

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

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**Abstract.** *Teacher attrition and mobility are important concerns for educators in global Education systems especially in Third world country like Indonesia. This study explores the multifaceted factors that influence teachers' decisions to stay in or leave their positions, focusing on five key themes: Thus, the following compensation and benefits factors were issued: Working Conditions, School Environment Support, Personal and Family Circumstances, and Professional Development and Promotion. According to this study with the collected data of interviews and focus group discussion with thirty teachers in Indonesia the find that the reasons for teacher turnover include low remuneration, poor working condition, lack of school culture support, time and family demands and limited professional development. The present study shows that there are numerous and quite varied factors, which require a multi-faceted approach to retaining teachers. Increasing salaries and benefits, developing the working context, maintaining a positive organisational climate, meeting teachers' personal needs and continuous professional learning help educational systems to lower high teacher turnover rates and develop beneficial educational outcomes. In the larger sense, this research will provide useful information about ways through which education leaders and policymakers can work towards constructing specialised teacher professionalism; it will thus foster better quality education in Indonesia.*

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## INTRODUCTION

Teacher attrition and mobility have historically been identified as major concerns in school systems around the globe affecting quality education and students' performance. Interruption of instruction is also flagged high since many teachers leave the profession, taking with them experience and skills that should benefit learners and schools, and substitution costs associated with recruitment and training those who replaced them are also high (Heckman 2000; Cappelli, 2015). In developed countries the effect of teacher turnover is usually mild due to availability of resources in the classroom while in the developing countries where resources are scarce the effect of teacher turnover is severe because schools fight hard to get qualified and experienced teachers.

In Indonesia there is a growing concern over teacher turnover in recent years. The difficulties found in the Indonesian education system include the inequity in the distribution of teachers, lack of professional development opportunities and limited resources these have been linked to the high turnover rate (Muttaqin, 2018; Karim, 2021). The above difficulties are compounded by such factors as loss of qualified teachers since it results into gaps in teaching practices and hampers the chances for enhancing learners' achievement (Sing & Maringe, 2020).

Recent research shows that there is low pay and poor conditions of work environments, lack of support from the administration and limited professional development opportunities as the major reasons that lead to teacher attrition (Räsänen et al., 2020; Amitai & Van Houtte, 2022; See et al., 2020). Indonesian teachers commonly express their dissatisfaction regarding the salary

that they received, the majority of which reported they are unable to afford the cost of living especially the ones in urban areas. While the issues highlighted above are a result of the insufficiency in the remuneration structures, they are further worsened by the general lack of stable benefits like health care and pension plans which are very crucial in the future planning for any employee. Others are working conditions that are also a very important factor when it comes to teacher retention. Large class sizes, lack of resources, and paperwork carry are some of the problems that lead to the loss of morale to teach and eventual dropout from the learning institution (Hise, 2022). Added to these problems many Indonesian schools lack adequate school facilities and infrastructure and most teachers in these schools have little access to professional development, which limits their effectiveness as teachers and their opportunities for career advancement (Fairman et al., 2022).

Another essential element is that the organisational culture and leadership support are as significant factors affecting the decisions of teachers to stay or leave. Research evidence reveals that teachers are more likely to remain in schools in which they have appreciation from both the managers and their fellow teachers as well as effective collaboration and a positive organizational culture (Lubis & Hanum, 2020). On the other hand, a school environment promoting competition as well as the culture of isolation and lack of support will contribute to enhanced turnover rates. For Indonesia, it noted that facility or school characteristics particularly in terms of leadership and the level of support that they afford teachers has a strong influence towards their degree of job satisfaction as well as their intention to persist in the education profession (Gimbert & Kapa, 2022).

Family and personal factors are another area that play a significant role for the decision of teachers to commit and remain in their profession or search for another job. Teachers who have child care responsibilities prefer schools that offer working conditions that are flexible so that they can be able to handle their work as well as their family responsibilities hence if a school does not offer such conditions then most teachers will leave, this explains why attrition rate is high among teachers with young children or other responsibilities. However in Indonesia where there are traditional cultural beliefs especially in the domain of marriage where women are expected to hold additional family responsibilities this is so relevant. It is critical to retain teachers as this is instrumental in ensuring get and, more specifically, the availability of such opportunities for professional development and career growth. It is crucial that teachers stay updated as well as keep on learning and developing because this way they remain motivated to teach (Miller et al., 2021). However, evidence for Indonesia shows that only a minority of teachers are satisfied with the professional development programs offered in their country many said the offerings are inadequate or unrelated to course content; in fact, professional development actually disappointed them.

Hence it is important to identify the factors contributing to this problem in Indonesia, because the teacher turnover, as it has been mentioned, has negative effects on education quality. The purpose of this research will be to identify the complex issue of teacher retention and teacher turnover in Indonesia based on factors such as remuneration, conditions of service, school climate, self and family circumstance and professional growth. Hence, this study wants to develop an understanding of these factors that can be used in the formulation of policies and activities meant to enhance teacher retention and consequently teaching quality in Indonesia.

## **METHODS**

The research method used in this study aimed to answer the research questions, and therefore this study adopted a qualitative research design and more specifically, a case study approach. The case study method was employed since it provides an opportunity for a qualitative analysis of various and multifaceted conditions of the Teaching profession that influence the choice of teachers in terms of retainment of their positions. This is especially helpful in understanding the complex nature of teacher turnover which is triggered by different factors within the teacher's person and profession as well as institutions.

## **Partbicipants**

The participants in this study were selected using purposive sampling to make sure that respondents currently working in different schools, such as urban, rural and suburban ones. The participants of the study were 30 teachers that worked in primary, secondary and tertiary schools located in three regions of Indonesia. The inclusion criteria for participants were as follows: The inclusion criteria forced into the study were as follows: (1) able to work full time as a teacher at the time of the study, (2) should have at least three years teaching experience, and (3) have a relatively mix background in socio-economic and culture. Recruiting participants with diverse background, gender, profession and experience in teaching was essential in order to gather a variety of perspectives of teacher turnover and retention.

## **Data Collection Procedures**

Sources of data included interviews, focus group discussions and review of relevant documents. The questionnaires were semi structured interviews which were administered separately to each respondent and they took 45 minutes to an hour. The aims of these interviews are aimed at examining participants' experiences, attitudes and decisions that are involved with their professional lives. The interview questions formulated were broad in nature and ranged over issues such as job satisfaction, time allocation between work and family, school climate, support received from the administrative side and career plans.

Apart from personal interviews, focus group discussions were conducted with the groups of 5-6 teachers as it provides discussion between the participants about the experiences they have. To this end, these discussions allowed participants to hear and share other teachers' experiences, as well as general concerns about factors that result in teacher retention/turnover. Document analysis was also performed to gather additional information which was not collected with the help of interviews and focus groups sessions. Sources of data comprised school policies, teacher assessment as well as professional development proposals. This analysis was useful in order to situate some of the information obtained during the interviews and focus groups through understanding the realities of the institutional and policy context within which teachers work.

## **Data Analysis**

Data analysis in this study was also conducted using thematic analysis that involved coding the interviews, focus group discussions as well as documents for themes that emerged. The research was done in a sequential manner as outlined below. Each interview and focus group was transcribed and, after numerous readings of each document, code or label specific pieces of the text that are related to teacher retention and turnover. This was cyclic in nature that involved code refining as more data were generated for analysis by the researcher. The first codes were then clustered into higher order categories or themes that captured the key factors that affect teacher retention and turnover. Some of these themes were evident from the literature and others were deduced from the data to come up with factors which were specific to the context. The last part focused on the analysis of patterns that could possibly exist between the themes. This included analysing how several variables are interrelated in the determination of whether teachers would transfer, or not. Aside from that, to maintain credibility and quality of the study, member checking was done. Participants were given an account of the results and were asked to make correction on the validity and representativeness of the themes elicited. Incorporation of this feedback was done in the final analysis as depicted below.

## **RESULTS AND DISCUSSION**

The results of this study are presented under four major themes which form the basis of the analysis of the interviews, focus group discussion and documentary review. These themes represent profound exemplary that pinpoints the multiple layers of factors that determine teacher attrition and mobility in Indonesia. The themes are: Some of the factors that have been used are (1) remuneration and rewards (2) working environment (3) school environment and support and (4) individual and family factors. The discussion of each theme includes direct quotes

from participants that represent the findings of the research and critical interpretations that include an analysis of the meaning behind them.

### **Compensation and Benefits**

Indeed, compensation and benefits are one of the most critical indicators that define teachers' choice of either to remain in the teaching profession or to quit. In this regard, the participants firmly underlined the fact that only a fair and adequate remuneration guarantees job satisfaction and an adequate commitment to teach.

*"The pay provided is inadequate for the increase in the cost of living necessities out there, most of our colleagues, including myself, have shifted from teaching to other well paid careers."*

This quote shows the challenge of teachers when it comes to finance especially when they have to cater for basic needs such as Accommodation as seen in urban centers. The issue of low salaries can be regarded as a significant problem which does not let teachers sustain their income level and increases the rates of turnover due to the better-paid positions available. The weakness in competing spreads the message that teaching is not properly valued besides bringing a feeling of insecurity mainly due to the uncompetitive remunerations.

*"I enjoy teaching but the reward of our working is poor, we don't even enjoy healthcare and the option of retirement benefits are almost non-existent".*

Other losses include personal benefits that have been badly missed in the new public teaching system, for example medical facilities like healthcare and endowments like retirement benefits, among them. Such absence or lack of security may cause stress or the feeling of job insecurity which may push the teachers to resign or leave the teaching force. The quote is an indication of a deeper problem of a profession of teaching not being well compensated, which in turn results to dissatisfaction and thus high turnover rates.

*"It is very common to find teachers here practicing other professions in order to earn enough to feed their households This comes in the way of our performance and dedication in class. "*

The fact that the teachers are required to seek other employment is also shows inadequacy of the initial earnings from teaching. This not only has an impact in their job execution, but it also decreases their passion for being educators. Multiple employments a reality can cause organizational stress and burnout as well as reduce the satisfaction and increase turnover.

*"Sometimes they even go to other schools as janitors if they can get better money which is something that could improve if the government intervened as they able to increase our salaries and provide better benefits saying that more teachers would remain in the post".*

This quote has spoken of probable positive changes that can be expected in teacher turnover given the aspect of compensation and benefits. From this analysis, one is able to deduce that optimism relating to these financially related issues may cause enhanced satisfaction and stability of the teaching force. The statement is standard with teachers as they value incentives in form of financial compensation as key in ensuring motivated workforce.

Compensation and benefits has therefore turned out to be one of the most significant factors influencing the issue of teacher retention. The results obtained in this study thus corroborate literature that points to the fact that compensation is a icone factor in influencing teacher retention. For example, Camelo & Ponczek (2021) established that low pay is one of the main causes of teacher turnover, especially in the developing nations where the teaching profession is not well regarded. This is similar to other countries as indicated OECD where it is evident that countries with lower teachers' salaries compared to other professions register high turnover rates of teachersThe discontent demonstrated by participants in this study as pertains to low pay and emoluments is well supported by Spaul et al. (2020) that posited that compensation is one of the main levers for ensuring teachers stay put in schools with poorly

funded systems. In addition, literature reviews by Loeb & Myung (2020) indicate that there are positive relationship between teacher pay and retention as well as quality since improve teacher pay will attract better candidates into the profession thus improving the quality of education provision.

It also a issue that is evident from this study absence of other important benefits like health and otherPID benefits as well as retirement benefits among others. This problem is even more proliferate in countries such as Indonesia where no extensive social safety nets like in the developed countries. While 'fringe benefits' like health insurance or retirement are by no means 'frills' as they speak of other aspects of compensation system which are crucial to non-monetary incentive and might affect teachers' decision in regard to the profession. This study agrees with this viewpoint because teachers receive poor incentives and are financially insecure owing to bad remuneration hence forcing them to quit their jobs in search of better working conditions.

### **Working Conditions**

Working conditions also came out as other important predictors of teacher retention. Participants are worried by the physical and organisational context in which they practice, which has a bearing on their choice to persevere or quit.

*"It is very difficult and challenging now as teachers because the classrooms are packed and there is lack of equipment and materials needed for teaching".*

Large classes, shortage of teaching materials and equipment are some of the difficulties which hinder quality education and dissatisfy the teachers. This quote is an expression of anger that teachers exhibit when they cannot be useful in their duty places because of unfavorable working conditions. Challenges of teaching a large number of students with limited teaching aids may cause the teacher to become stressed up and end up looking for other jobs.

*"Head teachers say they are expected to perform other non teaching activities that even use much of their time."*

Teachers take great agonies in complaining that administrative work hinders their teaching objectives and therefore they prefer to do mostly teaching. The quote underlines the tension which occurs when the teacher has some expectations regarding the occupation, and they inevitably appear to be disappointed as they see that their profession does not meet their expectations and may cause them to quit teaching.

*"They continue to point out that the classrooms are not air-conditioned and this makes it difficult especially to teach during the hot seasons because not only does it affect one's health but also the quality of the lessons being taught and delivered."*

Lack of physical comfort can also be a huge problem; for instance, working under blazing heat caused by inadequate AC especially in the developing nations can greatly affect the comfort of the teachers and thus, worsen their performance. Such environmental situations as described in this quote can also affect the teaching experience in a negative way thus making the tutors less motivated to continue in the teaching profession especially in unfavourable settings.

*"Lack of Professional Development: This makes work more of an issue to most teachers as they are overwhelmed by work obligations to the extent they do not get even a chance to engage in professional development activities for them to grow professionally."*

This is the case because most teachers have complained of limited time and venues to engage in professional development, essential in their quest to have better careers. This quote clearly embodies the idea of not being able to gain experience because the work load is too heavy and as a result becomes boring and unfulfilling, which puts the possibility of turnover on the rise.

The working conditions that are present in schools are other very important factors that dictate teacher retention. The problems revealed in this study as key concerns to the teachers including overcrowded classes, inadequate resources and excessive paperwork in the school, are

issues that cut across many developing countries including Indonesia. According to Yan (2020), teachers are more likely to be dissatisfied and quit especially if they work in schools that are located in low-income areas and characteristic by poor working conditions. The result derived from this study corroborates Ladd's thesis, regarding the propensity of teachers with large class sizes and; inadequate resources to suffer burn out, a state that is highly related to attrition.

However, as already pointed out by the participants in this research study, administrative responsibilities divert away time and efforts that could otherwise be directed to instructional tasks thus deepening the dissatisfaction among the teachers. Eberle & Eberlen (2021) have established that teachers get frustrated with too much administrative tasks especially if the tasks are not in concord with duties of teaching and working with learners. It is their expectations versus realities, at least in the case of classroom teachers, where expectations of their roles are not matched with their actual responsibilities whereby dissatisfaction creeps in not to mention attrition. This has highlighted the fact that school administrations need to be cautious when assigning duties and need to ensure that there are sufficient number of administrative assistants to take care of all the managerial duties so that teachers are able to perform their core duty of teaching the students.

### **School Culture and Support**

Concerning the analysed factors, the role of culture of the school and the degree of support from administration and co-workers were recognised as very influential in the process of teacher retention. A strong organizational climate of the school that makes the teachers to feel motivated and encouraged makes the turnover to be low while job satisfaction is high.

*"At our school the principal is very understanding she always pays attention to our complaints and tries to be of assistance I feel valued in this school and I feel that I am important in the school."*

Supportive leadership can be described as one of the key components of school positive organizational culture. This quote shows the need to be valued in schools and by the school administration in particular as this enhances teacher's psychological contract. When supported, teachers are more likely to stay in their positions that are positively perceived by the teacher who feels that his/her work environment fosters professional development.

*"The most impressive thing is that we are unified team with a common goal, we discuss and work on the lesson plans, share the materials, and it is more fun to teach."*

Teachers should be team players because their collaboration and cooperation is part and parcel of a positive school climate. This quote captures the effect of shared working environment in increasing the employees' joy at work by eliminating feelings of loneliness and exposing them to colleagues with whom they can interact and seek assistance. Such a culture can also be used to motivate teachers on the need to continue working in their current schools.

*"Too bad, it was like that in my past school, there was a lot of rivalry and little encouragement, I felt drained and that was when I switched ...schools."*

The culture of competitiveness and lack of support from their fellow teachers in school makes teachers lose morale and finally puts them off teaching. Essentially this quote shows the social cost of a toxic work environment because it injures staff especially the teachers, making them reciprocatable thus high turnover. It reveals that in cases of poor school environment, teachers may be forced to leave their jobs hence the need to improve on the school climate.

*"Our school administration seems not to take our opinions seriously They make decisions alone without consulting the teachers this tends to make one feel unappreciated"*

This means that a situation in which teacher has no input in any decision-making process can make the teacher develop an attitude of powerlessness, and where the teacher is not valued, she\he will feel so. Using exclusion of teachers in key decisions leads them to loose pride and

sense of belonging to the school hence their tendency to quit. This stresses on the participation of teachers in the corporate management of schools which is an important function of leadership.

An important feature that was found to significantly influence the decision of teachers to transfer in or out of their schools was culture or support. These results are in congruence with the research done before on the factors that influence teacher turnover with positive school culture coming out top. Effective school relationships at staff level, positive staff politics and leadership involvement is crucial when it comes to teacher morale and career duration. This is evidenced by this study whereby teachers who said that they had received support from their administration and their colleges expressed stronger commitment to their school.

What the participants reported regarding competition and lack of support is evident in literature, wherein positive school culture has been proved to have a positive influence a students' academic success. Toxicity in Mohammad (2022) view is a health damaging influences leading to isolation, mistrust and lack of collaboration resulting in teacher and staff dissatisfaction and turnover. The results of this study support Woo et al. (2022) research about the importance of school climate as one of the factors that influences successful teachers' retention in schools no matter the context they operate within. The implication for school leaders is clear: that implementing changes for the positive supportive school culture is not only effective but necessary for the retaining of great talent in teaching faculty. This can be attained through cooperation, appreciation of the teachers and involvement in decision making whereby this make the staff feel that they own the school and this enhances their commitment to deliver as desired (Woo et al., 2022).

### **Personal and Family Considerations**

Other influencing factors include personal and family factors where teacher have to consider whether or not to continue teaching or resign from the teaching force. As seen from the study, things like balance between family and work or kind of jobs that can affect their health and wellbeing were amongst the responses given by participants as influencing their career choices.

*"I have young children at home and having these many hours at school makes it hard for me to meet household tasks, I sometimes wish to quit this job to stay with my kids."*

Time management has always been an issue and more so when one has a family and responsibility of managing a classroom fully as a teacher. This quote shows the dilemma of professionalism between teaching profession and family needs since sometimes decisions are made to leave the teaching profession to get a job that is flexible or less stressful.

*"My spouse was relocated inter-city, and was forced to decide between his job and his family) So I gave up my teaching profession and moved with my family."*

Other factors that belong to the class of external factors might make a teacher quit when otherwise happy with his or her job, such as having to move with the husband or wife's job. This quote shows that personal factors outside schools may force teachers to quit, thus showing the importance of schools to adopt policies that can be flexible to allow teachers tend to needs outside work.

*"Teaching is such a stressful process that it is very demanding in terms of emotional and physical strength and as far as personal health is concerned I am thinking of retiring."*

From the physical aspect we can deduce that the physical health of teachers is vulnerable and is negatively affected by the demands for performance and professionalism in teaching as indicated by the responses of the sampled teachers. This quote emphasizes self-care and the fact that teaching is a stressful profession that can negatively affect one's health which is a reason of high turnover.

*"This job lacks work-life balance that has put a restriction on personal activities or hobbies outside work, so I want to find a different job that will allow more time for self."*

Lack of work-life balance results to time frustration and a desire to quit teaching and engage in other non-professional activities /taiwan news). This quote captures more of burn-out and the fact that the teachers need time and energy for their off-class life which is important in the long run as they think of embracing their profession fully.

Teacher absenteeism and attrition: personal and family considerations are among the factors that have not received sufficient attention in the literature regarding teacher retention especially in developing nations. This research examines the dynamics of family commitments, work-life relationship and self- health as some of those factors that may actually push teachers to quit teaching. Jahan Priyanka et al. (2022) agree with this finding, as teachers with family-related concerns including having young children or elders dependents have a lot of challenges handling work and family responsibilities hence the high turnover.

Besides, the effect of spousal relocation and other family predictors on teacher turnover as found in this study does not contradict the findings of Heffernan (2021), where they opined that personal decision such as relocation due to family, is one of the leading causes of teacher turnover. Schools are demanding to have flexible work schedules including part-time and job sharing or working from home due to pandemic and this is seen as a way of accommodating teachers and addressing high turnover rates, as recognized by Badaru et al. (2022). This means that schools can make more flexible policies so that these teachers can balance their personal and teaching responsibilities in order to stay longer in service.

### **Professional Development and Career Advancement**

Another equally important aspect that affect teachers include professionalism or rather the lack of professional development and career growth. This is a clear indication that teachers wanted to be trained constantly and as often as possible so as to retain their passion in teaching and to be effective in the delivery of their duties in class.

*"I have stagnated in my career and I do not get opportunities for career advancement, not to mention that the motivation is also low since there are no new challenges ahead".*

The frustration that lies in not having job advancement prospects can be depicted by this quote. When a teacher feels there are limited opportunities for promotion or opportunities to improve one's skills, then this may lead to stagnation that results in poor job satisfaction and increased attrition rates. Teacher professional development is important in order to maintain teacher interest and enthusiasm.

*"The L-shaped workshops are just a rehash of what we've seen before, and those are the things that really do not really address the issue we experience in the classroom which is quite disillusioning given that they waste our time."*

It is critical to stress that the quality along with the relevance of the professional development program is crucial to its success. This quote exemplifies one of the trends which teachers share that the professional development offers given is not specific to their needs. However, if training has been considered as being too general or of not much value then, employees may lose motivation and feel that they have wasted their efforts, which may to a certain extent compel them to quit.

*"I would continue teaching if the promotion paths like, a mentor or a leadership role are distinguishable; as it stands now there is no chance of promotion".*

Lack of career progress presents a major discouragement especially for teachers who may would like to have a loyalty upgrade in their profession. This quote reinforces the necessity schools to permit their teachers to assume new tasks or responsibilities, for instance, become mentors of a team. Lack of these choices may make the teachers to have a feeling that their professional development is limited and therefore are likely to look for job opportunities elsewhere.



*“Professional development ought to be on-going and respond to our growing demands, I would like to understand new approaches to teaching and learning and new technologies, but there is no backing. I would like to know new approaches to teaching and learning and new technologies, but there is no backing”.*

Thus, there is a need for constant and ever-evolving professional learning in order to assist teachers with the proper knowledge and tools to implement new methodologies and tools being used in educational field. This quote has been presented in light of the teachers’ desire to acquire additional learning experiences relevant to the evolving requirements in a classroom. When such supports are not provided teachers may end up feeling that they are ill equipped to handle these challenges and this demoralizes them and may lead to them quitting teaching.

Teacher motivation and engagement is as important so maintaining and developing the professional growth and career paths as well. The conclusion of this study is consistent with other studies that show that maintaining a teacher’s professional learning community is a critical way of supporting their retention. According to Dhungana et al. (2021), meaningful and contextually relevant professional development should for one, be incorporated to address the need and interest of teachers regarding teaching profession. This view is supported by this study because the teachers demonstrated a great demand for relevant and meaningful professional development interventions that can assist them to enhance their practice and enhance their careers.

However, the study also highlights a common issue: discrepancy between the perceived value and effectiveness of the professional development programs currently in existence. This is in line with Park & Ramirez (2022) sentiments that many professional development interventions are often found to not meet teachers’ needs and thus elicits feelings of frustration and disengagement among teachers. Another factor which exacerbates this problem is the absence of promotion opportunities, which makes teachers think that they have no chance for development. Antinluoma et al. (2021) further notes that when teachers are given chance to be leaders like mentors or lead table leaders in professional learning communities not only do they get professional development but also amplify their commitment to profession. Hence, the study implies that schools and districts should establish funds for professional development that is periodic, intensive, and targeted to actual teachers’ development needs. Also, if there are well defined and articulated procedures in which experienced teachers can grow in the ranks such as mentorship or leadership positions then this will act as a boost to maintaining the experienced teachers.

## **CONCLUSION**

In this research, various factors that affects the teachers’ retention and turnover in Indonesian schools have been outlined and explained to offer the much needed information on what teachers have to go through in their profession. The study has identified that factors influencing teachers’ decision to stay in or leave the teaching profession include; compensation and benefits, working conditions, school climate and support, personal/family concerns and professional growth and advancement. This research points out that these factors have to be tackled with more emphasis than mere financial motivation through a multisectoral approach of teachers’ professional and personal lives. Ensuring that the compensation and benefits given to teachers are satisfactory; improving the working conditions within schools; promoting proper relationships and cooperation between the teachers in a school; and capacity to deal with individual and familial concerns; and providing the teachers with proper professional development are the major approaches for recruitment and retention of teachers. The significance of these results cannot be overemphasized for policymakers, educational leaders and stakeholder in education sector. It is, therefore, advisable that schools and districts formulate and establish policies and measures that would respond to the special needs of teachers as a way of discouraging the teachers from leaving the sector which would also have a positive impact on education quality. The study concludes that talent and motivation of teachers should be

maintained for the effectiveness of educational systems and potential causes of teacher turnover should be on the educational reform agenda in Indonesia and countries like it.

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