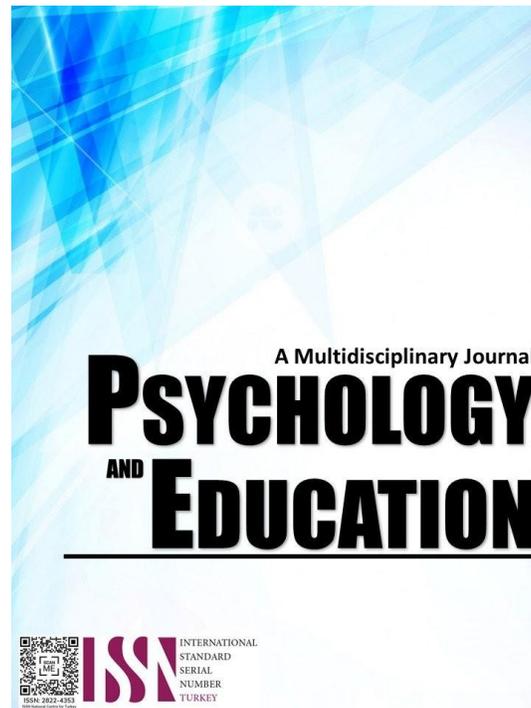


INVESTIGATING MULTIFACETED FACTORS AFFECTING TEACHERS' MOTIVATION: A QUANTITATIVE ANALYSIS OF INTERNAL AND EXTERNAL DETERMINANTS



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Investigating Multifaceted Factors Affecting Teachers' Motivation: A Quantitative Analysis of Internal and External Determinants

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Abstract

The purpose of this study was to investigate the different factors that affect teachers' motivation, with a focus on socio-economic, personal, social, and school environment factors. The study also aimed to ascertain whether the socio-demographic characteristics of teachers and factors affecting their motivation are significantly correlated. Improving educational outcomes, teacher performance, and general job satisfaction in the teaching profession all depend on an understanding of what motivates or discourages teachers. To investigate these objectives, a descriptive-correlational study approach was used. To guarantee representation across various categories, stratified random sampling was used to choose the respondents. Frequency, percentage, and mean were among the descriptive statistical tools used in the study to compile and examine the 102 elementary teachers' socio-demographic profiles and the motivational factors that were found. The Pearson r was used to determine whether there were any significant correlations between the variables. This study provides an understanding of how various extrinsic and intrinsic factors affect teachers' motivation, either fostering or preventing it. By establishing correlations between these motivational factors and demographic characteristics—such as age, gender, years of service, educational attainment, and teaching level—it reveals the complex processes that determine teachers' motivation in a variety of educational settings. The findings provide practical suggestions for stakeholders, legislators, and school administrators in establishing more effective professional development programs, teacher support systems, and work environments that maintain motivation over time. The study actively contributes to the larger discussion on teachers' motivation by emphasizing the interaction of personal qualities and environmental variables. Finally, it seeks to strengthen evidence-based ways for improving teacher effectiveness, retention, and long-term involvement in the educational sector.

Keywords: *elementary teachers, motivation, personal factors, school environment factors, social factors, socio-economic factors*

Introduction

Teachers' motivation is important in determining educational quality because motivated teachers are better at providing instruction, inspiring students, and implementing curriculum and policies. Teachers are not just facilitators of learning, but also role models that pupils admire and try to imitate (Alam, 2011). As such, their motivation has a direct impact on classroom performance and student progress. Teachers must understand how their expertise and professional obligations intersect with classroom realities, particularly when addressing issues related to motivation and decision-making. Their central role in the educational system implies that their motivation affects not only instructional quality but also larger outcomes such as educational equity and policy implementation (Onucha, 2002).

Despite this crucial role, VSO (2019) study has found that a large proportion of teachers are dissatisfied with their profession, with many considering career changes owing to a lack of support, poor working conditions, or unmet professional needs. This highlights a key difficulty in education: maintaining teachers' motivation over time to ensure consistent quality and teacher retention.

This study aims to contribute to the ongoing discussion by identifying and assessing the key factors affecting teachers' motivation. It focuses on four primary areas: personal, social, socio-economic, and school environment factors. The study also investigates how these factors interact with demographic characteristics like age, gender, teaching level, educational background, and years of service. By doing so, the study hopes to provide evidence-based insights that can help stakeholders, policymakers, and school leaders create effective teacher support systems, improve working conditions, and develop professional growth strategies that promote long-term teachers' motivation and effectiveness.

Research Objectives

This study on Investigating Multifaceted Factors Affecting Teachers' Motivation: A Quantitative Analysis of Internal and External Determinants aimed to:

1. Determine the socio-demographic characteristics of the elementary teachers of Tulunan North District, such as sex, age, length of work experience, and civil status.
2. Determine the factors that affect the motivation of elementary teachers of Tulunan North District, specifically:
 - 2.1. personal factors;
 - 2.2. social factors;
 - 2.3. socio-economic factors; and

- 2.4. school environment factors.
3. Determine if there is a significant relationship between the socio-demographic characteristics of the respondents to the factors affecting their motivation.

Literature Review

Motivation

Motivation is a process that originates, sustains, and directs spiritual and physical activity in the broadest sense, propelling the organism into action in order to achieve a certain goal or scenario (TDK, 2020).

Rugarabamu (2018) agreed with TDK's claim regarding motivation, stating that motivation is a force that pushes a person to work with enthusiasm. It is an inner drive that prompts human action, specifically prompting teachers to take action in turn.

Kanfer et al. (2017) define motivation as the force that drives the direction, intensity, and persistence of employee behavior. It is a significant determinant of job performance on the basis of an employee's own skills and has been identified as a contributing element to employee well-being. It's no wonder, therefore, that employee motivation is regarded as one of the most lasting and interesting themes in work and organizational psychology.

Teacher's Motivation

Teachers' motivation is a key factor in students' high performance (Koran, 2017). According to Koran, students who have highly motivated teachers are more engaged in the learning process. It is clearly mentioned in his study that the amount of success or failure in accomplishing the institution's aim in the educational process is mostly determined by the instructor. He also stated that a motivated teacher is a vital aspect in a student's success in the educational process, and that the teacher should influence and mold the student's perspective. According to him, one of the key goals of every school institution is to motivate instructors to work more, try new methods, and make significant contributions for the sake of the children, which will contribute to successful learning.

According to Nadif and Benattabou (2021), teachers can significantly impact students' academic performance if they are motivated to do so.

Furthermore, research from many nations over the last decade has proven the critical role that instructors play in boosting students' learning and improving their academic accomplishment, according to the World Bank (2016). A value-added analysis of student learning outcomes in Indonesia revealed that the more teachers know the better primary and junior secondary students' learning skills. In the United States, better teaching in elementary and secondary schools has been found to increase kids' college participation rates, later salaries, and other long-term outcomes.

In accordance to this assertion concerning teachers' motivation, Pan and Say (2016) said that instructor motivation is vital in shaping student behaviour. Teachers frequently effect positive change by influencing students' lifestyles and learning preferences. They also stated that their findings indicate the major obstacle to making the teaching and learning process more effective is the motivation of teachers. They added that if a teacher is demotivated from their work, the instructions and the learning process of students will be affected.

Furthermore, Deniz and Erdener (2016) indicated that female teachers are more motivated than male teachers in their study findings. The study found that teachers' levels of motivation are affected by their gender identification.

Personal Factor

According to Uslu (2017), one of the important aspects in determining teachers' motivation level is attitude to job, which contains information about respondents' sentiments and views about their profession. One of the aspects influencing teachers' motivation is the teacher's own feelings and thoughts.

Similarly to his results about personal characteristics that affect teachers' motivation, Ryan and Deci (2017) explicitly stated in their study that pleasant emotions experienced in class, interest in teaching job, focus, and satisfaction are those elements that affect teachers' motivation. This suggests that when instructors have a favorable attitude about their employment, it has a significant influence on their behavior in school. Li et al. (2016) agreed with Ryan and Deci, in which a positive attitude of teachers towards teaching is vital for school effectiveness.

Social Factor

According to Gobena (2018), social variables were identified as the one component that impacts teachers' motivation in teaching and learning processes. He stated that the majority of in-service teachers did not feel valued in society. This is sufficient evidence to support the conclusion that teachers did not feel valued by society. This finding led to the conclusion that most instructors lacked confidence in their vocations. Another social issue influencing teachers' motivation was a reluctance to meet individuals outside of the teaching profession. As a result, the majority of them were hesitant to meet people who were not in the teaching profession. Most of them were dissatisfied with their current performance for the reasons outlined above.

Teaching can cause mental distress. Teachers' stress levels are greatly reduced when they receive support from colleagues and plan in collaboration with their peers. This means that a teacher's stress level might rise or fall depending on the degree of support they receive from their colleagues (Wolgast & Fischer, 2017)

According to the findings of a study conducted by Azaliwa and Casmir (2016), one of the primary motivational elements that, if implemented, can improve teacher job performance is praise for teacher work performance. These studies plainly showed that teacher appreciation will eventually aid the teacher's motivation, professional progress, and the advantages that come with it.

However, one of Deniz and Erdener's (2016) studies indicates a notable difference between female instructors and male teachers. Their findings demonstrate that female teachers are more motivated than male teachers. According to their findings, gender preference has a significant impact on teachers' motivation.

Socio-economic Factor

Low salaries for teachers are one of the factors that affect their motivation. According to Gobena (2018), he concluded that the teachers with unreasonable salary from their teaching profession tend to search for other sources of income in order to meet their financial needs. Due to this problem, most teachers faced economic difficulties in meeting their families' basic needs, which led to them becoming unmotivated in school.

Rugarabamu (2018) agrees with Gobena's claim that socio-economic factors, specifically income level or salary, influence teacher motivation. He claimed that teachers with high salaries are happy and satisfied with the teaching profession, which increases their level of motivation in school. This study revealed that the primary factor motivating teachers to pursue a teaching career is the salary they receive, which is undoubtedly a significant motivator.

Furthermore, financial assistance to teachers has a positive impact on teachers' motivation, according to Tastan et al. (2017). Providing financial support or assistance to teachers will automatically increase their motivation and commitment in the classroom.

School Environment Factor

In his results, Han (2016) stated that to produce work satisfaction and excellent performance in teachers, the school environment should be tailored to encourage the teaching staff, resulting in high performance. As a result, to guarantee that the working conditions are pleasant and not too taxing, this will improve teaching effectiveness.

Similarly to Han's results, Khanal (2021) claimed that the number one important factor affecting teachers' motivation is a huge quantity of workload. According to his results, the number one significant reason instructors are demotivated is due to an excessive workload. It was also indicated that the instructor does not appreciate having two obligations, which is natural. According to Kumar (2017), the most effective element on teachers' motivation is the working environment.

According to Rugabamu (2018), teacher promotion has a positive impact on teachers because it gives them a sense of belonging and recognition. These findings were reinforced by Alam (2011), who discovered that promoted instructors were more likely to be motivated following their promotion, and students taught by such teachers improved significantly in their academic performance.

Furthermore, according to Kumar (2017), the survey revealed that the most prevalent causes for instructors losing enthusiasm at work are poor working conditions and trouble managing classrooms. These variables might result in emotional stress, which is a major cause of teacher burnout.

Methodology

Research Design

The descriptive-correlational design was employed in this study to provide static images of situations while also establishing the relationship between variables (McBurney & White, 2009). This study approach would also allow the researcher to examine changes in respondents' actions or perspectives over time to observe how they affect the outcome or projected future developments (Monsen & Horn, 2007).

According to Best & Kahn (2006), descriptive research uses quantitative methods to explain what is being described, documented, analyzed, and interpreted, with the goal of characterizing the current state of an identified variable. The term survey can apply to any research activity in which the researcher gathers information from a segment of the population or achieves their objectives. Correlational design is a technique for characterizing and quantifying the degree of interaction (or relationship) between two or more variables or scores (Creswell, 2008). Correlational research uses surveys, categorization, and data reduction procedures, and variable association assessments to investigate the link between the dependent and independent variables. According to Kalla (2011), a correlational analysis demonstrates a connection between two or more variables by determining if an increase or decrease in one variable causes an increase or decrease in another. Furthermore, according to Siegle (2015), correlational studies do not influence specific elements and instead focus on the relationships between them. Siegel went on to remark that similarities can be beneficial or bad, and the intensity or frequency of the encounter can change.

In this study, the researcher used a descriptive-correlational design to determine the type of connection that naturally occurring variables have with one another and to characterize associations between variables without attempting to construct an unrelated connection. This study aimed to determine whether any factors affect the motivation of elementary teachers in Tulunan North District. Using this method, the study attempted to discover underlying relationships between these factors, resulting in useful insights without suggesting causality.

Respondents

The respondents of this study are the elementary teachers from Tulunan North District, school year 2024- 2025. The respondents are bona fide teachers and currently in-service teachers.

Instrument

The study entitled "Investigating multifaceted factors affecting teachers' motivation: a quantitative analysis of internal and external determinants" applies the questionnaires modified from Dr. Muhammad Tayyab Alam's (2011) "Factors Affecting Teachers' Motivation" and Gemechu Abera Gobena's (2018) "Factors Affecting In-Service Teachers' Motivation: Implications to Educational Quality". To collect the necessary data, the researcher will design questionnaires with two parts. The researcher will be using survey questionnaires as a tool.

Part 1: Socio-demographic Profile

Part 1 will provide the socio-demographic profile of the respondents, including their name, age, gender, years in service, and marital status.

Part 2: Factors/Reasons

Part 2 will consist of 1-20 questions about the factors that affect the motivation of elementary teachers, specifically the personal factors, social factors, socio-economic factors, and school environment factors. The questionnaires will adopt the study of Dr. Muhammad Tayyab Alam (2011) "Factors Affecting Teachers' Motivation," and Gemechu Abera Gobena (2018) "Factors Affecting In-Service Teachers' Motivation: Its Implication to Quality of Education". Using the Scale of Strongly Agree, Agree, Disagree, and Strongly Disagree.

Procedure

The respondents for this study will be chosen using stratified random selection with proportional allocation. The schools represented the strata. Thus, a total of 102 teachers served as the respondents of the study. The table shows the population and sample of this study.

The socio-demographic profile of the respondents was collected, which included their names, age, gender, years of service, and civil status. The researcher was in charge of data processing. The researcher carried out the following steps to accomplish this analysis. First, the researcher requested permission and support from the Dean of the College of Education. Second, write a letter to the principal and responders, requesting that a research study be done. Further, the researcher consulted with a technical specialist about the study's technical aspects. In addition to gathering all surveys, a data screening was undertaken to reduce the likelihood of outliers throughout the analysis. Following that, the data was encoded, tabulated, and thoroughly analyzed.

Data Analysis

Data were gathered and analyzed using descriptive statistics such as frequency counts, percentages, and weighted mean. These statistics was used to summarize and examine the impact of various factors on elementary teachers' motivation levels. The data collected in this study was analyzed using the results of the test questionnaires completed by the study's respondents to determine which items or sections were identical to one another.

Ethical Considerations

In order to maintain each respondent's privacy, dignity, and safety, this study strictly adheres to ethical research guidelines. All respondents gave their explicit consent before any data was collected. The respondents received assurances that their participation was completely voluntary and that they would not face any repercussions if they chose to stop at any time. By anonymizing personal identifiers and simply reporting data in aggregate form, the respondents' confidentiality was respected. Additionally, the researcher made sure that involvement would not cause any emotional, psychological, or physical harm. Additionally, all data collection tools were examined for fairness, cultural sensitivity, and relevance, and ethical clearance and approval were obtained from the relevant institutional authorities. Lastly, the researcher pledged to use the information only for scholarly study and in a way that respects the integrity of educational studies.

Results and Discussion

This section contains the study's findings and discussions based on the data that was evaluated and interpreted. The data contains the respondents' socio-demographic profile as well as the factors that affect teachers' motivation.

The frequency distribution of respondents by age, gender, years in service, and civil status is shown in the table below.

Socio-demographic Profile of the Respondents

Table 1. *Socio-demographic profile of the respondents*

<i>Profile</i>	<i>Frequency (n-102)</i>	<i>Percentage</i>
Age		
20-30	21	21.00
31-40	28	28.00
41-50	33	33.00
51 - up	20	20.00
Sex		
Male	14	14.00
Female	88	88.00
Years in Service		
1-10	51	51.00
11-20	29	29.00
21-30	21	21.00
31 – up	1	1.00
Civil Status		
Married	80	80.00
Single	22	22.00
Total	102	100

Table 1 displays the socio-demographic profile of elementary teachers in Tulunan North District, Tulunan, Cotabato, including their age, gender, years of service, and civil status.

Age. According to Table 1, the majority of the sampled elementary school teachers in Tulunan North District were aged 41-50, followed by those aged 31-40 (28%), 20-30 (21%), and 51 and older (20%).

Sex. Table 1 shows that 88 (88%) of the total sampled elementary teachers in Tulunan North District were female, with 14 (14%) being male. This demonstrates a gender imbalance among elementary school teachers in the Tulunan North district, as seen in the selected samples.

Years of Service. Teachers were asked to identify the time frame in which they have taught in school. It was observed that 51 (51%) of the sample respondents had taught for 1-10 years, 29 (29%) for 21-30 years, 21 (21%) for 21-30 years, and 1 (1%) for more than 31 years. The study's findings revealed that the majority of teachers had 1-10 years of experience.

Civil Status. Table 1 also displays the respondents' civil status. The research sample included 102 elementary teachers, with 80% being married and 22% being single. This means that the majority of elementary school teachers in Tulunan North District are married.

Factors Affecting Teacher's Motivation

Table 2 shows the different factors affecting the motivation of elementary teachers, including personal factors, social factors, and school environment factors.

Personal Factor

The respondents were given a list of statements and asked to rate their level of agreement with each statement based on their own personal views on their career.

Table 2. *Factors affecting teacher's motivation in terms of Personal*

<i>Statements</i>	<i>Mean</i>	<i>Interpretation</i>
1. I enjoy teaching as a profession.	3.88	Strongly Agree
2. I have a confident attitude toward my job.	3.83	Strongly Agree
3. Teaching gives me a great deal of job motivation.	3.78	Strongly Agree
4. The challenging nature of teaching has kept me in the profession.	3.67	Strongly Agree
5. Teaching increases my self-esteem.	3.64	Strongly Agree
6. I am always excited when I go to school.	3.60	Strongly Agree
7. It was my idea to pursue this career path.	3.56	Strongly Agree
8. Teaching is one of my goals in life	3.56	Strongly Agree
9. I am satisfied with the professional development opportunities offered in my job.	3.54	Strongly Agree
10. I find my work mentally stimulating.	3.52	Strongly Agree

The data in Table 2. Personal Factors reveal that they completely agree with all of the statements. The highest mean on this part was 3.88, indicating that they like teaching as a career, while the lowest mean was 3.52, indicating that they find their work cognitively engaging, with a verbal description of strongly agreeing. This suggests that their attitude, feelings, and ideas about their job are enough to maintain their level of motivation. This study has been supported by Ryan and Deci (2017), who found that pleasant feelings in class,

interest in the teaching profession, attention, and contentment are all factors that contribute to teachers' motivation and have a substantial impact on their behavior in school.

Social Factor

The study's respondents were asked to rate their level of agreement with each statement about their connection with coworkers, the community, and their superiors at work.

Table 3. *Factors affecting teacher's motivation in terms of Social*

<i>Statements</i>	<i>Mean</i>	<i>Interpretation</i>
1. I have a good working relationship with my coworkers.	3.78	Strongly Agree
2. The principal is very supportive when new teaching methods are being implemented by us.	3.76	Strongly Agree
3. My supervisor is responsive to suggestions and grievance.	3.74	Strongly Agree
4. Teaching enables me to interact and develop relationship.	3.74	Strongly Agree
5. Teachers exchange information and learn new things from each other.	3.74	Strongly Agree
6. Cooperation with my colleagues is rewarding and beneficial.	3.72	Strongly Agree
7. The administrators support my decision and actions.	3.69	Strongly Agree
8. The administrators make me aware of the results of my work.	3.68	Strongly Agree
9. I have a strong connections and communication with my pupil's parents.	3.67	Strongly Agree
10. My coworkers appreciate my effort and contribution in school.	3.57	Strongly Agree

The statements "I have a good working relationship with my coworkers" and "The principal is very supportive when we implement new teaching methods" have the highest weighted mean of 3.78 and are described as strongly agreeing. The statement "Cooperation with my colleagues is rewarding and beneficial" has the lowest weighted mean of 3.67, indicating a significant agreement. The remaining items in the social component have a weighted average of 3.7 and a verbal description of strongly agreeing. This demonstrates that the majority of respondents can work with their colleagues without hesitation, as they have a solid bond and are comfortable with one another. The investigation discovered no concerns with social factors that could negatively impact their motivation. This study supports the findings of Azaliwa and Casmir (2016), who found that the teacher's motivation, professional progress, and potential benefits are all related to social factors. According to them, one of the primary motivators is how people treat one another within the workplace.

Socio-Economic Factor

The study's respondents were asked if they were pleased with their economic situation and compensation as teachers.

Table 4. *Factors affecting teacher's motivation in terms of Socio-economic*

<i>Statements</i>	<i>Mean</i>	<i>Interpretation</i>
1. I get my salary on time.	3.34	Agree
2. My salary as a teacher motivates me to teach.	3.07	Agree
3. I am satisfied with my economic level of my family.	3.07	Agree
4. I am satisfied with my salary.	2.95	Agree
5. My income is adequate to cover my fundamental needs.	2.94	Agree
6. I have a lot of debts to pay off.	2.87	Agree
7. I can now apply bigger loans because of my salary.	2.81	Agree
8. Aside from teaching, I have another source of income.	2.76	Agree
9. I am only earning member of the family.	2.72	Agree
10. Because of teaching, my standard of living was increased.	2.71	Agree

The survey found that they partially agree with all the statements. The statement "I get my salary on time" gets the greatest weighted mean of 3.34 when described verbally as agreeing. The statements "I am the only earning member of the family" and "Because of teaching, my standard of living was increased" had a least weighted mean of 2.72 with a verbal description of agree. This suggests that practically all respondents agree with all of the claims about socio-economic factors. It demonstrates that the majority of teachers were content with their living conditions and the money they earned from their professions. This study, contrary to Alam's (2011) findings, found that the majority of teachers were dissatisfied with their incomes, and it was determined that low teacher salaries had an impact on their teaching.

School Environment Factor

The respondents to this survey were asked if they were content with the school setting in which they worked.

The results of the survey indicated that the majority of respondents agreed with the assertion. The maximum weighted mean of 3.5 indicates that they were pleased with the working circumstances, which allowed them to operate autonomously and take the initiative, as evidenced by their verbal description of strongly agreeing. However, the lowest weighted mean in terms of the school environment component is 3.08, with the statement "After a lengthy period of work, I obtained my promotion". This means that the school or locations in which teachers work are stimulating, which may encourage them to accomplish their jobs efficiently. This study has been

supported by Alam (2011)'s research, which found that in order to promote work satisfaction and outstanding teacher performance, the school environment should be supportive.

Table 5. *Factors affecting teacher's motivation in terms of School Environment*

<i>Statements</i>	<i>Mean</i>	<i>Interpretation</i>
1. Working conditions are good.	3.50	Strongly Agree
2. I am permitted to work independently and to take initiative.	3.49	Strongly Agree
3. The organization sees teachers as an important role and ministry level of decision-making.	3.42	Agree
4. The supplies I need in teaching are fully available in school.	3.40	Agree
5. There lots of professional training and development for teachers.	3.36	Agree
6. Teachers gain promotion based on how well the teachers teach.	3.35	Agree
7. My workload is extremely manageable.	3.31	Agree
8. The opportunities for promotion are fair for all.	3.31	Agree
9. The administration provides me comfortable working tone for a safe environment for us.	3.31	Agree
10. After a lengthy of work, I obtained my promotion.	3.08	Agree

Significant relationship between the socio-demographic characteristics of the respondents and factors affecting teacher's motivation

This section demonstrates how the various elements affecting teachers' motivation—personal, social, socio-demographic, and school environment factors—relate to the respondents' socio-demographic traits, such as age, sex, years of service, and civil status.

Relationship between age and factors affecting teacher's motivation

The socio-demographic traits of the respondents by age and the variables affecting teachers' motivation will be covered in detail in this part.

Table 6. *Relationship between age and factors affecting teacher's motivation.*

<i>Variable</i>	<i>Pearson-r</i>	<i>P-Value</i>	<i>Interpretation</i>
Personal Factor	0.651	0.042	With Significant Relationship
Social Factor	0.132	0.716	No Significant Relationship
Socio-economic Factor	0.68	0.031	With Significant Relationship
School Environment Factor	0.242	0.501	No Significant Relationship

The correlational study of age-related socio-demographic traits and the different elements affecting teachers' motivation is shown in Table 6. The results showed a strong association between the personal factor and socio-economic component to teachers' motivation, but not between age and the two factors that affect teachers' motivation: the social and school environment factors. This suggests that teachers of all ages are rationally motivated. In line with these findings, Alam (2011) found that the attitudes of teachers about their jobs, their social relationships with one another, and the location of their teaching did not significantly affect how they taught when the age factor was taken into account.

However, the findings of this study also indicate a strong correlation between personal factors and socio-economic status to age. This suggests that a person's age may have an impact on their personal issues and financial situation, which in turn may have an impact on their degree of motivation. Alam (2011) found that teachers have greater responsibility the younger they are, which supports this study. As they begin a new life as teachers, aid their younger siblings, lend money to their parents, and create a family, younger teachers have challenges in making ends meet.

Table 7. *Relationship between sex and factors affecting teacher's motivation.*

<i>Variable</i>	<i>Pearson-r</i>	<i>P-Value</i>	<i>Interpretation</i>
Personal Factor	0.057	0.876	No Significant Relationship
Social Factor	0.087	0.811	No Significant Relationship
Socio-economic Factor	0.516	0.127	No Significant Relationship
School Environment Factor	0.028	0.939	No Significant Relationship

The correlational examination between age-related socio-demographic traits and all of the factors affecting teachers' motivation is displayed in Table 7. The information showed that there is no significant correlation between the variables of age and all of the factors affecting a teacher's motivation. This suggests that teachers' motivation for their work is unaffected by their age.

These results were corroborated by Uslu (2017), who found that both young and elderly teachers felt positively about their jobs when the age component was examined about teachers' motivation.

A correlational analysis of socio-demographic characteristics in connection to service years and the several elements affecting teachers' motivation is shown in Table 8. According to the statistics, the years of service and the three (3) elements that affect teachers' motivation—the social, socio-economic, and school environment factors—do not significantly correlate with one another, although the

personal component does. This indicates that a teacher's motivation is unaffected by their duration of employment, their personal circumstances, or their interactions with other educators on the school grounds. On the other hand, a teacher's attitude about their work is greatly affected by their duration of employment.

Table 8. *Relationship between years in service and factors affecting teacher's motivation.*

Variable	Pearson-r	P-Value	Interpretation
Personal Factor	0.629	0.876	With Significant Relationship
Social Factor	0.438	0.811	No Significant Relationship
Socio-economic Factor	0.342	0.127	No Significant Relationship
School Environment Factor	0.028	0.939	No Significant Relationship

This conclusion was corroborated by Gobena's (2017) research, which revealed a high correlation between a teacher's length of experience and attitude toward their job. Gobena also found that teachers felt less motivated in school the longer they had been in service. This suggests that there is a substantial correlation between years of service and the individual component that affects teachers' motivation.

Table 9. *Relationship between civil status and factors affecting teacher's motivation.*

Variable	Pearson-r	P-Value	Interpretation
Personal Factor	0.578	0.08	No Significant Relationship
Social Factor	0.536	0.11	With Significant Relationship
Socio-economic Factor	0.111	0.761	No Significant Relationship
School Environment Factor	0.449	0.193	No Significant Relationship

The correlational analysis between socio-demographic characteristics in terms of civil status and all of the factors affecting teachers' motivation is displayed in Table 9. The data showed that while the social factor indicates a significant relationship with teachers' motivation, the years of service and the three (3) factors affecting teachers' motivation—personal, socio-economic, and school environment—show no significant relationship with each other. This suggests that their civil status is unaffected by their attitude, living circumstances, or educational setting. Their civil status can influence teachers' socialization; however, married or single teachers often face challenges in their interpersonal relationships.

These results were corroborated by research conducted by Gobena (2017), who found that one of the social elements affecting teachers' motivation is their civil status. Additionally, their data showed a statistically significant correlation between civil status and social factors.

This study's primary objectives were to identify the different factors that affect teachers' motivation, with an emphasis on the personal, social, socio-economic, and school environment factors. It also sought to ascertain whether the socio-demographic traits of the respondents and the factors affecting teachers' motivation were significantly correlated. The majority of elementary school teachers in Tuluhan North District are female, aged 41 to 50, with teaching experience ranging from one to ten years, and are married, according to the respondents' socio-demographic data. After that, each respondent was asked to score how much they agreed with several statements on different aspects that affect teachers' motivation. The findings indicate that they concur on a few of the claims. It indicates that their academic motivation is unaffected by any significant issues.

Regarding personal variables, it reveals that respondents value teaching as a career, have a positive outlook on their work, find teaching to be cognitively stimulating, and receive a lot of job motivation. Regarding the social component, it shows that there aren't any significant problems that might cause teachers to lose motivation at work. The respondents largely accepted the statements presented under the social factor. Regarding socio-economic factors, this study found that most respondents are not the only providers for their families and that their teachers' pay is only marginally helpful in raising their standard of living. According to this survey, there aren't any significant problems with the educational environment that could negatively impact their motivation. They were found to be satisfied with their working circumstances. The data also illustrates the main objective of the study. The results of this study show that several factors affecting teachers' motivation do not significantly correlate with socio-demographic characteristics. It indicates that there has been no rejection of the null hypothesis.

Conclusions

The study's findings lead to the following conclusions: Most of the sample respondents were married women between the ages of 41 and 50 who had taught for one to ten years. All of the respondents agreed on their evaluations of the four factors that affect teachers' motivation, such as the school environment, social, socio-economic, and personal aspects. Most of the respondents were unaffected by the several elements presented that may cause teachers to lose motivation in school. Following data collection, the study found no correlation between several factors influencing teachers' motivation and socio-demographic characteristics.

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