

Motivational Factors, Job Satisfaction, and Turnover Intentions of Basic Education Teachers of Private Schools in Cauayan City, Philippines

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Abstract Understanding the factors that influence teacher motivation, job satisfaction, and turnover intentions is critical to ensuring the stability and quality of private basic education institutions. This study aimed to examine the relationships among motivational factors, job satisfaction, and turnover intentions of basic education teachers in private schools in Cauayan City, Philippines, during the academic year 2024–2025. Utilizing a descriptive research design and survey method, the study gathered data from a randomly selected sample of 190 teachers drawn from a population of 374 across twenty private schools, using the Krejcie and Morgan formula for representativeness. Three validated instruments were used: the Teachers' Motivation Questionnaire (TMQ), a standardized job satisfaction tool adapted from multiple sources, and the Turnover Intention Scale (TIS-6) by Roodt. Ethical considerations such as informed consent, voluntary participation, and confidentiality were strictly observed. Descriptive statistics were used to describe demographic profiles, levels of motivation, and job satisfaction, while inferential statistics were employed to determine correlations and differences based on age, sex, employment status, and salary. Findings showed that teachers possessed very high levels of intrinsic and extrinsic motivation, particularly in areas related to professional growth, respect, and support from school leaders. Job satisfaction was also high, especially in role clarity, supervision, and task accomplishment, but concerns were evident in compensation, promotion transparency, and work–life balance. The near-equal split between teachers intending to stay and those planning to leave underscores the need for school administrators to adopt targeted, data-driven interventions. Addressing institutional climate and career development policies is vital to improving retention and sustaining instructional quality.

Keywords: Motivational Factors, Job satisfaction, Turnover intentions, Basic education teachers

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1. Introduction

Organizations today increasingly recognize that their most complex challenge is not simply adopting technology or refining processes but sustaining a motivated and competent workforce. Recent global surveys identify people-related risks, such as employee disengagement and talent flight, as greater threats to institutional performance than operational or financial concerns [1]. The cost of replacing a single employee can reach 90 to 200 percent of their annual salary when factoring in recruitment, lost productivity, and onboarding [2]. Gallup's latest report [3] reveals that roughly one in six workers globally is “actively disengaged” a condition that significantly contributes to absenteeism, presenteeism, and turnover. In education, where teachers function as both knowledge workers and frontline service providers, the stakes are even higher. According to Self-

Determination Theory, educators flourish when their needs for autonomy, competence, and relatedness are met [4]. However, widespread studies across North America, Europe, and Asia suggest many teachers are facing waning motivation and declining job satisfaction, pushing them to exit the profession prematurely [5,6]. A 2022 U.S. poll showed only 12 percent of teachers were “very satisfied” with their jobs, with many citing unsupportive leadership and excessive workloads as primary stressors [7], a pattern similarly observed in emerging economies dealing with resource limitations and unsupportive institutional climates [8,9].

In the Philippine context, teacher attrition has increasingly become a concern not only for public schools but also for private basic-education institutions, especially in second-class cities. These schools are struggling to retain educators, many of whom migrate to public school positions or pursue overseas employment for better compensation, clearer career pathways, and more robust professional support [10,11]. While inadequate salary is

an evident push factor, qualitative findings point to dissatisfaction with supervision quality, workload distribution, and collegial dynamics as equally compelling reasons for leaving [12]. Despite this, there remains a paucity of empirical studies disentangling these interrelated factors in private school settings. This study addresses that gap by examining the interplay among intrinsic and extrinsic motivation, multidimensional job satisfaction, and turnover intentions of basic education teachers in private schools in Cauayan City. It profiles teachers' socio-demographic and professional attributes, assesses satisfaction across five key areas—diagnostic support, role clarity, compensation, task accomplishment, and work environment—and identifies which variables predict motivation, satisfaction, and intent to stay. By supplying localized quantitative data from an understudied sector, the study offers school administrators evidence-based strategies that extend beyond financial incentives to promote teacher engagement and institutional resilience.

Private basic-education schools in the Philippines face intensified attrition risks due to limited financial buffers and constrained operational capacity. According to Business World [13], using Willis Towers Watson labor data, the country's voluntary turnover rate climbed to 15.9 percent in 2023, up from 14.2 percent the year before—an alarming rise for institutions relying on stable human capital. Parallel surveys show that 48 percent of Filipino employees are actively seeking new jobs, and 28 percent anticipate switching employers within a year [14]. The primary push factors—low compensation, poor recognition systems, imbalanced workloads, stalled career advancement, disengaging leadership, and weak internal communication—align closely with classic hygiene-motivation principles [15]. In education, these issues manifest acutely. Dela Cruz [16] documented how high teacher turnover in Luzon-based private schools disrupted class assignments and forced principals to compromise quality by hiring less-experienced replacements. National reviews further emphasize how stagnant salary structures and lack of career mobility fuel an exodus of seasoned educators to public or international posts [9]. UNESCO-IIEP [10] reinforces this, warning that sustained attrition in low-resource settings undermines educational equity and student outcomes. In this light, understanding the nuanced relationships between motivational drivers, satisfaction dimensions, and turnover intention is essential.

This study, therefore, contributes by exploring these dynamics in the specific context of Cauayan City's private schools, offering actionable insights into improving retention through non-monetary and environmental levers. By foregrounding teachers' lived realities in a seldom-studied locale, it fills a gap in national discourse and presents a contextualized model for institutional sustainability in Philippine education.

2. Methodology

The research employed a descriptive design, specifically utilizing the survey method to determine the teachers' motivation, job satisfaction, and turnover intentions among private school teachers in Cauayan City during the academic year 2024–2025. This approach allowed the researchers to describe demographic profiles, levels of motivation, job satisfaction, and intent to stay.

The study was conducted among basic education teachers from twenty private schools in Cauayan City, with a sample size of 190 teachers randomly selected from a total population of 374 using the Krejcie and Morgan formula. This ensured representativeness and minimized selection bias. Three key instruments were utilized: the Teachers' Motivation Questionnaire (TMQ) based on Herzberg's theory; a standardized tool for job satisfaction adapted from multiple validated studies; and the Turnover Intention Scale (TIS-6) by Roodt. All tools were validated for reliability and internal consistency, with necessary permissions secured. The survey was administered after obtaining consent from school heads and participants, and responses were validated with expert statistical support.

Data were analyzed using both descriptive statistics. Frequencies and percentages were calculated for demographic profiles, while means and standard deviations were used to interpret motivation and job satisfaction levels. Turnover intentions were measured using cumulative scores from the TIS-6. Ethical considerations were rigorously followed, ensuring informed consent, voluntary participation, confidentiality, and protection of respondents' rights and well-being throughout the study.

3. Results and Discussion

Table 1. Mean Distribution on the Level of Intrinsic Motivation of respondents

Intrinsic motivation	Mean	Verbal interpretation
1. I learn new teaching skills at the workplace.	4.62	Very High Motivation
2. I feel highly motivated in the workplace.	4.48	High Motivation
3. I feel equipped for the teaching profession.	4.24	Very High Motivation
4. I believe I am doing a good job.	4.19	Very High Motivation
5. Teaching gives me purposeful life.	4.08	Very High Motivation
6. I'm free and empowered at the workplace.	4.02	High Motivation
7. I can express myself creatively at work.	3.82	Very High Motivation
8. I have access to all required teaching materials.	4.17	Very High Motivation
9. I learn new teaching skills at the workplace.	4.29	Very High Motivation
Grand Mean	4.21	Very High Motivation

The table presents the level of intrinsic motivation among private school teachers. Overall, the results show a very high level of intrinsic motivation, with a category mean of 4.21. The highest-rated item is “I learn new teaching skills at the workplace” (Mean = 4.62), indicating that teachers find strong personal growth and learning in their roles. Other items that received very high motivation ratings (Mean > 4.20) include statements about being motivated in the workplace, learning new teaching skills, and the feeling of being equipped in teaching. One item scored slightly lower (Mean = 3.82): “*I can express myself creatively at the workplace*” although it is still rated as “High Motivation,” but suggest that some teachers feel less motivated due to possible workplace limitations.

The aggregated mean score of 4.21 (*Very high*) confirms that teachers in Cauayan City’s private basic-education sector exhibit very high intrinsic motivation. This finding supports recent works of Bardach, Klassen, and Perry [17] and Dreer [18], who argue that teachers who derive meaning and personal growth from their profession tend to demonstrate higher engagement and productivity. Very high ratings on items such as “*learning new teaching skills*” and “*feeling highly motivated*” underscore the centrality of social value, continuous learning, and self-realization—key drivers of intrinsic motivation identified in contemporary motivation theory [19].

Although compensation is frequently cited as a primary retention lever, emerging research shows that intrinsic factors can offset financial disincentives when teachers perceive strong purpose and professional autonomy [20]. Nearly all items in the present study received high level responses, indicating that most teachers feel well-equipped, believe they are doing a good job, and view teaching as personally meaningful. Such internalized commitment aligns with Self-Determination Theory, which contends that autonomy, competence, and relatedness foster sustained motivation [21].

The two items, “*I can express myself creatively*” and “*I’m free and empowered at the workplace*”—were rated slightly lower. These scores suggest that while teachers possess strong inner drive, organizational structures may not fully support autonomy and empowerment, echoing findings by Ahmed, Rehman, and Amjad [22] that institutional climates either amplify or constrain intrinsic energy. Leadership style and school culture therefore remain pivotal. Recent study of Klassen, Perry, and Shen [23] demonstrate that supportive principals who model inclusive decision-making and recognize teacher accomplishments foster greater teacher vitality and lower turnover intention.

The table presents the respondents’ level of extrinsic motivation based on nine items, with a category mean of 3.55, interpreted as *High Motivation*. This indicates that private school teachers in the study are highly motivated by external factors such as leadership, work environment, benefits, and opportunities for growth. Among the highest-rated items in the level of intrinsic motivation are “*My headteacher respects his staff*” and “*My headteacher praises my work*” with means of 3.59. These results suggest that positive leadership behavior and opportunities for professional development are strong sources of extrinsic motivation. Other items like “*I am happy with*

the facilities” and “*Promotion opportunities motivate me to do a better job*”, indicating that while teachers are generally motivated, there is still room for improvement in these areas.

Table 2. Mean Distribution on the Level of Extrinsic Motivation of the Respondents

Extrinsic motivation	Mean	Verbal interpretation
1. My headteacher respects his staff.	3.59	Very High Motivation
2. My headteacher praises my work.	3.59	Very High Motivation
3. I have satisfactory benefits in teaching.	3.58	Very High Motivation
4. I am pleased with the working environment at my school.	3.58	High Motivation
5. I am happy with the facilities of my institution.	3.49	High Motivation
6. Promotion opportunities motivate me to do a better job.	3.47	High Motivation
Grand Mean	3.55	High Motivation

The teachers in this study reported high extrinsic motivation overall ($M = 3.55$), yet their strongest endorsements were limited to four items: respectful treatment and praise from the head teacher, satisfactory benefits, and opportunities to broaden professional expertise. These results confirm that leadership behaviour and professional development are pivotal external drivers of teacher engagement. Recent evidence shows that when school leaders demonstrate respect and provide regular recognition, teachers experience greater institutional loyalty and reduced turnover intentions [24]. Moreover, professional-growth opportunities—such as workshops, conferences, and postgraduate coursework—have been linked to heightened job satisfaction and commitment [25,26,27].

Conversely, items related to the physical working environment, facilities, promotion practices, leave policies, and overall professional life received only “Agree” ratings, indicating moderate satisfaction. This pattern highlights the multifaceted nature of extrinsic motivation: even when salary and recognition are present, unfavourable workplace conditions can erode morale [28]. Contemporary studies likewise report that inadequate promotion pathways and restrictive leave provisions undermine teachers’ sense of fairness and, consequently, their willingness to remain in the profession [29]. Thus, while respectful leadership and professional-growth support are clear strengths in these schools, structural enhancements, especially in facility quality, promotion transparency, and work-life balance, are necessary to sustain high extrinsic motivation.

Table 3. Mean Distribution on the Level of Job Satisfaction of respondents

Job satisfaction	Mean	Verbal interpretation
Diagnostic and coaching	3.55	Very satisfied
Role conflict and ambiguity	3.72	Very satisfied
Compensation and benefits	3.18	Satisfied
Task accomplishments	3.58	Very satisfied
Work environment	3.29	Very satisfied
Mean	3.46	Very satisfied

The table on job satisfaction shows that private school basic education teachers in Cauayan City were generally very satisfied with their work, as reflected in high mean scores across most dimensions. The highest satisfaction was recorded in Role Conflict and Ambiguity with a mean of 3.72, indicating that teachers clearly understood their responsibilities, expectations, and job roles. This was followed by strong agreement in Task Accomplishments (mean = 3.58) and Diagnostic and Coaching (mean = 3.55), suggesting that teachers are motivated to complete their tasks and are positively influenced by the supervision and feedback they receive from their superiors. Satisfaction with the Work Environment was also evident, with a mean of 3.29, showing that most teachers found their workplace supportive and conducive for professional growth. However, the lowest-rated area was Compensation and Benefits, which only reached a mean of 3.18 or “*satisfied*,” indicating that while teachers are generally content with their work, there remains some concern or room for improvement in salary, financial incentives, and benefit-related policies.

The study revealed that among the five dimensions of job satisfaction, role clarity emerged as the strongest factor ($M = 3.72$), reflecting teachers’ deep understanding of their job goals, responsibilities, and expectations. This clarity contributes significantly to psychological well-being and self-efficacy, supporting findings of García-Cabrera et al. [29] and Kim and Beehr [30].

Teachers also reported high satisfaction in diagnostic and coaching ($M = 3.55$), where supportive supervision and professional guidance from school leaders played a key role in shaping their work experience and retention, aligning with Djaelani et al. [31] and Kraft et al. [32]. Similarly, task accomplishment ($M = 3.58$) showed strong intrinsic motivation among teachers, consistent with Self-Determination Theory and studies conducted suggesting high job-person fit and a strong sense of fulfillment in their daily roles [4,21,33,34].

Teachers also rated their work environment positively ($M = 3.29$), emphasizing collegiality, professional growth opportunities, and decision-making autonomy. These conditions are known to enhance engagement, as outlined in the Job Demands-Resources model [35], and are echoed in the works of Amerstorfer and von Münster-Kistner [36] and Osterman [37]. However, concerns arose around work–life balance, particularly in managing personal responsibilities ($M = 3.01$), indicating a gap in time flexibility that could impact long-term retention [38]. Despite the overall positive climate, this challenge suggests the need for more responsive workload and leave policies to ensure holistic well-being.

In contrast, compensation and benefits received the lowest satisfaction score ($M = 3.18$), highlighting lingering dissatisfaction with salary fairness, transparency, and future pay prospects. While teachers acknowledged professional development support, the lack of clear financial incentives diminished overall morale [26,39,40]. Drawing on Herzberg’s Two-Factor Theory [41], the findings emphasize that while supportive conditions foster satisfaction, inadequate compensation functions as a significant demotivator. Therefore, to maintain and enhance teacher commitment, school leaders must institute transparent, performance-based pay systems and

clearly communicate advancement pathways [29].

Table 4. Frequency Distribution on the Intention of the respondents to Stay in their Current Organization

Intention to	Frequency	Percent
...stay	97	50.70
...leave	93	49.30
Total	190	100

The table shows that out of 190 respondents, 97 teachers (50.70%) expressed an intention to stay in their current teaching positions, while 93 teachers (49.30%) indicated an intention to leave. This near-even split suggests that the private school teaching workforce in the study area is divided in terms of job commitment and retention. While just over half are inclined to remain, a significant portion are considering leaving, highlighting a potential concern for school administrators regarding teacher turnover and the need to address the factors influencing these decisions.

The data on turnover intention revealed an almost even divide between teachers who intend to stay (50.7%) and those who plan to leave (49.3%), signaling a potential retention crisis for private schools in Cauayan City. Contemporary research warns that when turnover intention approaches or exceeds 40 %, organizational stability is jeopardized [42]. High intent to leave threatens instructional continuity, erodes institutional knowledge, and imposes recurrent recruitment costs. The near-parity in this sample suggests that many teachers, although currently employed, may feel disengaged, under-rewarded, or constrained in their career trajectories, patterns echoed in recent studies linking turnover intention to limited professional-development opportunities, perceived pay inequity, and inadequate work–life balance [27,43].

To mitigate attrition risk, school leaders must diagnose and address the root causes of disengagement. Evidence-based interventions include transparent compensation frameworks, structured career pathways, and leadership practices that foster autonomy and recognition [44]. Strengthening these organizational resources not only enhances commitment but also reduces the costly cycle of teacher turnover.

4. Conclusion and Future Works

The findings reveal that private school teachers in Cauayan City exhibit strong intrinsic motivation rooted in personal growth and purpose, which is further enhanced by respectful leadership and opportunities for professional development. However, their sense of empowerment and autonomy could be significantly improved through more inclusive school environments and supportive leadership practices. While teachers are generally very satisfied with their roles, responsibilities, and professional conditions, persistent dissatisfaction with compensation, promotion systems, and work–life balance presents critical areas for improvement. The near-equal division between those intending to stay and those planning to leave underscores the urgency for school administrators to implement targeted, data-driven interventions. These should focus on transparent compensation policies, equitable advancement

opportunities, and structural support for professional and personal well-being to ensure teacher retention and the long-term sustainability of instructional quality.

Future research should explore longitudinal patterns of teacher motivation and retention in private basic-education schools, particularly by examining how changes in leadership style, compensation structures, and institutional support affect teacher engagement over time. Comparative studies between public and private school settings in second-class cities like Cauayan could also provide deeper insights into context-specific challenges and best practices. Additionally, qualitative investigations into teachers' lived experiences would enrich understanding of how intrinsic and extrinsic factors interact in shaping career decisions. Expanding the scope to include student outcomes in relation to teacher motivation may further highlight the broader implications of improving teacher well-being and institutional conditions.

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