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TEACHER RETENTION FACTORS: MOTIVATION AND JOB SATISFACTION IN EASTERN TABUK DISTRICT

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ABSTRACT

This study examined the motivation and job satisfaction of teachers in the Eastern Tabuk District, Tabuk City, and their implications for teacher retention during the School Year 2025–2026. Using a descriptive survey method, data were collected from eighty-four (84) randomly selected public high school teachers through a structured questionnaire and supported by interviews. The study focused on teachers' profiles, motivational approaches, dimensions of job satisfaction, and the problems encountered in their professional duties.

Findings revealed that teachers generally demonstrated a high level of motivation, particularly in understanding the significance of their work, receiving recognition, maintaining personal credibility, and engaging in collaborative relationships. Job satisfaction was also found to be favorable, especially in areas related to leadership, authority, and professional growth. However, moderate concerns were noted in terms of salary, benefits, and support systems. Teachers also encountered several challenges, including low student performance, limited teaching resources, and financial constraints affecting professional advancement.

The results suggest that motivation and job satisfaction play a significant role in sustaining teacher commitment and retention. Strengthening recognition programs, improving access to professional development opportunities, and providing adequate institutional support are essential to enhance teachers' work experiences and overall educational outcomes.

KEYWORDS: *Teacher Motivation, Job Satisfaction, Teacher Retention, Educational Leadership, Professional Development, Public School Teachers, Eastern Tabuk District*

INTRODUCTION

One of the most challenging responsibilities of a school administrator is effectively motivating teachers and ensuring their continued commitment to the profession. Teaching is widely regarded as one of the most respected and noble professions in the world. Teachers serve as role models, consciously or unconsciously imitated by their students, and are considered the pivot of any education system. They are the backbone of the nation, and their instructional performance directly influences students' learning outcomes and academic achievement. For this reason, it is essential that teachers in the academic community are adequately motivated.

Teachers, as the dominant instructional resource, demonstrate higher performance levels when they feel motivated and supported. Motivation not only enhances instructional effectiveness but also fosters a learning environment that produces competent and competitive learners. Closely linked to motivation is job satisfaction, which reflects a teacher's general attitude toward their work, management, and the organization as a whole. Teachers who are satisfied with their job are more likely to remain in the profession and exhibit commitment to their students and school.

Many teachers enter the profession driven by intrinsic factors, such as opportunities for professional growth, personal and professional challenges, autonomy in decision-making, and meaningful interactions with colleagues and students. Job satisfaction is therefore a crucial indicator of teacher retention, as a significant portion of a person's life is dedicated to work.

This study seeks to examine the factors influencing teacher retention in the Eastern Tabuk District, Tabuk City, focusing on the role of motivation and job satisfaction. It aims to identify how these factors affect teachers' commitment and performance, providing insights that may help strengthen teacher support programs and improve educational outcomes. The researcher, motivated by a personal aspiration to teach in a public school, is inspired to undertake this study to contribute to a better understanding of teacher retention in the district.

Objectives of the Study

The study aims to identify the different motivational approaches experienced by teachers in Eastern Tabuk District, Tabuk City, focusing on key parameters such as worthwhile work, recognition and acknowledgement, personal credibility, and collaborative work through others. In addition, the study examines the level of job satisfaction of these teachers for School Year 2025–2026, with the goal of understanding how motivation and job satisfaction influence teacher retention and instructional performance.

Specifically, it sought answers to the following questions:

1. What is the profile of teacher/respondents in terms of:
    a. Age;
    b. Gender;
    c. Civil Status;

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d. Highest degree earned;
e. Performance Rating;
f. Length of teaching experience;
g. Present position; and
h. In-service trainings attended?

2. What are the different motivational approaches and the extent by which these are felt:
   a. Worthiness of Work;
   b. The power of acknowledgement;
   c. Personal credibility and; and
   d. Working with People?
3. What are the various dimensions in which job satisfaction is measured and to what extent are these considered?
4. What is the extent of the problems encountered by the teachers?

METHODOLOGY

This study employed the descriptive-survey research design to examine the motivation and job satisfaction of teachers in Eastern Tabuk District, Tabuk City, during the School Year 2025–2026. This design was appropriate because it enabled the researcher to gather, describe, analyze, and interpret data on the existing conditions affecting teacher retention, including teachers' profile, motivational approaches, dimensions of job satisfaction, and problems encountered by teachers. The descriptive-survey method allowed the researcher to present a clear picture of the current status of teacher motivation and job satisfaction as basis for improving teacher support, professional commitment, and retention in the district.

Sampling Design

The respondents of the study were the public high school teachers in Eastern Tabuk District, Tabuk City, during the School Year 2025–2026. The study involved eighty-four (84) teacher-respondents who were randomly selected from the five public high schools in the district. Random sampling was used to give the teachers an equal chance of being included in the study. This technique helped ensure that the data gathered represented the motivation, job satisfaction, and challenges experienced by teachers in Eastern Tabuk District.

Research Instrument

Data were gathered using a researcher-made structured questionnaire supported by an unstructured interview. The questionnaire was prepared by the researcher with the guidance of the adviser and was designed to collect the necessary data for the study. The unstructured interview was used to verify, clarify, and support the responses obtained from the questionnaire.

The questionnaire consisted of the following parts:

Part I – Respondents' Profile

This included age, gender, civil status, highest degree earned, performance rating, length of teaching experience, present position, and in-service trainings attended.

Part II – Motivational Approaches

This determined the extent by which different motivational approaches were felt by teachers in terms of worthiness of work, power of acknowledgment, personal credibility, and working with people.

Part III – Various Dimensions of Job Satisfaction

This measured the level of job satisfaction of teachers in relation to authority, professional growth, benefits, salary, job security, interpersonal relationships, leadership, respect, appreciation, and support.

Part IV – Problems Encountered by Teachers

This focused on the extent of problems encountered by teachers, including financial constraints, lack of instructional materials and equipment, low pupil performance, limited support, political interventions, low net salary, and difficulties in attending seminars or pursuing graduate studies.

A five-point Likert scale was used to measure the extent of motivational approaches, level of job satisfaction, and seriousness of problems encountered. The questionnaire was tried out among school personnel who were not included as actual respondents of the study. Suggestions and comments from the try-out were considered in refining the instrument before final distribution.

Statistical Design

The data gathered were tallied, tabulated, analyzed, and interpreted using the following statistical tools:

a) Frequency and Percentage – used to describe the profile of the respondents in terms of age, gender, civil status, highest degree earned, performance rating, length of teaching experience, present position, and in-service trainings attended.

b) Weighted Mean – used to determine the extent of motivational approaches, the level of job satisfaction, and the extent of problems encountered by teachers.

The responses were interpreted using the appropriate qualitative descriptions for each scale, such as Strongly Agree, Agree, Moderately Agree, Very Satisfied, Satisfied, Moderately Satisfied, Very Serious, Serious, and Moderately Serious. These statistical tools helped the researcher analyze the findings and formulate conclusions and recommendations for strengthening teacher motivation, improving job satisfaction, and promoting teacher retention in Eastern Tabuk District, Tabuk City.

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RESULTS AND DISCUSSIONS

Part I. Respondents' Profile

The following table shows the frequency and percentage distribution of respondents by age:

Table 2
Frequency & Percentage Distribution
Of Respondents by Age

Age bracket	Frequency	Percentage
56 – 60	2	2.00
51 – 55	10	12.00
46 – 50	12	14.00
41 – 45	18	22.00
36 – 40	6	7.00
31 – 35	13	16.00
26 – 30	23	27.00
Total	**84**	**100**

As stated on the gathered data, age 26 – 30 has the highest frequency computed with 23 and a percentage of 27. There are 18 teachers who are at the age of 41 – 45 with 22 percent. Third on the table is 13 teachers in the age bracket of 31 – 35 with 16 percent.

The teacher – respondents belong to the age of 26 – 30 normally are new teachers in the field. These educators possibly are new permanent and some of them belong to Local School Board and substitute teachers. They are young yet motivated to render teaching service in the school where they are. This would be similar to teacher with the age bracket of 31 – 35. Most likely, they are still on the spotlight of teaching, similarly active and energetic in rendering their service as teachers.

However, teacher who are on the age line of 41 – 45 are still capable of teaching lessons with a touch of heart-warming wisdom and morals. Experiences on job as teacher and their memories to students are mostly the spices of their stories and teaching-learning encounters.

Table 3
Frequency & Percentage Distribution
Of Respondents By Gender

Gender	Frequency	Percentage
Males	18	21.00
Females	66	79.00
Total	**84**	**100**

The collected data revealed that females dominated the total number of teacher respondents. The table has 66 females, while males has only 18 with a percentages of 79 and 21, respectively.

Similar to Usop[Annierah M. Usop, et.al. The Significant Relationship Between Work Performance and Job Satisfaction in the Philippines, International Journal of Human Resource Management and Research (IJHRMR) 06/2013;] in her study, "it yielded that most of the teacher respondents are females… Regarding work performance rating it was rated very satisfactorily." It is proven that most schools in Southern Conner District, Apayao have more females than male teachers. This finding is being proven as it is being observe in other neighboring schools in the province and even outside the valley.

Table 4
Frequency & Percentage Distribution
Of Respondents by Civil Status

Civil Status	Frequency	Percentage
Single	26	31.00
Married	47	56.00
Widow/Widower	11	13.00
Total	**84**	**100**

The table shows that Married teachers dominated the gathered data with a frequency distribution of 47 carrying a percentage of 56. Second is single with a frequency of 26 and a percentage of 31. Lastly, widow/widower with a frequency of 11 having a percentage of 13.

In the field of education, teachers who are married dominated and still leading the teaching academe in terms of civil status. When it comes to job satisfaction, these teachers who are married, according to them, rarely put themselves in the activities of the school. They would be satisfied in financial matters especially when they totally meet their needs for their own family.

Table 5
Frequency & Percentage Distribution
Of Respondents By Highest Degree Earned

Educational Attainment	Frequency	Percentage
Bachelor's Degree	45	54.00
Master's Degree (MAEd)	37	44.00
Ph.D / Ed.D	2	2.00
Total	**84**	**100**

As shown in the data, most of the teacher – respondents earned their Bachelor's degree with a frequency of 45 carrying a percentage of 54. There are teacher – respondents took their Master's degree with a computed frequency of 37 and a

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percentage of 44. Of the number of respondents, there were only 2 who took their Doctorate degree with only 2 percent.

Again the same with Usop[Annierah M. Usop, et.al. The Significant Relationship Between Work Performance and Job Satisfaction in the Philippines, International Journal of Human Resource Management and Research (IJHRMR) 06/2013;] in her study, it yielded that "the age, highest educational attainments and length of service were significant to the job satisfaction…" It was found out that having the highest achievement would not only personally affect but also professionally especially when it comes to job satisfaction.

Table 6

Frequency & Percentage Distribution
Of Respondents By Length of Teaching Experience

Years	Frequency	Percentage
1 – 5	29	35.00
6 – 10	11	13.00
11 – 15	18	21.00
16 – 20	7	8.00
21 – 25	6	7.00
26 – 30	9	11.00
31 – above	4	5.00
Total	**84**	**100**

The table revealed that the highest frequency has 29 on the bracket of 1 – 5 years of teaching experience with a percentage of 35. Second on the table has a percentage of 21 with a computed frequency of 18 on 11 – 15 years of teaching. Third on the table is 6 – 10 years of teaching with a frequency of 11 and a computed percentage of 13.

Least on the table is 31 and above years of teaching experiences with a frequency and percentage of 4 and 5 respectively.

In the study of Usop[Annierah M. Usop, et.al. The Significant Relationship Between Work Performance and Job Satisfaction in the Philippines, International Journal of Human Resource Management and Research (IJHRMR) 06/2013;] , it yielded 11 to 15 years in service and belongs to 31-40 years age bracket.

Usop's study contradicted the data gathered. The table shows that there are more teachers who experience teaching in 1 – 5 years bracket. Since there are new teachers, idealism signals change in teaching – learning process due to good motivation given to them. This would become a benchmark for more satisfying working place.

Table 7

Frequency & Percentage Distribution
Of Respondents By Present Position

Position	Frequency	Percentage
Volunteer Teacher	16	19.00
Teacher I	28	34.00
Teacher II	1	1.00
Teacher III	34	41.00
Master Teacher I	2	2.00
Principal I	1	1.00
Head Teacher III	2	2.00
Total	**84**	**100**

On the gathered date for the present position, the table shows that 34 of the teacher – respondents are already Teacher III. The frequency of 28 is Teacher I and 16 of them are volunteer teachers. The table also shows that Teacher II and Principal I has a frequency of 1 each. Both Master Teacher I and Head Teacher II have a frequency of 2 each position.

Getting into higher position has given opportunities to teachers to upgrade their professional qualification. Post graduate studies is a need and or a must for teachers who are both in public and private schools. From Volunteer teachers into permanent, from Teacher I to Teacher III and so on, teachers would enjoy the benefits given by the Department of Education. This would also consider the benefits to be given to those teachers who are giving extra efforts on the academic standing of pupils and or students.

Table 8

Frequency & Percentage Distribution
Of Respondents By In – Service Trainings Attended

Level	Frequency	Percentage
School Level	24	29.00
District Level	18	21.00
Division Level	19	22.00
Area Level	3	4.00
Regional Level	10	12.00
National Level	10	12.00
Total	**84**	**100**

The table above shows that most teacher – respondents experience school level in – service trainings with a frequency of 24 and computed percentage of 29. Second on the gathered data is division level carrying a frequency of 19 with a computed 22 as percentage. Third on the list is district level with a frequency of 18 and a percentage of 21.

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There are only 3 who attended area level in – service trainings with a percentage of 4. Both regional and national level gained a frequency of 10 and a percentage of 12 each.

Part II. Motivational Approaches

Table 9.A

Motivational Approaches on Worthiness of Work

Worthiness of Work	Weighted Mean	Qualitative Description	Rank
1. Delegate tasks that challenge & stretch the skill & abilities of teachers.	4.19	Agree	2
2. Instead of assigning part of a task, let the teachers be responsible for the whole task from beginning to end to produce a visible outcome.	4.10	Agree	5
3. Let the teachers understand why they are needed.	4.12	Agree	4
4. Let the teachers understand how the result of their work has significance on the well being of the people.	4.31	Strongly Agree	1
5. Explain to the teachers the vision, mission and values of the department, and how their work aligns with their gratification	3.30	Moderately Agree	7
6. Empower team member	4.03	Agree	6
7. Involve teachers in decision making	4.14	Agree	3
Average Weighted Mean	**4.03**	**Agree**	

On the Motivational Approaches especially on the worthiness of work, the table shows that rank 1 is "let the teachers understand how the result of their work has significance on the well being of the people" with a weighted mean of 4.31 marked as Strongly agree. Rank second with a weighted mean of 4.19 is "delegate tasks that challenge & stretch the skill & abilities of teachers," and marked Agree. Third on the list with a description of Agree and weighted mean of 4.14 is "involve teachers in decision making."

The least on the table is "explain to the teachers the vision, mission and values of the department, and how their work aligns with their gratification," has a computed weighted mean of 3.30 and described as Moderately agree. Second least with a computed weighted mean of 4.03 is "empower team member" and described as Agree. Third least with a description of Agree and a weighted mean of 4.10 is "instead of assigning part of a task, let the teachers be responsible for the whole task from beginning to end to produce a visible outcome."

As mentioned by Barnard[Barnard, C. I. (1938). The functions of the executive. Cambridge, MA: Harvard University Press.] in his work, he scribed the functions of a leader. One of which is the Cathectic functions that includes emotional and motivational aspects of goal-setting, and developing faith and commitment to a larger moral purpose.

Table 9.B

Motivational Approaches on Power of Acknowledgment

The Power of Acknowledgment	Weighted Mean	Qualitative Description	Rank
1. Encourage the non-performing teacher and praise them when they do the right thing.	3.54	Agree	7
2. Give TRUE congratulations, timely, Responsive, Unconditional and Enthusiastic	3.65	Agree	6
3. Cheer any progress, not just the result	3.43	Agree	8
4. Express your appreciation for a job well done and make their achievements known by the community.	4.35	Strongly Agree	1
5. Catch teachers doing things right, not just catch them doing wrong.	3.87	Agree	5
6. Give positive feedback when you noticed performance .improvement.	4.17	Agree	4
7. Recognize quality performance of individual team members and thank them personally.	4.28	Strongly Agree	2
8. Give credit to the teachers for their assistance to your achievements.	4.21	Strongly Agree	3
9. Appreciate the value of risk-taking and mistakes.	3.43	Agree	8
Average Weighted Mean	**3.88**	**Agree**	

The data gathered and computed above is on Motivational approaches on Power of Acknowledgement. Rank first is "express your appreciation for a job well done and make their achievements known by the community," with a weighted mean of 4.35 and marked as Strongly agree. Second rank with a computed weighted mean of 4.28 and marked as Strongly agree is "recognize quality performance of individual team members and thank them personally." With a weighted mean of 4.21 and described as Strongly agree, rank third is "give credit to the teachers for their assistance to your achievements."

Least on the table, rank 8 are "appreciate the value of risk-taking and mistakes," and "cheer any progress, not just the result," with a weighted mean of 3.43 and both are marked Agree. Second least on the table with a description of Agree and computed weighted mean 3.54 is "encourage the non-performing teacher and praise them when they do the right thing."

Fiedler, F. E. (1967). A theory of leadership effectiveness. New York: McGraw-Hill] in his work, recommends different leadership styles, depending on the favorability of the leadership situation. He identified three major variables to determine this favorability, which then affects the leader's role and influence: Leader-member relations: degree to which the leader is trusted and liked by members, Task structure: degree of clearness of a task and its instructions, Position power: leader power by virtue of organizational position.

The three major variables as mentioned by Fiedler on leadership styles would be similar on the different traits of a teacher or head

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teacher. If a teacher feels good on the relationship among the faculty and students, the teacher would be satisfied in his job.

Table 9.C

Motivational Approaches on Personal Credibility

Personal Credibility	Weighted Mean	Qualitative Description	Rank
1. Commitment to the Rules of Law	4.01	Agree	8
2. Honesty & integrity above personal interest	4.08	Agree	7
3. Political neutrality in conducting official duties	4.19	Agree	3
4. Dedication and diligence in service of the community	4.23	Strongly Agree	2
5. A role model in the area	4.11	Agree	5
6. A motivated manage yourself	3.89	Agree	9
7. Brave enough to admit when you are wrong	3.78	Agree	10
8. Able to speak positively all the time	4.16	Agree	4
9. Open-minded to suggestions and opinions	4.36	Strongly Agree	1
10. Attentive to teachers emotional needs	4.10	Agree	6
Average Weighted Mean	**4.09**	**Agree**	

On Motivational approaches, personal credibility, rank first is "open-minded to suggestions and opinions" with a weighted mean of 4.36 described as Strongly agree. "Dedication and diligence in service of the community" is rank second with a weighted mean of 4.23 and described as Strongly agree. Described as Agree with a weighted mean of 4.19, "political neutrality in conducting official duties" is ranked third.

"Brave enough to admit when you are wrong" is the least on the data gathered with a weighted mean of 3.78 and described as Agree. Second least described as Agree with a weighted mean of 3.89 is "a motivated manage yourself." Third least on the table with a weighted mean of 4.01 and described as Agree is "commitment to the Rules of Law."

Margerison and McCann[Margerison, M., & McCann, D. (1990). Team Management. Mercury Press.] presented a leadership model based on two spectra: Controlling behavior to exploring behavior, Advising roles to organizing roles. The team roles adopted by an individual depend on the extent to which they apply these two fundamental behaviors.

The two fundamental behaviors stated above would depend on how the leaders show their roles as leaders of a certain workplace or even in the classroom of an educational institution.

Table 9.D

Motivational Approaches on Working with People

Working with People	Weighted Mean	Qualitative Description	Rank
1. Always give orders & instructions, allowing no disagreements	3.42	Agree	5
2. Always expect members to give 10 hours of output for 8 hours' time and pay	3.55	Agree	4
3. Training is necessary	4.15	Agree	2
4. Teachers should know every detail of an assigned task.	4.18	Agree	1
5. Teachers are human beings, their right should be understood.	3.93	Agree	3
Average Weighted Mean	**3.85**	**Agree**	

On motivational approaches, working with people, the gathered data revealed rank first with a weighted mean of 4.18 and described as Agree is "teachers should know every detail of an assigned task. Rank second is "training is necessary" with a weighted mean of 4.15 and marked as Agree. Third on the rank with a computed weighted mean of 3.93 and qualitative description of Agree is "teachers are human beings, their right should be understood."

Least on the data gathered is "Always give orders & instructions, allowing no disagreements" with a qualitative description of Agree with a computed weighted mean of 3.42. Second least is "always expect members to give 10 hours of output for 8 hours' time and pay" described as Agree with a computed weighted mean of 3.55.

According to Baduel,[Consessa M. Baduel. "Leadership Roles and Functions", MLQU Graduate Journal Vol. 5 (1st Semester, 1976-1977). Manuel L. Quezon University.] a leader worth his salt does not remain a storehouse. He has to function as a powerhouse, a kind of generator which propels people to action, and as a human dynamo, he is expected to be a miracle of knowledge with the fiery steam of a President. The tantrums of a prima donna and the indefatigability of a political candidate.

She further points out that leadership "means some form of excellence, barrels of achievements and busloads of accomplishments" and that leadership is the best possible means to measure the distance between the dust and the stars.

Teachers should be given and deserved explanation and orientation on the task to be given to him. As mentioned by Baduel, teacher – leaders should lead the group in every task.

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Table 10
The Various Dimensions of Job Satisfaction

Various Dimensions	Weighted Mean	Qualitative Description	Rank
1. People look at me as a person in authority	4.57	Very Satisfied	1
2. My job allows me to grow personally and professionally	4.20	Satisfied	6.5
3. I am contented with the benefits I receive	3.89	Satisfied	16
4. I obtain a lot of benefits from my job	3.91	Satisfied	15
5. I receive sufficient renumeration when I retire in my job.	4.21	Very Satisfied	5
6. I am paid a fair amount for the work I do	3.28	Moderately Satisfied	20
7. I feel secured in my job	4.17	Satisfied	10
8. My job offers me stable and decent income	3.42	Satisfied	18
9. My job gives my family a decent and a fruitful life.	4.22	Very Satisfied	4
10. My job addresses and satisfies my basic needs.	4.16	Satisfied	11
11. I enjoy doing the things I do at work	4.13	Satisfied	12
12. I am happy with the people I work with.	4.18	Satisfied	9
13. My job gives me a chance to render my services selflessly	3.86	Satisfied	17
14. I feel that there is democratic leadership and supervision of higher management.	4.33	Very Satisfied	2
15. The formal status symbol makes me feel important to most employees.	4.03	Satisfied	14
16. I am treated with a high sense of respect.	4.08	Satisfied	13
17. My job gives me the challenge to prove my worth as a leader.	4.20	Satisfied	6.5
18. I believe that the work I do is appreciated	4.19	Satisfied	8
19. I am supported and protected when I am in trouble	3.38	Moderately Satisfied	19
20. People come to me for piece of advice	4.26	Very Satisfied	3
Average Weighted Mean	**4.03**	**Satisfied**	

The data gathered on the Various Dimensions of Job Satisfaction revealed rank first is "People look at me as a person in authority" with a computed weighted mean of 4.57 and a qualitative description of Very Satisfied. "I feel that there is democratic leadership and supervision of higher management" is rank second with a computed weighted mean of 4.33 and with a qualitative description of Very Satisfied. Rank third on the table is "people come to me for piece of advice," with a computed weighted mean of 4.26 and with a qualitative description as Very Satisfied. Fourth rank is "My job gives my family a decent and a fruitful life," with a qualitative description of Very Satisfied and computed weighted mean of 4.22. 5. Fifth rank is "I receive sufficient renumeration when I retire in my job," with a computed weighted mean of 4.21 and described as Very Satisfied.

Least on the gathered data is "I am paid a fair amount for the work I do," with a computed weighted mean of 3.28 described as Moderately Satisfied. Second least is "I am supported and protected when I am in trouble," with a computed weighted mean of 3.38 described as Moderately Satisfied. Third least with a computed weighted mean of 3.42 is "my job offers me stable and decent income" described as Satisfied. Fourth least on the gathered data is "my job gives me a chance to render my services selflessly," with a weighted mean of 3.86 and described as Satisfied. Fifth least on the table is "I am contented with the benefits I receive," with a weighted mean of 3.89 and described as Satisfied.

Newell, Clarence A. Human Behavior in Organizational Administration. Englewood, Cliffs. N.J.: Prentice-Hall Inc., 1978 p. 22, states that many administrators in various area activity have discovered that leadership can be highly effective when they are not directing, but instead are helping individuals and groups to formulate their own goals, identify their own problems and develop procedures for achieving goals and solving the attendant problems. Often the provision of a wholesome environment is an important aspect of leadership. To be adequate, a concept of leadership must be broad enough to encompass various type of leadership.

In relation to the gathered data compared to the work of Newell, good teacher – leaders produce subordinates who are highly respected. Teachers would also be given benefits as exchange to their commitment and efforts to their job. Newell's statement is true and very much acceptable

Table 11

The Extent of the Problems Encountered by the Teachers

Working Through People	Weighted Mean	Qualitative Description	Rank
1. I feel sad when I fail to attend higher level of seminars due to high rate of registration fee.	4.12	Serious	5
2. I feel uncomfortable working with superior, parents and stakeholders who are uncooperative	3.35	Moderately Serious	13
3. Sense of duty and responsibility towards improving the capability of my pupils.	3.38	Moderately Serious	12
4. I could not exercise my leadership potential due to political interventions.	3.86	Serious	9
5. I am discourage over the low reading abilities of my pupils.	3.20	Moderately Serious	15
6. Not all my DepEd family come to the rescue when I am in trouble	3.28	Moderately Serious	14
7. At times people take me for granted due to my economic status	3.79	Serious	10
8. Failure to enroll in the graduate studies program due to financial constraints	4.15	Serious	3.5
9. Inability to own house and lot due to financial constraints	3.96	Serious	8
10. Not all my basic needs are satisfied	3.98	Moderately Serious	7
11. Performance rating is not in consonance with the displayed services	3.39	Moderately Serious	11
12. Inability to produce the needed materials and equipment needed in teaching	4.15	Serious	3.5
13. I regret over the low performance of pupils in the National Achievement Test	4.18	Serious	1
14. Low net salary pay	4.04	Serious	6
15. I feel sorry for not able to finish my graduate studies due to financial constraints.	4.17	Serious	2
Average Weighted Mean	**3.80**	**Moderately Serious**	

On the Extent of the Problems Encountered by the Teachers, rank first is "I regret over the low performance of pupils in the National Achievement Test" with a computed weighted mean of 4.18 carrying a qualitative description of Serious. "I feel sorry for not able to finish my graduate studies due to financial constraints" is rank second with a computed weighted mean of 4.17 having a qualitative description of Serious. Rank third are "Inability to produce the needed materials and equipment needed in teaching" and "Failure to enroll in the graduate studies program due to financial constraints ." both with a computed weighted mean of 4.15 having a qualitative description of Serious. Rank fifth is "I feel sad when I fail to attend higher level of seminars due to high rate of registration fee," with a computed weighted mean of 4.12 having a qualitative description of Serious.

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The least on the data is "I am discourage over the low reading abilities of my pupils" with a weighted mean of 3.20 and described as Moderately serious. Second least is "Not all my DepEd family come to the rescue when I am in trouble" with a weighted mean of 3.28 and marked as Moderately Serious .

Third least is "I feel uncomfortable working with superior, parents and stakeholders, who are uncooperarice" with a weighted mean of 3.35 and marked as Moderately serious. Fourth least is "Sense of duty and responsibility towards improving the capability of my pupils," with a weighted mean of 3.38 and marked as Moderately serious.

Maratas[Maria Q. Maratas. The job satisfaction level of public elementary school teachers in the district of St. Bernard, Division of Southern Leyte : basis for a proposed professional development program for teachers and administrators. Master of Arts in Guidance , 1999] found out in her study, that: (1) the public elementary school teachers were middle-aged, more experienced and more qualified to teach; (2) teachers were more satisfied with their interpersonal relationship with the principal, teachers, the self and the community, more satisfied with teaching functions, satisfied with salary and curriculum issues but less satisfied with teaching load and school facilities; and (3) school administrators were perceived by the teachers as aware of their needs and their level of job satisfaction.

If and only if, problems would be given attention then this study would be similar to the findings of Maratas.

CONCLUSION

Based on the findings of the study, it can be concluded that the teachers of Eastern Tabuk District, Tabuk City are generally motivated and satisfied with their jobs, which significantly influence their performance and commitment to the profession. In terms of motivational approaches, teachers highly value the worthiness of their work, recognition and acknowledgement, personal credibility, and collaborative work with colleagues, indicating that both intrinsic and extrinsic motivators play an important role in their professional engagement. Among the various dimensions of job satisfaction, teachers expressed the highest satisfaction in areas related to authority, leadership, and providing guidance to others, while aspects such as compensation, benefits, and financial stability were identified as areas of moderate satisfaction.

Despite the generally positive perception of motivation and satisfaction, teachers encounter significant challenges that affect their work, including low student performance, limited access to resources, financial constraints, and restricted opportunities for professional advancement. These problems, while serious, are counterbalanced by the teachers' dedication, commitment, and willingness to perform their duties effectively. Overall, the study indicates that a combination of strong motivation, job satisfaction, and support systems is essential in promoting teacher retention and enhancing the quality of education in the district.

RECOMMENDATION

Based on the findings and conclusions of the study, it is recommended that school administrators and educational policymakers in Eastern Tabuk District, Tabuk City implement strategies to strengthen teacher motivation and job satisfaction, thereby promoting teacher retention and improving instructional quality. First, teachers should be provided with regular recognition and acknowledgement for their contributions, emphasizing both individual achievements and collaborative efforts. Second, opportunities for professional growth and development, such as access to seminars, workshops, and graduate studies, should be expanded to address financial and logistical constraints. Third, adequate teaching materials, equipment, and resources should be made available to support effective classroom instruction.

Furthermore, administrators should foster a supportive and collaborative work environment, encouraging participative decision-making, open communication, and constructive feedback. Policies addressing fair compensation, benefits, and financial security should also be strengthened to enhance overall job satisfaction. Lastly, programs that monitor student performance and provide interventions can help reduce teacher stress related to low learner achievement, contributing to a more positive teaching experience. Implementing these recommendations may not only improve teacher motivation and satisfaction but also enhance the overall quality of education in the district.

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