
Relationship between Teachers' Welfare Implementation in the Magna Carta for Teachers and Work Motivation

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Abstract — Ther researcher determined the relationship between the welfare of the teachers based on RA 4670 and work motivation of the public secondary school teachers in the Division of Pampanga during the School Year 2024-2025. Quantitative approach was utilized for this research endeavor. To be more specific, a correlational design was implemented. There were 153 secondary school teachers who became respondents in this study. Questionnaires were used to gather data. Weighted mean and Pearson r were applied for interpretation. Results show that secondary school teachers rated Implementation of RA 4670 as Occasionally on hours of work ($M=2.08$); seldom on health measures ($M=1.21$), leave and retirement benefits ($M=1.30$) and always on teachers' organization ($M=4.69$). In addition, secondary school teachers assessed their work motivation with a general weighted mean of 3.68 or very much often. Also, hours of work and work motivation listed an r value of 0.5817 and p value of 0.0031; health measures and work motivation recorded an r value of 0.6117 and p value of 0.0302; the leave and retirement benefits and work motivation have an r value of 0.5923 and p value of 0.0315; teachers' organization and work motivated has an r value of 0.6228 and p value of 0.0307. Lastly, a work motivation sustainability plan is proposed based on the findings of the study.

Keywords: *work motivation, teachers' welfare, sustainability plan, correlation*

I. INTRODUCTION

The human resource development plan recognizes and embraces teacher welfare as a humanitarian strategy. Because they are the ones who directly implement the curriculum and turn it into actual student performance, which becomes the major measure of the school's overall efficacy, it is critical that adequate attention be paid to the teachers' well-being.

The overall support, contentment, and well-being of teachers inside the educational system is known as teacher welfare. It consists of several components, including income, job security, working conditions, opportunities for professional development, and support from coworkers and administrators. According to Kairania and Nabirye (2025), maintaining a high-quality educational system and supporting positive student results requires prioritizing teacher welfare. Teachers who receive adequate care are more likely to be engaged, motivated, and productive in their roles, which benefits both them and their students.

Needless to add, teachers bear the majority of the responsibility for ensuring curriculum implementation at the anticipated level of quality. With the majority of their statutory responsibilities to fulfill, their welfare must be entirely prioritized. Teachers, as Abraham Maslow stated, require ongoing care and support for their well-being.

The Hierarchy of Needs in Maslow's Theory emphasizes the importance of safeguarding teachers' welfare. Maslow's Hierarchy of Wants is a well-known psychological theory that explains why people are motivated to satisfy their desires (Cantada, 2021). Maslow's hierarchy of needs places the most basic physiological demands at the bottom and the highest-level wants connected with self-actualization at the top. This idea holds that before people may rise up the hierarchy to meet higher-level criteria, they must first meet their lower-level expectations (Fami, 2018). Maslow's Hierarchy of Needs has altered our perspectives on human behavior, motivation, and personal development in a variety of fields, including education, business, and counseling.

Research conducted in the field of education suggests that Maslow's Hierarchy of Needs is beneficial to the learning processes of pupils. Chavda (2024) states that if a student does not have access to basic necessities like food, drink, and safety, then the student will be unable to concentrate or participate in activities that foster learning. This information teaches instructors to

recognize the significance of having a school environment that does not only meet the fundamental requirements of children but also provides them with a sense of safety and support. Students are able to advance to more significant impulses such as the need to belong and feel valued, which are related with motivation, self-confidence, and overall well-being, once they have satisfied these fundamental wants.

Employees' levels of motivation and satisfaction with their work have been evaluated with the use of Maslow's Hierarchy of Needs, which has been implemented in the workplace. Companies that place a higher priority on the physical and safety needs of their employees by providing a safe working environment, equitable compensation, and job security are more likely to have employees who are content with their jobs and productive in their work. Campos (2020) asserts that when employees advance their careers inside the company, the significance of things like recognition, social bonds, and opportunities for personal development increases. According to Deleyos (2020), employers have the ability to create a work environment that is conducive to the well-being of their employees and caters to their varied requirements by ensuring that organizational policies and procedures are in harmony with the various levels of employment hierarchy.

According to Farinas (2020), Maslow's Hierarchy of Needs can also be utilized in the field of counseling and mental health. This framework is utilized on a daily basis by counselors and therapists in order to evaluate the requirements of their clients and build treatments that are tailored to meet particular issues. Through the process of recognizing unmet needs, therapists are able to assist individuals in overcoming challenges and achieving self-actualization. In the event that a client's fundamental need for safety and stability are not met, the treatment programme may place a higher priority on the development of coping strategies and the establishment of a strong foundation before addressing more complex requirements such as self-esteem and personal development.

The Hierarchy of Needs proposed by Maslow provides substantial insights into the factors that influence the well-being of educators, as stated by Gicos (2021). Teachers have core biological requirements, which include being paid fairly, having a secure place of employment, and having access to a variety of resources. Educators must also have access to more resources. When

educators are presented with fundamental issues, such as inadequate salary or a lack of resources, their overall health and happiness are put in peril. This threatens both their professional and personal well-being. It is imperative that educational institutions place a primary emphasis on the fulfillment of these physiological requirements in order to improve the overall well-being of educators and to foster an environment that is favorable to learning.

As an additional point of interest, Pituc (2019) emphasizes the value of social connection and a sense of belonging in relation to the well-being of teachers. It is necessary for a teacher to create and maintain good ties with their college students, administrators, and fellow educators in order to establish and maintain a successful career in the teaching profession. The classroom ought to be designed to have the atmosphere of a community. The children are not only able to feel emotionally supported, but they are also encouraged to create together, discuss what they are learning, and build their abilities as specialists as a result of this. Universities have the capacity to increase the social well-being of educators by giving them with opportunities to engage with other people, cooperate with others, and receive assistance. This can be accomplished by providing them with resources.

As stated by Laserna (2020), the esteem requirements of teachers, which include admiration and acknowledgment, have a substantial impact on the wellness of the teaching profession. When people acknowledge and appreciate the labor and contributions that teachers have made, they feel a sense of appreciation and motivation. By implementing programs to honor teachers' accomplishments, giving teachers with constructive criticism, and cultivating an environment that values teachers' work and successes, schools have the potential to improve the well-being of education professionals. Teachers are more likely to be content with both their professional lives and their personal lives if they have a strong sense of professional identity and a strong sense of their own professional worth.

According to Maslow's Hierarchy of Needs, we may gain a better understanding of the connection between the happiness of teachers and the satisfaction of the individual needs of all students. According to Paus (2019), colleges have the ability to create an atmosphere that fosters the physical fitness, professional happiness, and personal development of instructors by catering to their physiological, protection, belonging, esteem, and self-actualization demands

simultaneously. Not only can prioritizing the well-being of teachers result in increased happiness and satisfaction for those individuals, but it also improves the overall performance of students and the device as a whole.

It is undeniable that the benefits that teachers receive influence their desire to work. This is an expression of their professional motivation, which continually encourages teachers to be more accountable and successful performers. According to McClelland's explanation, the level of aid provided to teachers influences their motivation for their employment.

According to Putria et al. (2024), teachers' motivation for their employment is influenced by their desire for connection. Teachers with a strong desire for connection are motivated by positive interactions and a sense of community inside the school. Collaborative work environments, opportunities for teamwork, and fostering connections with coworkers are likely to motivate them. Educational institutions can meet this demand by establishing a culture of collaboration, providing opportunities for professional networking, and encouraging a feeling of community among teachers (Laserna, 2020).

According to Arca (2021), teachers' motivation for their employment is determined by their need for authority. Teachers with a high thirst for power are motivated by the opportunity to have a good impact on others. They may seek leadership roles, do activities outside of the classroom, and attempt to influence choices. Educational institutions can boost teachers' motivation and job satisfaction by recognizing and allowing them to exercise their desire for power.

According to Coret (2022), McClelland's Theory of Needs holds that the degree of each need might vary between individuals. By knowing their specific expectations, educational leaders can devise targeted strategies to boost teachers' motivation at work. Teachers may feel more accomplished and grow if they have access to professional development programs that address their attainment goals. While giving leadership roles and decision-making opportunities may satisfy the demand for power, creating a cooperative and encouraging environment may satisfy the desire for affiliation (Panol, 2020).

Taurac (2021) stated that educational institutions can create a motivated teacher workforce by aligning organizational culture, school regulations, and teaching practices with the needs

established in McClelland's Theory of needs. Identifying and fulfilling teachers' specific needs can result in more positive work environments, improved performance, and higher job satisfaction. Furthermore, by adapting their services to attract and retain teachers who closely match their identified demands, institutions can better support their recruiting and retention efforts by understanding their teachers' needs.

According to Campos (2020), teacher welfare refers to teachers' overall well-being and level of living, which includes all factors that have a direct or indirect impact on their personal and professional lives. It includes factors like as job security, work-life balance, professional growth opportunities, remuneration, perks, and support from coworkers and administrators. Teacher welfare is significant because it has a direct impact on teachers' motivation, job satisfaction, and ability to provide a high-quality education to students.

According to Mayo (2020), running situations have a significant impact on teachers' well-being. This covers factors such as class numbers, distance to resources, lecture room amenities, and a positive college climate. When teachers have access to the proper equipment and a good working environment, they can better interact with their students and offer them with a great education. More comfortable working circumstances benefit both teachers and students by reducing stress and making the lecture room a more conducive environment for research.

Benefits and salary are critical components of teacher welfare. To attract and retain competent teachers, fair and competitive remuneration is required (Juntilla, 2020). Paying teachers appropriately recognizes their expertise, dedication, and the worth of their work. Furthermore, comprehensive benefit packages that include retirement plans, health insurance, and other incentives improve teachers' overall well-being and job satisfaction.

According to Alfaro's (2020) observations, teachers aim to collaborate well and have supportive connections. Teachers do their best work when they can connect with their supervisors and coworkers, gain experience, and receive assistance. Having desirable connections provides mental support, reduces loneliness, and fosters a sense of belongingness. When teachers collaborate, they can share ideas, best practices, and research opportunities with one another. Creating a collaborative and supportive mindset benefits teachers' health and makes the workplace happier and more productive.

The concept of "teacher welfare" encompasses a number of factors that are critical to teachers' general health and satisfaction at work. Schools can foster a supportive and honoring environment for teachers by addressing issues such as working conditions, compensation, benefits, professional development opportunities, and relationships that benefit teachers (Orden, 2019). Prioritizing teachers' well-being is critical for attracting and retaining exceptional teachers and allowing them to do their best work, which will eventually improve student outcomes and the overall quality of education.

Autonomy and independence are two factors that might drive teachers. According to Otto (2020), teachers are more likely to feel inspired when they can plan their own lessons. They can generate fresh ideas and make their own conclusions. Schools can increase teacher motivation by fostering an environment that supports and encourages their ideas, collaboration, and independence at work.

Teacher motivation is also influenced by culture and the overall work environment. An encouraging and helpful school culture that values cooperation, open discourse, and mutual acknowledgment can have a significant impact on teacher motivation (Cantada, 2021). When teachers believe that their supervisors, peers, and the network respect, agree with, and guide them, they are more motivated to perform well in their employment. Educational institutions can improve workplace effectiveness by providing chances for professional development, encouraging teamwork, and fostering a work-life balance and well-being perspective (Ripana, 2020).

According to Hembrador (2020), teacher motivation is an important component of the school system's effectiveness. Educational organizations can motivate teachers to work harder by providing them with flexibility, responsibility, opportunities for professional development, rewards, and a pleasant working environment. Teachers that are motivated are more likely to go the extra mile to provide their college students with entertaining ways to research, better their professions, and improve their students' outcomes. In addition to being beneficial to individual teachers, promoting teacher motivation is critical for improving the educational system as a whole.

According to De Vera (2021), the Department of Education prioritizes the health and well-being of public faculty members at all times. In reality, the Civil Service Commission created PRAISE, also known as the Program Awards and Incentives for Service Excellence, to reward and

encourage personnel, either in my opinion or in groups, for their tips, creative thoughts, innovations, discoveries, incredible achievements, valiant actions, exemplary conduct, amazing acts or offerings in the public hobby, and other character efforts that improve the economy and performance of government operations (DepEd Order No. 9, s. 2002).

Castillo (2021) claims that so one can honor and reward exceptional work and commitment from its workforce, the Philippine Department of Education (DepEd) mounted the Program Awards and Incentives for Service Excellence (PRAISE). In the sphere of education, PRAISE seeks to sell a culture of creativity, drive, and excellence. The application honors and recognizes the efforts of teachers, administrators, and support team of workers who have gone above and beyond the call of duty to give students a extraordinary education.

Bersales and Mariano (2019) investigated the coping methods and perceived stressors among Filipino public school teachers. Because high levels of stress and burnout can harm job satisfaction and overall well-being, the study underscored the need of addressing teacher welfare issues. To alleviate the difficulties that teachers face, the study emphasized the importance of supportive measures such as counseling services and stress management programs.

Santos and Mendoza (2017) explored the relationship between job performance and teacher welfare in public schools in the Philippines. Their research focuses on ways to promote teacher well-being and job performance through positive working conditions, professional development opportunities, and internal motivation. The study concluded that improving the quality of education in the Philippines necessitates investment for teacher wellbeing.

In Philippine public elementary schools, Aguanta et al. (2014) investigated how teacher welfare affected both student achievement and the effectiveness of instruction. Their research showed a significant positive relationship between teaching efficacy and teacher welfare, indicating that raising teacher welfare also improves student outcomes. In order to increase teacher wellbeing and academic performance results of the students, the study emphasized the significance of offering sufficient resources, chances for professional growth, and encouraging working environments.

Conceptual Framework

This study aimed to determine the relationship of the welfare of the teachers based on RA 4670 to the work motivation of the public secondary school teachers in Division of Pampanga, hence, hours of work, health measures, leave and retirement benefits and teachers' organization were the independent variables and teachers' work motivation was the dependent variable of the study.

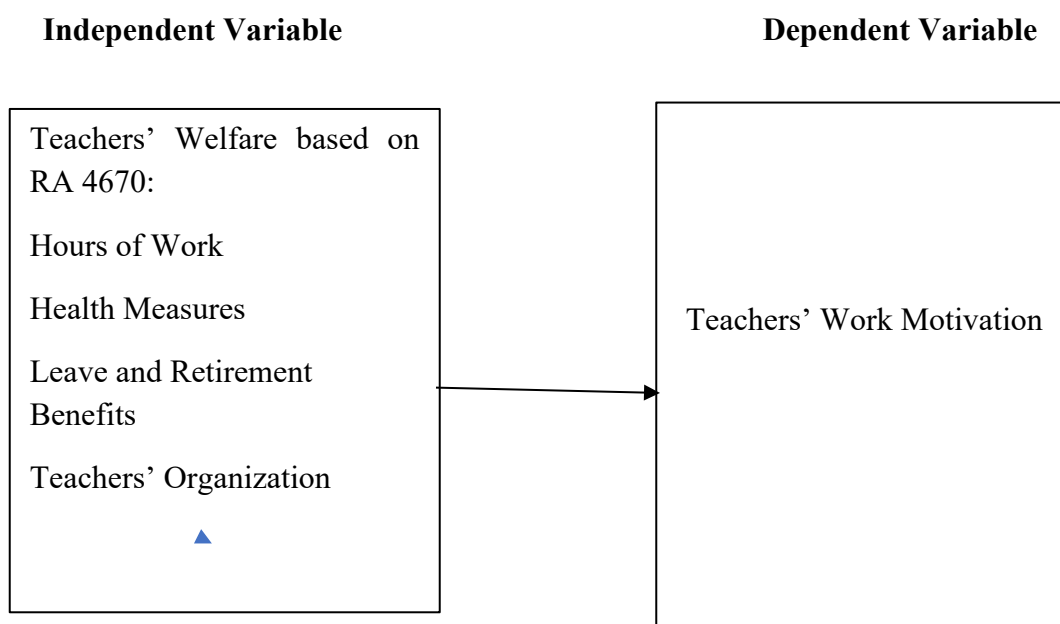


FIGURE 1
PARADIGM OF THE STUDY

Statement of the Problem

The researcher determined the relationship between the welfare of the teachers based on RA 4670 and work motivation of the public secondary school teachers in the Division of Pampanga during the School Year 2024-2025.

Specifically, the study answered the following questions:

1. How do the teachers describe the extent of the implementation of the following provisions in RA 4670:

1.1 Hours of Work,

1.2 Health Measures,

1.3 Leave and Retirement Benefits, and

1.4 Teachers' Organization?

2. What is the level of the work motivation of the public secondary school teachers?

3. Is there a significant relationship between the welfare of the secondary school teachers in RA 4670 and their work motivation?

4. What teachers' motivation sustainability plan may be developed based on the findings of the study?

Hypothesis

The study was framed on the null hypothesis that there is no significant relationship between the welfare of the secondary school teachers in RA 4670 and their work motivation.

Significance of the Study

The findings of the study are useful to the following:

School Principals. The everyday management and leadership of their respective schools is under the purview of the principals of those institutions. It is helpful to have knowledge of the responsiveness, motivation, and wellbeing of teachers in order to establish a work atmosphere that

is beneficial and advantageous for them. In order to adopt programs that contribute to improvements in teacher morale, engagement, and general job satisfaction, principals need to concentrate on the factors that boost the motivation and overall well-being of teachers. Consequently, this ought to result in increased teacher efficiency, enhanced student outcomes, and a more upbeat and supportive atmosphere inside the school.

Teachers. Assessments of their responsiveness, motivation, and overall well-being give them a significant advantage as well. Teachers experience higher levels of job satisfaction, motivation, and professional development when they are better aware of the significance of their own well-being. By gaining an understanding of their own levels of responsiveness and motivation, individuals are able to perform self-reflection on their practice, identify areas in which they could improve, and seek assistance appropriately. The definition of teacher welfare also makes it possible for educational institutions to discover answers to problems such as workload, pay, and professional development, which will ultimately lead to a teaching practice that is significantly healthier.

Future Researchers. Teacher responsiveness, motivation, and welfare can serve as a springboard for more research and exploration of related topics. Further study can be conducted to expand on current research studies' conclusions and uncover additional data about teacher welfare and motivation. These insights can help to shape interventions and policies that increase teacher well-being and student results. Future academics might investigate this element further in terms of teacher responsiveness, motivation, and welfare in order to uncover long-term changes that will contribute to the improvement of the educational system.

Scope and Delimitation

This study determined the relationship between the welfare of the teachers based on RA 4670 and work motivation of the public secondary school teachers in the Division of Pampanga during the School Year 2024-2025.

The coverage of the discussions was delimited to the assessments of the teachers on the implementation of the provisions of welfare of RA 4670. It also determined the level of work motivation of the same.

Definition of Terms

The following terms were operationally defined so that the readers would have a better understanding of the words used in this study:

RA 4670. This is Republic Act 4670, the main law containing special provisions on the welfare of the public elementary school teachers.

Teachers' Welfare in RA 4670. This refers to the assessments of the teachers on the implementation of the different provisions of the law that is guaranteeing their good working condition.

Work Motivation. This refers to the assessment of the teachers on their level of desire to contribute and stay in the teaching profession.

II. METHODOLOGY

This chapter presents and discusses the research design, participants and sampling, the sources of data, instrumentation, data collecting procedure and data analysis, which are used in the conduct of this research.

Research Design

The methodology utilized in this investigation was quantitative. According to Roberts (2022), quantitative research aims to better understanding of the social sphere. Researchers employ quantitative methods to investigate situations or events that affect humans. Numerical

representations and statistics can help to effectively express objective findings from quantitative research. The primary applications for this data include identifying trends and averages, forecasting, assessing causal links, and extrapolating findings to broader populations.

In specifically, a correlational design was employed. According to Phyllis (2014), this type of study investigates the link between elements. Despite the fact that this is not an experimental study, the researcher is able to measure two distinct elements. To determine the extent to which one influences the other, the two variables will be evaluated and their statistical relationship will be investigated. The correlation metric could have a positive or negative value. It demonstrates how every change in one of the independent variables, whether positive or negative, has an effect on the dependent variable.

This suited the purpose of the study which was to determine the relationship between the welfare of the teachers based on RA 4670 and work motivation of the public secondary school teachers in the Division of Pampanga during the School Year 2024-2025.

Respondents of the Study

The coverage of the study was the Division of Pampanga.

There were seven clusters involved in the study. The researcher applied G power to determine the sample size needed for the study. After getting the needed size, the researcher then used stratified sampling technique, which allowed the researcher to pick randomly from the population of teachers. Still, only those who agreed were included.

Table 1 presents the summary distribution of the teacher-respondents. As shown, there were 153 secondary school teachers who were requested as respondents of the study.

TABLE 1
RESPONDENTS OF THE STUDY

Clusters	Sample of the Teachers
Cluster 1	32
Cluster 2	23
Cluster 3	21
Cluster 4	24
Cluster 5	22
Cluster 6	19
Cluster 7	12
Total	153

Research Instruments

The study used questionnaire which is the Work Motivation Assessment of Teachers. This questionnaire was adopted from R.P. Bathan (2023) who likewise studied work motivation of teachers.

The questionnaire for implementation of RA4670 was researcher made.

The two questionnaires were subjected to validation to ensure that the questionnaire contained the essential items that completely measured the work motivation of the teachers.

Data Collection

Before collecting data, the researcher requested authorization from the dean of the graduate school and the division administrator. The approved letter was delivered to the school principals in public secondary schools to inform them of the study.

The researcher emphasized to the respondents that participation was entirely voluntary, that there would be no harm or injury as a result of the study, and that information confidentiality was maintained throughout the research process.

With the approval of the Schools Division Superintendent and school principals, the researcher personally administered the questionnaires to the teacher-respondents using google form. Respondents were given enough time to read and answer the questionnaires, then the researcher collected the data.

Ethical Considerations

The researcher guaranteed that there was no violation of ethical standards in any aspect of the research project. To increase the chances of success, the research adviser closely watched each step performed by the researcher. Necessary approval from the higher authorities was the first step for ethical considerations. This made them aware that the investigation is of great help to their institution and there was no personal intention involved in the process.

During questionnaire distribution, the researcher discussed the study's goal and potential implications to the teachers. As part of the opportunity to safeguard their anonymity, the survey questionnaire made the name optional, allowing them to choose whether or not to write their names. To ensure security and identity protection, all data was tabulated and stored in a locked cabinet. All of the teachers engaged on a voluntary basis.

Statistical Treatment of Data

The data collected were tabulated and were subjected to statistical treatment through the assistance of the licensed statistician of the graduate school.

1. Weighted mean was adopted to determine the extent of the implementation of the teachers' welfare based on the provisions of RA 4670. It was used to determine the level of work motivation of the same teachers.

The following were used as the guide for the interpretations:

Extent of Implementation of the Provisions of RA 4670

Scale	Verbal Description	Mean Range
5	Always	4.50-5.000
4	Very Often	3.50-4.499
3	Often	2.50-3.499
2	Occasionally	1.50-2.499
1	Seldom	Below 1.499

Level of Work Motivation

Scale	Verbal Description	Mean Range
5	Very High Level	4.50-5.000
4	High Level	3.50-4.499
3	Fair Level	2.50-3.499
2	Low Level	1.50-2.499
1	Very Low Level	Below 1.499

2. Pearson r was used to determine the relationship between the teachers' welfare based on RA 4670 and their level of work motivation.

III. RESULTS AND DISCUSSION

This chapter provides details about the results of application of statistical treatment on the gathered data.

1. Extent of Implementation of RA 4670

The first part of the study centers on extent of the implementation of the following provisions in RA 4670 hours of work, health measures, leave and retirement benefits, and teachers' organization.

As shown, hours of work marked a grand mean of 2.08 or Occasionally with standard deviation of 0.26. In addition, a mean of 2.39 (SD=0.37) is found on "working only for eight hours a day". Also, a mean of 1.19 (SD=0.21) or Seldom is listed on "being paid for overtime work".

The data shows that teachers consistently put in more than the mandatory eight hours every day. Following the six hours of in-person instruction, they have to complete teaching-related tasks that take up more than two hours. These tasks include creating PowerPoint presentations and other materials, going to meetings and learning action cells, turning in reports, and more.

It may be deduced from this that teachers continue to be confronted with a substantial amount of tasks in addition to their actual teaching time. The mental and physical health of teachers is typically deteriorated as a result of the stress, weariness, and burnout that are brought on by an excessive workload. Because of this, teachers could experience a decline in their motivation and level of satisfaction with their professions, which would lead to a decrease in their desire to carry out their responsibilities (Puspitasari et al., 2024). These effects are not limited to the teachers themselves; rather, they have the potential to influence a wide range of aspects of the educational system, such as the academic performance of students and the administration of schools. It is impossible to ignore the issue of excessive workloads for teachers in today's world because of the significant impact it has on the quality of education, particularly in the United States.

The implementation of suitable working hours leads to improved employee health and work efficiency, which becomes especially vital for teachers who face substantial mental and emotional challenges. People who work under a proper system of organized and reasonable working hours still maintain their ability to handle both their professional duties and their personal relationships. Employees who work normal hours without overwork experience fewer health problems that include stress and fatigue and burnout which impact their work performance and overall physical condition. The provision of sufficient working hours enables employees to take needed breaks and spend time with their families and practice self-care activities which results in better workplace morale and increased job satisfaction.

The implementation of suitable working hours enables employees to produce work at a higher level of efficiency and quality. Well-rested employees who experience mental renewal during their breaks will demonstrate higher levels of concentration and motivation while effectively completing their work duties. In the teaching profession teachers require manageable working hours to achieve their lesson preparation goals and conduct student assessments and to interact with their students. Improved student achievement and classroom management results from this process. The practice of maintaining proper working hours brings benefits to employee well-being and it serves as a critical factor for achieving high-performance standards and organizational success.

TABLE 2
ASSESSMENT OF IMPLEMENTATION OF HOURS OF WORK

Indicators	Mean	SD	Description
1. working only for eight hours a day	2.39	0.37	Occasionally
2. being paid for overtime work	1.19	0.21	Seldom
Grand Mean	2.08	0.26	Occasionally

Implementation of health measures of RA 4670 is rated as Seldom based on its grand mean of 1.21 (SD=0.18). The said table magnifies that a mean of 1.23 (SD=0.20) is listed on “getting free annual check up”, while a mean of 1.20 (SD=0.17) is found on “getting compensation for injuries”.

The information that was acquired indicates that educators do not have a positive attitude toward the appropriate implementation of health initiatives. This suggests that there are some areas that need to be improved in order to ensure that they are implemented correctly. At the same time, Vargas and Yepes (2024) stressed the importance of protecting the health of educators. Because they are the ones who are instructing pupils, teachers have a significant need for comprehensive health care.

Teachers require health measures because their work needs them to have ongoing physical stamina and emotional strength and mental focus. Teaching involves two main components which include delivering educational content and handling classroom operations and student needs and administrative duties. Teachers who follow proper nutrition and exercise and sleep and preventive health care methods achieve better performance in their teaching duties. Teachers who practice strong health measures gain protection against illness and absenteeism and burnout which helps them deliver consistent teaching and maintains student educational progress.

Teachers who maintain good health show increased productivity and better concentration and improved emotional control which benefits their teaching performance and classroom environment. Teachers show more patience and enthusiasm which helps them develop exciting and helpful educational environments for their students. Teachers who maintain good health demonstrate improved stress management abilities which help them handle workplace stressors. Health measures create a dual benefit for teachers because they improve employee well-being and work satisfaction while improving educational standards through energized teachers who maintain their physical and mental health.

TABLE 3
ASSESSMENT OF IMPLEMENTATION OF HEALTH MEASURES

Indicators	Mean	SD	Description
1. getting free annual check up	1.23	0.20	Seldom
2. getting compensation for injuries	1.20	0.17	Seldom
Grand Mean	1.21	0.18	Seldom

Table 4 reveals that leave and retirement benefits got a grand mean of 1.30 (SD=0.25) or Seldom. The same table reveals that “availing study leave” got a mean of 1.38 (SD=0.27), while “getting salary increase upon retirement” accumulated a mean of 1.29 (SD=0.23).

According to the data, teachers' experiences with study leave and wage increases after retirement are not favorable. Teachers' retirement plans fall under the GSIS. Depending on their years of service and contributions, they receive a portion of their income.

Teachers require good leave and retirement benefits because these benefits directly help their well-being and job satisfaction and their protection through time. The Magna Carta for Public School Teachers (RA 4670) establishes these benefits as mandatory rights which include different leave options and health protections and retirement benefits.

TABLE 4
ASSESSMENT OF IMPLEMENTATION OF LEAVE AND RETIREMENT BENEFITS

Indicators	Mean	SD	Description
1. availing study leave	1.38	0.27	Seldom
2. getting salary increase upon retirement	1.29	0.23	Seldom
Grand Mean	1.30	0.25	Seldom

Implementation of teachers' organization is given a grand mean of 4.69 (SD=0.24) or Always. In addition, "having freedom to have teachers' organization" is given a mean of 4.78 (SD=0.27), while "not being discriminated for joining teachers' organization" got a mean of 4.58 (SD=0.22).

This table makes it plainly evident that the Join Teachers' Organization is run in an effective manner. This is a reality that is highlighted in the table. Markova et al. (2013) state that teacher unions are organizations that are recognized by the law and are professional advocacy groups. In addition, teacher unions are recognized institutions. It is the responsibility of these organizations to ensure that teachers are safeguarded from unfair labor practices, as well as to advocate for the compensation of teachers and educational policy.

Teachers' organizations play a vital role in strengthening the teaching profession and promoting the welfare of educators. Teachers use these organizations to express their concerns and to fight for their rights while they participate in decision-making processes that impact their professional duties. Teachers who join professional groups like the Department of Education and the Philippine Public School Teachers Association gain better representation during discussions about their pay and benefits and work conditions. The collective representation of teachers results in equal treatment for them while their professional needs receive proper attention.

The organizations support teachers' professional development through various opportunities for professional development and collaborative work. The organizations offer training programs and seminars which enable educators to exchange their most effective teaching methods. The activities enable teachers to develop their abilities while learning about new educational methods and refining their instructional approaches. The organizations help teachers build a sense of connection and support which enables them to handle their profession's difficulties.

TABLE 5
ASSESSMENT OF IMPLEMENTATION OF TEACHERS' ORGANIZATION

Indicators	Mean	SD	Description
1. having freedom to have teachers' organization	4.78	0.27	Always
2. not being discriminated for joining teachers' organization	4.58	0.22	Always
Grand Mean	4.69	0.24	Always

2. Assessment of Work Motivation of Secondary School Teachers

Secondary school teachers assessed their work motivation with a general weighted mean of 3.68 (SD=0.43) or very much often. Furthermore, responses from the respondents made it clear that the first indicator "I anticipate for the next day to come to school for work" accumulated a mean of 3.85 (SD=0.46) with a verbal rating of very much often. Fourth indicator "I am much concerned on the quality of my work" engraved a mean of 3.56 (SD=0.47).

It has been shown that instructors in secondary schools are highly motivated and eager to perform their responsibilities as public school teachers, which include teaching as well as other responsibilities related with their position. They are exerting all possible effort to carry out their responsibilities in an efficient manner. Possessing a strong work ethic may result in opportunities for professional progress as well as an enthusiasm for one's work. A teacher who is not devoted to his work may find that he loses interest in his work and loses his motivation.

Teachers need good work motivation because it affects their ability to perform and stay committed to their work in classrooms. Teachers who have high motivation levels show more enthusiasm for their work and their dedication toward teaching, which helps them create lessons that students find interesting and valuable. Teachers who maintain this positive attitude toward

their work create better teaching methods which motivate students to participate more in their studies. Teachers who experience high motivation levels will extend their work duties beyond what they need to do in order to help their students reach better academic results.

The teachers need effective work motivation because it helps them manage their professional challenges and work tasks. Teaching requires educators to handle heavy workloads while meeting various student requirements and performing their administrative responsibilities (Supartini et al., 2025). Teachers who have strong motivation skills show better resilience and patience while they manage their stress levels. The teachers show better results because they actively seek professional development opportunities to enhance their abilities and knowledge. The process leads to both personal development and improved teaching skills.

Employee engagement is the outcome of organizational commitment in an organization that provides employment opportunities. This commitment encompasses all of the present organizational commitments that employees may receive from the company and that have the support of the organization. In his argument, Poper asserts that the organizational committee places a significant amount of importance on the interaction between individuals and organizations, which either explains or exhibits attitudes and behaviors within an organization.

TABLE 6
ASSESSMENT OF WORK MOTIVATION

Statement	Mean	SD	Descriptive Rating
1. I anticipate for the next day to come to school for work.	3.85	0.46	Very Much Often
2. I do not feel contented on status qou in terms of performance.	3.59	0.48	Very Much Often
3. I make sure that I complete my tasks without delay.	3.65	0.46	Very Much Often
4. I am much concerned on the quality of my work.	3.56	0.47	Very Much Often

5. I perform other tasks within my capability.	3.66	0.41	Very Much Often
6. I share my best ideas for work improvement.	3.68	0.46	Very Much Often
7. I respect proper protocols.	3.76	0.47	Very Much Often
8. I do not entertain unprofessional talks.	3.65	0.42	Very Much Often
9. I ensure that my budget of work is within the content standards.	3.74	0.43	Very Much Often
10. I dedicate my full time of work based on my schedule	3.72	0.45	Very Much Often
Overall Mean	3.68	0.43	Very Much Often

3. Relationship between the Implementation of RA 4670 and Work Motivation of Secondary School Teachers

After collecting the data from the implementation of RA 4670 and work motivation, the researcher determined the relationship between the two variables.

It can be seen that hours of work and work motivation listed an r value of 0.5817 and p value of 0.0031; health measures and work motivation recorded an r value of 0.6117 and p value of 0.0302; the leave and retirement benefits and work motivation have an r value of 0.5923 and p value of 0.0315; teachers' organization and work motivated has an r value of 0.6228 and p value of 0.0307.

It was discovered through the collection of data that the execution of RA4670 has a substantial relationship with the incentive to work. When the implementation of Republic Act 4670 is enhanced, there will undoubtedly be an increase in the motivation to work. Individuals are expected to demonstrate a higher level of commitment when they are motivated.

Research indicates that the health and happiness of educators has a significant bearing on the quality of education that is provided. For example, in order to keep teachers' morale and performance high, it is necessary to have enough remuneration and support structures in place, which in turn leads to improved academic outcomes for students (Dela Cruz & Ching, 2024).

TABLE 7
PEARSON ANALYSIS OF VARIABLES

Variables	r-value	p-value	Decision
Hours of Work and Work Motivation	0. 5817	0.0031	Reject Null
Health Measures and Work Motivation	0. 6117	0.0302	Reject Null
Leave and Retirement Benefits and Work Motivation	0.5923	0.0315	Reject Null
Teachers' Organization and Work Motivation	0.6228	0.0307	Reject Null

Note:

If p-value <.05, significant

4. Proposed Work Motivation Sustainability Plan

The study came up with an action plan based on the findings.

Key Area	Objective	Strategies / Activities	Persons Involved	Timeline	Success Indicators
1.1 Hours of Work	To promote work-life balance and reduce work-related stress among teachers	- Review and rationalize teaching and non-teaching workload - Implement time-management and productivity seminars - Enforce clear policies on after-hours work and paperwork deadlines	School Head, Department Heads, Teachers	Quarterly	- Reduced complaints on workload - Improved punctuality and attendance - Increased teacher satisfaction based on survey results
1.2 Health Measures	To enhance teachers' physical and mental well-being	- Conduct regular wellness programs (Zumba, yoga, fun runs) - Provide mental health awareness sessions and stress management workshops - Strengthen access to medical check-ups and health referrals	School Head, Health Coordinator, Guidance Counselor	Semi-Annual	- Increased participation in wellness activities - Reduced sick leave utilization - Positive feedback on well-being initiatives

Key Area	Objective	Strategies / Activities	Persons Involved	Timeline	Success Indicators
1.3 Leave and Retirement Benefits	To increase awareness and appreciation of leave privileges and retirement benefits	• Conduct orientation sessions on leave entitlements and retirement plans • Invite GSIS representative s for benefit briefings • Establish a help desk for leave and retirement concerns	School Head HR Officer GSIS Representatives	Annual	• Increased awareness of benefits • Fewer unresolved benefit-related concerns • Teachers express greater job security and satisfaction
1.4 Teachers' Organization	To strengthen teacher collaboration, support, and participation	• Encourage active involvement in teachers' organizations and committees • Conduct leadership and team-building activities • Recognize contributions of teachers through organization-led initiatives	School Head, Teachers' Organization Officers, Faculty Members	Ongoing	• Increased membership and participation • Improved teamwork and collegiality • Enhanced sense of belonging and morale

IV. CONCLUSIONS AND RECOMMENDATIONS

This chapter contains details on summary of findings, conclusions and recommendations of the study.

Summary of Findings

The following were the summary of findings of the study:

1. Secondary school teachers rated Implementation of RA 4670 as Occasionally on hours of work ($M=2.08$); seldom on health measures ($M=1.21$), leave and retirement benefits ($M=1.30$) and always on teachers' organization ($M=4.69$).
2. Secondary school teachers assessed their work motivation with a general weighted mean of 3.68 or very much often.
3. Hours of work and work motivation listed an r value of 0.5817 and p value of 0.0031; health measures and work motivation recorded an r value of 0.6117 and p value of 0.0302; the leave and retirement benefits and work motivation have an r value of 0.5923 and p value of 0.0315; teachers' organization and work motivated has an r value of 0.6228 and p value of 0.0307.
4. A work motivation sustainability plan is proposed based on the findings of the study.

Conclusions

The following conclusions were formulated based on the findings of the study:

1. Implementation of RA 4670 needs further improvement. However, the only thing that is within the control of the teachers and school heads is on work hours, which is part of their duties.

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2. Secondary school teachers have their internal and external driving factors to work as public school teachers. They have their reasons to work and be productive as public school teachers.
 3. There is significant relationship between implementation of RA 4670 and work motivation of secondary school teachers. An improvement on implementation of Ra 4670 will result to increase work motivation.
 4. The proposed work motivation sustainability plan aims to provide better ways for teachers to continue having good motivation in work.

Recommendations

The following are the recommendations of the study:

1. Equitable distribution of workloads and removal of administrative tasks may be supervised and observed by public schools district supervisors to ensure strict compliance. The ancillary tasks may be given to non-teaching personnel including administrative aide.
2. School heads may use the source of motivation of teachers that are within their control and reach to sustain the motivation of teachers in their work.
3. School heads may look on provisions of RA 4670 that are within their powers and functions to be implemented well.
4. The proposed work motivation sustainability plan may be used in one school to test its effectiveness for further improvement.
5. Future researchers may conduct study regarding the work motivation of school heads in the changing educational landscape enrich the findings of the study.

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