




What Makes Teachers Stay in an Organization? The Case of a Private University in Northern Philippines

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Abstract

Teachers are fundamental to a university's success, and their satisfaction and motivation are essential for institutional growth. This study explores the factors influencing teachers' retention at the University of Saint Louis, Tuguegarao, aiming to uncover and analyze key elements behind their long-term commitment. Using a qualitative method and descriptive research design, structured interviews with university teachers provided insights into their reasons for staying. The study identified one central theme: Various Factors Affecting Teachers' Decision to Stay, which includes two subthemes: Extrinsic Factors (e.g., salary, benefits, work environment, and organizational policies) and Intrinsic Factors (e.g., job satisfaction, sense of purpose, and opportunities for professional growth). These findings highlight areas for the university to strengthen its strategies for managing employees and fostering a supportive environment. By addressing both tangible and personal motivators, the organization can ensure its educators feel valued and inspired to contribute to its long-term success.

Keywords *Decisions to Stay, Extrinsic Factors, Intrinsic Factors, Job Satisfaction, Retention, Teachers*

INTRODUCTION

Teachers are the most valuable assets of a university, playing a crucial role in ensuring its success and sustainability. Educational administrators must therefore prioritize teacher satisfaction and commitment because these factors significantly influence institutional progress, high-quality education, and student success (Batugal & Tindowen, 2019). Job satisfaction, in particular, is a key determinant of teachers' overall productivity and engagement, which directly impacts student learning outcomes and the university's long-term growth (Baluyos et al., 2019). Various approaches to teacher retention have been implemented to enhance job satisfaction, benefiting universities by reducing the costs associated with hiring and training new staff.

Given the importance of teacher retention, several studies have examined the factors that influence educators' decisions to stay or leave an institution. Research by Sinha and Sinha (2012) identifies key factors such as skill recognition, learning, and work environment, job flexibility, training, benefits, career development, supervisor relationships, compensation, organizational engagement, communication, and motivation. However, these factors do not operate in isolation but rather interact in complex ways with internal and external conditions, making it challenging to develop effective retention strategies Fontaine et al. (2011).

In the Philippine context, private school teachers face unique challenges that differ from those faced by public institutions. Studies have highlighted significant disparities, including lower salaries, limited benefits, and the lack of tenure security in private schools, despite existing labor laws and regulations (Tindowen, 2019). Many educators perceive private schools as stepping stones for gaining experience before transitioning to better-paying public institutions. This trend contributes to high turnover rates, which negatively impact private universities, particularly Catholic educational institutions, by disrupting academic continuity, increasing administrative

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burdens, and lowering institutional performance. Consequently, there is a growing concern over the retention and turnover of private school teachers, underscoring the need for further investigation into the institutional and teacher-related factors affecting their long-term commitment.

Despite extensive research on employee retention, studies focusing specifically on teacher retention in private universities—particularly in Tuguegarao—remain scarce. While previous research [Fontaine et al \(2011\)](#) has explored general factors influencing retention, these studies lack an in-depth examination of the intricate dynamics between extrinsic and intrinsic motivators in private educational institutions. Additionally, no officially published studies have comprehensively analyzed the factors influencing teacher retention in Tuguegarao City, Northern Philippines.

High teacher turnover presents significant challenges for universities, leading to increased recruitment and training costs, declining workplace morale, and difficulties in retaining high-quality educators. A shortage of faculty members can also affect the quality of education and institutional performance, whereas remaining teachers may experience demotivation and decreased job satisfaction. Within the context of retention, two distinct groups emerge: "stayers," who choose to remain in the institution, and "leavers," who resign. Teachers with longer tenures are more likely to be in the stayers group, yet universities have struggled to identify and effectively leverage the factors that contribute to their retention.

To address this gap, this study aims to explore the specific factors that influence teachers' decisions to stay at private universities despite high turnover rates. The study also examines how institutional and work-related variables affect organizational commitment and job satisfaction. By identifying these factors, this study seeks to provide insights that can inform policies and retention strategies to enhance teacher engagement and long-term commitment in private higher education institutions.

LITERATURE REVIEW

Conceptual Framework

The conceptual framework of this study is grounded in established theories and previous research on employee retention, motivation, and organizational commitment. Herzberg's Two-Factor Theory by [Herzberg \(1959\)](#) serves as a foundational model that distinguishes between intrinsic motivators (e.g., job satisfaction, career growth, and recognition) and extrinsic motivators (e.g., salary, benefits, and job security), both of which significantly influence teacher retention. Furthermore, Social Exchange Theory by [Blau \(1964\)](#) supports the idea that institutional factors, such as leadership practices, career development opportunities, and organizational culture, contribute to teachers' long-term commitment by fostering a reciprocal relationship between educators and the institution. When teachers perceive strong institutional support, they are more likely to remain engaged and committed to their roles ([Sinha and Sinha, 2012](#)).

Additionally, studies on teacher retention in the Philippines have highlighted the disparities between public and private school employment conditions, emphasizing that lower pay, lack of tenure security, and limited benefits contribute to turnover ([Tindowen, 2019](#)). However, factors such as workplace engagement, administrative support, and opportunities for professional development can strengthen teachers' organizational commitment, ultimately influencing their decision to continue the profession ([Fontaine et al., 2011](#)). By integrating these theoretical perspectives and empirical findings, this study examines the interplay of intrinsic, extrinsic, and institutional factors in shaping teacher retention in private universities. Understanding these dynamics can inform more effective retention strategies that align with both teacher needs and institutional goals.

Teacher Retention

Human resources are the most critical determinant of success in any organization, particularly in educational institutions, where teachers play a vital role in managing learners and enhancing the teaching and learning process (Soliman, 2020). Education is a cornerstone of national development, and universities, as hubs for knowledge and skill development, heavily depend on high-quality academic staff. Job satisfaction among faculty members significantly impacts institutional success, with positive workplace structures promoting retention and productivity (Huan et al., 2023). However, retaining talented faculty is challenging because external opportunities and employment practices undermine teachers' self-concept, leading to turnover and resource losses (Alexander et al., 2020). Factors such as supervision quality, workplace relationships, and motivational elements influence job satisfaction. Additionally, pension structures, which are often backloaded, fail to provide proportional benefits over teachers' careers, contributing to attrition before long-term advantages can be realized (Ingersoll et al., 2018).

Extrinsic Factors

Motivation in the workplace can be categorized into extrinsic and intrinsic factors. Extrinsic motivators, such as monetary rewards, career development opportunities, workload, and work environment, play a significant role in employee retention. Studies indicate that millennials, in particular, value extrinsic rewards because they enhance productivity, reduce errors, and improve loyalty (Hasan and Govindhasamy, 2020). Competitive salaries, comprehensive benefit packages, and recognition programs are critical components of extrinsic motivation. Competitive compensation not only meets employees' basic needs but also encourages retention, while benefits packages offer financial stability and job satisfaction (Sharma and Tomar, 2020). Additionally, recognition and appreciation for employees' contributions foster a sense of value and inspire continued high performance (Tirta and Enrika, 2020).

A positive work environment and supportive leadership further contribute to employee satisfaction and retention. A well-balanced physical and non-physical work environment, including good air circulation, organizational culture, and cooperative task structures, directly impacts job performance and long-term commitment (Frimayasa, 2021). Supportive leadership also plays a vital role in reducing turnover rates and addressing psychological needs because leaders who involve employees in decision-making foster a sense of autonomy and empowerment (Ford et al., 2019). For teachers, professional development opportunities and effective school leadership significantly enhance retention by promoting career advancement and a positive professional environment (Collins & Schaaf, 2020). These factors emphasize the importance of addressing both extrinsic and intrinsic motivators to maintain a committed and satisfied workforce.

Intrinsic Factors

Intrinsic factors play a pivotal role in fostering job satisfaction among employees, particularly in the teaching profession (Bulawat, 2020). Research highlights that intrinsic motivation, characterized by a sense of purpose, challenging work, autonomy, and recognition, significantly influences employee retention and organizational commitment (Alexander et al., 2020). A sense of purpose, for example, reflects the deeper value that employees attach to their roles, demonstrating care for others and their environment. Teachers' intrinsic motivation, driven by passion for their profession, is fundamental to improving the quality of education and achieving excellence. Challenging work further stimulates employees by offering opportunities for growth and engagement. Hee and Rhung (2019) assert that employees prefer dynamic and developmental work projects over monotonous routines, thus fostering higher motivation and retention. These intrinsic motivators contribute to attitudes such as passion for education, organizational

commitment, and job satisfaction, which are essential for retaining teachers in the profession (Thomas et al., 2020).

Intrinsic motivation also emphasizes autonomy and recognition, both of which enhance employee satisfaction and performance outcomes (Tripathi et al., 2018). Flexibility in work arrangements and the freedom to make decisions empower employees to manage their responsibilities effectively while feeling valued for their contributions. Recognition, particularly from superiors, further reinforces employees' sense of worth, motivating them to excel. Shah and Asad (2018) highlighted that intrinsic satisfaction stems from factors such as new challenges, positive behaviors, and career progression. Teachers' intrinsic passion for education often manifests as a deep-seated commitment to student success, as seen in their drive to inspire, guide, and foster intellectual growth (Scroggs, 2021). Furthermore, a strong sense of purpose in teaching transforms the profession from a mere occupation to a meaningful calling, ensuring sustained engagement and fulfillment (Baluyos et al., 2019). These intrinsic factors collectively shape educators' motivation and reinforce their dedication to making a positive impact on students and society.

RESEARCH METHOD

The study used a qualitative and descriptive research design to examine the factors that motivated teachers to remain at the University of Saint Louis, Tuguegarao. A purposive sampling technique was employed to select informants, consisting of teachers with 10 or more years of university experience. The participants included a diverse group of educators, such as college instructors, junior high school teachers, department heads, deans, and research heads, with service durations ranging from 10 to 24 years. Their extensive tenure provided valuable insights into the motivations behind their continued commitment to the institution.

To ensure a systematic and comprehensive examination of the research problem, the study followed a structured methodological approach. The data were collected over three months, allowing ample time for in-depth exploration. The research process consisted of the following stages:

Table 1. Stages in Data Gathering

Stage	Description
Data Collection	Conducted structured interviews with 12 purposively selected participants.
Questionnaire Design	Developed self-reported interview guide questions that focused on exploring teachers' motivations.
Interview Process	Conducted in-depth interviews and ensured confidentiality and open discussion.
Thematic Analysis	Applied Braun and Clarke's (2019) six-phase framework for coding, theme identification, and interpretation.
Data Interpretation	Identified two main themes: Extrinsic and Intrinsic Factors influencing retention.

By incorporating a well-defined timeline for data collection, the study enhances transparency and credibility. This structured approach ensured a comprehensive understanding of the key motivators for teacher retention at the university.

FINDINGS AND DISCUSSION

This study explored the reasons why teachers stay at the University of Saint Louis,

Tuguegarao. The primary outcome identified factors affecting teachers' decision to stay in an organization. This study involved 12 participants with teaching experience ranging from 10 to 24 years. Following a thorough review of the informants' responses and a careful analysis of the interview transcripts, commonalities were clustered together, and the researchers came up with a significant theme of various factors affecting teachers' decisions to stay. These were: (1) extrinsic factors and (2) intrinsic factors. The extrinsic factors were categorized into five (5) recurring themes: (1) Competitive Salary; (2) Comprehensive Benefit Package; (3) Recognition and Appreciation; (4) Positive Work Environment; and (5) Supportive Leadership. The intrinsic factors, on the other hand, were also categorized into three (3) recurring themes: (1) Passion for Teaching; (2) Teachers' Impact on Students' Lives; and (3) Sense of Purpose.

Table 2. Participant Demographics

Informants	The position of the Informants	Years in the Profession
Informant 1	College Instructor	24 years
Informant 2	Political Science & Criminology Department Head	10 years
Informant 3	College Instructor	21 years
Informant 4	College Instructor	15 and 5 months
Informant 5	College Instructor and Prefect of Discipline	15 years
Informant 6	Dean of SEAS	11 years
Informant 7	College Instructor and Research Head	14 and 5 months
Informant 8	Junior High School Teacher	15 years
Informant 9	Junior High School Teacher	18 years
Informant 10	Junior High School Teacher	22 years
Informant 11	Junior High School Teacher	16 years
Informant 12	College Instructor	23 years

Theme 1: Extrinsic Factors Affecting Teachers' Decisions to Stay

Extrinsic motivation emerges from outside the individual and is the attainment of externally administered rewards and influences such as salary, benefits, recognition, and appreciation. The participants described the different extrinsic benefits they received that motivated them to continue teaching in the organization. The following subthemes emerged from the majority of responses as the most significant and prevalent themes: (1) Competitive Salary, (2) Comprehensive Benefit Package, (3) Recognition and Appreciation, (4) Positive Work Environment, and (5) Supportive Leadership.

Competitive Salary

Financial stability emerged as a significant factor that contributed to teacher retention. Multiple informants highlighted competitive salaries, monetary incentives, and financial support for personal and professional growth as essential motivators. A competitive salary is an important factor for employee retention. This highlights the critical role of monetary rewards in providing educators with a sense of security and stability. Without adequate financial compensation, teachers may feel undervalued, which impacts their overall job satisfaction and, consequently, their retention within an educational institution.

The verbalizations of the informants were as follows:

“A very competitive salary.” – Informant 1

“The salary is good enough.” – Informant 8

The respondents’ responses highlight that USL supports its educators by providing competitive salaries, which aligns with the understanding that fair compensation enhances job satisfaction and retention. Competitive pay motivates employees to perform well because it addresses their physiological and security needs (Medina-Carls, 2020). Teachers, particularly those struggling to meet basic needs, value monetary rewards as a crucial motivator. Institutions that offer adequate compensation and benefits foster contentment and higher retention rates among educators, encouraging their best performance (Gozon et al., 2023). However, while pay is a significant motivator, focusing solely on financial rewards may not ensure long-term productivity and could lead to diminished employee engagement (Zeng et al., 2022).

Comprehensive Benefit Package

The various benefits offered to teachers by an organization are one of the reasons why they stay in an organization. Benefits are rewards the organization provides to its employees only because they are its assets. This includes benefits of a work nature like 13th Month Pay, Cash Gifts, scholarships for teachers’ children, and different opportunities for professional growth.

The respondents stressed the following points:

“Faculty Development Program of USL. Other benefits besides legally required ones.” – Informant 1

“Free tuition fee of my children and most importantly the financial support given to me in my professional growth (BSBA-MM, Entrep, MBE, DBM)” – Informant 3

“Aside from a good compensation package, I am also one of the faculty members who was able to obtain my doctoral degree under the FDP of USL where I was a scholar of the university.” – Informant 4

“If you mean “monetary” benefits, I am looking forward to the discount of my kids when they will study here in the University.” – Informant 7

“The scholarship that my children receives from USL.” – Informant 8

“Benefits such as: Cash Gift (every December); 13th Month Pay, opportunities to attend recollections in and out of the University.” – Informant 9

The respondents’ responses highlight the critical role of financial stability in fostering teacher retention at USL. The Faculty Development Program reflects the institution’s commitment to supporting its educators through a comprehensive set of incentives, including competitive salaries, legally mandated benefits, and additional perks, such as cash gifts, the 13th-month pay, and opportunities for personal and professional growth. These financial and non-financial benefits not only retain existing faculty but also attract potential applicants, as flexible benefits have been proven to influence employee decisions (Uwimpuhwe et al., 2018). A notable retention strategy is the “Son and Daughter Scholarship,” offering tuition discounts for employees’ children, which 7 out

of 12 participants identified as a significant factor in their decision to stay. This initiative demonstrates the institution's thoughtful consideration of its employees' family needs, which is consistent with the findings that educational support programs reduce attrition (Ononye & Bongs, 2018). Regular evaluation of these benefits ensures their relevance and effectiveness in meeting evolving faculty needs.

Recognition and Appreciation

Acknowledgments and incentives given to teachers for their efforts, commitment, and accomplishments in the teaching profession are referred to as recognition and awards for teacher employees. Employee rewards are very important because they have a lasting impression on the employee and continue to substantiate the employees' perception of their value to the organizations they work with. Teachers' contributions to the learning community are valued through these recognition and award programs. To maximize its impact on retaining teachers, the university must effectively communicate and promote the recognition of its employees. In addition, continuous evaluation of the effectiveness and applicability of these benefits may ensure that they continue to meet employees' evolving needs.

Some of the informants' responses are as follows:

"When my supervisors/heads and the school acknowledge my efforts and recognize it through awards" – Informant 1

"The recognition of the school for all my achievements." – Informant 7

"When there is APPRECIATION of all your efforts coming from the students and the heads." – Informant 9

"When the students react and say "I learned something" is already a gift to me. The alumni, when they say to me "salamat po" is already a reward for me." – Informant 12

Expectancy theory suggests that people are motivated by the promise of rewards tied to specific goals, with individuals placing varying importance on these rewards based on their needs (Zeb et al., 2018). The participants' responses highlight that the University of Saint Louis practices recognition and reward systems effectively. The university honors its staff with certificates or plaques as a symbol of their commitment, demonstrating that non-monetary recognition can be more inspiring than financial rewards and can positively impact both employees and employers. Kukano et al. (2018) stated stressed the importance of recognizing excellence in teaching through formal awards, which can enhance teacher retention. Furthermore, recognition through certificates or plaques fosters positive emotions, confidence, and job satisfaction, but Jeffrey (2020) emphasized that such praise should be given carefully and only to deserving employees.

Positive Work Environment

A positive work environment is one in which workers receive respect, gratitude, and encouragement. This type of treatment improves workers' motivation, job satisfaction, and general well-being. It is a critical factor in fostering employee satisfaction, productivity, and organizational success. It is also characterized by strong interpersonal relationships with colleagues. A sense of camaraderie and mutual respect creates a supportive atmosphere that enhances collaboration and teamwork. Positive relationships also contribute to a more enjoyable and fulfilling work experience.

These points were emphasized by the informants:

"Let me decide on certain matters. Asking me to organize events/activities." – Informant 1

"Also, what motivates me too is the good working relationships that we have among my colleagues." – Informant 4

The participants' responses highlight the importance of empowerment and positive working relationships, which align with the USL's collaborative and supportive environment. Empowerment involves delegating decision-making power providing guidance and fostering a sense of responsibility and support (Malinao, 2023). A supportive work environment enhances job satisfaction, employee well-being, and overall success. Creating a space where employees feel recognized, supported, and provided opportunities for growth is key to fostering a thriving workplace. Research shows that workplace relationships, especially with colleagues, significantly impact job satisfaction, with having good friends at work boosting happiness (Zúñiga et al., 2019). Teachers value supportive colleagues as sources of friendship, strength, and assistance during difficult times (Kukano et al., 2018). Additionally, the relationship with school leaders plays a crucial role in job satisfaction and teachers' self-efficacy (Gonzales et al., 2020).

Supportive Leadership

In university environments, supportive leadership is crucial for maintaining teacher workers. Universities can establish a healthy work environment that encourages instructors to stay and prosper by employing initiatives that address teachers' needs and professional growth.

The following verbalizations were used:

"I feel most supported at work when the programs/projects I propose are immediately approved by the school administration. Also, when the school approves my speaking stints in on- and off-campus activities, I serve as a resource speaker in various professional upskilling topics. Lately, I feel most supported when the school recognizes my work through simple gestures of commendation." – Informant 6

"I experience a strong sense of support in my workplace when they provide opportunities for us to attend seminars, training sessions, and workshops to foster our professional growth and enable us to excel as educators globally. Additionally, we benefit from the latest facilities that streamline our tasks and enhance our work environment." – Informant 11

The participants' responses emphasized the importance of recognition and support from leadership in motivating faculty members to remain at USL. This aligns with Malinao et al. (2023) findings, which highlighted interpersonal relationships with leaders as a key factor in retention. At USL, leadership's proactive support, such as the swift approval of programs and encouragement for faculty to engage in speaking opportunities, fosters an empowering work environment. The university's commitment to continuous professional development, through seminars, workshops, and training, further supports faculty growth and enhances their capabilities, both locally and globally. This approach is consistent with the views of Tindowen (2019), who asserts that professional growth activities are crucial for teachers' career development. Support from school leaders strengthens teachers' commitment to the institution's vision and values (Manla, 2021) and

aligns with the mandate for Higher Education Institutions (HEIs) in the Philippines to provide professional development opportunities (Tindowen, 2019).

Theme 2: Intrinsic Factors Affecting Teachers' Decisions to Stay

Intrinsic motivation comes from inside the person or from the activity, which positively influences behavior and performance. The participants described different intrinsic benefits they received that motivated them to continue teaching in the organization. The following subthemes emerged from the majority of responses as the most significant and prevalent themes: (1) Passion for teaching, (2) Attainment of Job Fulfillment, and (3) Sense of Purpose.

Passion for Teaching

The fundamental element of teaching is passion, which must be preserved, developed, and supported to improve students' learning outcomes. A passion for teaching is a driving force that significantly impacts educators' effectiveness and fulfillment in their professional roles. Teachers with a genuine passion for their subject matter and learning process tend to exhibit heightened enthusiasm, creativity, and dedication in their classrooms. Educators who are driven by a passion for teaching often seek continuous professional development to enhance their learning experiences. Furthermore, the informants tended to stay in an organization or in their profession because of their passion for teaching. According to them, they just love teaching students and sharing their knowledge with their students.

The following verbalizations were used:

"I love teaching, the challenge of it motivates me to improve more." – Informant 2

"It's simply my passion to teach and educate young people." – Informant 4

"Students and Passion to Teach: I do and love what I do since I have a passion for teaching students and children. These two words motivate me to be in this task." – Informant 5

"My passion to teach" – Informant 7

"My passion in teaching the young ones and impacting their lives through my sharing and advising sessions with them make me motivated to stay in the teaching profession." – Informant 8

The respondents' responses highlight the deep passion and commitment that drive their decision to stay at USL, where teaching is viewed not just as a profession but as a calling. Fueled by enthusiasm and a desire to impart knowledge, these educators embody the passion for teaching that is integral to job satisfaction, as noted by Cajurao et al. (2023). Despite the pressures of the profession, their dedication remains unwavering, driven by love for their work (Baraquia, 2020). Medina-Carls (2020) underscores that this passion is closely linked to optimizing the learning experience, while Rogayan Jr. (2018) observes that it enhances both teacher satisfaction and student outcomes. Furthermore, as Toropova et al. (2021) highlighted, educators' enthusiasm and job satisfaction not only boost retention but also contribute to the well-being of the teaching profession and the broader school community.

Attainment of Job Fulfillment

Every teacher in any organization impacts students' lives. The participants have been

teaching for many years not just because of their passion but because they also want to imprint teachings that could leave an impact on their students' lives. The success of their students is also their success, and it is fulfilling for them that they are part of the success of their former students.

The following verbalizations were used:

"being able to meet, teach, and touch the lives of students. The thought of seeing students succeed and receiving messages of how I contributed to their lives." – Informant 1

"The most fulfilling thing about my job is when I see my former students' success in the profession. When they have already attained their title in the profession. Also, when I go to some private firms or government offices, my former students are already the ones who entertain me and help me in my transactions." – Informant 4

"The most fulfilling about teaching is when students gain WISDOM- a kind of practical understanding about the lesson and be able to make difference in their lives." – Informant 5

"I find teaching most fulfilling when I see my learner is interested and engaged during the discussion. Also, when former students come to me and thank me for what they have become because of the impact of what I have taught them in their lives." – Informant 8

"Witnessing my students happy in their professional lives and observing them apply the values they've learned from teachers like me is truly rewarding." – Informant 10

The responses from the participants underscored a deep sense of fulfillment and purpose in teaching at the University of Saint Louis, where educators are motivated by their passion for shaping students' academic and personal growth. Teachers find immense satisfaction in witnessing students succeed, contributing to their fields, and applying lessons in their lives, reflecting the university's commitment to holistic education. Beyond imparting knowledge, teachers integrate values and attitudes, helping students discover their potential and become responsible and productive members of society. As noted by [Medina-Carls \(2020\)](#) and [Rogayan Jr. \(2018\)](#), the teaching profession in the Philippines is highly regarded, with educators seen as nation-builders and catalysts of change, driven by a strong desire to make a lasting impact on future generations.

Sense of Purpose

A strong sense of purpose increases a teacher's likelihood of job satisfaction. Their sense of fulfillment comes from making a big difference in students' lives and giving back to the community. This sense of purpose provides a higher calling and profound meaning to their work, which, in turn, drives their dedication to teaching.

The following verbalizations were used:

"There are three reasons why I stayed in the teaching profession: (1) This is the only job that I am good at doing, considering that I completed a degree in Teacher Education. (2) This is the only job that I am certain will force me to do lifelong learning and demonstrate Christian values. (3) This is the best job that will allow me to inspire more lives." – Informant 6

"As a teacher, I am always motivated to continue my profession because I promise God that I will be loyal to teaching Filipino youth until my retirement. Witnessing the growth and

progress of my students reinforces my dedication to my profession.” – Informant 11

The insights of the respondents provide a deep understanding of the intrinsic motivations that motivate educators to continue the teaching profession, revealing that for many, teaching is far more than just a job—it’s a mission. Teachers who view their role through this lens are more resilient and committed, finding purpose in shaping young minds and having a profound impact on students’ lives (Ashraf & Siddiqui, 2020). This sense of purpose, as highlighted by Tindowen (2019), empowers educators to overcome challenges and continue their work with passion and determination. Nazir et al. (2021) also demonstrated that employees who engage in activities aligned with a sense of purpose experience greater job satisfaction and performance because their contributions are valued and support the organization’s mission. This sense of purpose fosters a deeper connection to the workplace, enhancing engagement and reducing turnover (Urme, 2023), which further underscores the significance of nurturing this purpose in fostering long-term dedication and fulfillment in the teaching profession.

CONCLUSIONS

This study concludes that teachers choose to stay in an organization because of a combination of extrinsic and intrinsic motivators. Extrinsic factors such as competitive salaries, financial incentives, and professional development opportunities play a vital role in retaining faculty members. Simultaneously, intrinsic motivators, such as a passion for teaching, a sense of purpose, and the impact on student’s lives, contribute to teachers’ long-term commitment. Organizations and educational institutions, including the University of Saint Louis, can benefit from these findings by improving their retention strategies. By strengthening financial incentives and fostering a positive work environment, universities can ensure higher faculty satisfaction and long-term engagement.

LIMITATION & FURTHER RESEARCH

Although this study provides valuable insights, it has certain limitations. First, the sample size was limited to 12 informants, which may not represent the broader teaching population. Second, the qualitative nature of the study limits its generalizability to other institutions. Future research is recommended to

1. A quantitative study to measure the significance of the various factors influencing teacher retention.
2. Expand the study scope to include a comparative analysis of public and private universities.
3. The role of institutional policies and leadership styles in influencing retention rates are examined.

Explore how technological advancements and digital transformation affect teacher satisfaction and retention.

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