

Motivational Leadership and Recognition, and Reward as Predictors of Teacher Turnover Intention among Teachers in Cateel 2 District: A Quantitative Study

Waren T. Rodilla*, Rio S. Consigna

Master of Arts in Education, Major in Educational Management, Andres Soriano Colleges of Bislig
Mangagoy, Bislig, Surigao del Sur

*Corresponding Author

DOI: <https://doi.org/10.47772/IJRISS.2026.100500276>

Received: 04 May 2026; Accepted: 09 May 2026; Published: 29 May 2026

INTRODUCTION

The Problem and Its Scope

Teacher turnover is a crucial issue in schools worldwide. It has been a continuing concern for teachers and school administrators in recent years. High teacher turnover negatively affects not only schools but also the communities they serve (Flowers, 2019). Teacher turnover and retention have long been topics of discussion among school leaders, educational advocates, and researchers (Farinola, 2021).

The problem of teacher turnover extends across multiple countries, including the United States, the United Kingdom, the Philippines, Nepal, and African nations like Kenya and Tanzania. Studies by Garcia and Weiss (2019) and Shrestha (2022) indicate that teachers frequently leave their institutions due to factors such as low pay, limited career advancement, and inadequate support. The Federation of Associations of Private Schools and Administrators (FAPSA) has also noted that many private schools struggle to maintain their workforce, as teachers are drawn to state-funded schools offering better compensation packages.

In the Philippines, teacher turnover has been a growing concern among school administrators, particularly in the private and basic education sectors. The country continues to experience a high rate of teacher turnover due to poor retention, especially at the basic education level (Sumipo, 2020). Private school teachers frequently leave and transfer to public schools because of higher salaries and additional benefits (Hernando-Malipot, 2018). National education policymakers and local school leaders in the Philippines have long faced the challenge of designing sustainable strategies to address the persistent problem of teacher turnover (Zarate, 2023).

A high teacher turnover rate can have a tremendous impact on the culture and climate of a school, student achievement, and institutional stability, as it strains school budgets to recruit, train, and replace teachers (Flowers, 2019). Teacher turnover is a significant concern in education because of its adverse impact on student learning outcomes and overall educational quality (Grant et al., 2019). In the case of private schools, a high rate of academic staff turnover can diminish school performance and continuity in instruction. The problem of turnover has long been associated with negative consequences on instructional quality and student achievement (Sorensen & Ladd, 2020). Dela Cruz (2016) similarly emphasized that the effectiveness of education depends on the stability and continuity of its teaching force. Excessive teacher turnover leads to the loss of experienced educators, disrupts classroom learning, and hampers daily operations if not properly managed (Shrestha, 2022).

Existing research reveals a critical gap in understanding the dynamics of teacher turnover, particularly in private and public basic education schools. Most studies generalize findings without exploring the unique contextual factors that influence teachers' decisions to leave or remain in their institutions. Recent literature emphasizes that turnover intention—teachers' conscious and deliberate willingness to leave an organization—is strongly linked to leadership behavior, recognition systems, and organizational support (Nguyen, 2021; Yin et al., 2022). However, few local studies have empirically examined how motivational leadership and recognition and reward practices affect teacher turnover in Philippine public schools. Scholars such as Khasawneh (2020),



Asghar and Oino (2018), and Owusu (2022) highlighted that leadership styles fostering motivation and meaningful recognition significantly reduce turnover intention, yet contextual validation within the Philippine

educational setting remains limited. This study aims to address this limitation by investigating how motivational leadership and recognition and reward systems may influence teachers' intentions to leave their schools.

Review of Related Literature and Studies

This section presents relevant theories and empirical studies on motivational leadership, recognition, and reward as significant organizational factors influencing teacher turnover intention. It synthesizes existing literature to establish how these variables contribute to teachers' decisions to remain in or leave their schools, thereby providing a foundation for the present study.

Motivational Leadership

Motivational leadership has been widely recognized as a critical factor in organizational success, particularly in the field of education. Globally, it is defined as a leadership approach that inspires individuals to achieve their full potential by aligning personal goals with organizational objectives (Bass & Avolio, 1995). In educational institutions, motivational leadership fosters teacher engagement, commitment, and job satisfaction.

Studies have shown that school leaders who demonstrate vision, inspiration, and support significantly enhance teachers' motivation and reduce their intention to leave (Nguyen, 2021; Yin et al., 2022). Motivational leadership also promotes a positive work environment where teachers feel valued and empowered, which contributes to long-term retention.

International research highlights the significant role of motivational leadership in influencing teacher retention. Afsar et al. (2019) found that leaders who articulate a clear vision and inspire their followers foster a strong sense of purpose and belonging among teachers. This, in turn, reduces turnover intention.

Similarly, Ingersoll (2017) emphasized that administrative support is one of the strongest predictors of teacher retention. Teachers who receive guidance, encouragement, and professional support from school leaders are more likely to remain in their institutions. Furthermore, leadership practices that promote professional growth opportunities enhance teachers' organizational commitment and job satisfaction.

In the ASEAN region, motivational leadership plays a crucial role in addressing teacher retention challenges. Many Southeast Asian countries face issues related to limited resources, heavy workload, and teacher migration. In this context, supportive and inspiring leadership becomes essential.

Studies in ASEAN countries suggest that teachers are more likely to stay in schools where leaders encourage, recognize their efforts, and support their professional development. Motivational leadership helps teachers cope with workplace challenges and strengthens their commitment to the organization.

In the Philippine educational setting, motivational leadership is a key factor influencing teacher retention. School leaders who demonstrate vision, provide encouragement, and support professional growth contribute to higher levels of teacher satisfaction and commitment (Nguyen et al., 2021).

However, despite the presence of strong leadership practices, teacher turnover remains a concern due to other influencing factors such as workload and financial constraints (Zarate, 2023). This suggests that while motivational leadership is important, it may not be sufficient on its own to fully address turnover issues.

Vision and inspiration are essential dimensions of motivational leadership. A vision refers to a compelling picture of the desired future that serves as a guide for organizational direction, while inspiration is the ability to communicate that vision effectively and meaningfully to followers (Kouzes & Posner, 2017). Early work by Burns (1978) introduced the concept of transformational leadership, emphasizing vision as a key to motivating employees toward shared goals. Later, Afsar et al. (2019) found that leaders who articulate a clear and inspiring vision cultivate a sense of belonging and purpose among teachers, significantly lowering their turnover intention. In an educational setting, vision-driven leadership fosters commitment by helping teachers see how their work contributes to long-term institutional success (Nanjundeswaraswamy & Swamy, 2020; Nguyen et al., 2021).

Support and encouragement involve the leader's ability to demonstrate concern, provide assistance, and

build confidence among followers. According to Bush and Glover (2014), supportive leadership enhances teachers' emotional well-being and reduces stress. Ingersoll (2017) found that a lack of administrative support is one of the strongest predictors of teacher turnover. Similarly, Khan et al. (2019) reported that leaders who encourage open communication, mentorship, and personal development foster stronger organizational attachment. More recently, Dungan and Atkinson (2022) highlighted that continuous encouragement from school heads enhances teacher morale and resilience, mitigating turnover intentions even under challenging work conditions.

Professional growth refers to the leader's role in facilitating opportunities for teachers' career advancement, learning, and self-improvement. According to Day and Gu (2010), professional growth is a central motivational factor that sustains teacher commitment. Providing workshops, seminars, and leadership roles can strengthen a teacher's identity within the organization (Bubb & Earley, 2013). Research by Skaalvik and Skaalvik (2018) revealed that lack of professional development opportunities leads to frustration and higher turnover intentions. Conversely, when leaders prioritize teachers' growth, job satisfaction and organizational commitment increase (Tahir et al., 2020). Thus, motivational leadership that emphasizes professional development helps create a culture of sustained learning and lower turnover.

Recognition and Reward

Recognition and reward systems are essential organizational practices that reinforce positive behavior and enhance employee motivation. Globally, recognition refers to the acknowledgment of employees' contributions, while rewards include both financial and non-financial incentives (Herzberg, 1959; Armstrong & Taylor, 2020).

Research indicates that effective recognition and reward systems improve job satisfaction, organizational commitment, and employee retention. Both intrinsic rewards (e.g., appreciation, professional growth) and extrinsic rewards (e.g., salary, incentives) are critical in motivating employees and reducing turnover intention (Salleh et al., 2020).

International studies emphasize the importance of recognition and reward in retaining teachers. Kuvaas et al. (2018) found that informal recognition strengthens emotional connections between employees and their organizations, while formal recognition systems enhance job satisfaction.

Financial rewards, including competitive salaries and benefits, remain a significant factor influencing teacher retention (Garcia & Weiss, 2019). Meanwhile, non-financial rewards such as professional development opportunities and work-life balance contribute to long-term commitment (Deci & Ryan, 2017). These findings suggest that a balanced system of recognition and reward is essential in reducing teacher turnover.

In the ASEAN region, recognition and reward systems play a vital role in teacher motivation despite financial constraints. Many schools rely on non-financial rewards such as verbal appreciation, recognition programs, and opportunities for professional growth.

Studies indicate that teachers in Southeast Asia value fairness and consistency in reward systems. Even in the absence of high financial compensation, recognition and supportive work environments can significantly enhance teacher satisfaction and retention.

In the Philippines, recognition and reward systems are important factors influencing teacher retention. Many teachers, particularly in private schools, transfer to public institutions due to better salaries and benefits (Hernando-Malipot, 2018).

Research shows that fair and consistent recognition practices strengthen teachers' morale and organizational commitment (Khasawneh, 2020; Owusu, 2022). Financial rewards address economic needs, while non-financial rewards such as training and career advancement contribute to professional satisfaction.

Informal recognition includes personal appreciation, praise, or verbal acknowledgment of a teacher's performance. Kuvaas et al. (2018) emphasized that informal recognition builds emotional bonds between leaders

and employees. Alonso and Lewis (2021) found that teachers who regularly receive positive feedback feel more valued and less likely to consider leaving their institutions. Similarly, Mensah and Amponsah (2021) noted that frequent verbal recognition contributes to higher engagement levels and fosters a positive school culture that counteracts turnover intention.

Formal recognition involves structured or institutionalized means of acknowledgment, such as awards, commendations, and certificates (Shields et al., 2020). Earlier studies by Robbins and Judge (2013) established that formal recognition programs are powerful motivators that promote loyalty and satisfaction. Salleh et al. (2020) confirmed that recognition ceremonies or award systems enhance teachers' sense of accomplishment and belonging, making them less inclined to seek employment elsewhere. Moreover, Alonderiene and Majauskaite (2016) found that teachers' perception of fair and consistent recognition policies significantly predicts their intention to stay.

Timeliness refers to how promptly recognition is given following a teacher's achievement. According to Kuvaas et al. (2018), timely recognition strengthens the association between effort and reward, enhancing its motivational impact. Recent findings by Owusu (2022) showed that when school leaders delay acknowledgment, the value of recognition decreases, weakening its influence on teacher morale. Conversely, immediate feedback reinforces positive behavior and reduces turnover intention (Khasawneh, 2020).

Financial rewards include salaries, bonuses, incentives, and allowances. Compensation remains one of the most significant determinants of employee turnover (Garcia & Weiss, 2019). Shields et al. (2020) reported that competitive pay not only attracts but also retains skilled teachers. In the Philippine setting, Hernando-Malipot (2018) observed that many private school teachers transfer to public institutions due to higher compensation packages. Adeyemi and Olaleye (2021) concluded that equitable pay structures promote job satisfaction, which inversely correlates with turnover intention.

Non-financial rewards encompass non-monetary incentives such as professional recognition, flexible schedules, and opportunities for advancement (Armstrong & Taylor, 2020). Deci and Ryan (2017) emphasized that intrinsic rewards often yield longer-term commitment than purely financial incentives. Studies by Kundu and Gahlawat (2018) revealed that teachers who receive growth-oriented rewards, such as training or leadership roles, exhibit lower turnover intention. Likewise, Park and Johnson (2023) found that providing work-life balance as a form of non-financial reward strengthens employee engagement and decreases attrition.

Fairness in recognition and reward distribution is grounded in the principle of organizational justice. Adams' Equity Theory (1965) posits that employees assess fairness by comparing their input-output ratios with those of others. When teachers perceive inequity, dissatisfaction and turnover intention rise (Shields et al., 2020). Empirical studies by Khasawneh (2020) and Owusu (2022) affirmed that transparency and fairness in reward systems predict lower turnover intention, as teachers feel valued and justly compensated.

Teacher Turnover Intention

Teacher turnover intention refers to a teacher's conscious and deliberate plan to leave their current position or the profession entirely (Tett & Meyer, 1993). Globally, it is a major issue affecting educational stability and quality. It is a significant predictor of actual turnover (Mobley, 1982). Sutcher, Darling-Hammond, and Carver-Thomas (2019) identified turnover intention as a global issue that undermines educational stability and quality. In the Philippine context, turnover intention often results from limited career growth, administrative challenges, and insufficient support systems (Sumipo, 2020; Zarate, 2023).

Studies have shown that high turnover rates negatively impact student learning, school performance, and institutional continuity (Flowers, 2019). Factors influencing turnover intention include workload, salary, leadership support, and work environment.

International research identifies multiple factors influencing teacher turnover intention. In developed countries, burnout, stress, and lack of work-life balance are primary contributors (Grant et al., 2019). In developing countries, economic factors such as low salaries and limited career opportunities are more prominent (Shrestha, 2022).

In ASEAN countries, teacher turnover intention is influenced by both economic and organizational factors. Low salaries, heavy workload, and limited promotion opportunities contribute to teacher attrition.

Additionally, teacher migration to higher-paying countries increases turnover rates in the region. Despite these challenges, supportive leadership and recognition practices have been found to reduce turnover intention among teachers in Southeast Asia.

In the Philippine context, teacher turnover intention is influenced by a combination of personal, institutional, and psychological factors. Teachers often leave their positions due to financial constraints, workload, and limited career advancement opportunities (Sumipo, 2020; Zarate, 2023).

Personal factors refer to individual circumstances that directly affect a teacher's decision to remain in or leave the profession. These include health conditions, distance of residence, financial challenges, and family-related considerations. Studies show that health issues significantly increase turnover intention due to the demanding nature of classroom work (Torres, 2019). Financial concerns are also dominant predictors of turnover, especially among teachers who struggle to meet family needs with their current salary (Garcia & Weiss, 2019). Furthermore, family influence and the desire for better opportunities—commonly referred to as seeking “greener pastures”—have been found to push teachers to pursue more stable or better-paying jobs (Shrestha, 2022). Similarly, Glick (2021) found that personal dissatisfaction, such as the desire for a new environment or career challenge, can heighten turnover intention. These findings emphasize that personal factors, though external to the school environment, play a decisive role in shaping teachers' intent to leave.

Institutional factors involve school-related conditions such as workload, class size, availability of professional development, promotion systems, leadership support, and school climate. Numerous studies have identified institutional factors as some of the strongest predictors of teacher turnover intention. Ingersoll (2017) reported that heavy workloads, large class sizes, and limited administrative support are key drivers of turnover among both novice and veteran teachers. Limited opportunities for promotion or career advancement also contribute to teachers leaving the profession, as highlighted by Skaalvik and Skaalvik (2018). Recognition gaps—particularly inconsistent incentives or inadequate acknowledgment—exacerbate dissatisfaction (Salleh et al., 2020). Moreover, poor school climate and ineffective policy implementation have been linked to higher turnover intention, as teachers feel unsupported and overwhelmed (Owusu, 2022). For teachers in rural areas, the challenge is compounded by geographic and infrastructural constraints that make teaching conditions more difficult (Adeyemi & Olaleye, 2021). Institutional factors, therefore, significantly shape teachers' day-to-day experiences and strongly influence their intention to stay or leave.

Psychological factors pertain to the emotional and mental conditions that affect teachers' motivation, morale, and sense of professional fulfillment. These include demoralization, reduced motivation, lack of interest, feelings of insecurity, and emotional exhaustion. Psychological strain is consistently identified as a major antecedent of turnover intention (Yin et al., 2022). Teachers who feel undervalued, insecure, or unsupported tend to experience emotional fatigue, which, according to Grant et al. (2019), directly increases the likelihood of leaving the profession. Lack of motivation and declining interest in teaching—often stemming from stress and burnout—further heighten turnover intention (Nguyen, 2021). Similarly, weak collegial relationships or perceived hostility among peers can contribute to psychological distress, which has been shown to intensify turnover intention (Asghar & Oino, 2018). When teachers experience persistent emotional strain and do not receive adequate support, their commitment weakens, and their intention to leave becomes stronger.

Theoretical Framework

The present study is anchored on Herzberg's Two-Factor Theory (1959) and the ERC Retention Model, which collectively explain how organizational motivation and workplace conditions influence employee retention behavior.

Herzberg's Two-Factor Theory distinguishes between motivator factors and hygiene factors in shaping employee attitudes and workplace behavior. Motivator factors, such as recognition, achievement, and professional growth, enhance job satisfaction and intrinsic motivation, whereas hygiene factors, including

organizational policies, salary structures, and working conditions, prevent dissatisfaction but do not necessarily create long-term motivation (Herzberg, 1959).

In relation to the present study, motivational leadership and recognition and reward represent organizational motivator mechanisms that may influence teachers' workplace satisfaction and organizational commitment. School leaders who provide encouragement, appreciation, professional support, and meaningful recognition may strengthen teachers' emotional attachment to their institutions and potentially reduce turnover intention.

Complementing Herzberg's theory, the ERC Retention Model emphasizes that employee retention is influenced not only by organizational motivation but also by broader institutional, contextual, and environmental conditions affecting employees' decision to remain within an organization. The model recognizes that retention behavior is multidimensional and may be shaped by personal, economic, social, and structural realities beyond organizational leadership alone.

The integration of these theories suggests that while motivational leadership and recognition systems may positively influence teacher satisfaction and morale, their effect on turnover intention may vary depending on contextual realities within the educational environment. In rural Philippine public-school settings, teachers' retention decisions may also be influenced by factors such as government employment security, geographical assignment, economic stability, community attachment, and limited alternative employment opportunities.

Thus, the combined theoretical perspective provides a more comprehensive explanation of teacher turnover intention by recognizing that organizational motivation and contextual realities interact dynamically in shaping teachers' retention behavior.

Conceptual Framework

The conceptual framework of this study illustrates the hypothesized relationships among motivational leadership, recognition and reward, and teacher turnover intention. As shown in the figure, motivational leadership—reflected through vision and inspiration, support and encouragement, and professional growth—and recognition and reward—comprising informal recognition, formal recognition, timeliness of recognition, financial and non-financial rewards, and fairness—serve as the independent variables. These leadership behaviors and reward practices are theorized to influence the dependent variable, teacher turnover intention, which is examined in terms of personal, institutional, and psychological factors. The framework assumes that when school heads demonstrate strong motivational leadership and implement fair and meaningful recognition and reward systems, teachers are more likely to experience satisfaction, support, and commitment, thereby reducing their inclination to leave the institution. Through this model, the study highlights how organizational practices can shape teacher perceptions and ultimately affect their intention to stay or transfer.

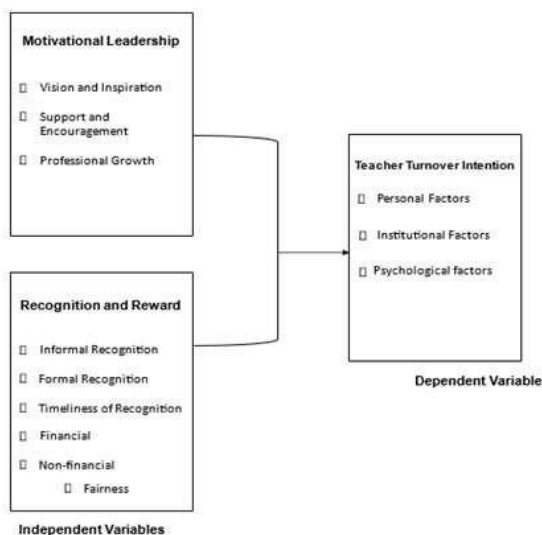


Figure 1. Schematic Diagram of the Conceptual Framework

Statement of the Problem

This study aims to explore the factors influencing teacher retention and how these factors contribute to teacher retention.

Specifically, it seeks to answer the following questions:

1. What is the level of motivational leadership as perceived by teachers in terms of:
 - 1.1 vision and inspiration;
 - 1.2 support and encouragement; and
 - 1.3 professional growth?
2. zzzzzzzterms of:
 - 2.1 informal recognition,
 - 2.2 formal recognition,
 - 2.3 timeliness of recognition,
 - 2.4 financial,
 - 2.5 non-financial; and
 - 2.6 fairness?
3. What is the level of teacher turnover intention among teachers in terms of:
 - 3.1 personal factors,
 - 3.2 institutional factors; and
 - 3.3 Psychological factors?
4. Is there a significant correlation between motivational leadership and teacher turnover intention?
5. Is there a significant correlation between recognition and reward and teacher turnover intention?
6. Is there a combined significant influence of motivational leadership and recognition, and reward on teacher turnover intention?

Hypotheses

The hypotheses were tested at a 0.05 level of significance.

Ho1: There is no significant relationship between motivational leadership and teacher turnover intention.

Ho2: There is no significant relationship between recognition and reward and teacher turnover intention.

Ho3: There is no significant combined influence of motivational leadership and recognition, and reward on teacher turnover intention.

Significance of the Study

The study aims to contribute to the theoretical advancement of teacher retention literature by contextualizing motivational and retention theories within rural Philippine public-school environments. The findings provide evidence that organizational motivation variables may function differently in developing educational settings where socio-economic and institutional realities strongly shape retention behavior.

The study also contributes localized empirical data that may help educational leaders and policymakers develop context-sensitive teacher retention strategies appropriate for rural public-school systems.

Department of Education. The results of this study can serve as a basis for the Department of Education in formulating policies that strengthen teacher motivation, recognition, and retention programs. By identifying leadership and reward practices that minimize turnover intention, DepEd may design nationwide initiatives that foster teacher satisfaction, professional growth, and commitment to public service.

Division of Davao Oriental. This study can provide empirical data on the organizational and leadership factors contributing to teacher turnover. The insights can be used to improve division-level support systems,

design professional development programs for school heads, and monitor turnover trends that affect school performance.

District Offices. District supervisors may utilize the findings to evaluate the leadership practices and reward mechanisms implemented in schools under their jurisdiction. Understanding how these factors influence turnover intention can help in crafting district-wide action plans to promote teacher engagement, recognition, and long-term retention.

Schools. At the school level, administrators and principals can apply the study's findings to improve internal management practices. Strengthening motivational leadership and developing fair recognition and reward systems can create a more positive work environment, leading to higher job satisfaction and reduced turnover intention among teachers.

Learners. Teachers play a crucial role in shaping students' learning experiences. When schools successfully minimize teacher turnover, learners benefit from consistent instruction, stronger teacher-student relationships, and a stable learning environment. A lower turnover rate ensures continuity of curriculum delivery and improved academic performance.

Parents. Parents indirectly benefit when schools maintain a stable teaching workforce. Reduced teacher turnover enhances educational consistency and quality, which in turn supports learners' holistic development. A satisfied and committed teaching staff fosters trust and stronger partnerships between parents and the school community.

Future Researchers. This study will serve as a reference for future researchers who wish to explore related topics on motivational leadership, recognition and reward systems, and teacher turnover. It can provide empirical support for comparative studies across different educational contexts, as well as inspire the development of new frameworks for managing human resources in the education sector.

Scope and Limitation of the Study

This study focuses on examining the relationship between motivational leadership, recognition and reward, and teacher turnover intention among public elementary school teachers in Cateel 2 District, Division of Davao Oriental, Region XI, for the School Year 2025–2026. It is limited to assessing teachers' perceptions of their school heads' motivational leadership and the existing recognition and reward systems, and how these factors influence their intention to stay or leave the profession. The study covers only currently employed teachers and excludes those who have resigned, retired, or transferred. Data are gathered through a validated survey questionnaire and analyzed using descriptive, correlational, and predictive statistical methods. Other factors such as salary, workload, or personal circumstances are not included. The findings are intended to reflect the context of public elementary schools in Cateel Districts and may not be generalized to other school divisions or private institutions.

RESEARCH METHODOLOGY

This chapter presents the methods and procedures that the researcher used in conducting the study. It includes the research design, research locale, respondents of the study, the instruments of the study, data collection procedures, and statistical treatment of data.

Research Design

This study utilized a descriptive-predictive, non-experimental quantitative research design featuring a correlational approach to explore the correlation among motivational leadership, recognition and reward, and teacher turnover intention. The main tool for data collection was a survey questionnaire designed to systematically measure key variables for statistical analysis. The correlational design allowed for the exploration of relationships between variables without any manipulation, offering valuable insights into how teaching motivational leadership, recognition and reward, and teacher turnover intention are correlated. Descriptive research contributes by giving a comprehensive understanding of current phenomena, whereas predictive

research aims to anticipate trends using existing data (Anand & Vashisht, 2024). By combining these approaches, the study's analysis was fortified, enriching both its depth and practical relevance.

Research Locale

This study was conducted in Region XI (Davao Region), located in the southeastern part of Mindanao, Philippines. The region is known for its strong commitment to educational development through the Department of Education's continuous programs on teacher professional growth and instructional quality.

Within Region XI, the research focused on the Province of Davao Oriental, one of the provinces under the Davao Region. Davao Oriental is characterized by its diverse geographical landscape and community-based schools that serve both coastal and upland barangays. The province continues to face challenges in teacher turnover due to limited resources, workload, and opportunities in neighboring urban centers.

The study was specifically carried out in the Municipality of Cateel, situated on the eastern coast of Davao Oriental. Cateel is a first-class municipality composed of several public elementary and secondary schools under the supervision of the Department of Education—Division of Davao Oriental. The municipality's schools provide a relevant setting for examining the relationship between motivational leadership, recognition and reward, and teacher turnover intention, as they face issues common to rural educational institutions, such as staffing stability and retention.

The respondents were drawn from selected public elementary schools in Cateel Districts I and II, which operate under the jurisdiction of the Schools Division of Davao Oriental. These schools were chosen as the research locale because they represent varied school environments—from small, multigrade schools to larger central schools—providing a broad perspective on how leadership and recognition practices influence teachers' intention to stay or leave the profession.



Figure 2. Political Map of Cateel, Davao Oriental

Respondents of the Study

The population of the study consisted of public elementary and integrated school teachers in Cateel 2 District for School Year 2025–2026. Using simple random sampling, a sample was drawn to ensure that all teachers in the district were represented.

The sample size was determined using Raosoft Sample Size Calculator with a 5% margin of error, 99% confidence level, and 50% response distribution. Out of 302 teachers in Cateel 2 District, the calculated sample size was 194 teachers. This ensured a representative and statistically valid sample for generalizing the findings.

Table 1. *Subject of the study.*

Respondents	Population	Sample Size
San Alfonso ES	40	33
San Rafael ES	45	34
Taytayan IS	52	38
Alegria IS	27	22
Aliwagwag IS	16	14
Hulid ES	18	13
Aragon ES	7	3
Judge Ernesto Nombrado Memorial School	7	3
Malibago ES	7	3
Poo ES	9	3
Paglusngan IS	10	4
San Miguel ES	9	3
McArthur S. Madani IS	8	3
Patong ES	3	2
Yapsay ES	14	5
Maylaya IS	14	5
San Lorenzo IS	8	3
Bayong ES	8	3
Total	302	194

Research Instrument

This study aimed to evaluate three constructs: motivational leadership and recognition and reward as independent variables and teacher turnover intention as the dependent variable. The target group for this investigation is teachers utilizing well-established instruments for measurement. The instrument used to measure motivational leadership was adapted from the Multifactor Leadership Questionnaire (MLQ) developed by Bass and Avolio (1995), which assesses transformational leadership behaviors such as inspiration, encouragement, and intellectual stimulation. It was contextualized to focus on three specific dimensions: vision and inspiration, support and encouragement, and professional growth. The original MLQ has demonstrated strong reliability with a Cronbach's alpha of 0.91, indicating excellent internal consistency (Bass & Avolio, 1995). The section measuring recognition and reward was adapted from Herzberg's Two-Factor Motivation Theory (1959) and subsequent studies that operationalized recognition and reward as predictors of job satisfaction and turnover intention. This portion of the questionnaire included six subdimensions: informal recognition, formal recognition, timeliness of recognition, financial reward, non-financial reward, and fairness. Previous research utilizing Herzberg's scale has reported a Cronbach's alpha coefficient of 0.89 (Alonderiene & Majauskaite, 2016), confirming high internal reliability. To measure teacher turnover intention, the researcher adapted items from the Factors Affecting Teachers' Turnover: Basis for a Proposed Retention Program by Santiago et al. (2022), which has been widely applied to assess teacher turnover intention. A five-point Likert scale, highlighted as effective by Jebb (2019) and Taherdoost (2019), interpreted mean scores of various indicators due to its

practicality in measuring abstract constructs reliably. The questionnaires underwent rigorous validation processes involving both internal and external experts who confirmed content validity, thereby ensuring that the items accurately represent their respective constructs. Additionally, reliability was established via pilot testing followed by Cronbach's Alpha analysis to verify internal consistency across the tools used in this research. Additionally, this approach aided in minimizing sampling bias, thereby improving the generalizability of the study's findings within the school setting.

Motivational Leadership Questionnaire. To collect data for the first independent variable, the researcher modified the Multifactor Leadership Questionnaire by Bass & Avolio (1995) to align with the local context and research questions. This instrument consists of a 9-item survey that covers three dimensions: vision and inspiration, support and encouragement, and professional growth. Respondents were required to respond using a five-point Likert scale where 5 is rated as Strongly Agree, 4 as Agree, 3 as Fairly Agree, 2 as Disagree, and 1 as Strongly Disagree. Below is an explanation of how this Likert scale was used in analyzing results.

Range of Means	Description	Interpretation
4.20-5.00	Very High	This indicates that motivational leadership is excellent.
3.40-4.19	High	This indicates that motivational leadership is very good.
2.60-3.39	Moderate	This indicates that motivational leadership is good.
1.80-2.59	Low	This indicates that motivational leadership is poor.
1.00-1.79	Very Low	This indicates that motivational leadership is very poor.

Recognition and Reward Questionnaire. To collect data for the second independent variable, the researcher modified a questionnaire from Herzberg's Two-Factor Motivation Theory (1959) to better fit the local context and align with specific research questions. This instrument consists of an 18-item survey encompassing dimensions from recognition: informal, formal, and timeliness of recognition, and from rewards: financial, non-financial, and fairness. Respondents were required to respond using a five-point Likert scale where 5 is rated as Strongly Agree, 4 as Agree, 3 as Fairly Agree, 2 as Disagree, and 1 as Strongly Disagree. Below is an outline of how this Likert scale was utilized in analyzing results.

Range of Means	Description	Interpretation
4.20-5.00	Very High	This indicates that recognition and reward are excellent.
3.40-4.19	High	This indicates that recognition and reward are very good.
2.60-3.39	Moderate	This indicates that recognition and reward are good.
1.80-2.59	Low	This indicates that recognition and reward are poor.
1.00-1.79	Very Low	This indicates that recognition and reward are very poor.

Teacher Turnover Intention Questionnaire. To collect data for the dependent variable, teacher turnover intention, the researcher employed an adapted questionnaire from Factors Affecting Teachers' Turnover: Basis for a Proposed Retention Program (Santiago et al, 2022) to better fit the local context and research objectives. The instrument consists of a 25-item survey that covers three dimensions: personal, institutional, and psychological factors. Respondents were required to respond using a five-point Likert scale where 5 is rated as Strongly Agree, 4 as Agree, 3 as Fairly Agree, 2 as Disagree, and 1 as Strongly Disagree. The table below is an outline showing how responses were analyzed using a Likert scale.

Range of Means	Description	Interpretation
4.20-5.00	Very High	This indicates that teacher turnover intention is very strong.
3.40-4.19	High	This indicates that teacher turnover intention is strong.

2.60-3.39	Moderate	This indicates that teacher turnover intention is moderately strong.
1.80-2.59	Low	This indicates that teacher turnover intention is weak.
1.00-1.79	Very Low	This indicates that teacher turnover intention is very weak.

Data Collection Procedure

The data collection process was conducted in three major phases: before, during, and after the actual administration of the research instruments.

Prior to data collection, the researcher secured the necessary approvals and endorsements. An initial consent and ethical clearance were obtained from the Graduate School of Andres Soriano Colleges of Bislig. A formal communication letter was then sent to the Schools Division Superintendent of Davao Oriental, requesting permission to conduct the study among public elementary and integrated schools in Cateel 2 District. Upon approval, copies of the approved request were forwarded to the District Supervisors and School Principals of the participating schools to inform them of the study's purpose and procedures.

During this stage, the researcher also conducted instrument validation with three experts in educational leadership and research methodology to ensure content accuracy and contextual suitability. The validated questionnaire was pilot-tested among 30 public school teachers from outside the research locale to establish reliability, resulting in Cronbach's alpha coefficients ranging from 0.82 to 0.88 across all scales.

Upon approval, the researcher personally coordinated with school heads to distribute the survey questionnaires via Google Forms. Teachers were informed about the purpose of the study, assured of confidentiality, and reminded that participation was entirely voluntary. Instructions were clearly stated at the beginning of the questionnaire, emphasizing that responses would remain anonymous and would be used solely for academic purposes. To minimize response bias and encourage honest participation, respondents were assured that all responses would remain anonymous and confidential. Teachers were informed that participation was voluntary and that no individual responses would be disclosed to school administrators or external parties. These measures were implemented to reduce social desirability bias and increase the accuracy and authenticity of participant responses. The data collection period lasted approximately one to two weeks, allowing teachers adequate time to complete the survey during their free hours.

After retrieving all completed questionnaires, the researcher systematically checked the responses for completeness and consistency. The collected data were encoded and tabulated using Microsoft Excel and analyzed by a certified statistician. Descriptive statistics (weighted mean) were used to determine the level of motivational leadership, recognition and reward, and teacher turnover intention. Inferential statistics, including Pearson's r and multiple linear regression analysis, were applied to identify the relationships and predictive influences among the variables. Throughout the process, the researcher ensured compliance with ethical standards, maintaining data confidentiality and secure storage of all research documents for future verification.

Statistical Treatment of Data

The data gathered from the validated survey questionnaires were analyzed using both descriptive and inferential statistical tools to answer the research problems of the study. The statistical analysis was carried out using the Statistical Package for the Social Sciences (SPSS) and Microsoft Excel to ensure accuracy and consistency of computation.

To address SOP 1 to 3, which sought to determine the levels of motivational leadership, recognition and reward, and teacher turnover intention as perceived by the teachers, the study employed Weighted Mean and Standard Deviation as the primary descriptive statistics. The weighted mean was used to identify the average level of teachers' responses in each dimension—vision and inspiration, support and encouragement, and professional growth for motivational leadership; informal recognition, formal recognition, timeliness of recognition, financial, non-financial, and fairness for recognition and reward; and turnover cognition, turnover

intention (behavioral intent), and job search behavior for teacher turnover intention. The standard deviation was used to describe the variability or consistency of responses among teachers. The interpretation of results followed a five-point Likert scale, with corresponding verbal descriptions ranging from Very Low to Very High, providing a clear assessment of how each variable was perceived by the respondents.

For SOP 4 and 5, which sought to determine whether there was a significant correlation between motivational leadership and teacher turnover intention, and between recognition and reward and teacher turnover intention, the Pearson Product-Moment Correlation Coefficient (Pearson's r) was used. This inferential statistical tool measured the strength and direction of the relationship between the independent variables (motivational leadership, recognition and reward) and the dependent variable (teacher turnover intention). The correlation coefficients were interpreted within the range of -1.00 to +1.00, where values near +1.00 indicated a strong positive correlation, values near -1.00 indicated a strong negative correlation, and values near 0.00 suggested no correlation. The significance of the relationship was tested at a 0.05 level of significance, with a p -value less than 0.05 indicating a statistically significant correlation between variables.

For the 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

To answer SOP 6, which aimed to determine the combined influence of motivational leadership and recognition and reward on teacher turnover intention, Multiple Linear Regression Analysis was applied. This statistical technique assessed the predictive power and collective influence of the independent variables on the dependent variable. The regression analysis provided values for the multiple correlation coefficient (R), the coefficient of determination (R^2), and the significance level (p -value). A higher R^2 value indicated that a greater proportion of variance in teacher turnover intention was explained by motivational leadership and recognition and reward. The regression coefficients (β) were further examined to identify which predictor variable had the stronger influence. A p -value less than 0.05 was considered statistically significant, confirming that the model meaningfully explained the variation in teacher turnover intention.

Regression Diagnostics and Assumption Testing

Before conducting the regression analysis, diagnostic procedures were performed to ensure compliance with the assumptions underlying multiple linear regression. Specifically, tests for normality, linearity, homoscedasticity, independence of errors, and multicollinearity were conducted to establish the appropriateness of the regression model.

Normality of residuals was examined through histogram distribution and normal probability plots, which indicated that the residuals were reasonably normally distributed. Linearity and homoscedasticity assumptions were assessed using scatterplots of standardized residuals against predicted values, showing no substantial violations of regression assumptions.

Multicollinearity among predictor variables was evaluated using Variance Inflation Factor (VIF) and tolerance statistics. Results indicated no serious multicollinearity concerns, as VIF values remained below the acceptable threshold of 5.0 and tolerance values exceeded the minimum acceptable value of 0.20 (Hair et al., 2019).

Independence of errors was further assessed using the Durbin-Watson statistic, which fell within the acceptable range, indicating the absence of significant autocorrelation among residuals.

These diagnostic procedures confirmed that the regression model satisfied the necessary statistical assumptions and was appropriate for examining the predictive relationship between motivational leadership, recognition and reward, and teacher turnover intention.

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

In this chapter, the tabular presentation of the data analyzed from the responses collected regarding the combined effect of motivational leadership, rewards and recognition on teacher turnover intention among teachers in Cateel 2 District is shown, followed by its interpretations. The data indicate various trends and correlations critical to understanding how the variables under study interact.

Descriptive Analysis

Table 1 presents the descriptive statistics for the variables under study: motivational leadership indicated vision and inspiration, support and encouragement, and professional growth; recognition and reward indicated by informal recognition, formal recognition, timeliness of recognition, financial, non-financial, and fairness; and teacher turnover intention indicated by personal, institutional, and psychological factors. The table also contains the number of respondents (N), Standard Deviation (SD), mean, and the descriptive levels of each variable and its indicators.

Table 1 shows that motivational leadership obtained a mean of 4.24, which is described as a very high level. This indicates that teachers perceived their school heads' motivational leadership as excellent. All three of its indicators obtained a corresponding mean described as an excellent level.

Moreover, recognition and reward obtained a total mean of 4.05, which is described as a high level. It indicates that recognition and reward are perceived by the teacher as very good. All of its indicators obtained a corresponding mean, which was described as high.

Lastly, teacher turnover intention obtained a total mean score of 2.55, which is described as a low level. This indicates that teacher turnover intention is weak. Two of its indicators, personal and institutional factors, obtained a corresponding mean, which was described as moderate, while psychological factors obtained a corresponding mean described as low.

Table 1. Descriptive Statistics (N= 194)

Variables	Sample Size	SD	Mean	Descriptive Level
Motivational Leadership	194	0.70	4.24	Very High
<i>Vision and Inspiration</i>		0.77	4.30	<i>Very High</i>
<i>Support and Encouragement</i>		0.75	4.20	<i>Very High</i>
<i>Professional Growth</i>		0.76	4.23	<i>Very High</i>
Recognition and Reward	194	0.64	4.05	High
<i>Informal Recognition</i>		0.72	4.08	<i>High</i>
<i>Formal Recognition</i>		0.75	4.11	<i>High</i>
<i>Timeliness of Recognition</i>		0.73	4.06	<i>High</i>
<i>Financial</i>		0.74	4.09	<i>High</i>

<i>Non-Financial</i>	0.71	4.06	<i>High</i>
<i>Fairness</i>	0.87	3.91	<i>High</i>
Teacher Turnover Intention 194	0.89	2.55	Low
<i>Personal Factors</i>	0.82	2.64	<i>Moderate</i>
<i>Institutional Factors</i>	0.86	2.69	<i>Moderate</i>
<i>Psychological Factors</i>	0.98	2.02	<i>Low</i>

Correlation Analysis

Table 2 is the correlation table. It presents the results of Pearson correlation analyses, highlighting the relationships between the variables under study: Motivational Leadership, Recognition and Reward, and Teacher Turnover Intention. It shows the strength and direction of linear associations between these variables. Motivational leadership and recognition and reward were treated as the independent variables, and teacher turnover intention was the dependent variable. The table also contains the r , p -value, decision on H_0 , and interpretation.

Table 2. Correlation Table (N= 194)

Variables	Teacher Turnover Intention			
	r	p -value	Decision on H_0	Interpretation
Motivational Leadership	-.116	.107	Fail to Reject	Not Significant Correlation
Recognition and Reward	-.144	.046	Reject	Low Negative Significant Correlation

Level of Significance: 0.05

Decision Rule: Reject H_0 if $p < 0.05$

Specifically, the correlation analysis revealed that motivational leadership had a low negative and statistically non-significant relationship with teacher turnover intention ($r = -0.116$, $p = 0.107$). Since the p -value exceeded the 0.05 level of significance, the null hypothesis was not rejected. This indicates that motivational leadership was not significantly associated with teacher turnover intention among teachers in Cateel 2 District.

Although the negative correlation suggests that higher levels of motivational leadership were slightly associated with lower turnover intention, the relationship was very weak and statistically negligible. Therefore, motivational leadership cannot be considered a meaningful predictor of teacher turnover intention based on the findings of the study.

On the other hand, the correlation between recognition and reward and teacher turnover intention obtained a p -value of 0.046, which is less than 0.05 degree of confidence. Thus, rejecting the null hypothesis. This indicates that the correlation between recognition and reward and teacher turnover intention is significant. Furthermore, the r -value of -0.144 obtained in the correlation indicates a low correlation. It is implied that for recognition and reward and teacher turnover intention, there exists a very weak inverse relationship, indicating that higher levels of recognition and reward are only slightly associated with lower turnover intention among teachers, and the relationship is minimal.

Regression Analysis

Table 3 presents the significance of the degree of influence of motivational leadership and recognition

and reward on teacher turnover intention. Specifically, the table includes the predictor, estimate, standard estimate, SE (standard error), t-value, p-value, decision on the null hypothesis and interpretation.

Table 3. Regression Table (N = 194)

	Teacher Turnover Intention						
	Unstandardized Coefficients		Standardized Coefficients				
Variables	B	Std. Error	Beta	t	Sig.	Decision on H ₀	Interpretation
(Constant)	3.281	.377		8.697	.000	-	-
Motivational Leadership	-.007	.132	-.006	-.051	.959	Fail to Reject	Not Significant Influence
Recognition and Reward	-.173	.146	-.139	-1.186	.237	Fail to Reject	Not Significant Influence

Model Summary:

$R = 0.144$ | $R^2 = 0.021$ | $F(2,191) = 2.014$ | $p = 0.136$

Level of Significance: 0.05

Decision Rule: Reject H₀ if $p < 0.05$

Table 3 specifically shows that motivational leadership obtained a β coefficient of -0.007, which indicates that it has a -0.7% degree of influence on teacher turnover intention. Such a degree of influence is not significant as indicated by the p-value of .959, which is greater than the 0.05 alpha level. Moreover, the recognition and reward obtained a β coefficient of -.173, which indicates a -17.3% degree of influence on teacher turnover intention. Such a degree of influence is not significant as indicated by the p-value of .237 which is also greater than the 0.05 alpha level.

Furthermore, Table 3 shows that the two predictive variables obtained an $R^2 = 0.021$, which indicates that together, they just have a 2.1% of combined degree of influence on the criterion variable. This combined influence is statistically not significant, p-value of .136, which is greater than the 0.05 alpha level.

Summary of Findings

1. The level of motivational leadership perceived by the teachers in Cateel 2 District from their school heads is excellent.
2. The level of recognition and reward perceived by the teachers is very good.
3. The level of teacher turnover intention is low.
4. Motivational leadership does not significantly correlate with teacher turnover intention.
5. Recognition and reward significantly correlate with teacher turnover intention.
6. The perceived combined influence of motivational leadership and recognition and reward on teacher turnover intention is not significant. The model explains approximately 2.1% of the variance in the criterion variable.

DISCUSSION OF RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Elaboration of results, conclusions and recommendations is presented in this chapter. The results are interpreted in light of existing literature and anchored on the study's theoretical framework, particularly the

Employee Retention Connection (ERC) Model and Herzberg's Two-Factor Motivation Theory. The discussion is organized according to the research objectives: descriptive results, correlation analysis, regression analysis, conclusion, and recommendations.

Excellent Level of Motivational Leadership

The findings revealed that teachers perceived motivational leadership among school heads in Cateel 2 District at an excellent level. This suggests that school leaders are generally effective in communicating institutional goals, encouraging teachers, and supporting professional growth. The consistently high ratings across all indicators imply that teachers view their administrators as supportive, approachable, and capable of fostering a positive organizational climate.

This finding aligns with transformational leadership literature, which emphasizes that leaders who communicate vision, encourage, and promote professional growth contribute positively to employee morale and organizational commitment (Bass & Avolio, 1995; Kouzes & Posner, 2017). Similarly, Nguyen et al. (2021) found that motivational leadership practices significantly enhance teachers' job satisfaction and workplace engagement.

However, despite these favorable perceptions, motivational leadership did not significantly correlate with teacher turnover intention. This indicates that although leadership practices may contribute to teacher satisfaction and morale, they may not necessarily function as decisive factors in teachers' retention decisions within the local context.

One possible explanation is that public-school teachers in rural Philippine settings often operate within highly structured employment systems where tenure security, government benefits, and long-term employment stability exert stronger influence on retention than leadership dynamics alone (Zarate, 2023). In this context, teachers may appreciate motivational leadership while simultaneously basing their decision to remain on economic security and institutional permanence.

Another possible explanation lies in the relatively limited variability of leadership perceptions among respondents. Since motivational leadership was already rated very highly across schools, its predictive influence on turnover intention may have become statistically constrained. This observation supports McShane and Von Glinow's (2020) assertion that highly homogeneous organizational perceptions may weaken predictive relationships in behavioral studies.

The findings, therefore, imply that motivational leadership may function more effectively as a factor that enhances workplace climate and professional satisfaction rather than as a direct determinant of turnover behavior. This interpretation partially supports Herzberg's Two-Factor Theory, wherein motivator factors contribute to job satisfaction but do not necessarily eliminate turnover intentions when stronger external pressures exist (Herzberg, 1959).

Very Good Level of Recognition and Reward

The findings indicated that recognition and reward were perceived at a very good level, suggesting that teachers generally feel acknowledged and fairly treated within their schools. Informal recognition, formal recognition, financial rewards, non-financial incentives, and fairness all received favorable evaluations from respondents.

This finding supports the work of Kuvaas et al. (2018), who argued that recognition strengthens emotional attachment between employees and organizations. Likewise, Salleh et al. (2020) emphasized that structured recognition systems improve teachers' sense of value and professional worth. The favorable ratings for fairness also support Adams' Equity Theory, which posits that employees develop more positive work attitudes when reward systems are perceived as transparent and equitable (Adams, 1965; Khasawneh, 2020).

Despite these positive perceptions, the relationship between recognition and reward and teacher turnover intention remained very weak, although statistically significant. This finding highlights the distinction between statistical significance and practical significance. While recognition and reward demonstrated measurable association with turnover intention, their actual influence on teachers' decisions to remain or leave appears limited.

A possible explanation is that recognition systems may enhance short-term morale and emotional satisfaction without substantially altering broader employment realities faced by teachers. In rural public-school settings, teachers may remain in their positions primarily because of institutional stability, pension security, and community attachment rather than organizational rewards alone (Sumipo, 2020; Zarate, 2023).

Furthermore, compensation structures in Philippine public schools are largely standardized through government policies. As a result, school-level recognition systems may possess limited capacity to significantly influence retention outcomes because administrators exercise restricted control over salary structures and major economic incentives (Garcia & Weiss, 2019).

The findings also suggest that teachers may perceive recognition as an expected component of organizational functioning rather than as a powerful motivational force. Deci and Ryan (2017) argued that intrinsic motivators may lose their effectiveness when employees already perceive them as routine organizational practices.

Thus, while recognition and reward remain important for promoting organizational positivity and teacher engagement, the findings indicate that these factors alone are insufficient to substantially explain turnover intention within the context of rural public schools.

Weak Level of Teacher Turnover Intention

The study revealed that teachers demonstrated a low level of turnover intention, indicating that most respondents did not strongly intend to leave their schools or the teaching profession. This finding suggests relative organizational stability within Cateel 2 District despite the challenges commonly associated with rural educational environments.

This result supports the findings of Sutchet et al. (2019), who observed that turnover intention declines when teachers experience employment security and institutional support. In the Philippine context, public-school teachers benefit from tenure protection, government benefits, and retirement security, all of which may reduce the likelihood of turnover despite workplace stressors (Zarate, 2023).

Additionally, teachers in rural communities may develop stronger social and cultural attachments to their schools and local communities. Shrestha (2022) emphasized that community integration and social familiarity often contribute to retention among teachers assigned in geographically isolated areas.

The relatively low psychological turnover indicators further suggest that teachers are not experiencing severe emotional exhaustion or professional alienation. This finding partially contrasts with Grant et al. (2019), who identified emotional exhaustion as a strong predictor of turnover intention. The discrepancy may indicate resilience among teachers or adaptation to the demands of rural teaching environments.

However, the moderate ratings observed in personal and institutional factors imply that some dissatisfaction still exists beneath the generally low turnover intention. Teachers may continue experiencing concerns regarding workload, promotion opportunities, and financial strain while simultaneously choosing to remain because of institutional stability and limited alternative employment opportunities (Ingersoll, 2017; Skaalvik & Skaalvik, 2018).

These findings therefore suggest that teacher retention in rural Philippine public schools may be influenced less by motivational variables alone and more by a complex interaction between economic realities, institutional permanence, and socio-cultural attachment.

Low and Non-Significant Correlation

Between Motivational Leadership and Teacher Turnover Intention

The findings revealed a low negative but statistically non-significant relationship between motivational leadership and teacher turnover intention. Although teachers highly perceived their school heads as motivational leaders, this leadership quality did not significantly predict their intention to stay or leave.

This finding challenges the common assumption in leadership literature that positive leadership automatically translates into stronger retention outcomes. While motivational leadership may improve workplace climate and interpersonal relationships, it may not sufficiently address deeper structural and contextual factors influencing teacher retention in rural public schools (Ingersoll, 2017).

One possible explanation is that teachers' retention decisions may be shaped more strongly by external realities such as economic obligations, workload demands, geographical assignment, promotion systems, and family responsibilities (Shrestha, 2022; Zarate, 2023). In such contexts, leadership becomes only one of many competing influences affecting turnover intention.

Another explanation may involve the nature of public-sector employment itself. Since government teaching positions already provide relatively stable employment conditions, the incremental effect of leadership quality on turnover intention may become less pronounced compared to private-sector contexts where leadership strongly affects organizational attachment (Garcia & Weiss, 2019).

The findings may also reflect cultural dimensions within Philippine educational settings, where teachers often demonstrate high levels of professional endurance and institutional loyalty despite organizational difficulties. Consequently, teachers may remain in their positions regardless of leadership quality because of long-term security considerations.

The study, therefore, suggests that motivational leadership may contribute more strongly to teacher satisfaction, morale, and organizational climate than to actual retention behavior. This distinction is important because factors that improve workplace experience do not always function as strong predictors of turnover intention (Herzberg, 1959; McShane & Von Glinow, 2020).

Low Correlation

Between Recognition and Reward and Teacher Turnover Intention

Recognition and reward demonstrated a statistically significant but very weak negative relationship with teacher turnover intention. This suggests that teachers who perceived stronger recognition and fairer rewards tended to report slightly lower turnover intention, although the practical influence of the relationship remained minimal.

The weak effect size implies that recognition and reward alone are insufficient to substantially shape teachers' retention decisions. Although teachers value appreciation and equitable treatment, these factors may not outweigh broader institutional realities affecting rural educators (Owusu, 2022).

One possible explanation is that recognition systems primarily influence emotional satisfaction rather than long-term career decisions. Teachers may appreciate recognition from administrators while still experiencing workload stress, economic concerns, or limited promotion opportunities that affect their overall commitment (Grant et al., 2019).

Another explanation may involve the standardized nature of public-school compensation systems. Since salary structures and major benefits are centrally regulated, school-based recognition practices may possess limited capacity to produce substantial behavioral outcomes regarding retention (Garcia & Weiss, 2019).

The findings also suggest that recognition practices may function more symbolically than instrumentally. Deci and Ryan (2017) argued that recognition supports intrinsic motivation, but its influence weakens when organizational pressures remain unresolved.

Thus, while recognition and reward contribute positively to organizational climate and teacher morale, the findings indicate that retention in rural public schools is likely shaped by a broader network of contextual, institutional, and socio-economic influences beyond recognition mechanisms alone.

No Significant Influence of the Predictors on the Criterion Variable

The regression analysis revealed that motivational leadership and recognition and reward did not significantly predict teacher turnover intention, $F(2,191) = 2.014$, $p = 0.136$. Collectively, the predictor variables explained only 2.1% of the variance in teacher turnover intention ($R^2 = 0.021$), indicating very limited explanatory power.

Individually, neither motivational leadership ($\beta = -0.006$, $p = 0.959$) nor recognition and reward ($\beta = -0.139$, $p = 0.237$) demonstrated statistically significant predictive influence. These findings suggest that although teachers positively perceived leadership and recognition practices, such variables were insufficient to meaningfully predict turnover intention in the study context.

The results imply that teacher turnover intention may be influenced more strongly by external and contextual variables not included in the model, such as workload, economic conditions, geographical assignment, career advancement opportunities, and personal responsibilities. This supports the claim of Ingersoll (2017) that institutional and personal factors often outweigh leadership variables in predicting teacher attrition.

CONCLUSION

Based on the findings of the study, it is concluded that teachers in Cateel 2 District generally perceived motivational leadership and recognition and reward practices positively. However, despite the favorable organizational climate reflected in these variables, their influence on teacher turnover intention remained statistically weak and practically limited.

The findings suggest that teacher retention within rural Philippine public-school contexts may not be sufficiently explained through organizational motivation alone. Instead, retention behavior appears to be influenced by a broader interaction between leadership practices, institutional stability, socio-economic realities, community attachment, and structural employment conditions.

The study, therefore, highlights the importance of contextualizing motivational and retention theories within geographically and economically unique educational settings. While Herzberg's Two-Factor Theory emphasizes the role of motivator factors in enhancing satisfaction, the findings imply that satisfaction alone may not strongly predict turnover intention when teachers operate within highly stable public-sector employment systems.

Similarly, the findings support the ERC Retention Model's view that employee retention is multidimensional and context-dependent. The minimal predictive influence of leadership and recognition variables suggests that teacher turnover dynamics in rural public schools may differ significantly from patterns commonly reported in urban or private-sector organizational studies.

The study consequently contributes localized evidence to the growing literature on teacher retention by demonstrating that rural public-school environments may reshape the strength and nature of motivational influences on turnover intention.

Recommendations

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

1. School Heads are encouraged to sustain and further strengthen motivational leadership practices by continuously providing professional development opportunities, emotional support, and a clear school vision to maintain high teacher morale.
2. Recognition and reward systems may be institutionalized and standardized to ensure consistency, fairness, and transparency. Both financial and non-financial rewards may be aligned with teachers' performance and contributions.
3. The Department of Education and Division Offices are encouraged to design retention programs that address not only leadership and rewards but also workload management, teacher welfare, and family-related concerns.
4. Future researchers are encouraged to include additional variables such as workload, job stress, family responsibilities, and school location to better explain teacher turnover intention.
5. Future studies may strengthen methodological rigor by incorporating mixed-method approaches, triangulation techniques, longitudinal designs, or multi-source data collection procedures to provide a deeper and more comprehensive understanding of teacher turnover dynamics.
6. Policy-makers may use the findings of this study as a basis for strengthening teacher motivation and recognition policies aimed at sustaining a stable and committed teaching workforce.

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**RESEARCH INSTRUMENT****Survey Questionnaire**

(Adapted and modified from Multifactor Leadership Questionnaire by Bass and Avolio (1995); Herzberg's Two-Factor Motivation Theory (1959); and Adapted from Factors Affecting Teachers' Turnover: Basis for a Proposed Retention Program (Santiago, et. al, 2022)

“Motivational Leadership and Recognition and Reward as Predictors of Teacher Turnover Intention”

Name (Optional): _____

Part I: Level of Motivational Leadership

Directions: For each statement, consider your opinion and level of agreement. Place a check mark (✓) next to the answer that best reflects your opinion for each statement. Your honest responses will help us understand your perspective on the given topics. Use the following scale to indicate your response:

5 - Strongly Agree

4 - Agree

3 - Fairly Agree

2 - Disagree

1 - Strongly Disagree

VISION AND INSPIRATION						
Item	Statements	SA	A	FA	D	SD
#		5	4	3	2	1
My School Head...						
1	clearly communicates the vision and mission of the school.					
2	inspires me to commit to long-term goals of the institution.					
3	motivates me to give my best at work.					
SUPPORT AND ENCOURAGEMENT						
Item	Statements	SA	A	FA	D	SD
#		5	4	3	2	1
My School Head...						
1	recognizes my efforts and encourages me during challenges.					
2	makes me feel supported when I encounter difficulties in teaching.					
3	shows concern for my personal and professional well-being.					
PROFESSIONAL GROWTH						
Item	Statements	SA	A	FA	D	SD
#		5	4	3	2	1
My School Head...						
1	provides opportunities for professional development and training.					



2	encourages me to take part in activities that enhance my teaching skills.					
3	Makes me motivated to stay in this school because of the growth opportunities given by his/her leadership.					

Adapted and modified from *Multifactor Leadership Questionnaire* by Bass and Avolio (1995)

Part II: Level of Recognition (Informal, Informal, and Timeliness of Recognition) and Reward (Financial, Non-financial, and Fairness)

Directions: For each statement, consider your opinion and level of agreement. Place a check mark (✓) next to the answer that best reflects your opinion for each statement. Your honest responses will help us understand your perspective on the given topics. Use the following scale to indicate your response:

5- Strongly Agree

4 - Agree

3 - Fairly Agree

2 - Disagree

1 - Strongly Disagree

INFORMAL RECOGNITION						
Item	Statements	SA	A	FA	D	SD
#		5	4	3	2	1
1	I regularly receive verbal appreciation for my work.					
2	My school head gives constructive feedback that acknowledges my efforts.					
3	My peers also recognize and appreciate the contributions I make in the school.					
FORMAL RECOGNITION						
Item	Statements	SA	A	FA	D	SD
#		5	4	3	2	1
1	My achievements are recognized through awards, certificates, or commendations.					
2	The school organizes recognition programs to highlight teachers' accomplishments.					
3	I feel motivated when my achievements are officially acknowledged.					
TIMELINESS OF RECOGNITION						
Item	Statements	SA	A	FA	D	SD
#		5	4	3	2	1
1	Recognition is given promptly after I achieve or complete a task.					
2	I feel that timely recognition motivates me to maintain high performance.					
3	The recognition I receive is consistent and relevant to my contributions.					



FINANCIAL						
Item #	Statements	SA 5	A 4	FA 3	D 2	SD 1
1	I am satisfied with the salary and monetary benefits I receive.					
2	Financial incentives (e.g., bonuses, allowances) motivate me to continue working in this school.					
3	Compensation given to me is aligned with the effort and responsibilities of my job.					
NON-FINANCIAL						
Item #	Statements	SA 5	A 4	FA 3	D 2	SD 1
1	I receive non-financial incentives such as certificates, plaques, or tokens of appreciation.					
2	I am motivated by opportunities for career advancement (e.g., promotions, leadership roles).					
3	Work-life benefits (e.g., reduced load, flexible schedule) are valued as rewards by teachers.					
FAIRNESS						
Item #	Statements	SA 5	A 4	FA 3	D 2	SD 1
1	Rewards are distributed fairly among teachers in my school.					
2	The criteria for rewards are clear and consistently applied.					
3	I believe the reward system in my school is fair and transparent.					

An adapted/modified questionnaire from *Herzberg's Two-Factor Motivation Theory (1959)*

Part III: Level of Teacher Turnover Intention

Directions: For each statement, carefully consider your opinion and level of agreement. Place a check mark (✓) next to the answer that best reflects your opinion for each statement. Your honest responses will help us understand your perspective on the given topics. Use the following scale to indicate your response:

5 - Strongly Agree

4 - Agree

3 - Fairly Agree

2 - Disagree

1 - Strongly Disagree

PERSONAL FACTORS						
Item #	Statements	SA 5	A 4	FA 3	D 2	SD 1
1	I need to address my health problem.					
2	My residence is far from school.					
3	My income is not enough to support my family.					



4	I changed my residence.					
5	I cannot cope with the demands of my work.					
6	I want to seek greener pasture.					
7	I cannot relate well with my co teacher.					
8	I want a change of environment.					
9	I want a challenging job.					
10	I was encouraged by my family to transfer to another job.					

INSTITUTIONAL FACTORS

Item	Statements	SA	A	FA	D	SD
#		5	4	3	2	1
1	The class size is big, hence, so difficult to manage.					
2	I am overloaded with work.					
3	The promotion is too slow.					
4	The opportunities for training are limited.					
5	Seldom receive recognition in the form of incentives					
6	The school policies are not well-implemented.					
7	The present residence is not conducive to facilitate my teaching.					
8	The school climate is not healthy.					
9	The school location is not conducive to the teaching learning process.					
10	I find it difficult and tiring to discipline my students.					

PSYCHOLOGICAL FACTORS

Item	Statements	SA	A	FA	D	SD
#		5	4	3	2	1
1	I feel demoralized.					
2	I am no longer motivated to work harder.					
3	I lack interest in dealing with students					
4	I feel I do not get support from my family.					
5	I feel insecure about my colleagues					

Adapted from *Factors Affecting Teachers' Turnover: Basis for a Proposed Retention Program* (Santiago, et. al, 2022)