



PERCEPTION ON REMUNERATION AND ENERGY LEVELS IN TEACHING OF TEACHERS AT HOLY SPIRIT ACADEMY OF BANGUED, ABRA, INC.

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ABSTRACT

Teacher motivation and performance are strongly influenced by how fairly they perceive their remuneration and the adequacy of compensation they receive for their work. In the teaching profession, remuneration serves not only as a means of financial stability but also as a reflection of professional value and recognition. This study, conducted among the teachers of Holy Spirit Academy of Bangued, Abra, aimed to examine the teachers' perception of their remuneration and how it relates to their energy level and enthusiasm in teaching. Understanding their relationship is vital for promoting teacher well-being, enhancing classroom performance, and sustaining a high level of instructional quality within the school community. The study utilized a correlational research design and was conducted at Holy Spirit Academy of Bangued, Abra, Inc., on S.Y 2025-2026. The total sampling method was implemented, and the respondents of this study were all the teachers of HSABAI. The data was gathered using a questionnaire that uses the Likert Scale; the data was then presented in tabular form, and finally interpreted explicitly and implicitly. The study found that there is a weak positive correlation between the perception of remuneration and energy levels in teaching; the level of perception of remuneration of the teachers is high, and their level of perception of their energy levels is very high. Ultimately, it was found that there is no significant relationship between the perception of remuneration and energy levels in teaching among the teachers of HSABAI. The researchers then concluded that the remuneration of the teachers is already sufficient, but is lacking in the field of basic salary, allowances, and incentives; they are fully energized in teaching regardless of their remuneration. Finally, the hypothesis was accepted as it was found that there is no significant relationship between the perception of remuneration and energy levels in teaching among teachers. The researchers then recommend that teachers continue to preserve their health to deliver stable energy. At the same time, policymakers plan for fair pay, and future researchers will further study other factors related to the topic.

Keywords: Remuneration, Energy Levels in Teaching, Perception, Teacher, Workload

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BACKGROUND OF THE STUDY

Teachers are the molders of the world's young minds; it is reasonable to assume that such work deserves to be rewarded with equal value for the worth of the efforts exerted. Most people would agree that getting rewarded or paid adequately and appropriately results in an overall improved performance on the work a person is getting it from. Therefore, one can assume that if a person is getting paid appropriately and adequately for the quality and demand of their work, an increase and/or sustain in their energy for work or even in general will be observed; conversely, if a person is paid less in regards to the quality and demand of their work, their energy in work or in general will also decrease. Additionally, this assumption will get more significant if the work is arduous or strenuous; works that meet these criteria are professions that are physically demanding like firefighters, construction workers, and farmers; or mentally demanding like surgeons, lawyers, and more importantly, teachers. This assumption is further amplified when it is applied to the professions.

The role of a teacher carries great responsibilities and importance in nourishing the minds of children and the youth, the significance of that duty is accurately reflected on the demand and difficulty of the work; one can presumably say that being a teacher is one of the most physically and mentally exhausting jobs in the world. Furthermore, teachers are one of the deciding factors for how the world progresses to the future, as they can indirectly affect future innovations and the economy through teaching young minds that will someday take over such responsibilities to achieve and control these feats and situations. The pay for this job should equate to its significance and difficulty, but the reality of the situation, according to a National Educational Association (NEA) report (2025), educators pay in America still continues to fall behind despite raises in salary due to inflation over the past decade. They stated that even with record-breaking levels of raises in some states, teachers on average still make 5% less than what they made 10 years ago.

The data on the study shows not only are teachers in America paid inadequately, they are actually getting paid less than what they used to in the past. Additionally, an article from Philippinego (2025) stated that in 2025, public school teachers in the Philippines receive salaries based on salary grades set by the government. For example, a Teacher I (Salary Grade 11) earns about P30,024 per month, Teacher II (Grade 12) earns P32,245, and Teacher III (Grade 13) earns P34,421. While Master Teachers and other positions have higher salaries. The numbers presented above only barely support a single person, moreover it cannot support a family to live comfortably in the Philippines. These two articles show similar results albeit from different countries and economies: the pay of teachers does not reflect the significance and difficulty of the profession.

If this is the presumption on teachers' pay, this may mean that the overall performance of teachers is worse than it is if they are paid adequately. David K. Evans and Fei Yuan (2018) stated that many systems fail to provide basic facilities for teachers to perform well. From work assignment to professional preparation, from teaching materials to living conditions, many teachers are asked much more than the systems provide. It is true that as part of the systems, teachers should be accountable for their job. Nevertheless, without decent professional working conditions, teachers are unlikely to be motivated and deliver quality education. Conversely, if teachers are paid well, according to the study of Prasiddha Shakya (2024) on the increase in payments to teachers across New Jersey public schools, after implementing the "50K The First Day" campaign which aims to establish a \$50K salary floor for new teachers across New Jersey school districts, the districts that implemented the campaign experienced improvements in 4th grade and high school Math and English Language Arts (ELA) proficiency scores; they also observed modest gains in graduation rate and college enrollment. This study found that increasing the salary of teachers, regardless of their level and experience, will improve student outcomes in New Jersey.



The lack of adequate pay for teachers can and will inevitably affect unemployment and the overall economy of the present and the future. According to UNESCO (as cited in Profuturo, 2024), by 2030, an additional 44 million teachers will need to be hired to meet global primary and secondary education demands. One of the main factors explaining the lack of teachers is low pay. Additionally, the article stated that this is due to the fact that teachers' salaries in many countries are far below those of other professions requiring similar qualifications. The data showed that the below-average pay of teachers will negatively impact the employment of teachers in the future.

With all that being said, in the case of Holy Spirit Academy of Bangued, Abra, Inc. (HSABAI), it is one of the most reputable schools in terms of quality education in the municipality, being awarded as one of the best schools in the Cordillera Administrative Region in 2018. Presumably, an esteemed school should also contain excellent teachers who foster quality education; so, a curious question prevails: Does the remuneration of the teachers reflect on the quality of their work? And what are its effects relative to the energy levels in teaching of the teachers?

This study on the perception of remuneration and energy levels in teaching of teachers at HSABAI shed light on the level of perception of remuneration of the teachers, what their energy levels are in teaching, and if there is a significant relationship between their remuneration and energy levels in teaching. Thus, this study seeks to determine whether current teacher remuneration sufficiently supports their energy and effectiveness in the classroom or if some struggles or gaps affect the quality of education they provide.

OBJECTIVES OF THE STUDY

This study aimed to find out the relationship between the perception of remuneration and energy levels in teaching of teachers at Holy Spirit Academy of Bangued, Abra, Inc.

Specifically, it sought to answer the following questions:

1. Determine the level of remuneration received by the teachers.
2. Assess the energy level in teaching of the teachers?
3. Examine the significant relationship between the perception of remuneration and energy levels in teaching among teachers.

METHODOLOGY

Research Design. This study utilized the correlational research design as it sought to find the relationship between the perception of remuneration and energy levels in teaching of teachers at Holy Spirit Academy Bangued, Abra, Inc. S.Y. 2025-2026.

Population and Locale of the Study. This study focused on the perception of remuneration and energy levels in teaching of teachers at Holy Spirit Academy of Bangued, Abra, Inc. It included all the faculty teachers working in the school for the S.Y. 2025-2026. The study was conducted from August to October on SY. 2025-2026 and is delimited only to Holy Spirit Academy of Bangued, with all the faculty teachers as the respondents.

This study was delimited only to the Elementary and High School faculty teachers of Holy Spirit Academy of Bangued, Abra, Inc., and therefore, does not include data taken from students about the teachers' performance or cover other aspects of the teachers' lives. It also did not cover data from other schools or the general energy levels of the teachers outside their professional work.

The respondents of this study are the faculty teachers of the Elementary and High school department (Junior High and Senior High) of Holy Spirit Academy of Bangued, Abra, Inc. in the S.Y 2025–2026. The total population sampling method was used, and all the faculty teachers who answered the survey; this ensured that the data



was reliable, as it included all the faculty teachers of Holy Spirit Academy of Bangued, Abra, Inc.

Data Gathering Procedure. The researchers obtained permission from the elementary and high school principals through formal letters. Once permitted, the researchers then gave questionnaires to gather information about the teachers' perceptions of remuneration and energy levels in teaching. The questionnaires were distributed personally to teachers with semi-structured interviews to clarify confusion. Finally, the data were recorded and calculated using the Pearson R formula in preparation for analysis and interpretation.

Data Gathering Tool. The tool used in this study was survey questionnaire designed to find the relationship of the perception on remuneration and energy levels in teaching of teachers at Holy Spirit Academy Bangued, Abra, Inc. S.Y. 2025-2026. All items were rated using a 5-point Likert scale ranging from *Strongly Disagree* (1) to *Strongly Agree* (5). This tool was developed to gather information about the teachers' perception on remuneration and energy levels in teaching.

Statistical Treatment of Data. To substantiate the presentation, analysis, and interpretation the data gathered in this study, the following statistical tools utilized:

RESULTS AND DISCUSSION

1. Perception on Remuneration and Energy Levels in Teaching of Teachers at Holy Spirit Academy of Bangued, Abra, Inc.

This chapter focused on the presentation, analysis, and interpretation of data. The data shown here were gathered from the elementary and secondary department faculty teachers of Holy Spirit Academy of Bangued, Abra, Inc., and are presented in tabular form with corresponding analysis and interpretation. Table 2.1 presents the responses for the questionnaire on identifying the level of remuneration of the teachers at HSAB. The table included the computed mean ($\bar{x}$), the

computed r (correlation coefficient) in relation to the df (degree of freedom) and the cv (critical value), which identified the level of remuneration of teachers. On the other hand, Table 2.1 presented the responses on energy level in teaching; the table included the computed mean ($\bar{y}$), the computed r (correlation coefficient) in relation to the df (degree of freedom), and the cv (critical value), which identifies the level of the energy levels in teaching of the teachers.

The statistical tool, Pearson R, was utilized to identify the correlation between the level of perception on remuneration and the energy levels in teaching of teachers in teaching of the teachers at HSABAI. Thus, this answered the question, "Is there a significant relationship between the remuneration and energy levels in teaching of the teachers?" for this research study entitled, "Perception on Remuneration and Energy Level of Teachers at Holy Spirit Academy of Bangued, Abra, Inc."

Table 1
Perception of Teachers on Remuneration and energy level in teaching

Respondents	Basic Salary	Benefits and Allowance	Incentives and Rewards	Fairness and Equity	Job Satisfaction and Motivation	$\bar{x}$	$\bar{y}$	Level
Σ	862 85%	885 87%	914 80%	948 72%	909 69%	$\bar{x} = 3.42$		
Level = High perception on remuneration						$\Sigma \bar{x} = 112.95$		

To substantiate the presentation, analysis, and interpretation the data gathered in this study, the following statistical tools utilized:

1. Frequency, percentage mean, and standard deviation were used to describe the level of remuneration received by the teachers and energy levels in teaching.
2. Pearson R was utilized to identify the correlation between the level of perception on remuneration and the energy levels in teaching of teachers in teaching of the teachers at HSABAI.



This table shows the perception of the teachers of HSAB on their remuneration. The data showed that out of the 33 respondents, 1 (3%) got a very high level, 18 (54%) got high, 13 (39%) got moderate, and 1 (3%) got low; this showed that most of the teachers had high perceptions of their remuneration. Overall, the respondent with the highest perception on remuneration across all the categories is respondent number 26 with a total score of 170 points (very high level); on the other hand, the respondent with the lowest score is respondent number 11, the only low-level respondent with a total score of 96 points. Furthermore, the category under remuneration with the highest score is Fairness and Equity, with a total score of 948 points. In comparison, the category Basic Salary had the lowest with a total score of 862 points. In general, the respondents barely achieved the final mean of 3.42, which falls under the range of the high level of perception (3.41 – 4.20).

The researchers perceived that the remuneration of teachers at HSAB is sufficient for them to live comfortably. Although considering that they only barely made it to the high perception on remuneration, it can be said that the school administration still has room for improvement when it comes to paying their teachers, especially in terms of basic salary, benefits, and allowances, where the level of perception of the teachers fell short. Nevertheless, the administration seems to have excelled in other factors, such as fairness and equity, and incentives and rewards; this suggested that the teachers were paid fairly and equally, with the addition that they received good rewards and incentives, but they lacked the proper and adequate salary, allowance, and benefits from the administration.

Similarly, Sesario R. et. al, (2024), employee performance benefits greatly and favorably from discipline. Employee performance is positively impacted by compensation, though not significantly. Employee performance benefits greatly and is positively impacted by motivation. The performance of employees is positively and significantly impacted by the workplace.

Moreover, Adlaon G. et. al, (2024), conclude that elementary teachers are primarily intrinsically motivated because of their deep dedication and commitment to their roles as educators and their sincere desire to guide pupils toward excellence. Even in modern days, where so many influences affect the teaching-learning process, they still view teaching as a noble and self-rewarding profession, emphasizing their intrinsic motivation to help students realize their full potential.

Furthermore, Antyanadea M. et al, (2022), Compensation does not affect work motivation, Compensation has a significant effect on teacher performance, Work motivation has a significant effect on teacher performance, and Compensation does not affect teacher performance through work motivation variables.

Table 2
Perception of teachers on Energy Levels on Teaching

Respondents	Physical Vitality	Emotional Engagement	Mental Alertness and Focus	Classroom Enthusiasm	Resilience and Motivation	$\bar{x}$	$\bar{x}^2$	Level			
$\bar{x}$	1050	80%	1147	87%	1092	83%	1162	88%	1115	84%	$\bar{x} = 4.21$
Level = Very high level of perception on energy levels in teaching											$\Sigma x = 139.15$

Table __ displays the perception of teachers on energy levels in teaching. It was evident from the gathered data that out of 33 respondents, 18 (54%) had a very high level of energy, 12 (36%) had high, 3 (10%) had moderate, and none had low; this revealed that most teachers had a very high level of perception on energy levels in teaching. Overall, the respondent with the highest perception of energy levels in teaching across all categories was respondent number 18 with a perfect score of 200 points, which was a very high level. It was important to note that the table also showed that no respondent had a low score. Furthermore, the category under energy level with the highest score was classroom enthusiasm with an overall score of 1,162 points, while physical vitality earned the lowest total score of 1,050 points.



The researchers viewed that the energy level of teachers in teaching at HSAB was very high and that they could lead to an engaging teaching and learning environment. Given the fact that the teachers had a very high level of energy in teaching, they could surely improve the quality of teaching, which had a positive impact on the quality of education that students received. Moreover, as far as physical vitality was concerned, which got the lowest total score in the categories, it could not be denied that teachers also became exhausted with all the efforts they exerted to sustain the engagement of learners in their classrooms. Hence, it was vital also to recognize their work, have fair remuneration, and gain administrative support in order to ensure that they remained energetic. Mahaputra (2025) in his study Effect of Salary and Work Environment on Productivity (Study of Human Resource Management Literature) found out that with adequate salaries and guarantees, the level of welfare of workers or employees will increase, thereby increasing their productivity, and they are able to work well and maximally.

2. Perception on Remuneration and Energy Levels in Teaching of Teachers at Holy Spirit Academy of Bangued, Abra, Inc.

Table 3

Result of the Relationship Between the Perception of Remuneration and Energy Levels of the Teachers

Respondents	XY				
Total	112.95	139.15	478.45	393.12	593.69

X = 3.42 (high level of agreement on remuneration)

Y = 4.21 (very high level of agreement on energy levels in teaching)

df = 31

critical r = .349

r = .32

There is a weak relationship

Table___ shows the relationship between remuneration and energy levels in teaching of teachers at HSABAI. This tables confirmed the hypothesis that there is no strong or significant relationship between remuneration and energy levels in teaching of teachers at HSABAI.

The computed correlation coefficient $r = 0.32$ indicated a very weak correlation between remuneration and energy levels in teaching of teachers at HSAB. Furthermore, this did not reach the required critical value at $df = 0.34$ ($r = .349$, $p > .05$). Thus, the correlation between the two Variables is not statistically significant.

This, then, implicitly meant that the teachers of HSABAI still retain positive energy levels in teaching regardless of the level of remuneration they receive. The general high level of agreement on adequate basic salary, benefits and allowance, incentives and rewards, fairness and equity, and job satisfaction and motivation statistically did not cause the teachers' very high physical vitality, emotional engagement, mental alertness and focus, classroom enthusiasm, and resilience and motivation. The researchers believed that the passion of the teachers outweighs the force of their remuneration; their work is their calling and is not primarily seen as a source of wealth. Although their remuneration is still important, it is not the driving force of their duty in spreading knowledge with high energy levels.

Based on the study of Erlangga, H. et al. (2021) it was concluded that motivation had no significant effect on Teachers Performance. Organizational Commitment has no significant effect on Job Satisfaction Performance. Work Environment has no significant effect on Job Satisfaction. Organizational Commitment affects teachers' performance. The work environment has a significant effect on teachers' performance. Job satisfaction has no significant effect on teachers' performance.

Additionally, Mahmud, A., et al. (2018). In other words, the remuneration is the reward of all the efforts that have been done by the employee. Hence it is not a driving factor for employees to improve their performance. Therefore, this research has a huge contribution for remuneration



theory that is applied in institutions. In addition, future research should be able to use a qualitative approach in order to obtain a better understanding.

CONCLUSION

Based on the findings of the study, the researchers concluded that the teachers of HSAB perceive their remuneration as somewhat fair but still limited, which shows that they are generally neutral to agreeable with their provided remuneration. This means that while they recognize the support given by the school through fairness, equity, incentives, and rewards, many still feel that their pay and allowances are not fully enough to meet their needs.

Moreover, despite some limitations in remuneration, the teachers continue to show a good level of energy in teaching, proving that their motivation to perform their professional duties remains active, committed, and consistent. This indicated that teachers' dedication goes beyond financial rewards as they still fulfill their responsibilities with effort and passion.

Furthermore, the result of the Pearson R correlation coefficient of significant relationship indicated there is no significant relationship between the perception of remuneration and the energy levels in teaching. This indicates that remuneration is not the only factor that motivates teachers to be energized, motivated, passionate, engaged, and focused in teaching their students. This meant that there may also be outside factors that influence the energy levels in teaching of the teachers such as their relationship with students, passion for the profession, or motivation from other sources.

Recommendation

Finally, the researchers recommended that school administrators should take into consideration the teachers' pay and benefits. Efforts should be made to make sure teachers get fair pay that matches the work they do. Furthermore, they should be given awards and incentives to acknowledge their efforts, as this helps teachers feel more valued and supported. Teachers may seek continuous professional

development and learn new things or join activities with other teachers or groups that keep their energy and motivation for their profession. It is also recommended for policymakers that there should be initiatives for rules and plans that give teachers fair pay and rewards, as this helps solve the issue of inadequate salaries for teachers; with this, teachers should stay in their jobs longer because they feel appreciated and supported. There should also be good policies that encourage career growth while taking care of teachers' satisfaction and motivation.

The researchers believed that studying these areas will help schools find better ways to keep teachers happy and healthy. It will also make a better place for teaching and learning, where both teachers and students feel good and can do their best.

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