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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 the Philippines**

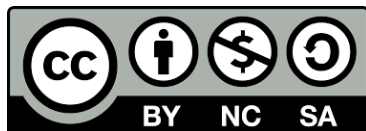
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Hiyas S. Clamor-Torneo, Lee Thunder T. Bernasor,  
Sherlyne A. Almonte-Acosta, PhD, Katherine P. Torralba, and  
Erlene G. Umali

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## Contents

<b>Acknowledgements</b> .....	5
<b>Abstract</b> .....	6
<b>I. Introduction</b> .....	7
<b>II. Results and Discussion</b> .....	12
<i>Level of Motivation of Teachers to Remain in the Profession</i> .....	12
<i>Factors Relevant to Teacher Motivation in Staying in the Profession</i> .....	14
<i>Relationship between Factors of Motivation and the Level of Motivation of Teachers</i> .....	37
<i>Relationships between Other Indicators and the Level of Motivation of Teachers</i> .....	41
<b>III. Conclusion</b> .....	53
<b>References</b> .....	58
<b>Appendix</b> .....	64
<b>Statistical Results of the Study</b> .....	64

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## **Abstract**

The Philippine Department of Education continues to face issues with teacher shortages and teacher retention. These challenges underscore the need to cultivate and sustain teachers' motivation to stay in the profession. Through quantitative methodologies, this research explored the factors that influence teachers' motivation to remain in their teaching careers. Results of the study revealed that most Filipino teacher respondents are highly motivated to continue serving as educators. This is reflected in their positive views of the eight core and contributing factors of motivation, namely, 'sense of purpose and fulfillment', 'teaching as interest and passion', 'sense of growth and development', 'sense of being respected and valued', 'teacher well-being', 'school environment', 'salary, incentives and benefits', and 'government laws and policies'. Inferential analyses also revealed that length of teaching, provision of instructional resources and adequacy of school facilities have links to motivation. Through hierarchical regression analysis, a predictive model for teacher motivation, composed of motivational factors and demographic characteristics, was developed. The study also proposed a few policy recommendations based on the findings.

# I. Introduction

A total of 910,434 teachers are serving the Philippine public school system for the school year 2024-2025 (Chi, 2024). Based on the data for the year 2020-2021, the top three regions where most teachers are assigned to are Region IV-A CALABARZON (11.92%), Region III Central Luzon (9.94%), and the National Capital Region (8.30%). Conversely, fewer teachers are assigned in the Cordillera Administrative Region (CAR) (1.98%), Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) (2.68%), and CARAGA (3.41%).

Though teachers are highly regarded, especially in local neighborhoods, where they are among the most educated in the community and considered bearers of knowledge, this esteem is not translated into professional prestige. This low prestige is reflected in the salary grades of teachers, which are lower than those of other professionals in the government, such as nurses, accountants, architects, and engineers. The average monthly salary of teachers (USD 372) is slightly above that of security guards by only USD 35 (Outsource Accelerator, 2025). Additionally, the teaching profession suffers from being viewed as mediocre, from which individuals are discouraged from joining (SEAMEO INNOTECH, 2023).

This disparaging view of the profession is reflected in the country's teacher shortage. The Philippines is currently in need of approximately 30,000 teaching positions (Porcalla & Carioso, 2025). This is despite the approved 16,000 new positions by the Department of Budget and Management (DBM). Rural areas face the most challenges, as well as a few critical subject areas (Second Congressional Commission on Education, 2025). Furthermore, the Department of Education (DepEd) Secretary disclosed that teachers are leaving the public education sector in thousands, due to retirement, better opportunities abroad, and hampered career

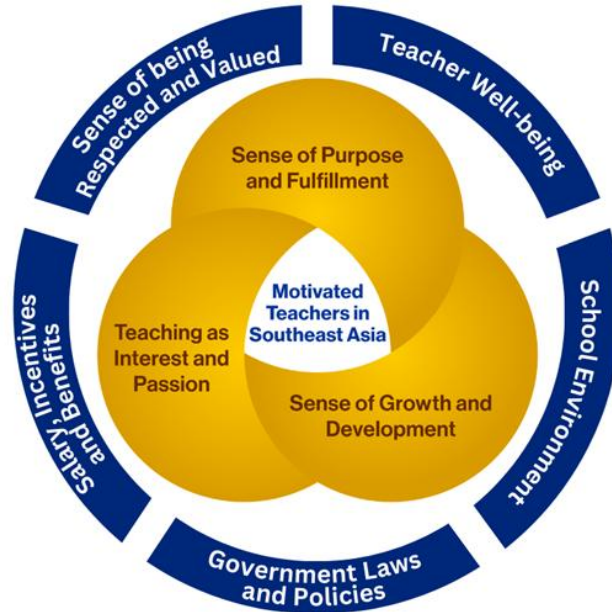
growth (Chi, 2024). The hiring process also takes a long time, taking about 46 months to fill a position.

Issues on teacher shortage and retention emphasize the importance of fostering motivation among educators to stay in their profession. Various literature provides different definitions of 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). Richardson (2014, as cited in Mangaleswarasharma, 2017), on the other hand, depicts 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 portray how a combination of internal drivers and external influences encourages teachers to continue serving.

Teacher motivation in this study is defined as the factors that influence teachers to stay in their profession. These include core and contributing factors adopted from Umali et al.’s (2024) *Southeast Asian Framework on Teacher Motivation in Staying in the Profession*. Core factors are the main drivers that inspire teachers to remain in the education sector, namely, a sense of purpose and fulfillment, teaching as an interest and passion, and a sense of growth and development. Contributing factors, on the other hand, are those that support or enhance the core factors, such as a sense of being respected and valued, teacher well-being, school environment, salary, benefits and incentives, and government laws and policies (see Figure 1).

**Figure 1**

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



Numerous researchers have studied teacher motivation in the Philippines. Gonzales et al. (2020) examined the relationship between peer support climate, supervisory support climate, teacher efficacy, job satisfaction, emotional exhaustion, and motivation to quit the teaching profession. Their research found that more satisfied teachers tend to stay in their teaching careers, while emotionally exhausted educators tend to quit. Teaching experience also influences job satisfaction, with novice teachers reporting facing challenges that may lead them to move to other educational institutions or leave the profession. In addition, Revilla et al. (2022) discovered that health and safety, and teacher readiness were significant predictors of teacher motivation in the new normal. Moreover, Geronimo and Campoamor-Olegario’s (2020) article showed how motivation influences teachers’ views of stress. Their study revealed that amotivation is a predictor of workload perception, stress appraisal, challenge appraisal, and overall perceived stress. Focus group discussions uncovered that teachers’ amotivation stems from personal problems and overlapping tasks, perceived irrelevance of tasks resulting

in reluctance to accomplish them, being assigned challenging tasks without guidance, and feelings of helplessness.

Recognizing the critical role of teachers in developing learners into changemakers of society, the Regional Centre for Educational Innovation and Technology (INNOTECH) of the Southeast Asian Ministers of Education Organization (SEAMEO) engaged in 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.

Utilizing quantitative methodologies, a survey questionnaire was developed based on the factors of the Southeast Asian Framework on Teacher Motivation in Staying in the Profession (Umali et al., 2024) and other existing literature. The questionnaire was translated into local languages, validated by country representatives and content experts, and underwent pilot testing. Data were collected using the SurveyMonkey platform through convenience sampling. Table 1 shows the profile of teacher respondents in the Philippines, with 503 valid responses. Descriptive and inferential statistics were employed for data analysis, as well as hierarchical regression analysis to produce a predictive model.

**Table 1**
*Profile of Survey Respondents in the Philippines*

	Count	Percent
<b>Age in years</b>		
18-24	19	3.78
25-34	185	36.78
35-44	175	34.79
45-54	98	19.48
55-64	24	4.77
65-74	2	0.40
<b>Gender</b>		
Male	174	34.59
Female	320	63.62
Prefer not to say	6	1.19
Other	3	0.60
<b>Marital status</b>		
Single	231	45.92
Married	262	52.09
Divorced/ Annulled/ Separated	5	0.99
Widowed	2	0.40
Prefer not to say	3	0.60
<b>Highest educational attainment</b>		
Bachelor's Degree	262	52.09
Master's Degree	195	38.77
Doctoral Degree	46	9.15
<b>Type of school</b>		
Public	410	81.51
Private	93	18.49
<b>School location</b>		
Urban	279	55.47
Rural	224	44.53
<b>Length of teaching</b>		
Early Career (1 to 5 years)	79	15.71
Mid-Career (6 to 10 years)	140	27.83
Experienced (11 years and Up)	284	56.46
<b>Total</b>	<b>503</b>	<b>100</b>

## II. Results and Discussion

The following sections present the findings of the study in the Philippines. The section starts by showing the level of motivation of teacher respondents to stay in the teaching profession, then proceeds to discuss the descriptive data for the core and contributing factors of motivation. Afterward, the results of the inferential statistics, particularly the relationship between motivation levels and relevant indicators, are tackled. The predictive model for teachers to remain in their teaching careers is then explained.

The factors examined in this study pertain to the core and contributing factors influencing teacher motivation in staying in the profession (see Figure 1), while indicators are contextual variables that contribute to motivation, such as salary, working conditions, professional development and career progression, as well as demographic variables, namely age, highest educational attainment, and school location, among others.

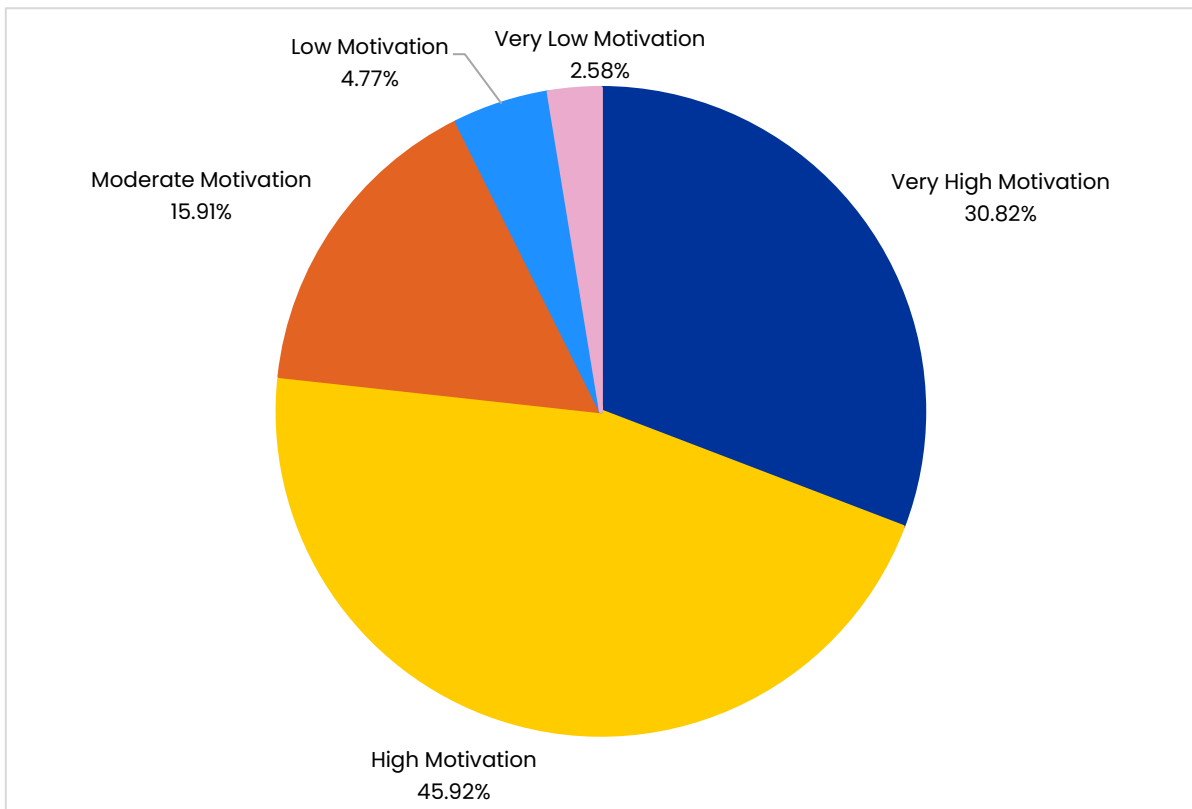
### ***Level of Motivation of Teachers to Remain in the Profession***

Teacher respondents were asked to rate their level of motivation in staying in the profession. Based on a rating from 1 to 10, with 1 being the lowest and 10 being the highest, most of them, at 45.92%, have high levels of motivation (rated 7-8) to remain teaching. This is followed by those who reported having very high motivation levels (30.82%) (rated 9-10), then by those with moderate motivation (15.91%) (rated 5-6). Only a small percentage of teacher respondents rated themselves as having low motivation levels (4.77%) (rated 3-4) and very low motivation levels (2.58%) (rated 1-2). Figure 2 depicts the percentages of teacher respondents categorized by their motivation level. The mean score for the

Philippines is 7.52, which is interpreted as high, based on the 10-point Likert scale interpretation (see Table 3 in the Appendix).

**Figure 2**

*Percentage of Teacher Respondents in the Philippines According to Their Level of Motivation to Stay in the Profession*



The finding suggests that, despite challenges, Filipino teacher respondents are still motivated to continue serving in the education sector.

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

The research also investigated the core and contributing factors that motivate teachers to stay in the profession. Using a scale from 1 to 6, where 1 pertains to "strongly disagree" and 6 to "strongly agree", teacher respondents from the Philippines were asked to indicate their level of agreement with related statements.

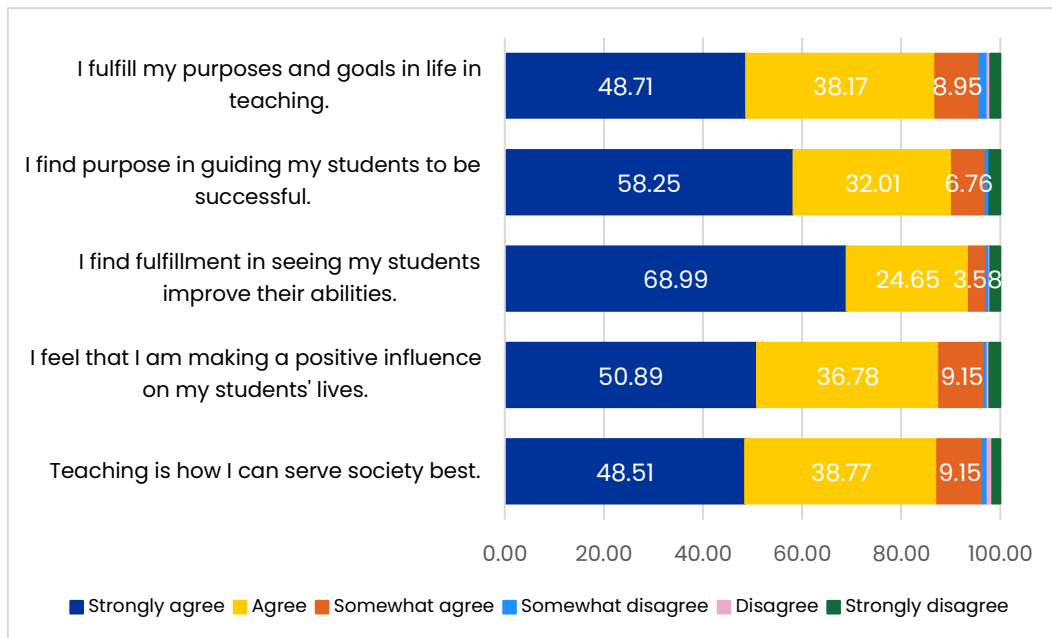
**Core Factors of Teacher Motivation.** The following sections present teacher respondents' agreement levels with statements related to the three core factors that influence teachers to remain in their teaching careers, namely, 'sense of purpose and fulfillment', 'teaching as interest and passion', and 'sense of growth and development'. Contextual data from the survey and literature are also discussed when available.

**Sense of Purpose and Fulfillment.** The core motivational factor 'sense of purpose and fulfillment' refers to teachers' impact on students and societal and national development.

On average, more than 96% of Philippine teacher respondents feel positively about the factor 'sense of purpose and fulfillment'. This is reflected in their agreement (strongly agree, agree and somewhat agree) with the following statements: "I fulfill my purposes and goals in life in teaching" (95.82%), "I find purpose in guiding my students to be successful" (97.02%), "I find fulfillment in seeing my students improve their abilities" (97.22%), and "I feel that I am making a positive influence on my students' lives" (96.82%) and "Teaching is how I can serve society best" (96.42%). Figure 3 presents the agreement levels of teacher respondents to statements relevant to the factor 'sense of purpose and fulfillment'. Overall, the mean score for this factor is 5.37 (rated as 'strongly agree'), using a 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*



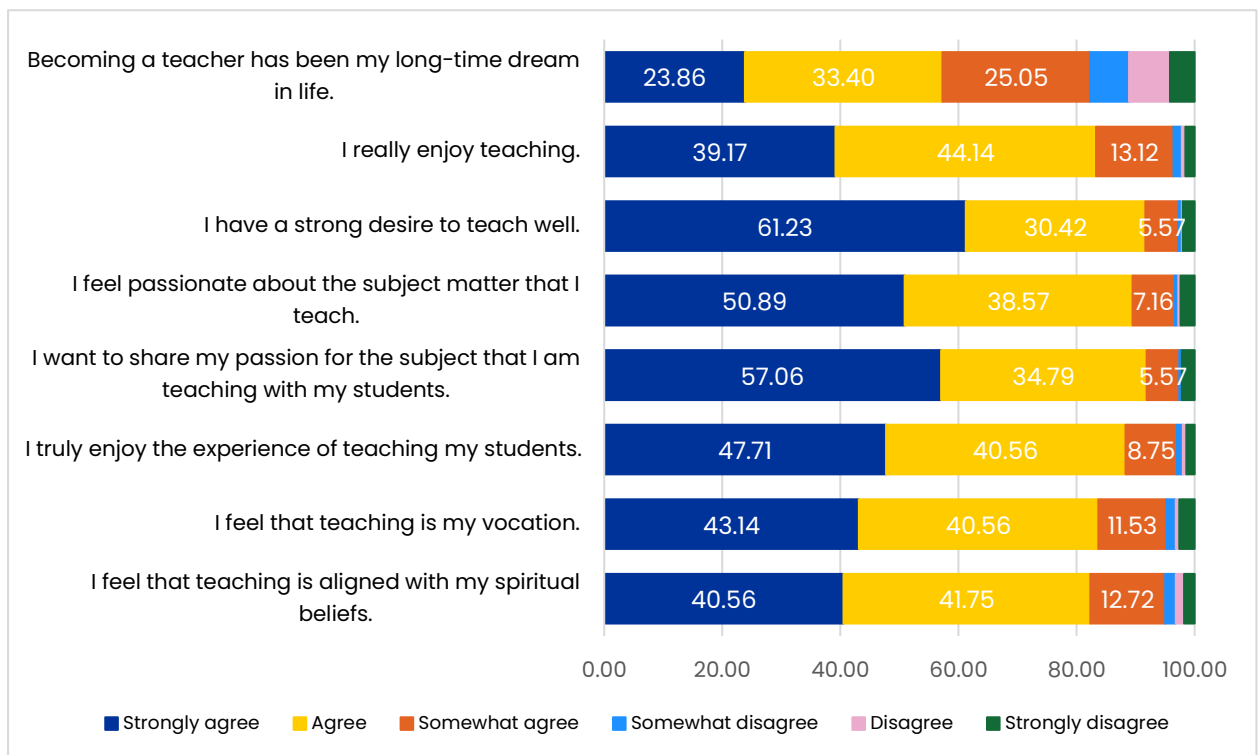
**Teaching as Interest and Passion.** The factor ‘teaching as interest and passion’ pertains to teachers’ teaching aspiration from childhood, the love for teaching, subject matter and children, and alignment of one’s work with one’s belief system.

Most Filipino teacher respondents, at over 94%, perceive teaching as their interest and passion. This is manifested in their agreement (strongly agree, agree and somewhat agree) with the following statements: “Becoming a teacher has been my long-time dream in life” (82.31%), “I really enjoy teaching” (96.42%), “I have a strong desire to teach well” (97.22%), “I feel passionate about the subject matter that I teach” (96.62%), “I want to share my passion for the subject that I am teaching with my students” (97.41%), “I truly enjoy the experience of teaching my students” (97.02%), “I feel that teaching is my vocation” (95.23%) and “I feel that teaching is aligned with my spiritual beliefs” (95.03%). Figure 4 presents respondents’

agreement level related to the factor ‘teaching as interest and passion’. The mean score for this factor is 5.18 (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 third core motivational factor, ‘sense of growth and development’, refers to one’s desire to strive to teach better. This entails having opportunities for professional development, as well as facing daily challenges brought about by the job.

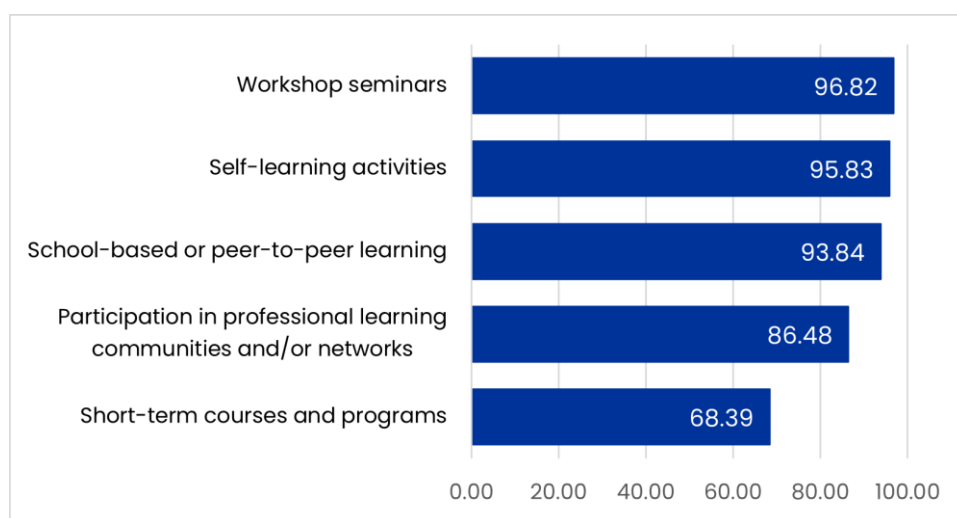
Examining the factor ‘sense of growth and development’, many teacher respondents engage in professional development. As shown in Figure 5, 96.82% of respondents participated in workshop seminars. This is followed by those who engage in self-learning activities (95.83%) and in school-based or peer-to-peer learning (93.84%). More than two-thirds of the teacher respondents (68.39%) enroll

in short-term courses and programs, suggesting access issues may affect their participation, as these programs often need financial resources.

In addition, 52.29% of the teacher respondents are currently pursuing graduate studies. Among them, only 20.15% were able to receive scholarships.

**Figure 5**

*Percentage of Teacher Respondents Engaging in Professional Development*



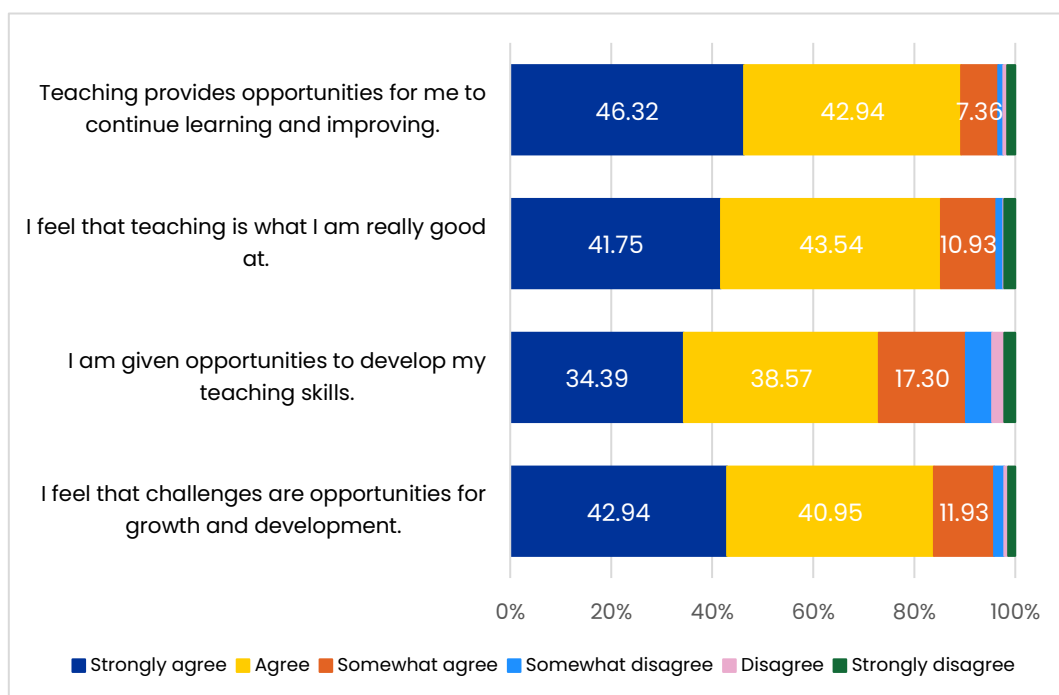
These results are in contrast with Rivera et al.'s work (2025). Through key informant interviews, focus group discussions, and review of relevant documents, the authors found that a significant portion of teachers did not participate in any professional development activity. For instance, the National Capital Region (NCR) had an 88% non-participation rate. Region IV-A CALABARZON and Region III Central Luzon reported 86% and 84% non-participation rates, respectively, in the school year 2022-2023. The results of their study are alarming, considering the importance of teacher professional development (TPD) in facilitating student achievement (OECD, 2018, as cited in Lim et al., 2020). However, it should be noted that in-service training (INSET) and TPD programs in their research seem to be limited only to formal training programs and did not consider other informal means of TPD, such

as school-based or peer-to-peer learning, self-learning, and participation in professional learning networks.

In a similar light, on average, teacher respondents, at more than 94%, perceive that they are growing in their teaching careers. This is manifested in their agreement (strongly agree, agree and somewhat agree) with the statements related to the factor 'sense of growth and development': "Teaching provides opportunities for me to continue learning and improving" (96.62%), "I feel that teaching is what I am really good at" (96.22%), "I am given opportunities to develop my teaching skills" (90.26%), and "I feel that challenges are opportunities for growth and development" (95.82%). Figure 6 depicts respondents' agreement levels related to the factor 'sense of growth and development'. The mean score for this factor is 5.14 (rated as 'agree').

**Figure 6**

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



Only more than a third of the respondents strongly agreed that they are provided with opportunities to develop their teaching skills. This may indicate a need to strengthen the pedagogical practices of Filipino teachers, especially those mandated in Republic Act No. 10533 or the Enhanced Basic Education Act of 2013.

These findings show how professional development is important to Filipino respondents, which echoes with Dayagbil and Alda's research (2024). Their study revealed that teachers engage in professional development to improve their competence and support students' learning. Lack of time, funding, and workload, however, were some challenges they encountered in participating in training and similar activities. Their work highlighted the importance of need-based continuing professional development programs.

**Contributing Factors of Teacher Motivation.** The sections below present teacher respondents' agreement level with statements related to the contributing factors that support teachers to stay in the profession. These include 'a sense of being respected and valued', 'teacher well-being', 'school environment', 'salary, incentives and benefits' and 'government laws and policies'.

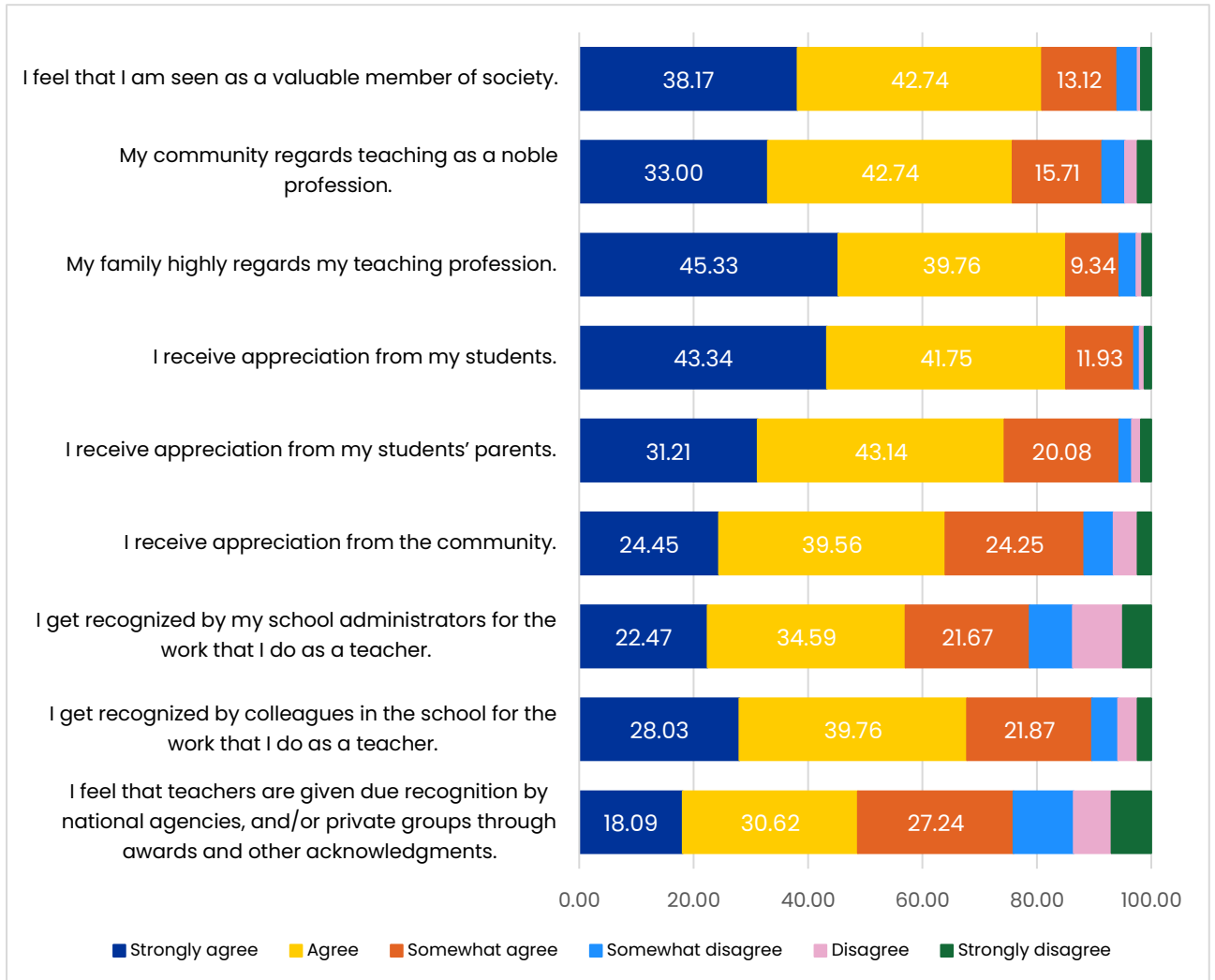
**Sense of Being Respected and Valued.** The factor 'sense of being respected and valued' deals with the perception of teachers as knowledgeable members of society and being part of a valuable profession. This factor also includes appreciation from family, students and parents, and awards and recognitions.

On average, many Filipino teacher respondents, at above 89%, feel that they are being respected and valued as educators. This view is manifested 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" (94.04%), "My community regards teaching as a noble profession" (91.45%), "My family highly regards my teaching profession" (94.43%), "I receive appreciation from my

students" (97.02%), "I receive appreciation from my students' parents" (94.43%), "I receive appreciation from the community" (88.27%), "I get recognized by my school administrators for the work that I do as a teacher" (78.73%), "I get recognized by colleagues in the school for the work that I do as a teacher" (89.66%), and "I feel that teachers are given due recognition by national agencies, and/or private groups through awards and other acknowledgments" (75.94%). Figure 7 presents respondents' agreement levels related to 'sense of being respected and valued.' The mean score for the factor for the Philippines is 4.83 (rated as 'agree').

**Figure 7**

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



These descriptive statistical results reflect SEAMEO INNNOTECH’s (2020) findings, revealing that teachers appreciated the respect and high status they received from their communities. Yet, despite this acknowledgement, teaching as a profession is not held in high regard compared to other careers in the country. In response, various initiatives have been launched to elevate the status of teachers, including the celebration of National Teachers Month and prestigious awards like the Metrobank Foundation’s recognition of outstanding educators. Moreover, the

government has taken proactive steps to attract top-performing high school graduates to the teaching profession through scholarship programs, training workshops, and international exchange initiatives aimed at strengthening and professionalizing the field of education.

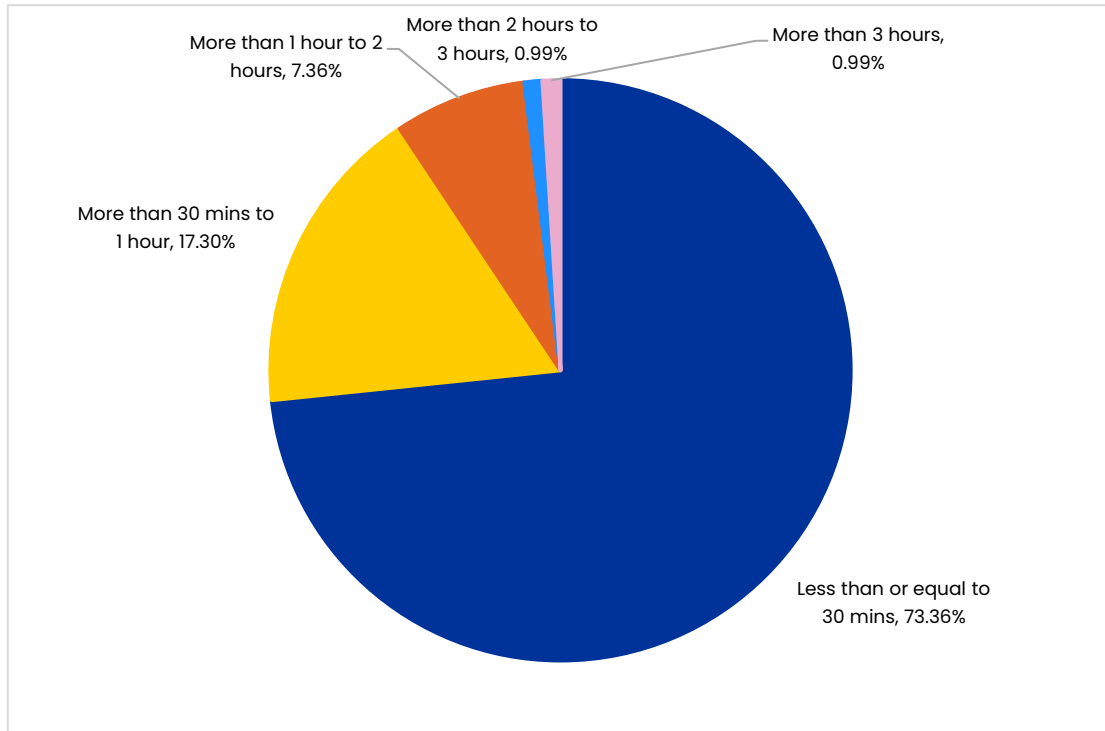
**Teacher Well-being.** Though ‘teacher well-being’ encompasses a variety of aspects, within the context of this study, this contributing factor revolves around work-life balance, having a flexible schedule, and home-to-school proximity.

Investigating work-life balance, teacher respondents report spending an average of 23.67 teaching hours per week. A large percentage of them, at 87.08%, are assigned nonteaching-related tasks, which may include serving as classroom advisers, subject coordinators, and other school administrative committees. For these tasks, teachers spend an average of 9.74 hours per week. These hours are still within the guidelines outlined in the Magna Carta for Teachers (1966), stipulating that teachers should provide instruction for at most six hours per day. However, the EDCOM 2 report notes that two out of three teachers work more than 40 hours per week due to ancillary tasks (Second Congressional Commission on Education, 2025).

In addition, exploring home-to-school proximity, teacher respondents spend an average of 31.88 minutes traveling to the school one way. In Figure 8, a large majority of respondents, 73.36%, spend less than 30 minutes traveling to school. This is followed by those who spend 30 minutes to an hour on travel time (17.30%).

**Figure 8**

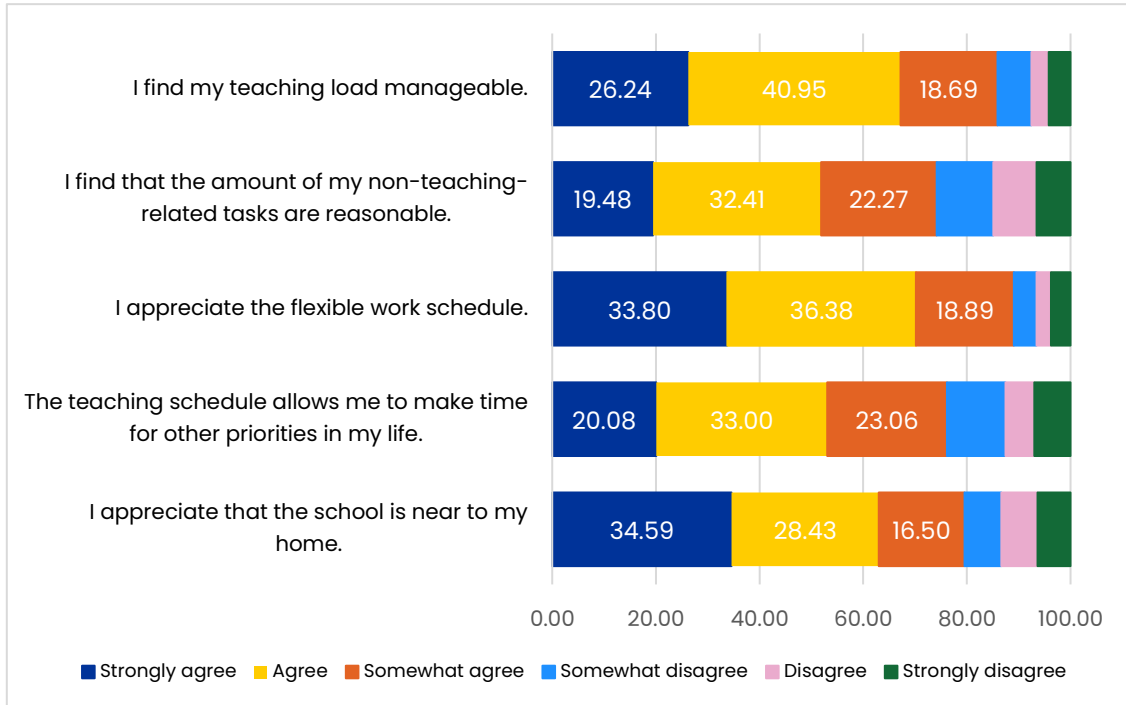
*Percentage of Teacher Respondents based on their One-way Travel Time to School*



On average, more than 80% of Philippine teacher respondents feel that their well-being has improved. This sentiment is reflected in their agreement (strongly agree, agree and somewhat agree) with the following statements: “I find my teaching load manageable” (85.88%), “I find that the amount of my non-teaching-related tasks are reasonable” (74.16%), “I appreciate the flexible work schedule” (89.06%), “The teaching schedule allows me to make time for other priorities in my life” (76.14%), and “I appreciate that the school is near to my home” (79.52%). Figure 9 shows respondents' agreement levels related to the factor ‘teacher well-being’. The mean score for the factor is 4.52 (rated as ‘agree’).

**Figure 9**

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



A few statements depict a considerable disagreement level. These include teachers’ perception of their nonteaching-related tasks, which a quarter (25.84%) reported as unreasonable, and having freedom in one’s schedule to pursue other life priorities, which 23.86% of respondents disagreed with. These findings indicate that improvements in work-life can still be made, reflecting Rivera et al.’s (2025) results that highlight the need to support teachers’ mental health and stress management due to them feeling overwhelmed by heavy workload and extended working hours.

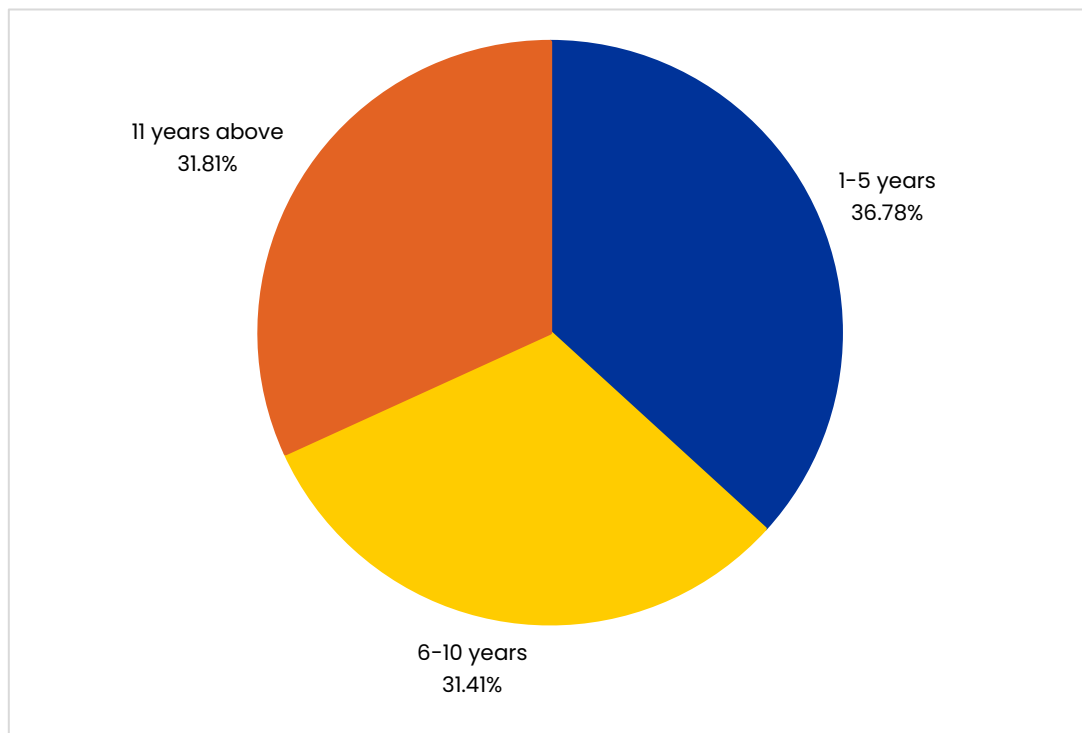
Lastly, a fifth of teacher respondents (20.48%) disagreed that their home is near the school they work at, possibly suggesting looking into teacher deployment regulations and support given to those who live far away from their educational institutions.

**School Environment.** The factor 'school environment' pertains to the social atmosphere of the educational institutions, such as having supportive policies, practices, and activities, opportunities for self-expression and innovations, and having good working relationships with colleagues. It also deals with the physical setting of the school, particularly having adequate facilities and instructional resources.

Filipino teacher respondents have served their current educational institutions for an average of 8.62 years. Figure 10 shows that respondents are almost equally distributed across three categories: teachers who have been serving for more than 11 years (31.81%), those who have been with their schools for six to ten years (31.41%) and those who have stayed for one to five years (36.78%).

### Figure 10

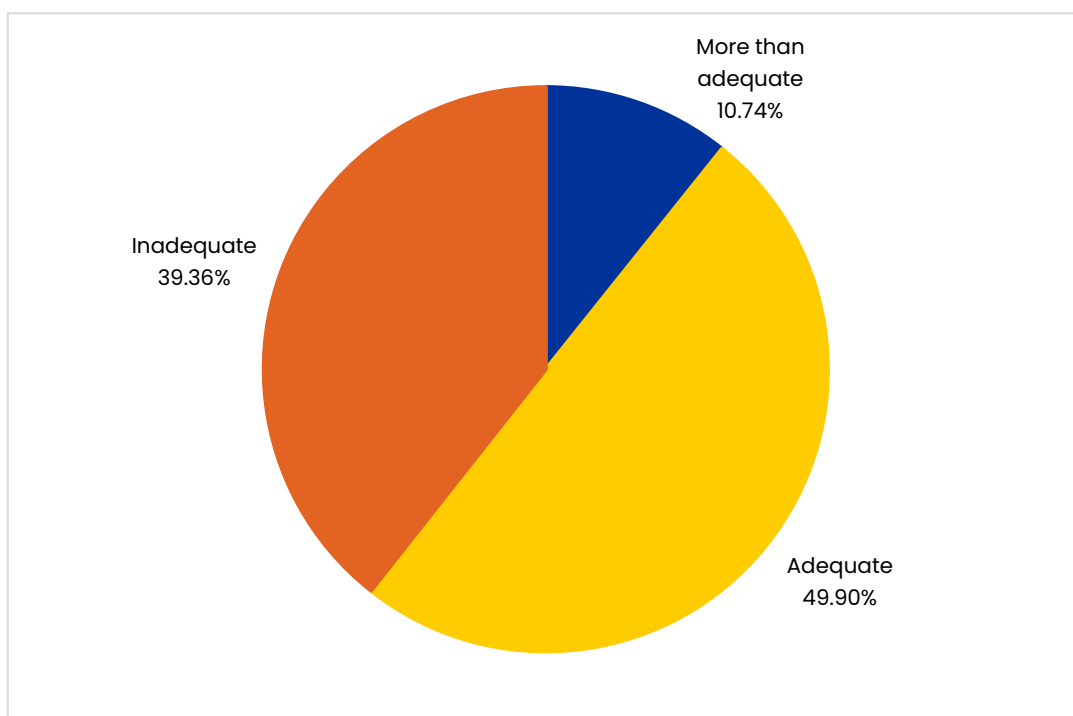
*Percentage of Teacher Respondents According to their Length of Teaching in the Current School*



Exploring Filipino teacher respondents' perceptions of the availability of teaching and learning resources and school facilities, Figure 11 indicates that about half of them feel that their teaching materials are adequate (49.90%), while Figure 12 depicts that most also view the facilities in their schools as inadequate (47.91%).

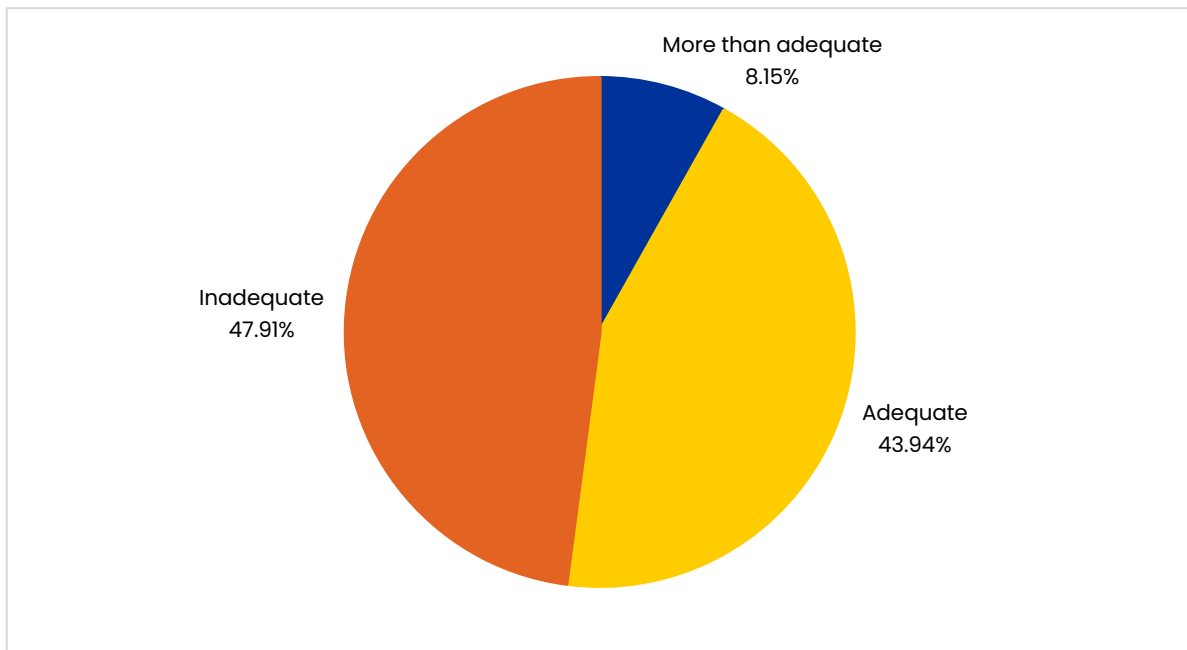
**Figure 11**

*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*

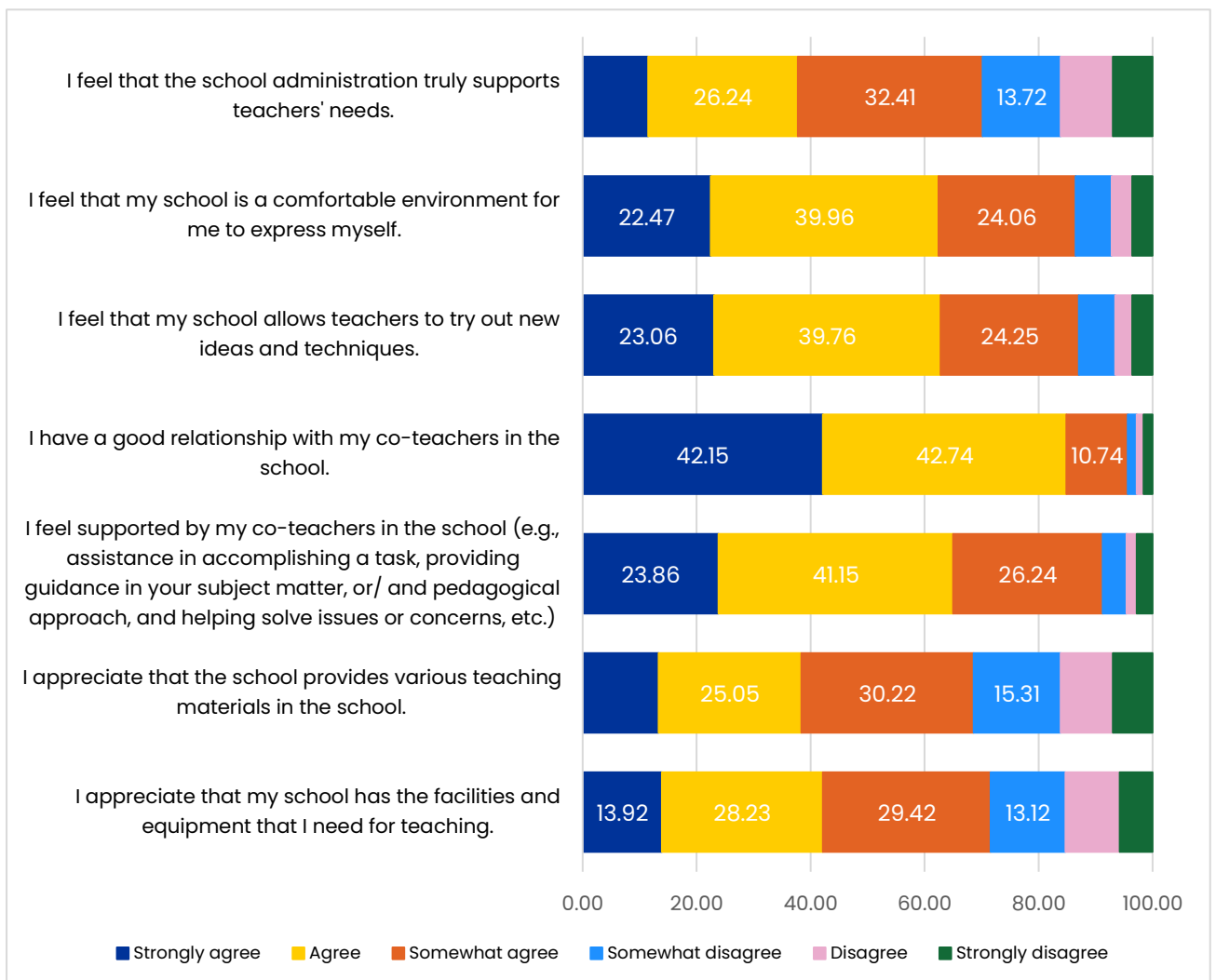


On average, more than 81% of Filipino teacher respondents perceive their school environment as motivating. This is manifested in their agreement (strongly agree, agree and somewhat agree) with the following statements: “I feel that my school is a comfortable environment for me to express myself” (86.48%), “I feel that my school allows teachers to try out new ideas and techniques” (87.08%), “I have a good relationship with my co-teachers in the school” (95.62%), and “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.)” (91.25%). However, only 70.18% of teacher respondents indicated their agreement with the statement “I feel that the school administration truly supports teachers’ needs”, suggesting that school policies and practices may have room for improvement. This is also the case for the statements, “I appreciate that the school provides various teaching materials

in the school,” in which only 68.59% reported their agreement, and “I appreciate that my school has the facilities and equipment that I need for teaching,” with only 71.57% of respondents agreeing. Figure 13 shows respondents’ agreement level with statements related to ‘school environment’. The mean score for this factor is 4.45 (rated as ‘agree’).

**Figure 13**

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



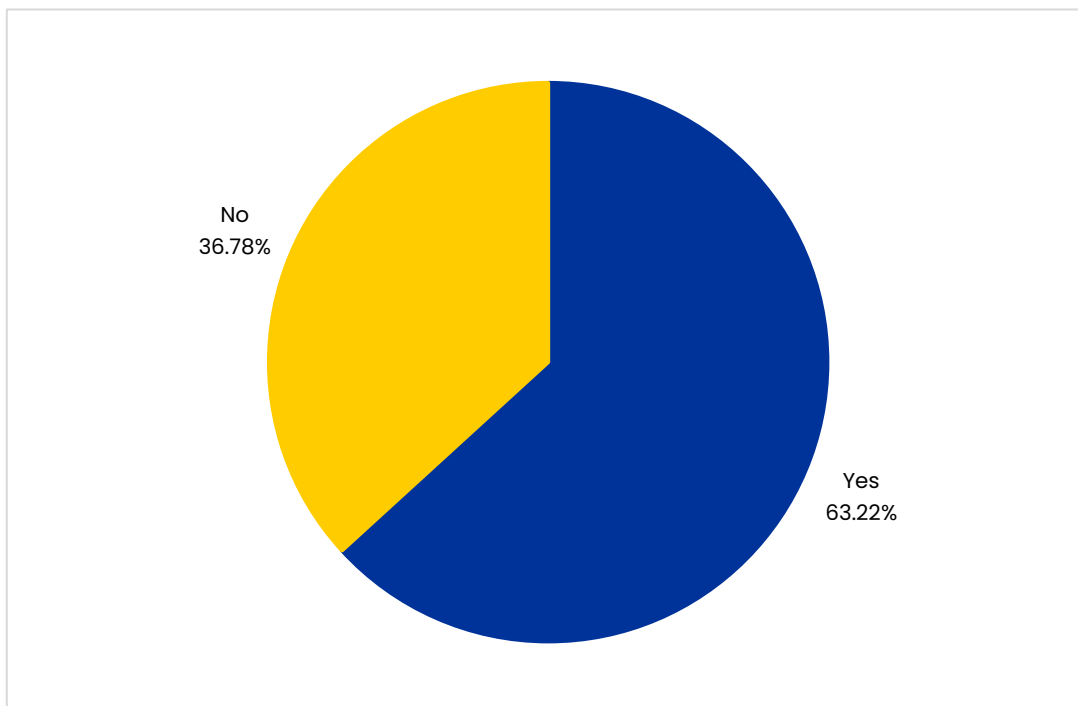
**Salary, Incentives and Benefits.** Three aspects were examined regarding the factor ‘salary, incentives and benefits’. These are teaching as source of income, financial security and well-compensated benefits and incentives.

On average, Filipino respondents receive an average monthly salary of USD 627.93. This figure is somewhat aligned with the average salary of Teachers I to III receiving USD 535.80 and of Master Teachers I to IV’s at USD 1,003.89 (PhilippineGo, 2025).

Figure 14 also shows that many of them are their family’s leading providers (63.22%). Similarly, Figure 15 depicts that more than half of the them support one to two dependents (50.70%). This is followed by those who report having three to five dependents (31.21%), and by those with no dependents (15.71%)

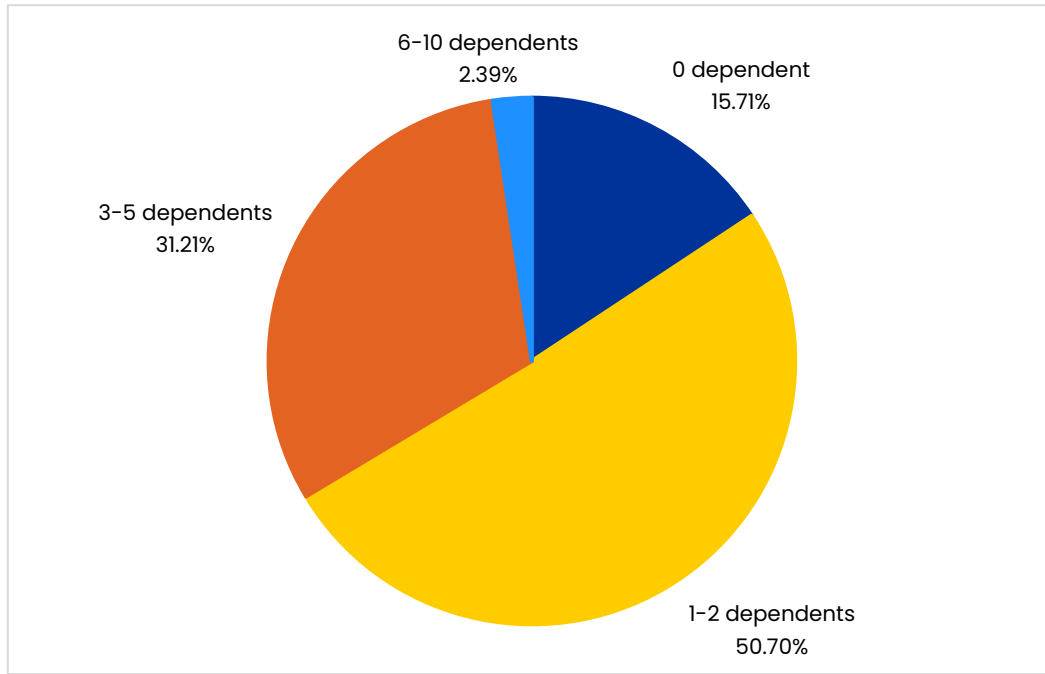
**Figure 14**

*Percentage of Teacher Respondents as the Main Financial Provider*



**Figure 15**

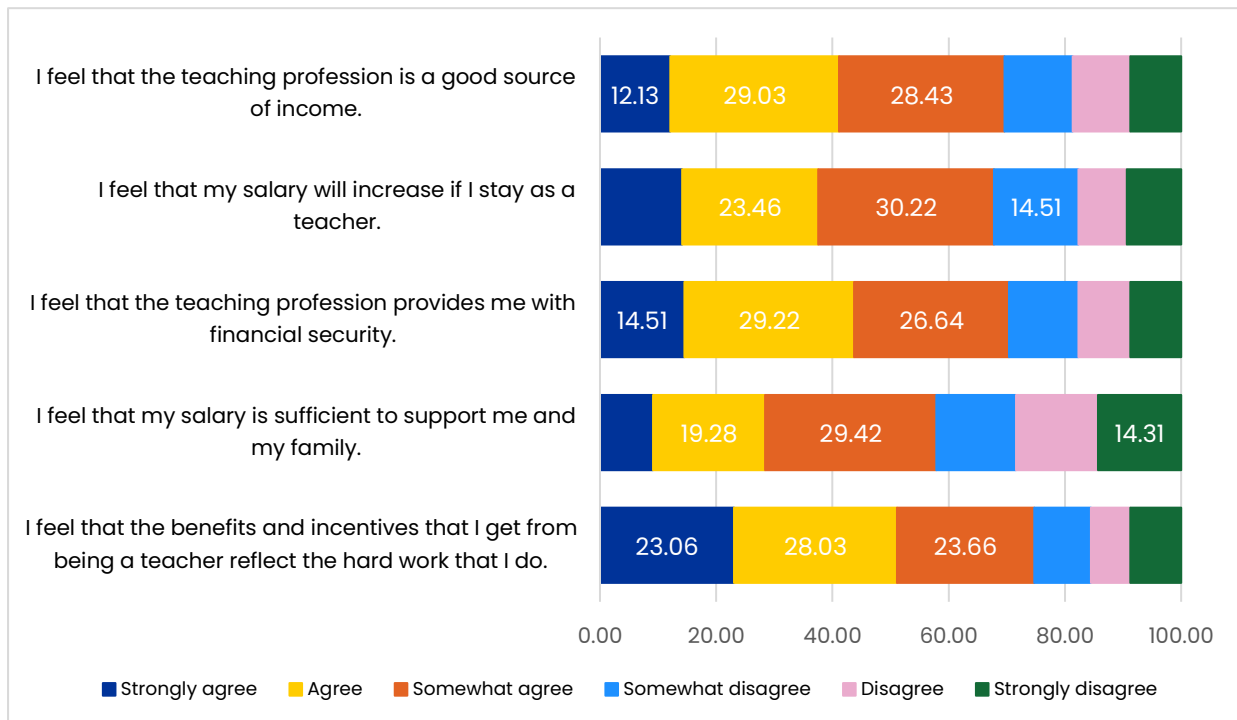
*Percentage of Teacher Respondents According to the Number of their Dependents*



On average, about 68% of Filipino teacher respondents perceive their salary, incentives, and benefits positively. This is 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” (69.58%), “I feel that my salary will increase if I stay as a teacher” (67.79%), “I feel that the teaching profession provides me with financial security” (70.38%), and “I feel that the benefits and incentives that I get from being a teacher reflect the hard work that I do” (74.75%). However, more than half of the respondents, at 57.85%, agree with the statement “I feel that my salary is sufficient to support me and my family”, implying a less favorable impression of their compensation. Figure 16 presents respondents' agreement levels related to the factor ‘salary, incentives, and benefits’. The mean score for this factor is 3.94 (rated as ‘somewhat agree’).

**Figure 16**

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



As evident from the figure, most statements related to the factor ‘salary, incentives and benefits’ have a considerable percentage of disagreement reported by teacher respondents. Aside from the adequacy of salary, about a third of them disagree that their salary will increase if they stay as teachers (32.21%), that teaching is a good source of income (30.42%), and that they feel that the profession brings them financial security (29.62%). These disagreement levels indicate a general desire among respondents for better salaries as teachers. However, existing research on the effects of salary on teacher motivation yields mixed findings (See et al., 2020). Some studies suggest that increasing salaries does not necessarily lead to greater job satisfaction (Abd-El-Fattah, 2010). These varied outcomes imply that, while salary may not be the main driver of motivation, it still plays a significant practical role in influencing teachers’ decisions to remain in the

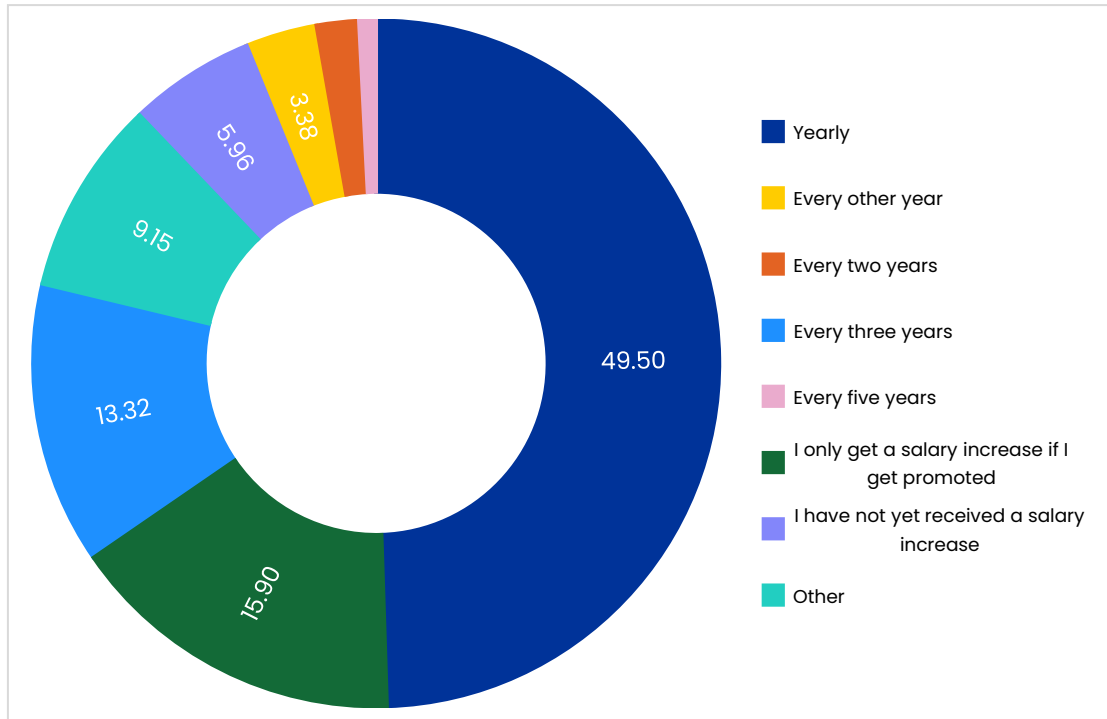
profession. This reinforces the results of SEAMEO INNOTECH's work (2020), which discovered that economic considerations are one of the factors that influence teachers to continue serving as educators. Their concern for providing for their families' needs is a major factor in their decision to keep on teaching.

**Government Laws and Policies.** Six areas were examined for the factor 'government laws and policies': benefits and incentives, salary, working conditions, career progression, professional development, and teacher deployment.

Regarding salary, 49.50% of the teacher respondents receive a yearly salary increase. This is followed by those who reported that they only get a salary increase if they are promoted (15.90%) and by those who receive salary increases every three years (13.32%). The yearly pay raise is in alignment with the Salary Standardization Law of 2019 and by the Executive Order No. 64 of 2024, in which the salary of government personnel, including that of public school teachers, is increased on an annual basis. Curiously, the regularity of salary increase still differs across half of the teacher respondents, implying possible variations in practice, especially those employed in private schools, or different notions of salary increases.

**Figure 17**

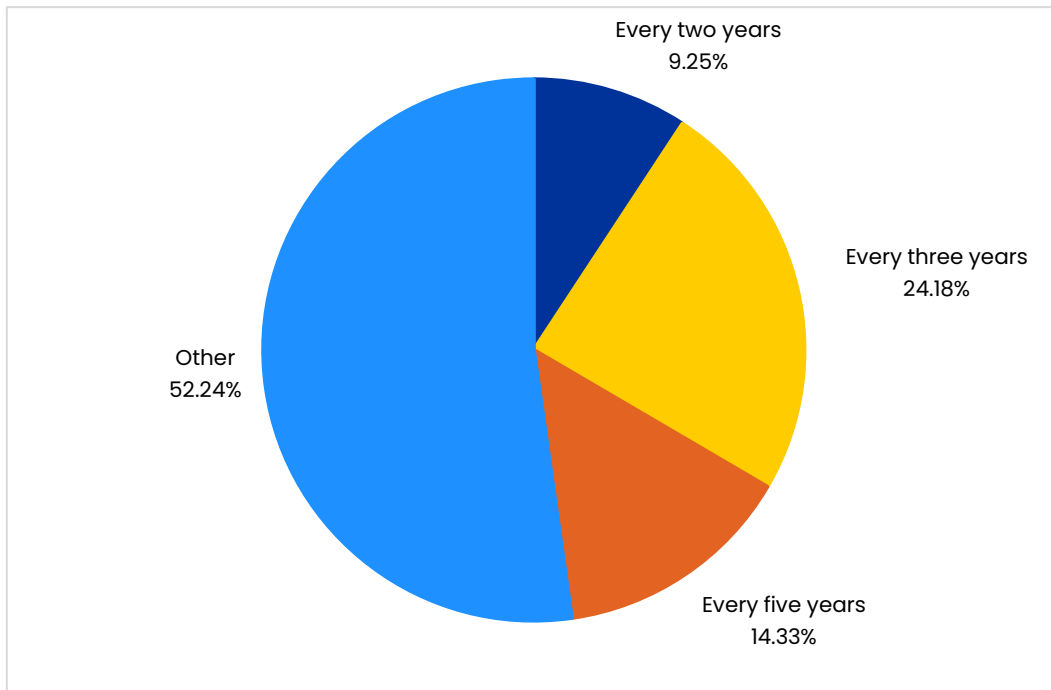
*Percentage of Teacher Respondents According to the Frequency of Teacher Salary Increase*



About career progression, two-thirds of the respondents (66.60%) have a history of promotion. Among those who experienced promotion, 52.24% replied “other” when asked about their promotion frequency. The responses for ‘other’ range from being promoted only once, promotion was last eight years ago, or six years ago, upon submission for reclassification, and depending on the item’s availability or post. This is followed by those who responded ‘every three years’ (24.18%) and those who are promoted every five years (14.33%), as shown in Figure 18.

**Figure 18**

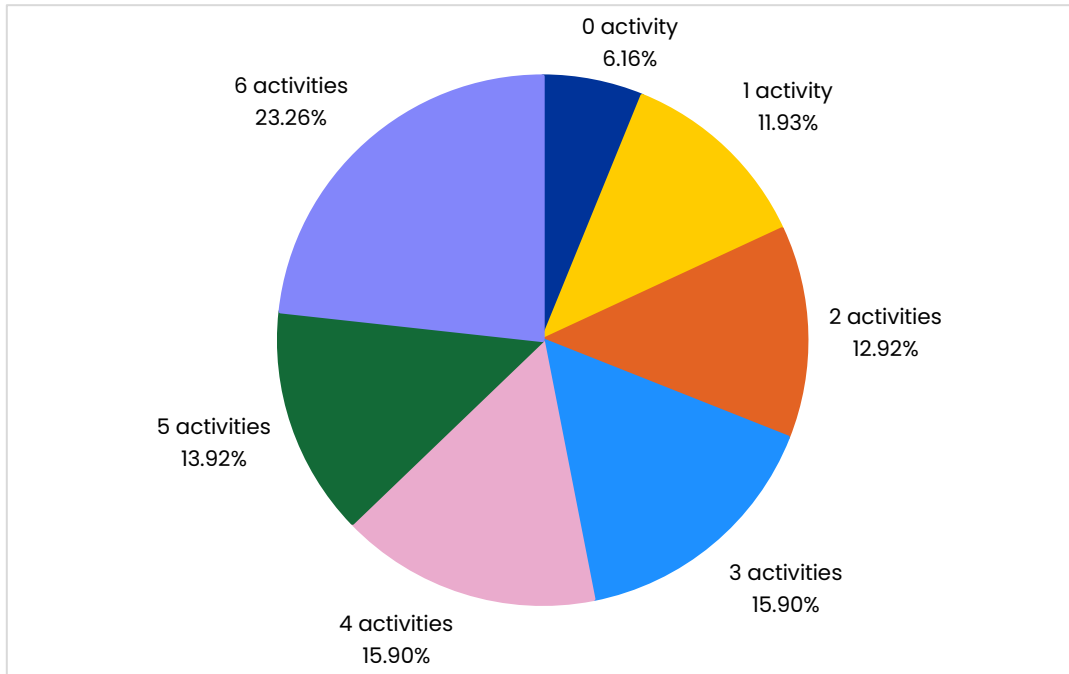
*Percentage of Teacher Respondents According to their Frequency of Promotion*



For professional development, Figure 19 indicates that a large majority of the teacher respondents, at 93.84%, have used their money for at least one professional development activity. This suggests that many teachers in the country spend their resources on professional development. Similarly, Figure 20 shows the percentage of teachers who used personal money for professional development activities. Most teacher respondents used their funds for graduate studies (77.93%) and self-learning activities (74.95%).

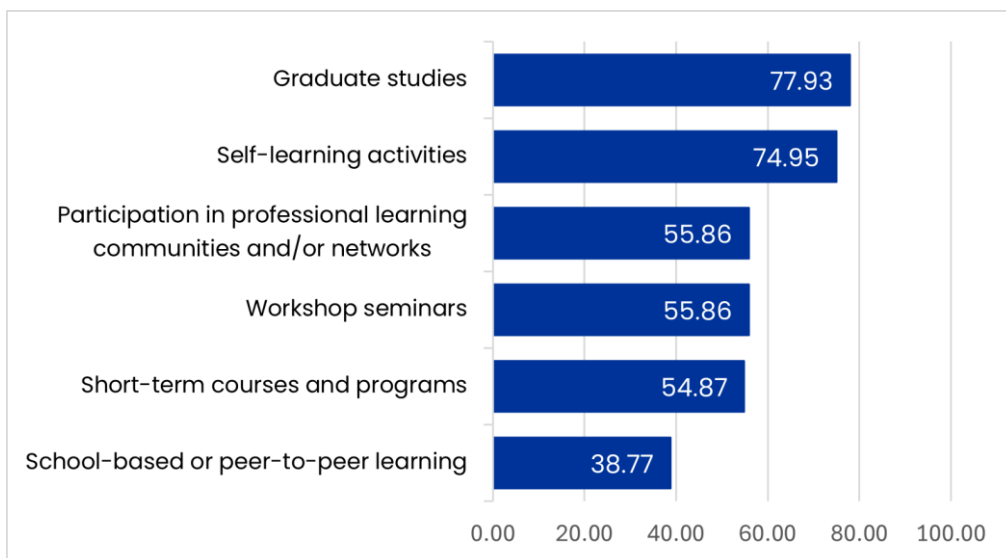
**Figure 19**

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



**Figure 20**

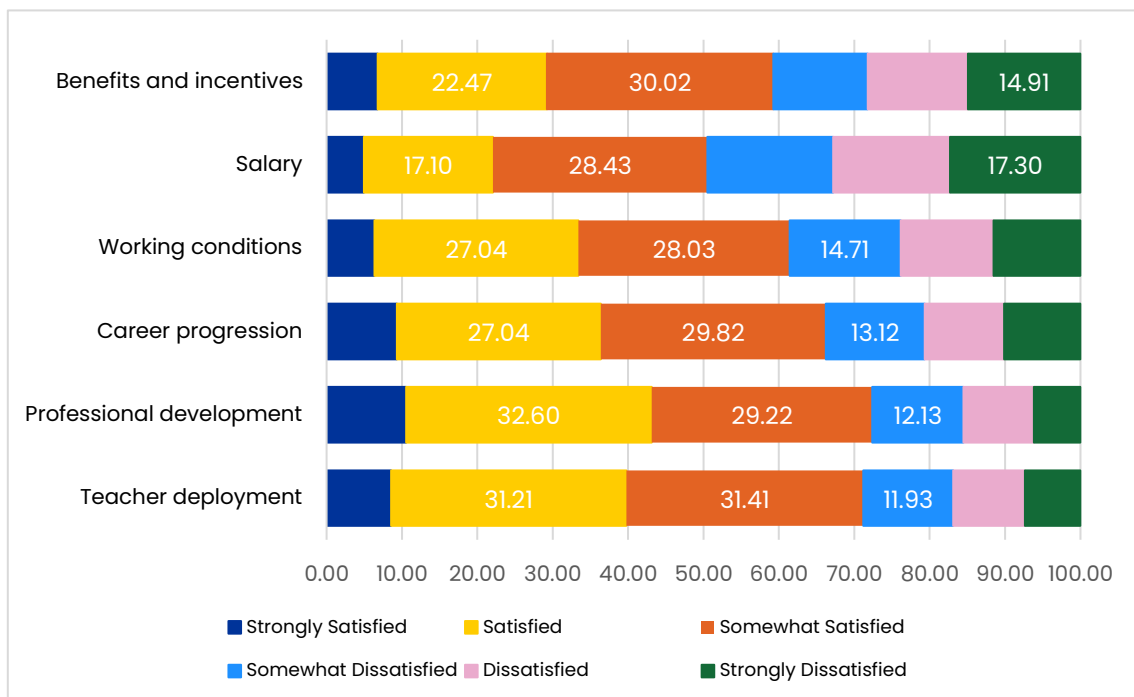
*Percentage of Teacher Respondents Who Used Personal Money According to Professional Development Activities*



On average, more than 63% of Filipino teacher respondents are satisfied (strongly satisfied, satisfied, somewhat satisfied) with government policies that affect them. This is evident in their responses to the following areas: “Benefits and incentives” (59.24%), “Working conditions” (61.43%), “Career progression” (66.20%), “Professional development” (72.37%), and “Teacher deployment” (71.17%). However, only about half of the teachers, at 50.50%, indicate their satisfaction with the area of “Salary”. Figure 21 presents respondents’ satisfaction level with the factor ‘government laws and policies’. The mean score for this factor is 3.71 (rated as ‘somewhat satisfied’).

**Figure 21**

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



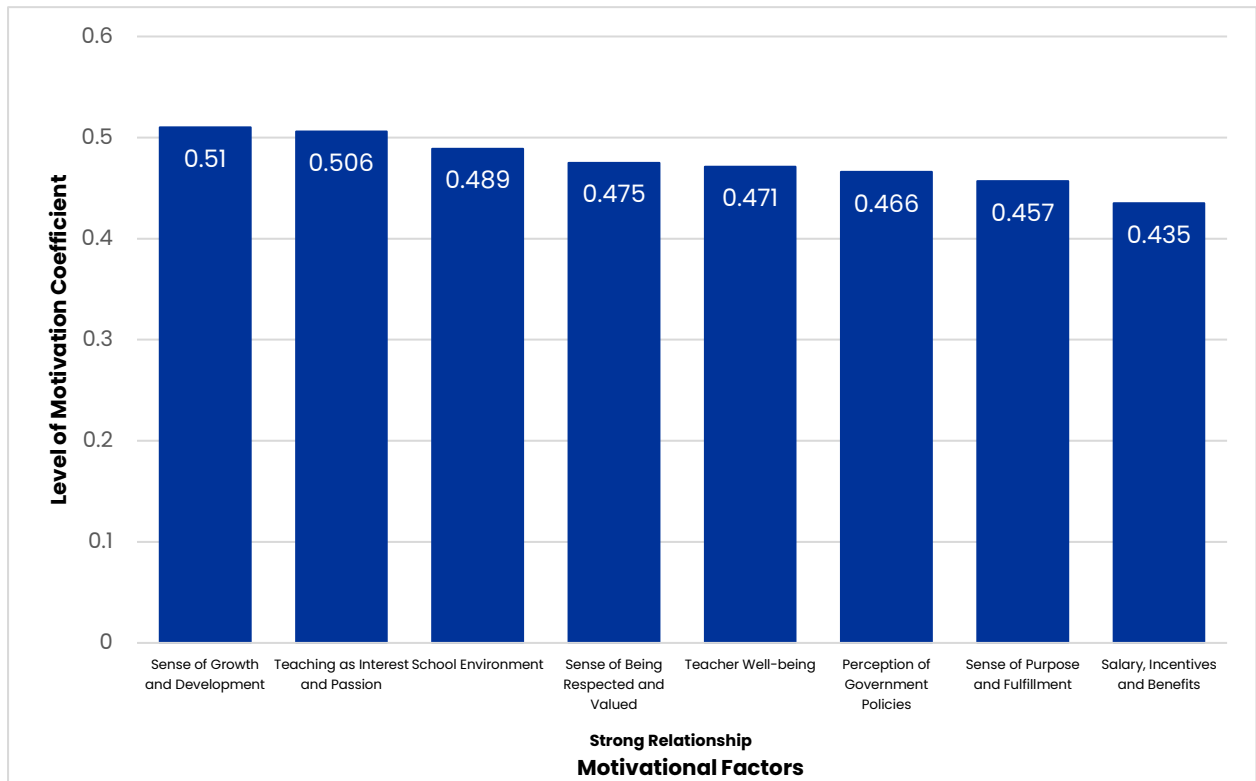
**Summary.** Through descriptive statistical analysis, the survey reveals that majority of Filipino teacher respondents are highly motivated to stay in their teaching careers. Their motivation level is reflected in their agreement levels with statements related to core and contributing factors. For instance, they rated two core factors, 'sense of purpose and fulfillment' and 'teaching as interest and passion', as strongly agree. The respondents also rated 'agreed' to statements connected with one core factor, 'sense of growth and development', and three contributing factors, namely, 'sense of being respected and valued', 'teacher well-being' and 'school environment'. However, teacher respondents rated somewhat agree and satisfied the statements related to the factors 'salary, incentives and benefits' and 'perception of government policies'. These findings show how Filipino teacher respondents resonate with the motivational factors and deem them important to foster 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 and teacher respondents' overall motivation levels to stay in the profession. Figure 22 presents that all core and contributing motivational factors have strong associations with motivation levels, suggesting that they are relevant for teachers to consider in their continued service in the education sector (see Figure 22 and Table 5 in the Appendix).

**Figure 22**

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



Examining the motivational factors individually, correlational analysis results imply that as teachers’ sense of growth and development strengthens, their motivation to stay in the teaching profession tends to improve as well. This finding suggests the importance of professional development opportunities for teachers and fostering their desire to be better at their practice. This discovery is aligned with a few students, such as those of Han and Hongbiao’s research (2016), which determined professional growth as one of the reasons for continuing to teach, and Howes and Goodman-Delahunty’s work (2015), which identified professional development opportunities as a factor in teachers’ decision to stay.

In a similar light, another core factor, ‘teaching as interest and passion’, has strong associations with teachers’ motivational levels. As teachers become more interested and passionate about teaching, their likelihood of continuing to serve in

the education sector increases. This result highlights the need to foster teachers' love for their craft, their learners, and subject matter. They would also benefit from reflecting on how their career choice and experience are aligned with their beliefs, values, and spirituality. A few studies support this finding. Fihris et al. (2024), through qualitative methods, discovered that Filipino education students pursue teaching because it was perceived as a dynamic profession. Also, SEAMEO INNOTECH's research (2020) on teacher motivation in the Philippines noted that nine out of ten teachers continue to teach because of their passion for the craft. In the same study, belief in Divine Providence was also revealed as a factor.

On the other hand, the contributing factor 'school environment' is also strongly associated with teachers' motivational levels to stay in the profession. This result signifies that, as teachers view their school environment in a more positive light, their motivation to continue teaching improves. This finding emphasizes the importance of having supportive policies and practices in the school, facilitating a cooperative environment with one's colleagues, and providing adequate facilities and teaching and learning resources. Several studies have also reinforced this finding, suggesting that a conducive work environment affects teachers' motivation (Salifu, 2013, Adelabu, 2005, Bennell, 2004, Mathew, 2005, Hooker, et al., 2003, Park, et al., 2007, as cited in Handayani, 2016). SEAMEO INNOTECH's study (2020) also highlighted the importance of having supportive colleagues and supervisors to guide and encourage teachers as they accomplish their roles.

Being respected and valued also has a strong relationship with teacher respondents' motivation levels to remain in their careers. This indicates that as teachers' perception of being respected and valued strengthens, their motivation to stay in the profession also improves. This finding aligns with the qualitative study conducted by Mattar (2010), which revealed that educators in high-achieving schools valued the acknowledgment they received from school leaders and

colleagues. It suggests that fostering an environment where teachers are respected and appreciated—by students, fellow educators, the broader community, and government institutions—may strengthen their commitment to remain in the profession.

In addition, teacher well-being is strongly associated with teachers' motivation levels. This connotes that as their sense of well-being improves, so does their tendency to continue teaching. This finding emphasizes the need to ensure that teachers have a good work-life balance, that they are afforded flexible schedules and close living arrangements to their workplaces. As Delgado et al. (2021) discovered, well-being is crucial for educators who support learners' achievement of learning outcomes, as their stress levels affect those of their students and colleagues (Cox et al., 2018, as cited in Delgado et al., 2021).

Moreover, teachers' perception of government policies and laws is strongly associated with their motivation to continue rendering service in the education sector. This means that as their views about government policies concerning deployment, professional development, career progression, working conditions, salary, benefits, and incentives improve, there is a higher chance for them to remain serving as teachers. This finding implies the importance of government policies, ensuring that these do benefit teachers' welfare in the long run.

The core factor, 'sense of purpose and fulfillment,' also has a strong relationship with teachers' level of motivation to remain in their careers. This finding suggests that as teachers' feelings of purpose and fulfillment become stronger, the more likely they are to continue serving as teachers, highlighting the need to help them reflect on their impact on their learners as well as on national development. This result is consistent with prior research emphasizing how teachers' influence on their students contributes significantly to their internal drive and motivation (Han & Yin, 2016; Koran, 2015, Csikszentmihalyi's, 1997, Alibakhshi & Nezakatgoo, 2019,

Dörnyei's, 2001, as cited in Stezycka & Etherington, 2020). In addition, in the Philippine context, Fihris et al.'s study (2024) highlighted that positive impact on children's growth and learning, the opportunity to shape future generations, and improve the quality of education were significant motivators. In addition, commitment to the profession is one of the factors identified in SEAMEO INNOTECH's study (2020) on teacher motivation, which includes a teacher's care for students' academic progress, the greater community and society, and continuity of the teaching profession.

Lastly, as teachers' views of their salary, incentives, and benefits improve, so does their motivation to stay in the profession. This finding emphasizes the need to provide sufficient salaries for educators as well as reasonable incentives and benefits.

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

To determine the relationships among indicators affecting teacher motivation in staying in the profession, Spearman's rho correlation analysis was conducted. In addition, the Mann-Whitney U test and ANOVA were employed to assess whether there are significant differences across the indicators. Attention was given to indicators that have potential implications for policy recommendations. Only significant results are reported as well. 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 related to salary, the frequency of salary increases, was examined. However, it did not yield significant results.

**Indicators Related to Working Conditions.** Seven indicators were examined to determine the relationships between working conditions indicators and teachers' level of motivation. This includes the length of teaching, total grade levels taught, hours spent on teaching, having nonteaching-related tasks and hours spent on these tasks, hours spent traveling to school, and adequacy of teaching and learning resources and school facilities. Three of these yielded significant results: length of teaching, adequacy of teaching and learning resources, and adequacy of school facilities.

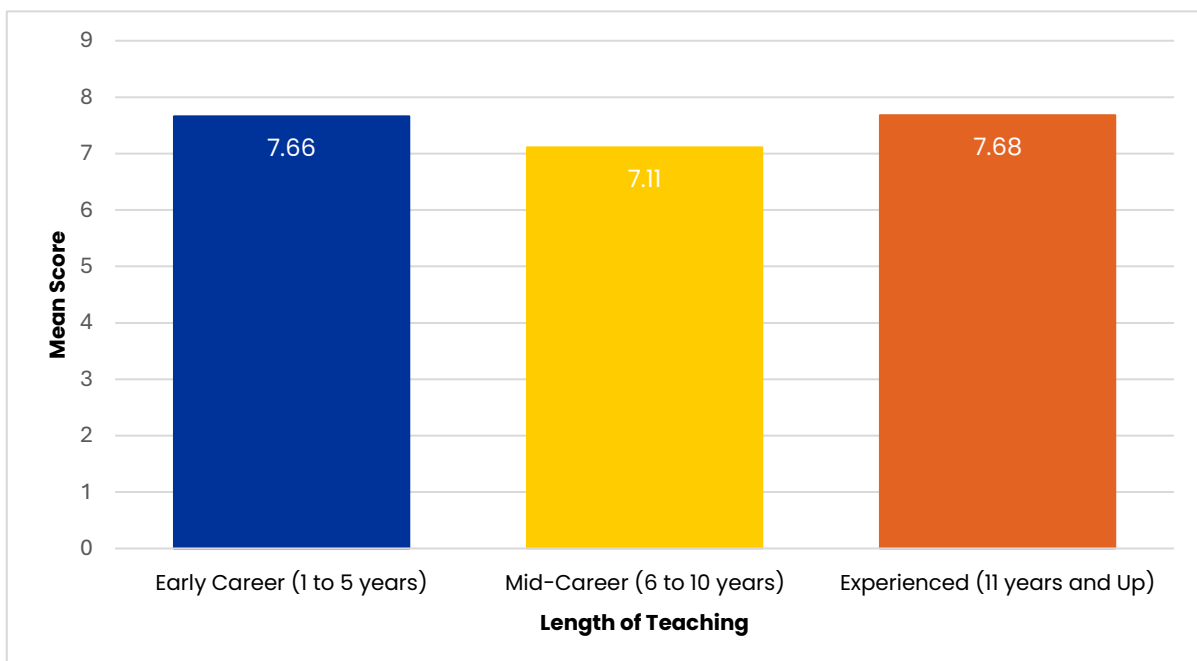
***Relationship between Length of Teaching and Level of Motivation of Teachers.*** Spearman's rho test revealed that teacher respondents' length of teaching is positively associated, albeit to a very weak extent, with their motivation to remain in the profession ( $\rho = 0.114, p < .01$ ) (see also Table 6 in the Appendix). The result implies that as teachers spend a longer time in the teaching profession, the more likely they are to continue serving as educators. This finding aligns with previous studies' results (Anghelache, 2014, 2015; Day et al., 2006) that have examined the relationship between teacher motivation and seniority. This might be due to them becoming more comfortable and skilled in the profession as the years pass. They may have developed a routine for handling the profession and established coping mechanisms and strategies to address the daily challenges of teaching.

***Differences in Teachers' Motivation based on Length of Teaching.*** Similarly, the correlation analysis is further supported by the results of the ANOVA test, which investigated the differences in mean scores based on the length of teaching. Showing statistically significant differences in teacher respondents' level of motivation, Figure 23 presents that experienced teachers, those serving 11 years or

more, reported having the highest motivation levels to remain in the profession ( $M = 7.68$ ). This is followed by those in their early career ( $M = 7.66$ ). Teachers in their mid-careers, with six to ten years of experience, reported having the lowest motivation levels to continue serving as educators ( $M = 7.11$ ) (see also Table 7 in the Appendix). This finding echoes Anghelache's work (2015), which discovered that teachers with more than 15 years of experience are more motivated than their counterparts with a shorter length of service. The effect size of 0.016 suggests a small effect of teaching length on motivation levels, indicating little difference between mean scores.

### Figure 23

*Differences in Teacher Respondents' Motivation based on Length of Teaching*



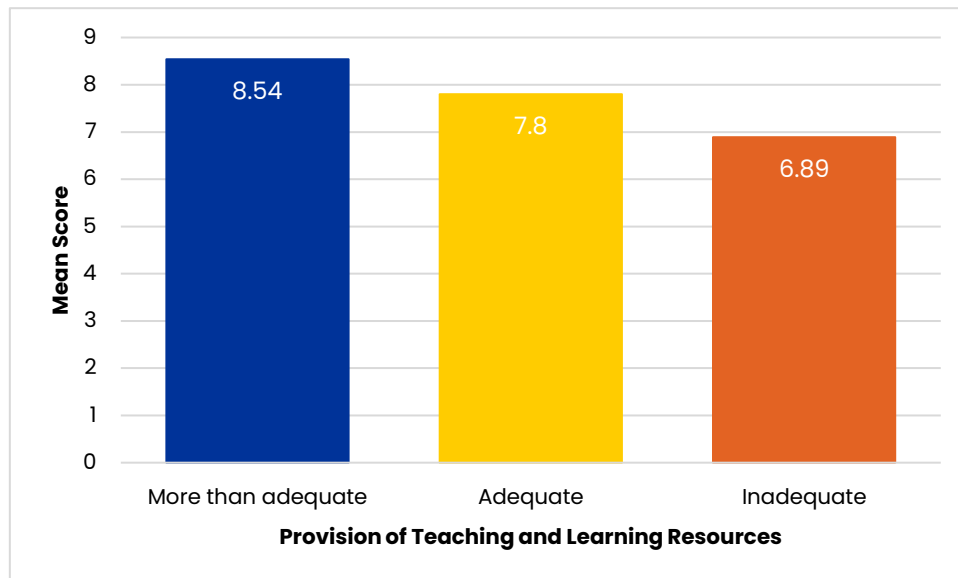
To determine which pairs have significant differences in means, Tukey's post-hoc test was administered. Among all pairwise comparisons, the level of motivation to remain in the teaching profession differs significantly between teachers in their mid-careers ( $M = 7.11$ ) and those with more experience ( $M = 7.68$ ).

The findings imply that mid-career teachers may need additional support to sustain their motivation. Investigation into the reasons behind this motivation dip may be considered to determine strategies to lift and strengthen their desire to stay in teaching.

***Differences in Teachers' Motivation based on Provision of Teaching and Learning Resources.*** The ANOVA test also revealed statistically significant differences in the mean scores based on provision of teaching and learning resources. Teacher respondents with more than adequate instructional resources reported having the highest motivation to remain in the profession ( $M = 8.54$ ). This is followed by teachers with adequate resources for teaching and learning in school ( $M = 7.80$ ). Filipino teacher respondents with inadequate resources indicate having the lowest level of motivation to continue teaching ( $M = 6.89$ ), as shown in Figure 24 (see Table 8 in the Appendix). The effect size of 0.077 suggests a medium effect of the availability of teaching and learning resources on motivation levels, indicating more evident distinct differences between mean scores.

**Figure 24**

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



Employing Tukey’s post-hoc test to determine which pairs have significant differences of means reveals that, among all pairwise comparisons, the level of motivation to remain in the teaching profession differs significantly between teachers with more than adequate teaching and learning resources (M = 8.54) and those with inadequate ones (M = 6.89) and between those who have adequate (M = 7.80) and inadequate resources (M = 6.89).

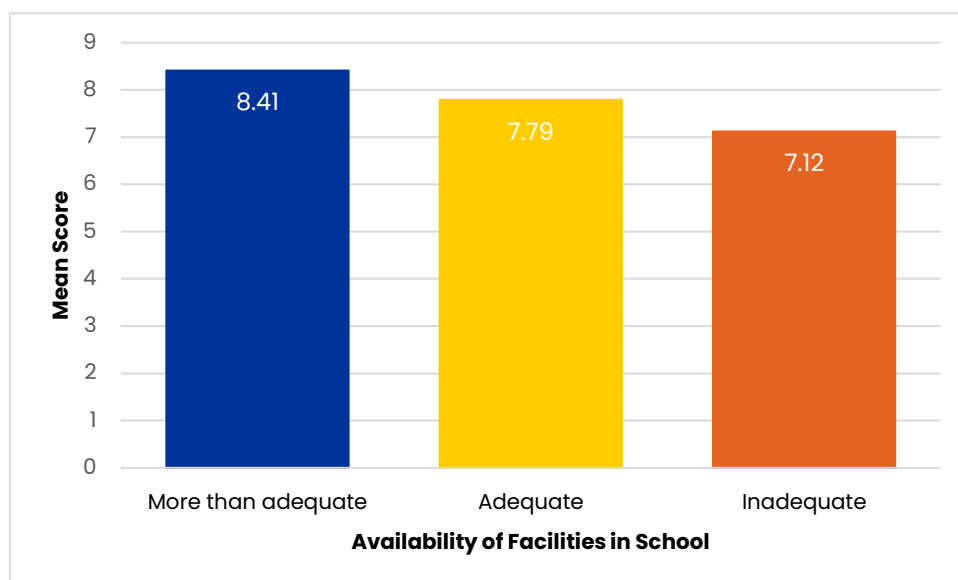
The findings suggest that increasing the availability of teaching resources could help boost teachers’ motivation to remain in the profession. This aligns with Dörnyei’s research (2001, as cited in Stezycka and Etherington, 2020), which highlighted the impact of physical and social surroundings on teacher motivation.

***Differences in Teachers’ Motivation based on Availability of Facilities in School.*** Similarly, the ANOVA test revealed statistically significant differences in the mean scores based on the availability of school facilities. Figure 25 shows that teacher respondents serving in schools with more than adequate facilities reported

the highest motivation to remain in the profession ( $M = 8.41$ ). This is followed by those serving in schools with adequate facilities ( $M = 7.79$ ). Teachers with inadequate school facilities indicate having the lowest motivation levels ( $M = 7.12$ ) (also see Table 9 in the Appendix). The effect size of 0.043 suggests a small effect of the availability of school facilities on motivation levels to stay in the teaching profession, indicating less distinct differences between mean scores.

**Figure 25**

*Differences in Teachers' Motivation based on Availability of Facilities in School*



Tukey's post-hoc test was used to determine which pairs have significant mean differences. Among all pairwise comparisons, the level of motivation to remain in the teaching profession differs significantly between teachers with more than adequate school facilities ( $M = 8.41$ ) and those with inadequate ones ( $M = 7.12$ ), and between those who have adequate ( $M = 7.79$ ) and inadequate resources ( $M = 7.12$ ).

The findings suggest a positive relationship between teacher motivation and the perceived adequacy of school facilities. This aligns with Hülya and Kanatlar's (2018) study, which found that well-resourced schools can enhance educators'

motivation. Although the effect size is small, the implications for school leadership are noteworthy; upgrading and increasing access to school facilities may play a vital role in boosting teacher retention. This impact may stem from the potential of such resources to support effective teaching and create an enriching learning environment for students, as highlighted by Matoke et al. (2015). Likewise, Joong et al.'s research (2019) stressed that the availability of school facilities, as well as teaching resources, is essential for effective teaching, and teachers need resources for them to perform their functions well.

School administration and governance are instrumental in mobilizing additional support and resources. Villanueva and Ortega-Dela Cruz (2019) note that school-based management can aid in ensuring more relevant and efficient allocation of resources for school improvements. The school and the subnational levels may also be proactive in acquiring instructional resources and additional school facilities from local government units and nongovernment organizations. For example, in Roque's study (2023), additional funds for instructional materials were allocated by the school head, which supported the improvement of instruction quality. Similarly, in San Antonio's dissertation (2006), the involvement of school-level stakeholders through Advisory School Councils (ASC) was harnessed in physical facilities repairs and construction. Despite challenges with insufficient resources, these concerns were resolved effectively by the ASCs.

**Indicators Related to Professional Development.** Three indicators were explored to determine the relationships between indicators related to professional development and teacher respondents' level of motivation. These include teachers' use of personal money for professional development, highest educational attainment, and engagement in graduate studies. However, none yielded significant findings.

**Indicators Related to Career Progression.** In a similar light, two indicators were explored to determine the relationships between career progression indicators and teachers' level of motivation. These include history and frequency of promotion. However, these also did not yield significant results.

**Summary.** The correlation analysis revealed that all the core and contributing motivational factors explored in this research (see Figure 1) were strongly and positively associated with teachers' motivation to stay in the profession. These findings imply that the more positively educators perceive these factors to be, the greater their motivation to continue teaching becomes. Conversely, a decline in how positively these factors are viewed corresponds to a reduced inclination to remain in the field of education.

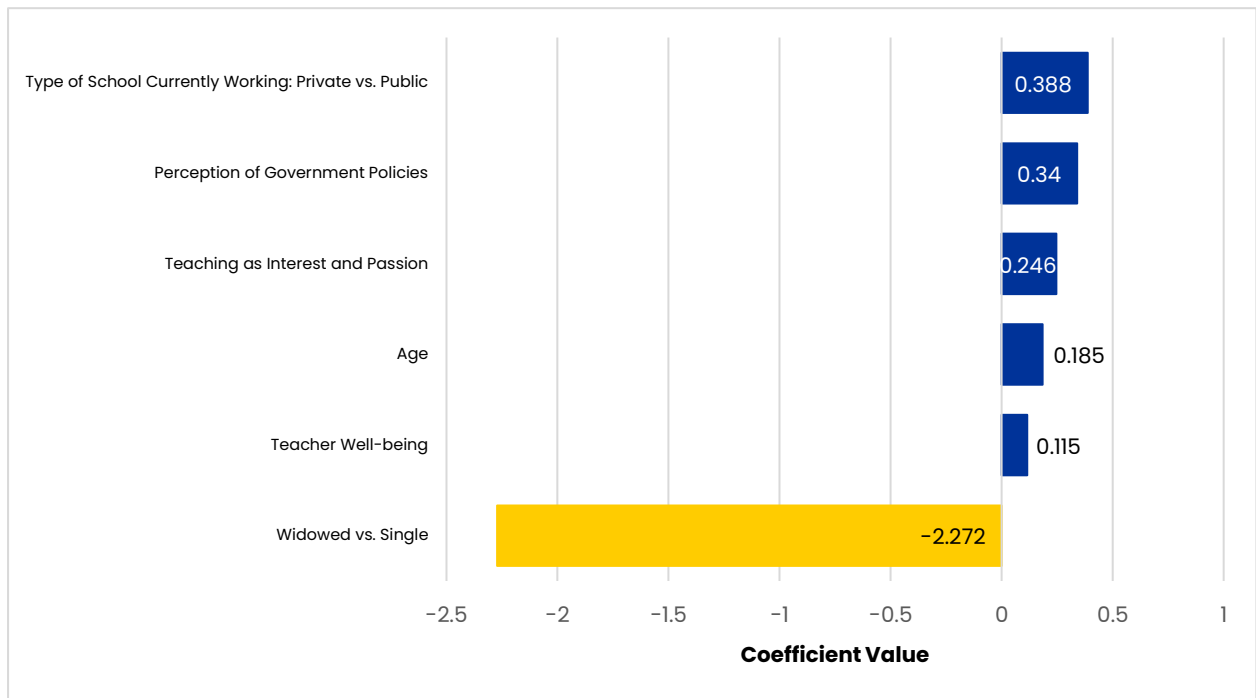
Additionally, using correlation analysis and tests of difference in means revealed relationships between three working conditions indicators, namely length of teaching, adequacy of teaching and learning resources, and adequacy of school facilities, with teacher respondents' motivational levels. The inferential statistics showed that teachers' length of teaching is positively associated with their level of motivation to remain in the profession, albeit to a very weak extent. More experienced teachers reported having higher motivation levels compared to their counterparts. When it comes to school resources, the findings yielded that teacher respondents with more than adequate instructional resources reported having the highest motivation to remain in the profession, followed by those with adequate resources. Teacher respondents with inadequate resources reported having the lowest motivation levels. This is also the case for the availability of school facilities, wherein teacher respondents teaching in educational institutions with more than adequate resources tend to have higher motivational levels compared to those with adequate and inadequate ones.

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

Figure 26 depicts the combination of motivational factors and demographic variables that predict Filipino teacher respondents' motivation to stay in the profession. Three motivational factors, particularly the factors 'perception of government policies', 'teaching as interest and passion', and 'teacher well-being', were identified as statistically significant positive predictors of teacher motivation. Among the three, the factor 'perception of government policies' had the strongest standardized estimate (standard estimate = 0.340,  $p < .001$ ), highlighting that positive perceptions of government educational policies are the most influential factor. 'Teaching as interest and passion' also showed a strong, statistically significant influence (standard estimate = 0.246,  $p < .001$ ), reinforcing the role of intrinsic interest and personal passion in sustaining motivation to continue being in the service. While slightly less influential, the factor 'teacher well-being' remains a significant predictor (standard estimate = 0.115,  $p = 0.02$ ), indicating that work-life balance, flexibility in schedule, and home-school proximity contribute to teacher motivation.

**Figure 26**

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



Additionally, several demographic variables were identified as statistically significant predictors of teacher motivation to remain in the profession. These include the type of school currently working at, age, and marital status. Teacher respondents working in private schools had significantly higher motivation than public schools (standard estimate = 0.388,  $p < .001$ ), which may reflect differences in institutional support, and working conditions. Age also emerged as a significant predictor (standard estimate = 0.185,  $p < .001$ ), suggesting that older teachers may experience higher motivation due to greater professional experience or career stability. Lastly, a notable finding is the substantial negative impact of being widowed on teacher motivation (standard estimate = -2.273,  $p < .001$ ), indicating that personal loss may critically undermine motivational levels to stay in the teaching profession due to the stress of added responsibilities at home following

the loss of support, a shift in personal priorities, mental health challenges, and other related factors.

Overall, the model accounts for 38.2% of the variance in teacher motivation ( $R^2 = 0.382$ ).

**Summary.** The hierarchical regression analysis identified a combination of motivational factors and demographic profiles that predict respondents' motivation to continue with their teaching careers. Among the core and contributing factors that influence teachers to stay in the profession, three were found to be significant predictors of motivation. Foremost of these is the factor 'perception of government policies', emphasizing that favorable views of government policies affecting teachers, such as deployment, professional development, salaries, among others, play the most crucial role in influencing motivation. One core factor, 'teaching as interest and passion,' was also deemed to be a predictor. Lastly, 'teacher well-being' also influences teacher motivation to continue serving as educators, suggesting that maintaining a healthy work-life balance, having a flexible schedule, and living close to the school all play a role in encouraging teachers to stay motivated.

Additionally, several demographic characteristics affect teacher respondents' motivation to remain in their careers. These include the type of school, age, and marital status. Teacher respondents working in private schools tend to have higher motivation levels than those serving in public schools. Also, older teachers are more motivated to continue serving as educators compared to younger ones. Lastly, being widowed negatively influences motivation to stay in the profession, implying that the grief and life changes from losing one's significant other may affect one's motivation to continue teaching.

### **III. Conclusion**

This study examined the factors that influence teachers' motivation to remain in the profession in the Philippines. The research aimed to determine the relationships among various factors that motivate teachers, develop a country-specific model for teachers to remain in their teaching careers, and provide policy recommendations.

Filipino teacher respondents have high levels of motivation to stay in their profession. They have rated the core factors (i.e., 'sense of purpose and fulfillment', 'teaching as interest and passion', and 'sense of growth and development') that encourage teachers to continue teaching highly. They also rated the other contributing factors highly, apart from the factors 'salary, incentives and benefits' and 'perception of government policies', which were rated as somewhat agree or satisfactory.

Moreover, indicators related to salary, working conditions, professional development, and career progression were explored to determine their relationship with motivation levels. Through inferential statistics, three indicators related to working conditions yielded significant results; these are length of teaching, suggesting that more experienced teachers tend to be more motivated to remain in their teaching careers, provision of teaching and learning resources and adequacy of facilities in schools, which imply that provision of instructional resources and an enabling classroom environment encourages teachers to continue serving in their education institutions.

On the other hand, the hierarchical regression analysis revealed the combination of motivational factors and profile variables that predict teachers' motivation to stay in the profession. These include the factors 'perception of

government policies', 'teaching as interest and passion', and 'teacher well-being', the type of school one is currently working at, age, and marital status.

In conclusion, although the findings of the study are only applicable to its sample due to the use of convenience sampling, the research still yielded insights into Filipino teachers' motivation to stay in the profession. Teachers' desire to continue serving as educators is influenced by a combination of intrinsic drivers, working conditions, and policy-related factors. The results of the research suggest potential areas wherein school administrators and decision-makers may consider to help improve teacher retention by fostering their dedication to teaching, as well as implementing broader systemic policy changes to support and reinforce their professional commitment.

DepEd may consider a few policy recommendations as a result of this research:

- **WORKING CONDITIONS**

- Examine the incentives given to teachers for reaching milestone years:

According to the PhilippineGo website (2025), among the many benefits of teachers in the Philippines, they receive a few incentives that reward them for their continued service in education. Among these include anniversary bonuses, amounting to Php 3,000, given only during their milestone year, every five years; and loyalty cash incentives, which can only be provided starting on their tenth year, amounting to Php 10,000, and Php 5,000 after every five years. DepEd may consider examining the impact of these incentives to determine whether they motivate teachers to remain in the teaching profession.

- Provide teaching and learning resources. The Philippines is still undergoing curricular reforms. The MATATAG curriculum, launched in 2023, aimed at "decongesting the curriculum, focusing on foundational skills, and balancing the cognitive demands" for learners (DepEd, 2023). While the new curriculum is

implemented gradually through phases over four academic years, teachers need to be familiarized with the changes and develop new lesson plans and instructional materials, requiring them to spend additional time on class preparation.

Additionally, according to a study by Bante Jr. (2023), teachers spend money on classroom supplies and teaching materials. Considering that most of the teacher respondents in this study (63.22%) are their family's leading provider, these work-related expenses further reduce teachers' take-home pay.

To aid teachers with these challenges, DepEd increased the teaching allowance of teachers, which was previously at Php 3,500 per teacher per year (PhilippineGo, 2025). With DepEd Order No. 5, series of 2025, the allowance was increased to Php 5,000 for the school year 2024-2025 and Php 10,000 starting school year 2025-2026 and succeeding years. This is an admirable step in aiding teachers with work-related expenses. DepEd may further support teachers in providing additional instructional materials, such as textbooks, worksheets, and digital instructional materials (e.g., presentation slides, exercises), to lighten the teachers' workload. Similarly, school leadership may consider mobilizing and/or allocating additional resources for teaching and learning.

Address the adequacy of school facilities. An EDCOM 2-PIDS study reports that the Philippines could still face 58,000 to 81,000 classroom shortages by 2040, despite declining birth rates, if no new ones are built after 2021 (Abrigo et al., 2025). DepEd, however, states that classroom shortages are at 165,000 as of 2025 (Hernando-Malipot, 2025). An average classroom costs about Php 2.5 million each, and substantial resources are also needed to repair existing facilities and keep them in good condition (Business World, 2024). DepEd may then consider various ways to address this challenge, such as creating an education infrastructure master plan that outlines a long-term national strategy. Increasing infrastructure investments can also be implemented by national and local governments. Public-

private partnerships can also be observed. Partners may also support the provision of adequate school facilities, as other facilities such as water and sanitation facilities, computer labs, and science labs, are also necessary. The government may also continue to explore sustainable, climate-resilient, and cost-efficient designs that would hopefully balance the construction costs and long-term benefits.

- **TEACHING AS INTEREST AND PASSION**

Foster passion in teaching. School leaders and administrators may find ways to spark and nurture teachers' passion for their profession. Efforts can focus on deepening educators' appreciation for teaching itself, the subjects they handle, and the students they serve. Strategies may involve professional development, opportunities to engage with inspiring mentors or role models, and promoting stronger connections between teachers and students.

- **TEACHER WELL-BEING**

Examine the effects of reforms concerning teacher workload. This study's scope of teacher well-being revolves around work-life balance, flexible schedule, and home-school proximity. Among these aspects, teachers are most concerned with achieving a work-life balance, echoing concerns about their workload (Second Congressional Commission on Education, 2025; Rivera et al., 2025).

DepEd released two policies (DO No. 2, s. 2024 and DO No. 5, s. 2024) to address the burden of ancillary tasks on teachers. As implementation challenges arise in the field in connection with these two policies, EDCOM 2 is supporting DepEd in examining staffing structures, including the rationalization of positions, deployment, and budget implications, among others. DepEd and relevant stakeholders can further explore the effects of these reforms to determine effective interventions that address teachers' workload challenges.

- **SALARY, INCENTIVES, AND BENEFITS**

Investigate issues concerning teacher salary, incentives, and benefits. Teacher respondents in this study report receiving a monthly salary of USD 627.93. Looking into the salary grades of public school teachers for 2024, Teachers I to III receive an average of USD 535.80, while Master Teachers I to IV receive an average of USD 1,003.89 (PhilippineGo, 2025). According to the Philippine Statistics Authority, in 2023, a family of five needed USD 242.14 per month (Catilogo, 2024), while Numbeo estimates that one person needs USD 554.55 for basic needs, excluding rent (Magadia, 2025). These numbers suggest that, although teachers' salaries seem sufficient, other factors may still affect their perception of the adequacy of their salaries. According to the 2025 EDCOM report, it takes about 15 years for teachers to be promoted from Teacher I to Teacher II. The positions for higher career advancements, such as those of Master Teachers, are also limited. Teacher indebtedness is also an issue, due to a lack of particular benefits such as sick leaves and medical expenses (Reysio-Cruz, 2019; Perez, 2023). Further studies may help shed light on the causes behind teachers' inadequate salaries, as the issue seems multifaceted.

- **PERCEPTION OF GOVERNMENT POLICIES**

Conduct a review of policies affecting teachers. Looking into the perception of government policies, teacher respondents from this study report being most dissatisfied with their salaries (49.75%), benefits and incentives (40.75%), and working conditions (38.57%). Exploring these aspects and implementing supportive actions could encourage teachers to remain in the education sector.

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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 – 1.85

**Table 5**

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

Factors of Motivation	Level of Motivation		Interpretation
	$\rho$	p	
Sense of Growth and Development	0.51	< .001	<b>Strong Relationship</b>
Teaching as Interest and Passion	0.506	< .001	
School Environment	0.489	< .001	
Sense of Being Respected and Valued	0.475	< .001	
Teacher Well-being	0.471	< .001	
Perception of Government Policies	0.466	< .001	
Sense of Purpose and Fulfillment	0.457	< .001	
Salary, Incentives and Benefits	0.435	< .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**

*Relationship between Working Conditions Indicators and Level of Motivation of Teachers*

Working Conditions	Level of Motivation		Interpretation
	$\rho$	p	
Total Grade Levels Taught	-0.039	0.389	<b>Not Significant</b>
Hours Spent Teaching	0.024	0.597	
Hours Spent Traveling to School	-0.042	0.349	
Length of Teaching	0.114	0.01	<b>Very Weak Relationship</b>

p < .01

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

**Table 7***Differences in Teachers' Motivation based on Length of Teaching*

Length of Teaching		M	df	F	P	$\eta^2p$	Effect size interpretation
<b>Level of Motivation</b>	Early Career (1 to 5 years)	7.658					
	Mid-Career (6 to 10 years)	7.114	2	4.076	0.018	0.016	Small
	Experienced (11 years and Up)	7.683					

$p < .05$

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 8**

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

Provision of Teaching and Learning Resources		M	df	F	P	$\eta^2p$	Effect size interpretation
<b>Level of Motivation</b>	More than adequate	8.537					
	Adequate	7.801	2	20.913	< .001	0.077	Medium
	Inadequate	6.889					

p < .001

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

**Table 9***Differences in Teachers' Motivation based on Availability of Facilities in School*

Availability of Facilities in School		M	d	F	P	$\eta^2p$	Effect size interpretation
<b>Level of Motivation</b>	More than adequate	8.415					
	Adequate	7.787	2	11.266	< .001	0.043	Small
	Inadequate	7.124					

$p < .001$

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

**Table 10**

*Regression Estimates of Factors Affecting the Teachers' Level of Motivation in the Philippines*

Predictor	p	Stand. Estimate
Teaching as Interest and Passion	< .001	0.2461
Teacher Well-being	0.02	0.1154
Perception of Government Policies	< .001	0.3402
Age	< .001	0.1848
Marital Status: Widowed vs. Single	< .001	-2.2725
Type of school currently working: Private vs. Public	< .001	0.3884

Model:  $F(9, 493) = 33.8, p < 0.001, R^2 = 0.382$



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