Self-efficacy in the Teaching Profession and Organizational Commitment as Predictors of Motivation to Teach Among Elementary Public School Teachers

Algie M. Aringay

[a]*algie.aringay@hcdc.edu.ph*
Gumada Elementary School, Brgy.West Dalurong, Kitaotao, Bukidnon, 8716, Philippines

Abstract

Low teaching motivation is critical. The predictive impact of self-efficacy and organizational commitment on teaching motivation was studied. Using a predictive research design, involving 194 elementary public-school teachers, applying a survey technique, and analyzing the data using multiple linear regression, the results showed that the model substantially (45%) and significantly predicts the criterion, partly affirming Self-Determination Theory. Future research may explore other SDT dimensions or mediating variables, while school leaders may focus on strengthening organizational commitment and enhancing self-efficacy to sustain teacher motivation.

Keywords: Self-efficacy; teaching profession; organizational commitment; motivation to teach; elementary public school teachers

INTRODUCTION

The Problem and Its Scope

Low teaching motivation has been observed across diverse contexts, with global reports noting that attrition and diminishing motivation among teachers are recognized features of the ongoing teaching crisis and continue to weaken education systems worldwide (UNESCO, 2023). Recent empirical studies also affirm this trend, describing declining teacher motivation as a widespread challenge across education

systems, with documented implications for instructional quality and sustainability (Oladimeji & Amoo, 2025).

International research confirms that low teaching motivation is not confined to one region, with evidence from Jamaica, Poland, and Turkey showing that teacher motivation often fades over time (Onyefulu et al., 2023). Similar downward trends have been reported in Australia (Watt & Richardson, 2024) and Lebanon (Al Maalouf & Al Baradhi, 2024).

In the Philippines, public school teachers have likewise shown signs of amotivation, with recent studies emphasizing the growing difficulty of sustaining teaching motivation in elementary schools (Delos Reyes & Manlapig, 2024). Research further indicates that motivation among Filipino teachers has become a critical concern for educational quality, as sustaining enthusiasm and professional commitment remain challenges in the public school system (Cayupe et al., 2023).

The consequences of low teaching motivation are profound, as it predicts burnout, attrition, and declining educational quality (Tarraya, 2023). Recent findings emphasize that demotivated teachers are more likely to disengage from instructional responsibilities, weakening student learning outcomes and overall school effectiveness (Sudario, 2025). Given regional disparities in the Philippines, data-driven studies are essential for designing equitable interventions to strengthen teacher engagement and ensure sustainable improvements in the education system. This underscores a research gap, as the existing literature has yet to provide comprehensive quantitative evidence to guide policy and practice (Delos Reyes & Manlapig, 2024). Hence, this study was conducted.

Significance of the Study

This study is significant because it identifies self-efficacy and organizational commitment as predictors of teaching motivation among elementary public school teachers, a critical factor in achieving Sustainable Development Goal 4 (quality education) (UNESCO, 2021). By sustaining a motivated teaching workforce, the study contributes to improving teacher performance and retention, which are essential for ensuring continuous, inclusive, and high-quality learning (Albert et al., 2023). In the Philippine context, the findings can support the Department of Education's efforts to strengthen teacher engagement and retention policies, thereby addressing shortages and enhancing instructional effectiveness (Education Commission, 2020). At the institutional level, the results are valuable to Holy Cross of Davao College in promoting faculty development, advancing teacher well-being, and sustaining a mission-driven academic community aligned with its commitment to excellence, service, and holistic formation, ultimately contributing to improved student learning outcomes and long

term educational quality.

Statement of the Problem

This study determined the significance of forecasting teaching motivation using self-efficacy in the teaching profession and organizational commitment as predictors. Specifically, it aimed to determine:

1. the levels of self-efficacy in the teaching profession in terms of student guidance, classroom and teaching management, collaboration with others; organizational commitment as reflected in affective commitment, continuance commitment, normative commitment; and teaching motivation based on intrinsic and extrinsic factors.
2. the significant relationship between self-efficacy in the teaching profession and teaching motivation, and the organizational commitment and teaching motivation.
3. the significance of the predictive model for teaching motivation by examining how self-efficacy in the teaching profession and organizational commitment function as predictor variables.

Hypotheses

The following hypotheses were tested at a 0.05 level of significance.

$H_0$1: The relationship between Self-efficacy in the teaching profession and organizational commitment towards teaching motivation is not significant.

$H_0$2: The predictive model for teaching motivation based on self-efficacy in the teaching profession and organizational commitment is not significant.

Theoretical and Conceptual Framework

Deci and Ryan first introduced Self-Determination Theory (SDT) in Intrinsic Motivation and Self-Determination in Human Behavior (1985). The theory posits that human motivation is fostered through the satisfaction of three basic psychological needs: autonomy, competence, and relatedness.

In the context of this research, self-efficacy in the teaching profession, encompassing student guidance, classroom management, and collaboration (Yamasaki

& Uchida, 2024), is linked to the SDT dimension of competence. Likewise, organizational commitment, reflected in affective, continuance, and normative commitment (Jaros, 2007), is aligned with autonomy, as it represents teachers' volition and identification with their professional roles. Accordingly, teaching motivation, encompassing both intrinsic and extrinsic factors (Ramzan & Khurram, 2023), is understood in this study as the outcome strengthened by the satisfaction of competence and autonomy, consistent with the principles of Self-Determination Theory. The relatedness dimension, one of the theory's components, was excluded from this study. Hence, this study was partly anchored on Self-determination Theory.

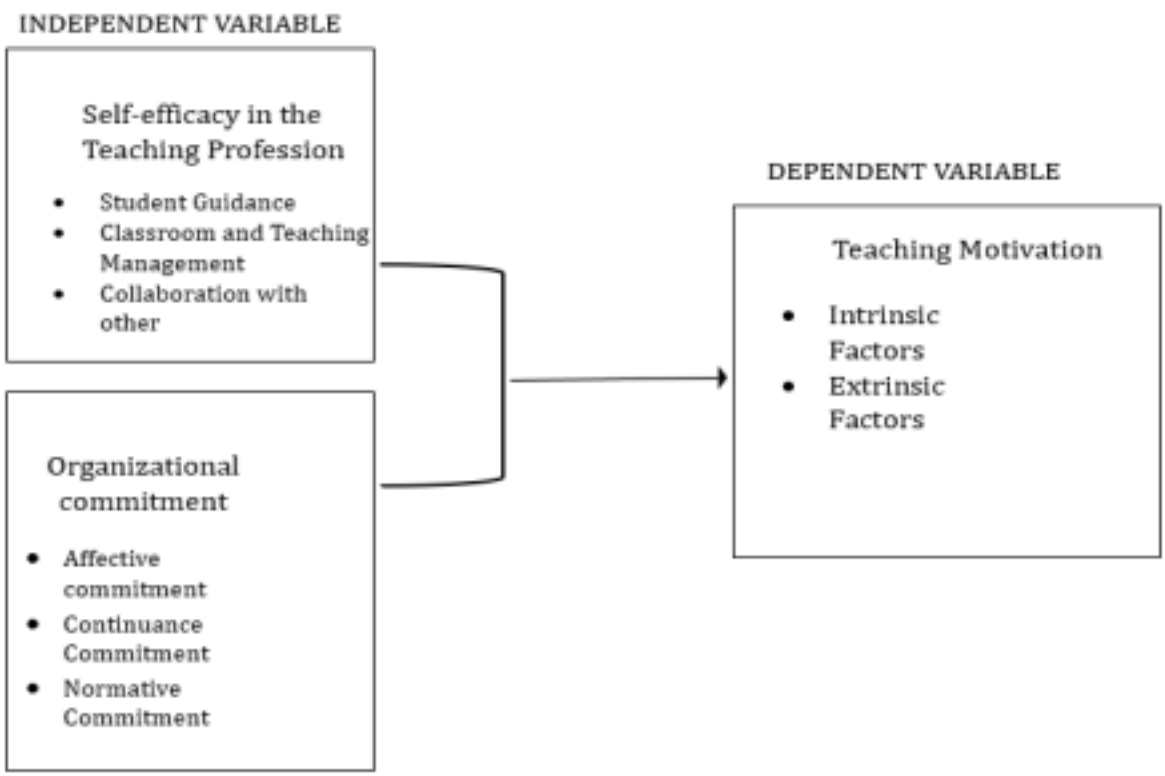

Figure 1. *Conceptual Framework of the Study*

METHODOLOGY

Included in this chapter are the research design, locale of the study, sample and

sampling technique, data analysis technique, and ethical considerations.

Research Design

This study employed a predictive research design. Predictive research design is a quantitative approach that utilizes statistical and computational models to forecast outcomes and explain relationships among variables. It has been widely applied in education to anticipate student performance, identify at-risk learners, and evaluate factors such as teaching motivation and organizational commitment (Almalawi, Soh, Li, & Samra, 2024). By analyzing independent variables to estimate their influence on dependent variables, predictive design supports evidence-based decision-making and intervention planning. Its advantages include objectivity, replicability, and the ability to identify the relative contribution of predictors, estimate effect sizes, and provide actionable insights (Oranga & Matere, 2025).

Locale of the Study

This study was conducted among public elementary school teachers in the Municipality of Kitaotao, Region X – Northern Mindanao, Philippines. The schools, under the Department of Education, Division of Bukidnon, served Kindergarten to Grade 6 learners across three districts. Kitaotao's diverse student population presented both challenges and opportunities in delivering quality basic education (Department of Education, 2023), making it a relevant context for examining how self-efficacy in the teaching profession and organizational commitment influenced teaching motivation.

Sample and Sampling Technique

In this study, the sample consisted of 194 public elementary schools, with 19.59% from Kitaotao I, 40.72% from Kitaotao II, and 39.69% from Kitaotao III. These teachers were responsible for learners from Kindergarten to Grade 6, handling either mono-grade or multi-grade classes. The sample also included both novice and experienced teachers, thereby capturing a wide spectrum of professional backgrounds and classroom contexts.

The study adopted a single-stage cluster sampling approach, in which each school was treated as a cluster, and a random sample of schools was drawn from the

official list of schools in the districts (Sivo, 2025). This approach was chosen to address geographic dispersion, reduce logistical challenges, and capture diverse perspectives on self-efficacy in the teaching profession, organizational commitment, and teaching motivation (Cayupe et al., 2023).

Data Gathering Technique

This study employed the survey technique, a widely recognized approach in educational research, which collected standardized information on attitudes, perceptions, and behaviors through questionnaires (Bryman, 2023). The survey was administered to public elementary school teachers in Kitaotao, Bukidnon, to measure self-efficacy in the teaching profession, organizational commitment, and teaching motivation. The survey technique was most appropriate when the aim was to describe trends and relationships across a population, offering advantages such as efficiency in reaching many respondents, comparability of responses, flexibility in administration, and cost-effectiveness (Taherdoost, 2023).

Three adapted and modified questionnaires were employed, all of which utilized a four-point Likert scale. The self-efficacy in the teaching profession questionnaire, adapted by Yamasaki and Uchida (2024), consisted of 25 items and had a Cronbach's Alpha of 0.936. The organizational commitment questionnaire, grounded in Meyer and Allen's three-component model and critically examined by Jaros (2007), comprised 24 items yielding a Cronbach's Alpha of 0.948. Lastly, the teachers' motivation questionnaire (TMQ), developed and validated by Ramzan and Khurram (2023), comprised 18 items and had a Cronbach's Alpha of 0.972.

Data Analysis Technique

In this study, the data analysis techniques employed were descriptive, correlation, and regression analyses. Descriptive analysis organized and summarized large datasets, making patterns more interpretable and providing a foundation for further statistical testing, with the mean and standard deviation computed to describe the data (Costa, 2024). Correlation analysis examined the strength and direction of relationships between continuous variables using the Pearson product–moment correlation coefficient, which determines whether variables move together in a linear pattern, with advantages such as clarity of association and a basis for predictive modeling (Rizk, 2023). Finally, regression analysis determined the predictive influence

of the independent variables on the dependent variable. It was applied to predict outcomes and explain variance using both standardized and unstandardized coefficients (Beta). Its advantages include identifying the relative contributions of predictors, estimating effect sizes, and supporting evidence-based decision-making (Halder, 2023).

The matrix presents the scale, descriptive level, and corresponding interpretation for each study variable, specifically applied to describe self-efficacy in the teaching profession, organizational commitment, and teachers' motivation)."

Scale Level Self-efficacy in<u>profession</u> commitment
the teaching Organizational Teaching motivation

1.00 – 1.74 very low Very weak Very weak Very weak 1.75 – 2.49 Low Weak Weak Weak 2.50 – 3.24 High Strong Strong Strong 3.25 – 4.00 very high Very strong Very strong Very strong *Standard Deviation Value Ranges and Interpretation*

<u>*Range Description Interpretation*</u> SD ≤ 0.50 High Consistent Responses Strong and uniform perception SD = 0.51 – 1.00 Moderate Consistent Responses Acceptable consistency SD = 1.01 – 1.50 Low Consistent Responses Differing views or experiences SD > 1.50 Very Low Consistent Responses High variability and lack of consensus

In this study, the significance of the correlation was tested at 0.05 confidence level. The following was the standard measure for the interpretation scale of *r*-value, the following scheme was used:

Computed r Descriptive Interpretation
+/- 1.00 Perfect correlation
Between +/- 0.75 – +/- 0.99 High correlation
Between +/- 0.51 – +/- 0.74 Moderately high correlation
Between +/- 0.31 – +/- 0.50 Moderately low correlation
Between +/- 0.01 – +/- 0.30 Low correlation
0.00 No correlation

The standard measure for the interpretation of the predictive strength is as follows:

β Value Range Predictive Strength
±0.00- ±0.09 Very weak
±0.10- ±0.29 Weak
±0.30- ±0.49 Moderate

±0.50- ±0.69 Strong
±0.70 and above Very strong

Ethical Considerations

This study was carried out with deep respect for the rights and well-being of all participants. Teachers were fully informed about the purpose of the research, the procedures involved, and their freedom to withdraw at any time, with consent obtained before data collection began. To protect privacy, questionnaires did not include names or other personal identifiers, and all responses were stored securely to ensure anonymity. The research team upheld honesty and integrity throughout the process, recognizing the value of each participant's contribution. Formal approval was granted by the Department of Education (DepEd), and ethical clearance was secured from the Society of Moral Integrity and Legal Ethics (SMILE), affirming that the study met professional, legal, and moral standards.

RESULTS

Included chapter includes descriptive, correlation, and regression results. The summary of findings is also presented.

Descriptive Results

Table 1 is the descriptive table. It contains the variables involved in the study, namely self-efficacy in the Teaching Profession, organizational commitment, and teaching motivation, together with their respective indicators. The table also presents the number of samples, the standard deviation, the mean, and the corresponding descriptive level for each variable.

Table 1: Descriptive Statistics (n=194)

Variables	Sample Size	SD	Mean	Descriptive Level
Self-Efficacy in the Teaching Profession	**194**	**0.30**	**3.64**	**Very High**
Student Guidance	*194*	*0.32*	*3.57*	*Very High*
Classroom and Teaching Management	*194*	*0.33*	*3.69*	*Very High*
Collaboration with Others	*194*	*0.37*	*3.66*	*Very High*
Organizational Commitment	**194**	**0.46**	**3.24**	**High**
Affective Commitment	*194*	*0.48*	*3.47*	*Very High*
Continuance Commitment	*194*	*0.59*	*2.95*	*High*
Normative Commitment	*194*	*0.54*	*3.31*	*Very High*
Teaching Motivation	**194**	**0.42**	**3.52**	**Very High**
Intrinsic Factors	*194*	*0.48*	*3.57*	*Very High*
Extrinsic Factors	*194*	*0.44*	*3.47*	*Very High*

Specifically, the table shows that the self-efficacy in the teaching profession variable obtained a mean of 3.64, described as very high, indicating that respondents rated their self-efficacy as very strong. All indicators were likewise very high, with a standard deviation of 0.30 indicating high consistency and reflecting strong, uniform perceptions. The organizational commitment variable recorded a mean of 3.24, described as high, signifying that it was strong among respondents. Two of each indicator are rated very high, and one is rated low, with a standard deviation of 0.46, indicating high consistency. Finally, the teaching motivation variable obtained a mean of 3.52, described as very high, meaning motivation was very strong among teachers. Both indicators were rated very high, with a standard deviation of 0.42, again reflecting high consistency across responses.

Self-efficacy in the teaching profession and teaching motivation were both interpreted as very high, indicating that these attributes were rated excellent or consistently evident across their indicators. In contrast, organizational commitment

was described as high, indicating it was often observed, with affective and normative aspects rated as always observed, while continuance commitment was also often observed.

Correlation Results

Table 2 is correlational table. It presents the determinant and criterion variables. It shows the r-value, p-value, decision on null hypothesis, and the corresponding interpretation.

Table 2. Correlation Table *(= 194)*

Variables				Teaching Motivation
Self-Efficacy in the	r	p-value	Decision on H_0	Interpretation
Teaching Profession	.436	.000	Reject	Moderately Low Positive, Significant Correlation
Organizational Commitment	.661	.000	Reject	Moderately High Positive, Significant Correlation

Level of Significance: 0.05 Decision Rule: Reject H_0 if $p < 0.05$

Specifically, the table shows that the correlation between self-efficacy in the teaching profession and the teaching motivation variables yielded a p-value of 0.000, which is lower than the 0.05 level of significance; hence, the null hypothesis was rejected, indicating that the correlation is statistically significant. The corresponding r-value of 0.436 reflects a moderately low positive correlation, implying that higher levels of self-efficacy are associated with increased teaching motivation. Similarly, the organizational commitment and teaching motivation variables yielded a p-value of 0.000, which is lower than the 0.05 level of significance; thus, the null hypothesis was rejected, confirming statistical significance. The r-value of 0.661 shows a moderately

high positive correlation, suggesting that stronger organizational commitment is linked to higher levels of teaching motivation.

Self-efficacy in the teaching profession showed a moderately low, positive, and significant correlation with teaching motivation, indicating that confidence in teaching contributes, but with a weaker influence. In contrast, organizational commitment demonstrated a moderately high positive and significant correlation, suggesting that teachers' dedication to their institution exerts a stronger impact on their motivation.

Regression Results

Table 3 presents the regression results, including the unstandardized coefficients (B) with their standard errors, the standardized coefficients (Beta), the t values, the p-values, the decision on the null hypothesis, and the corresponding interpretation.

Table 3. Regression Table *(n = 194)*

	Teaching Motivation						
	Unstandardized Coefficients		Coefficients				
	Variables	B	Std. Error	Standardized Beta	t	p value	Decision on H_0	Interpretation
	(Constant)	1.048	.277		3.783	.000	-	-
Self-Efficacy in the Teaching Profession *(X_1)*		.550	.058	.592	9.499		Reject	Influence Positive Significant Influence
Organizational Commitment *(X_2)*		.189	.088	.135	2.161	.032	.000 Reject	
								Positive Significant

Model Summary: R = 0.671 | R^2 = 0.450 | F (2,191) = 78.073 | p = 0.000
Level of Significance: 0.05
Predictive Model: TM=0.189(STP)+ 0.550(OC) + 1.048

Table 3 specifically shows that the model predicting teaching motivation using self-efficacy in the teaching profession and organizational commitment variables is expressed as: TM = 0.189(STP) + 0.550(OC) + 1.048. The R2 value of 0.450 indicates that the model provides a moderate level of prediction for teaching motivation, with self-efficacy in the teaching profession and organizational commitment serving as predictors. Furthermore, the corresponding p-value of 0.000, which is less than the 0.05 level of significance, led to the rejection of the null hypothesis. This indicates that the model's predictive strength is statistically significant. Finally, it implies that for every unit change in any of the predictors, there is a corresponding change in the prediction of teaching motivation.

The findings demonstrate that both self-efficacy in the teaching profession and organizational commitment significantly contribute to shaping teaching motivation, underscoring their importance as key predictors in the model.

Summary of Findings

Based on statistical results, it specifically was found that;

1. The relationships between self-efficacy in the teaching profession, organizational commitment, and teaching motivation are significant.

2. The predictive model of teaching motivation, based on self-efficacy in the teaching profession and organizational commitment, is significant.

DISCUSSIONS

Discussed in this chapter are the findings of the study. The conclusion and recommendations are also presented.

Self-efficacy in the Teaching Profession and Teaching Motivation Correlation

The finding that self-efficacy in the teaching profession has a moderately low, positive, significant correlation with teaching motivation affirms prior research showing that teachers with higher self-efficacy are more successful in fostering student motivation and engagement (Kupers et al., 2023). Likewise, this current finding validates Tolentino et al. (2023), who asserted that teaching motivation is sustained by self-efficacy, personal interest, and effort, echoing the conclusion that self-efficacy contributes to motivation, though its influence is relatively modest. On the contrary, this current finding contradicts Jerrim et al. (2023), suggesting that self-efficacy may not always translate into improved performance or motivation, as contextual factors such as school environment and systemic conditions can exert a stronger influence.

Organizational Commitment and Teaching Motivation Correlation

The finding that organizational commitment has a moderately high, positive, and significant correlation with teaching motivation reinforces established studies that teachers' organizational commitment is strongly associated with their willingness to assume responsibility for student learning, thereby enhancing motivation (Quines & Arendain, 2023). Furthermore, this current result substantiates Zhao (2023), who demonstrated that organizational commitment positively impacts teaching effectiveness, thereby strengthening the conclusion that it exerts a stronger and more substantial influence on teaching motivation than self-efficacy. However, this evidence diverges from the study by Sehanovic et al. (2025), which argues that organizational commitment does not always guarantee higher motivation, as contextual stressors and organizational pressures may weaken its positive effects, suggesting that commitment alone may not universally sustain teaching motivation.

The strength of the model to predict teaching motivation is significant.

The finding that the regression model significantly predicts teaching

motivation reinforces established studies showing that predictive frameworks integrating professional confidence and organizational commitment provide a strong basis for sustaining educators' motivation (Cayupe et al., 2023). Furthermore, this current result substantiates Sangcad and Abarquez (2024), who reported that predictive models linking teachers' self-beliefs and institutional dedication positively impact performance and effectiveness, strengthening the conclusion that such models exert a stronger and more substantial influence on teaching motivation. However, this evidence diverges from Homeo's (2025) report, which argues that predictive models may not consistently sustain motivation, as contextual stressors and organizational pressures can weaken their positive effects, suggesting that such frameworks must account for external factors to remain universally valid.

Conclusion

Based on the findings, the significance of forecasting teaching motivation using self-efficacy in the teaching profession and organizational commitment as predictors was statistically significant. The model, which explained 45% of the variance in teaching motivation, provides a moderate level of prediction and partly affirms Self Determination Theory. Such a theory posits that motivation is shaped by the satisfaction of psychological needs.

Recommendations

Based on the conclusion, the following are recommended:

1. Future studies may examine additional variables and factors to account for the remaining 55% of the variance and further explain teaching motivation.

2. School administrators may strengthen organizational commitment initiatives, such as supportive leadership and participatory decision-making, to sustain teaching motivation. As well as teacher self-efficacy, ensuring that confidence in teaching practices complements organizational support.

REFERENCES

Al Maalouf, N. J., & Al Baradhi, R. (2024). The impact of the economic crisis on the educational sector in Lebanon in terms of student enrollment, quality of education, and teachers' motivation. *Migration Letters*. https://www.academia.edu

Almalawi, A., Soh, B., Li, A., & Samra, H. (2024). Predictive models for educational purposes: A systematic review. *Big Data and Cognitive Computing, 8*(12), 187. https://doi.org/10.3390/bdcc8120187

Albert, J. R. G., Basillote, L. B., Alinsunurin, J. P., Vizmanos, J. F. V., Muñoz, M. S., & Hernandez, A. C. (2023). *Sustainable Development Goal 4 on quality education for all: How does the Philippines fare and what needs to be done?* PIDS Discussion Paper Series No. 2023-16. Philippine Institute for Development Studies.

Bryman, A. (2023). *Social research methods* (6th ed.). Oxford University Press.

Cayupe, J. C., Bernedo Moreira, D. H., Morales García, W. C., Alcaraz, F. L., Peña, K. B. C., Saintila, J., & Flores Paredes, A. (2023). Self-efficacy, organizational commitment, workload as predictors of life satisfaction in elementary school teachers: The mediating role of job satisfaction. *Frontiers in Psychology, 14,* 1066321. https://doi.org/10.3389/fpsyg.2023.1066321

Costa, M. (2024). Descriptive statistics in educational research: Applications and advantages. *Journal of Quantitative Methods in Education, 12*(1), 45–59. https://doi.org/10.1016/j.jqme.2024.01.005

Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior.* Springer. https://doi.org/10.1007/978-1-4899-2271-7

Delos Reyes, M., & Manlapig, R. (2024). Regional disparities and teacher motivation: Towards equitable educational interventions in the Philippines. [Publisher details missing].

Department of Education. (2023). *Official list of public elementary schools in Bukidnon.*

DepEd Division of Bukidnon.

Education Commission. (2020). *Exploring teachers' whys: Understanding motivation among teachers in the Philippines.* SEAMEO INNOTECH.

Halder, N. (2023). *The complete guide to regression analysis: Understanding and optimizing data-driven insights.* Analyst's Corner. https://doi.org/10.5281/zenodo.10456789

Homeo, R. C. (2025). Effects of achievement motivation and organizational commitment on teaching effectiveness: A descriptive correlational study. *International Journal of Research Publication and Reviews, 6*(8), 1523–1549. https://doi.org/10.55248/gengpi.6.0825.2911

Jaros, S. (2007). Meyer and Allen model of organizational commitment: Measurement issues. *The Icfai Journal of Organizational Behavior, 6*(4), 7–20.

Jerrim, J., Sims, S., & Oliver, M. (2023). Teacher self-efficacy and pupil achievement: Much ado about nothing? International evidence from TIMSS. *Teachers and Teaching, 29*(2), 220–240. https://doi.org/10.1080/13540602.2022.2159365

Kupers, E., Loopers, J. L., Albers, C., Bakker, A., & Minnaert, A. (2023). An experience sampling study on the links between daily teacher self-efficacy, need supportive teaching and student intrinsic motivation. *Frontiers in Psychology, 14,* 1159108. https://doi.org/10.3389/fpsyg.2023.1159108

Oladimeji, R. M., & Amoo, R. O. (2025). Teachers' motivation and classroom effectiveness in public senior secondary schools in Kwara State, Nigeria. *Al-Hikmah Journal of Education, 12*(1). https://alhikmahuniversity.edu.ng/hui_aje/index.php/journal/article/view/174

Onyefulu, C., Madalinska-Michalak, J., & Bavli, B. (2023). Teachers' motivation to choose teaching and remain in the profession: A comparative mixed methods study in Jamaica, Poland, and Turkey. *Power and Education.* https://journals.sagepub.com/doi/pdf/10.1177/17577438221109907

Oranga, J., & Matere, A. (2025). Quantitative research: Types, advantages, generalizability & limitations. *Open Access Library Journal, 12*(9), 1–9. https://doi.org/10.4236/oalib.1113694

Quines, L. A., & Arendain, E. I. (2023). Job satisfaction, organizational culture and work life balance: Structural equation model of organizational commitment among public school teachers. *European Journal of Education Studies, 10*(9). https://doi.org/10.46827/ejes.v10i9.4971

Ramzan, N., & Khurram, A. F. A. (2023). Construction and validation of the Teachers' Motivation Questionnaire (TMQ): A detailed exploration. SPCRD Global Publishing. https://pdfs.semanticscholar.org/7bb0/27236ccec3a40266e246b5cdb71fc25a6f26.pdf

Rizk, R. (2023). Correlation analysis in social science research: Strengths, limitations, and applications. *International Journal of Social Research, 18*(2), 112–128. https://doi.org/10.1080/ijsr.2023.002

Sangcad, N., & Abarquez, C. (2024). Teachers' self-efficacy and their performance. *Psychology and Education: A Multidisciplinary Journal, 21*(6). Philippine E Journals.

Sehanovic, J., et al. (2025). Leader and team support, emotional exhaustion, and turnover intention: The complex role of organizational commitment. *Journal of Workplace Behavioral Health, 40*(1), 45–62.

Sivo. (2025). *Complete enumeration in statistics: A census approach.* [Publisher details missing].

Sudario, A. (2025). Investigating multifaceted factors affecting teachers' motivation: A quantitative analysis of internal and external determinants. *Psychology and Education: A Multidisciplinary Journal, 45*(4), 564–573. https://doi.org/10.70838/pemj.450410

Taherdoost, H. (2023). Sampling methods in research methodology: How to choose a sampling technique for research. *International Journal of Academic Research in Management, 12*(1), 10–18.

Tarraya, J. (2023). Teacher motivation and burnout: Implications for attrition in Philippine public schools. *Philippine Journal of Education and Development Studies, 12*(2), 45–60.

Tolentino, A. B., Cruz, E. C., & Ablaza, G. M. T. (2023). Self-efficacy, interest, and effort indicators in the teaching motivation of public senior high school teachers in the

Philippines. *Journal of Advances in Education and Philosophy, 7*(10), 376–383. https://doi.org/10.36348/jaep.2023.v07i10.001

UNESCO. (2023). *Global education monitoring report: The teaching crisis.* Paris: UNESCO. https://unesdoc.unesco.org

UNESCO. (2021). *National SDG 4 benchmarks: Fulfilling our neglected commitments.* Global Education Monitoring Report. UNESCO Institute for Statistics.

Watt, H. M. G., & Richardson, P. W. (2024). Teachers' motivation to teach: A review through the lens of motivational theories. In G. Hagenauer, R. Lazarides, & H. Järvenoja (Eds.), *Motivation and emotion in learning and teaching across educational contexts: Theoretical and methodological perspectives and empirical insights* (pp. 128–142). Routledge. https://doi.org/10.4324/9781003303473

Yamasaki, K., & Uchida, K. (2024). Developing a questionnaire to assess self-efficacy in the teaching profession. *International Journal of Research in Education and Science.* https://files.eric.ed.gov/fulltext/EJ1452958

Zhao, W. (2023). Comprehensive study on the impact of teachers' organizational commitment

Appendix A. Questionnaire

Research Title: Self-efficacy in the Teaching Profession and Organizational Commitment as Predictors of Motivation to Teach Among Elementary Public School Teachers

Instructions:

Please check (/) and rate each item as to the extent/desire that displayed using the

following scale.

4 – strongly agree
3 – agree
2 – disagree
1 – strongly disagree

Part I. Self-efficacy in the Teaching Profession

	Student Guidance *In this school, as a teacher I can…*	**4**	**3**	**2**	**1**
1.	prevent disruptions in my homeroom class.				
2.	educate the bullies not to engage in bullying behavior.				
3.	manage my time effectively to be well-prepared for the class.				
4.	create a classroom where all students can enjoy and participate.				
5.	create a classroom that is safe, respectful, and free from bullying.				
6.	quickly identify children experiencing abuse.				
7.	identify the cause when a student shows signs of truancy.				
8.	handle non-attending students effectively.				

	Classroom and Teaching Management *In this school, as a teacher I can…*	**4**	**3**	**2**	**1**

1.	design speech and materials that ignite children's curiosity and engage their interest.				
2.	create an inclusive classroom where supported children feel connected and belong.				
3.	make various modifications in classes to achieve inclusive education where children in need of support also participate.				
4.	build a classroom that supports and empathizes with struggling peers.				
5.	create a classroom where everyone cooperates.				
6	create a classroom that values each individual.				
7.	effectively protect bullying victims.				
8.	deliver instruction that accommodates diverse levels of understanding among learners.				

9.	engage in regular consultation with school administrators, such as the principal or vice principal, for guidance and support.				
	Collaboration with Others In this school, as a teacher I can…	**4**	**3**	**2**	**1**
1.	collaborate actively with fellow teachers to enrich the educational experience.				
2.	work closely with school administrators, such as the principal and vice principal, to support student learning.				

3.	engage in meaningful consultation and cooperation with parents to foster holistic development.				
4.	maintain positive and harmonious relationships with colleagues.				
5.	take initiative in conducting and participating in research lessons to enhance teaching practices.				
6.	seek guidance from fellow teachers rather than managing challenges alone.				
7.	consult and ask for support when encountering difficulties or unfamiliar situations.				
8.	build camaraderie through casual conversations and shared breaks with colleagues.				

Source: Yamasaki, K., & Uchida, K. (2024). Developing a questionnaire to assess self-efficacy in the teaching profession. International Journal of Research in Education and Science (IJRES) https://files.eric.ed.gov/fulltext/EJ1452958.pdf

Part II. Organizational Commitment

	Affective Commitment In this school, I…	**4**	**3**	**2**	**1**
1.	would be very happy to spend the rest of their career in this school.				
2.	enjoy discussing my school with people outside of it.				
3.	feel as if this school's challenges are my own.				
4.	think I could easily become attached to another school as I am to this one.				

5.	feel like “part of the family” at this school.				
6.	feel emotionally connected to this school.				
7.	find this school to have a great deal of personal meaning.				
8.	feel a strong sense of belonging to this school				
	Continuance Commitment In this school, I…	**4**	**3**	**2**	**1**
1.	am confident in what might happen if I leave this job without having another lined up.				
2.	would find it easy to leave this school if I wanted to.				
3.	believe my life would not be significantly disrupted if I decided to leave this school.				
4.	believe it wouldn’t be too costly to leave this school.				

5.	see staying with the school as a matter of choice and alignment with their goals.				
6.	feel that I have many options to consider before leaving this school.				
7.	see one of the major benefits of staying in this school is the availability of strong alternative career opportunities.				
8.	believe staying with this school provides considerable personal benefits and sacrifices that align with their values.				

	Normative Commitment In this school, I…	**4**	**3**	**2**	**1**
1.	believe that people can remain in the same school for many years without needing to move frequently.				
2.	believe that loyalty to the school is a valuable trait.				
3.	think that transitioning between schools can be acceptable under certain circumstances, but loyalty remains important.				
4.	believe that loyalty to the school is important and feel a sense of moral obligation to stay.				
5.	feel that if another offer came along, I would consider it, but my dedication to the school would remain strong.				
6.	value loyalty to one school and believe it contributes to long term success.				
7.	believe that staying with one school for most of their career is beneficial for personal and professional growth.				
8.	value being dedicated to their school.				

Jaros, S. (2007). Meyer and Allen model of organizational commitment: Measurement issues. *The Icfai Journal of Organizational Behavior, 6*(4), 7–20.

Part III. Teaching Motivation

	Intrinsic Factors *On my current school, I believe that I…*	**4**	**3**	**2**	**1**
1.	learn new teaching skills at the workplace.				
2.	feel highly motivated in the workplace.				

3.	feel equipped for the teaching profession.				
4.	believe I am doing a good job.				
5.	find purposeful meaning in teaching.				
6.	enjoy freedom and empowerment at the workplace.				
7.	express myself creatively at work.				
8.	access all required teaching materials.				
	Extrinsic Factors *On my current school, I believe that I…*	**4**	**3**	**2**	**1**
1.	respect staff as my headteacher does.				
2.	praise my work as my headteacher does.				
3.	enjoy satisfactory benefits in teaching.				
4.	receive a salary and workload that are satisfactory.				
5.	feel pleased with the working environment at my school.				
6.	feel happy with the facilities of my institution.				
7.	gain motivation from promotion opportunities to do a better job.				

8.	benefit from a satisfactory vacation/leave policy.				
9.	experience satisfaction with the standard of my professional life.				

10.	broaden my professional expertise through available opportunities in order to receive recognition, rewards, and career advancement.				

Source: Ramzan, N., & Khurram, A. F. A. (2023). *Construction and validation of the Teachers' Motivation Questionnaire (TMQ): A detailed exploration.* SPCRD Global Publishing.https://pdfs.semanticscholar.org/7bb0/27236ccec3a40266e246b5cdb71fc25a6f26.pdf