

SCHOOL CLIMATE AND TEAM LEARNING ON WORK TASK MOTIVATION OF ELEMENTARY TEACHERS

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ABSTRACT

This study investigates the intricate interplay among school climate and team learning on work task motivation among elementary teachers in the Department of Education under Cotabato Division, specifically within Magpet, North Cotabato, during the Academic Year 2022-2023. Employing a correlational-descriptive approach, the study engaged 300 respondents to assess their perceptions of school climate and team learning, as well as their work task motivation. The findings indicate that the teachers exhibit positive views, indicating a favorable school climate, active participation in team learning, and a visible manifestation of work task motivation. The respondents express contentment with their school climate, emphasizing elements such as security, positive relationships, prioritized teaching and learning, and a well-maintained environment. Feeling secure and valued, they note students' eagerness to learn and commend the school's cleanliness. Team learning is affirmed by the respondents, as evidenced by their agreement on indicators such as continuous improvement seeking, dialogue promotion, collaborative learning, and strategic leadership. Two-way communication, teamwork encouragement, and strategies for knowledge acquisition, such as task assignment and sharing, are endorsed. Work task motivation is multifaceted, encompassing intrinsic interest, introjected regulation, external regulation, and amotivation. The teachers find tasks interesting, aim to avoid negative feelings, recognize external demands, but occasionally express a lack of relevance in certain tasks. Conclusively, a correlation is established between school climate and work task motivation, signifying a positive relationship. However, team learning does not show a significant association with work task motivation. This indicates the necessity of creating educational environments that are stimulating and emphasizes the significance of school climate in affecting teachers' perspectives.

Keywords: *School Climate, Team Learning, Work Task Motivation, Elementary Teachers*

INTRODUCTION

One of the most significant problem in education that contributes to poor work quality and job unhappiness is elementary school teachers' lack of task motivation. Schools could enhance the environment of their buildings to encourage staff to be more

engaged in their work and produce more effective work, which will increase task motivation (Kelvin, 2020).

Ateş and Yilmaz (2018) and Mbilinyi (2019) found that teacher motivation and measures to promote it are essential for improving student learning. The 66 respondents from Tanzanian public schools reported that teachers' lack of motivation leads to low student performance and exhaustion, which can have a negative impact on their mental health.

Grecmanová (2020) stated that a positive climate from the perspective of the teacher entails that the teacher enjoys the work, enjoys cooperating with the students, their parents, and colleagues, has a sense of togetherness with other teachers, and has the potential to achieve successful and satisfying results.

In accordance with this wide concept, a teacher is a person whose fundamental emotions, such as enthusiasm for cooperation and job duties, are continually changed by interactions with the environment. Building empirical links between these ideas makes logical, as this theoretical perspective demonstrates (Ainley & Carstens, 2018).

Ipek (2020) also looked into how teachers performed and behaved in a classroom setting. He added that motivation enables people to produce favorable outcomes and keep control of their works. This study is pertinent to the current investigation, but no other studies on the work task motivation have examined intrinsic motivation, external regulation, introjected regulation, or amotivation. Moreover, there haven't been any local research conducted in the Philippines on this topic.

Furthermore, school climate has been studied, but there is limited research that examines the connection between school climate and team learning on teacher work motivation simultaneously. The assessment of work task motivation can improve school daily management and student achievement, resulting in a quality and efficient education (Ladyong 2020).

Research Questions

The purpose of this study was to find out the relationship of school climate and team learning on work tasks motivation of elementary teachers. Specifically, this study addressed the following research questions:

1. What is the level of school climate in terms of security; relationships; teaching and learning; and environment?
2. What is the level of team learning of teachers in terms of continued improvement seeking; dialogue promotion and open communication; collaborative learning; and strategic and proactive leadership that promotes learning?
3. What is the level of work tasks motivation of teachers in terms of intrinsically; external regulation; introjected regulation; and amotivation?
4. Is there a significant relationship between school climate and work task motivation of teachers?
5. Is there a significant relationship between team learning and work task motivation of teachers?

6. What variable significantly influence work task motivation of teachers?

FRAMEWORK

This study was evaluated through the lens of Abraham Maslow's (1954) Hierarchy of Needs Theory, which is important in understanding the features of the human side of motivation in the workplace. Mbilinyi (2019) stressed that teachers to be motivated to work more and earn more money, they must be able to meet their fundamental demands. Peers who are motivated and effective school administration are examples of environmental factors that contribute to motivation. These factors are all a component of the school climate.

Further, this study was supported by Herzberg Motivation-Hygiene Theory, which is a two-factor approach that analyses job satisfaction and discontent. Young (2017) discovered that giving instructors a sense of accomplishment improves work happiness, but Bušatlić and Mujabašić (2018) discovered that improper extrinsic variables lead employees to be dissatisfied with their jobs. All employees should be treated fairly and clearly when it comes to company policies.

Adams' Equity Theory of Work Motivation posits that individual evaluations of fair remuneration determine motivation, performance, and pleasure. Teachers use input-output ratios to measure equality, and results and school environment are important elements in assessing work task motivation (Ugah, 2008).

Lastly, this study was backed by Skinner's (1971) Reinforcement Theory, which states that behavior is impacted by consequences and that the environment plays a critical role in molding and developing persons. Schools improve students' learning capacities through teachers' motivation and team learning (Redmon & Housell, 2015).

The researcher believes that those theories mentioned above help reinforce the relationship of the variables in the study. These are manifestations of those theories that can define links among school climate and work task motivation of teachers.

METHOD

Research Design

This study used non-experimental quantitative research. Non-experimental quantitative research was a research that uses quantitative variables to describe or explain relationships, differences, and even changes. It is also quantitative because it uses quantitative data such as survey scores as correlates. This study used mediation and correlational analysis to test the relationship between variables, school climate, team learning, and work task motivation.

The study also utilized the correlational-descriptive approach, where researcher examine the relationship between two or more variables in a natural setting without manipulation or control. In this study, researcher examined the strength of connections between variables by looking at how changes in one variable are affected by changes in the other (Patidar, 2013). It was descriptive because it tries to describe these relationships and the levels of the respondents across the variables being explored or assessed.

Respondents

The respondents of this study were the Elementary teachers in the Department of Education under Cotabato Division specifically in the Elementary Schools within Magpet, North Cotabato, who were currently teaching in the Academic Year 2022-2023. A total of 300 Elementary teachers responded to the survey questionnaire form.

Data Analysis

The data gathered through the questionnaires were tallied and treated using the following statistical tools:

Mean. This was computed to describe the level of school climate on team learning and work tasks and motivation of the teachers.

Pearson product correlation. This was applied to test the significance of the relationship of school climate and team learning on work task motivation of the teachers.

Regression Analysis. This was used to test the significant influence of school climate and team learning on work task motivation of the teachers.

RESULTS AND DISCUSSIONS

Level of School Climate

Table 1 shows the level of school climate. The variable school climate contain four indicators namely security; relationships; teaching and learning; and environment.

Among the five statements on the indicator security, the statements “I feel I will not be physically harmed while at school” got the highest mean of 4.90 described as High; while the statement “Harassing or making fun of others is not tolerated” got the lowest mean of 3.63 described as High. The overall mean of the indicator security is 3.74 and is High.

The result implies that the teachers feel secure because they feel that they will not be physically harmed while at school. Somehow, harassment and making fun of others is not tolerated in the institution.

The finding is consistent with McKay's (2020) assertion that Abraham Maslow recognized the need for safety as a basic human need in his 'Hierarchy of Needs'. The second layer of Maslow's hierarchy includes safety demands such as body security, work security, resource security, family morality, and health.

Among the six statements on the indicator relationships, both the statements “I feel like a valued member of my school” and “I have positive relationships with other adults within the school” got the highest mean of 4.07 described as High, while the statement “I get along with my colleagues” got the lowest mean of 3.89 described as High. The overall mean of the indicator relationships is 4.00 and is High.

The result implies that the teachers feel valued and have positive relationship with other adults, however, getting along with other colleagues is not always evident.

It was substantiated by the article of Bruce (2023) where she highlights that employees who feel valued at work are happier, more productive, and less likely to seek other employment opportunities. When staff feel valued and understood, they are more likely to communicate issues that are difficult to address. The more issues that staff members are comfortable communicating to leaders, the more positive the culture and health of the school will be because the teachers feel supported (Barth, 2022).

Among the five statements on indicator teaching and learning, the statement “Most students are eager to learn in this school” got the highest mean of 4.04 described as High, while the statement “My colleagues encourages me for continuing professional development” got the lowest mean of 3.98 described as High. The overall mean of the indicator auditory is 4.00 and is High.

The result implies that the teachers were positive that most of their students are eager to learn in school, however, only few of them receives encouragements from colleagues for continuing professional development.

Teachers play a vital role in creating an environment that supports students’ learning. They often do this through their support for students’ autonomy (Schuitema et al., 2016). Teachers enable students to identify with self, personal interests, and values by supporting their freedom of choice. Teachers who build positive relationships with their students are more likely to influence their drive to learn (Ferlazzo, 2015).

Among the seven statements on indicator environment, the statement “My school is clean and maintained properly” got the highest mean of 4.04 described as High, while the statement “Conflict resolution skills are modeled by adults in my school” got the lowest mean of 3.84 described as High. The overall mean of the indicator auditory is 3.93 and is High.

The result implies that the teachers found their school clean and well maintained. But some teachers believe that the adults in the school are not able to model conflict resolution skills.

This concurs to the statement of Hassanain and Ali (2015) that clean and well-maintained facilities and access to new instructional technology are one of the most important aspects of the work environment for teachers.

The overall mean of the variable school climate is 3.93 and is High. This means that the teachers positively believe that their school is secured, has good relationships with colleges, teaching and learning were prioritize, and has good environment. This coincides with the National School Climate Center (2023) comprehensive assessment of school climate. They found that school climate includes major spheres of school life such as security, relationships, teaching and learning, and the environment as well as larger organizational patterns. Peer-reviewed educational research has consistently demonstrated that a positive school climate is associated with academic achievement, effective risk prevention efforts and positive youth development.

Table 1
Level of School Climate

Indicators	Mean	Std. Deviation	Interpretation
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A. Security			
1. I feel I will not be physically harmed while at school.	3.90	.730	High
2. Harassing or making fun of others is not tolerated.	3.66	.640	High
3. I feel socially supported in my school.	3.70	.694	High
4. I don't feel taunted, alienated, or bullied by my peers.	3.74	.695	High
5. Emphasis is placed on the students' emotional and social growth here.	3.71	.682	High
Category Mean	3.74	.495	High
B. Relationships			
1. I get along with my colleagues.	3.89	.668	High
2. All aspects of diversity are welcome and appreciated	3.97	.724	High
3. Everyone takes part in making decisions at my school.	4.03	.708	High
4. I feel like a valued member of my school.	4.07	.668	High
5. I have positive relationships with other adults within the school.	4.07	.721	High
6. Everyone helps out to keep our school looking its best.	3.98	.696	High
Category Mean	4.00	.389	High
C. Teaching and Learning			
1. Meaningful professional development opportunities are available to me.	4.00	.762	High
2. My colleagues encourages me for continuing professional development	3.98	.726	High
3. I am sent by my school head in training in seminars to develop my skills in teaching	4.01	.719	High
4. Most students are eager to learn in this school	4.04	.748	High
5. Constructive feedback is provided to me regularly.	4.00	.782	High
Category Mean	4.00	.526	High
D. Environment			
1. The rules and procedures for discipline are known by everyone here.	4.01	.597	High

2. There is consistent and fair enforcement of the rules.	4.00	.630	High
3. My administrator(s) show strong leadership skills	3.98	.600	High
4. My school is clean and maintained properly.	4.05	.581	High
5. I generally have the supplies I need.	3.96	.653	High
6. Conflict resolution skills are modeled by adults in my school	3.84	.683	High
7. Voicing concerns at school is encouraged.	3.87	.688	High
<i>Category Mean</i>	3.96	.340	High
Overall Mean	3.93	.240	High Level of School Climate

Level of Team Learning

Table 2 shows the level of team learning. The variable team learning contains four indicators namely continued improvement seeking; dialogue promotion and open communication; collaborative learning; and strategic and proactive leadership that promotes learning.

Among the seven statements on indicator continued improvement seeking, the statement “Actions are taken to continuously improve” got the highest mean of 4.17 described as high, while the statement “The lessons learned are made available to all the members” got the lowest mean of 3.84 described as high. The overall mean of the indicator continued improvement seeking is 3.96 and is high.

The result implies that the teachers are taking actions that continuously improve themselves, but were not sure if all the lessons they’ve learned are made available to all members.

Continuous improvement is essential for a school’s success, and teachers must continue to learn and grow, even in challenging times. Although a school administrator has many diverse responsibilities, one crucial task is keeping the teaching staff motivated. Inspired teachers make a more positive difference in students’ lives (Education Advanced, 2022).

Among the six statements on indicator dialogue promotion and open communication, the statement “Two-way” communication (boss-subordinate and subordinate-boss) is frequently used” got the highest mean of 4.21 described as high, while the statement “We question each other when we think the work can be done better” got the lowest mean of 4.06 described as high. The overall mean of the indicator dialogue promotion and open communication is 4.16 and is high.

The result implies that the teachers confirms that a two-way communication is frequently used between boss and subordinates. Additionally, they ask questions to their co-workers if they think they could do better in their work.

This coincides with Keiling (2023) that having a two way dommunication is vital in an organization for it provides clear and effective communication between managers and employees which is key to a team's success. When employees understand

department goals and believe their manager values their ideas, they are more likely to be motivated and productive at work.

Among the four statements on indicator collaborative learning, the statement “Teamwork is encouraged as a way of learning from others” got the highest mean of 4.26 described as high, while the statement “We learn from each other” got the lowest mean of 4.02 described as high. The overall mean of the indicator collaborative learning is 4.13 and is high.

The result implies that the teachers manifest teamwork as a way of learning from others, but few of them confirms that they learn from each other.

This coincides with the statement of Peterson (2020) that strong teacher teamwork creates strong schools. This concept is the driving reason teacher learning teams that support teacher-to-teacher professional learning and collaboration are increasingly commonplace in high achieving schools. The importance of teacher teaming and learning community development certainly is not new. Countless historical quotes and proverbs fan our passions as educators to work together to grow, to enhance student learning and to support and develop our schools.

Among the four statements on indicator strategic and proactive leadership promoting learning, the statement “Our boss uses different strategies to encourage team members to acquire new knowledge (e.g., assigning new tasks, sharing task)” got the highest mean of 4.07 described as high, while the statement “Our boss continuously looks for learning opportunities for him/herself or any team member” got the lowest mean of 3.92 described as high. The overall mean of the indicator strategic and proactive leadership promoting learning is 4.06 and is high.

The result implies that the teachers revealed that their school heads uses different strategies to encourage team members to acquire new knowledge. Also, their school head continuously looks for learning opportunities for him/herself or any team member.

This concurs with the statement of Wildy, Siguroardottir and Faulkner (2014) that the school heads, as leaders used different strategies in order to monitor and evaluate the teaching-learning process in their schools. These strategies included rounds in school corridors, developing coordination and student feedback.

The overall mean of the variable team learning is 4.06 and is high. This means that the teachers manifest eagerness in seeking continuous improvement, dialogue promotion and open communication, collaborative learning, and strategic and proactive leadership that promotes learning. This is backed by Bresó, Gracia, Latorre, and Peiró (2018) on their four-dimensional model of team learning. They defined team learning is as the set of behaviours and activities carried out by a team on a regular basis that enhance the acquisition and development of competencies and a better functioning over time. The set of behaviours and activities carried out by teams that learn is grouped into four dimensions: (1) Continuous Improvement Seeking, (2) Dialogue Promotion and Open Communication, (3) Collaborative Learning and (4) Strategic and Proactive Leadership Promoting Team Development.

Table 2
Level of Team Learning

Indicators	Mean	Std. Deviation	Interpretation
A. Continuous Improvement Seeking			
1. Mistakes are openly discussed in order to learn from them.	3.92	.664	High
2. Differences between real and expected performance are critically and constructively analyzed.	3.89	.672	High
3. The lessons learned are made available to all the members.	3.84	.668	High
4. Even when an error is caught in time, people are still told about it, so it doesn't happen again.	3.87	.688	High
5. When a problem occurs, there is a search for someone to blame instead of "lessons to be learned".	3.96	.673	High
6. Actions are taken to continuously improve.	4.17	.727	High
7. The same mistakes are made over and over again.	4.08	.742	High
<i>Category Mean</i>	3.96	.426	High
B. Dialogue Promotion and Open Communication			
1. Different points of view are expressed openly and sincerely.	4.19	.652	High
2. The points of view of others are listened to.	4.17	.651	High
3. We question each other when we think the work can be done better.	4.06	.676	High
4. People are encouraged to ask "why", regardless of their rank.	4.17	.605	High
5. "Two-way" communication (boss-subordinate and subordinate-boss) is frequently used.	4.21	.635	High
6. We learn from each other when we	4.16	.639	High

think the work can be done			
<i>Category Mean</i>	4.16	.434	High
C. Collaborative Learning			
1. Knowledge is shared among the different team members.	4.21	.625	High
2. Teamwork is encouraged as a way of learning from others.	4.26	.673	High
3. In group discussions, everyone's opinion is taken into consideration	4.05	.727	High
4. We learn from each other.	4.02	.735	High
<i>Category Mean</i>	4.13	.546	High
D. Strategic and Proactive Leadership Promoting Learning			
1. Our boss uses different strategies to encourage team members to acquire new knowledge (e.g., assigning new tasks, sharing task).	4.07	.618	High
2. Our boss tries to anticipate what knowledge we are going to need to acquire in order to do our jobs in the future.	4.05	.628	High
3. Our boss supports and encourages any requests for training and learning.	3.94	.630	High
4. Our boss continuously looks for learning opportunities for him/herself or any team member.	3.92	.620	High
<i>Category Mean</i>	3.99	.406	High
Overall Mean	4.06	.242	High Level of Team Learning

Level of Work Task Motivation

Table 3 shows the level of work task motivation. The variable work task motivation contains four indicators namely intrinsically, introjected regulation, external regulation, and amotivation.

Among the three statements on indicator intrinsically, the statement "I find task interesting to do" got the highest mean of 4.21 described as high, while the statement "I like doing this task" got the lowest mean of 4.01 described as high. The overall mean of the indicator continued improvement seeking is 3.96 and is high.

The study indicates that teachers find their tasks interesting and enjoy them. They have a positive attitude towards continuous improvement, indicating a willingness to evolve and enhance their professional capabilities. These insights can help

educational institutions create a positive work environment that encourages intrinsic motivation and ongoing professional development among teachers.

This is supported by Zhang (2014) that teachers who find their work interesting and enjoyable are more enthusiastic. Enthusiasm is a crucial attribute for good teachers. It stimulates students' interest, leading to higher ratings, positive attitudes, greater achievement, and better classroom behavior. This enthusiasm is often associated with a dynamic and enthusiastic teacher.

Among the three statements on indicator introjected regulation, the statement "To not feel bad if I don't do it" got the highest mean of 4.16 described as high, while the statement "I would feel guilty not doing it" got the lowest mean of 4.02 described as high. The overall mean of the indicator introjected regulation is 4.07 and is high.

The result implies that the teachers feels bad if they will not do the task they are assigned. Moreover, some of them feels guilty if they were not able to accomplished their task.

Some teachers are disappointed because they lack the required abilities to educate students. Most teachers are concerned with creating a healthy learning environment, and optimal development of that atmosphere is a difficulty encountered during student-teaching. Thus, ensuring that their taskis completed is critical for them (Pellegrino, 2015).

Among the three statements on indicator external regulation, the statement "My work demands it" got the highest mean of 4.11 described as high, while the statement "I'm paid to do it" got the lowest mean of 3.99 described as high. The overall mean of the indicator external regulation is 4.05 and is high.

The result implies that the teachers do their task because there works demands it and they were paid to do it.

This is consistent with Wiley University's (2023) argument that devoted teachers see education as a way of life, promoting students' knowledge and advancement. However, some teachers have already lost their passion as a result of burnout, and they prefer to fulfill their jobs just because they must, rather than because they want to.

Among the three statements on indicator amotivation, the statement "I don't know, I don't always see the relevance of carrying out this task" got the highest mean of 4.07 described as high, while the statement "I used to know why I was doing this task, but I don't see the reason anymore" got the lowest mean of 4.00 described as high. The overall mean of the indicator amotivation is 4.02 and is high.

The result implies that the teachers don't always see the relevance of the task given to them. Moreso, they used to know the reasons of doing their task but forgot it.

This was supported by Jeffryes (2013) that teachers may struggle to perceive tasks as relevant due to factors like lack of alignment with educational goals, limited autonomy, insufficient professional development, poor communication, administrative requirements, resource constraints, changing educational landscape, student-centered perspectives, and professional burnout. Addressing these issues can lead to a more engaged and satisfied teaching workforce.

The overall mean of the variable work task motivation is 4.07 and is high. This means that the teachers manifest motivation such as intrinsic, introjected regulation, external regulation, and amotivation in their work task. This is backed by de Wal et al.

(2014) in their study on the motivation of secondary school teachers to pursue professional learning using self-determination theory. They found that teachers' work task motivation were focusing on external regulation, introjected regulation, identified regulation, and intrinsic motivation.

Table 3
Level of Work Task Motivation

Indicators	Mean	Std. Deviation	Interpretation
A. Intrinsically			
1. It is pleasant to carry out this task.	4.17	.753	High
2. I find this task interesting to do.	4.21	.607	High
3. I like doing this task.	4.01	.712	High
<i>Category Mean</i>	4.13	.556	High
B. Introjected Regulation			
1. If I don't carry out this task, I will feel bad.	4.04	.716	High
2. I would feel guilty not doing it.	4.02	2.37	High
3. To not feel bad if I don't do it.	4.16	.646	High
<i>Category Mean</i>	4.07	.930	High
C. External Regulation			
1. My work demands it.	4.11	.644	High
2. The school obliges me to do it.	4.05	.654	High
3. I'm paid to do it.	3.99	.681	High
<i>Category Mean</i>	4.05	.517	High
D. Amotivation			
1. I don't know, I don't always see the relevance of carrying out this task.	4.07	.495	High
2. I used to know why I was doing this task, but I don't see the reason anymore.	4.00	.497	High
3. I don't know, sometimes I don't see its purpose.	4.01	.500	High
<i>Category Mean</i>	4.02	.284	High
Overall Mean	4.07	.293	High Level of Work Task Motivation

Relationship among School Climate and Team learning on Work Task Motivation

The third research problem ascertained that school climate and team learning has no significant relationship on work task motivation.

Table 4 presents the results of correlational analysis of the variables which its purpose is to show if the two independent variables and one dependent variable, particularly the significant relationship of school climate and team learning on work task motivation. The results show that the school climate has a strong relationship with work task motivation, however there is no significant relationship between team learning and work task motivation.

Particularly, from the result presented, it shows that the correlation between the school climate and work task motivation revealed a p value of .000 which is less than the value of 0.05 level of confidence which indicates that there is a relationship that can be drawn from the two variables indicated. Thus, the null hypothesis which states that *“There is no significant relationship between the school climate and work task motivation”* is therefore rejected with a moderate degree of correlation ($r = .159^{**}$).

It was reinforced by Ruiz-Díaz (2022) study which investigates the impact of teachers' perception of school climate and work motivation variables on their satisfaction and classroom motivational climate. Results showed that school climate perception and teachers' expectancies are key factors influencing satisfaction. A motivational school climate depends on mutual support, student attitudes, and self-efficacy expectancies.

Moreover, the correlation between the team learning and work task motivation revealed a p value of .471 which is greater than the value of 0.05 level of confidence which indicates that there is no relationship that can be drawn from the two variables indicated. Thus, the null hypothesis which states that *“There is no significant relationship between the team learning and work task motivation”* is therefore accepted with no correlation ($r = -.042$).

A collaborative team learning does not explicitly, by itself, include rewards for collaborating. Thus, we do not expect a relationship between team learning and work task motivation. There has not been much research that has examined the direct contributions of team learning on individual motivation (Carmeli et al., 2015).

Table 4
Relationship between the Variables

VARIABLES	R	p-value	Remarks
School Climate and Work Task Motivation	.159**	.000	Significant
Team Learning and Work Task Motivation	-.042	.471	Not Significant

*Significant at .05 level

Influence of School Climate and Team Learning on Work Task Motivation

Table 5 presents the data on the combined influence of school climate and team learning on work task motivation. It was found that school climate has a significant influence on work task motivation (p-value of .005). Having a probability value that is less than the set 5% level of significance; the stated hypothesis is rejected.

On the combined influence of team learning and work task motivation, It was found that team learning does not significantly influence work task motivation (p-value of .403). Having a probability value that is greater than the set 5% level of significance; the stated hypothesis is accepted.

The result implies that only school climate affects the work task motivation of the teachers. It further implies that if the teachers experience a positive school climate, therefore, it will have a positive outcome on their work performance.

This finding was supported by Lagura, Jr. and Yango (2021) that there is a significant influence of school climate on work task motivation. It indicated that the better the respondents' school climate, the higher is their level of work motivation.

Table 5
Influence of School Climate and Team Learning on Work Task Motivation

Variables	Unstandardized Coefficients		Standardized Coefficient Beta	T	p-value	Remarks
	B	Std. Error				
(Constant)	3.538	.386		9.175	.000	
School Climate	.196	.070	.161	2.809	.005	Significant
Team Learning	-.058	.069	-.048	-.838	.403	Not Significant

Note: R=.166^a, R-square=.028, F=4.211, P>.05

CONCLUSION

On the level of school climate, the respondents believes that security, good relationships, prioritized teaching and learning, and good environment were manifested in their school. Additionally, on team learning, the respondents agrees on the indicators continued improvement seeking; dialogue promotion and open communication; collaborative learning; and strategic and proactive leadership that promotes learning. Moreover, on the level of work task motivation, the respondents manifested work task motivation such as intrinsically, introjected regulation, external regulation, and

amotivation. In terms of indicator intrinsically. It was also revealed that there is a strong relationship between school climate and work task motivation, however, there is no significant relationship between team learning and work task motivation. Furthermore, it was revealed that school climate has a significant influence on work task motivation; while team learning does not significantly influence work task motivation.

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