sup>^</sup> represents Work Motivation X<sub>1</sub> represents Compensation.

On the other hand, Model 2 has the following regression equation for predicting work motivation:

 $Y^{\wedge} = 1.264 + 0.032X_1 + 0.120X_2 + 0.516X_3$ 

Where:

X<sub>1</sub> represents Salary X<sub>2</sub> represents Employment X<sub>3</sub> represents Rank

The regression analysis demonstrated that work compensation is a significant predictor of work motivation. This relationship can be explained by the Equity Theory, which emphasizes the importance of perceiving fairness and equity in the exchange of work efforts for compensation. Financial stability and the perception of a fair relationship between compensation and contribution enhance motivation and employee well-being. Moreover, this paper suggests that creating a positive work environment, addressing compensation-related concerns, and promoting fairness and equity are crucial for enhancing work motivation and job satisfaction among teachers. These factors can contribute to improved performance, retention, and ultimately, better educational outcomes for students.

Work compensation plays a significant role in predicting work motivation. One reason is fair and competitive compensation which serves as a tangible reward for employees' efforts and achievements. When employees perceive that their compensation aligns with their skills, experience, and the value they bring to the organization, it enhances their motivation to perform at a higher level. Adequate compensation provides a sense of recognition and appreciation, reinforcing the connection between effort and reward, and driving individuals to continue putting in their best efforts (Lusková & Hudáková, 2015).

Also, work compensation impacts employees' financial security and stability, which in turn influences their level of motivation. A fair and satisfactory compensation package can alleviate financial concerns and provide employees with a sense of stability and confidence in their ability to meet their financial obligations (Boone, 2018). This reduced financial stress allows employees to focus more on their work and increases their motivation by providing a sense of security and peace of mind.

### **Conclusions:-**

These findings provide valuable insights into the socio-demographic characteristics of public school teachers in Lanao Del Sur II and have significant implications for education policies and practices. Strategies should be developed to attract and retain a diverse range of teachers, address gender disparities, support the professional growth of early-career teachers, and ensure competitive compensation packages. By considering these factors, education policymakers can create a positive work environment that fosters teacher satisfaction, enhances teaching quality, and ultimately improves student outcomes. Further research can delve into the specific challenges faced by different demographic groups and explore targeted interventions to address these issues effectively.

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