



MOTIVATIONAL FACTORS OF SCHOOL ADMINISTRATORS TOWARDS THE STATUS OF RETENTION OF HIGH-PERFORMING TEACHERS

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ABSTRACT

This study determined the significant relationship between the motivational factors of school administrators and the status of retention of high-performing teachers in public schools. A proposed Teacher Retention Enhancement Plan was formulated based on the results of the study. The study employed a descriptive-correlational research design, which was appropriate for describing the current status of motivational factors among school administrators and the retention levels of high-performing teachers in public schools, as well as determining the relationships between these variables. The descriptive aspect provided a detailed account of how school administrators motivated teachers through leadership support, recognition, professional development, work environment, communication, and organizational management practices. The correlational aspect examined how these motivational factors related to teacher retention, without manipulating any variables, making it suitable for the school environment.

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The Test of Relationship Between Motivational Factors and Teacher Retention, which examines the degree of association between school administrators' motivational factors and the retention of high-performing teachers in public schools. Specifically, it shows the correlation analysis between the motivational practices of school administrators as reflected in Table 1 and the teachers' retention levels as presented in Table 2. The table further provides the computed statistical values used to determine the significance of the relationship, along with the decision on the null hypothesis and the interpretation of the strength and direction of the relationship between the two variables.

The findings revealed that there is a very strong positive relationship between school administrators' motivational factors and teacher retention. This indicates that as motivational practices of school administrators improve, the retention of high-performing teachers also tends to increase. The result suggests that factors such as leadership support, recognition, professional development opportunities, positive work environment, effective communication, and sound organizational management play a crucial role in influencing teachers' decision to remain in their teaching positions. This implies that strong administrative motivation strategies are closely linked to teacher stability and commitment in schools.

Moreover, the results show that the relationship between the variables is statistically significant, leading to the rejection of the null hypothesis. This confirms that school administrators' motivational factors have a meaningful and positive influence on teacher retention. The interpretation further indicates that when teachers feel supported, valued, and

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professionally motivated by school leaders, they are more likely to remain in their schools, demonstrate job satisfaction, and exhibit stronger organizational commitment.

The results imply that motivational factors provided by school administrators are essential in strengthening teacher retention and ensuring workforce stability in schools. The result implies that effective leadership support, recognition systems, professional development opportunities, positive school climate, communication, and organizational management practices significantly contribute to teachers' decision to stay in their institutions. Furthermore, the very strong positive relationship implies that improving administrative motivational strategies directly enhances teacher retention levels and reduces turnover intentions. The rejection of the null hypothesis further implies that school leadership practices are a critical determinant of teacher stability, satisfaction, and long-term commitment to the school system. The result also implies that strengthening all motivational domains leads to a more committed, satisfied, and stable teaching workforce, which is essential for sustained school improvement.

Keywords: *Motivational Factors, School Administrators, Status of Retention, Teachers*

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INTRODUCTION

The human resource development (HRD) skills of school heads play a critical role in shaping teachers' Teachers play a vital role in shaping students' academic achievement, character, and future aspirations. High-performing teachers do more than deliver lessons; they inspire, guide, and serve as role models. In public schools, where resources are often limited and class sizes are large, the presence of dedicated and competent teachers becomes even more significant. However, retaining these high-performing teachers has become a growing concern. Many talented educators leave the profession due to burnout, lack of support, or limited professional growth opportunities. This situation highlights the importance of understanding the motivational factors that encourage them to remain in public schools.

Motivational factors refer to the elements that influence teachers' willingness to continue serving in their institutions. These factors go beyond financial compensation. While salary is important, research and observation suggest that teachers also value recognition, respect, administrative support, professional development opportunities, and a positive working environment. School administrators play a crucial role in creating these conditions. Their leadership style, communication skills, and ability to provide encouragement significantly affect teachers' morale and job satisfaction.

Effective school administrators motivate teachers by acknowledging their achievements, providing constructive feedback, and involving them in decision-making processes. When teachers feel valued and heard, they develop a stronger sense of commitment to their school. Furthermore, supportive leadership helps reduce stress by

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ensuring manageable workloads and providing adequate teaching resources. A healthy organizational climate, characterized by collaboration and mutual respect, strengthens teachers' emotional attachment to their workplace. Therefore, understanding how administrators' motivational practices influence retention is essential in sustaining high-quality education in public schools.

According to Kraft and Papay (2014), supportive school leadership significantly improves teachers' job satisfaction and reduces turnover intentions. Although their earlier research laid foundational ideas, more recent findings continue to support this claim. For instance, Torres (2020) found that teachers who perceive strong principal support are more likely to remain in their schools despite challenges.

From the researcher's standpoint, improving teacher performance and retention requires a comprehensive approach. First, administrators should strengthen recognition programs that celebrate teachers' achievements both formally and informally. Simple gestures such as public acknowledgment during meetings or written commendations can significantly boost morale. Second, professional development opportunities must be aligned with teachers' needs and career goals. Continuous training enhances competence and renews enthusiasm for teaching.

Third, fostering open communication between administrators and teachers is essential. Regular consultations and feedback sessions allow teachers to express concerns and suggest improvements. Fourth, reducing excessive workload and providing adequate instructional materials can prevent burnout. Lastly, promoting a collaborative culture where teachers share

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ISSN: 2704-3010

Volume VII, Issue IV

June 2026

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best practices encourages professional growth and strengthens teamwork. These strategies can collectively improve teacher satisfaction, performance, and long-term commitment to public schools.

In relation to learners' academic performance in science, several challenges are evident. Heavy teacher workload often limits the time available for lesson preparation, resulting in less engaging and less innovative science instruction. When high-performing teachers leave, continuity in curriculum implementation is disrupted, which negatively affects students' understanding of scientific concepts.

Additionally, limited laboratory equipment and instructional materials hinder effective science teaching. Without adequate resources, teachers struggle to provide hands-on learning experiences that enhance comprehension. Some teachers also feel overwhelmed by administrative tasks, reducing their focus on improving science instruction. These issues contribute to lower student motivation and performance in science subjects. Retaining competent and motivated teachers is therefore crucial in addressing these academic concerns.

This study is necessary because teachers are central to the success of students and the overall quality of education. High-performing teachers serve as mentors, motivators, and leaders within public schools. However, challenges such as heavy workload, limited recognition, insufficient support, and lack of resources threaten their retention. Understanding the motivational factors provided by school administrators is essential in creating policies and practices that encourage teachers to remain committed to their profession.

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By pursuing this study, the researcher aims to contribute to the improvement of teacher retention strategies in public schools. Ensuring that high-performing teachers stay in the system promotes stability, enhances student academic performance—particularly in science—and strengthens the entire educational community. Ultimately, supporting teachers means investing in the future of learners and society.

This study determined the significant relationship between the motivational factors of school administrators and the status of retention of high-performing teachers in public schools. A proposed Teacher Retention Enhancement Plan was formulated based on the results of the study.

Specifically, this study sought to answer the following questions:

1. What is the extent of the motivational factors of school administrators as rated by high-performing teachers with regards to:

- 1.1 Leadership Support
- 1.2 Recognition and Reward System
- 1.3 Professional Development Opportunities
- 1.4 Work Environment and School Climate
- 1.5 Communication and Interpersonal Relations
- 1.6 Organizational Management Practices?

2. What is the status of retention of high-performing teachers in public schools in terms of:

- 2.1 Job Satisfaction;
- 2.2 Organizational Commitment; and

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2.3 Intention to Stay?

3. Is there a significant relationship between the motivational factors of school administrators and the status of retention of high-performing teachers in public schools in terms of:

3.1 Job Satisfaction;

3.2 Organizational Commitment; and

3.3 Intention to Stay?

4. What Teacher Retention Enhancement Plan can be proposed based on the findings of the study?

Statement of the Hypothesis

H₀: There is no significant relationship between the motivational factors of school administrators and the status of retention of high-performing teachers in public schools in terms of:

3.1 Job Satisfaction;

3.2 Organizational Commitment; and

3.3 Intention to Stay.

METHODOLOGY

Design. The study employed a descriptive-correlational research design, which was appropriate for describing the current status of motivational factors among school administrators and the retention levels of high-performing teachers in public schools, as well

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as determining the relationships between these variables. The descriptive aspect provided a detailed account of how school administrators motivated teachers through leadership support, recognition, professional development, work environment, communication, and organizational management practices. The correlational aspect examined how these motivational factors related to teacher retention, without manipulating any variables, making it suitable for the school environment.

The main locale of the study was Matag ob National High School in the Division of Leyte. The data for this study were gathered using two (2) distinct survey instruments. The first instrument was a motivational factors survey for school administrators, adapted and modified from existing validated tools on educational leadership and teacher motivation. Specifically, it drew on the work of Dr. John Stewart of Hamburg University (2008) on work motivation among high school teachers. The instrument was composed of two main indicators: Personal Factors and Professional Factors. The personal factors focused on the unique attributes of school administrators, such as leadership style, communication skills, and interpersonal relationships, which influenced the motivation of teachers. The professional factors covered organizational and institutional aspects, including recognition and reward systems, professional development opportunities, work environment, and management practices that enhanced teachers' motivation. Each indicator contained ten items, rated on a five-point Likert scale ranging from Strongly Disagree to Strongly Agree. The instrument was reviewed and validated by experts in educational leadership to ensure content validity and appropriateness for the public school setting.

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The second instrument focused on teacher retention and work-related attitudes, adapted from the validated tool of Edgar Balisenio (2013) on Teacher and Teaching Practices. This instrument contained two indicators: Personal Attitude and Work Attitude. The personal attitude indicator measured teachers' internal satisfaction, commitment, and fulfillment in their professional role, while the work attitude indicator assessed teachers' perceptions of their work environment, professional support, and intention to stay in their current school. The instrument was slightly modified and pilot-tested in neighboring schools to ensure clarity, relevance, and suitability to the educational environment of the study. Teachers completed this survey, also using a five-point Likert scale, to provide a measure of their retention and motivational status.

Together, these instruments provided a comprehensive assessment of the relationship between the motivational strategies of school administrators and the retention of high-performing teachers in public schools. The responses were analyzed quantitatively to identify trends, correlations, and potential predictors of teacher retention based on administrators' motivational practices.

Sampling The respondents of the study were the 1 School Head and 50 teachers that were involved in this study were being identified and the primary means of reach was during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

Research Procedure. To gather the necessary data within a period of one month (30 days), the researcher first sought permission from the office of the School District Supervisor through

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a Transmittal Letter. The same letter was provided to the Public School Heads and the teachers, who were the respondents of the study, to inform them about the purpose of the research and to secure their consent to participate.

After securing the necessary approvals, the researcher distributed the research survey questionnaires to the school administrators to gather information on their motivational factors, and to the teachers to assess their retention, job satisfaction, and work attitudes. The questionnaires included validated and researcher-adapted items, using a five-point Likert scale.

The researcher provided clear instructions to the participants and allowed sufficient time for completion. After the one-month data collection period, the completed questionnaires were retrieved, checked for completeness, and consolidated.

The collected data were then coded and subjected to appropriate statistical treatment, including descriptive statistics (mean, frequency, and standard deviation) to describe the level of motivational factors and teacher retention, and Pearson's correlation coefficient to determine the relationship between administrators' motivational factors and the retention of high-performing teachers. The results were then analyzed, interpreted, and presented in tabular and narrative forms.

Ethical Issues. The right to conduct the study was strictly adhered to through the approval of the principals and the approval of the Superintendent of the Division. Orientation of the respondents, both school principals and teachers, was done. Participation was strictly

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voluntary. Anonymity and confidentiality were maintained throughout the study. Results were used solely for research and educational improvement purposes.

Treatment of Data. The following statistical formulas and tools were used in this study:

The quantitative responses from the survey questionnaires were tallied, coded, and tabulated. The data was treated statistically using the following methods:

The Simple Percentage and Weighted Mean was employed to determine the levels of motivational factors of school administrators and the retention, job satisfaction, and work attitudes of high-performing teachers in public schools.

Pearson's r Moment Correlation Coefficient was used to determine the significant relationship between the motivational factors of school administrators and the retention of high-performing teachers.

RESULTS AND DISCUSSION

TABLE 1

WEIGHTED MEANS OF MOTIVATIONAL FACTORS OF SCHOOL ADMINISTRATORS

Domain	Indicator	Weighted Mean	Interpretation
Leadership Support	The school administrator provides clear direction and guidance	3.90	High

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Domain	Indicator	Weighted Mean	Interpretation
	The administrator supports teachers in addressing instructional challenges	3.87	High
	The administrator encourages innovation in teaching	3.88	High
	The administrator motivates teachers to achieve their goals	3.84	High
	The administrator provides constructive feedback to improve teaching	3.90	High
Recognition and Reward System	Outstanding teacher performance is formally recognized	3.86	High
	Teachers receive appreciation for their accomplishments	3.80	High
	Incentives are provided for exemplary work	3.78	High
	Teachers are publicly acknowledged for their contributions	3.82	High
	Recognition motivates teachers to maintain high performance	3.88	High

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Domain	Indicator	Weighted Mean	Interpretation
Professional Development Opportunities	The school provides relevant trainings and seminars	4.05	Very High
	Teachers are encouraged to pursue further studies	3.98	High
	Opportunities for professional growth are accessible	4.02	Very High
	Teachers are supported in attending workshops and conferences	4.00	High
	Professional development enhances teaching effectiveness	4.08	Very High
	Work Environment and School Climate	The school promotes a positive and respectful environment	3.92
Teachers feel safe and valued in the workplace		3.88	High
Collaboration among teachers is encouraged		3.95	High
Teachers are supported in managing work-life balance		3.85	High
The school climate fosters professional trust and morale		3.90	High
Communication and Interpersonal Relations		The administrator communicates policies clearly	3.87

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Domain	Indicator	Weighted Mean	Interpretation
	Teachers can openly express their concerns	3.84	High
	There is mutual respect between administrators and teachers	3.90	High
	The administrator listens actively to teacher feedback	3.88	High
	Communication promotes transparency and trust in the school	3.92	High
Organizational Management Practices	Workload distribution is fair among teachers	3.85	High
	Policies are implemented consistently and fairly	3.90	High
	Administrative decisions consider teachers' welfare	3.88	High
	Resources and materials are provided as needed for teaching	3.92	High
	School rules and procedures are clear and accessible	3.87	High

OVERALL WEIGHTED MEAN: 3.90 → HIGH

Legend

- **4.21 – 5.00** = Very High (Strongly Agree / Highly Observed)

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- **3.26 – 4.20** = High (Agree / Moderately Observed)
- **2.51 – 3.25** = Moderate (Neutral / Fairly Observed)
- **1.76 – 2.50** = Low (Disagree / Less Observed)
- **1.00 – 1.75** = Very Low (Strongly Disagree / Not Observed at All)

This table presents Weighted Means Of Motivational Factors Of School Administrators, which examines the extent to which school administrators demonstrate motivational practices across key domains such as Leadership Support, Recognition and Reward System, Professional Development Opportunities, Work Environment and School Climate, Communication and Interpersonal Relations, and Organizational Management Practices. The table further shows the weighted mean and interpretation of each indicator, reflecting how these motivational factors are perceived by teachers in relation to administrative support and school leadership practices.

In terms of Leadership Support, the results show that providing clear direction and guidance and giving constructive feedback obtained the highest weighted mean, while motivating teachers to achieve their goals obtained the lowest, although all indicators were interpreted as high. This indicates that school administrators consistently provide instructional guidance and support teachers in addressing classroom challenges, while still maintaining strong leadership influence in encouraging innovation and professional growth.

For Recognition and Reward System, recognizing outstanding performance and motivating teachers to maintain high performance obtained the highest ratings, while

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providing incentives for exemplary work obtained the lowest rating. In Professional Development Opportunities, providing relevant trainings and seminars and enhancing teaching effectiveness received very high ratings, while encouraging further studies and supporting attendance in workshops and conferences also reflected high to very high interpretations. Meanwhile, under Work Environment and School Climate, promoting collaboration among teachers received the highest rating, while supporting work-life balance obtained the lowest, although still interpreted as high. In Communication and Interpersonal Relations, communicating policies clearly and promoting transparency and trust received strong ratings, while allowing teachers to express concerns openly received the lowest rating. Lastly, in Organizational Management Practices, providing teaching resources and ensuring fair policy implementation received the highest ratings, while fair workload distribution received the lowest, though still interpreted as high.

The results imply that school administrators demonstrate generally strong motivational practices across all domains, as reflected in the overall weighted mean of 3.90, which implies that the result implies that motivational factors are consistently evident and positively perceived by teachers in the school environment. This suggests that administrators effectively provide leadership support, recognize teacher performance, promote professional development, foster a positive school climate, maintain open communication, and implement fair organizational practices. The findings further imply that while all domains are rated high, continuous improvement is still needed in areas such as incentives, workload distribution, and encouragement of further professional growth to fully maximize teacher motivation and

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performance. Overall, the results indicate that strong administrative support contributes to a more motivated, engaged, and professionally committed teaching workforce.

TABLE 2

RETENTION OF HIGH-PERFORMING TEACHERS

Domain	Indicator	Weighted Mean	Interpretation
Job Satisfaction	I am satisfied with my current teaching position	4.35	Very High
	I feel fulfilled in my teaching career	4.16	High
	I enjoy working in the school	4.16	High
	My contributions are valued by the school administration	3.73	High
	My work environment supports my professional satisfaction	4.02	High
Organizational Commitment	I feel a strong sense of belonging to this school	4.35	Very High
	I am proud to be part of this institution	4.53	Very High
	I am willing to exert extra effort for the success of the school	4.35	Very High
	I support school initiatives and programs actively	4.27	Very High
	I identify strongly with the mission and values of the school	4.27	Very High

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Domain	Indicator	Weighted Mean	Interpretation
Intention to Stay	I plan to continue teaching in this school for the next few years	4.65	Very High
	I rarely consider leaving this school	4.45	Very High
	I see myself staying in this institution long-term	4.53	Very High
	I would recommend this school to other teachers as a great workplace	4.18	High
	I feel motivated to remain with this school despite challenges	4.25	Very High

OVERALL WEIGHTED MEAN: 4.35 → VERY HIGH

LEGEND (5-POINT LIKERT SCALE)

- 4.21 – 5.00 = Very High (Strongly Agree / Highly Observed)
- 3.26 – 4.20 = High (Agree / Moderately Observed)
- 2.51 – 3.25 = Moderate (Neutral / Fairly Observed)
- 1.76 – 2.50 = Low (Disagree / Less Observed)
- 1.00 – 1.75 = Very Low (Strongly Disagree / Not Observed at All)

This table presents Retention Of High-Performing Teachers, which examines the extent to which teachers demonstrate job satisfaction, organizational commitment, and intention to stay in their current school. It specifically reflects teachers’ perceptions regarding their level of satisfaction with their work, their sense of belonging and commitment to the institution,

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and their willingness to remain in the school for an extended period. The table further presents the weighted mean and interpretation of each indicator based on a 5-point Likert scale, describing the degree of teacher retention and professional stability within the school environment.

In terms of Job Satisfaction, the results show that satisfaction with the current teaching position obtained the highest weighted mean, while feeling valued by school administration obtained the lowest, although still interpreted as high. This indicates that teachers generally experience a positive level of satisfaction in their teaching roles, enjoy working in the school, and feel that their work environment supports their professional satisfaction. However, recognition from school administration remains an area that may require further strengthening to enhance overall job satisfaction.

For Organizational Commitment, the highest ratings were observed in teachers' pride in being part of the institution and willingness to exert extra effort for school success, while identifying strongly with the mission and values of the school and supporting school initiatives also received very high ratings. This suggests that teachers demonstrate strong emotional attachment and commitment to their school, actively participate in school programs, and are willing to contribute beyond their basic responsibilities. In terms of Intention to Stay, teachers expressed a very high intention to continue teaching in the school for the next few years, rarely consider leaving, and see themselves staying long-term, while recommending the school as a workplace received a comparatively lower but still high rating. This indicates strong

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retention intentions among high-performing teachers despite challenges in the work environment.

The results imply that high-performing teachers demonstrate strong retention levels across job satisfaction, organizational commitment, and intention to stay, as reflected in the overall weighted mean of 4.35, which implies that the result implies that teachers exhibit a very high level of retention and stability within the school system. This suggests that teachers are generally satisfied with their profession, highly committed to their institution, and motivated to remain in their current school. The findings further imply that positive working conditions, strong organizational support, and emotional attachment to the school significantly contribute to teacher retention. However, continuous improvement in recognition systems and workplace appreciation may further strengthen retention outcomes and reduce potential turnover risks among teachers.

TABLE III
TEST OF RELATIONSHIP BETWEEN MOTIVATIONAL FACTORS AND TEACHER RETENTION

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
School Administrators' Motivational Factors	0.91	10.21	1.96	Reject Ho	Significant Relationship (Very Strong Positive)

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Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
(Table 1) and Teachers' Retention (Table 2)					

This Table Presents Test Of Relationship Between Motivational Factors And Teacher Retention, which examines the degree of association between school administrators' motivational factors and the retention of high-performing teachers in public schools. Specifically, it shows the correlation analysis between the motivational practices of school administrators as reflected in Table 1 and the teachers' retention levels as presented in Table 2. The table further provides the computed statistical values used to determine the significance of the relationship, along with the decision on the null hypothesis and the interpretation of the strength and direction of the relationship between the two variables.

The findings revealed that there is a very strong positive relationship between school administrators' motivational factors and teacher retention. This indicates that as motivational practices of school administrators improve, the retention of high-performing teachers also tends to increase. The result suggests that factors such as leadership support, recognition, professional development opportunities, positive work environment, effective communication, and sound organizational management play a crucial role in influencing teachers' decision to remain in their teaching positions. This implies that strong administrative motivation strategies are closely linked to teacher stability and commitment in schools.

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Moreover, the results show that the relationship between the variables is statistically significant, leading to the rejection of the null hypothesis. This confirms that school administrators' motivational factors have a meaningful and positive influence on teacher retention. The interpretation further indicates that when teachers feel supported, valued, and professionally motivated by school leaders, they are more likely to remain in their schools, demonstrate job satisfaction, and exhibit stronger organizational commitment.

The results imply that motivational factors provided by school administrators are essential in strengthening teacher retention and ensuring workforce stability in schools. The result implies that effective leadership support, recognition systems, professional development opportunities, positive school climate, communication, and organizational management practices significantly contribute to teachers' decision to stay in their institutions. Furthermore, the very strong positive relationship implies that improving administrative motivational strategies directly enhances teacher retention levels and reduces turnover intentions. The rejection of the null hypothesis further implies that school leadership practices are a critical determinant of teacher stability, satisfaction, and long-term commitment to the school system. The result also implies that strengthening all motivational domains leads to a more committed, satisfied, and stable teaching workforce, which is essential for sustained school improvement.

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Conclusion

Based on the results of this study, it can be concluded that motivational factors provided by school administrators have a strong and significant influence on the retention of high-performing teachers in public schools. The findings demonstrate that when administrators consistently exhibit effective leadership support, recognition, professional development opportunities, a positive work environment, clear communication, and sound organizational management, teachers are more likely to remain committed, satisfied, and engaged in their profession. This indicates that strong motivational practices are essential in fostering teacher stability and reducing turnover, thereby contributing to a more consistent and effective teaching workforce. Overall, the study highlights that enhancing administrative motivation strategies is crucial in sustaining teacher retention and promoting continuous improvement in school performance.

Recommendations

Based on the findings of this study, the following recommendations are proposed:

The Teacher should continuously strengthen their professional commitment by actively engaging in school programs, maintaining positive work attitudes, and participating in professional development activities to enhance job satisfaction and retention.

The School Heads should enhance their motivational practices by providing strong leadership support, recognizing teacher achievements, improving communication, and

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INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue IV

June 2026

Available online at <https://www.instabrightgazette.com>



ensuring a positive work environment that encourages teacher retention and professional growth.

The Public Schools District Supervisor should provide continuous monitoring, technical assistance, and leadership training programs for school heads to strengthen their motivational strategies and improve teacher retention in schools.

The Parents should support teachers and school initiatives by fostering respect, cooperation, and active engagement in school activities, which contribute to a more positive school environment and teacher motivation.

The Researcher should utilize the findings of this study as a basis for developing improved programs and policies that strengthen school leadership practices and enhance teacher motivation and retention.

The Future Researchers should conduct further studies on related variables such as leadership styles, teacher satisfaction, and organizational commitment to expand and validate the findings of this research in different educational contexts.

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ACKNOWLEDGEMENT

The researcher wishes to express his profound gratitude to the following who had contributed to the success of the study:

Dr. Bryant C. Acar, Chairman, for his encouragement and untiring effort in improving the study;

Dr. Elvin H. Wenceslao, the writer's research adviser for his valuable suggestions, full support and encouragement;

Dr. Jasmine B. Misa and Dr. Annabelle A. Wenceslao, as members of the Panel of Examiners for giving their professional suggestions and recommendation for the realization of this study;

Mrs. Careyna R. Masabang, District Supervisor and Mrs. Olna Mae U. Fallera, School Principal for granting permission to conduct this study at Matag-ob National High School.

To the teacher-respondents of Matag-ob National High School for their honesty and cooperation in completing the data needed for this study.

The researcher's family, whose unconditional love and understanding inspired him to finish this book; Above all, to God Almighty for the blessings and opportunity given to be able to pursue the graduate studies thus gaining professional development. More importantly, thanks to His guidance and enlightenment.

To all those who helped make this research paper done..

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The author is from Brgy. Bonoy Matag-ob, Leyte born on May 23, 1995. He finished his Elementary Education at Matag-ob Central School and completed his Secondary Education at Matag-ob National High School. He earned his college degree from Leyte Normal University, where he completed a Bachelor of Secondary Education major in Music, Arts, Physical Education, and Health and is currently finishing his Master of Arts in Education major in Administration and Supervision at Western Leyte College. At present, he serves as a Teacher II at Matag-ob National High School. As a secondary teacher, taking up a Master of Arts in Education major in Administration and Supervision has helped me understand the bigger responsibilities of being an educator. It taught me that teaching is not only about delivering lessons but also about guiding students, working with colleagues, and helping improve the school environment. Balancing work and graduate studies is not easy, but the experience has made me more patient, responsible, and motivated to become a better teacher and future school leader.

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