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Southeast Asian Ministers of Education Organization  
Regional Centre for Educational Innovation and Technology  
(SEAMEO INNOTECH)

## **Teacher Motivation for Staying in the Profession: Insights from Brunei Darussalam**

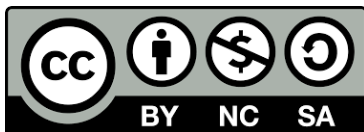
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Lee Thunder T. Bernasor, Hiyas S. Clamor-Torneo,  
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Contact: [info@seameo-innotech.org](mailto:info@seameo-innotech.org)

**Lead Author:** Lee Thunder T. Bernasor

**Co-authors:** Hiyas S. Clamor-Torneo, Sherlyne A. Almonte-Acosta, PhD,  
Katherine P. Torralba, and Erlene G. Umali

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## **Abstract**

Examining teacher motivation is crucial for Ministries of Education to sustain a committed teaching workforce. Through a survey, this study explored the factors that affected teachers' motivation to remain in the teaching profession in Brunei Darussalam. Descriptive statistics revealed that teacher respondents view the core and contributing motivational factors identified in the study positively, while inferential analysis highlighted significant associations between teacher motivation and indicators such as length of teaching experience, use of personal funds for professional development, perception of school facilities, educational attainment, and promotion history. A predictive model further identified a combination of motivational factors (e.g., salary, incentives, benefits, and perception of government policies) and demographic variables (e.g., gender, length of teaching, participation in school-based and peer learning) as significant predictors of motivation to stay in the profession. The results provide valuable insights into policies aimed at enhancing teacher retention by addressing both systemic and individual-level factors.

## I. Introduction

Brunei Darussalam, located on Borneo and bordered by Malaysia and Indonesia, has one of Asia's highest per capita incomes and has nearly achieved all Sustainable Development Goals. Its education system has undergone major reforms. In 2022–2023, the Ministry of Education employed 9,286 staff, 7,084 in public and 2,202 in private schools, serving pre-primary (825), primary (3,868), lower secondary (1,361), and upper secondary (3,232) levels. Substantial investments, including professional development programs, support Vision 2035 and the SPN21 reform for inclusive, high-quality education (Ministry of Education, 2018).

World Bank (2022) data show that in 2019 Brunei provided free basic and secondary education, with gross enrollment rates of 100.1 and 92.1, respectively, and a 97% adult literacy rate. The nation emphasizes its Islamic heritage and monarchy, prioritizing faith and loyalty to the Sultan, while retaining British curricular and structural influences. Over the past three decades, major reforms have included bilingual education, integration of moral values, and the development of a 21st-century national curriculum (Leyang, n.d.).

Teaching in Brunei is highly respected, rooted in traditional and religious values that position educators as key agents of national and moral development. Teachers are recognized by the community, with parents viewing them as trusted role models responsible for educating future leaders (SEAMEO INNOTECH, 2023). However, despite its prosperity and strong educational standards, Brunei faces challenges including gender imbalance in the profession, skills–education mismatches, inadequate pay, low tertiary enrollment, and teacher shortages (Leyang, n.d.).

Persistent challenges in Brunei's education sector have been documented across subject-specific areas such as English, art, preschool, and special education (Kemp & Suraini; Sammons; CEIC). These align with broader regional concerns, with the Asian Development Blog noting a severe teacher recruitment and retention crisis in many developing countries, including Brunei (Schipper et al., 2024). UNESCO estimates that 69 million teachers must be recruited globally to achieve universal primary and secondary education by 2030. While Brunei reports a relatively high 85.2% of primary teachers with the minimum training qualification (SDG 4.c.1), gaps remain in subject-specific expertise and inclusive education training. The number of Special Educational Needs Assistant (SENA) teachers fell from 114 in 2014 to 101 in 2018, increasing the student-to-SENA ratio from 1:21 to 1:29, thereby affecting support for learners with special needs (Kemp & Suraini, 2019). Shortages are compounded by a lack of English and English-medium subject teachers, with some administrators advocating greater staffing autonomy; however, the Ministry of Education has been cautious about decentralizing hiring and dismissal powers (Sammons et al., 2014). Preprimary teacher training levels also declined from 63.3% in 2022 to 62.7% in 2023, far below the 2010 peak of nearly 73% (CEIC, 2024).

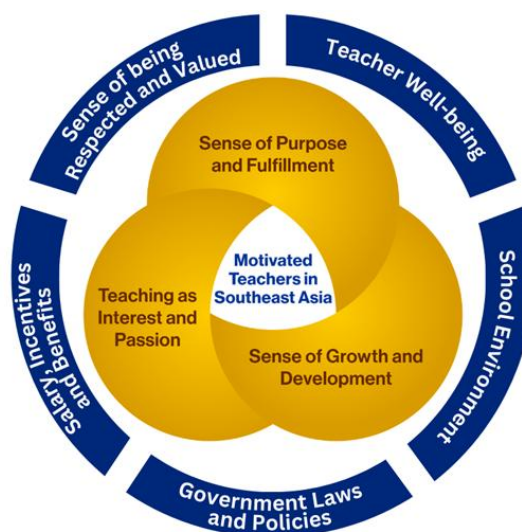
The Special Education Unit faces increasing difficulty meeting rising student needs, exacerbating teacher workload. Initiatives such as the Teacher Service Scheme and School Leadership Programme (SLP) aim to address shortages and elevate the profession, but continued efforts are needed, particularly in special education. Inclusive education in Brunei is defined as ensuring all learners, including those with special needs, interact with peers in the same educational setting, with tailored approaches addressing physical, mental, and behavioral needs (Leyang, n.d.).

Gender imbalance persists, with women well-represented in early childhood, primary, and secondary education but under-represented at higher levels, especially in Technical and Vocational Education (TVE) (Brunei to UNESCO, 2014). This mirrors OECD-wide patterns where female teachers are under-represented postsecondary, reflecting gender stereotypes and unequal access to professional education (OECD, 2022). Addressing this is key to promoting gender equality. Teacher salaries in Brunei, regardless of qualifications, are generally lower than other professions (ILO, 2023), with 2023 government data showing parity only with hospitality, culinary, retail, and cleaning services, and lagging behind fields such as civil engineering, finance, and logistics (Layang, n.d.).

This study defines teacher motivation as factors influencing educators’ decisions to remain in the profession, grounded in Herzberg’s Motivation-Hygiene Theory and the Southeast Asian Framework on Teacher Motivation (Umali et al., 2024). Core intrinsic motivators include purpose, passion, and growth, while contributing factors, such as being valued, well-being, school environment, compensation, and policy, support and enhance these core drivers (see Figure 1).

**Figure 1**

*Southeast Asian Framework on Teacher Motivation in Staying in the Profession*



Yong's (1995) seminal study on Brunei teacher trainees, using open-ended responses, found extrinsic motives, particularly "no other choice" and "influence of others", as dominant drivers, with intrinsic ("ambition to become a teacher") and altruistic ("like working with children") motives less influential. Yong cautioned that reliance on extrinsic motives could undermine long-term commitment. In contrast, Shak's (2022) study of 189 pre-service Master of Teaching students (2018–2019), employing a similar qualitative questionnaire, revealed a shift toward intrinsic motivation as the primary driver, followed by extrinsic and altruistic motives. Shak attributed this to higher entry requirements and academic standards, suggesting that more selective and rigorous teacher education fosters internalized drivers such as passion, personal growth, and fulfillment. Collectively, these studies indicate a transition from predominantly extrinsic motivations (e.g., job security, external influence) toward intrinsic and altruistic values, with implications for teacher resilience, retention, and educational quality.

Recognizing the pivotal role of teachers in student learning, SEAMEO INNOTECH, in collaboration with SEAMEO VOCTECH, undertook the Regional Teacher Motivation Study to: (1) examine relationships among factors influencing motivation to stay in the profession; (2) develop country-specific motivational frameworks; and (3) propose evidence-based policy recommendations for Southeast Asia. This study employed a quantitative design to investigate motivational factors influencing teacher retention in Brunei, addressing intersecting challenges such as shortages in specialized teaching areas, gender disparities in leadership, and limited financial incentives. Understanding these drivers is essential for designing policies that strengthen both recruitment and retention in a demanding educational climate.

A structured survey, grounded in the Southeast Asian Framework on Teacher Motivation in Staying in the Profession (Umali et al., 2024) and relevant literature,

was validated by experts and adapted for cultural appropriateness, including translation where necessary. Data were collected via SurveyMonkey using convenience sampling, yielding 1,168 valid responses from teachers across varied educational settings. Both descriptive and inferential analyses were conducted, with hierarchical regression applied to develop a predictive model identifying the most significant factors associated with teacher motivation in Brunei.

**Table 1**
*Profile of Survey Respondents in Brunei*

<b>Age in years</b>	<b>Count</b>	<b>Percent</b>
18-24	7	0.6
25-34	157	13.4
35-44	588	50.3
45-54	351	30.1
55-64	64	5.5
75 and up	1	0.1
<b>Gender</b>		
Male	268	22.9
Female	886	75.9
Prefer not to say	14	1.2
<b>Marital status</b>		
Single	232	19.9
Married	868	74.3
Divorced/ Annulled/ Separated	35	3.0
Widowed	14	1.2
Prefer not to say	19	1.6
<b>Highest educational attainment</b>		
Post-graduate certificate or Diploma	261	22.3
Bachelor's Degree	589	50.4
Master's Degree	310	26.5
Doctoral Degree	8	0.7
<b>Type of school</b>		
Public	1,116	95.5
Private	52	4.5
<b>School location</b>		
Urban	859	73.5
Rural	309	26.5
<b>Length of teaching</b>		
Early Career (1 to 5 years)	81	6.9
Mid-Career (6 to 10 years)	139	11.9
Experienced (11 years and up)	948	81.2
<b>Total</b>	<b>1,168</b>	<b>100</b>

The teaching workforce in Brunei is predominantly female (75.9%) and experienced, with the largest proportion aged 35–44 (50.3%), followed by 45–54 (30.1%). Smaller ratio of teacher-respondents are aged 25–34 (13.4%), 18–24 (0.6%), 55–64 (5.5%), and 75+ (0.1%). Most of them are married (74.3%), while 19.9% are single; other statuses include divorced/annulled/separated (3.0%), widowed (1.2%), and unspecified (1.6%). In terms of qualifications, 50.4% hold a bachelor's degree, 22.3% possess post-graduate certificates or diplomas, 26.5% have master's degrees, and 0.7% hold doctorate degrees. Public schools employ 95.5% of respondents, with 4.5% in private institutions. Most work in urban settings (73.5%) versus rural (26.5%). By career stage, 81.2% are "experienced" ( $\geq 11$  years), 11.9% are mid-career (6–10 years), and 6.9% are early-career (1–5 years). Overall, the data indicate a mature, highly educated, predominantly female teaching personnel concentrated in public and urban schools, providing essential demographic context for examining teacher motivation and their professional experiences in Brunei.

## II. Results and Discussion

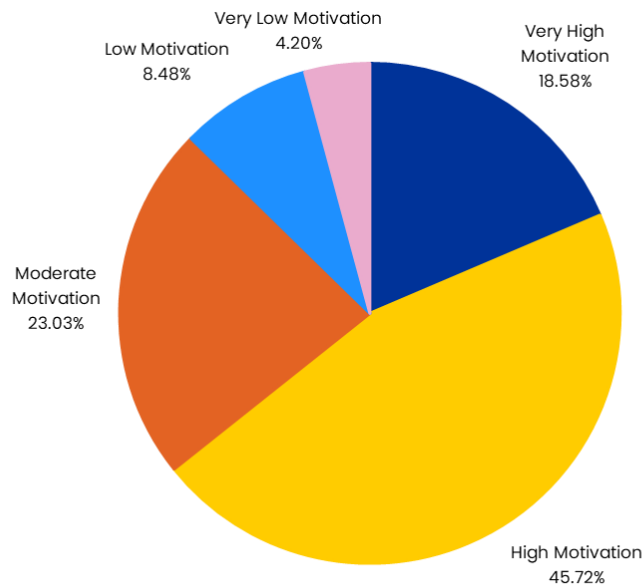
This section presents the key findings on teacher motivation in Brunei, beginning with overall motivation levels to remain in the profession, followed by perceptions of core and contributing motivational factors. In this study, factors refer to the intrinsic and extrinsic influences identified in the regional framework (see Figure 1), while indicators denote context-specific variables shaped by education policy or institutional practices, including professional growth opportunities, working conditions, career advancement, compensation, and demographic characteristics such as educational attainment, teaching level, and school setting. Descriptive analyses summarize teachers' agreement levels with each of the eight motivational factors, illustrated through visual and narrative summaries highlighting trends in professional development, participation, travel time, and out-of-pocket training expenses. Inferential and correlation analyses then examine relationships between motivation levels and indicators such as working conditions, compensation, and growth opportunities. The section concludes with a predictive model identifying the strongest motivators for teachers' continued commitment, providing evidence-based insights for education policy and workforce planning in Brunei.

### ***Level of Motivation of Teachers to Remain in the Profession***

As shown in Figure 2, most Brunei teachers reported positive motivation to remain in the profession, with 18.58% indicating very high motivation and 45.72% high motivation, together comprising over 64% of respondents. Moderate motivation was reported by 23.03%, while 8.48% and 4.20% reported low and very low motivation, respectively, indicating a minority at risk of disengagement or attrition.

**Figure 2**

*Percentage of Brunei Teacher Respondents According to their Level of Motivation to Stay in the Profession*



***Factors Relevant to Teacher Motivation in Staying in the Profession***

The survey examined eight distinct factors influencing teachers’ motivation to remain in the profession, each measured through statements reflecting their experiences and perceptions. Respondents rated their agreement on a six-point scale, from 1 (“strongly disagree”) to 6 (“strongly agree”).

**Core Factors of Teacher Motivation.** The following section highlights the respondents’ levels of agreement with statements related to three key motivational factors: Sense of Purpose and Fulfillment, Teaching as Interest and Passion, and Sense of Growth and Development

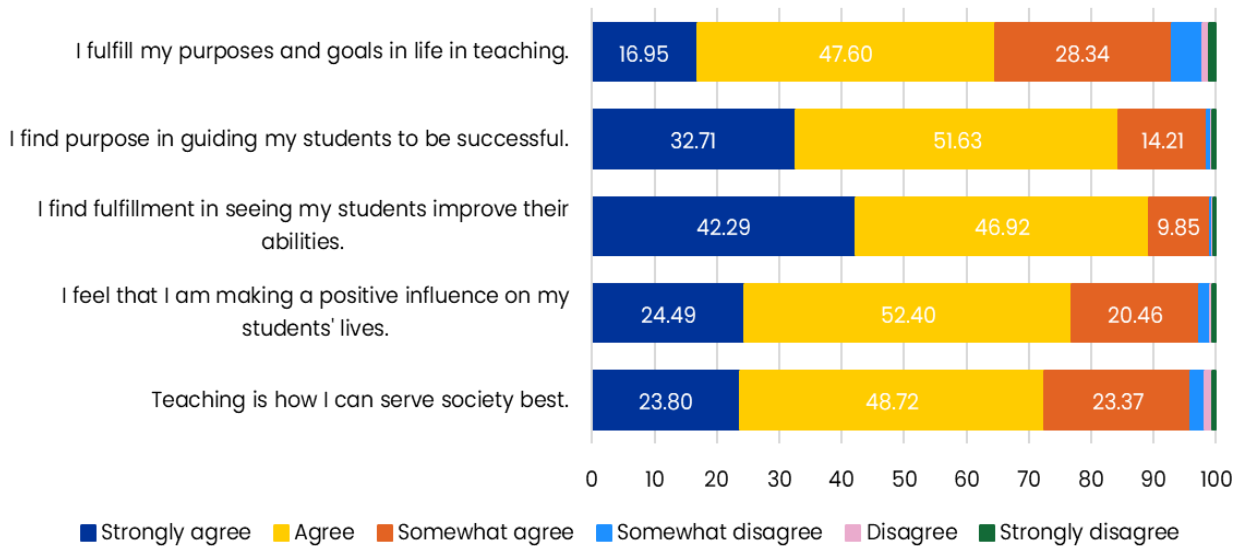
**Sense of Purpose and Fulfillment.** This factor reflects the intrinsic motivation teachers derive from positively impacting their students and contributing to society. Teachers who score high on this dimension find deep satisfaction in

helping students succeed and improving their abilities. Teaching is viewed not just as a profession but as a meaningful avenue for personal and societal advancement.

Teacher responses to five statements indicate strong agreement that their work holds meaning and impact. For “I fulfill my purposes and goals in life in teaching,” 47.60% agreed, 16.95% strongly agreed, and 28.34% somewhat agreed; only 4.97% somewhat disagreed, 0.94% disagreed, and 1.20% strongly disagreed, suggesting most align their life goals with teaching. On “I find purpose in guiding my students to be successful,” 51.63% agreed, 32.71% strongly agreed, and 14.21% somewhat agreed, with minimal disagreement (0.68%, 0.26%, and 0.51%, respectively), underscoring the role of student success as a motivator. Similarly, for “I find fulfillment in seeing my students improve their abilities,” 46.92% agreed and 42.29% strongly agreed, the highest strong agreement in this factor, while 9.85% somewhat agreed and less than 1% disagreed at any level. For “I feel that I am making a positive influence on my students’ lives,” 52.40% agreed, 24.49% strongly agreed, and only 1.71% somewhat disagreed, with <1% disagreeing or strongly disagreeing, indicating strong affirmation of perceived impact. Finally, on “Teaching is how I can serve society best,” 48.72% agreed, 23.80% strongly agreed, and 23.37% somewhat agreed, while 2.31% somewhat disagreed, 1.20% disagreed, and 0.60% strongly disagreed, reflecting that most view teaching as their main avenue for societal contribution.

**Figure 3**

*Percentage of Teacher Respondents According to their Sense of Purpose and Fulfillment*



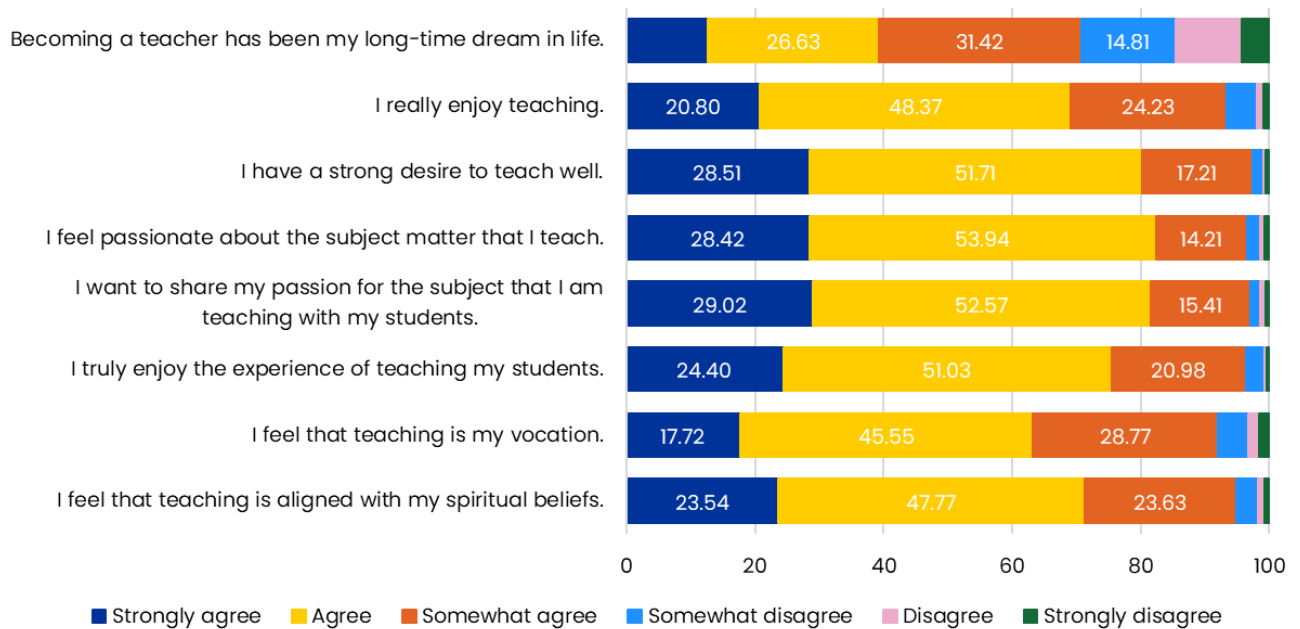
**Teaching as Interest and Passion.** This factor captures the internal drive and emotional connection teachers have with their profession. It includes long-standing aspirations to become teachers, a love for teaching and subject matter, enjoyment in working with students, and alignment with personal and spiritual beliefs. Teachers motivated by this factor see teaching as a calling rather than merely a job.

Survey results indicate strong enthusiasm and emotional connection to teaching, though agreement levels varied. For “Becoming a teacher has been my long-time dream in life,” 26.63% agreed, 12.67% strongly agreed, and 31.42% somewhat agreed, while 14.81% somewhat disagreed, 10.27% disagreed, and 4.20% strongly disagreed, suggesting that not all entered the profession from an early aspiration. On “I really enjoy teaching,” 48.37% agreed, 20.80% strongly agreed, and 24.23% somewhat agreed, with 4.71%, 1.03%, and 0.86% showing increasing levels of disagreement, pointing to varied teaching experiences. “I have a strong desire to

teach well” received high affirmation: 51.71% agreed, 28.51% strongly agreed, and 17.21% somewhat agreed, with only 1.63%, 0.34%, and 0.60% indicating disagreement, reflecting strong intrinsic motivation. Similarly, “I feel passionate about the subject matter that I teach” saw 53.94% agreement, 28.42% strong agreement, and 14.21% somewhat agreement, with minimal disagreement (1.97%, 0.68%, 0.77%). This passion extends to “I want to share my passion for the subject that I am teaching with my students,” where 52.57% agreed, 29.02% strongly agreed, and 15.41% somewhat agreed, while disagreement remained low (1.63%, 0.77%, 0.60%). Enjoyment of teaching was reinforced by “I truly enjoy the experience of teaching my students,” with 51.03% agreeing, 24.40% strongly agreeing, and 20.98% somewhat agreeing, while fewer than 4% disagreed at any level. “I feel that teaching is my vocation” garnered 45.55% agreement, 17.72% strong agreement, and 28.77% somewhat agreement, though 4.62%, 1.71%, and 1.63% expressed disagreement, suggesting some ambivalence. Finally, for “I feel that teaching is aligned with my spiritual beliefs,” 47.77% agreed, 23.54% strongly agreed, and 23.63% somewhat agreed, with only 3.25%, 1.03%, and 0.77% disagreeing, indicating that for many, teaching aligns with deeper values and beliefs.

**Figure 4**

*Percentage of Teacher Respondents According to their Perception of Teaching as Interest and Passion*



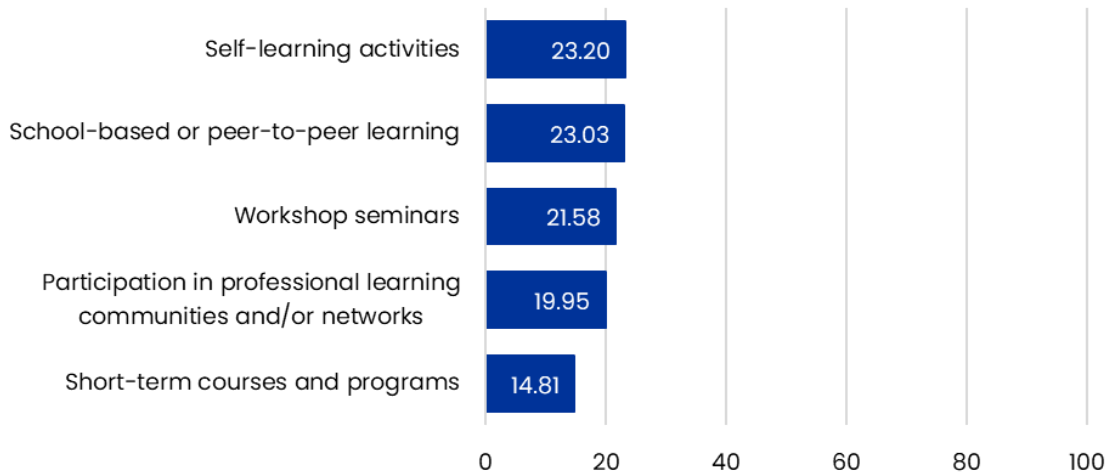
**Sense of Growth and Development.** This factor focuses on the extent to which teachers feel they are learning, improving, and facing meaningful challenges in their work. Motivation is enhanced when they are provided with opportunities for professional development and when teaching allows them to grow both personally and professionally. It also reflects their self-perception of competence and mastery in teaching.

Figure 5 indicates modest and varied teacher participation in professional development, with self-learning (23.20%) and school-based or peer-to-peer learning (23.03%) as the most common modes, suggesting a preference or greater access to informal, localized growth opportunities. Workshops/seminars (21.58%) and professional learning communities/networks (19.95%) also contribute, while only 14.81% engaged in short-term courses, possibly due to access or funding constraints. Of 1,168 teachers, just 43 (3.68%) are enrolled in graduate studies, with

30.23% receiving scholarships. Overall, professional development is largely self-directed or school-embedded rather than externally formalized.

**Figure 5**

*Percentage of Teacher Respondents Engaging in Professional Development*

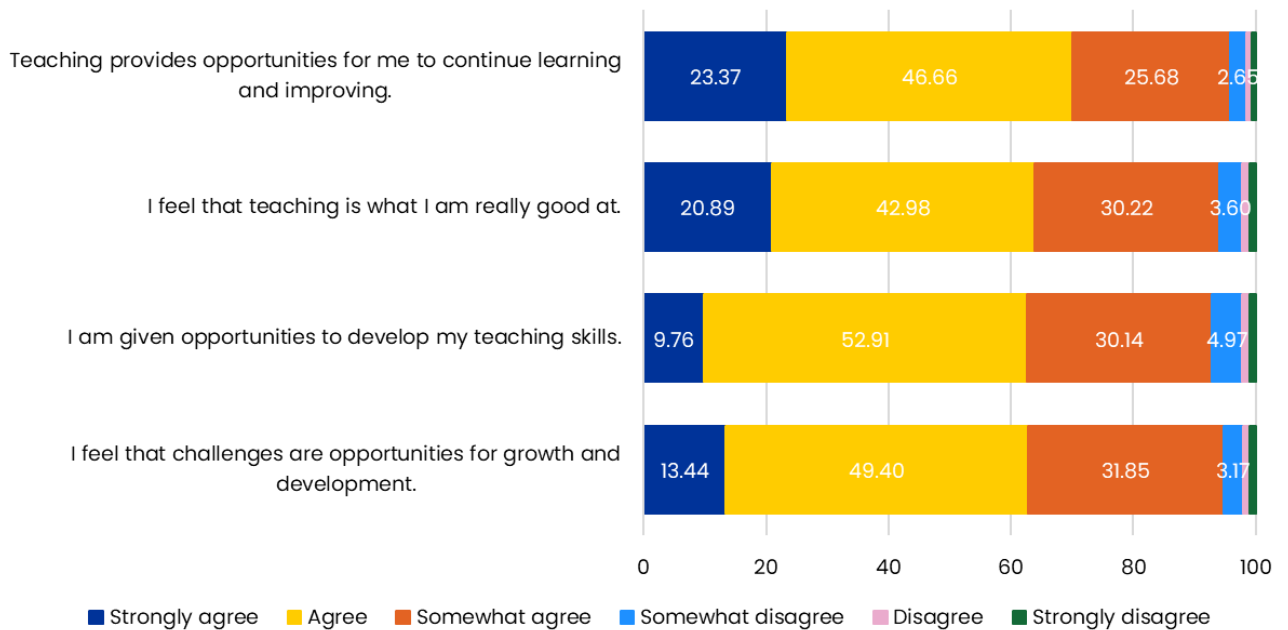


In addition, teachers generally viewed their work environment as conducive to personal and professional growth. For “Teaching provides opportunities for me to continue learning and improving,” 46.66% agreed, 23.37% strongly agreed, and 25.68% somewhat agreed, with only 2.65%, 1.03%, and 0.60% expressing disagreement, indicating strong perceptions of continuous self-improvement and lifelong learning. On “I feel that teaching is what I am really good at,” 42.98% agreed, 20.89% strongly agreed, and 30.22% somewhat agreed, while 3.60%, 1.37%, and 0.94% disagreed at varying levels, reflecting overall confidence in teaching competence. For “I am given opportunities to develop my teaching skills,” 52.91% agreed, 9.76% strongly agreed, and 30.14% somewhat agreed, while 4.97%, 1.28%, and 0.94% expressed disagreement, suggesting generally positive perceptions though fewer “strongly agree” responses may reflect variability in opportunity quality. Regarding “I feel that challenges are opportunities for growth and development,” 49.40% agreed, 13.44% strongly agreed, and 31.85% somewhat

agreed, with minimal disagreement (3.17%, 1.20%, 0.94%), indicating most teachers regard professional demands as constructive.

**Figure 6**

*Percentage of Teacher Respondents According to their Sense of Growth and Development*



**Contributing Factors of Teacher Motivation.** The following sections outline the extent to which teacher respondents agreed with statements associated with the five contributing factors influencing their motivation to remain in the teaching profession: Sense of Being Respected and Valued, Teacher Well-being, School Environment, Salary, Incentives and Benefits, and Government Laws and Policies.

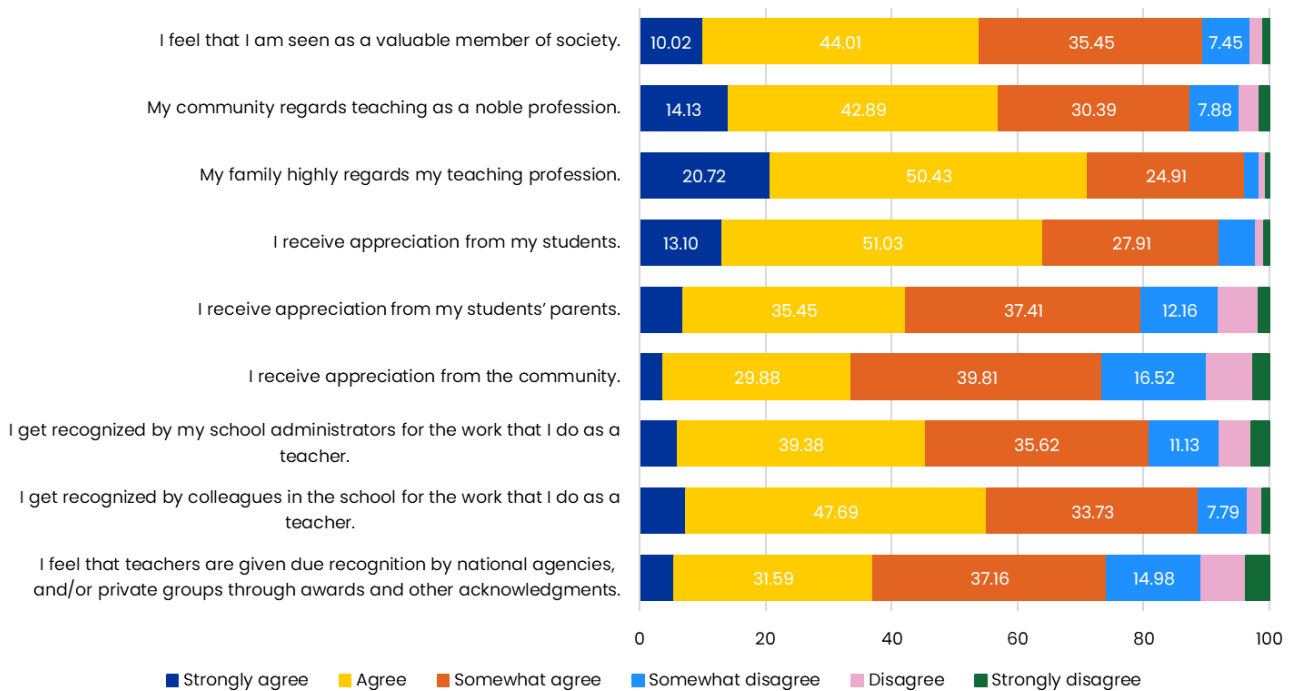
**Sense of Being Respected and Valued.** This factor pertains to the recognition and appreciation teachers receive from various stakeholders such as students, parents, colleagues, school leaders, and the broader community. Teachers feel motivated when they are viewed as important societal contributors

and are acknowledged through awards, compliments, or formal recognition at various levels.

Perceptions of recognition and societal value are mixed. High acknowledgment comes from students (64.13%), parents (42.29%), colleagues (55.05%), and administrators (37.07%), but recognition from national agencies or private institutions (37.07%) and the wider community (33.65%) is lower. Most teachers feel valued by their families (71.15%) and see community regard for teaching as a noble profession (57.02%), with 54.02% feeling like valued societal members. While interpersonal appreciation is strong, institutional and broader societal recognition may require enhancement to further motivate teacher retention.

**Figure 7**

*Percentage of Teacher Respondents According to their Sense of Being Respected and Valued*



**Teacher Well-being.** This factor highlights the importance of manageable workloads, flexible schedules, and proximity to home in supporting teachers' overall quality of life. When teaching responsibilities are balanced with personal time and logistical stress is reduced, teachers tend to report higher motivation and satisfaction in their roles.

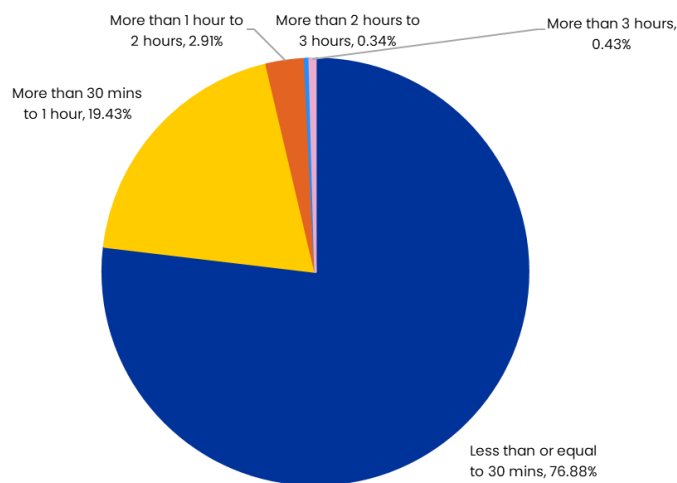
Teachers in Brunei spend an average of 16.3 hours weekly on teaching, alongside substantial nonteaching duties. A majority (95.29%) undertake additional roles, averaging 8.9 hours per week, as classroom advisers, subject coordinators, club moderators, sports coaches, committee members, program coordinators, or in administrative tasks such as facility management and school planning. These often include co-curricular and advisory work, adding to demanding schedules. Average daily travel time of 28.86 minutes one-way further reduces personal and family time. Findings from the Regional Research Forum Roundtable Discussion (SEAMEO INNOTECH, 2023) reveal that government school teachers generally face lighter workloads than those in private schools. Many expressed a preference to "focus solely on teaching," suggesting administrative tasks be delegated to other personnel to prevent instructional quality from being diluted.

This contrasts with policy benchmarks allowing only 4 hours (Brunei Darussalam) and 4.5 hours (Cambodia) of non-class time weekly for planning (SEAMEO & UNESCO, 2016). Actual workloads far exceed these provisions, indicating misalignment between policy and practice. Under Brunei's labor regulations (Department of Labor, 2009), non-shift workers are limited to 8 hours daily or 44 weekly, while shift workers average no more than 44 hours over three weeks with a cap of 12 hours daily. Although teachers are not shift workers, survey results suggest their combined teaching, non-teaching, and commuting time approaches or exceeds these limits. Exceptions in labor law apply only under extraordinary

conditions, rare in routine school operations. These findings highlight overstretched teacher schedules, insufficient institutional support, and the need to reassign non-teaching duties to administrative staff. Allocating protected time for instructional preparation and recovery is essential to improve work-life balance, well-being, instructional quality, and long-term teacher retention.

**Figure 8**

*Percentage of Teacher Respondents based on their One-way Travel Time to School*



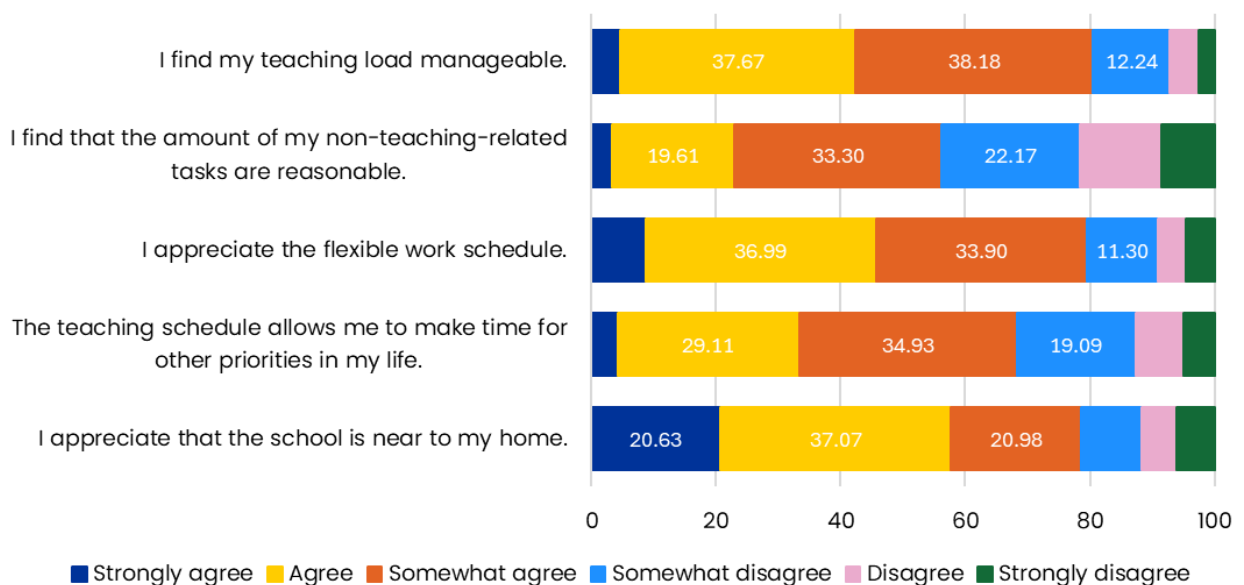
Data indicate that teacher well-being in Brunei is supported unevenly, with both areas of satisfaction and concern. A majority (79.68%) valued living near their school, likely benefiting work-life balance, though 15.66% disagreed, reflecting geographic disparities. Teaching schedules and flexibility received moderate approval: 68.24% felt their schedule allowed time for other life priorities, and 79.54% appreciated some degree of flexibility, though strong agreement was rare, suggesting adequacy but not optimality.

Workload concerns were more pronounced. While 80.47% considered their teaching load manageable, only 4.62% strongly agreed, and 19.51% disagreed to varying degrees. The most significant dissatisfaction concerned nonteaching

tasks, with only 56.16% finding the quantity reasonable and 43.83% expressing disagreement. This reflects a common global issue where administrative duties encroach on instructional time and well-being. Overall, teacher well-being is moderately supported, but workload and work-life balance require targeted intervention.

**Figure 9**

*Percentage of Teacher Respondents According to their Sense of Well-being*

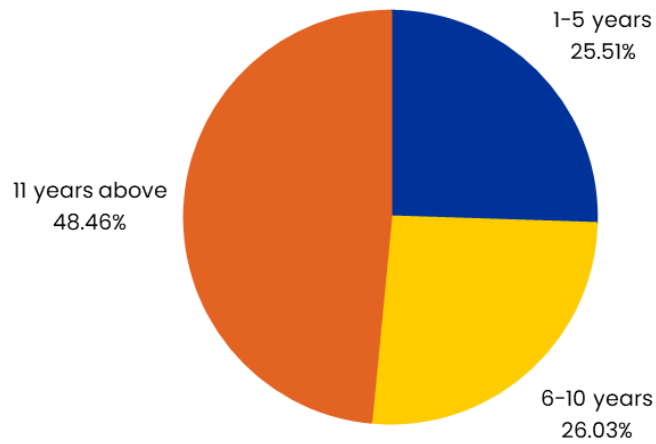


**School Environment.** This factor captures the overall supportiveness and conduciveness of the school setting. A motivating school environment includes strong collegial relationships, supportive leadership, encouragement for innovation, and access to necessary teaching resources and facilities. Such environments foster collaboration, expression, and job satisfaction.

Brunei teachers had an average tenure of 10.93 years in their current school. Nearly half (48.46%) had served 11 years or more, while 25.51% (n = 298) had 1–5 years of service (Figure 10).

**Figure 10**

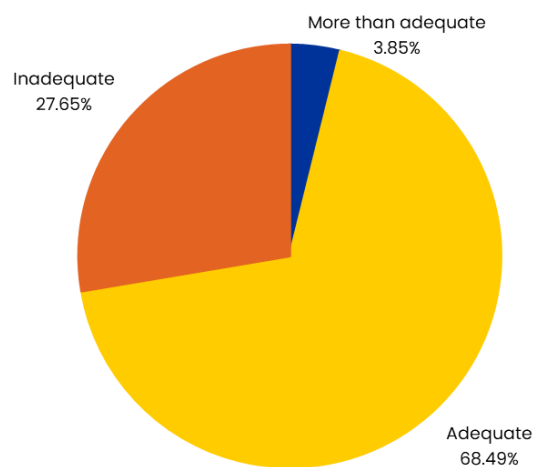
*Percentage of Teacher Respondents According to their Length of Teaching in Current School*



Additionally, most respondents believe that their teaching materials (68.49%) and school facilities (54.20%) are adequate (see Figures 11 and 12).

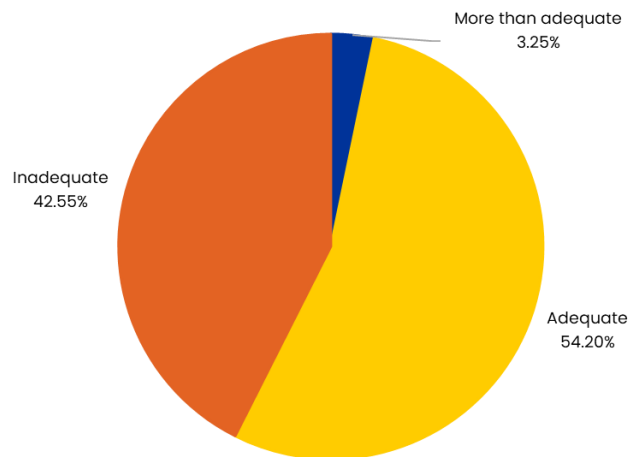
**Figure 11**

*Percentage of Teacher Respondents According to their Perception of Adequacy of Teaching Materials in School*



**Figure 12**

*Percentage of Teacher Respondents According to their Perception of Adequacy of Facilities Available in School*



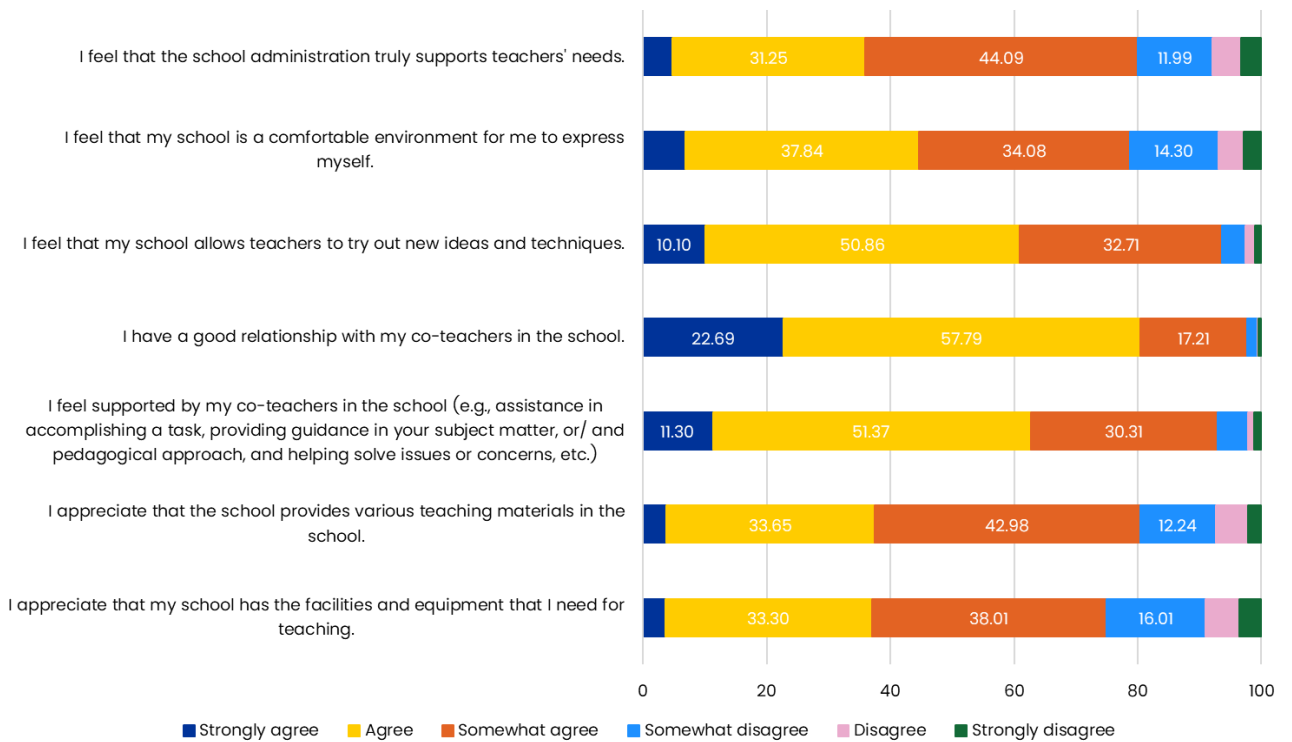
Teacher respondents generally viewed their school environment positively, particularly in peer relationships and professional culture, though gaps in infrastructure and administrative support persist. Peer support emerged as a strong motivator, with 62.67% agreeing or strongly agreeing they feel supported by co-teachers, and 80.48% reporting good relationships, indicators of a collegial atmosphere essential for sustaining motivation and school climate. Openness to pedagogical innovation was also evident: 60.96% felt their schools encourage trying new teaching methods, and 78.77% felt comfortable expressing themselves, though 21.23% reported some discomfort, suggesting incomplete psychological safety.

Infrastructure perceptions were less favorable. Only 3.68% strongly agreed their school has adequate teaching facilities, though 71.32% expressed at least some agreement. Likewise, 80.39% valued available teaching materials, but most (42.98%) only “somewhat agreed,” indicating possible inconsistencies. Regarding

leadership, 80.05% viewed administrative support positively, yet only 4.71% strongly agreed, highlighting the need for greater responsiveness and empowerment.

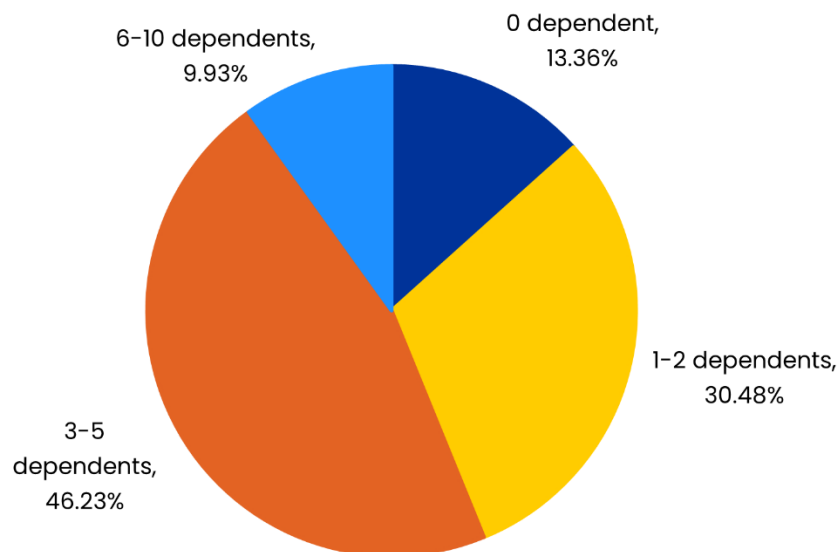
**Figure 13**

*Percentage of Teacher Respondents According to their Perception of School Environment*



**Salary, Incentives and Benefits.** This factor deals with the financial aspects of teaching, including perceived adequacy of salary, job security, and fairness of benefits and incentives. Teachers are more motivated when they feel that their financial compensation reflects their professional efforts and when their income is sufficient to support their personal and family needs.

Brunei teachers reported an average monthly net income of USD 2,503, with 50.60% serving as their family's primary financial providers (Figure 14). Regarding dependents (Figure 15), 13.36% had none, 30.48% had 1–2, and 46.23% had 3–5.

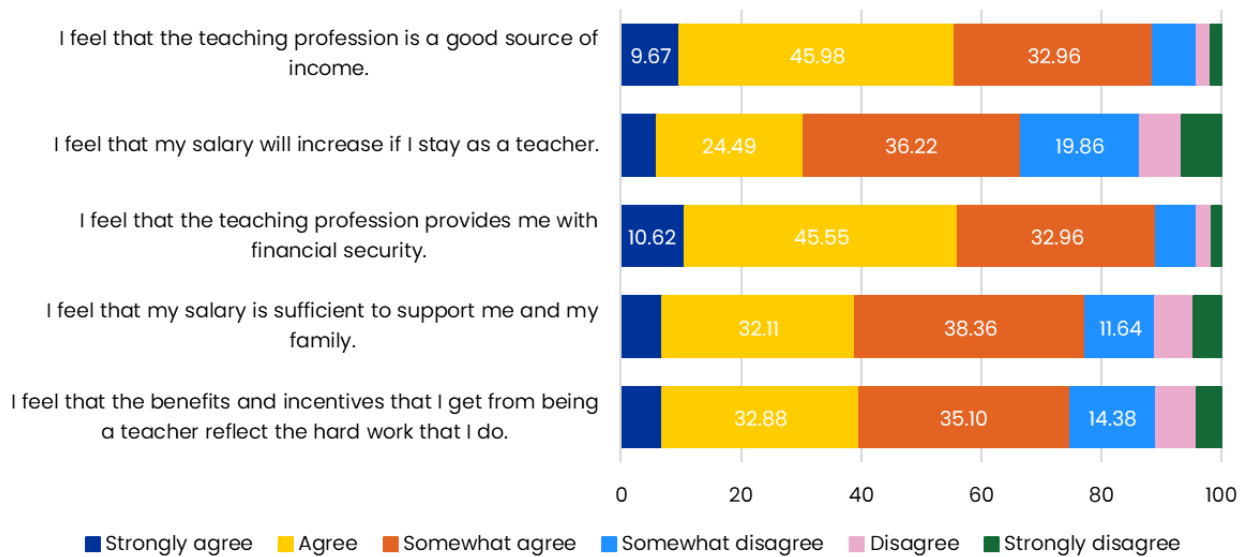
**Figure 14***Percentage of Teacher Respondents as the Main Financial Provider***Figure 15***Percentage of Teacher Respondents According to the Number of their Dependents*

While some dissatisfaction is evident, findings on the financial dimension of teacher motivation suggest reserved optimism. Across five statements, most respondents expressed general agreement with positive views on compensation, though without strong enthusiasm. A total of 70.46% (agreed or somewhat agreed) felt their salary supports themselves and their families, yet only 6.93% strongly agreed and 22.60% disagreed to some extent, indicating incomes may cover basic needs but offer limited surplus, potentially affecting long-term satisfaction and retention.

Similarly, 56.16% believed teaching provides financial security, reflecting stable expectations. However, confidence in salary progression was lower: only 5.91% strongly agreed it would increase with tenure, and 33.39% expressed some disagreement. Regarding benefits and incentives, 74.83% agreed to some extent, but only 6.85% strongly agreed and 25.17% disagreed, suggesting perceived under-recognition. Overall, teachers in Brunei appear financially stable but lack strong satisfaction with compensation, benefits, and career-based financial growth, factors that may affect long-term morale and retention.

**Figure 16**

*Percentage of Teacher Respondents According to their Perception of Salary, Incentives, and Benefits*



**Government Laws and Policies.** This broad factor relates to how national policies influence teacher motivation through areas such as benefits and incentives, salary, working conditions, career progression, professional development and teacher deployment. Well-crafted and properly implemented education policies can significantly enhance teacher morale and career satisfaction by addressing systemic issues in the profession.

In Brunei, most teacher respondents (72.77%) reported receiving annual salary increases, indicating a standardized progression system. Smaller proportions received raises every other year (1.97%), every two years (0.60%), every three years (0.86%), or every five years (0.34%). Additionally, 2.83% stated that increases occur only upon promotion, suggesting performance- or position-based adjustments. Notably, 7.53% had never received a raise, possibly due to recent hiring or systemic delays, while 13.10% selected “Other,” potentially reflecting step

increments, bonuses, or school-specific schemes. Overall, while annual raises are prevalent, a notable minority experience irregular or limited adjustments.

**Figure 17**

*Percentage of Teacher Respondents According to the Frequency of Teacher Salary Increase*

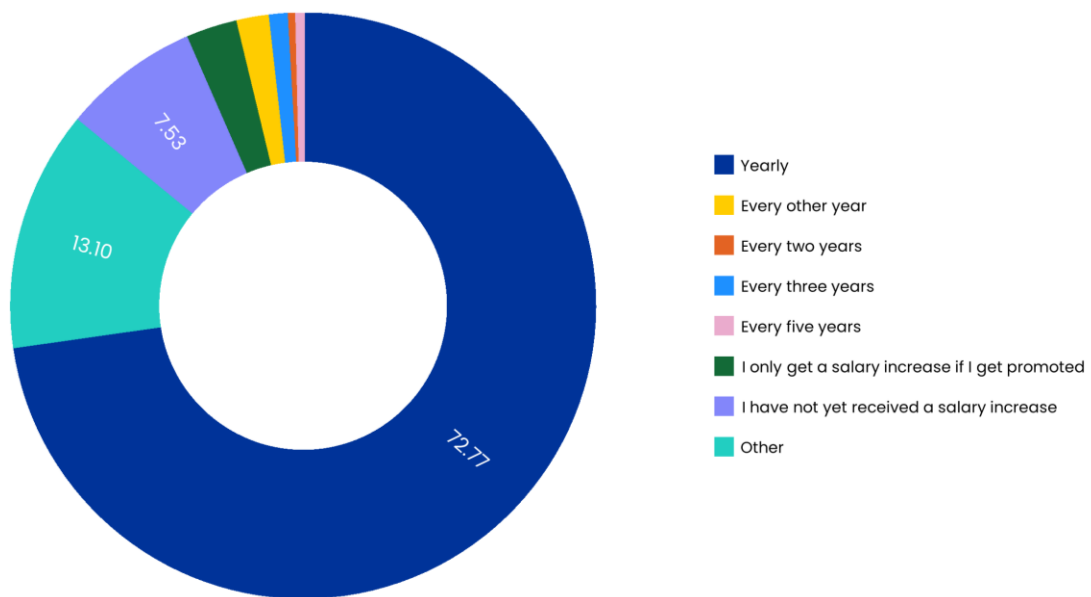
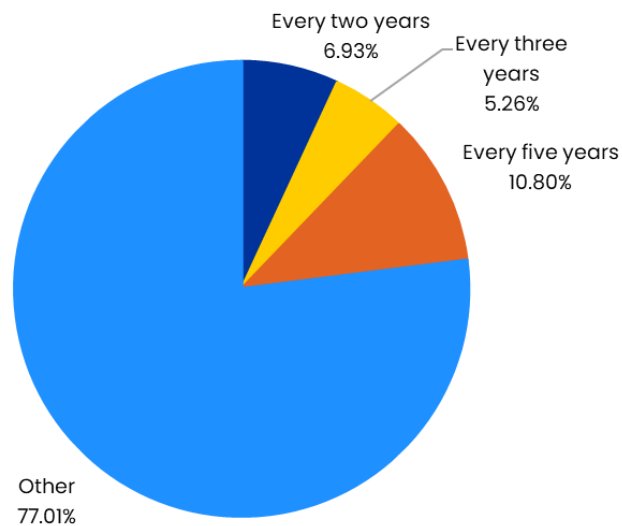


Figure 18 shows that teacher promotions in Brunei are infrequent and inconsistent. Only 6.93% of respondents reported being promoted every two years, 5.26% every three years, and 10.80% every five years, while a dominant 77.01% selected “Other.” This suggests that promotions lack a fixed schedule and are influenced by factors such as merit, vacancy availability, or administrative discretion, reflecting limited opportunities, career stagnation, or unclear advancement pathways. Open-ended responses to “Other” confirmed that promotion timing is often “dependent on admin,” “based on availability,” or occurs “when needed.” Many noted that promotions require proactively applying for vacancies, indicating that advancement is not automatic even for long-serving educators. Promotions are frequently linked to replacement needs, such as retirements or transfers, rather than systematic career progression. Several

respondents reported being promoted only once, very rarely, or “a long time ago,” with some never having been promoted. Others suggested that promotions may hinge on non-merit factors, including school politics, leadership preferences, or health issues (e.g., demotion due to illness). A few also highlighted that increased responsibilities, such as serving as Head of Department, were not always accompanied by changes in official designation or salary, revealing a disconnect between role and formal recognition.

**Figure 18**

*Percentage of Teacher Respondents According to Their Frequency of Promotion*



Teachers’ out-of-pocket spending on professional development varies considerably. While 25.60% reported no personal expenditure, indicating full institutional support or non-participation, 29.02% funded one activity and 17.21% funded two. Smaller proportions covered three (10.96%), four (6.59%), five (6.16%), or six (4.45%) activities. These findings suggest that despite some institutional support, many educators finance their own development, often repeatedly, highlighting potential gaps in funding or access to learning opportunities.

**Figure 19**

*Percentage of Teacher Respondents Who Used Personal Money for Professional Development Activities*

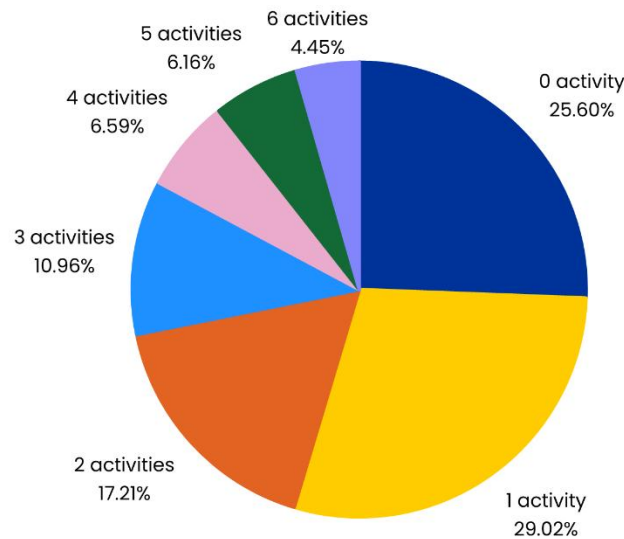
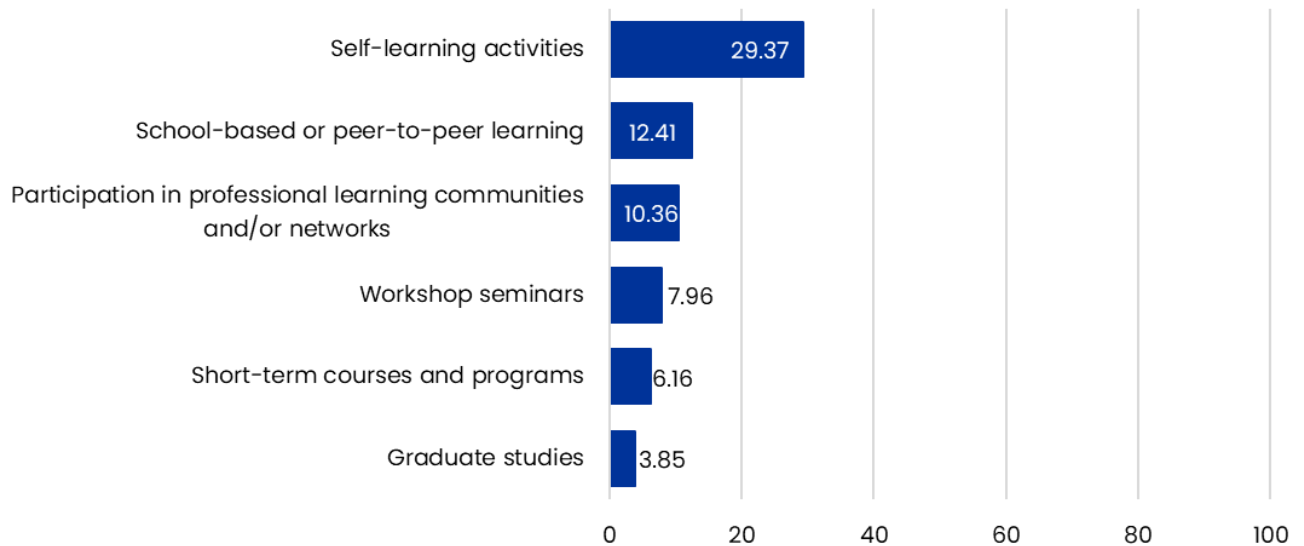


Figure 20 illustrates teachers’ personal financial contributions to professional development, underscoring the role of self-investment in continuous learning. Self-learning activities had the highest incidence, with 343 teachers (29.37%) funding resources such as educational materials, online content, or paid platforms to enhance instructional competence. School-based or peer-to-peer learning followed, with 145 teachers (12.41%) covering costs for collaborative sessions, mentoring, or shared lesson planning. Participation in professional learning communities/networks was reported by 121 teachers (10.36%), reflecting its perceived value despite limited institutional support. Workshops and seminars, often vital for skill updates, were personally funded by 93 teachers (7.96%), while 72 teachers (6.16%) financed short-term courses or certification programs. Graduate studies, requiring significant long-term investment, were partly or wholly self-funded by 129 teachers (3.86%). These patterns highlight teachers’ strong commitment to professional growth, even in the face of financial constraints.

**Figure 20**

*Percentage of Teacher Respondents Who Used Personal Money according to Professional Development Activities*

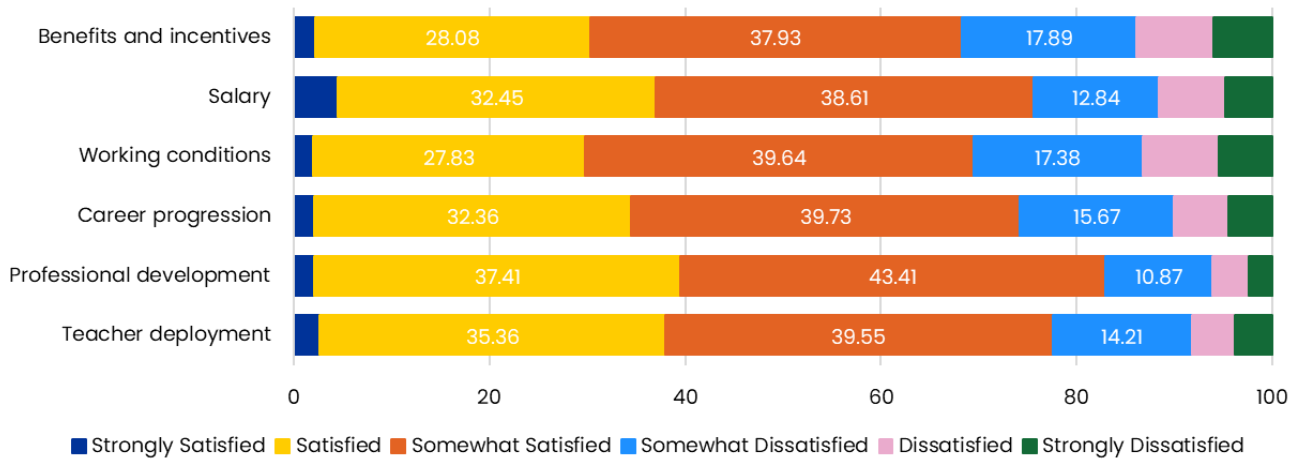


Teacher respondents expressed moderate satisfaction with government policies affecting their profession, with “somewhat satisfied” prevailing across items, indicating functionality but limited transformative impact. For professional development, 43.41% were at least somewhat satisfied, though only 2.14% were strongly satisfied. Similar patterns emerged for teacher deployment and career progression, with over 75% expressing some satisfaction but fewer than 3% strongly satisfied, suggesting adequacy without excellence.

Working conditions and benefits/incentives received the lowest ratings, with only 1.97% strongly satisfied with working conditions and 30.57% dissatisfied to some extent. Benefits and incentives showed similar trends, with 31.76% reporting dissatisfaction. These align with earlier concerns over compensation and support systems. Salary policy satisfaction was comparatively higher, with 75.60% at least somewhat satisfied, yet 24.39% dissatisfied, reflecting stable structures but unmet expectations for improvement.

**Figure 21**

*Percentage of Teacher Respondents According to their Perception of Government Laws and Policies*



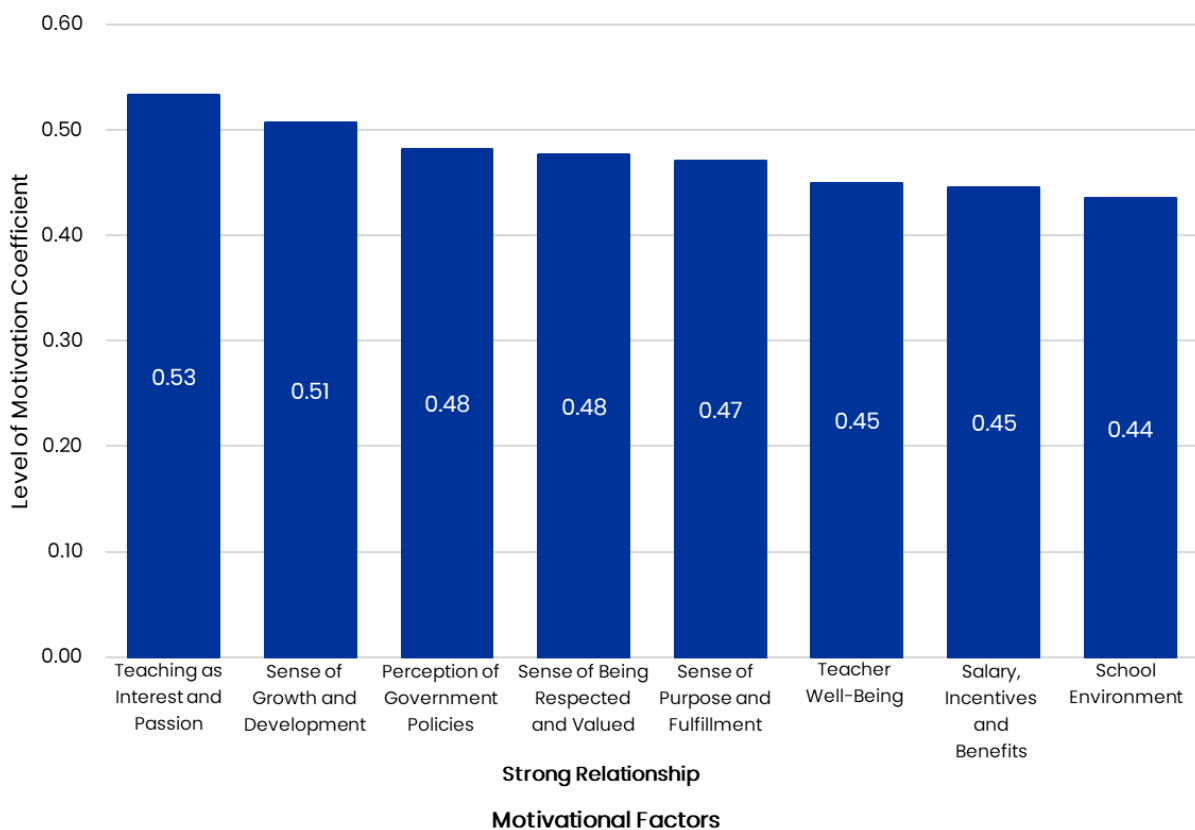
**Summary.** Descriptive results reveal key factors influencing teacher motivation in Brunei Darussalam. The majority reported high (45.72%) or very high (18.58%) motivation to remain in the profession, reflecting an overall positive outlook. Across eight domains, sense of purpose and fulfillment, teaching as passion, growth and development, respect and value, well-being, school environment, salary and benefits, and perceptions of government policies, teachers showed strong agreement with statements reflecting commitment and intrinsic satisfaction. However, concerns emerged regarding remuneration, workload, and recognition. Few agreed that their salary adequately met needs or matched effort, and satisfaction with government policies was mixed, particularly regarding benefits, incentives, and working conditions. Many reported using personal funds for professional development, notably for self-directed learning and collaborative projects, indicating strong commitment but also limited institutional support. These findings highlight both the strengths of teacher motivation and areas requiring targeted government intervention.

## ***Relationship between Factors of Motivation and the Level of Motivation of Teachers***

The results of the Spearman’s rho correlation analysis revealed statistically significant positive associations between all eight motivational factors and the overall level of motivation of teacher respondents in Brunei (see Figure 22 and Table 3 in the Appendix). The strength of these associations falls under a strong relationship, suggesting that higher ratings on these motivational dimensions are consistently associated with higher levels of teacher motivation.

**Figure 22**

*Relationship between Factors of Motivation and Level of Motivation of Teacher Respondents*



The strongest correlation was between Teaching as Interest and Passion and Level of Motivation ( $r = 0.53$ ), indicating that personal dedication substantially enhances teacher motivation. This aligns with Vallerand et al.'s (2003) Dualistic Model of Passion, which stresses harmonious passion for sustained engagement. Feng et al. (2023) found that educators who view their profession as valuable demonstrate higher teaching effectiveness, while Palmer (2017) emphasized teachers as role models who inspire intrinsic motivation by fostering student autonomy and engagement. Sense of Growth and Development ( $r = 0.51$ ) and Perception of Government Policies ( $r = 0.48$ ) also showed strong associations, suggesting that career advancement opportunities and supportive policy perceptions significantly boost motivation. Avalos (2011) and Bandura (1997) linked continuous learning and mastery experiences to increased professional commitment, while Thomas and Velthouse (1990) and Ertürk (2023) highlighted cognitive empowerment from policy support as critical for satisfaction and retention. Other influential variables included Sense of Being Respected and Valued ( $r = 0.48$ ), Sense of Purpose and Fulfillment ( $r = 0.47$ ), and Teacher Well-being ( $r = 0.45$ ), indicating the motivational impact of recognition, meaningful work, and wellness. Herzberg's (1959) theory identifies appreciation as essential for job satisfaction, with Skaalvik and Skaalvik (2007) noting its protective role against burnout. Purpose strengthens resilience (Ashton & Webb, 1986), and Self-Determination Theory (Deci & Ryan, 2000) underscores competence and significance as intrinsic drivers. Well-being also fosters efficacy and classroom performance (Burić & Moè, 2020), while poor workload balance risks burnout (Howard & Johnson, 2004). Although less strongly correlated, Salary, Incentives, and Benefits ( $r = 0.45$ ) and School Environment ( $r = 0.44$ ) remained significant. Remuneration influences retention (Ingersoll, 2001; Vizano et al., 2021), and supportive climates, through collegial and administrative backing, enhance participation and reduce attrition (Collie et al., 2012; Manla, 2021).

## ***Relationships between Other Indicators and Level of Motivation of Teachers***

Spearman's rho correlation analysis was conducted to determine the relationships among the factors affecting teacher motivation in staying in the profession. Additionally, the Mann-Whitney U test and ANOVA were used to assess whether there are significant differences across the factors. For this portion, attention was given to factors that have potential implications for policy recommendations, and findings with only significant results are reported. Table 2 shows the list of indicators examined.

**Table 2**

*Indicators Covered in Inferential Statistical Analysis*

<b>Salary</b>	<b>Working conditions</b>	<b>Professional development</b>	<b>Career progression</b>
<ul style="list-style-type: none"> <li>• Frequency of salary increase</li> </ul>	<ul style="list-style-type: none"> <li>• Length of teaching*</li> <li>• Total grade levels taught*</li> <li>• Hours spent teaching</li> <li>• Having nonteaching-related tasks</li> <li>• Hours spent traveling to school*</li> <li>• Adequacy of teaching and learning resources*</li> <li>• Adequacy of facilities in school*</li> </ul>	<ul style="list-style-type: none"> <li>• Use of personal money for professional development</li> <li>• Highest educational attainment*</li> <li>• Currently taking graduate studies</li> </ul>	<ul style="list-style-type: none"> <li>• History of promotion*</li> <li>• Frequency of promotion*</li> </ul>

\* indicators with significant results

**Indicators Related to Salary.** One indicator, the frequency of salary increases, was examined to determine the relationships between the salary-related indicator and teachers' level of motivation; however, it did not yield significant results.

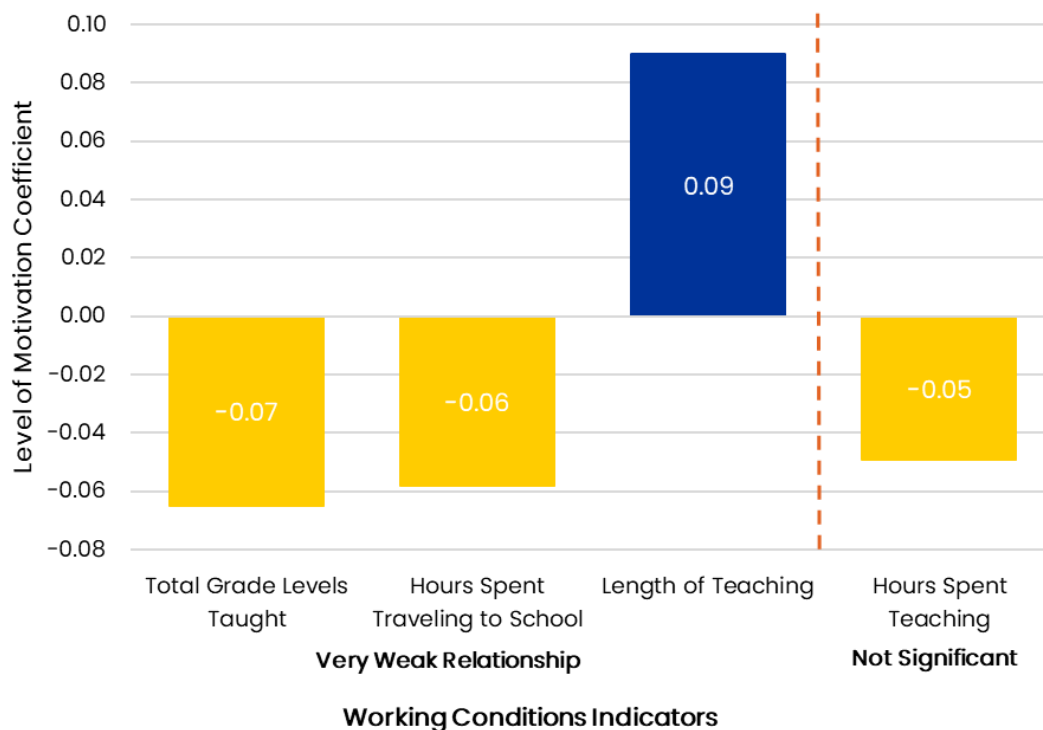
**Indicators Related to Working Conditions.** Seven indicators were examined to determine the relationships between work conditions indicators and teachers' level of motivation; five out of seven indicators yielded significant findings: length of teaching, total grade levels taught, hours spent traveling to school, adequacy of teaching and learning resources, and adequacy of facilities in school (also see Table 4 in the Appendix).

***Relationship between Working Conditions and Level of Motivation of Teachers.*** Analysis of working condition indicators revealed several statistically significant yet weak correlations with teacher motivation. The total number of grade levels taught negatively correlated with motivation ( $\rho = -0.07$ ,  $p = .026$ ), suggesting that teaching across more grade levels slightly reduces drive, likely due to increased planning complexity, cognitive demands, and emotional labor (König et al., 2021). Such workload diversity can heighten stress and burnout (Klusmann et al., 2008). Similarly, commute duration showed a negative correlation ( $\rho = -0.06$ ,  $p = .046$ ), consistent with findings linking longer travel times to greater fatigue, fewer growth opportunities, and lower satisfaction (Barmby et al., 2002; Zhang et al., 2023), with adverse effects on well-being and classroom performance (Zembylas & Papanastasiou, 2006). In contrast, teaching experience positively correlated with motivation ( $\rho = 0.09$ ,  $p = .002$ ), supporting the view that years of service enhance self-efficacy, pedagogical skill, and commitment (Day & Gu, 2009), with veteran teachers benefiting from stability, institutional knowledge, and resilience (Steffy et al., 2000). Weekly teaching hours had no significant link to motivation ( $\rho = -0.05$ ,  $p = .093$ ), implying that workload management, through support, autonomy,

classroom conditions, and subject expertise, may outweigh sheer hours (Ingersoll & Merrill, 2011; Tschannen-Moran & Hoy, 2001). Collectively, despite small effect sizes, these results suggest that limiting grade-level assignments, reducing commute burdens, and valuing teacher expertise could enhance motivation and retention.

**Figure 23**

*Relationship between Working Conditions and Teacher Respondents' Level of Motivation*

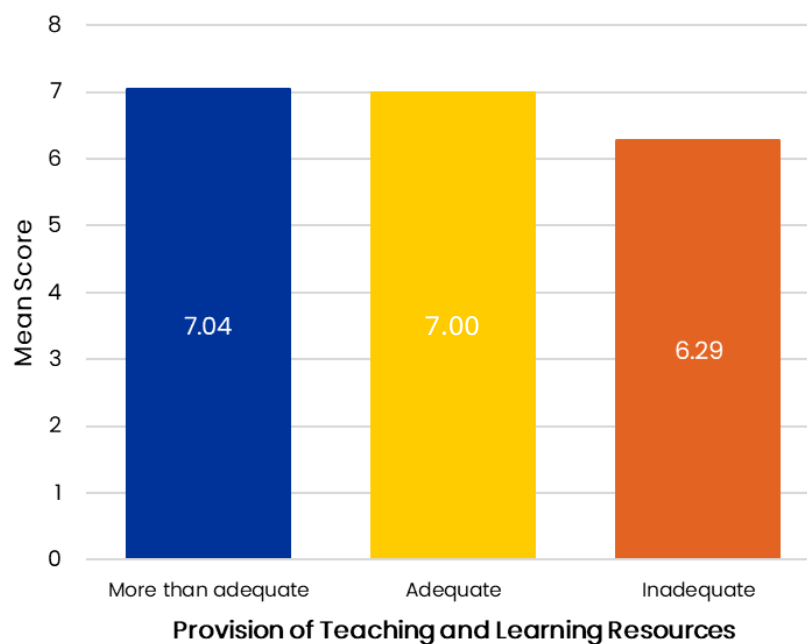


***Differences in Teachers' Motivation based on the Provision of Teaching and Learning Resources.*** A statistically significant difference in motivation emerged across resource provision categories, more than adequate, adequate, and inadequate ( $p < .001$ ) (see Table 5, Appendix), despite a small effect size. Teachers reporting more than adequate resources had the highest motivation ( $M = 7.04$ ,  $SD = 2.236$ ), followed closely by those with adequate resources ( $M = 7.00$ ,  $SD$

= 1.922), while those with inadequate resources showed notably lower motivation (M = 6.29, SD = 2.310).

**Figure 24**

*Differences in Teacher Respondents’ Motivation based on Provision of Teaching and Learning Resources*



Tukey’s post-hoc analysis showed a significant motivation gap between teachers in sufficient and inadequate resource contexts ( $p < .001$ ), with lower motivation in the latter. Differences between more than adequate and adequate ( $p = 0.99$ ) and between more than adequate and inadequate ( $p = 0.053$ ) were not statistically significant, though the latter approached significance. These results indicate that while sufficient or abundant resources support motivation, resource insufficiency clearly undermines it. Adequate instructional materials, equipment, and facilities are essential for motivation and engagement. This aligns with international findings, including TALIS 2018, which links access to resources, textbooks, instructional aids, ICT, and infrastructure, to job satisfaction and

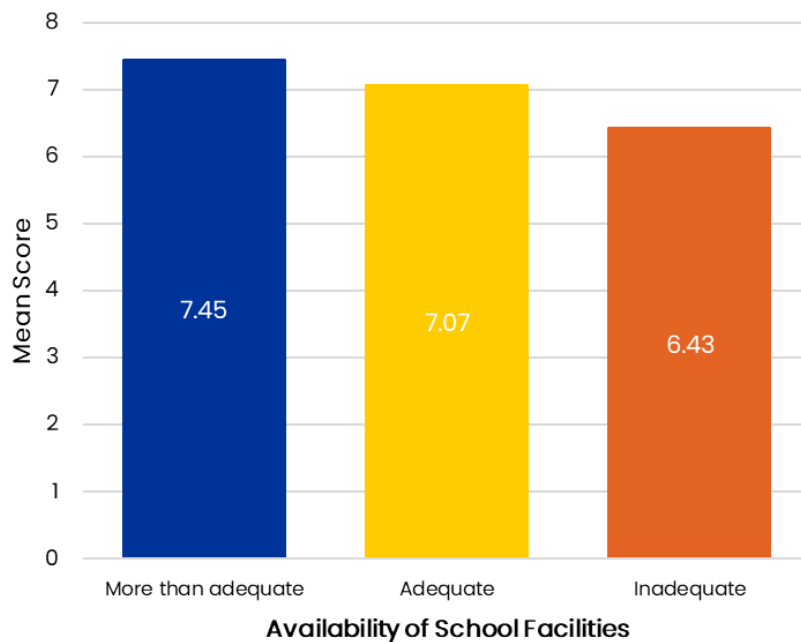
retention (OECD, 2020). Insufficient resources can cause frustration, fatigue, reduced self-efficacy (Liu & Onwuegbuzie, 2012), hinder lesson planning, extend preparation, and force improvisation (Komba & Nkumbi, 2008). Well-resourced settings enhance autonomy, competence, and intrinsic motivation (Deci & Ryan, 2000; Skaalvik & Skaalvik, 2017). Overall, while exceeding sufficiency may not further boost motivation, failing to meet it poses risks to engagement, underscoring the need for minimum national resource standards, particularly in underserved areas.

***Differences in Teachers' Motivation based on Availability of Facilities in School.*** Results showed a statistically significant difference in motivation across respondents rating their school facilities as more than adequate, adequate, or inadequate ( $p < .001$ ) (see Table 6, Appendix). Teachers reporting more than adequate facilities had the highest motivation ( $M = 7.45$ ,  $SD = 1.856$ ), followed by those rating facilities adequate ( $M = 7.07$ ,  $SD = 1.974$ ), and those finding them inadequate ( $M = 6.43$ ,  $SD = 2.148$ ). This suggests that the physical environment and teaching resources critically influence teacher motivation. The partial eta squared ( $\eta^2_p = 0.026$ ) indicates a small yet meaningful effect size, showing facility availability accounts for a modest share of motivation variance.

These findings align with international literature highlighting the school environment's role in motivation. Well-resourced, conducive settings enhance student learning, teacher morale, and professional satisfaction while reducing burnout (Nwoko et al., 2023; Earthman, 2002). Adequate infrastructure fosters support, engagement, instructional quality, and overall well-being (Buckley et al., 2004).

**Figure 25**

*Differences in Teacher Respondents' Motivation based on Availability of Facilities in School*



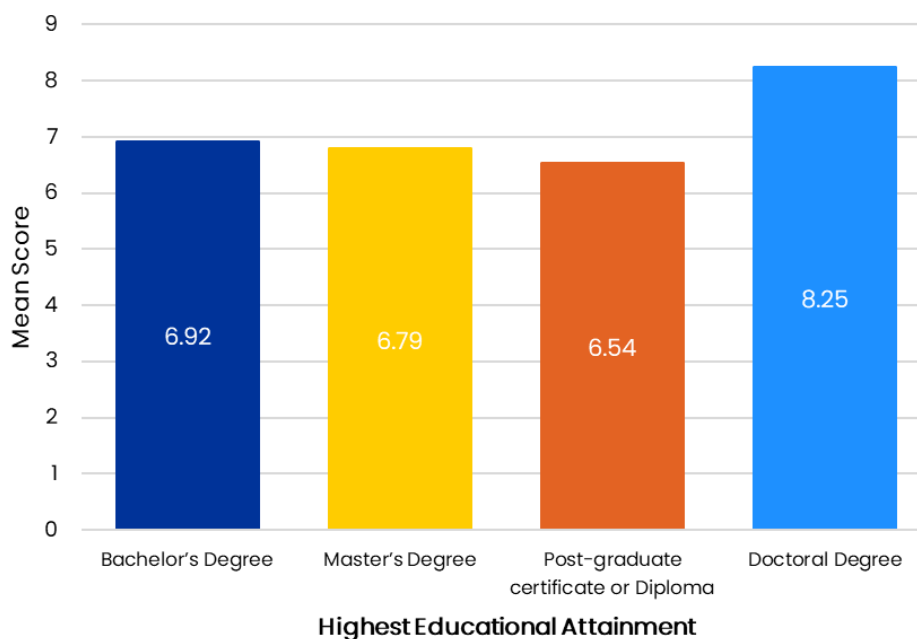
Post-hoc comparisons revealed no significant difference in motivation between teachers in schools with “more than adequate” and “adequate” facilities ( $p = 0.505$ ), indicating that the slight score increase for the former was not meaningful. In contrast, motivation was significantly higher in the “more than adequate” group compared to those with “inadequate” facilities ( $p = 0.009$ ). This highlights that the critical gap lies between schools meeting basic adequacy and those falling below it, with inadequate facilities likely reducing motivation through greater workload, lower instructional efficiency, and perceptions of neglect or inequity (Uline & Tschannen-Moran, 2008). Consistent with OECD (2020) recommendations, ensuring safe, clean, and well-equipped environments is vital for teacher retention, satisfaction, and effectiveness, making infrastructure an enabling condition rather than a background factor.

**Indicators Related to Professional Development.** Three indicators, use of personal money for professional development, highest educational attainment, and currently taking graduate studies, were examined to determine the difference between professional development-related indicators and teacher respondent's level of motivation to stay in the profession; however, only highest education attainment ( $p = 0.019$ ) yielded significant result.

**Differences in Teachers' Motivation based on Highest Education Attainment.** Figure 26 and ANOVA results revealed significant variation in motivation by highest qualification ( $p = 0.019$ ,  $\eta^2p = 0.009$ ), though the effect size was minor (see Table 7, Appendix). Doctoral degree holders had the highest mean motivation ( $M = 8.25$ ,  $SD = 1.488$ ), followed by bachelor's ( $M = 6.92$ ,  $SD = 1.962$ ), master's ( $M = 6.79$ ,  $SD = 2.232$ ), and post-graduate certificate/diploma holders ( $M = 6.54$ ,  $SD = 2.102$ ). While educational attainment correlates with motivation, its impact appears limited.

**Figure 26**

*Differences in Teacher Respondents' Motivation based on Highest Educational Attainment*



Tukey's post hoc test found no statistically significant pairwise differences at the 0.05 level, though mean scores suggested higher motivation among teachers with advanced, particularly PhD-level, qualifications; this result is limited by the small doctoral sample ( $n = 8$ ). This aligns with evidence linking higher academic qualifications to increased intrinsic motivation and stronger professional identity (Day & Gu, 2007), as well as greater personal commitment to professional development (Komba & Nkumbi, 2008). However, in contexts such as Brunei Darussalam, higher degrees do not always yield promotions or salary increases (OECD, 2020), potentially weakening their motivational impact. The literature cautions that over-qualification without role distinction or added responsibilities may lead to frustration or disengagement (OECD, 2009). Thus, while advanced qualifications can enhance competence and professional self-concept, their effect on motivation may be constrained by promotion systems, workload, and compensation structures.

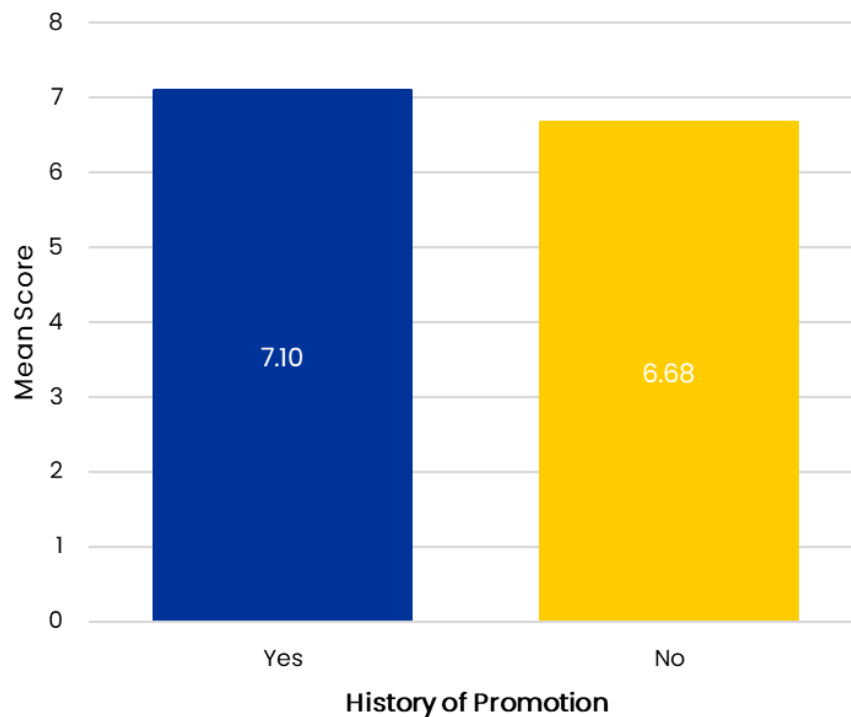
**Indicators Related to Career Progression.** Two indicators, history and frequency of promotion, were examined to determine the difference between career progression-related indicators and teacher respondents' level of motivation to remain in their careers; both indicators yielded significant results.

***Differences in Teachers' Motivation based on History of Promotion.*** Results revealed a statistically significant difference in motivation between promoted and non-promoted teachers ( $p < .001$ ), with the promoted group showing higher mean scores ( $M = 7.10$ ,  $SD = 2.052$ ) than their counterparts ( $M = 6.68$ ,  $SD = 2.070$ ). The effect size was small but meaningful ( $\eta^2 = 0.129$ ; see Table 8, Appendix), suggesting that promotion is positively associated with teacher motivation. Recognition through promotion can enhance accomplishment, professional growth, and workplace satisfaction, whereas lack of advancement may lower morale when opportunities are perceived as limited or inequitable.

Consistent with prior research, promotion and career progression are strong motivators in teaching. Huang et al. (2020) found that perceived opportunities for advancement increase job satisfaction and organizational commitment, while Skaalvik and Skaalvik (2017) reported that career development support boosts engagement and retention. Promotions also reinforce perceptions of fairness and institutional support (Kraft & Papay, 2014). Conversely, absent or opaque promotion pathways can lead to stagnation, frustration, and reduced motivation (DeCarbo, 2024), particularly in systems where advancement is not clearly tied to performance, tenure, or professional development. Such conditions risk feelings of undervaluation and higher turnover intentions. These results highlight the need for transparent, merit-based promotion systems to strengthen motivation, commitment, and workforce stability.

**Figure 27**

*Differences in Teacher Respondents' Motivation based on History of Promotion*

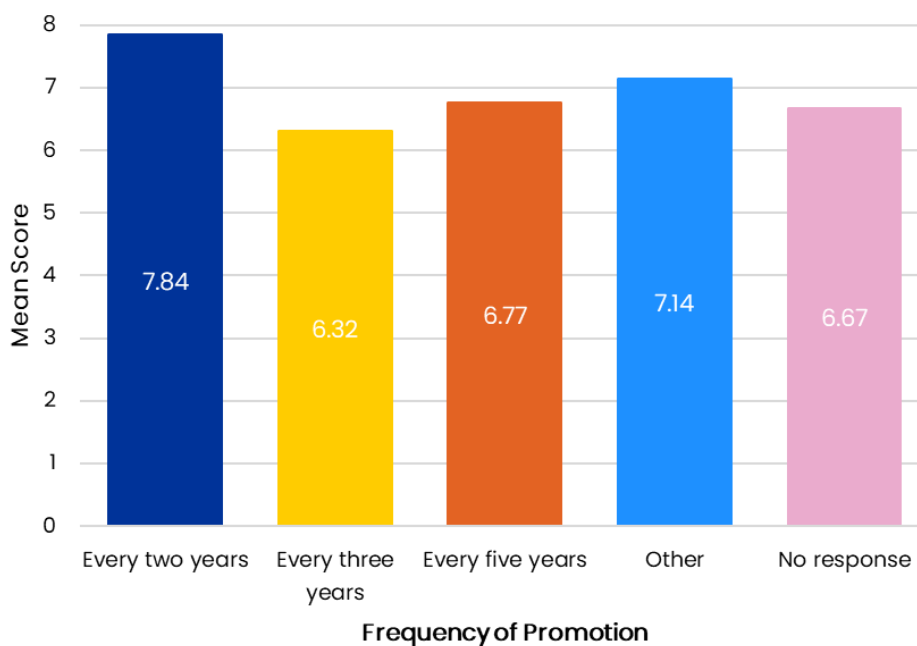


***Differences in Teachers’ Motivation based on Frequency of Promotion.***

Figure 28 shows promotion frequency categories, biennial, triennial, quinquennial, other, and no response. ANOVA results were significant ( $p = .001$ ,  $\eta^2p = 0.015$ ), indicating a minor effect size (see Table 9, Appendix) and a significant correlation between promotion frequency and motivation. Biennially promoted educators reported the highest motivation ( $M = 7.84$ ,  $SD = 1.214$ ), followed by “other” ( $M = 7.14$ ,  $SD = 2.048$ ), quinquennial ( $M = 6.77$ ,  $SD = 1.939$ ), triennial ( $M = 6.32$ ,  $SD = 2.829$ ), and no response ( $M = 6.67$ ,  $SD = 2.069$ ).

**Figure 28**

*Differences in Teacher Respondents’ Motivation based on Frequency of Promotion*



Post-hoc analysis showed a significant difference in motivation between educators promoted biennially and those with no response ( $p = 0.042$ ), as well as between the “other” category and the “no response” group ( $p = 0.010$ ). All other pairwise comparisons were non-significant. Findings suggest that more frequent promotions are associated with higher motivation, likely due to the recognition and

affirmation they provide. Conversely, lower motivation among those with infrequent promotions or missing promotion data may reflect disillusionment or uncertainty about career progression, underscoring the need for transparent, equitable, and attainable promotion pathways to enhance motivation, engagement, and retention.

These results align with literature linking professional recognition and career advancement to teacher retention. Podolsky et al. (2016) found teachers are more likely to remain when they perceive growth opportunities and recognition, while Schleicher (2012) reported that merit- and tenure-based advancement boosts motivation and retention. Conversely, unclear or infrequent promotions can lead to feelings of stagnation, reducing motivation (Ingersoll & Merrill, 2017).

**Summary.** Inferential analysis of Brunei data identified several significant predictors of teacher motivation. Within working conditions, teaching experience emerged as a key determinant, indicating that early- and late-career teachers may have distinct motivational needs. The total number of grade levels taught was also significant, suggesting that multi-grade teaching can either enhance engagement or increase workload complexity, thereby influencing motivation. Longer commuting times were linked to lower motivation, likely due to fatigue. Adequacy of teaching resources and school facilities showed strong associations with motivation, highlighting the role of supportive material environments. In professional development, highest educational attainment was significantly related to motivation, with advanced qualifications associated with greater competence, broader pedagogical perspectives, and stronger self-efficacy. Under career progression, both promotion history and frequency were significant, with regular advancement linked to higher motivation, emphasizing the importance of clear growth pathways. Overall, teacher motivation in Brunei is shaped by structural, personal, and career-related factors, suggesting that improvements in

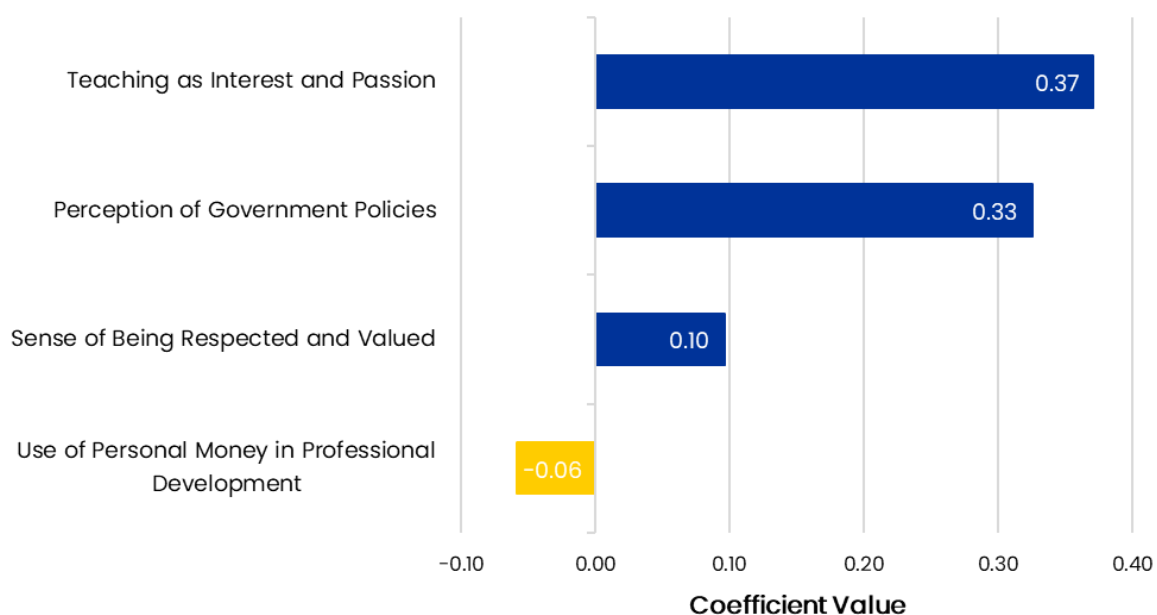
working conditions, sustained professional development, and transparent promotion systems could jointly enhance motivation and retention.

### ***Predictive Model of Teacher Motivation in Staying in the Profession in Brunei***

A multiple hierarchical regression analysis was conducted to identify which factors and indicators significantly predict teachers’ motivation to remain in the teaching profession. The overall model was statistically significant,  $F(7, 1160) = 128$ ,  $p < .001$ , explaining approximately 43.6% of the variance in motivation levels ( $R^2 = 0.436$ ). This indicates a substantial proportion of the variation in teacher motivation can be accounted for by the predictors included in the model (also see Table 10 in the Appendix).

**Figure 29**

*Combination of Factors and Indicators that Predicts Teachers’ Motivation to Stay in the Profession*



Among the motivational factors, Teaching as Interest and Passion emerged as the strongest predictor ( $\beta = 0.37, p < .001$ ), indicating that teachers who view the profession as a passion and vocation are substantially more motivated to remain. This aligns with self-determination theory, which emphasizes intrinsic drive in sustaining professional commitment (Deci & Ryan, 2000), and with research showing that vocational perceptions foster resilience and persistence (Day & Gu, 2009; Klassen & Chiu, 2011). Perception of Government Policies was also a significant predictor ( $\beta = 0.33, p < .001$ ), suggesting that favorable views of educational policies enhance motivation. Supportive and equitable policies regarding salary, deployment, and professional development are linked to improved morale and retention (OECD, 2019; Schleicher, 2016).

Sense of Being Respected and Valued predicted motivation with a smaller effect ( $\beta = 0.10, p = 0.003$ ), indicating that recognition within the school community strengthens dedication, consistent with findings on the role of professional respect in sustaining high-caliber teaching staff (Collie et al., 2012; Sahlberg, 2015). Conversely, frequency of self-funding for professional development was negatively associated with motivation ( $\beta = -0.06, p = 0.008$ ), suggesting that financial burdens may offset the benefits of CPD, despite its recognized importance (OECD, 2019). Insufficient institutional support for CPD has been linked to demotivation and attrition, particularly in low- to middle-income contexts (Avalos, 2011; Darling-Hammond et al., 2017).

Collectively, intrinsic passion, supportive policy environments, and professional recognition are key motivators for teacher retention, while financial barriers to development risk undermining even highly motivated educators. Retention strategies should therefore strengthen institutional support, ensure policy clarity, and reduce personal financial burdens.

### **III. Conclusion**

This study aimed to develop a country-specific framework to examine factors influencing teacher motivation to remain in the profession and to propose policy recommendations for retention in Brunei. Among intrinsic motivators, only “teaching as an expression of personal interest and passion” significantly predicted intent to stay. Key extrinsic predictors included a sense of being respected and valued, and positive perceptions of government policies. These require reinforcement through equitable pay, adequate infrastructure, clear career advancement pathways, and supportive regulations. A well-funded teacher support system is essential for sustaining motivation, retention, and education quality. Data, collected via online survey and analyzed across five domains, remuneration, working conditions, professional advancement, career progression, and perceptions of governmental policy, showed that all motivational factors were closely tied to teachers’ intent to stay. Regression analysis identified teaching passion, policy perception, respect, and personal spending on professional development as strong predictors. School-level factors such as facility and resource adequacy, along with personal attributes including educational attainment, promotion history, and professional investment, also influenced motivation.

In conclusion, findings highlight the interplay of intrinsic values and extrinsic conditions in Brunei’s teacher retention. While passion remains a core driver, its sustainability depends on institutional and systemic support. Prioritizing respect, favorable policy perceptions, and support for professional growth can inform targeted retention strategies. These results contribute to the broader Southeast Asian framework, underscoring the need for context-specific interventions to build a stable, motivated, and high-quality teaching workforce.

Based on these findings, the following policy recommendations are proposed for the Ministry of Education of Brunei Darussalam (MoE):

- **TEACHING AS INTEREST AND PASSION**

Strengthen intrinsic motivation through targeted mentoring, values-based programs, and reflective career development. Although "teaching as a personal interest and passion" emerged as a key intrinsic predictor of teacher motivation in Brunei, the study suggests that passion alone may not withstand external pressures and structural constraints. Many educators entered the profession from a genuine desire to help learners or contribute to society; however, without institutional support, intrinsic motivation may wane. The Ministry of Education (MoE) should embed systematic mentorship and reflective practice into induction and professional development, including modules on teaching purpose, goal alignment, and long-term professional identity. Recognizing teachers' inspirational experiences can help sustain morale, particularly among early-career educators in complex school contexts.

- **SENSE OF BEING RESPECTED AND VALUED**

Enhance professional dignity through recognition, participatory governance, and community engagement. Feeling respected and valued also surfaced as a significant extrinsic predictor. Despite national-level support structures, some educators, particularly in private or smaller schools, perceive their contributions as undervalued. The MoE should institutionalize recognition mechanisms at both school and national levels, acknowledging academic excellence and everyday dedication, and ensure teachers have roles in decision-making bodies such as curriculum review panels. Community-based appreciation initiatives involving parents and students can further enhance public respect. Such measures may

strengthen professional self-worth and commitment, especially where salary or promotion incentives are limited.

- **SALARY**

Reassess salary adjustment mechanisms and improve transparency in salary progression. A majority (72.77%) of educators receive annual wage increments, while 7.53% report no regular raises, 2.83% only upon promotion, and 13.10% are uncertain about the criteria. These figures suggest gaps in clarity or consistency regarding pay progression. While government schools generally follow standardized structures based on tenure and performance, private schools vary considerably in salary and promotion practices. The Ministry of Education (MoE) should standardize progression policies and improve communication, particularly in private institutions, to ensure transparency. Equitable, well-communicated pay systems can strengthen motivation and commitment, especially where promotion opportunities are limited.

- **WORKING CONDITIONS**

Enhance school infrastructure, ensure equitable distribution of resources, and improve support mechanisms to reduce travel-related demotivation. ANOVA results show that perceived sufficiency of school amenities significantly influences teacher motivation to remain in the profession, with those in “more than adequate” facilities reporting higher motivation than those in “inadequate” environments. A similar pattern was observed for perceptions of teaching and learning resource availability. Although commute time showed only a minimal correlation with motivation, prolonged travel, especially in remote areas, may heighten stress and reduce job satisfaction. To address these factors, the Ministry of Education could: (1) invest equitably in educational infrastructure to reduce urban–rural disparities, including classroom, sanitation, and staff housing improvements, provision of

modern teaching equipment, and reliable internet for blended learning; (2) systematically evaluate and replenish instructional resources to prevent material shortages that undermine instruction and morale; and (3) enhance transportation and housing support for teachers in underserved areas, such as travel stipends or nearby accommodation. These strategies align with evidence that workplace conditions, including commute, affect teacher satisfaction and retention.

#### • **CAREER PROGRESSION**

Strengthen alignment between academic advancement, promotion opportunities, and motivational incentives. Findings indicate that educators with a history of advancement exhibit notably higher motivation. ANOVA results show a difference between promotion frequency and motivation, particularly between those promoted “every two years” and those giving “no response.” The highest motivation levels were observed among doctoral degree holders; however, post-hoc tests revealed no significant differences across educational attainment levels. This suggests that academic advancement alone does not determine motivation but likely interacts with career advancement opportunities. The MoE may need to revise promotion criteria to better align educators’ academic achievements with substantial professional benefits, reinforcing the value of continued professional development.

#### • **PERCEPTION OF GOVERNMENT LAWS AND POLICIES**

Evaluate the implementation and communication of teacher-related policies. A comprehensive review of teacher-related policy implementation and dissemination is essential. Study results identified teachers’ perceptions of government laws and regulations as one of the most influential predictors of motivation in the regression model. This underscores the need for teachers to trust the policy environment when deciding their commitment to the profession. Regular

policy dialogues, transparent updates on benefits, deployment, and CPD requirements, alongside institutionalized feedback channels, can strengthen this trust. To enhance teacher confidence, the MoE could: (1) improve policy dissemination through accessible platforms (e.g., centralized websites, dashboards, mobile alerts) providing up-to-date information on salaries, deployment, performance metrics, and CPD, thereby reducing ambiguity; (2) institutionalize policy feedback via biannual surveys, forums, or focus groups to gather educator perspectives and ensure reforms remain grounded; (3) improve inter-agency coordination to align objectives and communication between the MoE, Board of Directors of Technical and Language Arts, and other stakeholders for consistent policy delivery across public and private schools.

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## Appendix

### **Statistical Results of the Study**

**Table 3**

*Relationship between Factors of Motivation and Level of Motivation of Teacher Respondents*

Factors of Motivation	Level of Motivation		Interpretation
	$\rho$	p	
Sense of Purpose and Fulfillment	0.471	< .001	Strong Relationship
Teaching as Interest and Passion	0.533	< .001	
Sense of Growth and Development	0.507	< .001	
Sense of Being Respected and Valued	0.477	< .001	
Teacher Well-being	0.45	< .001	
School Environment	0.435	< .001	
Salary, Incentives and Benefits	0.446	< .001	
Perception of Government Policies	0.482	< .001	

p < .001

The interpretation of Spearman's rho correlation coefficient was adapted from Dancey and Reidy (2004):

- $\rho \geq 0.70$  indicates a very strong relationship
- 0.40 – 0.69 indicates a strong relationship
- 0.30 – 0.39 indicates a moderate relationship
- 0.20 – 0.29 indicates a weak relationship
- 0.01 – 0.19 indicates no or very weak relationship

**Table 4**

*Relationship between Working Conditions and Level of Motivation of Teacher Respondents*

Working Conditions	Level of Motivation		Interpretation
	$\rho$	p	
Total Grade Levels Taught	-0.065	0.026	
Hours Spent Traveling to School	-0.058	0.046	Very Weak Relationship
Length of Teaching	0.09	0.002	
Hours Spent Teaching	-0.049	0.093	Not Significant

$p < .001$

The interpretation of Spearman's rho correlation coefficient was adapted from Dancey and Reidy (2004).

**Table 5**

*Differences in Teacher Respondents' Motivation based on Provision of Teaching and Learning Resources*

Availability of Facilities in School	M	SD	P	Effect Size	Effect size interpretation
More than adequate	7.04	2.24			
Adequate	7	1.92	< .001	0.02	Small
Inadequate	6.29	2.31			

p < .05

Interpretation is based on National University's (2025) interpretation of ANOVA's partial eta-squared:

- $\eta^2p = 0.01$  indicates a small effect
- $\eta^2p = 0.06$  indicates a medium effect
- $\eta^2p = 0.14$  indicates a large effect

Source: <https://resources.nu.edu/statsresources/eta>

**Table 6**

*Differences in Teacher Respondents' Motivation based on Availability of Facilities in School*

Availability of Facilities in School	M	SD	P	Effect Size	Effect size interpretation
More than adequate	7.45	1.86			
Adequate	7.07	1.97	< .001	0.03	Small
Inadequate	6.43	2.15			

$p < .05$

Interpretation is based on National University's (2025) interpretation of ANOVA's partial eta-squared:

- $\eta^2p = 0.01$  indicates a small effect
- $\eta^2p = 0.06$  indicates a medium effect
- $\eta^2p = 0.14$  indicates a large effect

Source: <https://resources.nu.edu/statsresources/eta>

**Table 7**

*Differences in Teacher Respondents' Motivation based on Highest Educational Attainment*

Highest Educational Attainment	M	SD	P	Effect Size	Effect size interpretation
Bachelor's Degree	6.92	1.96			
Master's Degree	6.79	2.23			
Post-graduate certificate or Diploma	6.54	2.10	0.019	0.009	Small
Doctoral Degree	8.25	1.49			

p < .01

Interpretation is based on National University's (2025) interpretation of ANOVA's partial eta-squared.

**Table 8**

*Differences in Teacher Respondents' Motivation based on History of Promotion*

History of Promotion	M	SD	p	Effect Size	Effect Size Interpretation
Yes	7.10	2.05	< .001	0.13	Small
No	6.68	2.07			

p < .01

Interpretation is based on DATATab's (2025) interpretation of Mann-Whitney U test effect size:

- effect size less than 0.3 indicates a small effect
- effect size between 0.3 and 0.5 indicates a medium effect
- effect size greater than 0.5 indicates a large effect

Source: <https://datatab.net/tutorial/mann-whitney-u-test>

**Table 9***Differences in Teachers' Motivation based on Frequency of Promotion*

Frequency of Promotion	M	SD	P	Effect Size	Effect size interpretation
Every two years	7.84	1.21			
Every three years	6.32	2.83			
Every five years	6.77	1.94	0.001	0.015	Small
Other	7.14	2.05			
No response	6.67	2.07			

p < .01

Interpretation is based on National University's (2025) interpretation of ANOVA's partial eta-squared.

**Table 10**

*Regression Estimates of Factors Affecting the Teacher Respondents' Level of Motivation in Brunei*

Predictor	p	$\beta$
Teaching as Interest and Passion	< .001	0.371
Sense of Being Respected and Valued	0.003	0.096
Perception of Government Policies	< .001	0.325
Highest Educational Attainment:		
Master's Degree vs. Bachelor's Degree	0.223	0.065
Doctoral Degree vs. Bachelor's Degree	0.144	-0.082
Post-graduate Certificate vs. Bachelor's Degree	0.07	0.489
Total no. of use of personal money in PD (Yes)	0.008	-0.059
<b>R<sup>2</sup> = 0.436</b>		



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*Majah-Leah V. Ravago, PhD*  
**Centre Director**

**Editorial Coordinators**  
*Atty. Christopher Lawrence S. Arnuco*  
*Jelico Angelo V. Arriessgado*

**Design and Layout**  
*Mary Margarete M. Crisostomo*