Teacher Retention and Turnover: Exploring the Factors that Influence Teacher Decision-Making

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Abstract. The education system has a serious challenge when teachers leave their positions or are not replaced quickly enough. This might have a negative effect on the students' learning outcomes. Salary and benefits, working conditions, school culture, peer support, teacher-to-teacher collaboration, and individual and family circumstances are only few of the elements that might affect teacher retention and turnover. To combat the problem of teacher attrition and turnover and give educators the resources they need to do their jobs well, a thorough understanding of these variables is crucial. In sum, retaining and replacing teachers is a difficult problem that must be worked on constantly to improve if all children are to have equal access to a good education.

Keywords: Teacher Retention, Decision-Making, Turnover

INTRODUCTION

A high teacher turnover rate is a serious problem for the educational system and the children it serves (Hoang, 2020). Long-term consequences on student learning and achievement can be caused by the high or low rate of teacher turnover (Boamah et al., 2022).

Teachers' salaries and perks are a major element in determining whether or not they stay in the profession. Teachers, like any other workers, ought to be paid a living wage (Chambers Mack et al., 2019). If educators believe they are not being paid fairly or are not receiving sufficient benefits, they may be more prone to look elsewhere for work (Harris et al., 2019).

Teachers' willingness to stay at a school or leave a district can be affected by a number of factors, including the working environment there (Grisom & Bartanen, 2019). If teachers believe that their school or district is not supportive of their work, or if they lack the tools and support necessary to be effective in the classroom, they may be more likely to resign from their positions (du Plessis & Mestry, 2019). Some examples of this might be an excessive amount of work to do, a lack of management's dedication to helping out, or an absence of prospects for career advancement (Matthews et al., 2020).

When considering factors that contribute to teacher stay-or-go rates, consider the school's or district's culture as well (Leung et al., 2019). Higher rates of teacher retention have been linked to creating an environment where teachers feel respected and appreciated (Liu et al., 2021). Conversely, a toxic school climate in which educators feel undervalued or ignored might increase the likelihood of staff turnover (Toropova et al., 2021).

Teacher turnover and retention may also be affected by the degree to which educators feel supported and collaborate with one another. A higher turnover rate is seen among schools where teachers report feeling lonely or unappreciated by their peers (Scull et al., 2020).
Alternatively, instructors who feel they are part of a collaborative and supportive group are more likely to remain in their positions (Matiz et al., 2020).

Personal and familial issues may also play a role in a teacher's decision to stay or leave the profession (Shrestha et al., 2019). Teachers with young children or who have other family responsibilities may be more prone to abandon their positions in search of more accommodating work hours or locations. Also, if a teacher is relocating for personal or family reasons, they may decide to leave their current teaching post (Vermote et al., 2020).

Salary and benefits, working conditions, school culture, support and collaboration among teachers, personal and family issues, and other factors all play a role in teacher retention and turnover. To combat the problem of teacher attrition and turnover and provide educators with the resources they need to do their jobs well, a thorough understanding of these variables is crucial.

The Factors that Influence Teacher Retention and Turnover

Multiple reasons, according to studies on teachers’ decisions to stay or leave the profession. Considerations such as pay and benefits, working conditions, school culture, peer support and collaboration, and individual and family needs all play a role.

**Salary and Benefits**

Compensation and benefits have been acknowledged as a major influence in keeping teachers in their positions. If teachers don't think they're getting paid fairly or if they don't have enough perks, they might be more likely to go elsewhere for work (Carver-Thompson & Darling-Hammond, 2019). Similarly, if teachers don't believe they have enough resources or support, they can decide to leave their current position (Agormedah et al., 2020).

Teachers' salaries and perks play a major role in determining whether or not they stay in the profession (Carroll et al., 2020). Teachers, like all employees, deserve to be paid appropriately for the work that they do. When teachers believe that they are not receiving a fair compensation or that their benefits are insufficient, they may be more prone to go elsewhere for employment (Salin et al., 2020).

As has been proven by studies, teacher pay can vary widely from one school or district to the next, and this can play a substantial role in determining whether or not a school is successful at retaining its teachers (Trovato et al., 2022). It's possible, for instance, that low-paid educators might be more likely to look elsewhere for work, specifically if they felt they would be unable to make ends meet in their current post but could do so in another one that paid more (Pham et al., 2021). In a similar vein, teachers who are paid well may be less likely to look for new employment. this is because they may view their current salary as adequate compensation for the work that they do (Agierreazkuenaga, 2019).

Benefits, in addition to compensation, may be a factor in whether or not a teacher stays in their position (Khan et al., 2020). If teachers do not have access to the healthcare, retirement, or other benefits they need, they may be more likely to leave their current teaching post (Coman et al., 2020). However, if they have sufficient perks, instructors may feel supported by their employer and be more inclined to remain in their current teaching post.

Overall, teachers’ salaries and benefits are significant elements that might affect retention and turnover, thus these should be taken into account when schools and districts work to increase teacher retention (Soares et al., 2021).

**Working Conditions/ Working Conditions**

When considering factors that contribute to teacher stay-or-go rates, consider the school's or district's culture as well (Yun et al., 2020). Higher rates of teacher retention have been linked to creating an environment where teachers feel respected and appreciated (Ferrer-
Cascales et al., 2019). Conversely, a toxic school climate in which educators feel undervalued or ignored might increase the likelihood of staff turnover (Karlberg & Bezzina, 2022).

Teachers’ decisions to stay or leave a school are often heavily influenced by the climate there. Higher rates of teacher retention have been linked to creating a healthy school culture in which instructors feel valued and encouraged. Conversely, a toxic school climate in which educators feel undervalued or ignored might increase the likelihood of staff turnover (Shatri, 2020).

A healthy school climate can be established in a number of ways, such as by providing teachers with tools, encouraging them to work together in teams, and recognizing and appreciating their efforts (Kaden, 2020). Teachers are more likely to stay in their jobs if they believe they are part of a positive and helpful group (Kruse et al., 2022).

However, a toxic environment in the classroom can have a negative impact on staff morale and lead to increased teacher turnover. There are several factors that contribute to instructors feeling overwhelmed, such as a heavy workload, insufficient resources, and little opportunities for professional development (Tawalbeh et al., 2020). It’s possible that teachers will go elsewhere for employment if they don’t feel valued and supported in their current role.

Schools and districts should prioritize building a positive school culture that is supportive of teachers (Maynard et al., 2019). Having the resources and support available to teachers is important for keeping them in the profession and helping them to be successful with their students.

Support and Collaboration

Teacher turnover and retention may also be affected by the degree to which educators feel supported and collaborate with one another. A higher turnover rate is seen among schools where teachers report feeling lonely or unappreciated by their peers (Fiorillo et al., 2020). Conversely, Alonso-Garca, et al. (2019) found that instructors who believe they are part of a supportive and collaborative community are more likely to remain in their positions.

When teachers have strong networks of support and collaborate effectively, they are more likely to stay in their jobs (Caena & Redecker, 2019). Teachers who don’t believe they have the support of their peers in the classroom may be more prone to quit. Teachers who have a strong sense of community and support from their colleagues are more likely to remain in their positions (O’sullivan et al., 2021).

Support and collaboration among educators can be fostered in various ways in schools and districts (Mhlanga & Moloi, 2020). Motivating educators to collaborate and exchange materials is one strategy. In order to accomplish this, educators might form professional learning communities to share lessons, materials, and methods of instruction.

School districts and individual schools can also assist educators by providing access to professional development programs and materials (Brunzell et al., 2019). Access to internet resources and materials and training programs are examples of this (Grant et al., 2019).

Teachers’ morale and job satisfaction can be boosted and a more positive work environment fostered by encouraging mutual support and collaboration among educators (Garca-Martinez et al., 2019). Schools and districts may do more to retain teachers and improve student learning by encouraging a culture of community and collaboration among educators.

Personal and Family Considerations

Personal and familial issues may also play a role in a teacher’s decision to stay or leave the profession. It’s possible that teachers with small children or other family responsibilities are more prone to abandon their positions in search of more accommodating work hours or locations. Also, if a teacher is relocating for personal or family reasons, they may decide to leave their
current teaching post. Teacher retention and turnover can be affected by factors such as instructors' personal lives and the needs of their families.

Teachers with small children or other family responsibilities, for instance, may be more prone to leave their positions in search of greater work-life balance or a more convenient location. Similarly, if a teacher is relocating for personal or family reasons, they may decide to leave their current teaching post.

A teacher's choice of teaching position may also be influenced by their own personal and familial circumstances. For instance, teachers who value security and stability may prefer full-time work, whereas those who value freedom of schedule may prefer either part-time or substitute teaching.

When designing programs to keep teachers in their classrooms, schools and districts should keep in mind that individual and family circumstances may play a role. Schools and districts can do a better job of retaining teachers and providing a stimulating learning environment for their students if they focus on teachers' wants and requirements.

Research on teacher turnover and retention has shown that this is a multifaceted problem affected by many variables. To combat the problem of teacher attrition and turnover and provide educators with the resources they need to do their jobs well, a thorough understanding of these variables is crucial.

CONCLUSIONS

Compensation and perks play a significant role in keeping teachers in their positions. Teachers who don't believe they're getting a good salary or enough benefits might be more prone to look for new employment. Higher rates of teacher retention have been linked to creating a healthy school culture in which instructors feel valued and encouraged. Teachers' decisions to stay or leave a school are often heavily influenced by the climate there. Higher rates of teacher retention have been linked to creating a healthy school culture in which instructors feel valued and encouraged. Teachers who don't feel valued in their existing positions may be more likely to go elsewhere for work. By fostering a sense of camaraderie and teamwork among educators, schools and districts can reduce teacher attrition and turnover. Occasionally, teachers leave the profession due to personal and familial issues. Teachers with families may be more prone to leave their positions in search of more work-life balance or a more convenient location. Educators may be motivated to change careers for a variety of reasons, including those relating to their own families. Teachers, for instance, may be more inclined to quit if they have young children or other family responsibilities. What kind of teaching position a person takes on might also be affected by their personal and familial circumstances.

REFERENCES


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