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Research Article

Challenges and Motivation Influencing Work Engagement of High School Teachers in Zone 1, Schools Division of Zambales

Catherine C. Lopez*, Leila L. Ravana

President Ramon Magsaysay State University Iba, Zambales, Region III, Philippines

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*Corresponding author:

E-mail:

catherinecrisolopez@gmail.com

ABSTRACT

Teaching is one of the most stressful occupations. Investigating the challenges and motivation influencing work engagement of high school teachers, intrinsic and extrinsic motivations are pivotal for cultivating a positive and satisfying mindset. The study aims to identify the specific challenges and motivations experienced by teachers. The researcher employed a quantitative research method. The findings of the study indicate that most teacher-respondents are female, early middle-aged, married, and hold the position of Teacher I, with additional academic units towards a master's degree. Interestingly, the teacher-respondents generally disagreed on encountering significant challenges in their work engagement. However, they unanimously agreed on the crucial role played by both intrinsic and extrinsic motivations in shaping their work engagement levels. Furthermore, the study revealed that there were no significant differences in the perceived challenges affecting teacher work engagement when respondents were grouped according to sex, age, civil status, teaching position, or highest educational attainment. These findings shed light on the demographic profile of teachers in the area under study and emphasize the importance of intrinsic and extrinsic motivators in fostering their engagement in the workplace. The study identified significant differences in teacher motivation based on their attitudes towards the teaching profession and the level of autonomy support they received. In response to these findings, the proposed intervention plan aims to tackle the identified challenges in work engagement and enhance teacher motivation. By addressing these issues, the intervention plan seeks to create a more supportive and motivating environment for teachers.

Keywords: *Work Engagement, Teacher Motivation, Intrinsic and Extrinsic Factors, Challenges in Teaching, High School Teachers, Zambales*

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Introduction

Teaching is considered the noblest profession. It is committed to cultivating the intellect of young individuals, thereby molding them into accountable contributors to society (Ali et al., 2021). Teachers, as agents of change, are required to carry out a range of duties that uphold the integrity of the teaching profession to the public. Teaching encompasses both the imparting of knowledge from teachers to students and the multifaceted human interaction required to realize the institution's educational objectives. As such, school administration must guarantee that schools are staffed with teachers who consistently perform at a high level and actively pursue organizational success (Yusuf & Zayed, 2022).

Teacher engagement is a crucial factor in attaining sustainable development in education. Work engagement is the manifestation of positive psychology in an individual, characterized by their emotional, cognitive, and physical involvement in performing tasks with enthusiasm and vigor (Yozgat et al., 2013). Teachers who are highly engaged tend to exhibit higher quality of work life and higher perception of organizational support (Jang et al., 2022) and are generally content and happy with their professions (Yang et al., 2022). Higher levels of work engagement are typically associated with more dedication, improved participation, and greater results (Usman et al., 2021).

However, as research studies have indicated that teaching is one of the most stressful occupations (Gragnano et al., 2020; Bibi & Afsar, 2020), the problem of work engagement is universally recognized (Prihantoro, 2022; Meyer & Allen, 1991; Meyer & Herscovitch, 2001). Insufficient teacher engagement sometimes leads to poor outcomes due to feelings of dissatisfaction and lack of motivation (Llorens-Gumbau & Salanova-Soria, 2014). Studies also indicate a significant negative correlation between teachers' burnout and their inclination to either resign or stay in their career without pursuing further professional development or advancement (Li et al., 2022).

Moreover, the negative emotions experienced by teachers because of low work engagement and heightened burnout symptoms have a detrimental effect on students' academic

performance. A recent systematic study examined the impacts of teachers' burnout on their learners' school-related results. The review presented empirical evidence linking teacher burnout to decreased academic performance and diminished student motivation (Kumar & Shukla, 2019).

For the reasons mentioned above, this study aims to determine the challenges and motivations on the work engagement of high school teachers in Zone 1, Schools Division of Zambales for School Year 2023–2024. Furthermore, the relationships of these latent variables and connections to their personal factors will also be explored. Hence, a quantitative method using a descriptive-correlational design will be utilized.

The study is significant in the field of research due to its contribution to the body of knowledge about the challenges and motivations on the work engagement and the relationship between them. Results of the study will be very useful for policymakers and administrators in creating policies, programs, and activities that will help improve the welfare of the teachers and for further improvement of the K to 12 implementations.

The Department of Education (DepEd) has developed a "Conceptual Framework for Basic Education Research Agenda" that encompasses various research agendas. These agendas aim to facilitate the collection of information necessary for the formulation of evidence-based policies, plans, programs, projects, and other activities (Srivastava, 2013). One area of focus in the research agenda is human resource development, with a particular emphasis on the well-being of employees. The agency requires a foundation for establishing the most suitable capacity-building activities and processes to promote the teachers' welfare, ensuring their continued commitment and sustained work performance.

A multitude of studies have been conducted examining the relationship between teacher engagement and teacher and student performance. However, there is scarce local research on the teacher challenges and motivation on work engagement, particularly among the secondary school teachers in Zone 1, Division of Zambales. The question persists on the major

contributing factors of challenges and motivations on teacher engagement, and the relation of these variables.

Methods

Research Design

In this study, the researcher employed a quantitative research method. Quantitative research involves collecting and analyzing numerical data (D'Amato & Herzfeldt, 2008). It was utilized to identify patterns and averages, make predictions, test causal relationships, and generalize results to a wider population. Under the quantitative research method, the researcher employed the descriptive-correlational research design, with the survey questionnaire serving as the main research instrument.

Descriptive research design is normally used to describe and gain more information about the characteristics of the respondents, while correlational research design helps determine the relationship or association between two or more variables (Ferri-Reed, 2014). Using surveys is one way to gather data in descriptive-correlational research. This involves gathering information from many people using a questionnaire and interview (Lyons et al., 2014). A quantitative descriptive research design was deemed appropriate to be used in this study as it aimed to describe the challenges and motivation on work engagement of teachers in Zone 1, Schools Division of Zambales S.Y. 2023–2024. Furthermore, it was also deemed appropriate to employ correlational design as it aimed to investigate the relationship between the challenges and motivation on work engagement of teacher-respondents.

Respondents and Location

The respondents of this study were High School Teachers from Zone 1, Schools Division of Zambales, which included Masinloc District, Candelaria District, and Sta. Cruz District during School Year 2023–2024.

Data Collection

After finalization of the survey questionnaire, the first step in the process of data collection was securing permission/approval of the Schools Division Superintendent, Division of Zambales, through letters signed by the Director of Graduate School to administer the survey questionnaire to the respondents. After which, the researcher sought permission from the school head to administer the instrument to the teacher-respondents.

The researcher personally distributed the instrument to the participants. Assistance from the school administration was also sought for smooth administration and retrieval of the instrument. The objectives and purposes of the study were explained as well to enable respondents to have a better understanding about the study.

The researcher made sure that the questionnaires were 100% distributed. Upon retrieval, the researcher checked if all items were answered by the respondents for accurate results. The respondents' answers were treated with utmost confidentiality.

Result and Discussion

1. Profile of Teacher-respondents

The frequency and percentage distribution on the teacher-respondent's profile of sex, age, civil status, teaching position, and highest educational attainment is shown in Table 1.

It can be noted that majority of the teacher-respondents with sixty-five (65) responses or 27.00% belong to the age group of 30-34 years old. This is followed by teacher-respondents who belong to age group of 35-39 years old, with fifty-two (52) or 21.60%; thirty-eight (38) or 15.80% belong to age group of 25-29 years old; thirty-five (35) or 14.50% belong to age group of 40-44 years old; twenty-seven (27) or 11.20% belong to age group of 45-49 years old; eleven (11) or 4.60% belong to age group of 50-54 years old; seven (7) or 2.90% belong to age group of 20-24 years old; while six (6) or 2.50% belong to age group of 55-59 years old, with the lowest recorded frequency of responses.

Table 1
Frequency and Percentage Distribution on
the Teacher-respondents'
Profile Variable

Profile Variables		Frequency	Percentage (%)
		(f)	
Sex	Male	67	27.80
	Female	174	72.20
	Total	241	100.00
Age (Years) Mean = 36.67 or 37 years old	60 - 64	0	0.00
	55 - 59	6	2.50
	50 - 54	11	4.60
	45 - 49	27	11.20
	40 - 44	35	14.50
	35 - 39	52	21.60
	30 - 34	65	27.00
	25 - 29	38	15.80
	20 - 24	7	2.90
	Total	241	100.00
	Single	70	29.00
Civil Status	Married	169	70.10
	Separated	2	0.80
	Annulled	0	0.00
	Total	241	100.00
Teaching Position	Master Teacher IV	0	0.00
	Master Teacher III	0	0.00
	Master Teacher II	6	2.50
	Master Teacher I	12	5.00
	Teacher III	54	22.40
	Teacher II	51	21.20
	Teacher I	118	49.00
	Total	241	100.00
Highest Educational Attainment	Ph.D./Ed.D. degree with units	12	5.00
	Ph.D./Ed.D. units	18	7.50
	MA/MS degree	54	22.40
	with MA/MS units	115	47.70
	BS/BA degree	42	17.40
	Total	241	100.00

The computed mean age of teacher-respondents was 36.67 or 37 years old. The findings signify that the respondents are in their early middle-aged. This age range calls for a time of reflection to their values, friendships, jobs and relationships.

Kumar and Shukla (2019) highlighted in their study that young adult teachers are normally creative in finding ways and implementing strategies to become effective in their teaching.

1.1. Sex

In terms of sex, the majority of the teacher-respondents—one hundred seventy-four (174) or 72.20%—are female, while sixty-seven (67) or 27.80% are male. The superiority of female teachers compared to their male counterparts is mirrored in the conduct of this study. The findings of the present study are supported by the claim of Dizon (2021), who found that women represent a significant majority of the teaching workforce in public schools in Zambales.

1.2. Age

It can be noted that the majority of the teacher-respondents, with sixty-five (65) responses or 27.00%, belong to the age group of 30–34 years old. This is followed by teacher-respondents who belong to the age group of 35–39 years old, with fifty-two (52) or 21.60%; thirty-eight (38) or 15.80% belong to the age group of 25–29 years old; thirty-five (35) or 14.50% belong to the age group of 40–44 years old; twenty-seven (27) or 11.20% belong to the age group of 45–49 years old; eleven (11) or 4.60% belong to the age group of 50–54 years old; seven (7) or 2.90% belong to the age group of 20–24 years old; while six (6) or 2.50% belong to the age group of 55–59 years old, with the lowest recorded frequency of responses.

The computed mean age of the teacher-respondents was 36.67 or approximately 37 years old. The findings signify that the respondents are in their early middle age. This age range calls for a time of reflection on their values, friendships, jobs, and relationships. Ramos (2020) highlighted in his study that young adult teachers are normally creative in finding

ways and implementing strategies to become effective in their teaching.

1.3. Civil Status

Majority of the teacher-respondents with one hundred sixty-nine (169) or 70.10% are married; seventy (70) or 29.00% are single, while two (2) or 0.80% are separated.

Teachers should provide leadership and initiative to actively participate in community movements for moral, social, educational, economic and civic betterment.

According to the study of Jabeen & Rahim (2021) that married female teachers should maintain family and work-life balance.

1.4. Teaching Position

Out of two hundred forty-one (241) teacher-respondents, majority with one hundred eighteen (118) or 49.00% are Teacher I; fifty-four (54) or 22.40% are Teacher III; fifty-one (51) or 21.20% are Teacher II; twelve (12) or 5.00% are Master Teacher I; while six (6) or 2.50% are Master Teacher II.

Teacher I is an entry level of teaching position in the Department of Education, this requires more trainings, experiences, and degree advancement for further promotion and ranking.

Jin and Hahs-Vaughn (2007) stated that a system of faculty ranks serves as a hierarchical structure for faculty members to pass through during their careers. In general, faculty performances on institutional criteria determine a faculty member's rank. Educational attainment, seniority, teaching, and service are some of the criteria. Some believe that the possibility of promotion has a motivating effect on faculty research behavior.

1.5. Highest Educational Attainment

The highest educational attainment of majority of the teacher-respondents with one hundred fifteen (115) or 47.70% earned units in MA/MS degree; fifty-four (54) or 22.40% are MA/MS degree holders; forty-two (42) or 17.40% are BS/BA degree holders; eighteen (18) or 7.50% earned units in Ph.D./Ed.D.; while only twelve (12) or 5.00% are Ph.D./Ed.D. degree holders.

Teachers enrol in Graduate School programs to get the tools they need to reach students and better engage and manage their classroom for their growth and development as well as improve educational outcomes for their students.

The study conformed with the findings of **Torres (2018)**, which revealed that teachers enroll in graduate programs to continue upgrading their qualifications, become effective, and pursue promotion.

2. Challenges in the Work Engagement of Teachers

The teacher-respondents agreed on the difficulty of handling undisciplined or unruly behaviour of the students, as manifested by the highest recorded weighted mean value of 2.88 (Rank 1). Conversely, they disagreed on experiencing harassment and bullying from their boss or colleagues, which had the lowest weighted mean of 1.75 (Rank 25). Overall, the respondents disagreed on the challenges in their work engagement, indicated by the overall computed weighted mean of 2.31.

These findings emphasize the need for alternatives to punishment and the implementation of positive discipline strategies, such as the use of rewards and privileges to promote good behaviour. A reward system may encourage students—especially those who tend to misbehave—to engage in more positive actions, such as helping peers or raising hands instead of shouting out answers. Disruptive behaviour is detrimental to the academic environment, as it hampers the learning process for others, reduces instructional effectiveness, diverts institutional resources away from core educational objectives, and may reflect underlying personal or emotional issues. Moreover, such behaviours can hinder both social and academic functioning in students and may negatively impact the broader school community. Implementing self-management interventions within schools may help students develop critical social, emotional, and behavioural competencies. When students understand the rules and the rationale behind them, they are generally less inclined to misbehave. Additionally, when students are aware of the consequences of their actions, the

likelihood of misbehaviour is significantly reduced. Challenging behaviours, particularly among students with severe learning disabilities, often serve as a mechanism to meet unmet needs. These behaviours, if frequent or intense, may become disruptive—impacting both teaching and learning in the classroom.

According to Vedenpää and Lonka (2018), current educational reforms involving curriculum changes and digitalization have challenged educators to meet new demands for teaching and learning. These reforms often emphasize competencies that extend beyond traditional subject matters and promote learning as a reflective and collaborative activity. However, it is commonly assumed that teachers are inherently prepared to implement such reforms. Vedenpää and Lonka further suggest that teachers' epistemic beliefs about knowledge and learning may influence how they adapt to these reforms and how they perceive their overall well-being in the workplace.

Similarly, Yadav and Bhardwaj (2019) supported the view that the teaching profession is undergoing significant transformation due to the sector's increasing emphasis on quality. As a result, teachers are now expected to integrate modern management concepts such as creativity, innovation, continuous improvement, and change management into their professional routines. These evolving expectations place immense pressure on teachers and contribute to a heightened sense of uncertainty. Amid these challenges, educators are also subject to multifaceted performance evaluations, which may further influence their motivation and job satisfaction.

3. Level of Teachers' Motivation

3.1. Intrinsic Motivation

3.1.1. Attitude Towards Teaching Profession

The teacher-respondents strongly agreed that they are motivated at work because teaching inspires them and their students; and that they feel proud of the successes gained by their students, manifested on the highest computed recorded weighted mean value of 3.29 (tied at rank 1.5); while they agreed that they are motivated at work because

pressure and stress are manageable, had the lowest weighted mean of 3.01 (rank 10).

Overall, the teacher-respondents agreed that their attitude towards teaching profession motivated them in their work engagement, manifested on the computed overall weighted mean of 3.17. The findings underscore the best reason to be a teacher in creating a positive, inspiring impact on children's lives. This is due to their desire to help improve and better the lives of children. It is a career and vocation that we undertake not for financial reward, but because we are intrinsically motivated to make a difference. Great teachers can ignite a spark within their students, fostering a genuine passion for learning. By making lessons engaging and relevant, they transform education into a journey of discovery. The best reason to be a teacher is that they want to have a positive, inspiring impact on children's lives. They achieve this by being kind, caring, empathic, passionate and funny. These are great qualities that a teacher should possess. Inspiring students demonstrate how those who are more inspired are typically more open to new experiences and tend to be more invested in their work. Research shows that students who scored higher on the Inspiration Scale demonstrated more progress in achieving their goals, when compared to those who felt less inspired. Moreover, students need inspiration to have a vision for the impact they can make in their own lives and the lives of others as they embark on an often daunting and evolving educational journey.

Karakuş and Uğurlu (2021) determined that there are direct and indirect relationships between the intrinsic motivations for the pedagogical formation program, the perceptions of self-efficacy for teaching, the attitudes towards the teaching profession, and the pupil control ideologies of the pedagogical formation teacher candidates. Teacher candidates' intrinsic motivations for the pedagogical formation program, perceptions of self-efficacy for teaching, and attitudes towards the teaching profession altogether explain approximately 50% of the variance in the pupil control ideologies.

3.1.2. Teacher Autonomy Support

The teacher-respondents strongly agreed that they are motivated at work because they can select the teaching methods and strategies they want to use with their students, manifested on the highest computed recorded weighted mean value of 3.27 (rank 1); while they agreed that they are motivated at work because they can participate with the scheduling of classes, had the lowest weighted mean of 3.07 (rank 10).

Overall, the teacher-respondents agreed that teacher autonomy support motivated them in their work engagement, manifested on the computed overall weighted mean of 3.19. The findings manifest that teaching strategies play an important role in classroom instruction. Without the use of a strategy, teachers would be aimlessly projecting information that doesn't connect with learners or engage them. Strategies help learners participate, connect, and add excitement to the content being delivered. Strategies help students begin to understand the process of learning. Strategies help students to bypass their areas of weakness and to perform at the level at which they are capable. Strategies promote flexible thinking and teach students the importance of shifting their approaches to different tasks. As teachers, they can tap into their intrinsic motivation by focusing on the aspects of teaching that you love, such as designing lessons, interacting with students, or exploring new topics. They can also reflect on their own learning journey, and how teaching helps them grow as a person and a professional. Work motivation is considered an essential catalyst for the success of organizations, as it promotes employees' effective performance. To achieve a school's objectives, the school heads depends on the performance of their teachers inside the classroom.

Raufelder et al. (2016) stated that intrinsic motivation for teaching, in addition to teachers' reported autonomy support and care, had no impact on students' intrinsic motivation. Implications for pedagogical practice are discussed, with a focus on the importance of autonomy support in a classroom setting.

3.1.3. Career Development and Performance Appraisal

The teacher-respondents agreed that they are motivated at work because they can apply and broaden their knowledge and expertise, manifested on the highest computed recorded weighted mean value of 3.19 (rank 1); while they agreed that they are motivated at work because of sufficient training and seminars provided by the organization, had the lowest weighted mean of 2.95 (rank 10).

Overall, the teacher-respondents agreed that career development and performance appraisal motivated them in their work engagement, manifested on the computed overall weighted mean of 3.09. The findings suggest that teachers must be motivated to do their work to bring quality and development in the educational aspect. Their demotivation directly affects the productivity decrease at working with students causing a decrease even in academic development. When a teacher is an inspiration for students, they challenge students to use their imagination, intellect, and expectations. They also form a bond of mutual trust and respect with their students. They invite the students to be a part of their learning journey too. Teaching is a profession where teachers must stay motivated, so take matters into their own hands. Classroom management is a crucial skill that

every teacher should have. It involves setting rules, maintaining discipline, and creating a safe and orderly learning environment. Good classroom management skills ensure that students are engaged, motivated, and focused on learning.

Durán-Aponte and Pujol (2012) highlighted that teachers face a series of challenges and difficulties due to the changing environment, globalization, and their ideal of effective positioning within the knowledge society. To face the new context, pedagogical leaders must develop motivational competencies that foster better performance in teachers, driven by intrinsic motivation.

3.1.4. Summary: Level of Teachers' Intrinsic Motivation

The summary on the level of teachers' intrinsic motivation is presented in Table 3.

It can be noted that the teacher-respondents agreed in all intrinsic dimensions that motivated them in their work engagement in terms of teacher autonomy support, as manifested with the highest overall weighted mean of 3.19 (rank 1). This is followed by their attitude towards teaching profession, with an overall weighted mean of 3.17 (rank 2); and career development and performance appraisal, had the lowest overall weighted mean of 3.09 (rank 3).

Table 2
Summary on the Level of Teachers' Intrinsic Motivation

Intrinsic Dimensions	Motivation	Overall Weighted Mean	Descriptive Equivalent
1	Attitude Towards Teaching Profession	3.17	Agree
2	Teacher Autonomy Support	3.19	Agree
3	Career Development and Performance Appraisal	3.09	Agree
Grand Mean		3.15	Agree

Overall, the teacher-respondents agreed that they were motivated intrinsically in their work engagement, manifested on the computed grand mean of 3.15.

It is interesting to note that the autonomy support from co-teachers motivated teachers in their work engagement. Colleagues feel heard and valued work more effectively for a fulfilling professional experience. Warm greetings, eye contact, and active listening convey genuine interest. Small talk uncovers common interests for deeper connections. Empathy fosters support, leading to collaboration and shared goals. Peer relationships provide a unique context in which children learn a range of critical social emotional skills, such as empathy, cooperation, and problem-solving strategies. Peer relationships can also contribute negatively to social emotional development through bullying, exclusion, and deviant peer processes. The more people get in the habit of sharing what works, their experiences and best practices, the more you build a learning culture.

Zhou (2016) considered that teachers' development is a coordinated and systematic process of external behaviour and internal states. Motivation reflects teachers' states and levels of development, with intrinsic motivation being an ideal support for high-level teacher development. The study selected and interviewed teachers entering the intrinsic motivation phase. The change and development mechanism of motivation was analyzed. From case analysis, it was found that teachers' extrinsic motivation can be transformed into intrinsic motivation. Furthermore, teachers' existing development value, the development level of teaching practice, their feelings during the development process, and the interaction between these three aspects influence the generation of intrinsic motivation. At the initial stage of development, teachers' existing values and external tasks can promote teachers to optimize their own practice and influence the level of practice development. Teachers' value is self-constructed but also can be guided and promoted by others. Yet it can affect teaching practice only when it is based on teachers' original values. Over-

strong external goals will restrain teachers from constructing deep teaching practice. Professional guidance deep into teachers' ecological environment helps to construct ideal teaching processes. Teaching practice on a deep level will drive teachers to alter or reconstruct their values of development and make the teaching work much more meaningful, which can facilitate teachers' positive feelings about the teaching process. This process will also be influenced by teachers' other value expectations and schools' cultural environment. Teachers' narrow goals and school's biased emphasis on the teaching results will make teachers experience low levels of efficiency and reduce the possibility of intrinsic motivation. Teachers will have a stable value judgement after they have experienced improvement in teaching and external acknowledgement of their development value. Stable intrinsic motivation will come into being when teachers' focus, and interests are all transferred to the teaching process after integrating individual development and career development into intrinsic values.

3.2. Extrinsic Motivation

3.2.1. Salary and Benefits

The teacher-respondents agreed that they are motivated at work because they feel secured and stable with their job, manifested on the highest computed recorded weighted mean value of 3.06 (rank 1); while they agreed that they are motivated at work because the salary is as good as in other professions; and because the salary and benefits always adjust to the current economic situations, had the lowest weighted mean of 2.76 (tied at rank 9.5).

Overall, the teacher-respondents agreed that salary and benefits motivated them in their work engagement, manifested on the computed overall weighted mean of 2.87. The findings underscore that stability in employment and security of tenure shall be assured to teachers to maximize their potential in the school system. Security of tenure offers protection, by ensuring that teachers cannot be victimized for exercising their pow-

ers, functions and duties. It enables the democratic or constitutional methodology through which an officeholder comes to office not to be overturned except in the strictest and most extreme cases. In cases of regular employment, the employer shall not terminate the services of an employee except for a just cause or when authorized by the Labor Code. The right to security of tenure guarantees the right of employees to continue in their employment absent a just or authorized cause for termination.

Li (2022) argued that extrinsic motivation in education involves teachers who teach for their salary, attend in-service training for promotion, and arrive at school on time to avoid a mark on their record.

Extrinsic motivation or doing an activity for some reason besides the activity itself, does have advantages.

3.2.2. Work Environment

The teacher-respondents agreed that they are motivated at work because they have good relations with my co-teachers and administrators, manifested on the highest computed recorded weighted mean value of 3.18 (rank 1); while they agreed that they are motivated at work because of satisfactory workload, had the lowest weighted mean of 2.89 (rank 10).

Overall, the teacher-respondents agreed that work environment motivated them in their work engagement, manifested on the computed overall weighted mean of 3.05. The findings manifest that building strong professional relationships with other educators and yourself is important because it helps us feel more psychologically safe with one another and builds a collegial trust and assurance that we can rely on one another. Everyone needs to feel safe when discussing highly charged topics around equity. Strong teacher-administrator relationships cultivate a positive school culture, help teachers “buy in” to school policies and requests,

and ultimately lead to better classroom instruction. These relationships also help minimize teacher burnout. Collaboration improves the way your team works together, and problem solves. This leads to more innovation, efficient processes, increased success, and improved communication. Principals trust teachers who understand that their time is valuable. Teachers must realize that the principal is responsible for every teacher and student in the building. A good principal will not ignore a request for help and will get to it in time. Teachers must be patient and understanding with their principals.

Given the high importance of the teachers’ role in overall school improvement, there has been a strong tradition to investigate various factors affecting teachers’ motivation in developed countries. However, like other variables, the factors of intrinsic motivation may offer variance in developed and underdeveloped countries. Interpersonal relationships were found to be the highest source of teachers’ intrinsic motivation. The structural equation model revealed that school-work environment variables: administrative support, working conditions, interpersonal relationships, promotion,

colleagues’ support, and salary were significant factors in fostering teachers’ intrinsic motivation. Teachers’ individual differences in gender, academic and professional qualifications, and work experience also showed a significant role in explaining teachers’ intrinsic motivation although the extent of effect was smaller than work environmental factors. Female teachers and teachers possessing low qualifications and having work experience of 6–10 years were found more intrinsically motivated. Findings suggest that school administration ought to encourage strategies that foster teachers’ needs and expectations, particularly for mid-career teachers and those possessing higher qualifications (Koh et al., 2021).

3.2.3. Summary: Level of Teachers' Extrinsic Motivation

Table 3
Summary on the Level of Teachers' Extrinsic Motivation

	Dimensions	Overall Weighted Mean	Descriptive Equivalent
1	Intrinsic Motivation	3.15	Agree
2	Extrinsic Motivation	2.96	Agree
	Grand Mean	3.06	Agree

Generally, teaching is a process of monitoring learners by way of inferring emotions, beliefs and knowledge, ability to detect gaps between correct knowledge and possible incorrect students' knowledge, the ability to communicate this knowledge to the students, and finally, having the ability to provide feedback. A work environment is a space both physical and emotional, in which employees perform their daily tasks. It's a combination of three vital components: Physical environment: This covers the layout and amenities of an in-person office, including items like desk space, lighting, and location. The learning environment includes the intellectual, social, emotional and physical environments of a course; all of which will affect learning. Instructor-student interactions and the tone of the course may affect how students approach learning and work through difficulties.

Relatively, **Khamis and Dukmak (2020)** found out that extrinsic motivation of teachers is a critical variable in educational institutions as it upgrades staff performance and efficiency.

Table 3 presents a summary on the level of teachers' extrinsic motivation.

It can be noted that the teacher-respondents agreed in all extrinsic dimensions that motivated them in their work engagement in terms of work environment, as manifested with the highest overall weighted mean of 3.05 (rank 1); while salary and benefits, had the lowest overall weighted mean of 2.87 (rank 2).

Overall, the teacher-respondents agreed that they were motivated extrinsically in their work engagement, manifested on the computed grand mean of 2.96.

It is interesting to note that the work environment of teachers motivated them in their work engagement. The environment is the context in which learning takes place. An ideal learning environment of teachers should allow students to feel comfortable and confident in the knowledge that they are being taught. A good learning environment should also be able to help students find resources they need when they are struggling with certain topics or assignments.

Based on the foregoing results of the study, the researcher concluded that:

1. The teacher-respondents, who are predominantly female, fall within the early middle-aged demographic and are identified as Teacher I. They are also married, reflecting a diverse range of personal and familial experiences within the cohort. Additionally, they have shown commitment to professional development by earning units towards a Master of Arts (MA) or Master of Science (MS) degree, indicating a dedication to advancing their skills and knowledge in their field.
2. The teachers disagreed on the challenges in their work engagement.
3. The teacher-respondents reached a consensus that both intrinsic and extrinsic motivations significantly influence their work engagement. They acknowledged

the importance of internal factors, such as personal fulfillment and passion for teaching, as well as external factors like salary and recognition. This recognition underscores the complex interplay between intrinsic and extrinsic motivators in driving their commitment and dedication to their profession. By acknowledging the relevance of both types of motivation, the teacher-respondents emphasized the multifaceted nature of their engagement with their work.

4. When grouped according to sex, age, civil status, teaching position, and highest educational attainment, no significant differences were observed in the challenges experienced in the work engagement of teachers. This suggests that regardless of gender, age, marital status, teaching position, or educational background, teachers encounter similar obstacles in their professional engagement. Such findings underscore the universal nature of challenges faced by educators, highlighting the importance of addressing these issues comprehensively across diverse demographics within the teaching profession.
5. There was significant difference in the motivation of teachers in terms of their attitude towards teaching profession, and teacher autonomy support when they are grouped according to teaching position and highest educational attainment; significant in terms of career development and performance appraisal, and work environment as to teaching position; while no significant difference in terms of salary and benefits when grouped according to profile of teachers.
6. There was a significant relationship between the motivations and challenges of work engagement of teachers.
7. The proposed intervention plan targets the challenges of work engagement and aims to boost the motivation of teachers. Through a multifaceted approach, it seeks to identify and address specific obstacles hindering teacher engagement. By imple-

menting tailored interventions and support mechanisms, the plan aims to create a more conducive environment for teacher satisfaction and effectiveness. Furthermore, it emphasizes the importance of intrinsic and extrinsic motivators in fostering greater dedication among educators. Ultimately, the plan aims to enhance the overall well-being of teachers and improve their job satisfaction and performance.

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