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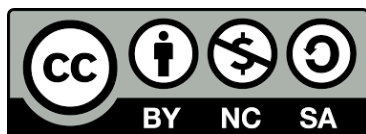
Teacher Motivation for Staying in the Profession: Insights from Indonesia

Hiyas S. Clamor-Torneo, Lee Thunder T. Bernasor,
Sherlyne A. Almonte-Acosta, PhD, Katherine P. Torralba, and
Erlene G. Umali

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Abstract

The teacher shortage in Indonesia highlights the importance of sustaining motivation within the country's education workforce. Using quantitative methods, the study examined the factors that influence teachers' motivation to stay in the profession. The findings showed that the majority of Indonesian respondents are highly motivated to keep teaching. This is reflected in their favorable perceptions of the core and contributing motivational factors investigated in the research. Inferential statistics also revealed that the length of teaching, instructional hours, use of personal money for professional development, total grade levels taught, and hours spent traveling have associations with motivation levels. Test of difference in means showed statistically significant differences in the means according to frequency of salary increase, provision of teaching and learning resources, availability of school facilities, highest educational attainment, history of promotion, and frequency of promotion. Using hierarchical regression analysis, the study constructed a model to predict teacher motivation to remain in their profession, integrating both motivational factors, demographic characteristics and work-related variables. Several policy suggestions to address the findings were also offered.

I. Introduction

There were 2,869,186 teachers in Indonesia in 2023. Sixty-nine percent (69%) of them are female, while 31% are male. A large majority, 70%, work in public schools, while 30% are in private schools. Only 3% of the teachers serve in the so-called 3T (tertinggal, terdepan, terluar) areas, or regions that are “disadvantaged, frontier and outermost.”

Teaching is regarded as a noble profession in the country. They are often considered unsung heroes and hold high societal status (SEAMEO INNOTECH, 2023). A couple of references also portray teachers as having positive characteristics. In Dwijosumarto’s (2000) research, teachers are perceived as individuals with extensive knowledge, possessing above-average intellect, exhibiting leadership qualities, and having good personalities. Similarly, Seftyaningsi (2021) shared that “teachers are wise individuals, figures who can educate, teach, and even guide students towards a better path. In fact, teachers are often considered substitutes for parents in school” (para. 1).

In 2023, Director General of Teachers and Education Personnel Professor Dr. Nunuk Suryani warned that Indonesia is facing a shortage of 1.3 million teachers in 2024. This is due to 70,000 retiring teachers on average per year (ANTARA, 2023). The Director General also observed that the profession is currently not as attractive to today's generation. In addition, non-permanent teachers continue to serve in schools (Tanoto Foundation, 2023).

The country took measures to address the challenge by continuously hiring teachers through special recruitment programs, aiming to recruit civil servant teachers under a governmental employment agreement. A Teacher Talent Pool, where honorary or contract teachers who meet the qualifications and competencies to become permanent teachers, has also been established. The

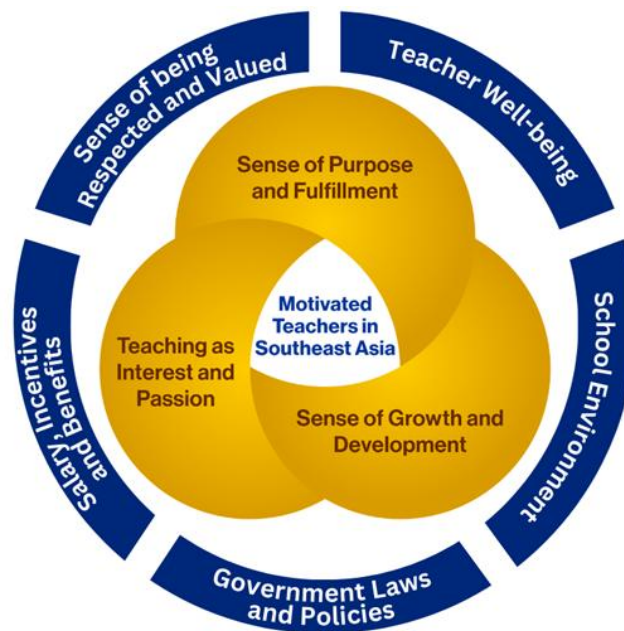
Ministry of Primary and Secondary Education (MoPSE) is also coordinating with the regional governments to prepare future teachers.

The shortage of teachers in Indonesia emphasizes the need to keep its education workforce motivated. Several authors have defined teacher motivation. Han and Yin (2016) describe it as “reasons that emanate from individuals’ intrinsic values to choose to teach and sustain teaching... influenced by a number of contextual factors” (p.3). Moreover, Richardson (2014, as cited in Mangaleswarasharma, 2017) characterizes it as “internal and external factors that stimulate desire or energy in teaching to be continuously interested and committed to make their best effort to support students’ learning goals” (p.2). These definitions highlight a mix of internal and external factors contributing to teachers’ dedication to their profession.

Teacher motivation, within the context of this study, is defined as the factors that influence teachers to stay in the profession. As reflected in the *Southeast Asian Framework on Teacher Motivation in Staying in the Profession*, Umali et al. (2024) identified core and contributing factors that influence teachers to remain in their careers. Core factors are key drivers that help teachers to keep on teaching, which include a ‘sense of purpose and fulfillment’, ‘interest and passion for teaching’, and a ‘sense of growth and development’. On the other hand, contributing factors are those that support or enhance the core factors. This comprises ‘sense of being valued and respected’, ‘teacher well-being’, ‘school environment’, ‘salary, incentives and benefits’ and ‘government laws and policies’. Figure 1 illustrates the regional framework for teacher motivation to stay in the profession.

Figure 1

Southeast Asian Framework on Teacher Motivation in Staying in the Profession



Researchers in Indonesia investigated the concept of teacher motivation in their country. Muflihan et al. (2024) examined the relationship between motivation and teacher performance through a meta-analysis study. Calculating an average effect size of 0.811, they found that motivation is strongly associated with teacher performance. Alifia et al. (2022), on the other hand, conducted a two-year longitudinal study using the narrative approach of novice teachers in the country. They discovered that novice teachers, even those who chose the teaching career as their last resort, were committed to the profession. Some hope to change their status from honorary teachers to civil servants, which provides more financial compensation and job security, while others aim for higher positions. They acknowledge that, despite the challenges it brings, being a teacher has become part of their passion and way of life.

Recognizing the crucial role of teachers in society, the Regional Centre for Educational Innovation and Technology (INNOTECH) of the Southeast Asian Ministers of Education Organization (SEAMEO), in partnership with the Regional Centre for Quality Improvement of Teachers and Education Personnel (QITEP) in Language (SEAQIL), collaborated on the Regional Teacher Motivation Study. The study aims to: 1) determine the relationship among the different factors that motivate teachers to stay in the teaching profession; 2) develop a per-country framework for the motivations of teachers in Southeast Asia to stay in the profession; and 3) provide policy recommendations.

Quantitative methods were employed. A survey questionnaire was developed based on the Southeast Asian Framework on Teacher Motivation in Staying in the Profession (Umali et al., 2024) and other scholarly sources. Content experts and country representatives also validated the instrument. It was translated into local languages when necessary. Data collection was conducted using a convenience sampling method via SurveyMonkey. A total of 8,064 valid responses were gathered from teacher respondents in Indonesia. Table 1 presents a summary of their profile. Descriptive and inferential statistics were used for data analysis. Hierarchical regression analysis was employed to develop the predictive model for the country.

Table 1
Profile of Survey Respondents in Indonesia

	Count	Percent
Age in years		
18-24	179	2.2
25-34	2207	27.4
35-44	3159	39.2
45-54	1635	20.3
55-64	881	10.9
65-74	2	0
75 and older	1	0
Gender		
Male	2109	26.2
Female	5955	73.8
Marital status		
Single	921	11.4
Married	6717	83.3
Divorced/ Annulled/ Separated	144	1.8
Widowed	238	3
Prefer not to say	44	0.5
Highest educational attainment		
Upper Secondary School	169	2.1
Level 1 Diploma	27	0.3
Level 2 Diploma	135	1.7
Level 3 Diploma	33	0.4
Level 4 Diploma	28	0.3
Bachelor's Degree	7121	88.3
Master's Degree	536	6.6
Doctoral Degree	15	0.2
Type of school		
Public	7482	92.8
Private	582	7.2
School location		
Urban	2472	30.7
Rural	5592	69.3
Length of teaching		
Early Career (1 to 5 years)	1306	16.2
Mid-Career (6 to 10 years)	1381	17.1
Experienced (11 years and Up)	5377	66.7
Total	8064	100

II. Results and Discussion

The following sections present the key highlights of the findings for Indonesia. It begins by presenting the teacher respondents' motivation levels. Next, their views on the core and contributing motivational factors are shared. The relationships between motivation levels and various indicators are examined as well. The final section discusses the predictive model for teacher motivation in staying in the profession.

In this study, the term "factors" refers to both core and contributing motivational factors identified in the regional framework (see Figure 1). Meanwhile, the term indicators encompasses context-specific variables that may be affected by policy—such as opportunities for professional growth, work environment, career advancement, and salary. These indicators also pertain to demographic variables, such as educational background, school location, and the grade level currently taught, among others.

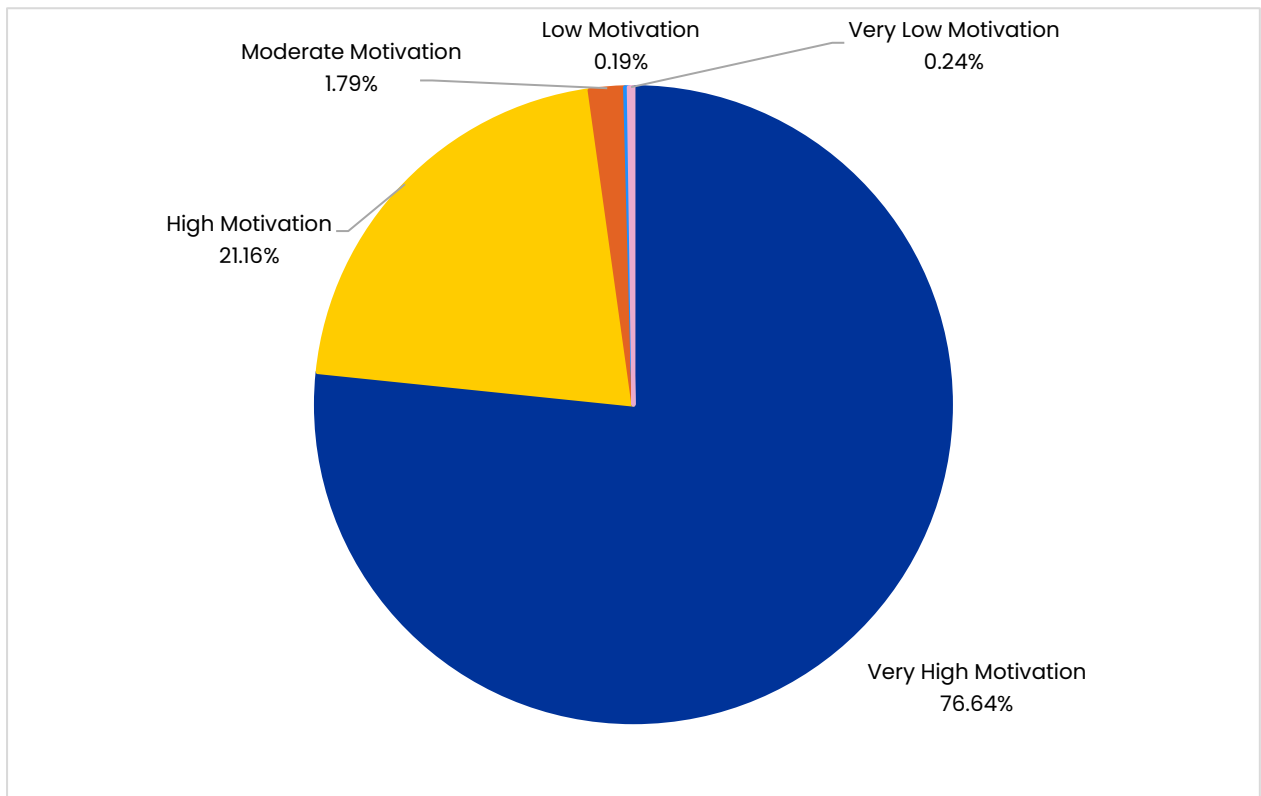
Level of Motivation of Teachers to Remain in the Profession

Indonesian teacher respondents were asked to rate their motivation to stay in the profession. Based on a rating from 1 to 10, with 1 being the lowest and 10 being the highest, a large majority, at 76.64%, have very high levels of motivation (rated as 9-10) to continue their teaching careers. This is followed by 21.16% of the teacher respondents, who indicated having high levels of motivation (rated as 7-8). Only a small percentage of teachers mentioned having moderate (1.79%, rated as 5-6), low (0.19%, rated as 3-4), and very low (0.24%, rated as 1-2) levels of motivation to remain in the profession (see Figure 2). The mean score for Indonesia is 9.18, indicating a very high level of motivation overall for the country, based on the

research team’s identified range for a 10-point Likert scale (see Table 3 in the Appendix).

Figure 2

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



The results suggest that a significant number of Indonesian teacher respondents are committed to remaining in the education field, as reflected in their strong motivation to persist in their teaching careers.

Factors Relevant to Teacher Motivation in Staying in the Profession

The study also investigated core and contributing factors relevant to teacher motivation in staying in the profession. Using a six-point scale from 1 to 6, where 1 pertains to "strongly disagree" and 6 to "strongly agree", teacher respondents were asked to indicate their agreement levels with statements related to the core and contributing motivational factors.

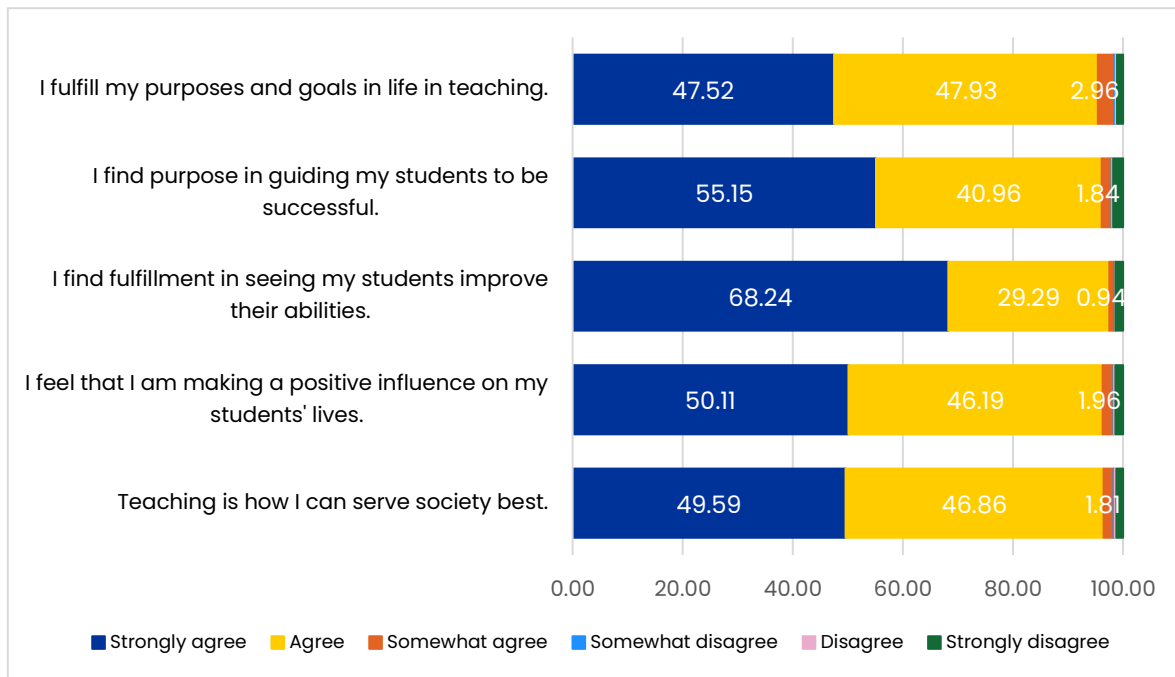
Core Factors of Teacher Motivation. The following section presents respondents' agreement levels with statements connected to the following core motivational factors: 'sense of purpose and fulfillment', 'teaching as interest and passion', and 'sense of growth and development'. Contextual data are also discussed when available.

Sense of Purpose and Fulfillment. The first core motivation factor, 'sense of purpose and fulfillment,' pertains to teachers' perception of their impact on their students and societal and national development.

On average, a considerable portion of teacher respondents resonate with the factor 'sense of purpose and fulfillment' through their agreement (strongly agree, agree and somewhat agree) with the following statements: "I fulfill my purposes and goals in life in teaching" (98.41%), "I find purpose in guiding my students to be successful" (97.94%), "I find fulfillment in seeing my students improve their abilities" (98.47%), and "I feel that I am making a positive influence on my students' lives" (98.26%) and "Teaching is how I can serve society best" (98.26%). Figure 3 presents teacher respondents' agreement levels with statements relevant to the factor 'sense of purpose and fulfillment'. Overall, the mean score for this factor is 5.46 (rated as 'strongly agree'), using the 6-point Likert scale interpretation (see Table 4 in the Appendix).

Figure 3

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



These findings align with Saleh et al.'s work (2024), which highlighted that teachers' desire to help their students contribute to their internal motivation. Similarly, in Suyatno et al.'s study (2021), respondents believe that teachers serve as torches for the community, passing on their knowledge to guide their students in uncovering and pursuing the right direction in life.

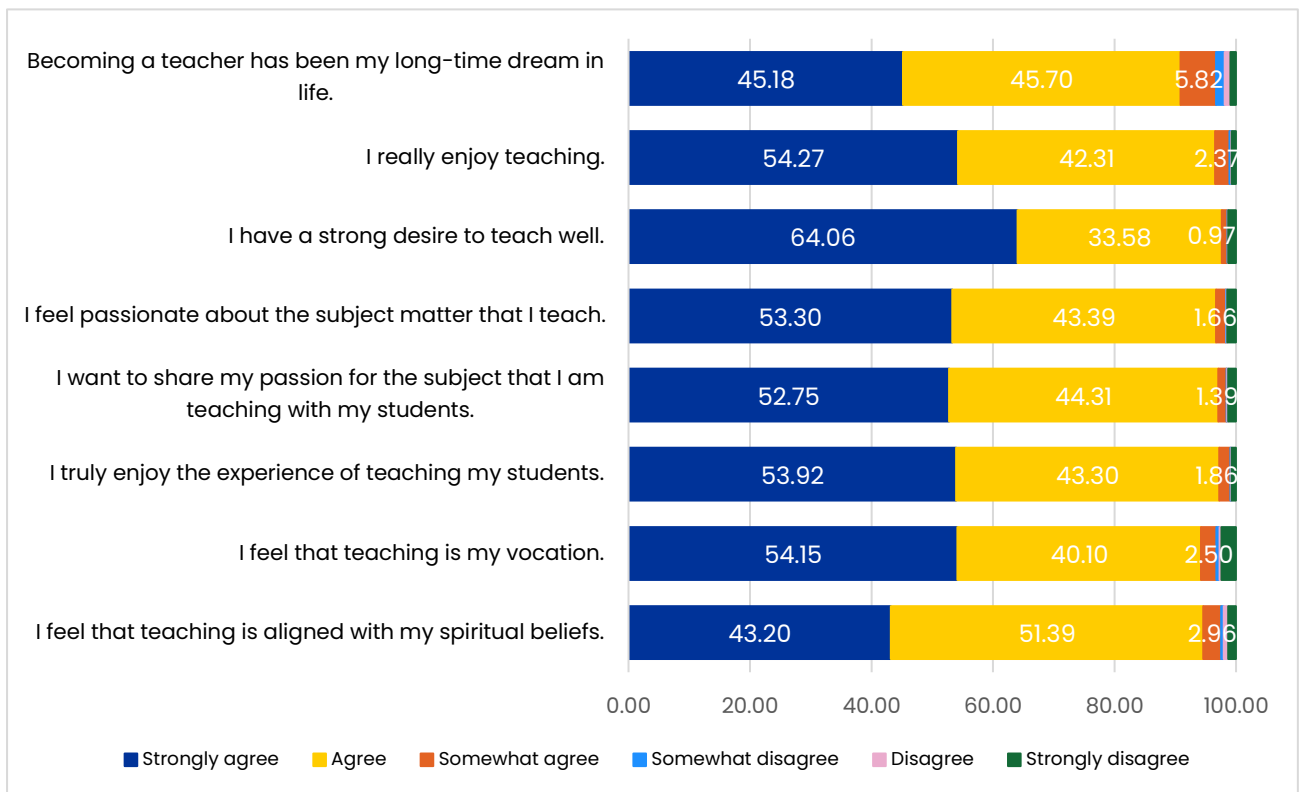
Teaching as Interest and Passion. 'Teaching as interest and passion' deals with teaching as aspiration from childhood, love for teaching, the subject matter and children, and alignment of the work with one's belief system.

A vast majority of Indonesian teacher respondents, at more than 98%, perceive teaching to be aligned with their interest and passion. This is reflected in their agreement (strongly agree, agree and somewhat agree) with the following statements: "Becoming a teacher has been my long-time dream in life" (96.69%),

“I really enjoy teaching” (98.95%), “I have a strong desire to teach well” (98.61%), “I feel passionate about the subject matter that I teach.” (98.35%), “I want to share my passion for the subject that I am teaching with my students” (98.45%), “I truly enjoy the experience of teaching my students.” (99.08%), “I feel that teaching is my vocation.” (96.76%) and “I feel that teaching is aligned with my spiritual beliefs” (97.56%). Figure 4 shows respondents’ agreement level with statements related to ‘teaching as interest and passion’. The mean score for this factor is 5.44 (rated as ‘strongly agree’).

Figure 4

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

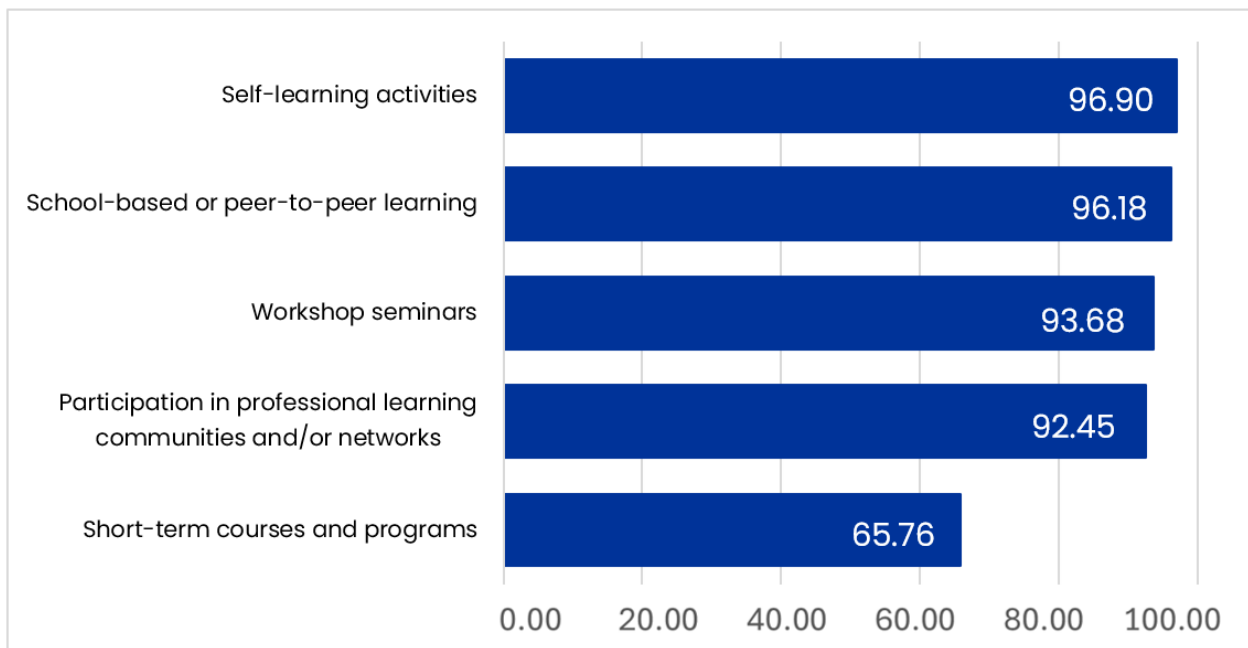


Sense of Growth and Development. The last core motivational factor, 'sense of growth and development', deals with teachers' desire to be better at their work, including having opportunities for professional development and being able to face challenges brought by the profession.

Figure 5 illustrates the percentage of Indonesian respondents participating in teacher professional development activities. More than 90% of them engage in self-learning activities, school-based or peer-to-peer learning, workshop seminars, and participation in professional learning communities and/or networks. Only 65.76% are enrolled in short-term courses and programs, suggesting possible access challenges. Additionally, most teacher respondents are not currently enrolled in graduate studies, with only 4.18% pursuing further studies. Among those studying, only 21.66% received scholarships.

Figure 5

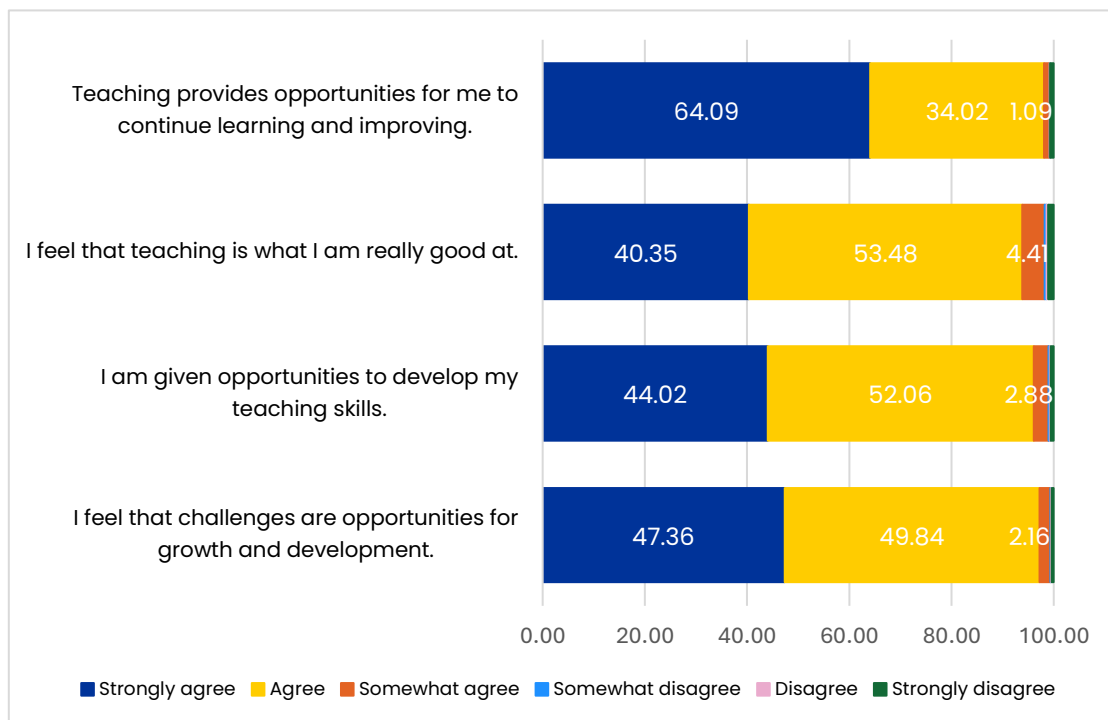
Percentage of Teacher Respondents Engaging in Professional Development



In addition, on average, more than 98% of teacher respondents feel a 'sense of growth and development' through their agreement (strongly agree, agree and somewhat agree) with the following statements: "Teaching provides opportunities for me to continue learning and improving." (99.19%), "I feel that teaching is what I am really good at." (98.25%), "I am given opportunities to develop my teaching skills." (98.96%), and "I feel that challenges are opportunities for growth and development." (99.35%). Figure 6 depicts respondents' agreement level with statements related to 'sense of growth and development'. The mean score for this factor is 5.43 (rated as 'strongly agree').

Figure 6

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



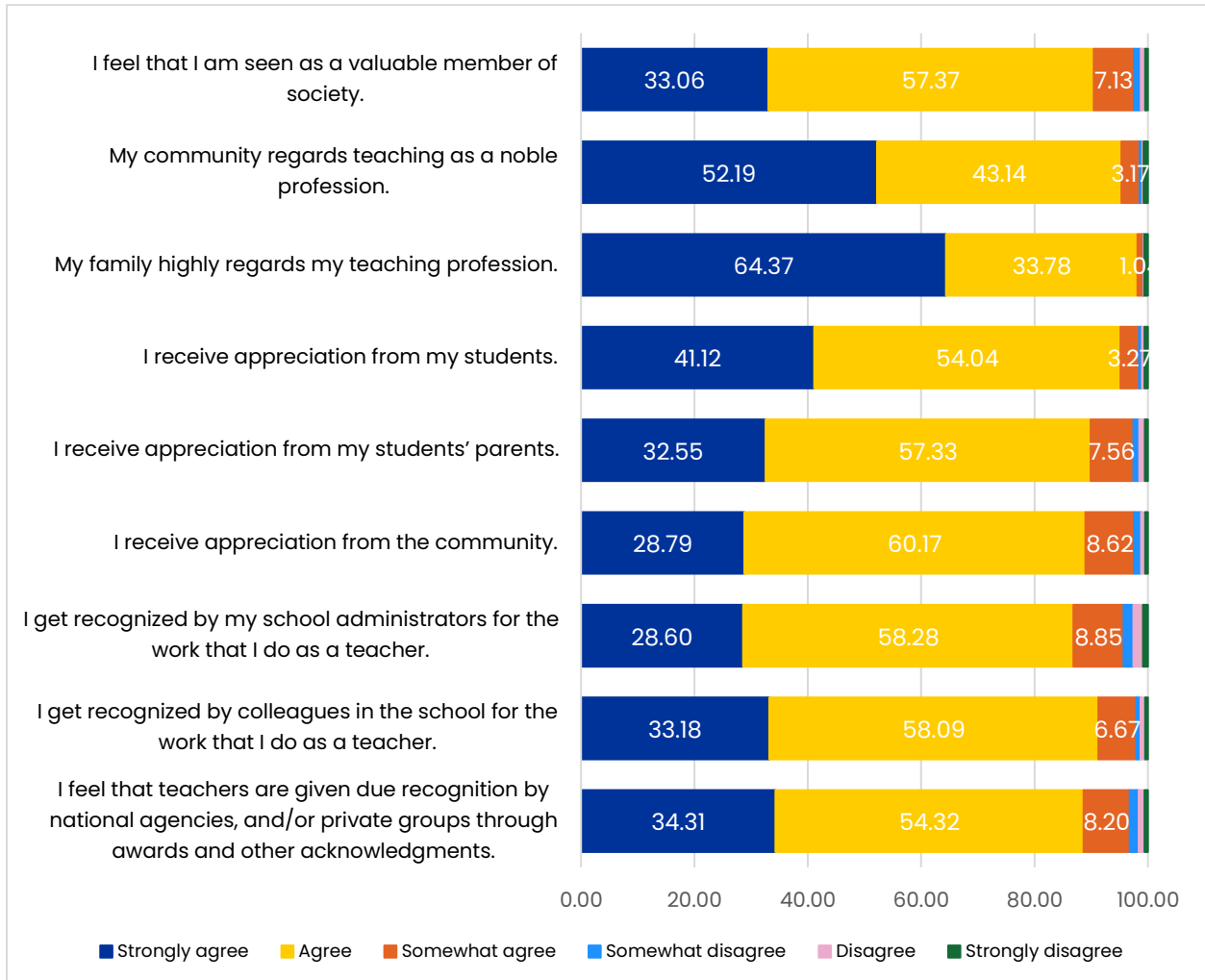
Contributing Factors of Teacher Motivation. The succeeding sections present teacher respondents' agreement levels with statements related to the five contributing factors of teacher motivation to stay in the profession, namely, 'sense of being respected and valued', 'teacher well-being', 'school environment', 'salary, incentives and benefits' and 'government laws and policies'.

Sense of Being Respected and Valued. The first contributing factor, 'sense of being respected and valued', revolves around how teachers are perceived as knowledgeable members of society and the perception of their profession being valuable. The factor is also aligned with receiving appreciation from family, students, and their parents, as well as awards and recognition from peers, supervisors, and national agencies and relevant bodies.

On average, more than 97% of teacher respondents feel they are being respected and valued as teachers. This sentiment is reflected in their agreement (strongly agree, agree and somewhat agree) with the following statements: "I feel that I am seen as a valuable member of society" (97.56%), "My community regards teaching as a noble profession." (98.51%), "My family highly regards my teaching profession" (99.19%), "I receive appreciation from my students" (98.44%), "I receive appreciation from my students' parents" (97.44%), "I receive appreciation from the community" (97.58%), "I get recognized by my school administrators for the work that I do as a teacher" (95.73%), "I get recognized by colleagues in the school for the work that I do as a teacher" (97.94%), and "I feel that teachers are given due recognition by national agencies, and/or private groups through awards and other acknowledgments" (96.82%). Figure 7 shows respondents' agreement level with statements related to the 'sense of being respected and valued.' The mean score for the factor is 5.26 (rated as 'strongly agree').

Figure 7

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



Teacher Well-being. The concept of teacher well-being often encompasses a wide range of aspects. Within the context of this study, it only pertains to work-life balance, having a flexible schedule and home-school proximity.

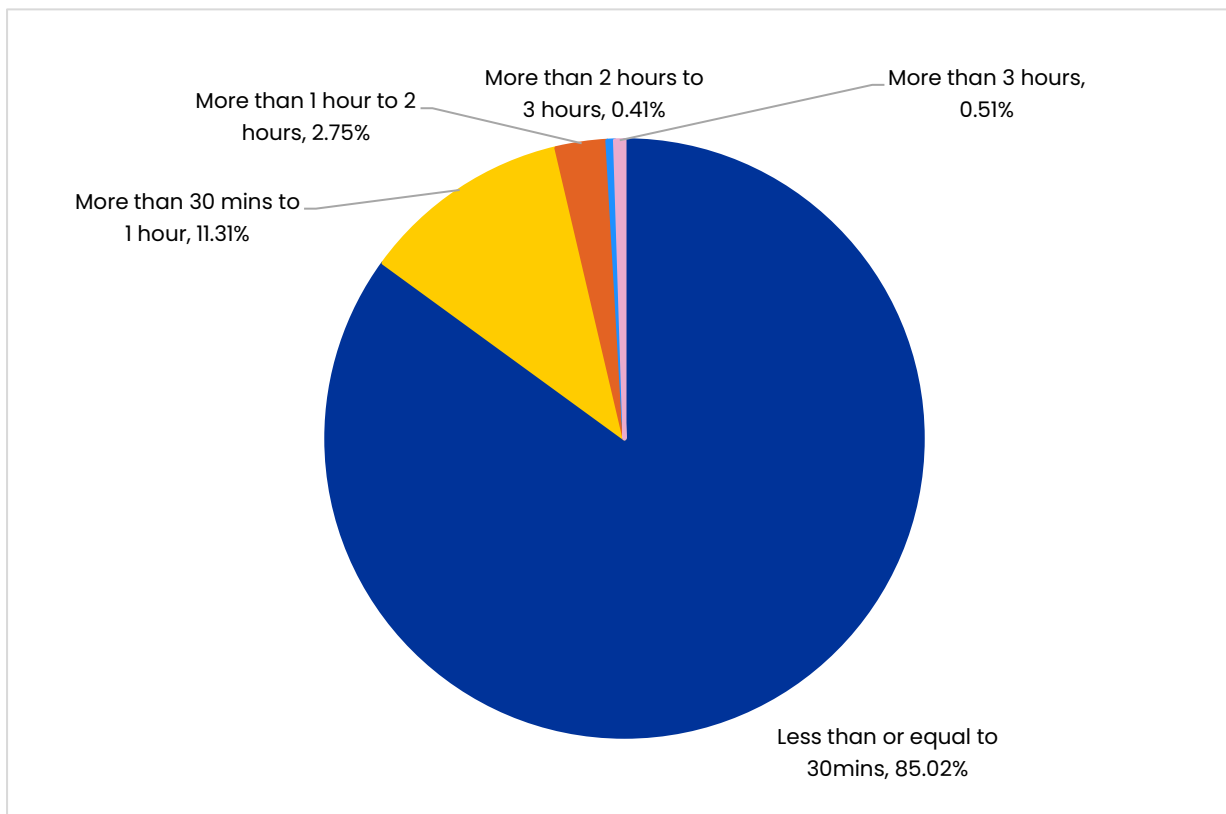
Examining work-life balance, Indonesian teacher respondents spend an average of 25 hours and 1 minute teaching per week. In a similar light, 63.89% of them are engaged in nonteaching-related tasks, spending an average of 12 hours and 51 minutes. The combined hours spent on both teaching and nonteaching-

related tasks are comparable to the required 37.5 hours of effective working hours for teachers, according to the Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 25 Year 2024.

In addition, investigating home-school proximity, Indonesian teachers spend an average of 23.71 minutes travelling to the school one-way. Indeed, a large portion, at 85.02%, of teacher respondents spend less than 30 minutes on travelling (see Figure 8).

Figure 8

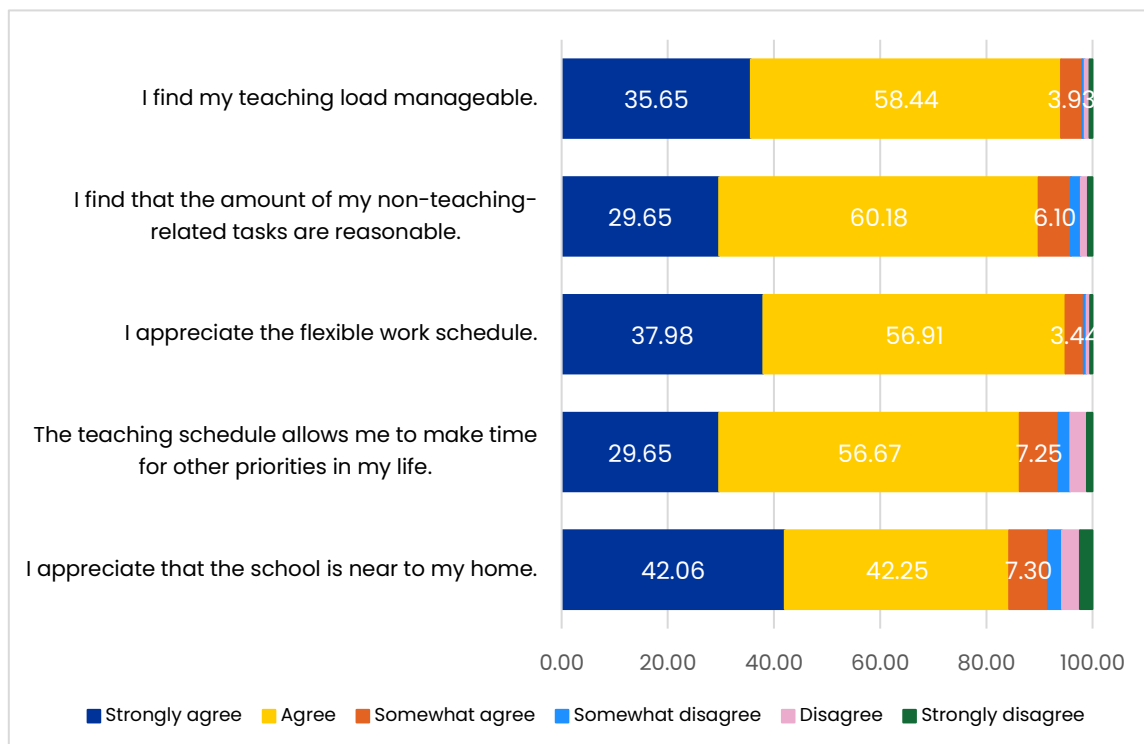
Percentage of Teacher Respondents based on their One-way Travel Time to School



On average, more than 95% of the teacher respondents feel that their well-being is taken care of, as reflected in their agreement (strongly agree, agree and somewhat agree) with the following statements: “I find my teaching load manageable” (98.03%), “I find that the amount of my non-teaching-related tasks are reasonable” (95.93%), “I appreciate the flexible work schedule” (98.33%), “The teaching schedule allows me to make time for other priorities in my life” (93.58%), and “I appreciate that the school is near to my home” (91.62%). Figure 9 presents respondents’ agreement level with statements related to ‘teacher well-being’. The mean score for the factor is 5.16 (rated as ‘agree’).

Figure 9

Percentage of Teacher Respondents According to their Teachers’ Sense of Well-being

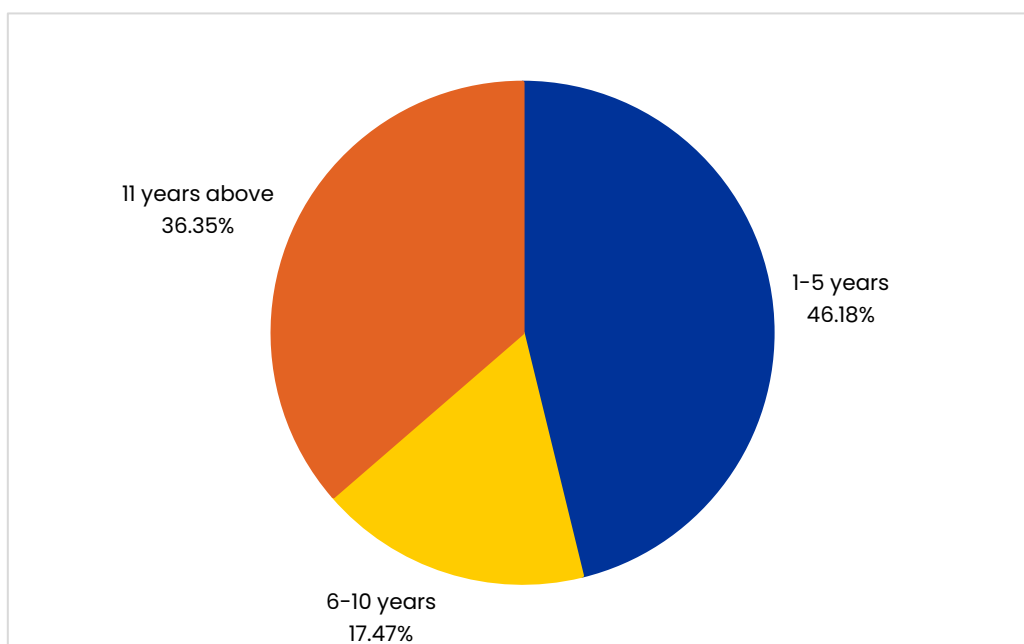


School Environment. ‘School environment’ refers to having supportive school policies, practices and activities, having opportunities for self-expression and innovations, good working relationships with colleagues, and access to adequate facilities and instructional resources.

On average, Indonesian teacher respondents have rendered 9.19 years of service in their current schools. Figure 10 shows that 46.18% have spent less than five years in their current educational institutions, followed by those who have rendered more than 11 years (36.35%), and those who have served from six to ten years (17.47%).

Figure 10

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



Additionally, the majority of the teacher respondents feel that their teaching and learning resources and facilities in schools are adequate (see Figures 11 and 12).

Figure 11

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

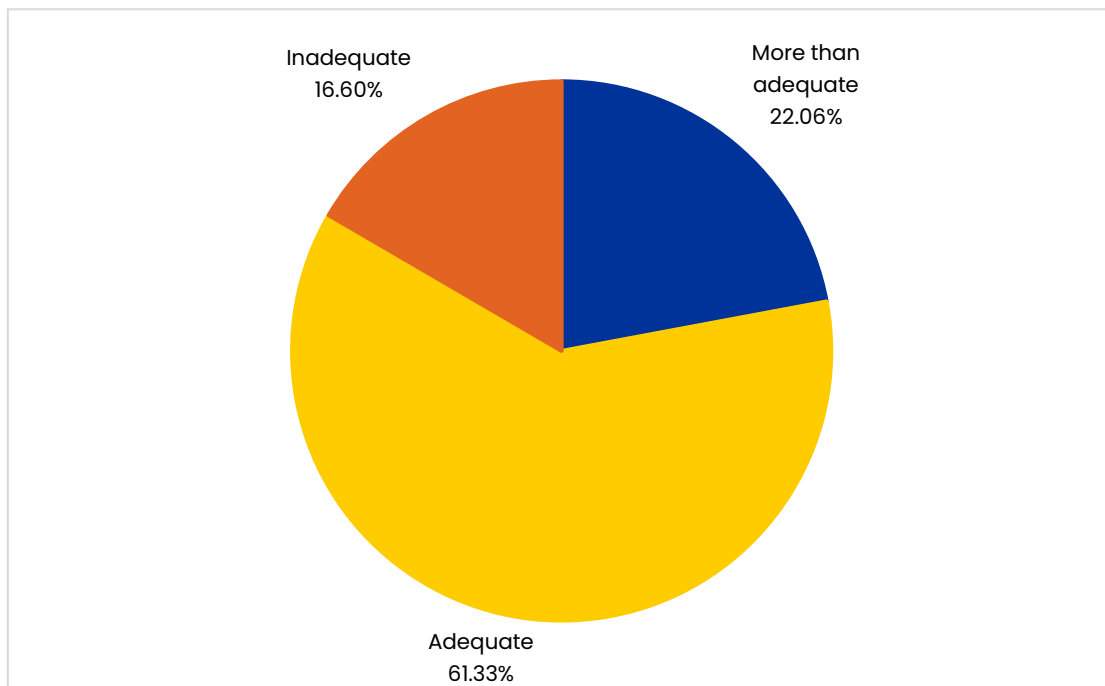
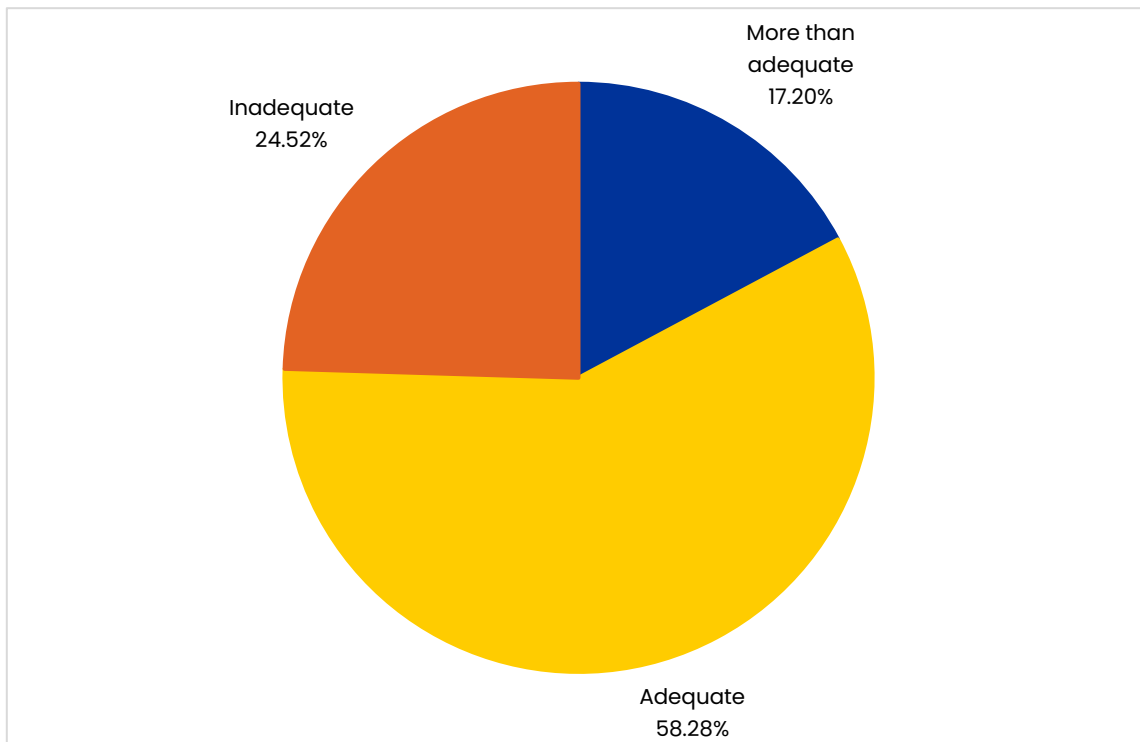


Figure 12

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



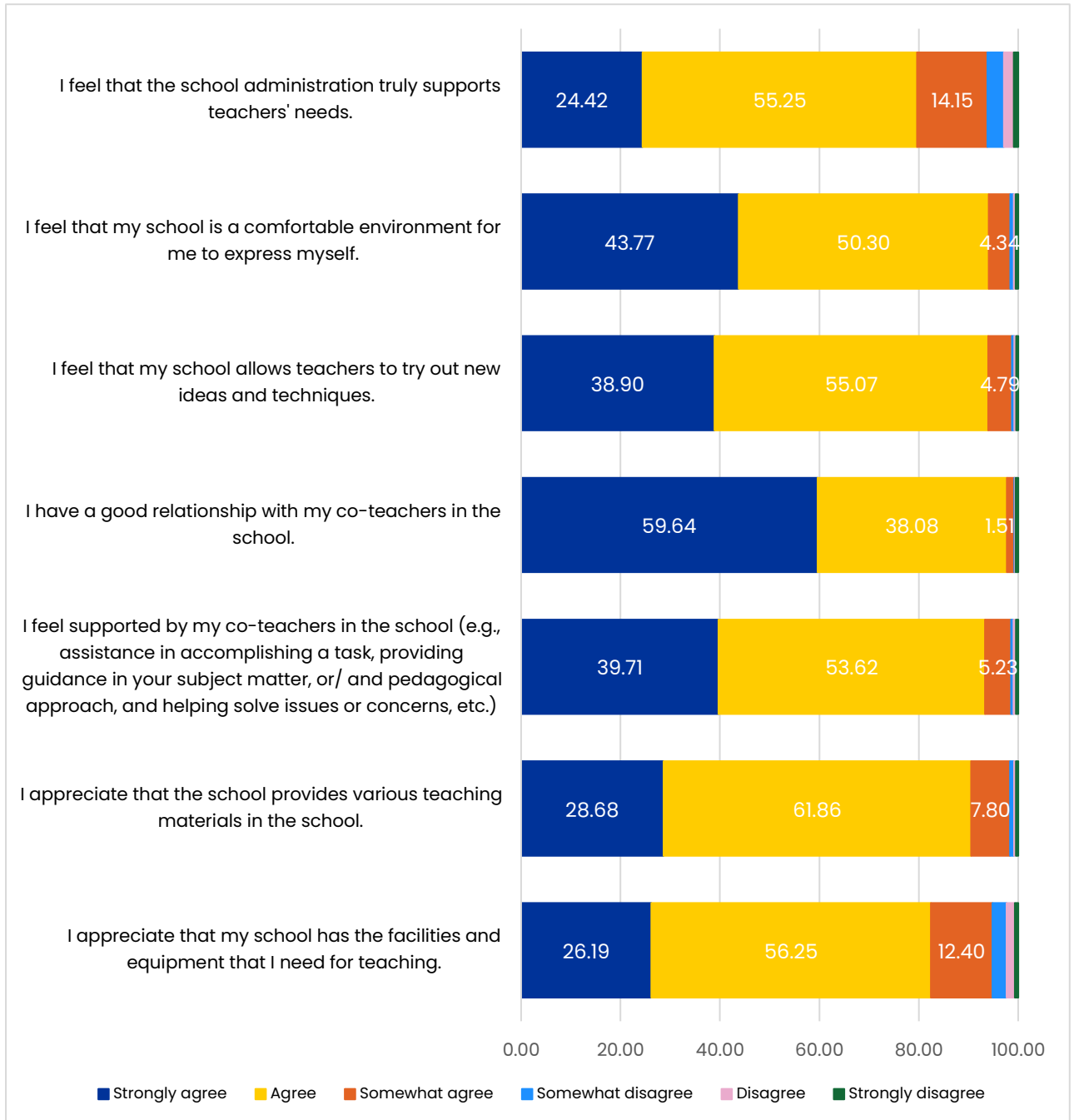
These findings are in contrast to a few studies. For instance, Saleh et al.'s study (2024) indicates that most teachers view the inadequate learning facilities and poor school infrastructure as detrimental to their well-being. They believe that limited resources restrict their ability to employ diverse teaching strategies, utilize educational materials, or conduct activities that require equipment such as laboratories or sports gear. This is also the case in Alifia et al.'s research (2022), wherein novice teachers struggle with resource constraints in schools.

Despite this, on average, more than 97% of teacher respondents perceive their school environment to be motivating, as manifested in their agreement (strongly agree, agree and somewhat agree) with the following statements: "I feel that the school administration truly supports teachers' needs" (93.81%), "I feel that my school is a comfortable environment for me to express myself" (98.41%), "I feel

that my school allows teachers to try out new ideas and techniques” (98.76%), “I have a good relationship with my co-teachers in the school” (99.23%), “I feel supported by my co-teachers in the school (e.g., assistance in accomplishing a task, providing guidance in your subject matter, or/and pedagogical approach, and helping solve issues or concerns, etc.)” (98.56%), “I appreciate that the school provides various teaching materials in the school” (98.34%), and “I appreciate that my school has the facilities and equipment that I need for teaching” (94.84%). Figure 13 presents respondents’ agreement level with statements related to ‘school environment’. The mean score for this factor is 5.23 (rated as ‘strongly agree’).

Figure 13

Percentage of Teacher Respondents According to their Perception of School Environment



These findings align with Nadlifah et al.’s research (2023), emphasizing that relationships play a role in positively contributing to teachers’ well-being. In a similar manner, Suyatno et al.’s work (2021) suggests that having the support of their principals and peers contributes to a positive school experience, creating a pleasant environment that fosters enthusiasm and inspires individuals to perform at their best.

Salary, Incentives and Benefits. The contributing factor, ‘salary, incentives and benefits’, looks into how teachers perceive teaching as a source of income and financial security. It also examines their view of how well they are compensated with benefits and incentives.

On average, teachers earn USD 380.63 per month from teaching. Figure 14 also shows that almost half of the Indonesian teacher respondents are their family’s main provider (47.48%). On the other hand, Figure 15 illustrates that many of them have three to five dependents (43.19%). About a third (34.93%) have one to two dependents, and 19.25% have no dependents.

Figure 14

Percentage of Teacher Respondents as the Main Financial Provider

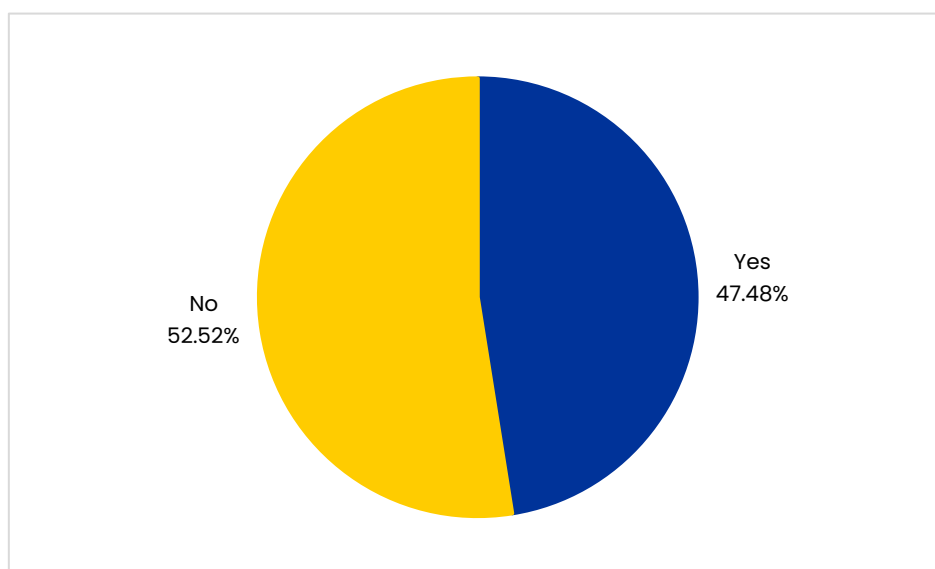
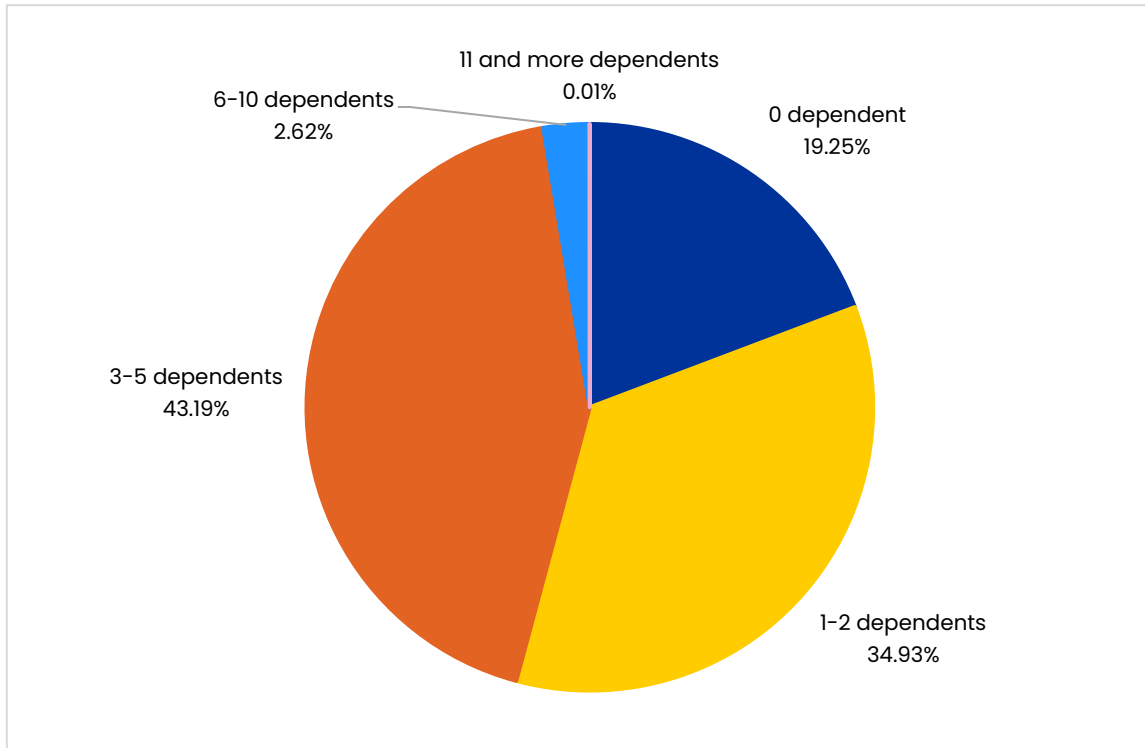


Figure 15

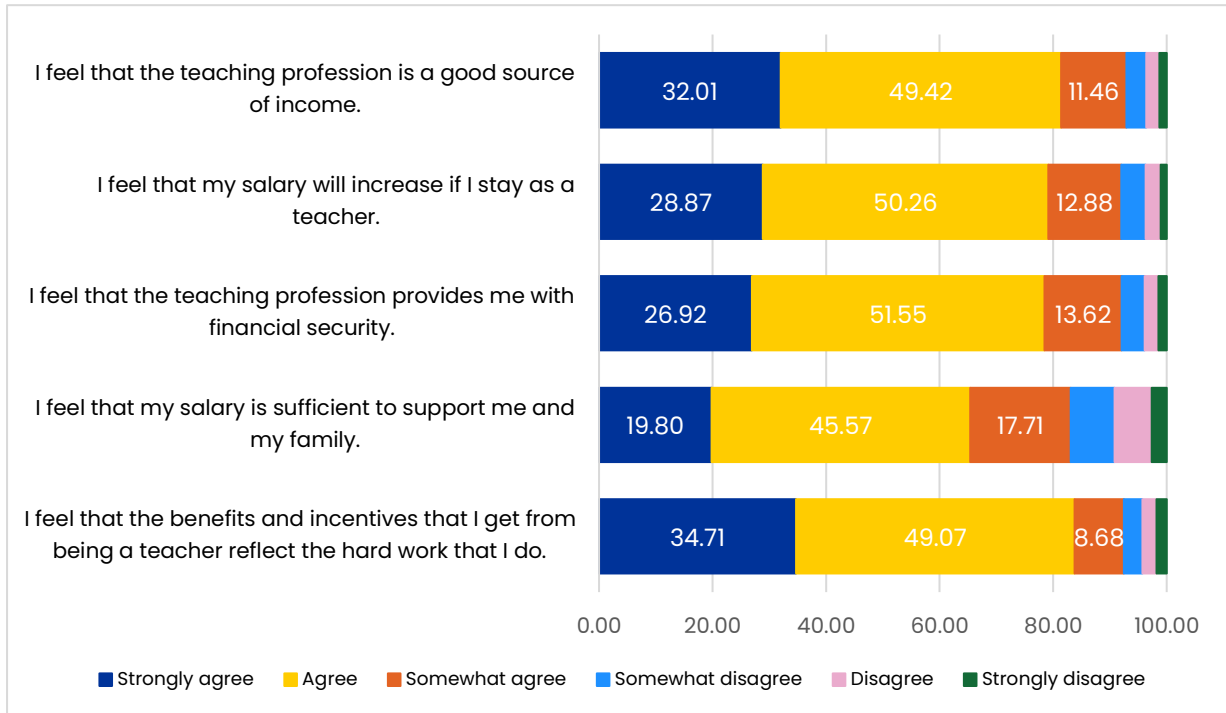
Percentage of Teacher Respondents According to the Number of their Dependents



On average, more than 90% of teacher respondents perceive their salary, incentives and benefits in a positive light, as reflected in their agreement (strongly agree, agree and somewhat agree) with the following statements: “I feel that the teaching profession is a good source of income” (92.88%), “I feel that my salary will increase if I stay as a teacher” (92.01%), “I feel that the teaching profession provides me with financial security” (92.09%), “I feel that my salary is sufficient to support me and my family” (83.08%) and “I feel that the benefits and incentives that I get from being a teacher reflect the hard work that I do” (92.46%). Figure 16 depicts respondents’ agreement level with statements related to ‘salary, incentives, and benefits. The mean score for this factor is 4.90 (rated as ‘agree’).

Figure 16

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



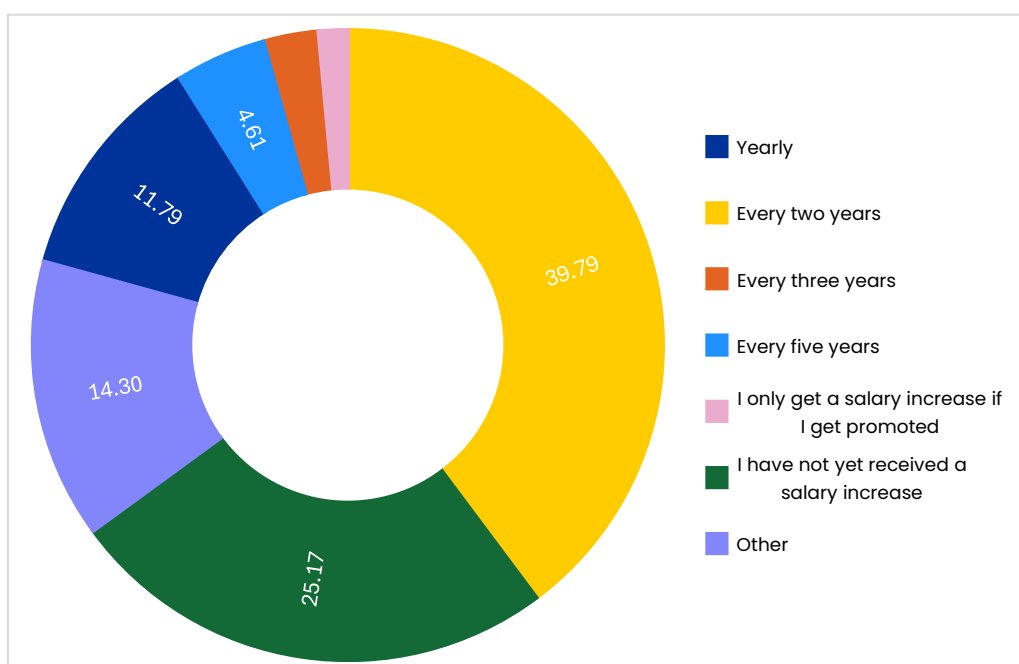
The perception of teacher respondents of the factor ‘salary, incentives and benefits’ is generally favorable. This is despite a couple of reports in Indonesia that disclose concerns with teacher salaries (Indraini, 2019, as cited in Saleh et al., 2024; Alifia et al., 2022). For instance, during the SEAMEO INNOTECH’s Regional Forum (2023), Dr. Limala Ratni Sri Kharismawati of SEAQIL noted that the salaries of teachers vary greatly. Those serving as civil servants have sufficient compensation; however, some private schools are limited in their capacity to provide higher salaries. As revealed in Alifia et al.’s research (2022), many novice teachers in their study aim to become civil servants to attain better financial rewards and job security.

Government Laws and Policies. Six areas were examined regarding the factors ‘government laws and policies’: benefits and incentives, salary, working conditions, career progression, professional development and teacher deployment.

Regarding salary, 39.79% of Indonesian teacher respondents reported that their salaries increase every two years. This is followed by ‘I have not yet received a salary increase’ (25.17%), and other responses (14.30%), most common of which are not knowing the frequency of salary increase, depending on government policy or decision, and having received an increase only once. Although most respondents report a consistent schedule of salary increases, this finding suggests uneven implementation of salary policies or variation in eligibility or access across regions or school types, as some have not yet received any increase and/or lack clarity on when an increase is supposed to occur.

Figure 17

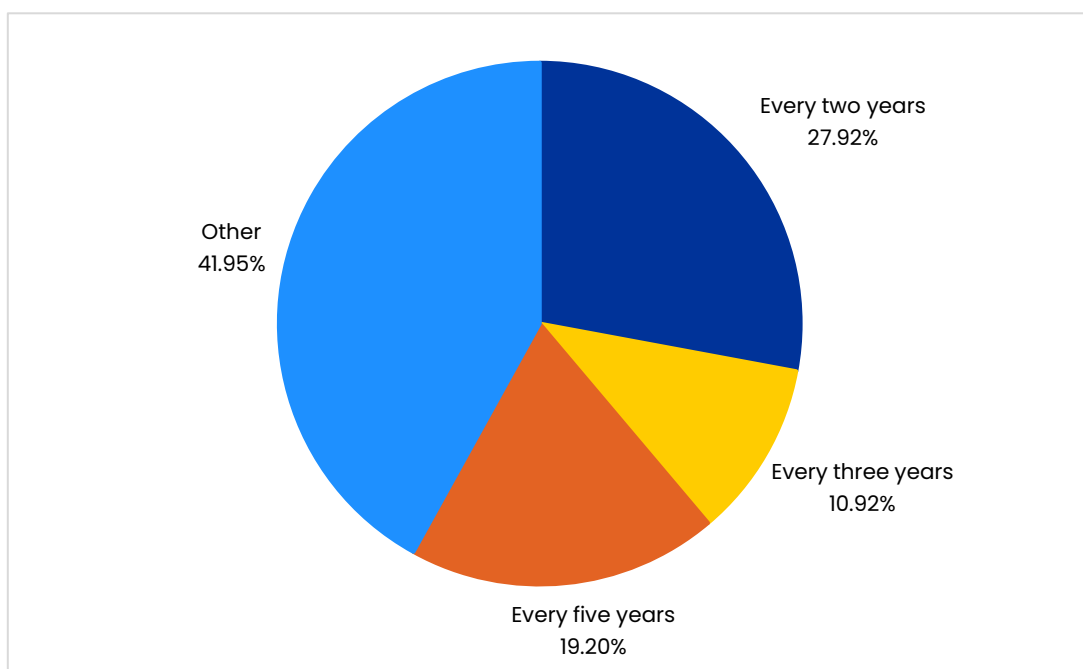
Percentage of Teacher Respondents According to the Frequency of Teacher Salary Increase



Regarding career progression, many Indonesian teacher respondents (74.36%) have no promotion history. Among those who experienced promotion, 41.95% responded 'others' when asked about their promotion frequency; the responses varied from uncertain, once, every four years, and as needed. This is followed by every two years (27.92%) and every five years (19.20%).

Figure 18

Percentage of Teacher Respondents according to their Frequency of Promotion



Concerning professional development, Figure 19 shows that 84.62% of Indonesian teacher respondents indicated that they have used their money for at least one professional development activity, suggesting that most teachers in the country spend their resources to avail themselves of professional development. On the other hand, Figure 20 shows the percentage of teachers who used their personal money according to professional development activity.

Figure 19

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

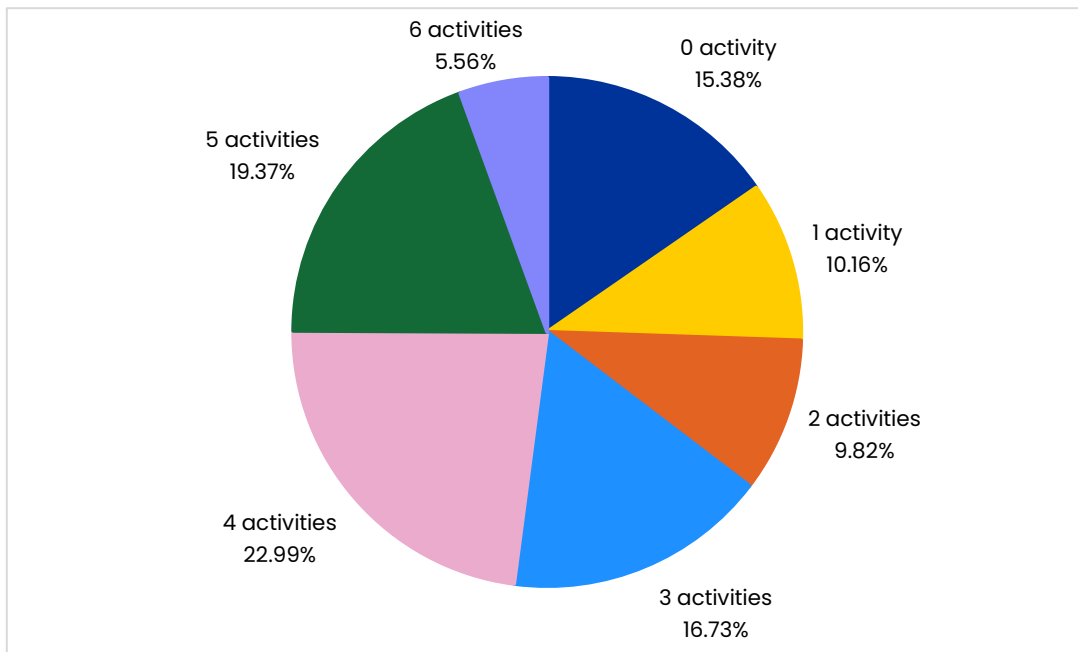
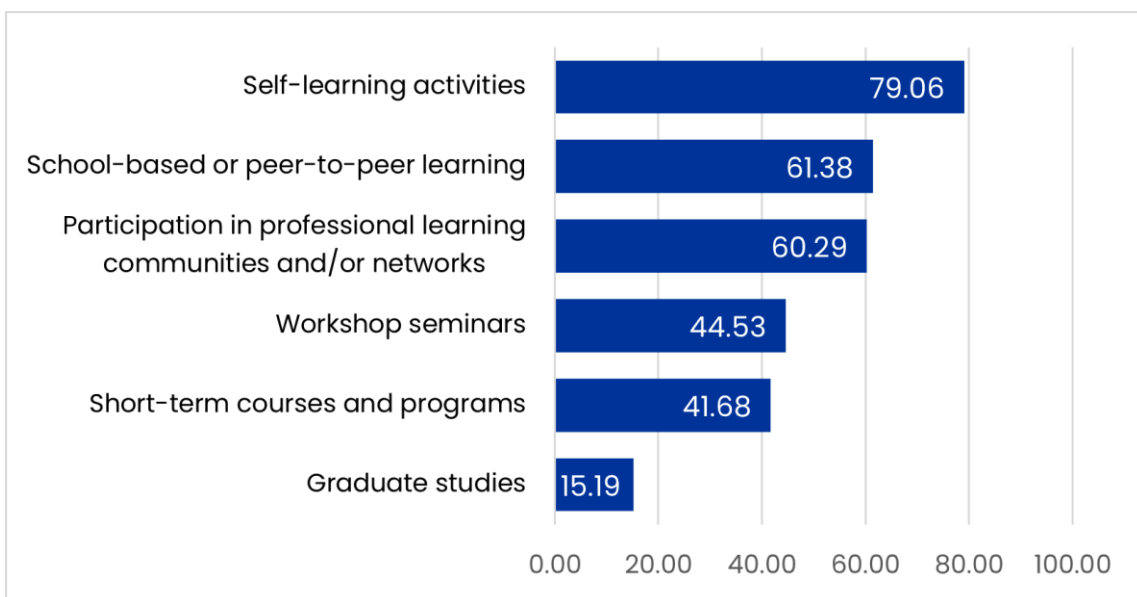


Figure 20

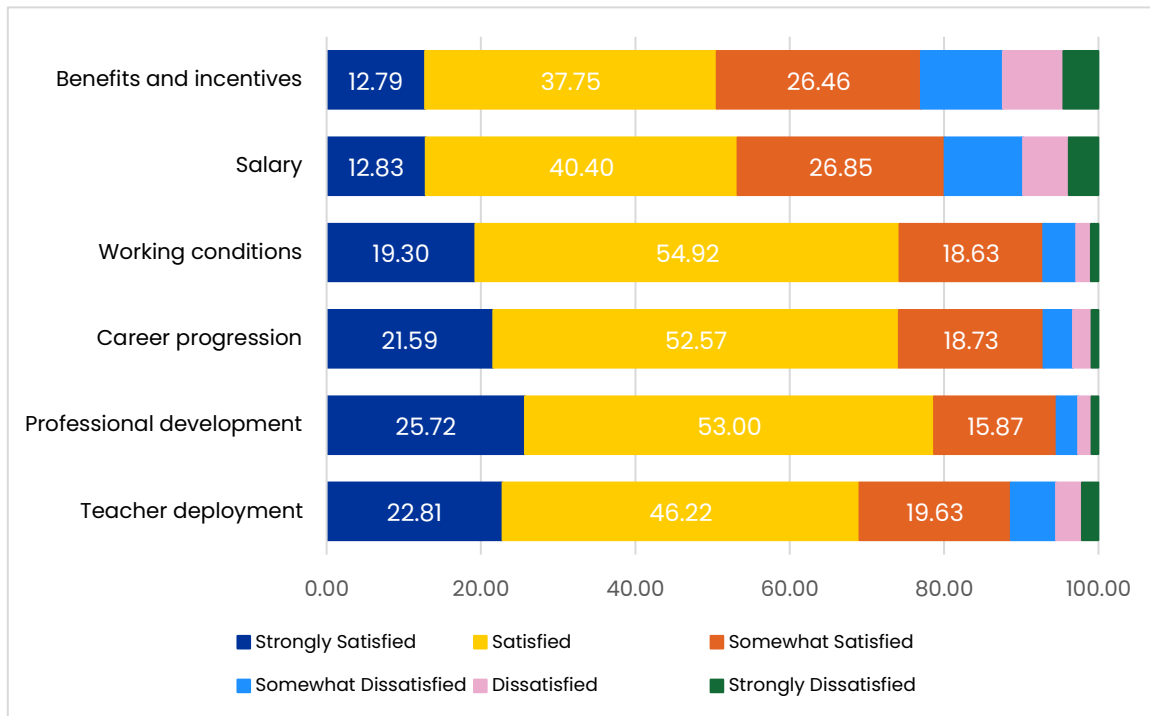
Percentage of Teacher Respondents Who Used Personal Money According to Professional Development Activities



On average, more than 85% of the teacher respondents are satisfied (strongly satisfied, satisfied, somewhat satisfied) with government policies that affect them. This is reflected in their responses to the following areas: “Benefits and incentives” (77.00%), “Salary” (80.08%), “Working conditions” (92.84%), “Career progression” (92.88%), “Professional development” (94.59%) and “Teacher deployment” (88.65%). Figure 21 shows respondents’ satisfaction level with areas related to ‘government laws and policies’. The mean score for this factor is 4.65 (rated as ‘satisfied’).

Figure 21

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



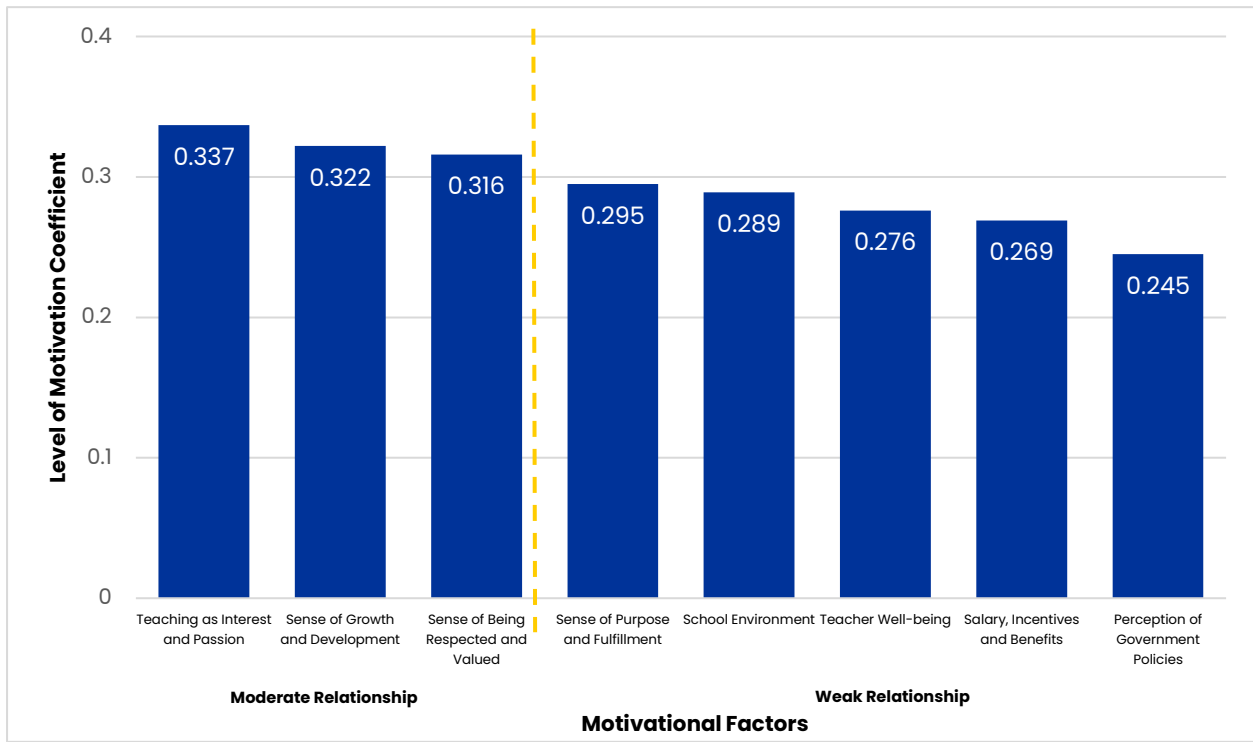
Summary. The descriptive statistical analysis reveals that a large majority of Indonesian teacher respondents are highly motivated to stay in their teaching careers. Their level of motivation is reflected in their agreement levels with statements related to core and contributing motivational factors. They rated the statement of all core factors, namely, 'sense of purpose and fulfillment', 'teaching as interest and passion' and 'sense of growth and development', as strongly agree. The respondents also 'strongly agreed' with statements related to 'sense of being respected and valued' and 'school environment'. They also 'agreed' to statements connected with the remaining contributing factors, namely, 'teacher well-being', 'salary, incentives and benefits' and 'government laws and policies'. These findings suggest that Indonesian teacher respondents resonate with the motivational factors and deem them important in fostering their desire to continue serving as educators.

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 core and contributing motivational factors and the teacher respondents' overall motivation levels (see Figure 22 and Table 5 in the Appendix). The strength of these associations ranged from weak to moderate, suggesting that each factor plays a meaningful role in influencing a teacher's motivation to remain in the profession.

Figure 22

Relationship between Factors of Motivation and Level of Motivation of Teachers



The factor ‘teaching as interest and passion’ has a statistically significant moderate association with teacher respondents’ motivation levels. This finding implies that as teacher respondents’ interest and passion for the profession strengthens, the higher the likelihood there is for them to continue serving. This finding underscores the importance of nurturing educators’ passion for teaching, their students, and the subjects they handle. Encouraging them to reflect on how their professional journey aligns with their personal values, beliefs, and spiritual outlook could also prove beneficial. Supporting evidence comes from several studies. Alifia et al.’s (2022) work revealed that a few teachers in their research wanted to become teachers at a young age. Many shared that they had a genuine fondness for working with children or discovered a passion for teaching early in life, which reinforced their confidence in their potential to become effective educators. Moreover, half of their respondents stressed the importance of having passion for

teaching, demonstrating loyalty to their work and learners. In a similar light, Suyatno et al.'s phenomenological study (2021), which looked into the meaning of work among Indonesian teachers associated teaching as passion, believing that this internal drive is a crucial source of meaning, despite challenges of low salary.

Similarly, the factor 'sense of growth and development' is moderately associated with teacher motivation. As teachers' perception of growth and development improves, so does their motivation to continue teaching. This result emphasizes the value of ongoing professional development for educators and the need to cultivate their desire to continually enhance their teaching practice. This insight is supported by prior research, including Han and Hongbiao's study (2016), which highlighted professional growth as a key reason teachers remain in the field, and Howes and Goodman-Delahunty's findings (2015), which identified access to development opportunities as a significant influence in teachers' decisions to stay.

Moreover, as teacher respondents' sense of being respected and valued strengthens, their motivation to stay teaching also increases. This finding implies the need to emphasize the value of the teaching profession and the appreciation of teachers' work. This result aligns with the work of several authors (Hsieh et al., 2022, Yolanda & Said, 2022, as cited in Alifia, 2022), who indicate that teachers who feel supported and valued are more motivated to work better. They also become more willing to reach educational goals and are committed to their educational institutions. Similarly, Mattar's qualitative study (2010) found that teachers in high-performing schools deeply appreciated recognition and affirmation from both their administrators and peers.

On the other hand, the factor 'sense of purpose and fulfillment' has a statistically significant but weak relationship with teacher respondents' motivation to remain in the profession. The finding suggests that as teacher respondents' perception of their purpose and fulfillment in teaching strengthens, so does their

motivation to continue serving. The result highlights the need to encourage teachers to reflect on their impact on their learners as well as their contributions to society. This finding is in alignment with prior research emphasizing how teachers' influence on their students contributes significantly to their internal drive and motivation (Han & Yin, 2016; Koran, 2015, Csikszentmihalyi, 1997, Alibakhshi & Nezakatgoo, 2019, Dörnyei, 2001, as cited in Stezycka & Etherington, 2020). Similarly, Nadlifah et al. (2023) found that meaningfulness has a significant influence on teachers' motivation. The Indonesian English teachers in their qualitative study expressed a sense of meaning and purpose through their life goals, sense of direction, and belief in the value of living. Many also described feeling connected to something greater than themselves, often tied to their environment and social context. Similarly, teacher participants in Alifia et al.'s study (2022) expressed that teaching brought them a deep sense of personal fulfillment, as it enabled them to achieve their aspiration of entering the profession. While they felt disheartened by the modest compensation, they remained committed to shaping and inspiring students in pursuit of their dreams.

School environment is also associated, albeit to a weak extent, with teachers' desire to serve as teachers. This finding implies that as the teacher respondents' perception of the school environment improves, their motivation to stay in the profession also improves. This highlights the importance of instituting supportive policies and practices in school, facilitating a good working relationship among teachers and their supervisors, as well as providing adequate instructional materials and school facilities. Numerous studies have supported this result, indicating that a supportive and positive working environment plays a significant role in enhancing teachers' motivation (Salifu, 2013; Adelabu, 2005; Bennell, 2004; Mathew, 2005; Hooker et al., 2003; Park et al., 2007, as cited in Handayani, 2016).

Furthermore, the correlational analysis revealed that teacher well-being is weakly associated with teacher respondents' motivation to remain in the profession. This indicates that as teachers' perception of their well-being improves, so does their tendency to continue teaching. This finding highlights the importance of ensuring work-life balance among educators, providing flexible schedules and arranging a close proximity between their homes and schools. These external aspects were the focus of this study in terms of teacher well-being, however, they may influence the internal and psychological state of teachers (Saleh et al., 2025). For instance, Delgado et al. (2021) emphasized that educators' well-being plays a vital role in helping students reach their academic goals, noting that teachers' stress can influence not only their students but also their peers. This view is echoed by Cox et al. (2018, as cited in Delgado et al., 2021), who linked educators' emotional state to the broader classroom and school environment. In a similar manner, Rumijati et al.'s study (2025) discovered a strong link between work-life balance and job performance, indicating that teachers who manage their work-life balance more effectively tend to perform better. This, however, implies that the educational institution and teachers play a role in ensuring well-being, with the organization providing the appropriate environment and individuals developing personal tools to help them address stress and pressure from work.

Additionally, the factor 'salary, incentives and benefits' is weakly associated with teacher respondents' motivation. This means that as teachers' perception of their compensation and benefit packages becomes more positive, their motivation to stay in their profession also increases. The finding highlights the importance of providing adequate salaries for teachers to support their families and help them attain financial security. This is in alignment with the economic dimension in Saleh et al.'s research (2024), as earning a high salary contributes positively to a teacher's well-being, while inadequate compensation can hinder their sense of

fulfillment and negatively affect their overall quality of life and experience of being teachers.

Lastly, teacher respondents' perception of government policies and laws is weakly associated with their motivation to remain as teachers. As teachers' perceptions of government policies related to deployment, professional development, career advancement, working conditions, compensation, and incentives become more favorable, the likelihood of their continued service in the profession increases. This insight highlights the critical role of government initiatives in supporting educators' long-term welfare and retention.

Relationships between Other Indicators and Level of Motivation of Teachers

Spearman's rho correlation analysis was performed to determine the relationships among indicators affecting teacher motivation to stay. Additionally, Mann-Whitney U test and ANOVA were conducted to assess whether there are significant differences across indicators. Attention was given to indicators 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

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

* indicators with significant results

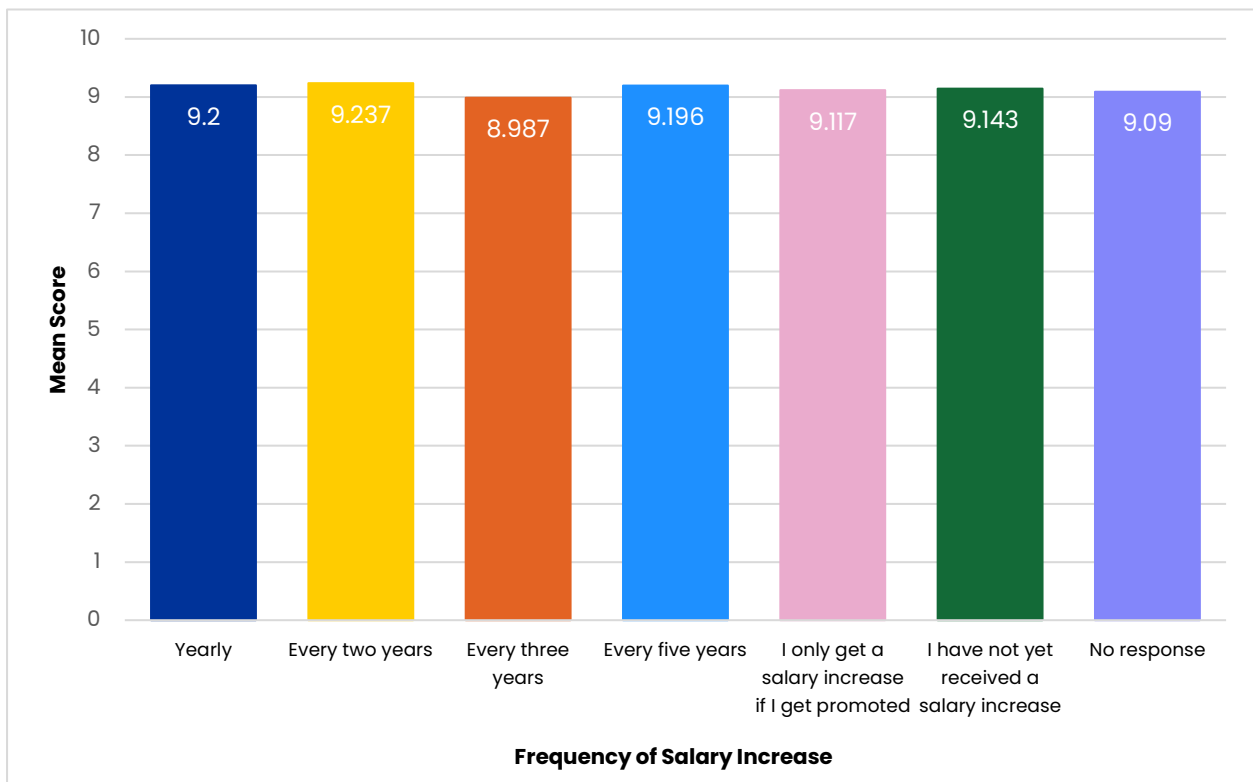
Indicators Related to Salary. The frequency of salary increases was investigated, yielding significant results.

Difference in Teachers' Motivation based on Frequency of Salary Increase.

The ANOVA test revealed that there are statistically significant differences between teacher respondents' motivation levels based on the frequency of salary increase ($p < 0.001$) (see also Table 6 in the Appendix). Figure 23 shows that teachers who receive salary increases every two years have the highest motivation score ($M = 9.237$), followed by those who receive them yearly ($M = 9.2$), and every five years ($M = 9.196$). The effect size of 0.003 suggests a negligible effect of the frequency of salary increase on motivation levels, indicating minimal distinct differences between mean scores.

Figure 23

Relationship between Teacher Respondents' Motivation based on Frequency of Salary Increase



After conducting Tukey's post-hoc tests to determine which pairs of group means are significantly different from one another, the results indicate that teachers receiving salary increases every two years ($M = 9.237$) have higher motivation levels compared to those who receive them every three years ($M = 8.987$), and those who have not received a salary increase ($M = 9.117$). There is also a significant difference between respondents who receive salary increases every two years ($M = 9.237$) and those who did not indicate their response to this survey item ($M = 9.090$).

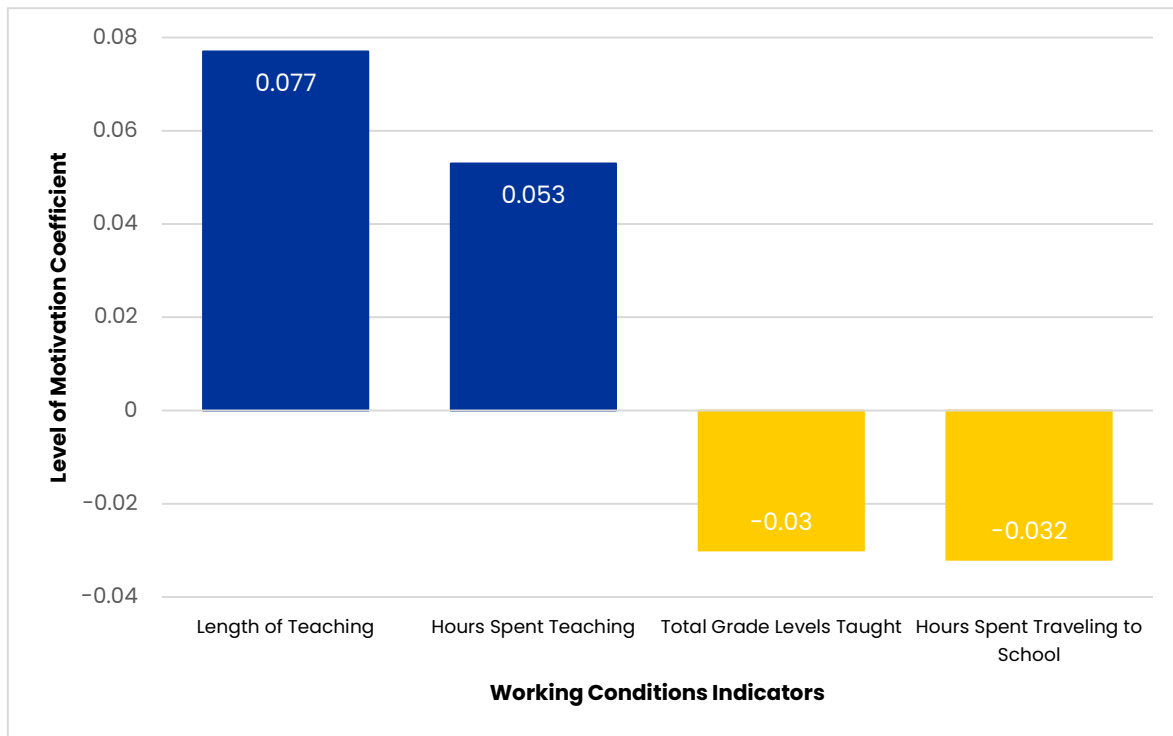
These findings indicate that teacher motivation is positively associated with the frequency of salary increases. However, the negligible effect size notes minimal practical implications of the results to real-life settings, meaning that the frequency of salary increases may not substantially influence teachers' motivation to stay in the profession. This is somewhat aligned with Abd-El-Fattah's finding (2010), which revealed that salary increases had little to no impact on teachers' overall job satisfaction.

Indicators Related to Working Conditions. Seven indicators were explored to determine the relationships between work conditions indicators and teachers' level of motivation. These include length of teaching, total grade levels taught, hours spent teaching, having nonteaching-related tasks, hours spent traveling to school, and adequacy of instructional resources and school facilities. All these indicators yielded significant findings, except for having nonteaching-related tasks.

Relationship between Working Conditions and Teacher Respondents' Level of Motivation. Spearman's rho test revealed that four indicators related to working conditions show statistically significant associations with teacher respondents' motivation to stay, as shown in Figure 24 (see also Table 7 in the Appendix).

Figure 24

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



Teachers with longer teaching experience show a slight yet positive correlation with motivation levels ($\rho = 0.077$, $p < .001$). Similarly, those who render more hours in teaching indicate a positive, though very weak, correlation with teachers' overall motivation levels to remain in their careers ($\rho = 0.053$, $p < .001$). These findings suggest that teachers with more experience may find it more difficult to leave the profession, as they may feel more established in their careers. This result echoes findings of previous studies (Anghelache, 2014, 2015; Day et al., 2006) that examined the relationship between teacher motivation and seniority. Additionally, motivated teachers may be inclined to devote more hours to their craft. Alternatively, teachers who spend more time teaching may exhibit stronger commitment to the profession, wanting to strengthen their connection with their

learners and helping them progress. The strengthening of their intrinsic motivation may then contribute to their motivation to continue serving.

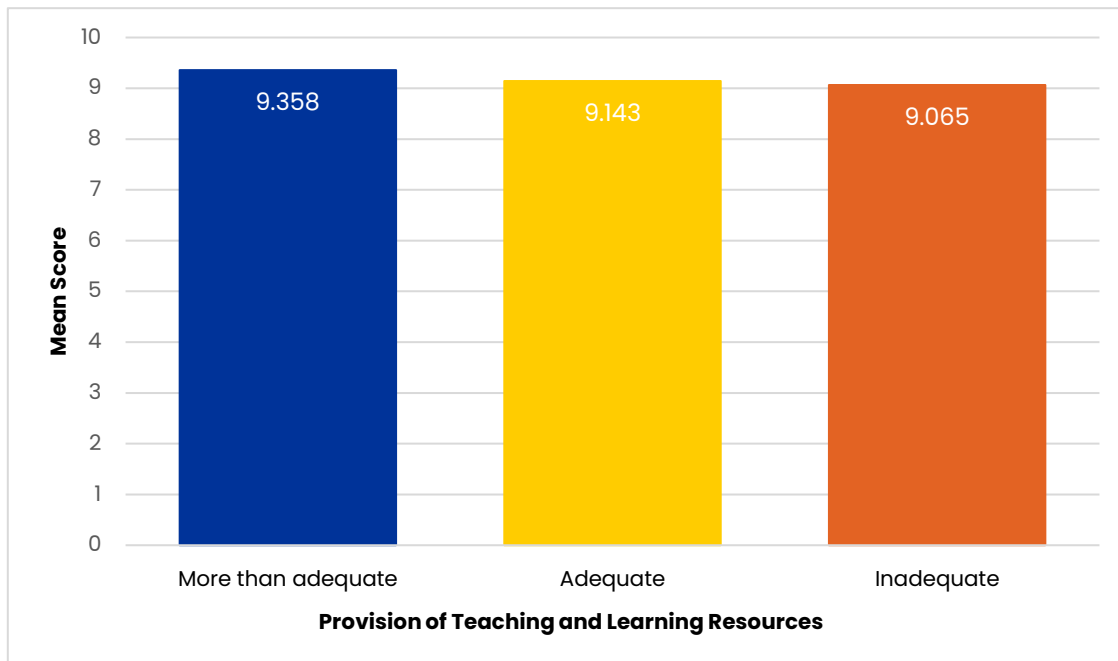
On the other hand, teaching multiple grade levels shows a negative correlation with teachers' motivation level ($\rho = -0.030, p < .001$). The finding suggests that teachers may feel more overwhelmed with having multiple grade levels to teach, which might influence their motivation to remain in the profession. This finding aligns with the results of several studies that suggest a heavy workload is a demotivating factor among teachers, influencing burnout and turnover (Yu et al., 2014, as cited in Viseu et al., 2016; Smid, 2018; Syamananda, 2017). Likewise, having an excessive workload is detrimental to Indonesian teachers' well-being in Saleh et al.'s study (2024).

Similarly, teachers' hours of travel to school are negatively associated with motivation ($\rho = -0.032, p < .001$), indicating that work travel time is a potential factor for teachers to consider when staying in their profession. Home-to-school distance has indeed been one of the contextual dimensions that affect teachers' well-being in Indonesia (Saleh et al., 2024).

Differences in Teacher Respondents' Motivation based on Provision of Teaching and Learning Resources. Figure 25 presents the statistically significant differences in teacher respondents' motivation level based on provision of teaching and learning resources ($p < .001$) (see also Table 8 in the Appendix). Teachers who reported more than adequate instructional resources have the highest average motivation score ($M = 9.358$), followed by those who reported adequate teaching and learning resources ($M = 9.143$). Teachers with inadequate resources reported having the lowest motivation ($M = 9.065$). The effect size of 0.008 suggests a negligible effect of providing teaching and learning resources, indicating minimal distinct differences between mean scores.

Figure 25

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



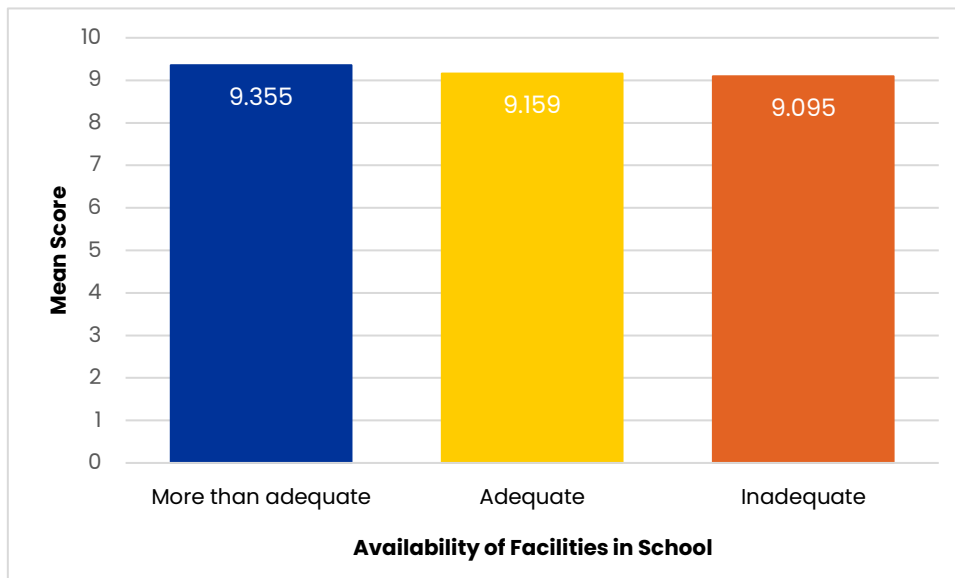
Tukey's post-hoc test indicates that, among all pairwise comparisons, teachers in schools with more than adequate teaching and learning resources ($M = 9.358$) have higher motivation levels than those with adequate ($M = 9.143$) and inadequate resources ($M = 9.065$).

These findings suggest that teacher motivation is positively associated with the perceived availability of instructional resources. While the effect size is negligible, the results suggest that improving the provision of teaching resources may contribute to teachers' having more motivation to remain in the profession, as reflected in Dörnyei's research (2001, as cited in Stezycka & Etherington, 2020), which discovered that teachers' motivation was affected by the physical and social environment.

Differences in Teachers' Motivation based on Availability of Facilities in School. Figure 26 shows the statistically significant differences in teacher respondents' motivation based on their perceived adequacy of school facilities ($p < .001$) (see also Table 9 in the Appendix). Teachers who reported that school facilities are more than adequate had the highest average motivation score ($M = 9.355$). This is followed by those who view their school facilities as adequate ($M = 9.159$). Teachers with inadequate facilities reported having the lowest motivation ($M = 9.095$). The effect size of 0.006 suggests a negligible effect of the availability of school facilities on motivation levels, indicating very minor differences between mean scores.

Figure 26

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



Tukey's post-hoc test was conducted to determine which pairs of group means are significantly different from one another. The results indicate that, among all pairwise comparisons, teachers in schools with more than adequate

facilities ($M = 9.355$) have higher motivation levels compared to those with adequate ($M = 9.159$) and inadequate ($M = 9.095$) facilities.

These findings suggest that teacher motivation is positively associated with perceived availability of school facilities. The negligible effect size, however, illustrates limitations for practical implications. This is despite existing research that links the facilities of the teaching environment with teacher motivation (Matoke et al., 2015).

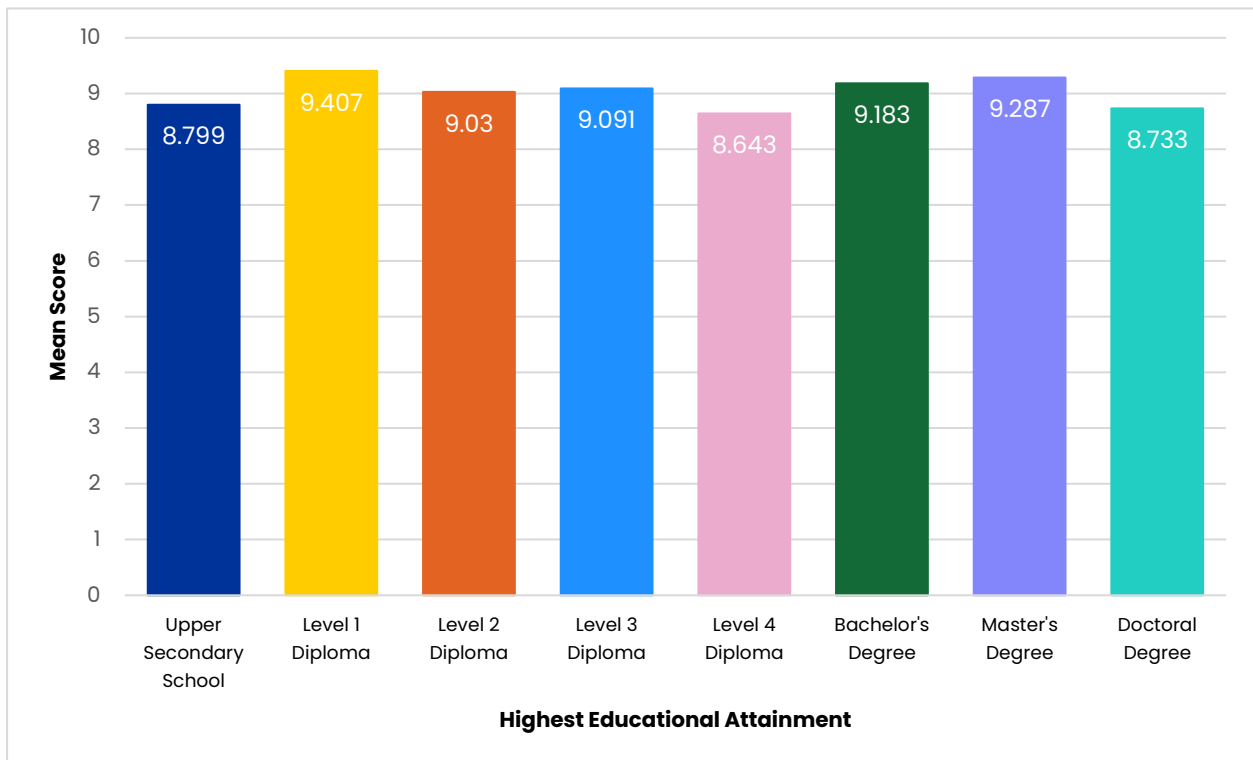
Indicators Related to Professional Development. Three indicators were examined to determine the relationships between professional development and teachers' motivation. These include teachers' use of personal money for professional development, highest educational attainment, and engagement in graduate studies. The first two indicators revealed significant findings.

Relationship between Use of Personal Money for Professional Development and Level of Motivation of Teacher Respondents. Spearman's rho correlation was used to investigate the relationship between teachers' use of personal funds for professional development and their motivation. The results reveal statistically significant associations between respondents' motivation level and their use of funds for professional development ($\rho = 0.048$, $p < .001$) (also see Table 10 in the Appendix). This finding suggests that motivated teachers who remain in the profession are more open to using their finances to access professional development opportunities. They may feel that, since they have invested their resources in professional development, they are less inclined to move to a different profession wherein they would need to start from scratch or would require them to acquire new skills.

Differences in Teacher Respondents’ Motivation based on Highest Educational Attainment. Figure 27 presents the statistically significant differences in teacher respondents’ motivation level based on their highest educational attainment ($p < .001$). Teachers who earned a Level 1 Diploma reported having the highest motivation ($M = 9.407$), followed by those who have a Master’s Degree ($M = 9.287$), then by those with Bachelor’s Degrees ($M = 9.183$). Teachers with Doctoral Degrees ($M = 8.733$) reported having the lowest motivation (also see Table 11 in the Appendix). The effect size of 0.005 suggests a negligible effect of educational attainment on motivation levels, indicating minor distinct differences between mean scores.

Figure 27

Differences in Teacher Respondents’ Motivation based on Highest Educational Attainment



The results of Tukey's post-hoc test show that, among all pairwise comparisons, teacher motivation to remain in the profession differs significantly between those who graduated from upper secondary school ($M = 8.799$) and those with Bachelor's Degrees ($M = 9.183$) and those with Master's Degree ($M = 9.287$).

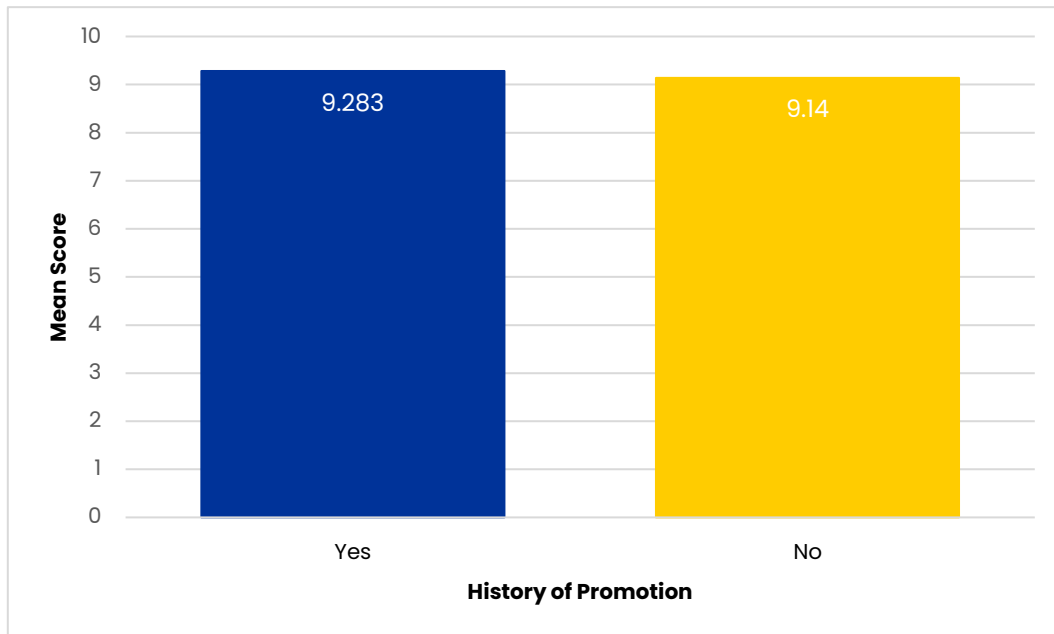
These findings indicate that the teacher motivation to remain in their careers vary across different highest educational attainments, as indicated by the fluctuating mean scores, as one earns higher educational credentials. Moreover, the findings are somewhat in contrast with Michelowa's (2002, as cited in Triyanto & Handayani, 2016) point that teachers who possess advanced educational qualifications often experience lower job satisfaction and motivation, making them more inclined to leave the profession, suggesting a disconnect between their career expectations and the realities of teaching.

Indicators Related to Career Progression. Two indicators, promotion history and frequency, were examined to determine the relationships between career progression indicators and teacher respondents' motivation levels. Both yielded significant results.

Differences in Teachers' Motivation based on Promotion History. Figure 28 presents statistically significant differences in teacher respondents' motivation levels to remain in their profession based on their promotion history ($p < .001$) (also see Table 12 in the Appendix). Teachers with promotion history reported higher motivation ($M = 9.283$) compared to those without ($M = 9.140$). The magnitude of the difference is 0.088, suggesting limited real-world application, meaning that although the motivation levels are significantly different, caution must be practiced in applying it in real life.

Figure 28

Differences in Teacher Respondents' Motivation based on History of Promotion



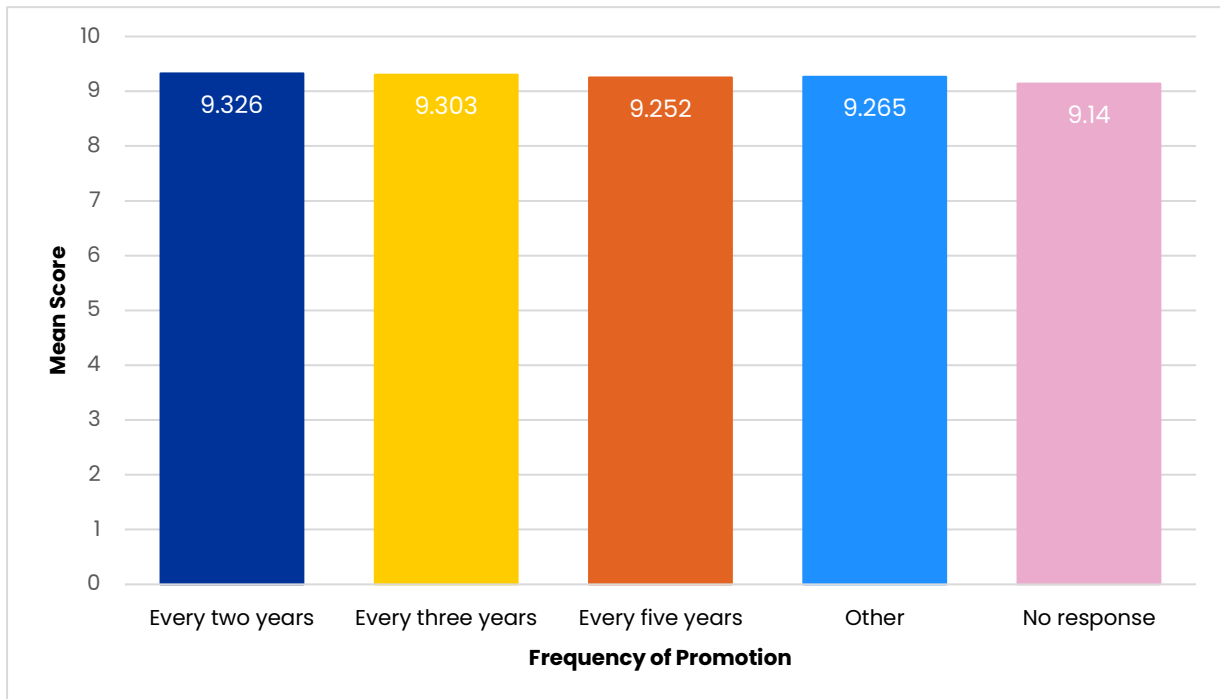
The finding suggests a very weak trend: teacher respondents who have been promoted tend to feel more motivated to remain in their teaching careers. This result is aligned with the findings of existing research that highlight the influence of promotion on teacher motivation (Herzberg’s theory, 1919, as cited in Ramzan & Khurram, 2023; Torrington et al., 2005, as cited in Matoke et al., 2015).

Differences in Teachers' Motivation based on Frequency of Promotion.

Figure 29 shows the statistically significant differences in teacher respondents' motivation to remain in their profession based on frequency of promotion ($p < .001$, $p < .001$) (also see Table 13 in the Appendix). Teachers who are promoted every two years reported having higher motivation ($M = 9.326$). This is followed by those who are promoted every three years ($M = 9.303$), those who responded with other options ($M = 9.265$), and then those who are promoted every five years ($M = 9.252$). The effect size of 0.003 indicates a negligible effect of promotion frequency on motivation levels, suggesting very minimal differences between mean scores.

Figure 29

Differences in Teacher Respondents' Motivation based on Frequency of Promotion



Tukey's post-hoc test was used to determine which pairs have significant differences in means. Among all pairwise comparisons, teachers promoted every two years ($M = 9.326$) have statistically different mean scores from those with no response ($M = 9.140$). Similarly, those with other responses ($M = 9.265$) have statistically different motivational scores compared to those with no response ($M = 9.140$).

The findings suggest that, to a minimal extent, teacher motivation to remain in the teaching profession is positively associated with more frequent promotions. While the effect size is negligible, indicating minimal real-world practical implications, the frequency of promotion may contribute to facilitating the retention of teachers (Ramzan & Khurram, 2023).

Summary. The correlation analysis revealed that core and contributing motivational factors examined in this research (see Figure 1) were positively associated with teachers' motivation to stay in the profession. Three factors, namely 'teaching as interest and passion', 'sense of growth and development', and 'sense of being respected and valued' have a moderate strength of relationship, while the rest were weakly related to teacher motivation. These findings imply that the more positively educators perceive these factors, the greater their motivation to continue teaching becomes. Conversely, a decline in the positive perception of these factors corresponds to a reduced inclination to remain in the field of education.

In addition, correlation analysis demonstrated that length of teaching, hours spent teaching, and use of personal money for professional development had a positive, though very weak, association with teachers' motivation to stay. Conversely, total grade levels taught and hours spent traveling have a very weak negative relationship with motivation.

Furthermore, tests of difference in means implied that the means for the following indicators are statistically different: frequency of salary increase, provision of teaching and learning resources, availability of school facilities, highest educational attainment, and promotion history and frequency. However, the effect size for all of these was found to be negligible, suggesting minimal differences in their means. The results may also not substantially influence teachers' motivation to stay.

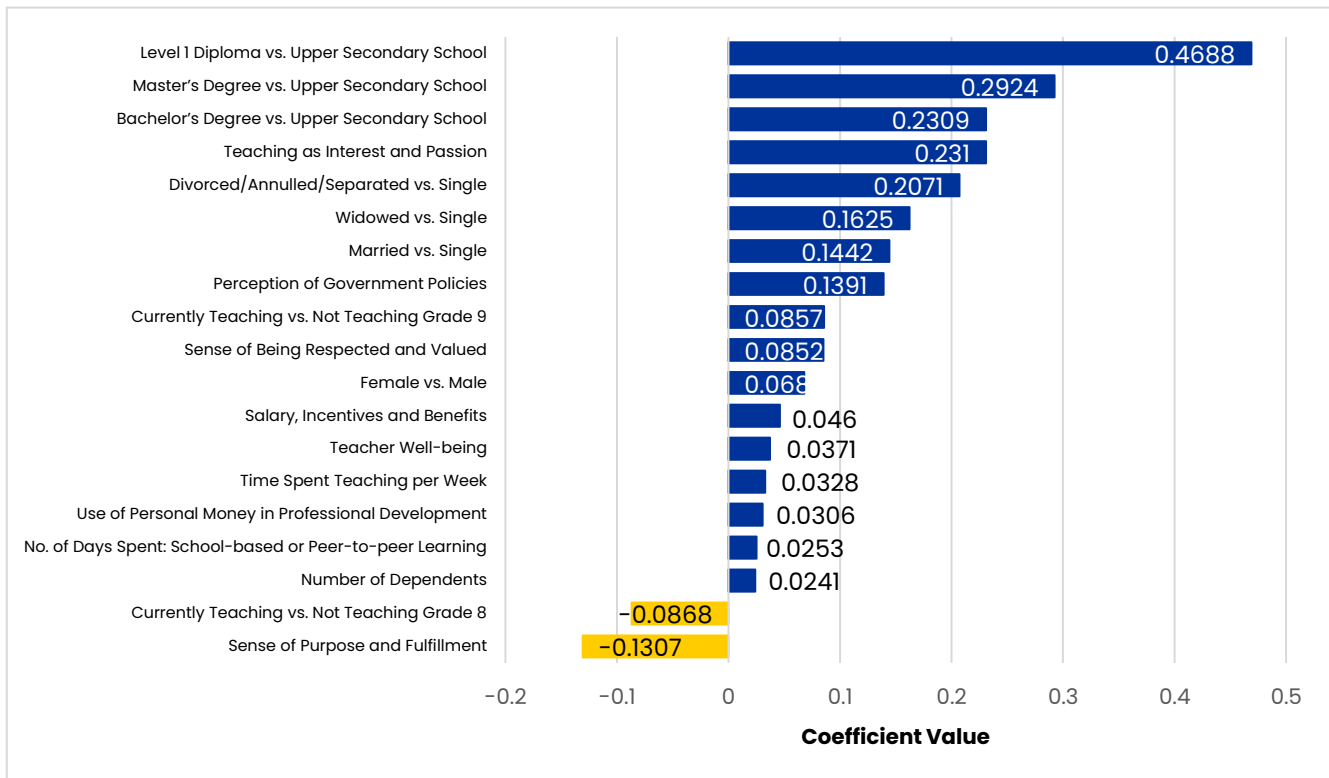
Predictive Model of Teacher Motivation in Staying in the Profession

Figure 30 presents the combination of motivational factors and profile variables that predict teachers' motivation to stay in the profession. The hierarchical regression analysis reveals that almost all motivational factors are statistically significant predictors of the level of teacher motivation to remain in their teaching careers, except for the factors 'sense of growth and development' and 'school environment'. The factor 'teaching as interest and passion' emerged as the strongest positive predictor (standard estimate = 0.231, $p < .001$). This finding suggests that teachers who are intrinsically driven by passion and interest in their profession tend to report higher motivation levels to keep on teaching. As according to Selviani (2018, as cited in Dayka, 2023), interest arises as a response to the connection between an individual and external elements; in the case of this research, this would revolve around the interaction of one's perceptions and feelings on a variety of aspects, including the subject matter, one's learners, childhood aspirations, and belief systems. The stronger this connection, the deeper the interest becomes, and the motivation to continue serving. In addition, one's spirituality may contribute to this finding, as Saleh et al. (2024) discovered that teachers see a religious meaning in their work as educators. Likewise, Suyatno et al. (2021) revealed that most of their respondents see teaching as part of worshiping God and pleasing the higher being.

In addition, the factor 'perception of government policies' was also revealed to be a strong positive predictor (standard estimate = 0.1391, $p < .001$), indicating that favorable views of government policies may enhance teacher retention. Interestingly, the factor 'sense of purpose and fulfillment' showed a negative association with motivation (standard estimate = -0.1402, $p < .001$), suggesting possible discrepancies between idealistic purpose, expectations, and teaching realities (see also Table 14 in the Appendix).

Figure 30

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



In a similar light, demographic and work-related variables were found to be statistically significant. Gender differences were evident, with female teachers reporting slightly higher motivation levels than males (standard estimate = 0.068, $p = .005$). This is in alignment with a couple of studies that indicate that females are more intrinsically motivated to remain in the profession than males (Ghana National Association of Teachers & Teachers and Education Workers Union of Trade Union Congress, 2009, Smithers & Robinson, 2003, as cited in Triyanto & Handayani, 2016).

Marital status also plays a role, with married, divorced, and widowed teachers reporting significantly higher motivation than their single counterparts. The findings may indicate the need for the former groups to have financial stability that an enduring teaching career can bring. They may also feel more supported

and connected with their school communities. Furthermore, education level was another strong predictor; teachers holding a Master's degree had the highest motivation compared to those with only upper secondary education (standard estimate = 0.2924, $p < .001$). These findings suggest that both personal background and professional qualifications influence the motivation of teachers in their roles.

Additional contextual factors such as teaching workload, engagement in school-based or peer-learning activities, and investment in professional development also significantly affect motivation. Time spent teaching per week (standard estimate = 0.0328, $p = .002$) and use of personal funds for professional development (standard estimate = 0.0306, $p = .004$) were positively related to motivation, possibly reflecting commitment to growth despite limited institutional support. Grade level taught also influenced motivation; teaching Grade 8 had a negative effect (standard estimate = -0.0868, $p = .02$), while teaching Grade 9 had a positive effect (standard estimate = 0.0857, $p = .023$), hinting at potential differences in workload or student dynamics.

Overall, the model explains 13% of the variance ($R^2 = .130$) in teacher motivation to stay in their profession.

Summary. The hierarchical regression analysis determined a combination of motivational factors, demographic profiles and working conditions that predict teacher respondents' motivation to stay in the profession. Almost all motivational factors are statistically significant predictors of the level of teacher motivation to remain in their teaching careers, except for the factors 'sense of growth and development' and 'school environment'. 'Teaching as interest and passion' was found to be a strong predictor, suggesting that rekindling teachers' enthusiasm and dedication to the profession can help them continue serving. Perception of government policies was also deemed a positive predictor, highlighting that favorable views of laws related to deployment, professional development, salaries,

and others can contribute to increased motivation to stay. Conversely, the factor 'sense of purpose and fulfillment' negatively influences teacher respondents' motivation to continue teaching, hinting at a possible misalignment between expectations and daily realities of the job.

Additionally, several demographic characteristics affect teacher respondents' motivation to remain in their careers. These include educational level, marital status, and gender. Teachers with Master's degrees had the highest motivation compared to those with upper secondary education. Married, divorced, and widowed respondents also reported higher motivation compared to their single counterparts. Also, female teachers tend to have a slightly higher motivation than male teachers.

Moreover, teaching workload, engagement in school-based or peer-learning activities, and investment in professional development also significantly influence motivation to stay. The grade level assigned to teachers was found to affect their motivation as well.

III. Conclusion

The study examined the factors that affect teachers' motivation to remain in the teaching profession in Indonesia. The research aimed to determine the relationships among the factors that motivate teachers to stay, develop a country framework for teacher motivation to remain in their profession, and provide policy recommendations.

Indicators relevant to salary, working conditions, professional development, and career progression were analyzed using inferential statistics. Indicators that suggest association with teacher motivation to stay include length of teaching, hours spent teaching, total grade levels taught, hours spent traveling to school, and use of personal money for professional development. Significant differences among groups were also observed for the frequency of salary increases, perception of the adequacy of instructional resources, perception of the adequacy of school facilities, highest educational attainment, promotion history, and frequency.

In addition, a predictive model, represented in Figure 30, was also developed, suggesting a combination of motivational factors such as 'teaching as interest and passion', 'perception of government policies', 'sense of being respected and valued', 'salary, incentives and benefits', 'teacher well-being', and 'sense of purpose and fulfillment', demographic characteristics, such as gender, marital status, highest educational attainment, and number of dependents, and work-related variables, namely, grade level teaching, time spent teaching, use of personal money for professional development, and number of days spent on school-based or peer-to-peer learning, as predictors of teacher motivation in remaining in the profession.

In conclusion, despite the findings being limited to the sample due to the use of convenience sampling, the research still provides valuable insights into the motivation of Indonesian teacher respondents to stay in the profession. Their motivation to continue teaching is influenced by both intrinsic and extrinsic motivational factors, work-related conditions, and demographic attributes. The research findings highlight possible avenues for school leaders and policymakers to enhance teacher retention—by nurturing their passion for teaching and enacting wider systemic reforms that strengthen their professional dedication.

Based on the findings of the study, the following recommendations may be considered for policy review and formulation:

- **WORKING CONDITIONS:**

Monitor and evaluate teachers' time spent on teaching. According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 25 Year 2024, teachers are expected to spend a minimum of 24 hours and a maximum of 40 hours per week. As one of the predictors of teacher motivation in staying in the profession, MoPSE can consider monitoring and evaluating the time teachers spend on teaching and other nonteaching-related tasks. This is to ensure that the working hours of educators remain reasonable, given their workload.

Differentiate load by grade level and subject. MoPSE may consider adjusting the teaching hours based on the intensity of the subjects and grade levels. Not all teaching loads are equal. Some subjects, such as language arts and humanities, may require more planning, grading and feedback, while certain grade levels demand more of teachers' time and energy. For example, the demands of a primary teacher who handles multiple subjects, manages the classroom, and guides students' socio-emotional learning are heavier than those of a secondary school teacher who teaches a specific subject. By tailoring the teaching loads to

reflect these differences, schools can distribute workloads more fairly, reduce teacher burnout, and improve the overall quality of instruction.

- **PROFESSIONAL DEVELOPMENT:**

Institutionalize school-based professional development. As participation in school-based or peer-to-peer learning activities is one of the predictors of teacher motivation to remain in the profession, MoPSE may consider institutionalizing school-based professional development activities among teachers. This initiative also ensures that the measures addressing the professional learning needs of teachers are always aligned with the realities they encounter in their classrooms, helping them identify practical solutions that they can apply in their teaching practice.

Provide equitable professional development opportunities for teachers. Although motivated teachers were willing to use their personal funds for professional development, MoPSE must continue to explore ways to make professional development opportunities free and equitable for all teachers. This ensures that teachers always have access to activities that enhance their competencies, regardless of their socio-economic status. Access to continuous training can also help Indonesian educators adapt to modern technologies and innovative pedagogical approaches.

- **MOTIVATIONAL FACTORS:**

Foster teaching as an interest and passion. Education leaders and school administrators may continue exploring activities to foster and ignite teachers' interest and passion for their craft. Aspects that could be considered for such activities include cultivating teachers' love for teaching, love for the subject matter, and love for the children. This can be done through training, having access to

inspiring experts, mentors, and models, and encouraging learners to connect with their teachers.

Conduct reviews of policies affecting teachers. As a predictor of motivation in staying in the profession, MoPSE may consider conducting regular reviews of policies that affect teachers. Based on the survey of this research, teachers are most dissatisfied with their benefits and incentives (23%), salary (19.92%) and teacher deployment (11.65%). Examining the details of policies related to these aspects may provide insights that encourage teachers to remain in their careers, especially since the first two were also revealed as predictors of teacher motivation. These findings also echo the qualitative responses in the open-ended question on policy recommendations of teachers. Indonesian teacher respondents stressed the need to improve teacher welfare, prioritizing fair salaries, allowances and benefits to make them financially stable.

Support teachers in managing their mental and emotional well-being. A sense of purpose and fulfillment is one of the predictors of teacher motivation to stay in the profession, albeit implying a negative association. Some teachers may lose their sense of purpose and fulfillment as they face the daily, and often challenging, realities of the profession. As tensions in their expectations, beliefs, and actual experience arise, teachers must be supported to manage their mental and emotional well-being through access to counselling services, provision of a supportive environment in the school, among others.

Continue to institutionalize measures that recognize teachers. The Republic of Indonesia Law Number 14 of 2005 Regarding Teachers and Lecturers, in part 6, articles 36, 37 and 38, institutionalizes awards that exemplary teachers may receive from different government bodies, governance levels, and organizations. These initiatives are good in themselves, and MoPSE may continue to explore other awards and incentives that recognize teachers' initiatives and hard work.

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Appendix

Statistical Results of the Study

Table 3

Interpretation of the 10-point Likert Scale

Very High Motivation	8.20 – 10.00
High Motivation	6.40 – 8.19
Moderate Motivation	4.60 – 6.39
Low Motivation	2.80 – 4.59
Very Low Motivation	1.00 – 2.79

Table 4

Interpretation of the 6-point Likert Scale

Strongly Agree	Strongly Satisfied	5.17 – 6.00
Agree	Satisfied	4.34 – 5.16
Somewhat Agree	Somewhat Satisfied	3.51 – 4.33
Somewhat Disagree	Somewhat Dissatisfied	2.68 – 3.50
Disagree	Dissatisfied	1.84 – 2.67
Strongly Disagree	Strongly Dissatisfied	1.00 – 1.83

Table 5

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

Factors of Motivation	Level of Motivation		Interpretation
	ρ	p	
Teaching as Interest and Passion	0.337	< .001	Moderate Relationship
Sense of Growth and Development	0.322	< .001	
Sense of Being Respected and Valued	0.316	< .001	
Sense of Purpose and Fulfillment	0.295	< .001	Weak Relationship
School Environment	0.289	< .001	
Teacher Well-being	0.276	< .001	
Salary, Incentives and Benefits	0.269	< .001	
Perception of Government Policies	0.245	< .001	

p < .001

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

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

Table 6

Differences in Teacher Respondents' Motivation based on Frequency of Salary

Increase

Frequency of Salary Increase	M	SD	p	η^2_p	Effect size interpretation
Yearly	9.2	1.07	< .001	0.003	Negligible
Every two years	9.237	1.015			
Every three years	8.987	1.339			
Every five years	9.196	1.029			
I only get a salary increase if I get promoted	9.117	1.336			
I have not yet received a salary increase	9.143	1.129			
No response	9.09	1.219			

$p < .001$

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

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

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

Table 7

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

Working Conditions	Level of Motivation		Interpretation
	ρ	p	
Total Grade Levels Taught	-0.03	0.006*	Very Weak Relationship
Hours Spent Teaching	0.053	< .001**	
Hours Spent Traveling to School	-0.032	0.004*	
Length of Teaching	0.077	< .001**	

*p < .01, **p < .001

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

Table 8

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

Provision of Teaching and Learning Resources	M	SD	p	η^2_p	Effect size interpretation
More than adequate	9.358	0.973	< .001	0.008	Negligible
Adequate	9.143	1.077			
Inadequate	9.065	1.295			

$p < .001$

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

Table 9

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

Availability of Facilities In School	M	SD	p	η^2_p	Effect size interpretation
More than adequate	9.355	0.97	< .001	0.006	Negligible
Adequate	9.159	1.073			
Inadequate	9.095	1.225			

$p < .001$

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

Table 10

Relationship between Use of Personal Money for Professional Development and Level of Motivation of Teacher Respondents

	Used Personal Money for Professional Development		Interpretation
	ρ	p	
Level of Motivation	0.048	< .001	Very Weak Relationship

$p < .05$

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

Table 11

Differences in Teacher Respondents' Motivation based on Highest Educational Attainment

Highest Educational Attainment	M	SD	p	η^2_p	Effect size interpretation
Upper Secondary School	8.799	1.383	< .001	0.005	Negligible
Level 1 Diploma	9.407	0.888			
Level 2 Diploma	9.03	1.159			
Level 3 Diploma	9.091	0.947			
Level 4 Diploma	8.643	1.062			
Bachelor's Degree	9.183	1.099			
Master's Degree	9.287	0.951			
Doctoral Degree	8.733	1.387			

$p < .001$

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

Table 12

Differences in Teacher Respondents' Motivation based on History of Promotion

	History of Promotion	M	SD	p	Effect	Effect size interpretation
Level of Motivation	Yes	9.283	1.096	< .001	0.088	Negligible
	No	9.14	1.098			

$p < .001$

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 13

Differences in Teacher Respondents' Motivation based on Frequency of Promotion

Frequency of Promotion	M	SD	p	η^2_p	Effect size interpretation
Every two years	9.326	1.071	< .001	0.003	Negligible
Every three years	9.303	1.05			
Every five years	9.252	1.155			
Other	9.265	1.094			
No response	9.14	1.098			

$p < .001$

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

Table 14

Regression Estimates of Factors Affecting the Teachers' Level of Motivation in Indonesia

Predictor	p	Stand. Estimate
Sense of Purpose and Fulfillment	< .001	-0.1307
Teaching as Interest and Passion	< .001	0.231
Sense of Being Respected and Valued	< .001	0.0852
Salary, Incentives and Benefits	0.003	0.046
Perception of Government Policies	< .001	0.1391
Teacher Well-being	0.026	0.0371
Number of Dependents	0.035	0.0241
Time spent in teaching per week	0.002	0.0328
Number of Days of School-based or peer-to-peer learning	0.015	0.0253
Total no. of use of personal money in Professional Development	0.004	0.0306
Gender: Female vs. Male	0.005	0.068
Marital Status: Married vs. Single	< .001	0.1442
Marital Status: Divorced/Annulled/Separated vs. Single	0.014	0.2071
Marital Status: Widowed vs. Single	0.019	0.1625
Highest Educational Attainment		
Level 1 Diploma – Upper Secondary School	0.016	0.4688
Bachelor's Degree – Upper Secondary School	0.002	0.2309
Master's Degree – Upper Secondary School	< .001	0.2924
Currently Teaching Grade 8: Yes	0.02	-0.0868
Currently Teaching Grade 9: Yes	0.023	0.0857

Model: $F(24, 8039) = 50.10, p < 0.001, R^2 = 0.130$



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