

The Interplay of Extrinsic and Intrinsic Motivational Factors on Teachers' Continuance and Affective Commitment

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Abstract. This study aimed to evaluate the motivational levels of junior high school teachers in Dumaguete City, focusing on extrinsic and intrinsic motivation and their affective and continuance commitment. A descriptive correlational survey was employed, and statistical analysis was performed using weighted mean, frequency distribution, percentage, Pearson r, and Kruskal-Wallis test. The findings indicate that teachers' extrinsic and intrinsic motivational levels are high. Additionally, their commitment to their job is also high in terms of affective and continuance commitment. The study found a strong significant relationship between motivational levels and affective commitment, while the relationship with continuance commitment was weak but still significant.

Keywords: Affective commitment; Continuance commitment; Extrinsic motivation; Intrinsic motivation.

1.0 Introduction

A nation's progress and overall growth depend on its educational system, where teachers base their instructional delivery. Many factors affect teachers' motivation toward their jobs, which may affect their commitment. Given the importance of teachers in the educational system, identifying the motivational factors is crucial in education. Teachers' motivation is one of the most pressing problems our educational institutions face today, which may influence their commitment to their jobs. However, the effort and motivation of teachers determine the quality of education in a nation and play a major role in the successful learning outcomes that students will achieve (Mustari & Muhammad, 2023). In Bhutan, it is often accepted that the primary element affecting the quality of education is the standard of the teachers. It is reasonable to assume that teachers have a relatively low level of motivation, given the present trend of teachers quitting the profession (Drukpa, 2021). This study's findings have practical implications for addressing these issues, providing a roadmap for improving teacher retention and educational quality.

In the educational setting, teachers' motivation directly affects student learning since it directly affects the quality of instruction. These aspects include the working environment, the school's physical and interpersonal milieu, and other considerations. Christian and Sayed (2023) claimed that teachers in Thailand lack commitment and drive due to professional concerns; likewise, teachers in Nigeria lack motivation because they are unhappy with their working environment. According to Asiati (2023), certain secondary school teachers in Kampala, Uganda, lack motivation and commitment, negatively impacting their well-being and the accomplishment of educational goals

and community processes. Implementing the K-12 curriculum in the Philippines has strengthened the demand for teachers.

Recently, it has experienced a shortage of teachers that affects the students' performance (Cabigas, 2019). Palis (cited in Cabigas, 2019) conducted a qualitative study where teachers claimed that their motivation and commitment to teaching had lessened. Additionally, Cagayan de Oro teachers' motivating elements were shown to be substantially connected with job satisfaction in the El Salvador City Division (Cabaron & Oco, 2023). In the study of Comighud (2021), teachers in the Bawayan City Division were motivated toward a job by factors like adequate salary, rewards, and other incentives.

In addition, teachers are motivated to do their duties and obligations if they have a positive attitude toward teaching. Leaders must be conscious of teachers' needs to assist their professional and organizational commitment to their job. Filipino teachers are profoundly respected in the teaching field, making them in demand in schools worldwide. These factors motivate Filipino teachers to practice abroad and look for better individual and professional growth opportunities. The efficiency of teachers' work helps an institution to achieve organizational objectives and boost performance (Sanchez, 2023), and two of the elements that affect how well employees perform at work are motivation and commitment (Dempa & Epriadi, 2023). It must have been painful for teachers who moved overseas to leave behind their families and the Filipino students they had sworn to serve. Teaching has always been considered a noble profession, but the moving out of the system is quite alarming. Filipino teachers consider working abroad for economic reasons (Sumalinog, 2022).

Several studies have been conducted on the motivational level of teachers, but very few have focused on the influence of these motivational factors on their commitment. Determining extrinsic and intrinsic motivational factors will help the educational system address teacher performance and commitment issues. To bridge the gap, this research is being conducted to examine the different motivational factors that influence teachers' affective and continuance commitment. The Department of Education's top priority is ensuring that each teacher contributes to achieving learning objectives. For this reason, to provide high-quality educational services nationwide, teachers must possess a strong sense of motivation and commitment to their jobs. Thus, this research may provide information to improve teachers' commitments and job motivation, which will determine teachers' desire to remain in the institution.

2.0 Methodology

2.1 Research Design

This study utilized a descriptive–correlational method of research. It is descriptive because it identified the (a) teachers' motivational level toward their job in terms of intrinsic and extrinsic motivation and (b) teachers' commitment in terms of affective and continuance toward their job. It is also correlational as data obtained from descriptive statistics were explicitly correlated with the teachers' motivational factors and affective and continuance commitment toward their jobs.

2.2 Research Participants

The respondents of this study are 128 public junior high school teachers in the Dumaguete City Division. This study was conducted in the different junior high schools in Dumaguete City. Dumaguete City Division has seven junior high schools. The focus of this study was Dumaguete City National High School, Junob National High School, Camanjac National High School, Piapi High School, and Taclobo High School. All of these schools are located within the Dumaguete City area. To identify the respondents in every school, the systematic sampling technique was applied, wherein teachers who belonged to even numbers in the list were picked as the respondents.

2.3 Research Instrument

The primary tool used in the study is a questionnaire. Part I ensures informed consent and confidentiality, a standard and necessary practice. Part II collects demographic information and uses a self-made questionnaire to assess extrinsic and intrinsic motivation. Part III assesses motivational levels using a scale based on Herzberg's Two-Factor Theory. Part IV uses a standardized questionnaire by Allen and Smith to measure affective and continuance commitment. The dry run with a coefficient stability of 0.96 indicates very high reliability, which is

excellent. Also, the questionnaire underwent expert validation and was refined based on feedback, enhancing its credibility.

2.4 Data Gathering Procedure

A letter requesting to conduct the study, signed by the Dean of the Graduate School of Foundation University, was sent to the Schools Division Superintendent of the Division of Dumaguete City with a copy of the refined questionnaire attached. Upon approval, a letter of request was sent to the school head. The retrieval was done right after the respondents had completed the questionnaire.

2.5 Ethical Considerations

The researcher followed the ethical protocols stipulated by the Ethics Committee of Foundation University to ensure that the research topic was significant, evidently sound, and ethically correct. Procedures were correctly followed before the questionnaires were distributed. The researcher also took necessary ethical considerations when dealing with the data revealed by the respondents. The data were encrypted to ensure that the confidentiality of information was properly observed and the privacy of the respondents was protected.

3.0 Results and Discussion

3.1 Demographic Profile

Table 1 shows the teachers' profiles, including age, educational qualifications, teaching experience, and plantilla position. The profile items mentioned were based on the background of literature and studies that had proven their significance regarding teachers' extrinsic and intrinsic motivational factors in continuance and affective commitment.

Variable	Frequency (f)	Percentage (%)
Age		
Below 30	22	18.6
30-39	37	31.4
40-49	33	28.0
50 up	26	22.0
Educational Qualification		
Baccalaureate	48	40.68
With M.A.	55	46.61
M.A. Full-Fledged	15	12.71
Teaching Experience		
Below 10 years	44	37.3
10-19 years	43	36.4
20-29 years	21	17.8
30 years-up	10	8.5
Plantilla Position:		
Teacher 1	43	36.4
Teacher 2	21	17.8
Teacher 3	47	39.8
Master Teacher	7	6.0

3.2 Teachers' Motivational Level Toward Their Job

Extrinsic Factors

Table 2 reveals that teachers' motivational level toward their job in terms of extrinsic factors is "high," as shown by the average weighted mean ($w\bar{x} = 3.99$). Furthermore, results show that teachers are "very highly" motivated toward their job because of the following: (a) they receive cash benefits for teaching ($w\bar{x}=4.59$); (b) they enjoy the security of tenure and are paid regularly ($w\bar{x}=4.58$); and c) they have a life-term pension plan ($w\bar{x}=4.28$). This aligns with the results of Layek and Koodamara (2024), who revealed that external factors, such as salary and other cash benefits, influence teachers' job satisfaction. As emphasized by Santiago et al. (2022), teachers claimed that compensation is the most critical factor determining their stay or leave in their teaching profession.

Table 2. Teachers' motivational level toward their job in terms of extrinsic factors (n=118)

Indicators	Mean	Interpretation
1. I receive cash benefits for teaching	4.59	Very High Influence
2. I enjoy the security of tenure and a permanent job position.	4.58	Very High Influence
3. I am paid regularly.	4.58	Very High Influence
4. The superior-subordinate camaraderie is present in the organization.	4.49	Very High Influence
5. I have a life-term pension plan (i.e., GSIS).	4.28	Very High Influence
6. I have a good rapport with co-teachers.	4.24	Very High Influence
7. Trust and confidence are being manifested among co-workers.	4.16	High Influence
8. Supervision is preventive and constructive.	4.04	High Influence
9. Being a teacher is a distinctive mark of one's societal place.	4.00	High Influence
10. I gain social praise, respect, and support in the organization.	3.92	High Influence
11. I can provide for my family's needs.	3.91	High Influence
12. I want to achieve a higher position.	3.86	High Influence
13. Being a teacher makes me a person of authority.	3.85	High Influence
14. My incentives are granted through merit increases and a reward system.	3.83	High Influence
15. Promotion is based on competence, performance, and educational qualification.	3.79	High Influence
16. Ranking procedures are strictly followed.	3.71	High Influence
17. I am satisfied with the income I receive from teaching.	3.69	High Influence
18. The teaching profession can elevate my socio-economic status.	3.66	High Influence
19. I have sufficient resources to do my job.	3.41	High Influence
20. I have the privilege of enjoying long vacation leaves.	3.31	Moderate Influence
Average Mean	3.99	High Influence

The table also exhibits that teachers are “very highly” motivated toward their job, specifically in the presence of superior-subordinate camaraderie ($w\bar{x}=4.49$) and establishing a good rapport with co-teachers ($w\bar{x}=4.24$). A similar finding was also manifested in the study of Murwanashyaka et al. (2024), which found that teachers are extrinsically motivated by a conducive working environment. Having a strong working environment and quality supervision could elevate motivation in the job. This also affirms the study of Rivaldo and Ratnasari (2020), which states that quality supervision and establishing a harmonious relationship with co-teachers can increase productivity and develop high performance in the workplace.

On the other hand, data revealed that teachers declare “highly” motivated toward their jobs on most indicators (13 out of 20). The four leading extrinsic motivational factors are as follows: manifesting trust and confidence with co-workers ($w\bar{x}=4.16$); having constructive and preventive supervision ($w\bar{x}=4.04$); believing that being a teacher is a distinctive mark on one's place in society ($w\bar{x}=4.00$); and gaining social praise and respect as well as support ($w\bar{x}=3.92$). The results of this study also corroborate those of Octoviani et al. (2022), who found that interpersonal relationships, supervision, and work environments significantly influence the achievement to improve teachers' performance. Extrinsic motivators like working environment have a positive significant impact on achieving better performance.

Moreover, the other indicators of extrinsic motivation with “high influence” ratings are similar to Sala's (2020) study, which showed that teachers' motivational level regarding external benefits, like salary, cash benefits, and other incentives granted, can highly motivate teachers in their job performance. This signifies that teachers are motivated and satisfied in the presence of other extrinsic factors like interpersonal relationships, job security, working conditions, and job status. It is also important to highlight that aside from monetary benefits, the respondents believe they are extrinsically motivated when there is support from the working environment (i.e., supervision, promotion, trust, and confidence among co-workers, and provision of sufficient resources to do their jobs). This finding relates to Silvestre's (2022) argument that motivation, such as material things, rewards, and state benefits, correlates with a high level of job outcome and increased effectiveness in work. Having the privilege of enjoying long vacation leaves ($w\bar{x}=3.31$) was the only indicator of extrinsic motivation rated to have a “moderate influence.” This could mean that long vacation leaves as incentives may not contribute to extrinsic motivation among teachers.

Overall, the findings exposed that the different extrinsic factors had influenced teachers' motivational level toward a job to a “high” extent, with a weighted mean of 3.99. Results disclosed that teachers' extrinsic motivational factors significantly influence job performance. The presence of these motivators could lead to general satisfaction and prevention of dissatisfaction, which are essential in developing teachers' performance in school. Therefore, a highly motivated teacher will try to reach his objectives and finish the assignments at a given time (Kumar, 2023).

Intrinsic Factors

As illustrated in Table 3, the teachers' motivational level toward their job regarding intrinsic factors is "high," with a weighted mean of 4.17. Factors that were disclosed to have a "very high" influence on teachers; motivation toward their job are the feeling of seeing their students ($w\bar{x}=4.55$), enjoyment and love being with them ($w\bar{x}=4.39$) lead the list. It shows that the sense of personal achievement is the topmost motivational factor of teachers toward their job. This result is evident in the study of Ismail, Zubairi, and Paramboor (2023), wherein they disclosed that teachers were motivated toward their jobs if they were in good relations and were happy to be with their students.

Table 3. Teachers' motivational level toward their job in terms of intrinsic factors (n=118)

Indicators	Mean	Interpretation
1. I feel a sense of fulfillment whenever I see my students learn.	4.55	Very High Influence
2. I feel teaching is a significant profession.	4.52	Very High Influence
3. I love and enjoy being with my students.	4.39	Very High Influence
4. I find my job interesting and challenging.	4.36	Very High Influence
5. I am always curious and eager to discover and explore things to improve my job.	4.32	Very High Influence
6. I feel that working with my colleagues gives me a sense of belongingness.	4.30	Very High Influence
7. I enjoy my job.	4.29	Very High Influence
8. I feel driven to do my best each day.	4.26	Very High Influence
9. I take pride in the nobility of the teaching profession.	4.25	Very High Influence
10. I have professional connections with colleagues to enhance the teaching provided.	4.23	Very High Influence
11. I have an opportunity to join professional groups and associations.	4.18	High Influence
12. My supervisor encourages me to pursue my career goals.	4.02	High Influence
13. When given responsibility, my decisions and suggestions are respected.	4.01	High Influence
14. I am excited to go to work every day.	4.00	High Influence
15. I feel that the school administration truly supports my needs and those of other teachers.	4.00	High Influence
16. A certificate of recognition is given for outstanding performance.	3.96	High Influence
17. I gain social praise, respect, and support in the organization.	3.95	High Influence
18. My achievement is being recognized by my superiors.	3.93	High Influence
19. Incentives serve as credit for work done	3.92	High Influence
20. My leadership abilities for administration and advancement are taken into consideration.	3.89	High Influence
Average Mean	3.99	High Influence

Furthermore, another factor declared by teachers to have a "very high" influence is the feeling that teaching is a very meaningful profession ($w\bar{x}=4.52$); they find teaching challenging and interesting ($w\bar{x}=4.36$); they enjoy their job ($w\bar{x}=4.29$); and they take pride in the nobility of the profession ($w\bar{x}=4.25$). The work itself signifies that teachers are intrinsically motivated and satisfied in their jobs. This will lead teachers to perform their tasks effectively and build a strong commitment to their jobs. Based on the indicators rated with "very high influence," it can be deduced that these public junior high school teachers are motivated toward their jobs due to contentment, satisfaction, self-expression, personal challenge, and passion for one's profession (Robin & Judge, quoted in Silvestre, 2022). This finding is congruent with the study of Cajurao et al. (2023), wherein teachers are highly intrinsically motivated toward their jobs. Intrinsically motivated teachers manifest enthusiasm, passion, fulfillment, and enjoyment in their tasks and responsibilities.

Other intrinsic factors declared by the teachers to have highly influenced them are the feeling of belongingness ($w\bar{x}=4.30$); feeling driven to do their best each day ($w\bar{x}=4.26$); and having professional connections with colleagues ($w\bar{x}=4.23$). This aligns with Santiago et al.'s (2022) finding that working relationships are essential in the workplace. Teachers who feel a strong sense of camaraderie and belonging to the organization are also less inclined to look for a job elsewhere. In addition, factors such as professional growth, as well as the opportunity for advancement, were reflected to have a high influence on teachers' motivation because teachers are motivated when they find curiosity and eagerness to explore things ($w\bar{x}=4.32$); they receive encouragement from their supervisor to pursue their career goals ($w\bar{x}=4.02$); have an opportunity to join professional groups and associations ($w\bar{x}=4.18$); and leadership abilities and advancement are being considered ($w\bar{x}=3.89$). This is congruent with Malinao's (2023) citation that leadership plays an important role in motivating teachers to work. Leaders influence and motivate teachers by encouraging and helping them to do their tasks toward achieving educational goals.

It should be noted that teachers are "highly" motivated because they are given recognition for outstanding performance ($w\bar{x}=3.96$); gaining social praise, respect, and support ($w\bar{x}=3.95$); being recognized by superiors ($w\bar{x}=3.93$); and incentives are credited for every work done ($w\bar{x}=3.92$). Being recognized in the workplace makes

many teachers feel important in the institution. Reward or recognition might boost their productivity and loyalty toward their job. This finding also aligns with the study of Malinao (2023), which states that teachers who feel satisfied in their profession and are part of the organization are involved in activities, guided, and supported by superiors. Co-workers respect these teachers and inspire them to achieve job satisfaction. The current finding is also in consonance with the study of Duru et al. (2023), which found that factors such as being commended for a job well done, advancing professionally, growing personally, and receiving praise and recognition have a “high” influence on teachers’ motivation. Furthermore, this result affirms Ege’s (2020) statement that teachers are highly motivated if they receive recognition for the task accomplished by their superiors, which is an intrinsic indicator.

Summing up, teachers’ motivational level regarding intrinsic factors is “high,” as indicated by the average weighted mean of 4.17. These results illustrate that motivation will enable teachers to do their teaching profession and set goals to deliver learning, adding quality to our educational system. Highly motivated teachers have a passion for teaching. Genuinely motivated teachers are said to focus on the advantages of the school activities that are directly relevant to teaching, highlighting the intrinsic fulfillment that comes from their profession (Kumar, 2023). The data also validates Herzberg’s Theory (as cited in Management Study Guide, n.d.), which argues that work is a motivator. It is an intrinsic motivator that adds real satisfaction to the teaching profession. This implies that intrinsically motivated teachers are likelier to engage in the workplace. They are motivated by the inherent satisfaction and the enjoyment of fulfilling their responsibilities rather than the external rewards — the passion of teaching in the field of knowledge and the feeling that you are part of your learners’ success. This is one of the reasons why many teachers last longer in teaching and stay teachers for the rest of their lives.

3.3 Teachers’ Level of Commitment Toward Their Job

Affective Commitment

Table 4 reveals teachers’ level of affective commitment toward their jobs. The study's findings revealed that teachers’ affective commitment is “above average,” as indicated in the mean score of 35.15. Notably, most teachers, comprising 51 or 43.22 %, have a “high” level of affective commitment. Forty (40) teachers (33.90%) rated their affective commitment as “above average,” 17 (14.40%) with a “below average” level of affective commitment, and 9 or 7.63% rated their affective commitment as “average.” Sad to note that one teacher (0.85%) has a “low level” of affective commitment. Data show that most of this study's public junior high school teachers have high and above-average affective commitment toward their jobs. According to Sanchez (2023), highly committed teachers have emotional attachments and feel contented with their jobs and work. Moreover, Tore (2020) argued that teachers may exhibit a high affective commitment through collaboration, involvement, and empowerment toward organizational goals.

Table 4. Teachers’ level of affective commitment toward their Job (n=118)

Level of Commitment	Range	Frequency	Percentage
High	Above 37	51	43.22
Above Average	32–36	40	33.90
Average	28–31	9	7.630
Below Average	20–27	17	14.40
Low Level	Below 20	1	0.850
Average		33.15	

This result, however, contradicts the study of Perez et al. (2024), which stated that teachers have a moderate extent of affective commitment to their organization. In addition, the study of Dwiyantri et al. (2022) indicates that affective commitment has shown a low effect on teachers’ motivation. It is important to note that some teachers have below-average and low levels of affective commitment. Hence, there is a need to consider examining the factors causing this low level of affective commitment. According to Onukwu’s (2020) study, the low level of teachers’ affective commitment affects students’ learning outcomes. The low result on the affective commitment could be associated with the norms and values gap within the organization and limited opportunities for teachers’ professional advancement. Teachers’ needs, expectations, and principles may differ from school goals and policies. The lack of personal connection, feelings, and attachment indicates that teachers are at their lowest point.

Continuance Commitment

Table 5 discloses teachers’ level of continuance commitment toward their jobs. Results showed that teachers' continuance commitment is “above average,” as shown in the mean score of 35.15. Data reveal that most teachers,

comprising 61 teachers or 51.70%, have a “high” level of continuance commitment. Thirty-five(35) teachers, or 29.66%, have an “above average” level of continuance commitment. There were 16 teachers, or 13.56%, with an “average” level of continuance commitment. There were only six teachers, or 5.08%, with a “below average” level of continuance commitment.

Table 5. Teachers’ level of continuance commitment toward their Job (n=118)

Level of Commitment	Range	Frequency	Percentage
High	Above 32	61	51.70
Above Average	26-31	35	29.66
Average	21-25	16	13.56
Below Average	13-20	6	5.08
Low Level	Below 12	0	0
Average		31.42	

As shown in Table 5, most of the respondents have a “high” level of continuance commitment, which means that these public junior high school teachers are likely to stay in their workplace. Their “high” level of continuance commitment proves the point made by Daswani (2022), who noted that the continuance commitment of an employee is when there is an existing situation and staying in the job is the best course of action. Employees frequently conclude that they should remain in the organization because their chances for advancement depend on their current work and believe that leaving would be costly. This may apply to many teachers in the Philippines who prefer to stay teaching in public schools due to the benefits, such as salaries, bonuses, pensions, and others. Aside from the benefits gained, teachers may also stay in their jobs because they already have a strong sense of connection to their place of employment and have invested a lot in the organizational structure, which prevents them from leaving (Nguyen, 2023).

This finding corroborates with the study of Perez et al. (2024), which shows that teachers have a high degree of continuance commitment to their jobs. Teachers want their jobs and are more likely to stay for financial reasons. Leaving the workplace will cause them to lose their benefits if they leave the institution. In addition, Kasogela (2019) mentioned that employees’ continuance commitment in developing countries is determined by their pay and salary, with the payment size having the most significant influence on individuals’ attraction, retention, and motivation to perform at a higher level toward the job. This observation may be validated by the result of this study, in which no respondent had a “low” level of continuance commitment.

3.4 Relationship Between Teachers’ Motivational Level and Job Commitment Level

To examine if there is a significant relationship between teachers’ motivational level and their commitment level, the researcher used the Pearson Product-Moment Correlation. Table 6 reveals a significant relationship between the overall motivational and affective commitment levels as indicated by the r-value of 0.4889, which is greater than its table value of 0.1946, at 0.05, with 116 degrees of freedom. The relationship between the motivational level and affective commitment can be interpreted as strong. Furthermore, the test reveals a significant relationship between the overall motivational level and continuance commitment, as signified by the obtained r-value of 0.2158. This value is greater than the significant level of 0.1946, at 0.05, with 116 degrees of freedom. Hence, the null hypothesis earlier stated that no relationship exists between teachers’ motivational level and job commitment is rejected.

Table 6. Correlation between teachers’ motivational level and job commitment Level (n = 118)

Variables	r	Decision Rule	Remark
Extrinsic and Affective	0.3917	Reject H_0	Significant
Extrinsic and Continuance	0.1663	Do not reject H_0	Not Significant
Intrinsic and Affective	0.5208	Reject H_0	Significant
Intrinsic and Continuance	0.2403	Reject H_0	Significant
Motivational Level and Affective Commitment	0.4889	Reject H_0	Significant
Motivational Level and Continuance Commitment	0.2158	Reject H_0	Significant

This means that the more motivated teachers are, the more committed they are to their jobs. Highly motivated teachers will put more effort into their jobs and contribute more to the schools or districts they belong to help achieve the department’s goals. Commitment is powered by motivation to succeed in a task. When we commit to anything, it becomes a lifelong obligation rather than a choice. These findings on the relationship between

motivation and commitment validate the argument of Popoola (2003), who contended that motivation and commitment are intertwined and rejuvenating forces. As shown in the findings earlier, teachers have “high” levels of extrinsic and intrinsic motivation and “high” levels of affective and continuance commitment. These establish evidence for the statement of Popoola (2003), who described motivation and commitment as significantly and favorably affecting employees’ organizational satisfaction. Motivation increases commitment by making work more relevant and engaging, increasing productivity, and enhancing job performance.

This finding is consistent with Demir's (2020) study, which revealed that motivation has a strong and positive impact on organizational commitment. Motivation is the driving factor toward action. When action goes beyond, that is commitment. Motivation and commitment are necessary to achieve the organizational goals. Teachers are more likely to remain resilient in the face of adversity in teaching, retain a high level of motivation, and continue to work for professional growth and development (DeRueda, 2024). Furthermore, the significant strong relationship between motivational level and affective commitment aligns with the study by Winda et al. (2022), which showed that a high level of desire for one’s work might result in a high level of work commitment. Motivation has an impact on commitment, which plays a major mediating function. When individuals feel that the organization has met all their wants and aspirations, the most dominating factor is expressed by the affective commitment. They will consciously raise the amount of commitment already present in them.

It is also important to highlight the other data shown in Table 3. When examining the relationship between specific motivation levels and commitment (e.g., extrinsic vs. affective or intrinsic vs. continuance), one interesting result reveals that extrinsic motivation is not significantly related to continuance commitment. This is the only test between two specific variables that did not result in a significant relationship. This could mean that financial incentives (an example of extrinsic motivation) do not influence or affect the commitment of teachers to stay in their jobs (continuance commitment). On the other hand, there was a significant relationship between intrinsic and affective motivation with an R-value of 0.5208, interpreted as a strong relationship. The relationship between intrinsic motivation and continuance was also significant, though it can be described as weak. An intrinsically motivated teacher will continue their work and be satisfied without the influence of external factors. They do their task because they feel happy and interested and want to stay committed rather than because of the rewards and incentives they might receive. This means that when teachers are intrinsically motivated, they are more likely to create a positive learning environment and set high expectations for themselves and their students; thus, they tend to stay and continue in the service. These results validate Winda et al.’s (2022) observation that motivation has a strong positive relationship with affective and continuance commitment.

Moreover, these present findings correspond with the study of Jannah and Widyastuti (2023), implying a significant relationship between teachers’ motivational levels and affective commitment. The teachers with high affective commitment have an emotional attachment to the school and feel rewarded. Cajurao (2023) further stated that the impact of intrinsic motivation on millennial teachers was statistically significant. This suggests that a key factor influencing affective commitment is their enjoyment, passion, energy, and interest in improving work performance. Similarly, Manalo et al. (2020) presented that secondary school teachers have a high level of affective commitment. Their sense of belongingness and positive feelings that they are part of the organization greatly influence their commitment. The study of Tore (2020) revealed the relationship between intrinsic motivation and affective commitment. It disclosed that intrinsically motivated teachers are highly engaged in tasks and have high affective commitment. Then again, the degree of organizational commitment exhibited by the teachers is mainly described by their affective commitment since the organization’s values will positively affect the teachers’ desires. In addition, the study of Burmansah, Bedjo, and Mukhneri (2019) demonstrated that teachers’ motivation is related to affective commitment, which improves the standard and quality of work among teachers.

Martin et al.'s (2020) study found a similar conclusion: a well-established learning system strengthens a teacher's continuance commitment. Establishing a learning environment that meets teachers’ demands and creating a modern, safe, creative, collaborative platform with high-quality interactions between students and teachers are all important goals for educational institutions. The current finding, however, is not similar to the study by Onukwu (2020), which stipulates that teachers’ commitment is low, indicating a lack of enthusiasm for their work and hindering educational attainment. Thus, it can be asserted that teachers’ early career choices were motivated more by the chance to earn a monthly salary than by a genuine love of work.

3.5 Difference in Teachers' Motivational Levels when Grouped According to their Profile

Table 7 shows significant differences in teachers' motivational levels when grouped according to their profile. Using the Kruskal-Wallis Test, the researcher found that teachers' motivational levels do not differ significantly regardless of their profiles, such as age, educational qualification, teaching experience, and plantilla position, as manifested in the p-value of 0.0966 (age), 0.6473 (educational qualification), 0.2758 (teaching experience), and 0.2625 (plantilla position). These values are more significant compared to the 0.05 level of significance. Evidence is insufficient to reject the null hypothesis that no significant difference exists in teachers' motivational levels when grouped according to their profiles.

Table 7. Kruskal-Wallis Test of difference in teachers' motivational level when grouped according to their profile

Variable	H	df	p-value	Decision	Remarks
Age	6.33	3	0.0966	Do not reject $H_{0.1}$	No significant difference
Educational Qualification	0.87	2	0.6473	Do not reject $H_{0.2}$	No significant difference
Teaching Experience	3.87	3	0.2758	Do not reject $H_{0.3}$	No significant difference
Plantilla Position	3.99	3	0.2625	Do not reject $H_{0.4}$	No significant difference

Significant level = 0.05

The study of Comighud (2021) supports the findings that teachers' profiles cannot account for the differences in teachers' motivational levels. Similarly, the study of Yildiz (2021) concurs with the current finding that teachers' profiles, in terms of age, educational attainment, and length of work, cannot account for the differences in teachers' disposition in work. Ugar (2019) also discovered no significant difference in teachers' motivation when grouped according to their educational qualifications, teaching experience, and plantilla position.

3.6 Difference in Teachers' Affective Commitment when Grouped According to their Profile

Table 8 reveals that educational qualification and plantilla position cannot account for the differences in teachers' affective commitment as indicated in the p-values of 1.0000 (educational qualification) and 0.2982 (plantilla position), values of which are greater compared to its 0.05 level of significance. This indicates that when grouped according to educational qualification and plantilla position, teachers' affective commitment does not differ. Hence, the null hypothesis that no significant difference in teachers' affective commitment exists when grouped according to their educational qualification and plantilla position is not rejected. This result is consistent with Agrawal and Jain's (2020) study, which disclosed that educational qualifications cannot account for the differences in teachers' affective commitment.

Table 8. Kruskal-Wallis Test of difference in teachers' affective commitment when grouped according to their profile

Variable	H	df	p-value	Decision	Remarks
Age	6.33	3	0.0466	Reject $H_{0.1}$	Significantly different
Educational Qualification	8.67	2	1.0000	Do not reject $H_{0.2}$	No significant difference
Teaching Experience	6.52	3	0.0389	Reject $H_{0.3}$	Significantly different
Plantilla Position	3.68	3	0.2982	Do not reject $H_{0.4}$	No significant difference

Significant level = 0.05

On the other hand, the result of the test revealed that age and teaching experience could affect or influence teachers' affective commitment as manifested in the p-values of 0.0466 (age) and 0.0389 (teaching experience), values of which are lesser compared to its 0.05 level of significance. This indicates that teachers' age and teaching experience profiles can account for the differences in teachers' affective commitment. Data revealed that age and teaching experience can warrant the rejection of the null hypothesis. Data show that older and experienced teachers have a higher level of affective commitment than those who are young and less experienced.

The findings of Mangundjaya (2023) align with the current study, which disclosed that the older the teachers are, the higher their affective commitment is. However, it also indicated that the higher the educational qualification, the higher their affective commitment becomes, contrary to the present study's result. Meanwhile, Shah et al. (2020) reveal a connection between teachers' experience and their affective commitment. This finding further means that teachers are more committed when they have a longer service in the institution. Furthermore, Agrawal and Jain (2020) discovered that educational qualification has no significant difference with affective commitment.

3.7 Difference in Teachers' Continuance Commitment when Grouped According to their Profile

Table 9 reflect the test on significant differences in teachers' continuance commitment when grouped according to their profile. It presents that age, educational qualification, teaching experience, and plantilla position cannot explain teacher continuance commitment differences. Data are insufficient to reject the null hypothesis, which states no significant difference exists in teachers' continuance commitment when grouped according to their profile. Results of the test showed no significant difference in teachers' continuance commitment when grouped according to their profile, as evident in the p-values of 0.5399 (age), 0.4253 (educational qualification), 0.166 (teaching experience), and 0.208 (plantilla position), values of which are much greater compared to 0.05 significance level.

Table 9. Kruskal-Wallis Test of difference in teachers' continuance commitment when grouped according to their profile

Variable	H	df	p-value	Decision	Remarks
Age	2.61	3	0.5399	Do not reject $H_{03.1}$	No significant difference
Educational Qualification	1.71	2	0.4253	Do not reject $H_{03.2}$	No significant difference
Teaching Experience	5.08	3	0.166	Do not reject $H_{03.3}$	No significant difference
Plantilla Position	4.62	3	0.2018	Do not reject $H_{03.4}$	No significant difference

Significant level = 0.05

This result, however, contradicts Tadesse's (2019) study, which revealed that the teachers' continuance commitment goes higher as they get older; they tend to stay in the teaching profession for an extended time, and the sense of belongingness will be valued. Additionally, experienced teachers felt that leaving the institution or profession would come at a low cost. It implies that they may resign from their job and go if there is an opportunity for higher pay or compensation. On the other hand, this current finding does not also agree with Erdogan and Cavli's (2019) statement, which contends that the longer teachers' experience, the lower their continuance commitment level becomes. Continuance commitment decreases with an increase in years of experience in teaching.

4.0 Conclusion

This study aimed to investigate the impact of various motivational factors on teachers' decisions to remain in or leave their positions and to understand how these factors influence their commitment to teaching. The study found that teachers reported high levels of extrinsic and intrinsic motivation toward their job, with a majority also showing high levels of affective and continuance commitment. Teachers' highest motivational factors in terms of extrinsic were salaries, wages, and other benefits. In intrinsic motivation, the highest was in the sense of professional achievement. This means that teachers value their students' learning in school. Teachers' motivational factors are relevant to their job satisfaction, resulting in a high commitment to their profession. Based on the findings of this study, the following conclusions are drawn: (a) The teachers value their students' learning in school, and (b) Teachers' motivational factors are relevant to their job satisfaction, resulting in a high commitment to their profession. Hence, highly motivated teachers are more likely to employ creative teaching techniques, foster a supportive learning atmosphere, give each student individualized attention, and set high standards for themselves, their colleagues, and their students. Therefore, increasing teachers' motivation could lead to retention and commitment to achieving educational goals.

5.0 Contributions of Authors

The authors confirm their equal contribution to every part of this research. All authors reviewed and approved the final version of this paper.

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7.0 Conflict of Interests

This study has no conflict of interest of any sort.

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