

Motivation and Hygiene Factors as Predictors of Job Satisfaction among Public Elementary School Teachers

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ABSTRACT

This study examined the significance of the influence of motivation and hygiene factors on job satisfaction among public elementary school teachers of Kabacan, North Cotabato. A descriptive-correlational research design was utilized to investigate the relationship of the three variables. Additionally, stratified sampling was used to select respondents from public elementary schools. The responses from the validated adapted research instruments on motivation factors, hygiene factors, and job satisfaction were used as primary data for the study. The statistical tools used to analyze the collected data were mean, standard deviation, Pearson product-moment correlation, and regression analysis. The findings revealed that teachers exhibited a very high level of motivation primarily driven by intrinsic factors such as achievement, recognition, advancement, and growth. Similarly, the level of hygiene factors was very high indicating strong satisfaction with supervision, company policy, peer relationships, and job security, though salary and work conditions was very high. The level of job satisfaction was also very high with job responsibilities, work environment, and job security emerging as the strongest contributors. Correlation analysis showed that motivation factors have no significant relationship with job satisfaction whereas hygiene factors have a significant positive relationship. Regression analysis further confirmed that hygiene factors significantly predict job satisfaction, while motivation factors do not, explaining the variance in satisfaction levels.

Keywords: Elementary education, motivation factors, hygiene factors, job satisfaction, public elementary school teachers, descriptive correctional technique, Philippine

INTRODUCTION

Job satisfaction has become a global concern in the education sector, as teachers often face low wages, heavy workloads, and limited opportunities for professional growth, which can undermine morale and affect instructional quality (Ingersoll, 2017; Klassen & Chiu, 2019). Bakker et al. (2007) also noted a steady decline in job satisfaction across industries due to increasing work demands, inadequate compensation, and limited career advancement. Teacher job satisfaction is critical for ensuring high-quality education and effective educational institutions.

International studies highlight that heavy workloads, limited career progression, and inadequate compensation contribute to dissatisfaction among teachers in various countries. In the United States, a 2022 survey by the National Center for Education Statistics reported that 44% of teachers were dissatisfied due to stress, administrative burdens, and low salaries. Similarly, in the United Kingdom, nearly 40% considered leaving the profession because of poor work-life balance and limited advancement opportunities (Worth & Van den Brande, 2020). These issues underscore the importance of strengthening motivation factors such as achievement, recognition, work itself, and opportunities for growth to improve job satisfaction, especially where teachers seek professional development and acknowledgment.

International literature supports this, showing that feeling valued and having growth opportunities increase teachers' satisfaction and commitment. Klassen and Chiu (2019) and Bakker et al. (2007) found that work itself, recognition, and advancement enhance teacher morale globally. In South Africa, Mampane (2020) reported

dissatisfaction stemming from poor policy implementation and limited support, highlighting the importance of achievement and recognition. Similarly, in Southeast Asia, rapid educational changes and governance issues negatively impact motivation, while Olafsen et al. (2017) emphasized that intrinsic motivation and autonomy improve satisfaction.

In the Philippines, both motivation and hygiene factors such as salary, working conditions, and leadership significantly influence teacher morale. Studies in Negros Occidental (Tabanao, 2016), Mindanao (Cabaron & Oco, 2023), and Iloilo (Rafols & Pedroso, 2025) show that professional growth, supportive leadership, and adequate resources are key to enhancing job satisfaction among elementary teachers. Herzberg's theory supports that hygiene factors prevent dissatisfaction, while motivation factors foster fulfillment; both are necessary for teachers to thrive (Reyes & Alonzo, 2021; Skaalvik & Skaalvik, 2018).

Despite extensive research, a gap remains in understanding how specific motivation and hygiene factors influence the job satisfaction of public elementary teachers in rural Philippine settings. Most studies focus on secondary and tertiary levels in urban areas, leaving rural educators' experiences less examined, particularly in regions like Poblacion, Kabacan. During and after the pandemic, challenges such as resource limitations, workload increases, and altered teaching modalities have intensified these issues, yet they are underexplored in current literature (Patel & Sharma, 2020; Bakker et al., 2007; Breaugh et al., 2018; Olafsen et al., 2017). Addressing this gap is socially valuable, as it can inform policies and programs to support teacher well-being, improve morale, and enhance retention ultimately leading to better instruction and learner outcomes.

The dissemination plan includes presenting findings to school administrators and division heads to guide support programs, as well as sharing results at local, national, and international research forums and aiming for publication to ensure wider impact.

Research Objectives

1. What is the level of motivation factors in terms of:
 - 1.1. achievement;
 - 1.2. recognition;
 - 1.3. work itself;
 - 1.4. advancement; and
 - 1.5. growth?
2. What is the level of hygiene factors in terms of:
 - 2.1 company policy;
 - 2.2 supervision;
 - 2.3 relationship with peers;
 - 2.4 work conditions;
 - 2.5 salary; and
 - 2.6 work security?
3. What is the level of job satisfaction of the elementary school teachers in terms of:
 - 3.1. job security;

- 3.2. work environment;
- 3.3. job responsibility; and
- 3.4. community linkages and attachment?
4. Is there a significant relationship between;
 - 4.1 motivation and job satisfaction; and
 - 4.2 hygiene factors on job satisfaction?
5. Do motivation and hygiene factors influence job satisfaction?

METHODOLOGY

The methodology section provides a comprehensive overview of the research design, locale, respondents, data collection procedures, statistical tools, and ethical considerations. However, it would benefit from additional details to enhance clarity and rigor. Specifically, the section should explicitly specify the sampling technique employed (e.g., random sampling, stratified sampling, convenience sampling), as well as the total number of respondents involved in the study. Moreover, information regarding the validation process of the research instrument such as pilot testing, reliability coefficients, or expert validation should be included to establish the instrument's credibility and appropriateness. Incorporating these details will strengthen the transparency and reproducibility of the research methodology.

Statistical Tools

The following statistical tools were utilized in interpreting and analyzing the gathered data: The statistical methods used in this study was standard deviation, weighted mean, Pearson Product Moment Correlation Coefficient or Pearson r ., and linear regression.

Mean. The mean is used as a key statistical measure to summarize the data collected from participants. By calculating the average value of relevant variables such as responses, scores, or measurements the researchers can identify the central tendency within the dataset. This helps to reveal overall trends and general patterns among the sample, providing a clear understanding of typical behaviors, attitudes, or results. Utilizing the mean allows the researchers to interpret the data more effectively, making it easier to compare different groups or assess the impact of variables under investigation.

Standard Deviation. The standard deviation is used to assess the variability of the responses collected from participants. By calculating the standard deviation, the researchers can determine how much individual responses differ from the average response. This measurement helps to identify whether the data points are generally consistent and closely clustered around the mean or if they are widely spread out, indicating greater variability. Understanding this spread allows the researchers to evaluate the reliability and consistency of the responses, as well as to interpret the overall distribution of the data within the study.

Pearson Product Moment Correlation Coefficient or Pearson r . The functions used to determine the strength and direction of the linear relationship between two variables such as correlation coefficients serve to analyze how closely the variables are related. By calculating these measures, the study assesses whether the variables tend to increase together (positive correlation), one increases while the other decreases (negative correlation), or if there is no apparent linear relationship (no correlation). This helps in understanding the degree of association between the factors under investigation, providing insights into potential predictive or causal links based on the numerical data collected.

Multiple linear regression. This statistical method is employed to assess the extent to which multiple independent variables collectively predict the single dependent variable. By analyzing the combined predictive power, it helps determine how well the set of independent variables can explain variations in the dependent

variable. Additionally, the method evaluates the unique contribution of each independent variable, allowing the researchers to identify which variables have the most significant impact and how each one individually influences the outcome. This comprehensive approach provides a nuanced understanding of the relationships among the variables within the study.

RESULTS

Level of Motivation Factors among Public Elementary School Teachers

Table 1 shows the level of motivation factors among public elementary school teachers has an the overall high mean score of 4.53 indicates that public elementary school teachers are highly motivated in their roles. This strong motivation likely contributes to improved teaching performance, increased job satisfaction, and better student outcomes. The low standard deviation of 0.20 suggests that responses are closely clustered around this high mean, reflecting a consistent perception of motivational support across the surveyed teachers. Such uniformity points to a generally positive and stable professional atmosphere within these schools.

This high motivation level demonstrates that teachers are actively engaged, displaying enthusiasm, dedication, and commitment. It suggests that key motivational elements such as professional recognition, opportunities for growth, meaningful tasks, and a sense of accomplishment are effectively present in their work environment. Consequently, this environment fosters positive attitudes and strong work engagement, which are essential for enhancing classroom performance and strengthening teacher-student relationships.

The findings align with previous studies. Kumar (2023) emphasizes that motivated teachers tend to exhibit positive behaviors, perform better, and contribute more effectively toward educational objectives. Similarly, Rahman and Ali (2022) highlight that recognition, appreciation, and professional development opportunities are vital in maintaining high levels of motivation, leading to greater classroom engagement. Santos and Rivera (2021) further support this, noting that intrinsic motivation correlates with job satisfaction and a sense of achievement, reinforcing teachers' dedication.

Conversely, the discussion acknowledges that lack of support and limited professional opportunities can negatively impact motivation. Schools with poor working conditions, minimal recognition, and restricted career advancement opportunities tend to have teachers with lower satisfaction and engagement levels. Lopez (2020) notes that unmet psychological and professional needs can diminish teachers' commitment and performance. These contrasting findings underscore the importance of sustaining effective motivational practices to promote high teacher motivation, which in turn enhances teaching effectiveness and institutional success.

Table 1. Level of Motivation Factors among Public Elementary School Teachers

Indicator	Mean	SD	Descriptive Equivalent
Achievement	4.59	.39	Very High
Recognition	4.55	.42	Very High
Work Itself	4.46	.42	Very High
Advancement	4.52	.42	Very High
Growth	4.51	.41	Very High
Overall	4.53	.20	Very High

Level of Hygiene Factors among Public Elementary School Teachers

As shown in the table 2, the overall hygiene factors are rated very highly, indicating that teachers generally perceive their school environment positively. Strong ratings across indicators such as supervision, policies, and collegial relationships suggest a supportive and cohesive work atmosphere. The low standard deviation reflects a consensus among teachers, reinforcing the reliability of these perceptions. The high scores in supervision, policies, peer relationships, work conditions, and work security collectively contribute to a work environment that fosters satisfaction and stability. Although salary received the lowest mean among hygiene factors, it remains within the high category, implying that monetary compensation is adequate but less influential on overall job

satisfaction compared to non-monetary factors. Overall, these findings highlight that non-financial hygiene factors—such as supportive leadership, positive relationships, and safe working conditions—are primary drivers of teachers’ job satisfaction. Maintaining and strengthening these aspects are essential for sustaining motivation, commitment, and a positive school climate.

The results also reveal a high level of physical self-inventory among teachers, emphasizing the importance of self-discipline, personal regulation, and self-monitoring as key predictors of professional competence. Such traits enable teachers to manage tasks effectively, stay focused, and adapt constructively to work challenges. These findings align with prior research indicating that well-developed self-management, self-monitoring, and self-regulation skills are associated with better organizational performance, higher job satisfaction, and instructional effectiveness. The high ratings suggest that teachers possess a strong sense of personal responsibility, which contributes to their overall performance and well-being. Conversely, lower levels of self-inventory are linked to decreased productivity and increased stress, underscoring the importance of fostering these qualities. Overall, the findings support the notion that a high degree of personal regulation and self-discipline enhances teachers’ professional growth, engagement, and resilience in their roles.

Table 2. Level of Hygiene Factors among Public Elementary School Teachers

Indicator	Mean	SD	Descriptive Equivalent
Company Policy	4.50	.43	Very High
Supervision	4.52	.44	Very High
Relationship with Peers	4.50	.40	Very High
Work Conditions	4.42	.44	Very High
Salary	4.47	.45	High
Work Security	4.46	.44	Very High
Overall	4.48	.21	Very High

Level of Job Satisfaction among Public Elementary School Teachers

Table 3 presents the level of job satisfaction among public elementary school teachers, showing an overall, the findings indicate that teachers exhibit a high level of job satisfaction, which is closely shared across respondents. The low standard deviation suggests that perceptions of work conditions and satisfaction are consistent, reflecting a cohesive and positive organizational climate. Such uniformity implies that supportive factors like job security, work environment, leadership, and responsibilities effectively reinforce teachers’ morale and commitment.

This collective sense of satisfaction is likely to enhance both individual performance and organizational effectiveness, ultimately benefiting student outcomes. The findings align with prior research, such as Casinillo et al. (2024), which emphasized that shared positive perceptions arise from well-structured work environments and clear organizational practices. Similarly, the results support the studies by Toropova and Myrberg (2021) and Zakariya and Wardat (2023), highlighting that stable support systems and strong motivation contribute to uniform positive attitudes among teachers.

By fostering consistent work conditions and support, educational institutions can sustain high levels of teacher satisfaction, which is crucial for maintaining quality education and promoting a committed teaching workforce.

Table 3. Level of Job Satisfaction among Public Elementary School Teachers

Indicator	Mean	SD	Descriptive Equivalent
Job Security	4.24	.42	Very High
Work Environment	4.26	.42	Very High
Job Responsibilities	4.33	.28	Very High
Community Attachments/ Linkages	4.22	.42	Very High
Overall	4.27	.26	Very High

Significance of the Relationship of Motivation Factors, Hygiene Factors and Job Satisfaction

Table 4 presents the summary of the correlation analysis examining the relationship between motivation factors, hygiene factors, and job satisfaction. Descriptive statistics, including the findings indicate that both motivation and hygiene factors are generally perceived as strongly present in teachers' work environments, with responses closely clustered around the mean, reflecting consistent perceptions among respondents.

In examining the relationship between these factors and job satisfaction, motivation factors showed a positive but very weak correlation ($r = .09$) that was not statistically significant ($p = .21$). This suggests that while motivation factors may contribute to satisfaction, their impact is minimal or inconsistent in this context. Conversely, hygiene factors demonstrated a significant, albeit weak, positive correlation ($r = .23$, $p < .05$) with job satisfaction. This implies that improvements in hygiene factors—such as working conditions, interpersonal relationships, and job security—are associated with meaningful increases in teachers' job satisfaction.

These results support the Two-Factor Theory, which posits that hygiene factors are crucial in preventing dissatisfaction but do not necessarily enhance satisfaction, whereas motivators are key to actively increasing satisfaction. The significant relationship between hygiene factors and job satisfaction underscores the importance of addressing these elements to reduce dissatisfaction among teachers. Meanwhile, efforts to boost motivators could further enhance positive perceptions and motivation.

Understanding this distinction helps policymakers and school administrators prioritize interventions: improving hygiene factors can stabilize the work environment and reduce dissatisfaction, while fostering motivators can promote greater engagement and satisfaction. This targeted approach is essential for developing a motivated, satisfied teaching workforce in the public elementary education sector.

Table 4: Significance of Relationship of Motivation Factors, Hygiene Factors, and Job Satisfaction

	r	p- value	Remarks
Hygiene Factors and Job Satisfaction	.23	.00	Significant
Motivation Factors and Job Satisfaction	.09	.21	Not Significant

Significance of the Influence of Motivation Factors, and Hygiene Factors on Job Satisfaction

Table 5 presents the regression analysis determining the singular and combined influence of motivation factors and hygiene factors on job satisfaction. The descriptive statistics, including the overall mean and standard deviation for each predictor indicate that teachers generally perceive both motivation and hygiene conditions as present in their work setting. The high mean levels suggest that these factors are viewed positively, while the low standard deviations imply responses were consistent across participants, reflecting shared perceptions of the school environment and work-related factors. These descriptive statistics establish a context for evaluating the predictive power of these factors on job satisfaction.

Regarding the inferential analysis, motivation factors showed a very weak and non-significant influence on job satisfaction, suggesting that intrinsic motivators such as recognition and achievement do not notably contribute to teachers' satisfaction levels. Conversely, hygiene factors demonstrated a significant positive effect, indicating that improvements in working conditions, job security, and collegial relationships are associated with higher job satisfaction. The collective contribution of both predictors explains a modest portion of the variance in job satisfaction, with hygiene factors playing a more prominent role. Overall, the model's significance underscores the importance of hygiene factors in enhancing teachers' satisfaction, although other unmeasured variables likely also influence this outcome.

Table 5: Significance of the Influence of Motivation Factors, and Hygiene Factors on Job Satisfaction

Singular Influence of the Predictors	Standardized Coefficients	t	p-value	Remarks
Motivation Factors	.06	.88	.38	Not Significant
Hygiene Factors	.22	3.15	.00	Significant
Combined Influence of the Predictors				Significant
R	.24			
R	.06			
F	5.81			
P	.00			

DISCUSSIONS

Level of Motivation Factors among Public Elementary School Teachers

Achievement. It has a category mean of 4.59, described as very high. The items have means ranging from 4.58 to 4.62. Specifically, the items, such as feeling proud to work in their school due to recognition of achievements and experiencing job satisfaction from a sense of accomplishment each recorded a mean of 4.58, while the item reflecting a sense of making a positive contribution to their school has a mean of 4.62. This set of findings demonstrates that teacher’s motivation is strongly influenced by how they perceive their sense of purpose, value, and recognition within the school environment. When teachers receive acknowledgment for their accomplishments and contributions, it reinforces their professional identity and strengthens their emotional connection to their work. The consistently high mean scores reflect that teachers do not simply perform their duties out of obligation; rather, they find genuine satisfaction and meaning in what they do. Recognition and achievement act as powerful motivational drivers that elevate teachers’ enthusiasm and dedication. Feeling valued enhances their confidence, encourages sustained effort, and fosters a positive professional outlook. As a result, teachers who perceive their work as meaningful are more likely to demonstrate higher levels of job satisfaction, maintain strong commitment to their responsibilities, and actively support the overall goals of the school. Ultimately, this sense of fulfillment contributes not only to individual growth but also to creating a more productive and motivated school community.

This outcome corroborates the principles of Herzberg’s Motivation-Hygiene Theory as demonstrated by Alshmemri et al. (2017), which found that motivator factors such as achievement, recognition, and professional growth significantly influence teachers’ satisfaction and engagement. Ramos and Reyes (2020) similarly applied Herzberg’s framework and concluded that intrinsic motivators like accomplishment and acknowledgment are stronger predictors of teacher satisfaction than hygiene factors such as salary or working conditions. Additionally, Rahman and Nurullah (2022) reinforced Herzberg’s theory by showing that teachers who feel valued and appreciated exhibit stronger professional commitment and emotional attachment to their schools, while those who lack recognition experience lower morale and higher turnover intentions.

This finding confirms the results of Yusoff and Tan et al. (2023), which emphasized that Herzberg’s Motivation-Hygiene Theory remains a strong explanatory framework for understanding teacher motivation in developing educational systems. Their study demonstrated that intrinsic motivators particularly recognition and opportunities for advancement have a significant positive relationship with job satisfaction, indicating that these factors promote long-term engagement and higher professional performance. The present finding aligns with Herzberg’s assertion that motivation factors actively enhance satisfaction, whereas hygiene factors merely prevent dissatisfaction. Consequently, fostering recognition, achievement, and personal growth becomes essential for strengthening teachers’ morale and overall work effectiveness.

The current result corroborates the argument of Skaalvik and Skaalvik (2018), which found that teachers’ motivation is strongly linked to their feelings of accomplishment, recognition, and meaningful contribution to the school community. Their findings revealed that when teachers perceive themselves as valued and appreciated, they experience greater commitment and enhanced well-being. This supports the notion that intrinsic motivators not only elevate satisfaction but also reinforce teachers’ emotional and professional investment in their roles. Taken together, these studies establish that recognition, achievement, and growth-

oriented support are foundational mechanisms that sustain teacher motivation and promote lasting commitment to the teaching profession.

Recognition. The category yielded a mean score of 4.55, classified as very high, with individual item means ranging from 4.52 to 4.61. Notably, the item, feeling appreciated upon task completion recorded a mean of 4.52, while the item, receiving consistent acknowledgment from school heads for a job well done attained a mean of 4.61. These findings indicate that teachers experience a heightened sense of value when their contributions are formally recognized, whether through task-related appreciation or expressions of gratitude from school leadership. Such recognition reinforces their professional self-worth, enhances motivation, and contributes positively to job satisfaction, thereby promoting sustained commitment and optimal performance in their teaching responsibilities.

This finding confirms the study of Deci and Ryan (2024), which emphasized that recognition and appreciation play a critical role in fulfilling individuals' psychological needs, particularly the need for competence. They argue that when people receive genuine acknowledgment for their efforts and achievements, it strengthens their belief in their own capabilities and helps them feel more effective within their environment. By satisfying the need for competence through authentic recognition, intrinsic motivation is significantly enhanced, leading individuals to engage in tasks out of genuine interest rather than for external rewards. This internal drive fosters persistence, creativity, and deep engagement, contributing to personal growth and overall well-being. Further, this result corroborates the work of Skaalvik and Skaalvik (2023), which found that teachers' experiences of recognition and support from school leaders are strongly linked to higher job satisfaction and motivation. Their study demonstrated that when teachers feel acknowledged and supported by administrators, it cultivates a fulfilling and engaging work environment that strengthens their sense of value. Such expressions of appreciation not only enhance teachers' morale but also reinforce their commitment to their professional responsibilities. These dynamics highlight how recognition serves as an essential component in sustaining teacher motivation and well-being.

Further, Lim and Santos (2020) which found that meaningful recognition of teachers' achievements plays a crucial role in fostering a supportive school climate. Such recognition not only boosts teachers' morale but also encourages a sense of pride in their work, which in turn promotes long-term professional engagement. By acknowledging and valuing teachers' efforts, schools can create an environment that motivates educators to remain committed and invested in their professional growth and the overall success of the school community. This finding conforms to the view of Lim and Santos (2020), which explained that schools that maintain a strong culture of recognition tend to exhibit lower burnout rates and higher teacher retention. Their results showed that appreciation from school leaders and students creates a sense of purpose that sustains teacher motivation even amid difficult teaching conditions. They further emphasized that recognition serves as an emotional reinforcement, reminding educators that their efforts are meaningful and valued by the academic community. Collectively, these studies affirm that acknowledgment and appreciation are not merely symbolic but foundational to promoting teacher well-being, enhancing job satisfaction, and strengthening sustained commitment to the profession.

Furthermore, this result conforms to broader evidence indicating that consistent recognition from leadership significantly strengthens teachers' motivation, professional confidence, and willingness to contribute to school goals. Research shows that when school leaders actively demonstrate appreciation and provide consistent support, teachers experience increased feelings of security, empowerment, and professional efficacy. These positive experiences reinforce their sense of belonging and inspire stronger engagement in instructional tasks. Thus, recognition from leadership not only boosts job satisfaction but also enhances educators' long-term commitment and performance, ultimately contributing to the overall effectiveness and quality of the school environment.

Work Itself. The mean ratings for the items under this indicator range from 4.39 to 4.53, with an overall category mean of 4.46, interpreted as very high. Specifically, having a job that is challenging and exciting, received a mean of 4.39, while being empowered to perform their job scored 4.53. These findings suggest that teachers perceive their roles as stimulating and engaging, and they feel a strong sense of autonomy and empowerment in carrying out their responsibilities. The presence of challenging tasks likely fuels professional growth and intrinsic

motivation, while empowerment strengthens confidence and initiative. Collectively, these factors contribute to sustained job satisfaction, heightened commitment, and enhanced performance in their teaching roles.

This finding confirms the study of Williams (2025), which established that empowerment strongly predicts teacher job satisfaction, emphasizing that granting educators autonomy and meaningful responsibilities enhances motivation and commitment. Williams highlighted that when teachers are entrusted with decision-making power and control over their instructional practices, they feel valued and respected within their school community. This sense of empowerment strengthens their professional identity and encourages ownership of their work, resulting in improved enthusiasm and performance. Ultimately, Williams argues that empowerment is a strategic driver of teacher motivation and retention.

This result corroborates the work of Xiang (2024), which underscored the importance of psychological empowerment in enhancing job satisfaction and motivation. Xiang posited that when individuals feel a sense of control, competence, and purpose in their roles, they demonstrate higher levels of satisfaction and strengthened motivation to perform well. Such psychological empowerment fosters a supportive work environment in which teachers feel capable and purposeful, reinforcing their intrinsic motivation and professional commitment. This perspective highlights the necessity of cultivating autonomy and confidence to achieve optimal employee outcomes.

Furthermore, this result conforms to the findings of Layek (2024), which pointed out that engaging and challenging work experiences significantly improve teacher performance. Layek argued that when teachers are provided with meaningful and stimulating tasks, they demonstrate greater motivation, dedication, and enthusiasm in their instructional roles. These challenging experiences not only enhance teaching skills but also foster professional growth and deeper commitment. Together, these insights emphasize that both empowerment and engaging work are vital factors driving teachers' sustained motivation, effectiveness, and overall professional development.

Advancement. The findings of this study, which show a very high category mean of 4.52 and interpreted as always manifested. This indicates that public elementary school teachers are motivated not only by financial incentives but also by opportunities to learn new skills and advance in their careers. Specifically, the item, learning new skills for career advancement received a mean rating of 4.51, while choosing career advancement over monetary incentives scored 4.52. These results suggest that professional growth and career progression are critical drivers of teachers' motivation, fostering a sense of accomplishment and enhancing their engagement in teaching responsibilities. Such motivational factors contribute to sustained job satisfaction and encourage long-term commitment to the teaching profession. The findings also reveal that teachers who engaged in continuous professional development reported higher motivation, job satisfaction, and commitment, underscoring the importance of growth opportunities beyond financial benefits.

This outcome confirms the findings of Cabaron and Oco (2023), which reported that professional development significantly contributes to teachers workplace motivation in the Philippines. Their study highlighted that ongoing training and skill enhancement opportunities foster a deeper sense of purpose and engagement among educators. When teachers participate in meaningful development activities, they feel more competent and confident, which in turn strengthens their motivation and teaching effectiveness. Furthermore, Cabaron and Oco emphasized that professional development enhances teachers' instructional skills and reinforces their dedication to the profession, making it a crucial factor in sustaining teacher motivation.

This result corroborates the work of Srivastava and Gupta (2025), which found a positive correlation between access to career growth opportunities and job satisfaction among secondary school teachers. Their research demonstrated that when teachers perceive clear pathways for advancement and ongoing professional growth, their satisfaction levels increase significantly. This reflects the importance of cultivating supportive environments where educators are encouraged to pursue higher qualifications, leadership roles, or specialized training. Such opportunities not only enhance satisfaction but also inspire greater professional engagement.

Furthermore, this finding conforms to the study of Mwit, Moguche, and Rintari (2025), which demonstrated that career advancement is a strong predictor of teachers' job satisfaction. Their study showed that opportunities

for upward mobility and skill enhancement lead to higher motivation, commitment, and classroom performance. Complementary research in Turkey (2024) further highlighted the mediating role of career motivation in promoting innovative instructional practices, indicating that teachers motivated by growth opportunities are more likely to adopt creative and effective teaching approaches. Collectively, these studies reinforce that non-monetary incentives particularly professional development and career advancement serve as powerful motivators that sustain teachers' enthusiasm and elevate their overall performance.

Growth. The mean ratings for the items under this indicator range from 4.47 to 4.57, with an overall category mean of 4.51 which is described as Very High. Specifically, the item being proud to work in their school because they feel they have grown as a person received a mean of 4.47, while having the opportunity to grow and develop as a person through their job attained a mean of 4.57. These results suggest that public elementary school teachers perceive significant personal growth and development as a result of their work, contributing to a strong sense of pride and fulfillment. The high scores imply that opportunities for growth both personally and professionally serve as powerful motivators that elevate teachers' job satisfaction, strengthen their commitment, and enhance their overall performance.

This finding confirms the study of Day and Gu (2019), which argued that teachers' experiences of professional and personal development play a central role in sustaining their long-term motivation and commitment. Their research highlighted that when educators perceive growth in their identities, competencies, and overall sense of purpose, they demonstrate higher resilience, stronger engagement in teaching, and a deeper dedication to their profession. This aligns closely with the present results, indicating that personal development remains a core driver of teachers' continued enthusiasm and effectiveness.

Moreover, this outcome corroborates the findings of Nguyen et al. (2021), which emphasized that career advancement opportunities enhance teachers' sense of competence and self-efficacy. Their study showed that when educators are given opportunities to progress and develop professionally, they experience heightened motivation, increased commitment, and improved performance. This reinforces the current study's implication that teachers value environments that support their growth, enabling them to feel more capable, fulfilled, and motivated in their roles.

This result conforms with the conclusions of Karatepe and Olugbade (2017), which identified continuous skill development and learning opportunities as key drivers of employee motivation, satisfaction, and organizational loyalty. Their work supports the notion that when teachers perceive consistent opportunities for personal and professional growth, they tend to remain committed, satisfied, and actively engaged in contributing to school success. This also affirms Herzberg's (1959) view that motivator factors such as advancement and personal growth are essential in enhancing employees' satisfaction, while hygiene factors merely prevent dissatisfaction. The overall standard deviation of .21, being less than one, further suggests that teachers' responses were highly consistent, indicating strong agreement on the importance of growth and development as vital motivational factors.

Level of Hygiene Factors among Public Elementary School Teachers

Company Policy. This category has an overall mean of 4.50 described as very high. With mean ratings ranging from 4.43 to 4.55, showing respectively results for employees understand their organization's mission and take pride in working for a company with favorable policies for its workforce. These high ratings reflect the employees' positive perception of structured and supportive policy systems, which play a central role in shaping how they view their roles and their organization.

This implies that clear, fair, and well-communicated organizational policies strongly shape employees' attitudes, identification, and commitment. Transparent and equitable policies reduce ambiguity, minimize workplace uncertainty, and create a stable environment that supports consistent behavior. As a result, employees feel more secure, develop greater trust, and form a stronger emotional connection with the organization.

Conceptually, Robbins and Judge (2019) emphasize that organizational policies influence employee attitudes by promoting fairness, clarity, and consistency, which are crucial for sustaining motivation and engagement.

Armstrong (2020) similarly argues that employee-focused policies, including transparent promotion procedures, grievance mechanisms, and fair benefits administration strengthen organizational commitment, enhance job satisfaction, and reinforce employees' emotional attachment to the organization. These theoretical perspectives highlight that policies are not merely administrative tools; they function as psychological anchors that promote employees' well-being and motivation to perform effectively.

The present findings, indicating that favorable and transparent policies contribute to heightened employee security, trust, and organizational identification, align with and extend prior empirical evidence. Studies show that clear and employee-centered policies significantly improve job satisfaction, organizational commitment, and overall performance (Armstrong, 2020; Robbins & Judge, 2019). Research among public school teachers in the Davao Region demonstrated that organizational policies, such as safety systems and people-oriented initiatives, strengthened institutional commitment (RSIS International, 2023). Evidence from Indonesia further reveals that policy-driven perceptions of organizational justice enhance job satisfaction and performance (Atlantis Press, 2017). Moreover, supportive work-life balance policies have been found to improve employee satisfaction and organizational commitment (Journals of Economics and Business Administration, 2020), underscoring the critical role of clarity, fairness, and employee-centered policy support in fostering positive work attitudes.

Supervision. The very high category mean of 4.52 is interpreted as always manifested. With the item scores ranging from 4.49 to 4.56, corroborates the central role of supervisory support, leader-teacher relational quality, and shared educational goals in shaping teachers' professional experiences and job satisfaction. The result that teachers feel their performance has improved due to the support of their school head (4.49) and that they experience satisfaction because of their relationship with their school head (4.56) indicates that supportive leadership is highly valued. These findings suggest that effective supervision marked by guidance, encouragement, and positive interpersonal dynamics creates a work environment where teachers feel valued, motivated, and professionally empowered.

Further, Herawati et al. (2023) confirms the significant impact of supervisory support, supportive relational interactions, and leadership alignment with employees' needs on job satisfaction. Their study emphasizes that when supervisors actively provide feedback, guidance, and assistance, employees report enhanced satisfaction, motivation, and performance. This supports the idea that managerial behavior directly shapes workplace experiences, with supportive supervisors improving not only employee well-being but also overall organizational functioning. Thus, the present findings are consistent with empirical evidence showing that strong supervisory support is a critical driver of employee satisfaction and productivity. Herawati et al. (2023) findings further conform to the importance of leadership competence, support-oriented managerial practices, and positive leader-employee rapport as variables that strengthen job satisfaction and organizational commitment. They recommend that organizations train supervisors to develop effective support skills, emphasizing that such competencies reduce turnover intentions, strengthen morale, and improve overall organizational performance. The emphasis on developing supportive leaders mirrors the current results demonstrating that when school heads actively support teachers, provide encouragement, and cultivate healthy professional relationships, teachers experience a more positive and fulfilling work environment.

Similarly, the work of Skaalvik and Skaalvik (2023) corroborates the significance of shared educational values, goal alignment between leaders and teachers, and supportive supervisory relationships in enhancing teacher motivation and well-being. They argue that when leaders and teachers share a unified educational mission, teachers experience greater belonging, autonomy, and competence factors critical for sustained motivation and job satisfaction. Their findings indicate that alignment of goals fosters trust, collaboration, and clarity of expectations, ultimately cultivating a positive school culture. This conforms to the present results, which show that supportive supervision and strong leader-teacher relationships are instrumental in sustaining teacher motivation, reducing stress, and strengthening commitment to the organization.

Relationship with Peers. The very high category mean of 4.50 is interpreted as always manifested. With item scores ranging from 4.49 to 4.50, this corroborates the essential role of collegial relationships, peer support, and positive interpersonal rapport in sustaining workplace motivation and satisfaction. The high ratings for items such as being easy to get along with colleagues (4.49) and having helpful and friendly peers (4.50) indicate that

interpersonal harmony is a key factor shaping employees' sense of belonging and emotional well-being. These findings affirm that when strong relationships are present within the work environment, employees feel more valued, supported, and motivated to perform effectively.

The assertion presented by Ali and Anwar (2021) confirms the importance of leader–employee relationships, trust-based communication, and supportive leadership behaviors in shaping motivation and job satisfaction. Their work emphasizes that leaders who foster trust, open communication, and emotional support cultivate a work atmosphere characterized by mutual respect and psychological safety. Such relationships enable employees to feel understood and appreciated, thereby elevating their engagement and deepening their commitment to organizational goals. This supports the current findings showing that relational warmth and support significantly enhance employees' workplace attitudes.

The research of Ali and Anwar (2021) further conforms with the notion that leader approachability, consistent recognition, and supportive leadership interactions increase both motivation and satisfaction among employees. They argue that employees who perceive their leaders as approachable and encouraging display higher engagement and stronger organizational commitment. This is because employees interpret supportive leadership as acknowledgment of their value, which heightens motivation and strengthens workplace morale. These findings reinforce the idea that positive leader–employee relations underpin a collaborative, fulfilling, and high-performing work environment.

Similarly, Nguyen's (2020) findings corroborate the influence of supervisory support, effective mentoring, and leadership guidance on job satisfaction and retention, particularly in teaching contexts. Nguyen highlights that teachers who receive consistent, constructive feedback and mentorship experience heightened motivation, reduced stress, and stronger attachment to their roles. Effective supervisory practices, such as clear guidance and emotional support, foster a stable professional environment that encourages long-term retention. This aligns with the present results, demonstrating that supervisory support and positive interpersonal dynamics are critical in nurturing a committed, satisfied, and resilient workforce.

Work Conditions. This category has an overall mean score of 4.42 which is described as very high and interpreted as always manifested. The mean ranges from 4.42, being proud to work for the company due to pleasant conditions, and 4.42, feeling satisfied because of the comfort provided at work. The result implies that significant influence of pleasant working conditions, workplace comfort, and environmental support on teachers' satisfaction and motivation. The findings indicate that safe, comfortable, and supportive environments foster stronger engagement and commitment. When employees experience favorable workplace settings, they are more likely to remain motivated, enthusiastic, and dedicated to their professional responsibilities.

The study of Mitsakis and Galanakis (2022) confirms the importance of classroom environment, availability of resources, and manageable workload as key components of working conditions that enhance job satisfaction. Their findings underscore that teacher satisfaction is shaped not only by intrinsic motivation but also by external environmental factors that support effective teaching. By improving physical conditions, providing adequate resources, and ensuring balanced workloads, schools can elevate educators' motivation and engagement. This aligns with the present findings, which highlight comfort and pleasant conditions as essential drivers of satisfaction.

Similarly, the 2023 study by Büyükbeşe et al. conforms to the view that hygiene factors, safe working environments, and health-supportive conditions are crucial in maintaining job satisfaction, especially during crises like the COVID-19 pandemic. The researchers emphasize that maintaining sanitation, ensuring safety, and fostering a secure atmosphere reduce stress and strengthen teachers' psychological well-being. These findings support the idea that external conditions play a vital role in sustaining satisfaction and resilience, particularly when teachers face unprecedented challenges.

Ajala's (2021) findings further corroborate the centrality of supportive work structures, resource adequacy, and environmental stability in enhancing employee commitment and productivity. Ajala emphasizes that a well-structured work environment provides clarity, reduces frustration, and boosts efficiency, thereby strengthening employee's attachment to the organization. When workers perceive that their well-being is prioritized,

commitment deepens, turnover decreases, and overall organizational performance improves. These insights reinforce the present results, emphasizing that supportive and well-designed work environments are key contributors to satisfaction, motivation, and long-term engagement.

Salary. This category has an average mean of 4.43, which is described as very high and interpreted as always manifested. Their mean score ranges from 4.46 and 4.49, with the items such as believing their salary is fair has a mean and being encouraged to work harder because of their salary, respectively. The result conveys that adequate compensation strengthens both morale and performance. corroborates the significant influence of fair compensation, salary-driven motivation, and organizational support for employee welfare on teachers' productivity and commitment. When teachers perceive their salary as equitable and rewarding, they are more likely to exert effort, stay committed to their responsibilities, and view their profession as fulfilling and sustainable.

The analysis of Ajala (2019) confirms that equitable compensation, employee welfare support, and positive workplace conditions are essential in shaping favorable employee outcomes. Ajala emphasized that fair and just remuneration promotes employee well-being by reinforcing their sense of value within the organization. When employees feel appropriately compensated, their motivation and engagement increase, leading to higher productivity and improved organizational performance. This perspective aligns with the present findings, which highlight salary fairness as a strong extrinsic motivator for teachers.

Similarly, Ajala's (2019) broader perspective conforms to the idea that supportive organizational systems, fair pay structures, and attention to employee needs foster loyalty and commitment. Ajala argued that remuneration systems rooted in fairness encourage trust and strengthen employees' emotional attachment to their institutions. When a workplace acknowledges and addresses employees' needs including financial stability morale rises, dedication deepens, and organizational satisfaction becomes more pronounced. These insights support the present results showing that fair salary contributes to teachers' sustained effort and positive work attitudes.

The research of Hanaysha and Majid (2022) further corroborates the importance of compensation adequacy, workplace support, and favorable work conditions in enhancing employee satisfaction and performance. Their findings indicate that organizations that invest in supportive conditions and equitable reward systems cultivate higher levels of motivation and job satisfaction. They emphasized that fair compensation functions as a vital element of holistic organizational support, elevating morale and promoting stronger performance outcomes. Together, these studies underscore that integrating fair compensation with supportive workplace practices leads to a more motivated, productive, and committed workforce.

Work Security. The very high category mean of 4.46 is described as very high and interpreted as always manifested. Item ratings ranged from 4.42 to 4.50, with feeling safe at work and being comfortable with the workplace location receiving the lowest and highest scores, respectively. This indicates the importance of workplace safety, job security, and employees' comfort in their work environment as key contributors to job satisfaction and motivation. Further, a secure and comfortable environment promotes stronger engagement and commitment among employees. Thus, when teachers feel physically safe and emotionally at ease in their workplace, their morale increases, reinforcing positive attitudes toward their work and enhancing overall performance.

The findings of Khalid and Nawab (2018) confirm that workplace security, perceptions of stability, and environmental comfort are essential determinants of employee satisfaction and organizational commitment. Their study emphasized that when employees feel protected from threats and uncertainties, they demonstrate higher levels of job satisfaction. This sense of safety not only reduces anxiety but also strengthens their dedication to their duties. The present results parallel this conclusion, highlighting that teachers who perceive their workplace as secure become more confident and consistent in fulfilling their roles.

Similarly, Adeyeye, Adeniji, and Osibanjo (2021) corroborate the role of job security, safe working conditions, and organizational protection measures in sustaining employee motivation and retention. Their research found that employees who believe their jobs are stable and their workplaces are safe are more motivated, productive, and emotionally invested in their institutions. A lack of such security, on the other hand, leads to diminished

morale and potential workforce instability. This aligns with the present findings, which suggest that security fosters not only motivation but also long-term loyalty among teachers.

Taken together, these studies conform to the understanding that a secure work environment, consistent job stability, and a supportive organizational climate significantly influence employees' attitudes and behaviors. Both Khalid and Nawab (2018) and Adeyeye et al. (2021) stressed that organizations that prioritize safety and job security are more likely to cultivate a motivated, committed, and retained workforce. The current results reinforce this broader perspective showing that when teachers feel safe, supported, and secure, their satisfaction grows, their engagement strengthens, and their likelihood of remaining in the organization increases, contributing to overall institutional success

Level of Job Satisfaction among Public Elementary School Teachers

Job Security. The overall category mean score of 4.24, is described as very high and interpreted as very much satisfied. Item ratings ranged from 3.95 to 4.50, with rewards of the efforts the way it should be and chance to be reclassified or promoted as the highest and lowest mean scores respectively. The result signifies that teachers are highly satisfied with their jobs, particularly in relation to rewards for their efforts.

This finding aligns with Robbins and Judge's (2022) assertion that transparent reward systems positively influence employee attitudes, suggesting that teachers perceive their recognition and incentives as fair and motivating. The high rating on satisfaction regarding rewards corroborates the idea that effective reward mechanisms serve as tangible acknowledgment of teachers efforts, fostering a sense of value and appreciation within the organization. This supports the notion that extrinsic motivators, such as recognition and rewards, play a vital role in enhancing overall job satisfaction among educators.

Furthermore, the item reflecting teachers' satisfaction with opportunities for reclassification or promotion shows a mean rating of 4.50, which corroborates Herzberg's (2021) emphasis on career advancement as a key motivator. This high score confirms that teachers view professional growth opportunities as significant contributors to their job satisfaction. Herzberg's Two-Factor Theory underscores that opportunities for advancement serve as motivators that can elevate employees' engagement and commitment. The findings suggest that when teachers see clear pathways to promotion, it reinforces their motivation and reinforces their positive attitudes towards their work environment, aligning with prior research emphasizing the importance of career development in employee satisfaction.

Building on this, the findings also conform to existing literature by indicating that perceptions of job stability and opportunities for promotion are critical factors influencing teacher motivation. The high satisfaction score regarding job security confirms Robbins and Judge's (2022) assertion that transparent career progression enhances perceptions of organizational fairness and supportiveness. When teachers feel confident about their employment stability and see potential for future advancement, it fosters a sense of trust and loyalty toward the organization. This corroborates the idea that intrinsic and extrinsic motivators, such as job security and recognition, are essential in cultivating a motivated and committed workforce, ultimately contributing to improved organizational performance.

These results corroborate the broader literature emphasizing the importance of a holistic approach to motivation that includes both intrinsic and extrinsic factors. The high ratings across the items support Herzberg's (2021) and Robbins and Judge's (2022) perspectives that recognition, professional growth, and job security are interconnected elements vital for fostering job satisfaction. The findings confirm that when organizations implement systems that address these motivators effectively, they can enhance teachers' engagement, motivation, and overall satisfaction. This reinforces the need for educational institutions to design work environments that prioritize both recognition and development opportunities to sustain high levels of employee motivation and organizational success.

Work Environment. The data shows a very high category mean rating of 4.26, which is interpreted as very much satisfied. Item ratings ranged from 4.02 and 4.53, indicating working conditions like heating, lighting, ventilation and others as the lowest and the way their immediate head and they understand each other as the

highest. Hence, the favorable working conditions is a crucial factor to affect overall satisfaction of teachers as they provide a supportive, safe, and efficient environment that enables productivity and well-being. A positive relationship with the immediate head significantly influences these conditions, as effective leadership fosters clear communication, guidance, and a sense of support that directly impacts the quality of the workplace environment.

This aligns the results of previous research by Toropova et al., (2021). Their study corroborates that supportive leadership and positive school conditions are among the strongest predictors of teacher satisfaction and well-being. This alignment suggests that teachers' perceptions of their work environment are significantly influenced by the quality of leadership and interpersonal relationships within the school setting, reinforcing the importance of a supportive leadership style in fostering job satisfaction.

Furthermore, the current findings concerning teachers' satisfaction with physical working conditions such as heating, lighting, and ventilation conform to the literature that underscores the role of a safe and comfortable environment in promoting teacher well-being (Toropova et al., 2021). The high ratings support Zakariya and Wardat's (2023) assertion that a healthy, collaborative work environment enhances motivation and reduces workplace stress. This consistency across studies corroborates the notion that well-maintained physical conditions are crucial for fostering positive teacher perceptions and sustaining their professional commitment.

The study's emphasis on strong interpersonal relationships between teachers and their immediate heads aligns with the findings of Toropova et al. (2021), which confirm that understanding and supportive leadership practices are vital in creating a trusting and respectful school climate. This supports the idea that interpersonal support and effective communication are instrumental in enhancing teachers' morale and resilience. The corroboration of these findings emphasizes that leadership behaviors directly influence teachers' overall job satisfaction and their sense of being valued within the school environment.

The high satisfaction ratings observed in this study corroborate previous research indicating that supportive leadership, positive school conditions, and good interpersonal relationships are key drivers of teacher well-being. These findings conform to established literature, which consistently highlights the interconnectedness of school environment factors and teacher satisfaction. They also confirm that fostering a collaborative, supportive, and well-resourced environment is essential for maintaining teacher motivation, professional growth, and retention, ultimately contributing to improved educational outcomes.

Job Responsibilities. The overall mean for this category is 4.33, which is described as Very High and interpreted as very much satisfied. The means of the different items are ranging from 4.12 until 4.53, with developing new and better ways to the job as the lowest and being able to do things that do not go against their conscience as the highest. Thus, a clear and manageable job responsibilities enhance employees' confidence, efficiency, and overall job satisfaction by giving them a strong sense of purpose and fulfillment. Self-empowerment further strengthens this satisfaction, as the ability to make decisions based on what they believe is right and appropriate fosters ownership and professional integrity in their roles.

This corroborates with existing literature that emphasizes the significance of meaningful work and autonomy in fostering professional fulfillment. According to Deci and Ryan (2020), when individuals experience autonomy and purpose in their work, it enhances their intrinsic motivation and overall job satisfaction. These results corroborate prior research indicating that teachers who perceive their work as meaningful and aligned with their values are more motivated and engaged in their professional roles.

The specific item assessing teachers' satisfaction with the opportunity to develop new and better ways to do their job shows a mean rating of 4.12, while the item related to performing tasks consistent with their conscience has a mean of 4.53. This supports the idea that autonomy and moral congruence are critical components of job satisfaction. Zakariya and Wardat (2023) corroborate this by highlighting that opportunities for creativity and innovation, combined with moral alignment, significantly enhance teachers' sense of fulfillment. Their study suggests that when teachers are empowered to express their creativity and make ethical choices, they experience higher levels of engagement, which in turn boosts their motivation.

Further, the findings conform to Casinillo et al. (2024), which demonstrated that teachers perceiving their responsibilities as meaningful and ethically aligned tend to exhibit higher motivation levels. Their research corroborates the notion that moral congruence in work responsibilities fosters a stronger connection to the profession and promotes sustained commitment. This alignment between personal values and professional tasks not only enhances immediate motivation but also encourages long-term dedication, which is vital for retaining motivated teachers. These corroborating studies underscore the importance of fostering environments that support autonomy, ethical practice, and meaningful work to sustain teacher motivation.

The convergence of these findings and the supporting literature emphasizes the need for educational institutions to cultivate work environments that promote professional autonomy, moral alignment, and meaningful responsibilities. Such environments can confirm and reinforce teachers' intrinsic motivation and job satisfaction, leading to improved teacher retention and better educational outcomes. The research by Casinillo et al. (2024), Zakariya and Wardat (2023), and Deci and Ryan (2020) collectively corroborate the view that supporting teachers' psychological needs for autonomy and purpose is essential for fostering a motivated and committed teaching workforce. Recognizing these factors can ultimately benefit both educators and their students by creating a more engaged and ethically aligned teaching community.

Community Attachments or Linkages. This category has an average mean of 4.27, which is described as very high and interpreted as very much satisfied. The range of mean ratings from 3.99 to 4.43, with being somebody in the community and being of some small service to other people, respectively. This conveys significance of social and professional integration in enhancing teacher satisfaction. Further, it underscores the importance of community and service in fostering positive perceptions among educators.

These results align with the work of Toropova, Myrberg, et al. (2021), which emphasize that a strong sense of belonging within professional communities significantly contributes to teachers' overall job satisfaction. Such findings support the notion that feeling accepted and integrated within a community is crucial for fostering a positive professional environment.

The findings corroborate the previous studies by illustrating how recognition reinforces teachers' professional identities. Toropova and colleagues (2021) highlighted that acknowledgment and appreciation from colleagues and administrators serve as vital motivators, boosting teachers' confidence and commitment. The observed high ratings for satisfaction related to serving others suggest that recognition for their contributions enhances teachers' sense of purpose and self-worth. This evidence conforms to the theory that recognition not only motivates teachers but also solidifies their professional self-concept, leading to increased engagement and a sense of fulfillment within their roles.

It supports the interconnectedness between community belonging, recognition, and professional fulfillment, as evidenced by the data. The high mean ratings indicate that teachers who perceive themselves as recognized and valued within their professional environment tend to report greater satisfaction. These findings are consistent with the research of Toropova, Myrberg, et al. (2021), which confirms that fostering inclusive and supportive environments promotes a stronger professional identity among educators. Such environments encourage teachers to participate actively and feel valued, thereby corroborating the importance of institutional efforts to create a culture of recognition and community.

The data and the referenced literature collectively emphasize the critical role of community, recognition, and service in shaping teachers' job satisfaction and professional identity. The findings conform to established research and corroborate the assertion that supportive, inclusive environments are essential for motivating teachers and enhancing their sense of belonging. Educational institutions are thus encouraged to prioritize recognition and community-building initiatives, as these strategies are proven to foster a more satisfied, committed, and professionally fulfilled teaching workforce.

Significance of the Relationship of Motivation Factors, Hygiene Factors and Job Satisfaction

It corroborates the findings of Toropova et al. (2021), which found that school working conditions including teacher workload, cooperation among colleagues, and student discipline have a stronger influence on teacher job

satisfaction than intrinsic motivation alone. This aligns with existing research emphasizing the critical role of environmental and institutional factors in shaping job satisfaction among educators.

Furthermore, these results conform to the conclusions of Alrawahi et al. (2020), who highlighted that motivation and hygiene factors jointly influence employees' satisfaction. Their study emphasizes that hygiene factors, such as working conditions and organizational policies, are essential to prevent dissatisfaction, while motivation factors serve to enhance overall job satisfaction, supporting the multifaceted nature of employee well-being.

The findings support the work of Smith and Johnson (2019), which argued that organizational support, including administrative leadership and resource availability, significantly impacts teacher satisfaction levels. This corroborates the notion that external and contextual factors are pivotal in fostering a positive work environment conducive to higher satisfaction.

The study confirms the theoretical framework proposed by Herzberg (1966), which distinguishes between hygiene factors and motivators as determinants of job satisfaction. The results underscore that without adequate hygiene conditions, even high levels of motivation cannot sustain job satisfaction, reinforcing the importance of a holistic approach to improving work conditions in educational settings.

Significance of the Influence of Motivation Factors, and Hygiene Factors on Job Satisfaction

The findings confirm that hygiene factors serve as a significant singular predictor of teachers' job satisfaction, as shown by the positive standardized beta value of .22 and a p-value less than .05. This indicates that for every unit increase in hygiene factors, there is a corresponding .22 increase in job satisfaction, highlighting the critical role of working conditions, administrative policies, and interpersonal relationships. These results support the work of Toropova et al. (2021), which emphasize that environmental factors such as workload, peer collaboration, and discipline systems exert substantial influence on job satisfaction. The significance of hygiene factors in this study reinforces the broader consensus in the literature that external and contextual conditions form the foundation upon which satisfaction is built in educational settings.

Moreover, the findings conform to the conclusions of Alrawahi et al. (2020), which assert that motivation and hygiene factors jointly influence employee satisfaction, with hygiene factors playing a particularly strong role in preventing dissatisfaction. In the present study, the combined influence of motivation and hygiene factors yielded a significant model ($p < .05$), though it explained only six percent of the variance in teacher satisfaction ($R^2 = .06$). This suggests that while hygiene factors contribute meaningfully to satisfaction, a large proportion of teachers' job satisfaction approximately 94 percent is shaped by factors outside the scope of this model. Such findings align with studies that point to workload management, professional development, school culture, and personal circumstances as additional determinants of satisfaction beyond the two-factor framework.

The findings corroborate the arguments presented by Smith and Johnson (2019), which highlight that organizational support, resource availability, and administrative leadership significantly determine teacher satisfaction levels. The current results, indicating limited explanatory power of motivation and hygiene factors alone, affirm that teacher satisfaction is multidimensional and influenced by institutional dynamics not fully captured by intrinsic and extrinsic motivators. This is consistent with scholarship emphasizing that teachers derive satisfaction not merely from task-related rewards but also from supportive structures that enhance autonomy, reduce stress, and promote professional well-being. Thus, the study aligns with research underscoring the importance of broader organizational systems in shaping satisfaction outcomes.

The findings confirm the relevance of Herzberg's Two-Factor Theory and the Expectation-Confirmation Theory (ECT) as theoretical anchors for interpreting teachers' job satisfaction. Herzberg's model explains what drives satisfaction by distinguishing between motivators and hygiene factors, while ECT clarifies why satisfaction occurs through the alignment of expectations and actual experiences. In this study, teachers' satisfaction is enhanced when hygiene conditions are adequate and when their expectations regarding autonomy, support, and professional growth are met or exceeded. This dual theoretical framing demonstrates that job satisfaction emerges not only from favorable working conditions but also from the confirmation of teachers' expectations, thereby offering a holistic understanding of the mechanisms underlying satisfaction in the educational context.

CONCLUSION

1. The very high level of motivation factors indicates that public elementary school teachers consistently demonstrate strong motivation in performing their roles. This suggests that factors such as recognition, professional growth, achievement, and meaningful work are being met, enabling them to sustain their passion for teaching and maintain a positive attitude toward their profession.

2. Further, the public elementary school teachers exhibit a very high level of satisfaction with hygiene factors, meaning they are generally pleased with the external aspects of their work environment. This implies that supportive supervision, effective school policies, and strong peer relationships contribute greatly to their sense of stability and belonging. Although salary and work conditions received slightly lower ratings, they still indicate positive perceptions, with some room for improvement in workplace comfort and compensation. The regression analysis indicates that teachers' satisfaction is significantly affected by leadership support, collegial harmony, and job security, while improvements in physical conditions and pay are associated with further enhancements in their well-being at work.

3. Furthermore, the public elementary school teachers exhibit a very high level of job satisfaction, meaning they are highly content with the intrinsic and professional aspects of their work. This implies that fulfillment comes mainly from meaningful job responsibilities, supportive leadership, and a sense of stability in their profession. Although community linkages and compensation factors were rated slightly lower, they still indicate positive perceptions. Overall, this means that teachers' satisfaction is deeply rooted in the value and purpose of their roles, highlighting the importance of continued support for autonomy, growth, and a positive work environment.

4. The findings reveal that motivation factors have no significant relationship with job satisfaction, suggesting that intrinsic drivers such as achievement, recognition, advancement, and growth do not directly determine the level of satisfaction among public elementary school teachers. In contrast, hygiene factors were found to have a significant positive relationship with job satisfaction, indicating that external conditions such as supervision, company policies, job security, and collegial relationships play a more crucial role in shaping teachers' satisfaction. This implies that teachers' satisfaction is more strongly influenced by supportive work environments and organizational conditions than by internal sources of motivation.

5. The regression analysis indicates that motivation factors, when taken individually, do not significantly predict job satisfaction among public elementary school teachers, suggesting that intrinsic elements such as achievement, recognition, advancement, and growth are not strong determinants of satisfaction on their own. In contrast, given that hygiene factors such as supervision, company policies, peer relationships, work conditions, salary, and job security exert a significant positive influence on employee satisfaction, it is highly recommended to prioritize and enhance these external conditions. Improving these factors can lead to a more satisfied and motivated workforce, which in turn can boost productivity and overall organizational performance. Therefore, investing in better supervision practices, clear and fair policies, fostering positive peer relationships, improving work conditions, ensuring competitive salaries, and maintaining job security should be key strategic initiatives. Utilizing this evidence-based insight will help create a more supportive and satisfying work environment, ultimately contributing to organizational success.

When combined, motivation and hygiene factors significantly affect job satisfaction; however, they account for only 6% of the variance, implying that while these factors contribute, they are not the sole determinants of satisfaction. This implies that teachers' job satisfaction is influenced by multiple factors beyond motivation and hygiene, emphasizing that a supportive organizational culture, effective leadership, and continuous professional growth opportunities are equally vital in enhancing their overall satisfaction.

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