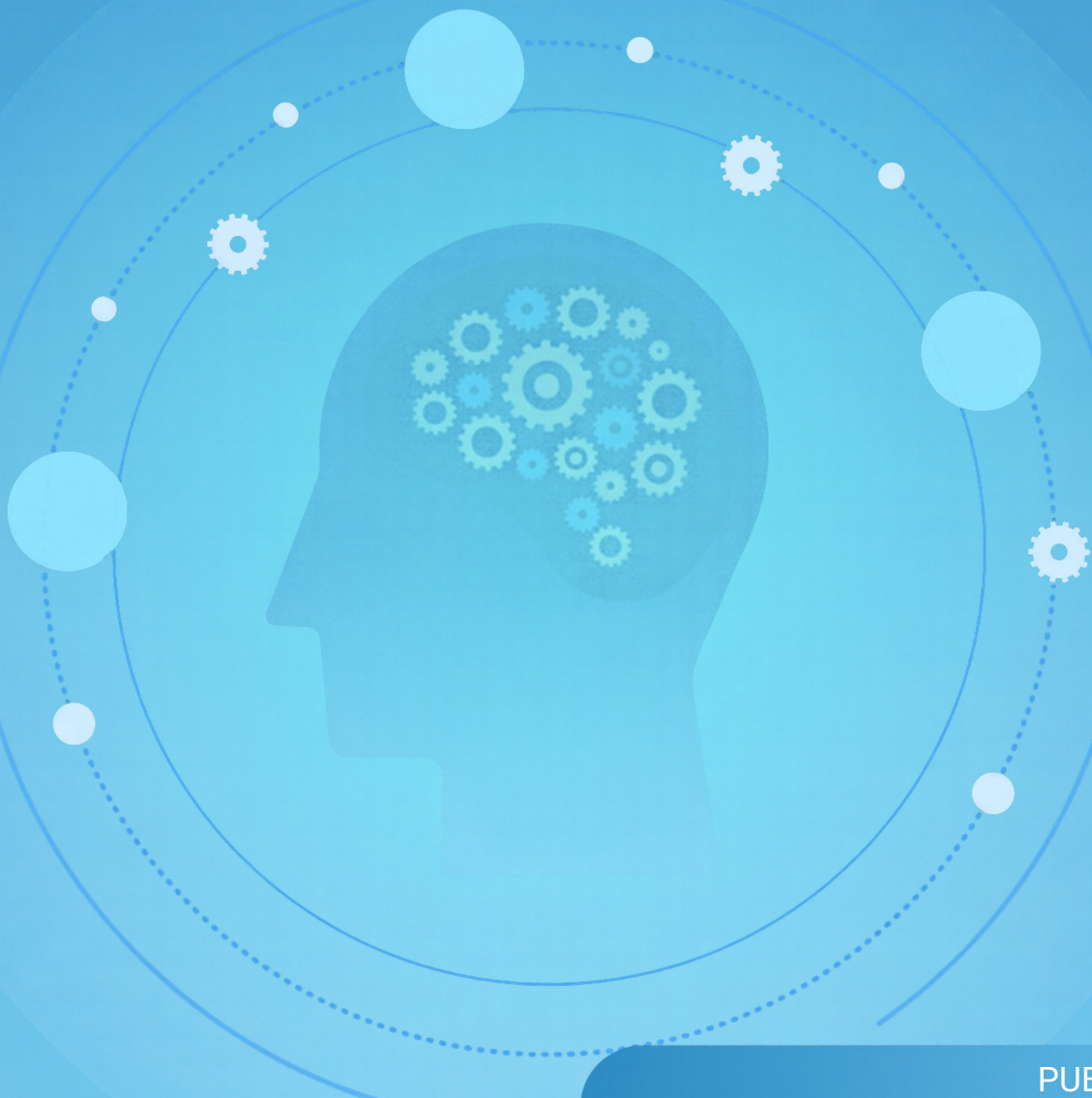




American Journal of Arts and Human Science (AJAHS)

ISSN: 2832-451X (ONLINE)

VOLUME 5 ISSUE 4 (2026)



PUBLISHED BY
E-PALLI PUBLISHERS, DELAWARE, USA

Determinants of Motivation and Work Retention among Public Elementary Teachers

Julious S. Victoria¹, Nick C. Pañares¹, Gerlinda G. Corpuz¹, Jovit D. Comon^{1*}

Article Information

Received: July 22, 2026

Accepted: September 30, 2026

Published: October 14, 2026

Keywords

Determinants of Motivation, Goal Setting, Intrinsic Interest, Teaching Success, Work Retention

ABSTRACT

Teacher motivation and retention are important factors that contribute to the quality and stability of education. This study examined the determinants of motivation and work retention among 179 public elementary teachers in Quezon Districts 2 and 3, Division of Bukidnon. Specifically, it determined the respondents' level of motivation in terms of goal setting, intrinsic interest, and teaching success; their level of work retention in terms of support system, empowerment, and affinity; and the significant relationship between determinants of motivation and work retention. The study employed a descriptive-correlational research design and utilized complete enumeration. Descriptive statistics, including mean and standard deviation, were used to determine the levels of motivation and work retention, while Pearson's Correlation Coefficient was employed to test the relationship between the variables. The research instrument underwent content validation by experts and yielded a Cronbach's Alpha Coefficient of 0.91 during pilot testing, indicating excellent reliability. The findings revealed that the respondents exhibited a very high level of motivation, with teaching success obtaining the highest mean, followed by intrinsic interest and goal setting. Likewise, the respondents demonstrated a very high level of work retention, with affinity and empowerment obtaining the highest mean scores, followed by support system. The results further showed a significant positive relationship between determinants of motivation and work retention, particularly between intrinsic interest and teaching success and the different dimensions of work retention. Based on the findings, it was concluded that teachers who enjoy teaching, experience success in their professional responsibilities, and develop positive workplace relationships tend to demonstrate stronger commitment to their schools and profession. It is recommended that teachers continuously monitor and evaluate their professional goals, actively participate in mentoring and professional learning opportunities, and strengthen collaboration with colleagues to support their personal growth, motivation, and long-term commitment to the teaching profession.

INTRODUCTION

Background of the Study

Public elementary school teachers do much more than just teach subjects; they help learners build the basic reading, math, and social skills they need during the most important years of growing up. They are the backbone of how schools work and play a massive part in helping the country grow. However, being a public elementary school teacher right now is not easy. Teachers deal with a mountain of paperwork, a lack of basic supplies, and classrooms full of learners with diverse needs.

All of these daily stresses take a heavy toll. Many teachers find their passion fading, and a significant number end up feeling completely burned out or walking away from the job entirely before they ever reach retirement. Because of this, looking closely at what actually keeps teachers going is vital. Finding out what makes them love their work, how much support they feel from their schools, and why some stay while others leave is not just about managing staff; it is about making sure our learners continue to receive a quality education.

The education landscape changed dramatically after the global pandemic, bringing new challenges to public schools everywhere. During this time of transition, a noticeable trend caught the attention of observers:

several teachers chose to leave the Department of Education entirely to pursue teaching opportunities abroad. When asked why, these teachers pointed to clear reasons. Working overseas often offered much higher pay, allowed them to focus strictly on teaching students in the classroom, and freed them from the endless paperwork and administrative duties that usually pile up locally.

This situation brings a very real question to light right here at home, particularly in the Quezon 2 and 3 Districts within the Division of Bukidnon. Even with the temptation of higher salaries and less paperwork overseas, many public elementary school teachers still choose to stay and serve in their local communities.

To help figure this out, this study looks closely at what keeps teachers motivated by focusing on the determinants of motivation, specifically through three main areas, namely, goal setting, intrinsic interest, and teaching success. By observing how these parts play out in the daily lives of teachers across the Quezon 2 and 3 Districts, this research aims to discover what truly helps teachers stay motivated, keep their morale high, and choose to remain in the public school system in the Philippines.

Given the increasing concerns regarding teacher shortages and their impact on educational systems, understanding

¹ PHINMA Cagayan de Oro College, Philippines

* Corresponding author's email: jusu.victoria.coc@phinmaed.com

teacher motivation and retention is essential. According to Hattie (2023), motivated teachers tend to teach more effectively, create a positive classroom environment, and push students to achieve their best. Retaining experienced teachers also helps maintain continuity in learning while reducing the high costs associated with recruiting and training new personnel. By understanding the primary reasons why teachers stay or leave, concrete strategies can be formulated to improve teacher satisfaction and professional growth, which subsequently enhances student achievement.

Despite the growing body of scholarship on teacher motivation and retention, substantial gaps remain in understanding how current difficulties, such as the pandemic, have transformed teachers' perspectives and career choices. Recent research by authors such as Rahimi and Arnold (2024) highlights the changing nature of teacher burnout and job dissatisfaction, which are primarily related to heavier workloads and insufficient institutional support during times of crisis. However, limited research exists on long-term retention tactics in a post-pandemic context, particularly in developing settings. This study aims to close these gaps by investigating current trends and producing practical recommendations based on teachers' firsthand experiences. This research will not only fill existing gaps in the literature but will also provide practical implications for policymakers, school administrators, and teacher education institutions.

This study attempts to provide actionable ideas for enhancing teacher engagement and retention by drawing on previous research findings and emphasizing novel solutions such as personalized professional development and supportive workplace cultures. Ultimately, listening closely to the voices of local educators will help shape practical steps that schools can actually use. By doing this, we can build a much stronger, happier workforce where teachers feel truly valued and inspired to stay for the long haul.

Related Literature and Studies

This section details a critical analysis of related literature and studies on teachers' motivation and retention. This starts with a review of teachers' motivation in terms of goal setting, intrinsic interest, teaching success, and work retention in terms of support system, empowerment, affinity, and ends with an analysis of the domains related to Teachers' motivation and retention.

Determinants of Motivation

A teacher's effectiveness is not only related to a teacher's qualifications or training but also to such an internal characteristic as a teacher's motivation. For determining a teacher's motivational level, researchers usually refer to determinants of motivation, which include such variables as goal setting, intrinsic interest and teaching success. These variables help explain the teachers' level of motivation from an intrapersonal perspective. Goal setting helps teachers achieve work engagement, which

helps them plan and manage their educational activities and practices. Thus, goal setting in combination with job satisfaction ensures teachers' motivation in the workplace. Teachers' motivation and job satisfaction contribute to creating positive interactions between students and teachers.

Goal Setting

Goal setting provides a tool for educators to focus to their efforts, track their progress, and remain committed to their professional development and learner success. Teachers' motivation to set, pursue, and achieve goals is indicative of the relationship between personal goals and professional conditions mediated through their internal motivation and external support networks.

As an example, in the most recent research, it was noted that students with meaningful and comprehensible goals tend to be more motivated in terms of performing their job. According to Tan and Moreno (2022), teachers who reported about having goals demonstrated higher indices of intrinsic motivation and performance. The fact that respondents with such goals connected with original teaching process or success of their students tend to be more motivated and focused was confirmed.

The finding shows that the possible motivation of the teacher is significant as well. In particular, the interaction in their professional learning communities by means of goal-setting actions was essential for the participants to feel engaged and to recognize their collective engagement in the process by Delgado and Williams (2022). The engagement of the participants on the process has helped develop an environment of interaction and collaboration so that they were motivated to take action.

The significance of leadership has been recognized in that leaders guide and help others to reach their goals. However, Zhang and Harris (2022) state that school administrators who introduced new techniques, SMART (which means that goals must be specific, measurable, achievable, realistic, and timed) and time management for teachers, helped students to succeed. Studies indicate that the best motivation for students is when they have "difficult but achievable" goals while teachers provide them with supportive feedback.

The construct of goal setting in this study is largely based on recent goal-setting theory. According to Locke and Latham (2020), goals regulate behavior by directing effort, energizing, and facilitating self-regulation over time. Their work also emphasizes the importance of goal clarity in this process. When individuals are clear about what a goal requires and how to go about achieving it, they are more likely to stay committed and use that clarity to fuel sustained effort. This theoretical basis is the foundation for the present study's conceptualization of goal setting as a central feature of determinants of motivation, due to its direct connection between the act of goal setting and the maintenance of behavioral engagement.

Within the specific context of teaching, Collie (2021) found that teachers who establish meaningful professional

goals tend to demonstrate stronger work engagement and greater instructional commitment. This finding is reinforced by Skaalvik and Skaalvik (2023), whose study of school goal structures found that teachers working within a learning-oriented goal environment, one that emphasizes growth and improvement rather than performance comparisons, reported higher levels of self-efficacy and engagement. Together, these findings suggest that goal setting functions most powerfully as a motivational driver when it is embedded within a supportive professional culture, rather than operating as an isolated individual practice.

Goal setting and self-efficacy were also a recurring theme in the literature. Goal setting processes which encourage reflection, rather than external control, and which support autonomy are correlated with higher levels of mastery goal internalisation amongst learners according to Benita and Matos (2021). This pattern has clear connections to the way in which teachers relate to their own professional goals. Complementing this, Burić and Kim (2020) found that teachers with stronger self-efficacy beliefs demonstrated greater consistency in their instructional practices, suggesting that confidence in one's abilities and the pursuit of clearly defined goals reinforce one another over time.

Despite the motivational benefits of goal setting, several studies point to structural and contextual barriers that can limit full goal attainment. Skaalvik and Skaalvik (2021), in their longitudinal study of teacher burnout, found that job demands and school context significantly predict teachers' motivation and well-being, suggesting that even highly motivated teachers may fall short of their initial goals when workload and institutional support are misaligned. This is consistent with the broader perspective offered by OECD (2023), which found that teachers' ability to accomplish professional goals is shaped by systemic factors such as workload distribution and access to continuous professional development, rather than motivation alone.

Finally, the literature underscores that goal setting is not a one-time act but an ongoing process requiring self-regulation. Schunk and DiBenedetto (2020) emphasized that self-efficacy plays a central role in this process, influencing how much effort individuals invest and how persistently they pursue a goal despite setbacks. Greenquist-Marlett *et al.* (2025), in a qualitative study of in-service elementary teachers, found that monitoring student progress and adapting instruction accordingly were central to how teachers experienced confidence in reaching their instructional goals, a finding directly relevant to understanding why some respondents in the present study reported strong commitment to their goals while expressing less certainty about having fully achieved them.

Intrinsic Interest

The foremost driving force behind every teacher's motivation is their enjoyment pertaining to the teaching

profession. Although one might think that job satisfaction is an external factor that motivates people, it is actually an internal force caused by one's love for teaching and learning. It is this love that encourages teachers to remain in the job even if they meet hardships.

Research shows that teachers' job satisfaction influences their teaching performance. Thus, teachers who love their job experience less burnout, resulting in greater emotional satisfaction, according to Nguyen and Walker (2021). The research pointed out that intrinsic curiosity acts as a psychological buffer, reducing the negative impact of work-related stressors and improving engagement in challenging learning situations.

In the view of Santiago and Ruiz (2021), enthusiastic educators often facilitate their progress in learning about their teaching style. The concept of intrinsic motivation means that the adult's motivation comes from self-improvement with no outside dangers for the person's development. Additionally, it is significant to create the appropriate environment at school to cultivate the teachers' intrinsic motivation.

According to research conducted by Martin and Clarke (2021), good schools promote teacher independence, innovation, and appreciation of their job responsibilities. The researcher concluded that building true trust between teachers allows them to be innovative in their teaching practice and thus inspires them to be more engaged and motivated.

The concept of self-determination theory is closely related to the idea of intrinsic motivation. The term refers to a specific type of motivation whereby the individual is driven by the pleasure he derives from the activity itself rather than from some outside incentives. As Ryan and Deci (2020) note in their work, teachers tend to be intrinsically motivated and therefore stay engaged in their profession if they possess confidence in their skills, can control their behavior, and have an adequate level of socialization with other members of the school community. In this respect, it could be assumed that the desire to engage in activities stimulating their intrinsic motivation would depend on their success in accomplishing those three tasks mentioned above.

Collie (2021) built on this idea, describing genuine enjoyment of the work as something that protects teachers from burnout. Collie argued that teachers who find real satisfaction in their work tend to be more persistent and adaptable when facing challenges. This suggests that loving the work helps teachers stay motivated, which ultimately benefits their students too. The findings of the current study support this, showing that the three aspects of motivation discussed here all play a role in shaping how teachers feel about their jobs.

As per the findings shared by Burić and Kim (2020), the great importance of teachers' belief in themselves as effective educators is demonstrated. Then, the researchers explain that teachers who have a developed sense of self-efficacy will have a greater possibility to retain their teaching skills. In addition, it is noted by the

authors that this means that the teachers are going to be more consistent and persistent, because they have higher motivation levels. It is worth saying that self-efficacy and intrinsic motivation are closely connected, since both concepts stem from the self-determination theory. The latter is based on the feeling of being competent, which is also true for teachers, according to Burić and Kim (2020). It is already mentioned that the role of the feeling of competence in defining the level of intrinsic motivation of an individual cannot be underestimated. Moreover, many authors believe that this feeling cannot be regarded as completely dissociated from the environment. This assumption is really supported by a long-term investigation by Skaalvik and Skaalvik (2021) devoted to teachers' burnout which revealed that the perception of the work's context is closely connected to job satisfaction. The authors concluded that, despite the fact that the research showed that the respondents experienced a great amount of intrinsic motivation. Thus, based on this investigation, we can state that the discussed factor helps not to overcome the difficulties that problematic professionals encounter but, at least, contributes to easing their way of dealing with them.

OECD (2023) provided information about the factors that influence teachers' professional experience in various regions of the world. There were certain aspects of institutional support, teaching, service, and workload that create differences in teachers' professional experience. This study is useful in providing a reference to the topic of internal motivation since even the most ambitious and interested educators work in a framework that limits or stimulates their motivation.

Finally, the motivation of instructors, driven by intrinsic interest, is critical to professional happiness and effectiveness. Teachers who are intrinsically motivated are more engaged, resilient, and proactive in their teaching, as viewed by Kim and Peterson (2021). This motive is important for quality education and less teacher turnover. This will depend on enabling environments and professional autonomy.

Teaching Success

Calkins *et al.* (2024) examined the factors that lead people to become teachers along with how those factors relate to self-efficacy. This research indicated that intrinsic motivation, namely the desire of individuals to educate others, relates to self-efficacy in creating an effective classroom environment, teaching, and motivating learners. Meanwhile, the research results reveal a negative correlation of self-efficacy with external factors such as the need for financial security. Hence, according to this study, it can be assumed that intrinsic motivation plays an essential role in self-efficacy.

Husana and Velasco (2023) have revealed it is without doubt that leadership influences teachers' motivation. The research has shown that school leaders' actions aimed at providing teachers with autonomy increase their compliance. Compliance further improves teachers'

satisfaction and reduces teacher turnover.

Research conducted by Buat and Limpot (2023) demonstrates that there is a high level of correlation between teacher efficacy and student motivation. Moreover, the researchers note the influence that parental involvement has had on this connection. The study proves that while it is vital for communities to contribute to education, teachers need to receive training to improve their self-confidence and subsequently empower their students.

As mentioned by Nahid Muzaffar and Abbas (2023), participation in professional events influences the entire early-career phase of educators positively. Young people involved in the teaching job experience the growth of self-confidence and professionalism. Thus, when the conditions are created by educational organizations, one can expect higher levels of motivation and retention.

The building of teaching success in this research is closely related to teacher self-efficacy. Burić and Kim (2020) found that teachers' higher self-efficacy beliefs are positively associated with the quality of instruction and their sense of competence in helping students learn. This study's findings have a valuable theoretical basis because teachers' perceptions of their own efficacy were found to have a reinforcing effect on their motivation, which in turn determined their levels of performance. The multilevel analysis conducted by the researchers revealed that these beliefs were manifested through behavior, which partially explains the skewed and tightly grouped distribution of responses in the present study.

This line of reasoning was advanced by Collie *et al.* (2021), who associated the outcome of teaching success with teachers' work engagement, as well as commitment and persistence in the chosen career. It implies that success is a process that sustains one's motivation by accumulating positive experiences throughout the years of working in the same sphere. This assumption aligns with the results of the current study since high teachers' perception of success correlated with their positive motivation level.

Learners' active engagement was the strongest indicator of teachers' sense of success among the specific indicators studied. Ryan and Deci (2020) provide a theoretical explanation for this pattern. In self-determination theory, positive, meaningful feedback like obviously attentive students enhances an individual's sense of competence and purpose, which are fundamental psychological needs that drive intrinsic motivation. Javorčíková *et al.* (2021) also identified the relational and outcome-based motivators as some of the strongest motivators for teachers, as success is most powerfully felt when it is noticeable in the responses of others, like students or colleagues as opposed to through internal assessment alone.

Even though teachers generally feel confident, the research also shows that this confidence can shift depending on the demands of the job. Skaalvik and Skaalvik (2021) found that teachers' motivation and confidence were shaped by how demanding their workload felt and what resources they had to meet it, especially when teaching requirements

were heavy or varied. This may help explain a slight dip in confidence among respondents when teaching subjects outside their main area of expertise. Burić and Kim (2020) support this too, noting that confidence in one's abilities becomes especially important for staying motivated when facing new or difficult teaching challenges.

To sum up, the analysis of distinct elements influencing educators' perceptions about their own teaching success is part of the broader systemic framework of the OECD (2023), which highlighted that ongoing professional development gives teachers confidence in their work no matter what subject or methodology they employ.

Work Retention

Another significant question for the researchers is that of teachers' intention to continue teaching or to leave the teaching profession. Therefore, their attention is to the concept of work retention, which is divided into three categories: support system, empowerment, and affiliation. Support system refers to the assistance provided to the teaching staff by the administration and the teaching community. An appropriate support system is significant to avoid the isolation of teachers in the job. Empowerment indicates the degree to which teachers can make organizational decisions or exercise their professional judgment by providing them with autonomy. Finally, another important concept affecting teachers' intention to stay in this occupation is affiliation. Teachers feel a sense of connection and interpersonal relationships that take place in the teaching community as a result of the interaction of its members. As it can be seen from the article, affiliation is more significant in affecting teachers' intention to stay in their jobs than salary.

Support System

The issue of keeping teachers in their jobs is of urgent concern in the educational sector in the Philippines, and it is proven that one of the most important components in retaining teachers in this sector is the support from administration. Furthermore, Klassen and colleagues (2020) pointed out that the presence of this kind of administration means that teacher turnover will decrease greatly in schools where continuous evaluations, mentoring, and coaching of teachers are undertaken. Hattie (2023) also showed that leadership and support of school administration influence the choices of teachers about whether they will remain at a particular school or not.

Mentoring programs are also highly correlated with faculty retention. Feiman-Nemser (2021) found that teachers who are new to their schools are more likely to remain if they are part of a well-designed mentorship program. New teachers get emotional support, practical skills, and a sense of community from mentors. This is consistent with findings by Salanova *et al.* (2022) that mentorship enhances job satisfaction and commitment to the profession.

Increasingly, teacher retention studies are showing that

teacher retention is a major part of institutional support systems. Loftin (2023) draws on her experience designing a multi-year teacher induction program to demonstrate the need for structured mentoring relationships embedded in a school's onboarding process to support new teachers and keep them committed to staying. Haidusek-Niazy *et al.* (2023) support this notion by showing in their case study of K-12 mentor-mentee relationships that long-term mentoring relationships enhance teachers' instructional competence and their overall sense of confidence and belonging in their school community.

The specific types of support explored in the current study were valued, with protected time for mentoring the most valued. Haidusek-Niazy *et al.* (2023), noted that the time and structure built into a teacher's schedule, rather than informal or incidental interactions, strengthens the mentoring relationship. This result corresponds with Loftin's (2023) research overview, which showed that the induction programs proved to be the most effective when they "make the mentoring time a priority, not just an add-on" and provide "opportunities to observe more experienced teachers and receive timely feedback."

In general, though the participants appreciated the idea of mentoring, the implementation of mentorship varied among participants. Akiri and Dori (2022) investigated the mentorship practices for novice and experienced STEM teachers and concluded that the individual and long-lasting mentoring relationships turned out to be much more efficient than group mentoring or weakly connected mentor networks. Thus, it is important to pay attention not only to whether the mentoring is present but also how it is implemented. The results of the current research show that although formal assignment was ranked the least relevant support, it was given a high priority nonetheless.

The participants employed various ways of getting adapted to the new working environment, such as consulting with peers, receiving feedback about their practice, receiving institutional support, and using formal mentoring (Winkler & Freisler-Mühlemann, 2025). Hence, it is necessary to investigate the mentoring concept within a broader induction framework involving several sources of support, which include mentorship too. Moreover, mentorship could help determine if the teachers will continue with teaching, as pointed out in the OECD's (2023) study where it was estimated that cooperation and mentorship are domains correlated with effectiveness, well-being, and retention.

The link between professional development and retention has been indicated by Madigan and Kim (2021), who stated that having access to continuous professional development while being in the profession stimulated teachers' values and decreased their willingness to leave the profession. This could be accounted for by the fact that such opportunities allow teachers to improve the level of their competence and solve job-related problems, thus increasing their professional self-efficacy and willingness to stay in the profession. In the research by

Prado and Opena (2024), it was also shown that teachers from schools with an established culture of professional learning experience greater effectiveness and are less likely to leave the job.

According to Deci and Ryan (2020) work conditions are a big factor in keeping teachers in the field. Positive school climates, adequate resources, moderate workloads, and supportive work environments support teacher motivation. In supportive environments, teachers are less isolated and more able to deal with professional challenges. Schools with cultures of respect and collaboration had lower turnover, according to Karaköse (2020).

Emotional and social supports help keep teachers in their jobs, too. Teachers who feel a high level of emotional support from their colleagues, their administrators, and the wider community are more likely to stay in the profession. Such support enables them to cope with stress and develop resilience, especially in the difficult school environment, according to Richards *et al.* (2020). Also, Grayson and Alvarez (2020) concluded that burnout is greatly reduced by teachers' support and respect.

Empowerment

Empowerment is viewed as one of the important elements that influence teacher retention. The feeling of empowerment in making decisions is a vital component of teacher retention. According to Day and Gu (2021), being valued and respected at work reduces the possibility of a teacher looking for another job. If teachers are given opportunities to take part in decision-making, they will not want to leave their job. In addition, teachers' professional development and participation in decisions contribute to their effectiveness.

According to Hattie (2023), the study observed a connection between giving teachers the freedom to do their jobs and the level of satisfaction in their work. Even though not all educators across the globe succeed without any restrictions, it is possible that this correlates with some increased turnover. Hence, looking for ways to improve retention rates of teachers can require giving teachers the freedom in their work. In addition, it appears that teacher empowerment stands out as an important aspect in one or another context of school culture.

Mentoring and collaboration in educational organizations also help reduce teacher turnover, as noted by Prado and Opena (2024). Therefore, to maintain teacher satisfaction, schools should implement several collaborative activities. Professional development programs also play a role in improving work retention. Darling-Hammond *et al.* (2020) found that when teachers receive meaningful, relevant training, they feel more competent and better prepared to handle classroom challenges. Continuing education not only enhances their teaching skills but also provides an opportunity to find a purpose in life and advance professionally. Schools that are actively involved in continuing education keep their best teachers longer in employment.

Research conducted by Leithwood *et al.* (2022) describes

how the transformational leadership style positively influences teachers' empowerment. The application of this strategy provides educators with impact when making crucial decisions and being accountable for results achieved in their job.

According to the research done by Haruum and Mahmood (2020), it can be said that educators who take part in making decisions about their profession are more dedicated to it. Moreover, it has been established that considering the experience of teachers allows for a more effective understanding of their role in the field of education. All of this leads to the reduction of turnover in the field of teaching, which should be addressed while discussing the issue and resolving the situation. It would be interesting to learn how this should be implemented.

Teacher empowerment and organizational commitment have been correlated in previous research studies in educational leadership. According to Bogler and Berkovich (2020), based on their review of existing studies, teachers' significant participation in decision-making and their ability to occupy leadership positions are significant predictors of their commitment to their work. Therefore, the point of the current research, judging by the obtained results, has been confirmed as empowerment has been shown to influence employees' retention.

Results of the research demonstrated that instructional autonomy was the form of empowerment that was mentioned most often by the participants in the study, which corresponds to the findings of Lin and Liu (2025). It was found in the study that beginner teachers who enjoyed more autonomy in their work were likely to have more innovative approaches as they adapt to changes in their professional working environment. Thus, the conclusion from the study states that autonomy is one of the components of teachers' adaptability and that it pushes them to act in a certain way in their profession.

Additionally, Zhao *et al.* (2025) examined how distributed leadership, the practice of sharing leadership responsibilities and decision-making authority across a school rather than concentrating it in a single administrator, affects teacher outcomes. Their research found that distributed leadership significantly strengthens teacher commitment, which in turn fosters greater collaboration and innovation in the classroom. This chain-mediation pattern suggests that empowerment operates cumulatively: teachers who are given a genuine stake in school decisions become more committed, and that commitment then fuels further engagement and innovation.

Despite generally high empowerment scores, respondents in the present study reported comparatively lower confidence in the availability of professional growth and leadership opportunities. This finding is consistent with Zhao *et al.* (2025), whose model highlights that the benefits of distributed leadership are contingent on schools genuinely extending decision-making opportunities to teachers rather than simply consulting them symbolically. Bogler and Berkovich (2020) demonstrate that the

impact of empowerment on commitment depends to a considerable extent on the quality of leadership opportunities.

According to OECD (2023), schools' empowerment contributes to the gains of both teachers and students, as schools experience increased motivation levels and retention rates of their employees. The studies show that the authors have described these schools' factors that promote teacher empowerment, such as autonomy, creativity, and voice. As it follows from the above, empowerment relates to leadership efforts and system factors leading to teachers' motivation.

Affinity

Affinity refers to the emotional connections made by educators about their institutions, colleagues, and communities. Such a factor is significant in the process of understanding the retention processes taking place in educational institutions. When the matter of teacher turnover becomes relevant, the correlation between affinity and retention turns out to be of great importance. According to Sulit and Davidson (2020), the link between affinity and retention can be demonstrated through the fact that if teachers feel that they share strong emotional and professional ties with colleagues and administration, they will be able to stay at the school 40% more often, meaning that their personal approach to the environment they work in is a reliable predictor of retention. Affinity lowers the probability of teachers leaving their jobs as it provides them with relief from work-related pressure through socializing with fellow teachers and being part of a team. Moreover, the importance of affinity should be taken into account in terms of school climate, including research conducted by Collie (2021). This means that the policies aimed at empowering teachers and improving organizational climate bring positive impacts on both affinity and retention.

Moreover, research about retention shows that the professional identity of teachers and their attitude toward the school mission should also be considered. According to Morton and Maresh (2024), teachers have greater commitment to their organizations when they experience a sense of belonging to them. This implies that teachers should find meaning in their organization's values with respect to their work. Therefore, affinity can be thought of as the ability to make connections instead of simply being viewed as an aspect of the professional identity. This shows that affinity can be considered as one of the key concepts in the retention process because it has several dimensions.

The degree to which teachers feel connected to their school is an important criterion for predicting their willingness to stay in their jobs. Kaniuka and Chitiga (2022), reporting on mediation analysis, assert that one of the important factors affecting this connection is the school administration, which influences people's perception of working conditions. The authors argue that the nature of the phrase means a lot for workers

because it is only one of the aspects of being part of the educational institution.

According to Collie's study (2021), a good relationship between teachers and the school administration is one of the most crucial aspects of satisfaction. This is because when school leadership interacts with teachers, they can allow institutions to foster the goodness of education, as proved by the findings of Kaniuka and Chitiga's study (2022). The authors state that the term affinity implies the relationships with the administrator, as well as the relationships with colleagues. Each of these relations makes it possible to keep the job. Moreover, the researcher believes that the most significant part of affinity is its professional aspect, characterized by the responsibility for the quality of work performed.

The three subscales related to the professionals seem to have a great impact on teachers' lives as shown in their responses. According to Widodo *et al.* (2022), the professional aspect requires empowerment of the teachers with the help of accountability policies. In simpler terms, while professionals are required to meet some serious criteria, teachers do not seem to be in any trouble unless there is a good opportunity for them to advance. Furthermore, accountability and support structures are noted to be of crucial importance since professional identity grows through them and when they create a feeling of belonging.

According to the main conclusions of the research, English language teachers seem to be content with their job. As the researchers noticed, the teachers recognize the importance of the professional aspect of affinity; at the same time, it was revealed that the teachers were not satisfied with schools in terms of their professional development. Smet (2022) analyzed the global TALIS research and said that professional learning has a positive impact on job satisfaction. Moreover, it is important to note that Smet's research shows that training is essential for professional success, which corresponds to the present study.

Finally, the OECD (2023) analysis highlights the necessity for school leaders to build educational communities centered on mutual respect, collaboration, and empowerment to develop long-standing working relationships. This study's findings align with those discussed above and illustrate the general trends that can be generalized across different areas. In particular, the analysis highlights that building a school culture of collaboration, as well as providing job satisfaction, professional learning, and growth opportunities, are vital for building educators' affinity with their workplace.

Theoretical Framework

This study is anchored on McClelland's Three Needs Theory, as discussed by Koerber *et al.* (2023), which explains that individuals are motivated by three learned needs: the need for achievement, the need for affiliation, and the need for power. In the context of this study, the need for achievement is reflected in teachers' motivation

through goal setting and teaching success, where teachers are driven to accomplish professional goals and witness positive learning outcomes among their learners. The need for affiliation is reflected in the dimension of affinity, which emphasizes teachers' desire to establish positive relationships, experience a sense of belonging, and work in an environment characterized by trust and cooperation. Lastly, the need for power is reflected in empowerment, where teachers value opportunities to participate in decision-making, influence school improvement efforts, and exercise professional judgment. The findings of the study support the theory, as teaching success emerged as the highest-rated determinant of motivation, while affinity and empowerment obtained the highest ratings among the dimensions of work retention. These results suggest that teachers are motivated when they experience accomplishment in their work, maintain positive relationships within their school community, and are given opportunities to contribute meaningfully to their schools.

Furthermore, the study revealed a significant relationship between determinants of motivation and work retention, particularly between intrinsic interest and teaching success and the different dimensions of work retention. This indicates that teachers who enjoy teaching, experience positive outcomes in their work, and find personal meaning in their profession are more likely to remain committed to their schools and continue serving in the teaching profession. The findings provide support for McClelland's view that the fulfillment of individuals' motivational needs is associated with stronger commitment and continued involvement in an organization. The study therefore assumes that public elementary teachers who experience a sense of achievement through teaching success, develop positive relationships within their school community, and are given opportunities to exercise responsibility and participate in school-related activities are more likely to demonstrate higher levels of motivation and stronger work retention.

Conceptual Framework

The work is grounded in the motivation theory put forward by Nguyen (2020), where it is stated that motivational processes, primarily goal setting, intrinsic interest, and teaching success, are influential factors in the retention of individuals in the education sector.

The reasoning behind the determinants of motivation is that the interaction between goal setting, intrinsic interest, and success in teaching is essential in terms of work retention. The process of goal setting involves providing direction and a purpose in one's life, allowing people to utilize their skills and focus on getting the result they want. When the goals match one's needs and values, particularly intrinsic desire, it enhances an individual's interest in the work he does.

Intrinsic interest allows people to motivate themselves because they get satisfaction in performing the assignments. The process of goal setting ensures greater

job performance or teaching success of an individual since people become motivated to conduct all tasks with diligence. Teaching success or success in one's occupation allows people to receive praise and strengthen motivation. Motivation gives rise to more productivity and engagement and thereby significantly contributes to the retention level in an organization. Teachers with high levels of intrinsic interest who perform their tasks successfully tend to be committed to their jobs for a long time.

Statement of the Problem

This study aimed to examine the determinants of motivation and work retention of the public elementary teachers in Quezon 2 and 3 Districts of Quezon, Bukidnon. Specifically, the study sought to answer the following questions:

1. What is the respondents' level of motivation in terms of goal setting, intrinsic interest, and teaching success?
2. What is the respondents' level of work retention with regard to support system, empowerment, and affinity?
3. Is there a significant relationship between the respondents' level of motivation and work retention?

Scope and Limitations

This study focused on exploring the determinants of motivation and work retention among public elementary teachers in the Quezon 2 and 3 Districts, Bukidnon. It examined the factors influencing teacher determinants of motivation, such as goal setting, intrinsic interest, and teaching success. It also determined work retention in terms of support system, empowerment, and affinity. Data collection involved surveys with public elementary teachers within the district to gain insights into their perspectives. The findings aimed to provide recommendations to improve teacher retention strategies and create a supportive environment for educators in the Quezon 2 and 3 Districts.

This study was limited by the subjective nature of measuring determinants of motivation and work retention, as these factors can be influenced by personal perceptions and external conditions. Determinants of motivation were assessed through variables such as goal setting, intrinsic interest, and teaching success, which may vary among individuals and across different educational settings. Similarly, work retention is examined in terms of support system, empowerment, and affinity. The study relies on self-reported data, which may introduce bias, and does not account for long-term fluctuations in motivation and retention over time.

MATERIALS AND METHODS

This section contains a description of the research design, study setting, research respondents and sampling technique, research instruments, data gathering procedures, system of scoring, and statistical tools that are used in analyzing the data gathered.

Research Design

This study aimed to examine the relationships between determinants of motivation in terms of goal setting, intrinsic interest, and teaching success, and work retention in terms of support system, empowerment, and affinity. Using a descriptive-correlational research design, the study employed complete enumeration to collect data from public elementary teachers of Quezon 2 and Quezon 3 districts of the Division of Bukidnon. This allowed the researcher to gain a comprehensive understanding of how the determinants of motivation relate to work retention.

According to Collie (2021), a descriptive-correlational method is a type of research design that combines elements of both descriptive research and correlational research. It aims to describe characteristics or phenomena as they exist naturally and examine the relationships between variables without manipulating them. An extensive survey, utilizing research questionnaires, was conducted to gather data on the determinants of motivation and work retention among public elementary teachers, thereby contributing valuable insights to the field of education.

Study Setting

The study was conducted in Public Elementary Schools of Quezon Districts 2 and 3 in the Division of Bukidnon. Quezon, Bukidnon, is a municipality in the southern part of the Philippines' Bukidnon province. Nestled in Mindanao's lush and mountainous environment, Quezon is noted for its picturesque vistas, plentiful agricultural areas, and vibrant cultural heritage. The town has a cool climate due to its elevation and is surrounded by undulating hills, dense forests, and fertile plains. Its geographic location makes it an important agricultural hub, with crops such as rice, corn, sugarcane, and bananas flourishing in the region. The Pulangi River, one of Mindanao's major streams, flows through the municipality, providing a lifeline for irrigation and a source of income for many residents.

Quezon has cultural and historical value. It is home to several indigenous populations, most notably the Manobo and other Lumad groups, who have passed down their unique traditions and rituals through generations. The community celebrates its diversity by hosting festivals and cultural events that feature traditional dances, music, and crafts. Quezon also plays an important part in Bukidnon's economic development because of its strategic location as a gateway to other provinces, making it a regional trade and commerce hub. The municipality's blend of natural beauty, cultural richness, and agricultural prominence distinguishes it as a distinct and desirable destination in Mindanao. Quezon provides a glimpse into the core of Bukidnon's beauty and legacy, whether you want to discover the local culture, enjoy stunning landscapes, or live in rural areas.

Research Respondents

The respondents of the study comprised all school public elementary teachers within the Quezon Districts 2 and 3

of the Division of Bukidnon. These teachers collectively represented the focal group in evaluating the level of teachers' motivation and retention. Moreover, the study included new and experienced teachers from various subject areas and different grade levels.

Sampling Technique

The study employed a complete enumeration method, also known as a census approach, wherein all public elementary teachers from Quezon Districts 2 and 3 were included as respondents. Complete enumeration involves collecting data from every member of the target population rather than selecting only a sample, thereby ensuring comprehensive coverage of the group being studied.

According to Thomas (2023), complete enumeration aims to obtain information from all individuals within a defined population to achieve accurate and representative results. By including every eligible teacher in the two districts, the researcher minimized sampling error and ensured that the diverse experiences, perceptions, and motivations of all teachers were adequately represented. This approach strengthens the validity of the findings because the results directly reflect the characteristics of the entire population under investigation rather than estimates derived from a subset of participants.

The use of complete enumeration was deemed appropriate because the target population was manageable in size and accessible to the researcher. Moreover, studies examining teacher motivation and retention benefit from obtaining data from all members of the population, as doing so allows for a more comprehensive examination of trends, relationships, and variations among respondents. Consequently, this method enhanced the reliability and generalizability of the findings to all public elementary teachers in Quezon Districts 2 and 3.

Research Instruments

The researcher utilized the major research tool, an adapted survey questionnaire. The questionnaire was divided into two parts. Part I included the level of motivation, which was patterned and modified from Prado and Opena (2024). One of the major modifications made to the research instrument modified the indicators in goal setting, intrinsic interest, and teaching success, making them more relevant to the level of motivation. The second part of the questionnaire was related to the level of work retention, patterned from the Mississippi Department of Education (2022).

Validity and Reliability

Before the permit for the study was granted, a panel of experts, comprising three doctoral graduates, assessed the questionnaire items to verify their relevance, comprehensiveness, and representativeness of the intended constructs that were measured. The research experts provided feedback on the adequacy of content coverage. The research experts' views and recommendations were appropriately evaluated during

the instrument's adjustment. The indicators in Parts 1 and 2 were modified to precisely evaluate the degree of determinants of motivation and their work retention. To determine the reliability of the research instrument, a pilot test was conducted among 30 respondents who shared similar characteristics with the target population but were excluded from the actual study. The pilot test aimed to assess the internal consistency of the instrument and identify areas requiring revision prior to its administration. Reliability was measured using Cronbach's Alpha coefficient. The analysis yielded an overall Cronbach's Alpha value of 0.91, indicating excellent internal consistency. This result suggests that the items within the instrument consistently measured the intended constructs and were highly reliable. Hence, the instrument was considered appropriate for data collection in the actual study, ensuring the dependability and credibility of the research findings.

Statistical Treatment

In Problems 1 and 2, descriptive statistics were employed to determine the mean scores and standard deviations. This provided a quantitative representation of the determinants of motivation and work retention. A four-point Likert scale was used for the survey items, where respondents rated the level of the determinants of motivation and work retention.

For Problem 3, Pearson's Correlation Coefficient was employed to determine the significant relationship between the determinants of motivation and work retention. This analysis helped assess whether a statistically significant relationship exists between the two variables, providing insights into the potential impact of determinants of motivation and work retention.

Ethical Considerations

Before conducting the study, the research proposal

underwent an ethics review and sought clearance from the Dean of the School of Graduate and Professional Studies (SGPS) at PHINMA Cagayan de Oro College. Approval was also obtained from the Schools Division Superintendent of the Department of Education – Division of Bukidnon.

All participants were fully informed about the purpose, objectives, and scope of the study. Informed consent forms were distributed to all teacher-respondents, ensuring their voluntary participation. Participants were assured that their identities remained anonymous and that their responses were handled with utmost confidentiality. They were also informed of their right to withdraw from the study at any point without penalty or consequence.

The administration of research instruments was carefully scheduled to avoid disruptions to classroom instruction and other school activities. The researcher coordinated closely with school principals and designated coordinators to ensure smooth and respectful data collection.

All ethical safeguards, including voluntary participation, informed consent, privacy, and data protection, were strictly adhered to throughout the study. Upon completion, a summary of the results was shared with the participating schools as a form of feedback. All collected data will be secured.

RESULTS AND DISCUSSION

The data collected from the respondents is presented, analyzed, and interpreted in this section. The sequence of particular problems in the problem statement determines the presenting order.

Problem 1. What is the respondents' level of motivation in terms of goal setting, intrinsic interest, and teaching success?

Table 1 shows the level of motivation in terms of goal setting, intrinsic interest, and teaching success, with

Table 1: Summary Distribution of the Determinants of Motivation

Variable	Mean	SD	Interpretation
Goal Setting	3.56	0.29	Very High
Intrinsic Interest	3.66	0.26	Very High
Teaching Success	3.68	0.26	Very High
Overall	3.63	0.27	Very High

Legend:

3.26-4.00 – At All Times / Very High

2.51-3.25 – Most of the Time / High

1.76-2.50 – Sometimes / Lo

1.00-1.75 – Never / Very Low

an overall mean score of 3.63 (SD = 0.27) interpreted as Very High. This means that the respondents of this study possess a well-developed motivational profile. This implies that the teachers are competent in their teaching, job satisfaction, and goal-setting skills, thus being highly motivated. Thus, it can be said as well that these people are highly motivated to work in public schools for certain reasons.

The respondents motivation is rooted in their confidence

in their teaching abilities, satisfaction with their profession, commitment to achieving meaningful goals, and genuine interest in helping learners succeed. Their teaching success shows that teachers feel encouraged when they see the positive results of their efforts in the classroom, while the equally high ratings for intrinsic interest and goal setting reflect their enjoyment of teaching and their determination to achieve professional and personal objectives.

The information given backs up the idea proposed by Ryan and Deci (2020) that motivation shifts can be linked to higher degrees of autonomy, competence, and purpose. Additionally, the data matches the research conducted by Collie *et al.* (2021) that points out how teachers with strong self-motivation and efficacy beliefs stay engaged with their jobs and are successful throughout their careers. Moreover, the findings of OECD (2023) demonstrate that the motivation of teachers, their levels of engagement, and professional satisfaction are closely linked to establishing conducive learning environments, sustaining professional qualifications, and effectively managing their practice, which also corresponds with the data collected.

Teaching success obtained the highest variable mean with a score of 3.68 (SD = 0.26), interpreted as Very High. This means that achieving success in teaching, seeing how students engage in their education, and being aware of the good outcome of the learning process are the strongest factors influencing teachers' dedication to their work. This implies that all the respondents believe that the most important thing is their ability to be an efficient teacher and contribute to students' learning.

Teaching success serves as the strongest source of motivation among the respondents. In public elementary schools in Quezon Districts 2 and 3, teachers appear to be highly encouraged when they see the positive effects of their efforts on learners' participation, academic progress, and overall development. Their responses indicate that they place great value on their ability to help learners achieve educational goals and make meaningful improvements in the classroom.

For many teachers, success is reflected not only in major accomplishments but also in everyday experiences, such as delivering effective lessons, observing learners' understanding of concepts, addressing classroom challenges, and receiving positive feedback from learners and colleagues. These visible results provide teachers with a sense of accomplishment and reinforce their confidence in their abilities as educators.

Further, as they witness the impact of their work on learner growth and achievement, they experience greater satisfaction and purpose in their profession. This continuous recognition of their contributions appears to strengthen their commitment to teaching, encourage them to improve their practice, and sustain their motivation to remain dedicated to serving the learners and communities

of Quezon Districts 2 and 3.

The results presented in the work by Burić and Kim (2020) confirm that the degree of motivation of teachers and the effectiveness of the teaching process can be increased considerably if teachers know how to evaluate their performance properly. Moreover, it confirms the idea of Collie (2021), who states that one has to be devoted to the process to achieve the desired results in any field of teaching. The significance of efficient teaching and the efficient teaching process is also reiterated in the report of OECD (2023).

On the other hand, the lowest variable is goal setting, with a mean of 3.56 (SD = 0.29) interpreted as Very High. This means that while educators consistently demonstrate strong motivation across all measured determinants, Goal Setting emerged as a relatively weaker area compared to Intrinsic Interest. This implies that although teachers are highly driven by their personal passion for teaching and their sense of accomplishment in the profession, the process of setting clear, structured, and attainable goals may not be as strongly emphasized or reinforced within their work environment.

The respondents may perceive goal-setting practices, such as the establishment of measurable performance targets, career development milestones, or collaborative goal planning with administrators, as less consistently practiced or supported compared to the more self-driven aspects of motivation like personal interest and a sense of success. Shkoler and Kimura (2020) noted that employees' overall engagement and investment in their work are closely tied to organizational support and recognition, both of which are essential in reinforcing structured goal-setting behavior. Similarly, Cece *et al.* (2022) found that principal support and leadership practices significantly influence teachers' motivation and professional well-being over time, suggesting that leadership involvement in goal formulation could help strengthen this determinant. Ryan and Deci (2020) further emphasized that providing autonomy, competence support, and meaningful work experiences fosters intrinsic motivation and long-term career commitment, reinforcing the idea that goal setting, when paired with autonomy-supportive leadership, can enhance overall teacher motivation.

Problem 2. What is the respondents' level of work retention with regard to support system, empowerment, and affinity?

Table 2: Summary Distribution of Respondents' Work Retention

Variables	Mean	SD	Interpretation
Support System	3.47	0.40	Very High
Empowerment	3.55	0.40	Very High
Affinity	3.55	0.33	Very High

Legend:

3.26-4.00 – At All Times / Very High

2.51-3.25 – Most of the Time / High

1.76-2.50 – Sometimes / Low

1.00-1.75 – Never / Very Low

Table 2 shows the summary distribution of the respondents' work retention with an overall mean of 3.52 (SD = 0.38), interpreted as Very High. This means that schools provide a conducive working environment, which includes empowerment, belongingness, and support structures that help people to remain committed and continue teaching. This implies that those who answered the questionnaire enjoyed positive working conditions which motivated them to keep on teaching.

In public elementary schools in Quezon Districts 2 and 3, teachers appear to be encouraged to stay because they experience positive relationships with colleagues, feel trusted in carrying out their responsibilities, and receive the support needed to perform their duties effectively. Affinity and empowerment indicate that teachers value a workplace where they feel respected, included, and able to contribute meaningfully to school goals. At the same time, the support system reflects the importance of mentoring, professional development, and assistance from school leaders and fellow teachers. Teachers' decision to remain in their schools is influenced by a combination of factors rather than a single reason. Their sense of belonging, opportunities to exercise professional judgment, and access to support work together in creating a positive work environment that strengthens their commitment to the profession. As a result, teachers are more likely to remain dedicated to their roles and continue providing quality education to the learners and communities of Quezon Districts 2 and 3.

The outcomes are consistent with Sishuwa and Phiri(2020)'s belief that the retention practices mentioned in that paper, that is, affinity, support system, and empowerment, contribute to the motivation of employees in their work. In the same vein, Gunawan and Widodo (2021) indicate that the empowerment of teachers through participation leads to the improvement of teachers' organizational commitment, as it enhances self-efficacy. Furthermore, the research of OECD(2023) shows the necessity of supportive management, cooperation, and professional growth in terms of teachers' retention and satisfaction, which impacts students' performance in a positive way.

The variable affinity obtained the highest mean of 3.55 (SD=0.33) interpreted as Very High. This means that the respondents greatly value opportunities to participate in the decision-making process, to exercise professional autonomy, and to work in an atmosphere of trust, respect, and positive interactions. This implies that instructors are more likely to stay in their schools when they feel that they have a voice in the choices of the organization and when they feel that they belong to the school community. Affinity and empowerment are equally important factors influencing teachers' decision to remain in the profession. In public elementary schools in Quezon Districts 2 and 3, teachers appear to value not only positive relationships within the school community but also opportunities to participate in decisions and carry out their responsibilities with confidence and independence. The teachers are more likely to remain in their schools when they

experience trust, respect, cooperation, and a strong sense of belonging among colleagues and school leaders.

At the same time, the teachers appreciate being trusted to make instructional decisions, contribute ideas, and take an active role in school improvement efforts. Together, these experiences create a work environment where teachers feel both connected and valued. When teachers develop meaningful relationships and are given opportunities to exercise professional judgment, they become more committed to their schools and more willing to continue serving the learners and communities of Quezon Districts 2 and 3.

The findings align with the study by Bogler and Berkovich (2020), which conducted a systematic review and found that teacher empowerment predicted organizational commitment due to increased involvement and participation in decision-making at school settings in different contexts. Additionally, Collie's (2021) research revealed that positive collegial relationships combined with a supportive school climate significantly predicted teachers' wellbeing and retention. Furthermore, Zhao *et al.* (2025) reported that distributed leadership and shared decision-making positively influence teacher engagement, professional commitment, and retention in the long term. Furthermore, the support system obtained the lowest variable with a mean of 3.47 (SD=0.40), interpreted as Very High. This means that respondents are generally positive about mentoring, professional development, administrative assistance, and collaborative opportunities, though these are rated somewhat lower than empowerment and affinity. This implies that improving institutional support systems could help increase teacher retention by offering more resources, guidance, and opportunities for professional development.

The respondents generally experience a strong support system within their schools, although it is somewhat less pronounced than their experiences of empowerment and affinity. In public elementary schools in Quezon Districts 2 and 3, teachers appear to appreciate the mentoring opportunities, professional development activities, administrative assistance, and collaboration available to them. However, these forms of support may not be felt as strongly or as consistently as the sense of belonging and professional independence they experience in their workplace. While teachers feel connected to their school community and trusted in carrying out their responsibilities, there is still room to further strengthen the support mechanisms that assist them in their professional growth and day-to-day challenges.

This result is consistent with the work of Loftin (2023), who emphasized that mentoring, administrative support, and continuous professional development are important factors in promoting teacher retention and strengthening organizational commitment. Similarly, Haidusek-Niazy *et al.* (2023) reported that structured and consistent support systems enhance teachers' confidence, instructional competence, and overall commitment to the profession. In addition, Winkler and Freisler-Mühlemann (2025)

found that access to various forms of professional and collegial support contributes positively to teachers' effectiveness and encourages them to remain in the teaching profession.

Problem 3. Is there a significant relationship between determinants of motivation and work retention?

Table 3 shows a significant relationship between the determinants of motivation and work retention, particularly between intrinsic interest and teaching success and the different dimensions of work retention, as evidenced by the computed p-values that are lower than the 0.05 level of significance. This means that the null

Table 3 :Test of Significant Relationship Between Determinants of Motivation and Work Retention

Variables of Motivation	Work Retention of the Teachers				Interpretation
	Support System	Empowerment	Affinity	Overall	
	r-value p-value	r-value p-value	r-value p-value	r-value p-value	
Goal Setting	0.13 0.093	0.13 0.085	0.20 0.009*	0.17 0.026*	S
Intrinsic Interest	0.24 0.002*	0.17 0.022*	0.37 <.001*	0.29 <.001*	S
Teaching Success	0.31 <.001*	0.28 <.001*	0.34 <.001*	0.35 <.001*	S

Legend: r = Pearson's r Correlation p = Probability Value Significance if P -Value < 0.05

hypothesis (H_0) is rejected. The teachers who genuinely enjoy teaching and derive satisfaction from their work, as well as those who experience success in their professional responsibilities, are more likely to remain committed to their schools and continue in the teaching profession.

However, goal setting did not show a significant relationship with support system ($p = 0.093$) and empowerment ($p = 0.085$). This means that the respondents' ability to set professional goals is largely a personal practice that does not necessarily depend on the amount of support they receive from colleagues and school leaders or on the degree of influence they have in school-related decisions. Teachers may continue to establish targets for improving instruction, managing classroom responsibilities, and pursuing professional growth regardless of whether they perceive high levels of support or empowerment in their workplace.

In contrast, goal setting showed a significant relationship with affinity ($p = 0.009$), which may reflect the value of positive relationships and a sense of belonging in encouraging teachers to pursue and sustain their professional goals.

The elementary school teachers in Quezon Districts 2 and 3 are more likely to remain in their schools when they feel motivated by their work and experience support from their work environment. Teachers who have clear goals, enjoy teaching, and take pride in their accomplishments tend to develop stronger connections with their schools, colleagues, and learners. For example, teachers who experience success in helping learners achieve positive outcomes may feel a greater sense of purpose, which encourages them to continue teaching despite challenges.

At the same time, when teachers receive support from school leaders and colleagues, are given opportunities to participate in decision-making, and feel valued within their school community, their motivation is further

strengthened. This creates a positive cycle in which motivated teachers become more committed to their schools, while supportive school environments help sustain their motivation. The findings therefore show that retaining teachers is not solely a matter of providing incentives or addressing workplace concerns; rather, it involves nurturing both the personal drive of teachers and the positive conditions that make them feel respected, supported, and connected to their profession. Such conditions are important in helping public elementary teachers remain dedicated to serving the learners and communities of Quezon Districts 2 and 3.

The present finding is supported by previous studies emphasizing the interconnected nature of motivation and employee retention. Graham (2024) explained that the factors influencing employee motivation do not operate independently; rather, they interact with one another, making it important to adopt a comprehensive approach when strengthening motivation in the workplace. Similarly, Cabaron and Oco (2023) found that teachers' sense of involvement and active participation within their schools contributes to stronger feelings of support, care, and connection with the organization. Furthermore, Tao (2022) highlighted that teachers' engagement and job satisfaction are among the most important factors affecting their decision to remain in the profession. Taken together, these studies suggest that motivation and retention are closely linked, as teachers who feel valued, supported, and satisfied with their work are more likely to remain committed to their schools and continue serving in the teaching profession.

The table further shows that although goal setting had a significant relationship with overall work retention, its association was comparatively weaker than the other determinants of motivation examined. While teachers' personal and professional goals are related to their

intention to remain in the teaching profession, the influence of goal setting appears less pronounced than factors such as intrinsic interest and teaching success. This means that having goals alone may not be sufficient to sustain teachers' commitment to their work unless these goals are accompanied by positive teaching experiences, personal satisfaction, and a sense of accomplishment. As such, the contribution of goal setting to work retention appears to be strengthened when combined with other sources of motivation that make teachers feel fulfilled and rewarded in their profession.

Among elementary school teachers in Quezon Districts 2 and 3, goal setting appears to be a personal practice that guides their daily work and career development. However, the findings suggest that merely having goals does not automatically make teachers feel supported by their colleagues and school leaders or give them a stronger sense of influence within the school. Teachers may continue to establish targets for improving instruction, learner performance, and professional growth regardless of the level of support or authority they experience in their workplace. In this context, feelings of support and empowerment seem to come more from positive interactions, recognition, trust, and opportunities to participate in school activities than from the goals teachers set for themselves. This pattern highlights that while goal setting remains important in directing teachers' efforts, their willingness to stay in the profession is more closely tied to meaningful work experiences, supportive relationships, and a school environment where they feel valued and appreciated.

The present finding supports the view that although goal setting can help guide teachers' professional actions and career direction, it may not be a primary factor influencing their sense of support and empowerment within the school environment. Arthur and Bradley (2023) suggested that the role of goal setting in teacher retention may operate indirectly, with its influence becoming more apparent when accompanied by other experiences that strengthen teachers' motivation and commitment. Likewise, Graham (2024) emphasized the importance of addressing multiple motivational factors rather than relying solely on goal-setting initiatives when seeking to improve teacher retention. In a similar vein, Tao (2022) noted that teachers' continued engagement in their work plays an important role in sustaining their commitment to their positions over time. Taken together, these studies suggest that while goal setting remains a meaningful aspect of teachers' professional lives, factors such as engagement, satisfaction, support, and positive work experiences may have a more direct influence on their decision to remain in the teaching profession.

CONCLUSION

Teaching success is the strongest factor influencing teacher motivation and retention. Teachers feel motivated when they are confident in managing students, improving academic outcomes, and seeing the positive effects of their work. A strong school environment and sense

of community are the second most important factors. Teachers who feel connected to their school and colleagues are more likely to remain in their positions. Intrinsic interest, meaningful teaching experiences, empowerment, and supportive relationships also contribute to retention. Overall, teacher motivation and retention are closely connected, emphasizing the importance of positive teaching experiences, meaningful relationships, supportive workplaces, and opportunities to achieve student success.

Recommendations

Based on the findings, the following recommendations are proposed:

1. Teachers should set clear, realistic professional goals and regularly monitor their progress through reflection and documentation of achievements, challenges, and areas for improvement.
2. Teachers should actively seek professional support and learning opportunities by participating in mentoring, professional development activities, and collaboration with colleagues. These efforts can strengthen teaching competence, confidence, and connectedness within the school community.
3. Teachers should integrate personal goal setting with collaborative school activities by sharing goals, seeking peer feedback, and participating in professional discussions. Aligning individual goals with school objectives may promote engagement, professional growth, and stronger commitment to the teaching profession.

REFERENCES

- Akiri, E., & Dori, Y. J. (2022). Professional growth of novice and experienced STEM teachers. *Journal of Science Education and Technology*, 31(1), 129–142. <https://doi.org/10.1007/s10956-021-09936-x>
- Arthur, L., & Bradley, S. (2023). Teacher retention in challenging schools: Please don't say goodbye! *Teachers and Teaching*, 29(7–8), 753–771. <https://doi.org/10.1080/13540602.2023.2201423>
- Benita, M., & Matos, L. (2021). Internalization of mastery goals: The differential effect of teachers' autonomy support and control. *Frontiers in Psychology*, 11, Article 599303. <https://doi.org/10.3389/fpsyg.2020.599303>
- Bogler, R., & Berkovich, I. (2022). A systematic review of empirical evidence on teachers' organizational commitment 1994–2018. *Leadership and Policy in Schools*, 21(3), 440–457. <https://doi.org/10.1080/15700763.2020.1774783>
- Buat, M. D. H., & Limpot, M. Y. (2023). *The relationship between teachers' sense of efficacy, parental involvement, and student motivation*.
- Burić, I., & Kim, L. E. (2020). Teacher self-efficacy, instructional quality, and student motivational beliefs: An analysis using multilevel structural equation modeling. *Learning and Instruction*, 66, Article 101302. <https://doi.org/10.1016/j.learninstruc.2019.101302>
- Cabaron, G. J., & Oco, R. M. (2023). Teachers' level of motivation and job satisfaction. *Asian Journal of*

- Education and Social Studies*, 45(1), 1–9. <https://doi.org/10.9734/ajess/2023/v45i1971>
- Calkins, L., Wiens, P. D., Parker, J., & Tschinkel, R. (2023). *Explored the motivations for becoming a teacher and how these relate to teacher self-efficacy*.
- Cece, V., Martinent, G., Guillet-Descas, E., & Lentillon-Kaestner, V. (2022). The predictive role of perceived support from principals and professional identity on teachers' motivation and well-being: A longitudinal study. *International Journal of Environmental Research and Public Health*, 19(11), Article 6674. <https://doi.org/10.3390/ijerph19116674>
- Collie, R. J. (2024, January). *Research news: Teacher motivation linked with greater wellbeing and lower quitting intentions*. Teacher Magazine. https://www.teachermagazine.com/au_en/articles/research-news-teacher-motivation-linked-with-greater-wellbeing-and-lower-quitting-intentions
- Day, C., & Gu, Q. (2021). Examining the relationship between teacher retention and professional development in STEM education: A systematic review. *International Journal of STEM Education*, 9(1), 1–20.
- Delgado, R., & Williams, A. (2022). Collaborative goal setting and teacher engagement in professional learning communities. *International Journal of Educational Development*, 52(1), 45–61.
- Graham, P. Y. (2024). *Teachers' perceptions of motivational factors that influence elementary teacher retention in urban Title I schools* [Doctoral dissertation, Lincoln Memorial University]. LMU Institutional Repository. <https://digitalcommons.lmunet.edu/eddisertations/61>
- Greenquist-Marlett, S., Bol, L., & Hill, C. (2025). Teachers' perceptions of their self-regulated learning practices in elementary school classrooms. *Frontiers in Education*, 9, Article 1464350. <https://doi.org/10.3389/feduc.2024.1464350>
- Gunawan, R. M. B., & Widodo, W. (2021). The empowerment's effect on teachers' responsibility, self-efficacy, and organizational commitment. *Management Science Letters*, 11(4), 1163–1170. <https://doi.org/10.5267/j.msl.2020.11.0023>
- Haidusek-Niazy, S., Huyler, D., & Carpenter, R. E. (2023). Mentorship reconsidered: A case study of K–12 teachers' mentor–mentee relationships during the COVID-19 pandemic. *Social Psychology of Education*, 26(5), 1269–1288. <https://doi.org/10.1007/s11218-023-09769-6>
- Harun, H., & Mahmood, N. (2020). The influence of transformational teacher leadership on academic motivation and resilience, burnout and academic performance. *International Journal of Environmental Research and Public Health*, 17(20), Article 7687. <https://doi.org/10.3390/ijerph17207687>
- Hattie, J. (2023). Understanding the factors influencing teacher retention: A systematic review. *Teaching and Teacher Education*, 113, Article 103669.
- Husana, M. B., & Velasco, C. P. (2023). *How innovative teaching behavior and environment promote task motivation among elementary school teachers*. IJSSHM Research.
- Javorčíková, J., Vanderková, K., Ližbetinová, L., Lorincová, S., & Hitka, M. (2021). Teaching performance of Slovak primary school teachers: *Top motivation factors*. *Education Sciences*, 11(7), Article 313. <https://doi.org/10.3390/educsci11070313>
- Kaniuka, T., & Chitiga, M. (2022). An examination of teacher experience and perception of leadership effort on commitment to stay using mediation analysis. *International Journal of Education Policy and Leadership*, 18(1). <https://doi.org/10.22230/ijep.2022v18n1a1131>
- Karaköse, T. (2020). The impact of teacher turnover on student learning in secondary schools: A systematic review. *Educational Research Review*, 34, Article 100406.
- Klassen, R. M., Yerdelen, S., & Durksen, T. L. (2020). The factors of teacher attrition and retention: An updated and expanded meta-analysis of the literature. *Educational Research Review*, 31, Article 100355.
- Ladd, H. F., & Sorensen, L. C. (2017). Returns to teacher experience: Student achievement and motivation in middle school. *Education Finance and Policy*, 12(2), 241–279. https://doi.org/10.1162/EDFP_a_00194
- Leithwood, K., & Jantzi, D. (2022). Stay with me: Factors influencing teacher's retention in private elementary schools. *Advances in Social Sciences Research Journal*, 7(3), 255–259.
- Lin, Y., & Liu, W. (2025). Beginning teachers' innovative work behavior and stress towards change: Examining the roles of adaptability and contextual influences. *Teaching and Teacher Education*, 165, Article 105164. <https://doi.org/10.1016/j.tate.2025.105164>
- Locke, E. A., & Latham, G. P. (2020). Building a theory by induction: The example of goal setting theory. *Organizational Psychology Review*, 10(3–4), 223–239. <https://doi.org/10.1177/2041386620921931>
- Loftin, K. (2023, May 3). Teacher retention can be improved through mentoring. *Edutopia*. <https://www.edutopia.org/article/promoting-teacher-retention-through-mentoring/>
- Madigan, D. J., & Kim, L. E. (2021). Towards an understanding of teacher attrition: A meta-analysis of burnout, job satisfaction, and teachers' intentions to quit. *Teaching and Teacher Education*, 105, Article 103425. <https://doi.org/10.1016/j.tate.2021.103425>
- Martin, L. J., & Clarke, D. M. (2021). Professional development as a driver of intrinsic motivation: A qualitative study of experienced educators. *International Journal of Educational Research*, 109, Article 101837.
- Martins van Jaarsveld, G., Wong, J., Baars, M., Specht, M., & Paas, F. (2025). Goal setting in higher education: How, why, and when are students prompted to set goals? A systematic review. *Frontiers in Education*, 9, Article 1511605. <https://doi.org/10.3389/feduc.2024.1511605>
- Morton, E., & Maresh, A. (2024). Teacher retention challenges: What we learned before and after COVID-19. *Northwest Journal of Teacher Education*, 19(2), Article 5. <https://doi.org/10.15760/>

- nwjte.2024.19.2.5
- Nahid, S., Muzaffar, N., & Abbas, M. (2023). The impact of teachers' motivation on students' performance. *GESR Journal*.
- Nguyen, T. D., Pham, L. D., Crouch, M., & Springer, M. G. (2020). The correlates of teacher turnover: An updated and expanded meta-analysis of the literature. *Educational Research Review*, 31, Article 100355. <https://doi.org/10.1016/j.edurev.2020.100355>
- Nguyen, T. H., & Walker, J. M. (2021). The role of intrinsic motivation in teacher satisfaction and instructional innovation. *Teaching and Teacher Education*, 102, Article 103327.
- OECD. (2023). Education at a glance 2023: OECD indicators. *OECD Publishing*. <https://doi.org/10.1787/e13bef63-en>
- Perryman, J., & Calvert, G. (2020). What motivates people to teach, and why do they leave? Accountability, performativity and teacher retention. *British Journal of Educational Studies*, 68(1), 3–23. <https://doi.org/10.1080/00071005.2019.1589417>
- Peterson, A. R., & Kim, S. Y. (2021). Autonomy and purpose: Enhancing intrinsic motivation in secondary educators. *Journal of Educational Psychology*, 113(5), 812–825.
- Prado, A., & Opena, H. (2024). The impact of working environment and motivation factors on teaching performance: A mixed-methods study. *International Journal of Advance Research and Innovative Ideas in Education*, 10(3).
- Rahimi, M., & Arnold, S. R. (2024). Teachers' working conditions, wellbeing and retention: An exploratory analysis to identify the key factors associated with teachers' intention to leave. *The Australian Educational Researcher*.
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61, Article 101860. <https://doi.org/10.1016/j.cedpsych.2020.101860>
- Salanova, M., Schaufeli, W. B., Martínez, I. M., & Cifre, E. (2022). Teacher retention and motivation in low-income countries: A systematic review. *International Journal of Educational Development*, 89, Article 102537.
- Santiago, M. L., & Ruiz, R. A. (2021). School climate and its impact on intrinsic motivation among public school teachers. *Educational Management Administration & Leadership*, 49(4), 610–627.
- Sartain, L., & Morris, W. (2024). Are teachers satisfied with their evaluations? The importance of teaching context and trends over time. *AERA Open*, 10. <https://doi.org/10.1177/23328584231221539>
- Schunk, D. H., & DiBenedetto, M. K. (2021). Self-efficacy and human motivation. In A. J. Elliot (Ed.), *Advances in motivation science* (Vol. 8, pp. 153–179). Elsevier. <https://doi.org/10.1016/bs.adms.2020.10.001>
- Shkoler, O., & Kimura, T. (2020). How does work motivation impact employees' investment at work and their job engagement? A moderated-moderation perspective through an international lens. *Frontiers in Psychology*, 11, Article 487698. <https://doi.org/10.3389/fpsyg.2020.00038>
- Sishuwa, Y., & Phiri, J. (2020). Factors influencing employee retention in the transport and logistics industry. *Open Journal of Social Sciences*, 8(6), 145–160. <https://doi.org/10.4236/jss.2020.86013>
- Skaalvik, E. M., & Skaalvik, S. (2021). Teacher burnout: Relations between dimensions of burnout, perceived school context, job satisfaction and motivation for teaching: A longitudinal study. *Teachers and Teaching*, 27(5), 602–616. <https://doi.org/10.1080/13540602.2021.1913404>
- Skaalvik, E. M., & Skaalvik, S. (2023). Collective teacher culture and school goal structure: Associations with teacher self-efficacy and engagement. *Social Psychology of Education*, 26(4), 945–969. <https://doi.org/10.1007/s11218-023-09778-y>
- Smet, M. (2022). Professional development and teacher job satisfaction: Evidence from a multilevel model. *Mathematics*, 10(1), Article 51. <https://doi.org/10.3390/math10010051>
- Sulit, D., & Davidson, J. (2020). Addressing teacher retention within the first three to five years of teaching through distributive leadership. *Journal of Educational Leadership and Policy Studies*, 4(1), 1–15.
- Tan, H., & Moreno, J. (2022). Intrinsic motivation and goal-setting practices among secondary school teachers: A pathway to instructional improvement. *Journal of Educational Psychology Research*, 34(2), 112–128.
- Tao, W. (2022). Understanding the relationships between teacher mindfulness, work engagement, and classroom emotions. *Frontiers in Psychology*, 13, Article 993857. <https://doi.org/10.3389/fpsyg.2022.993857>
- Thomas, R. (2023). *Unravelling research population and samples: Understanding the role in statistical inference*. Enago Academy. <https://www.enago.com/academy/population-vs-sample/>
- Widodo, W., Gustari, I., & Chandrawaty, C. (2022). Adversity quotient promotes teachers' professional competence more strongly than emotional intelligence: Evidence from Indonesia. *Journal of Intelligence*, 10(3), Article 44. <https://doi.org/10.3390/jintelligence10030044>
- Winkler, A., & Freisler-Mühlemann, D. (2025). Sources of support and their benefits for new primary school teachers in Switzerland. *Education Sciences*, 15(5), Article 612. <https://doi.org/10.3390/educsci15050612>
- Zhang, Y., & Harris, K. (2022). The role of school leadership in motivating teachers through structured goal-setting frameworks. *Educational Leadership Review*, 28(3), 78–94.
- Zhao, Y., Li, X., & Kang, H. (2025). Linking distributed leadership to teachers' innovation: Chain mediating roles of commitment and collaboration in Chinese schools. *PLOS ONE*, 20(9), Article e0333118. <https://doi.org/10.1371/journal.pone.0333118>