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An Investigation of Factors Affecting Retention of Teachers in Primary Schools at Kasur District

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Abstract: The purpose of this research study was to determine how public school teachers, including both male and females in district Kasur perceive various pressures and experiences associated with a career in education. The independent demographic variables were selected to analyze these perceptions, including qualification, years of teaching experience, and gender. This survey method was chosen to provide a more holistic examination of the primary school teachers' retention problem. A total of 300 surveys were analyzed from both male and female teachers of the district Kasur. The implication of this study was to serve as guidance for future improvements of teacher retention rates throughout the country. The majority of teachers feel that the role of an educator has changed over the years, and most have considered leaving their chosen careers due to low morale, low pay, lack of support, students aggressive behaviour, stress, workload, and lack of job satisfaction. Teachers stated that the reason they have chosen to remain in education is due to the intrinsic motivation such as making a difference in the life of a young generation and the love or enjoyment that education provides.

Key Words: Teachers, Retention, Teaching Profession, Job Satisfaction

Introduction

School is the most important place for student, where they can accomplish their skills capabilities and show their creativity with independence and develop their educational potential with confidence. Seeking quality education is a necessity for everyone. The education system highly depends on teachers who teach the students in different classes. Teaching is considered as a prophetic profession among all professions, and teachers are called the nation builder (Ali, 2020).

Liakopoulou,(2011) conducted a survey about teacher retention rate in a year, and according to this survey report that 157000 teachers, including male and female, are leaving the teaching profession every year. Due to turnover of competent teachers and

the incoming of ineffective teachers disturb the students learning very much. Teacher's attrition rate also has a negative impact on students' behavioral and emotional attachment with new teachers.

Most teachers in public school lack of professional training. Hiring and retaining of good teachers is a difficult task. Management has a direct effect on teachers' performance which is ultimately leads to teacher retention (Okwir, 2010). Primary education plays a prominent role in the education of students. It is a very important and turning stage that provides a base for higher and professional education, and the primary school curriculum provides a number of meaningful options or opportunities to enable students the selection of course according to their needs, interest, and requirement. Primary

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education holds a very important place in the education system and provide a link and keep a balance between primary and higher education. Students are the future of any country so it is a great responsibility of educationists, policymakers, and researchers to search the reason of teacher attrition, and they should also develop the strategies to retain talented, qualified and committed teachers in school. Actually the main purpose of every school is to present quality education for every student according to the society's needs. Thus there is truly a need to keep teachers satisfied with their jobs. It is universally recognized that teacher retention plays a key role in students learning and academic achievement ([Laurent, 2015](#)).

Literature Review

[Andreia, Ramona, and Lupascu \(2014\)](#) described the same idea that the educational quality of a nation depends on the quality of its highly qualified and professional teachers. In education system teacher is a leader and organizer of the educational process because he knows how to lead, instruct and use methodologies which comprises of human experience and art of education.

In developing countries, educational organizations are facing a challenging issue of staffing classrooms with qualified and talented teachers. Developing human resources for teachers' retention take a more important place in the education process. Qualified teachers are very important. Retention is an ability to establish a good and positive learning environment in schools.

Teachers' turnover intention has a good impact on students' satisfaction and on their learning. Teachers are less likely to be retained in school with poor working conditions. During the teaching-learning process, appropriate solutions to the problems are helpful for schools to retain qualified and talented teachers ([Räsänen et al., 2020](#)).

The aim of this research study is to find out the factors that effects to retain teachers in schools. Furthermore, it is crucial to investigate all relevant factors that affect teachers retention and also identify the variables those make teachers committed to

the profession and the beginning teachers discuss to leave or remain in the teaching profession and examine the factors that promote teachers to continue teaching, despite the challenges associated with teaching profession ([Sutherland & Jordaan, 2004](#)).

The teacher is the creator of future leader, so for this reason it is very important to retain teachers in schools and become satisfied with their profession. They will deliver quality education and use different skills in the progress of the country. Teachers retain and stay in school when they are valued, motivated and satisfied with their jobs and their professional status ([Carver & Darling, 2019](#)).

The main purpose of this study is to identify the problems or factors affecting teachers' retention in district Kasur. Teachers are leaving their profession before reaching the retirement age. Teachers are not remaining in the teaching profession and this is known as "attrition" in the education system ([Kersaint et al., 2007](#)). Half of teachers leave teaching due to seeking better career opportunities with high salary and job satisfaction. The reason is that the teaching profession is not a rewarding career, and the problems of teachers have not been properly analysed in previous research. The country is facing many problems such as lack of support, weak performance, low salary, low efficiency, crowded curriculum, lack of subject content knowledge and shortage of qualified and talented teachers at all level of education in promoting quality education. Most of teachers are not so comfortable with their profession in our country. Most of teachers have no strong passion for teaching, and few are capable of teaching a variety of subjects would always look for a better career rather than teaching due to different reasons.

This study is based upon the perception of teachers because they are the persons who are playing a pivotal role for the successful completion of education system and provide opportunities to the students to learn and low teachers' retention create a failure in students learning and achievement. Teachers' shortage effects on overall performance of the school

and its students. Continuing shortage of teachers can lead to other staff members to leave the school as well. In this time, due to the high demand of qualified and professional teachers, it is necessary to ensure that teachers remain in the teaching profession (Harpur, 2002). It is needed to make it important for educators and researchers to find the ways to enhance the flow of teachers and to retain the best teachers in the classroom (Karen, Myers & Giacometti, 2010). It is worth of investigation to find principle factors that determine whether a teacher remain in teaching profession or leave and the way to arrive at this point by getting information from the teachers about their own personal experiences and how these affect their perception about teaching as a profession or a career. Most of teachers enter in teaching and do not plan to make it as lifelong career. Teachers work best in a stable and satisfying work environment. This study will explore

that there are many factors and possible reasons influencing on teachers retention and how they contribute to the school and lead development also provide information and serve as guiding force to district so they make the changes in working conditions, support, and in monitoring programme and make decisions according to requirement of teaching profession and society needs. This study also helps in using different strategies for trying to retain teachers in schools and educational institutes for training future teachers.

Methodology

The research was quantitative in nature and was conducted through the survey. The central purpose of survey study was to describe the opinions, attitude or behaviour of the population (Creswell, 2005).

Sample of the Study

Participants	No of schools	No of teachers
Male	20	200
Female	10	100
Total	30	300

Data Collection

Researchers used self-administrated questionnaire and were distributed to 300 selected respondents including both female and male primary school teachers. A questionnaire was the basic instrument that

was circulated and collected from the participants. All the respondents were evidently knowledgeable that the activity of the data gathering was only for the sake of research. According to the theme of the study close-ended questionnaires were used.

Data Analysis

Table 1. Responses of Teachers about Factors Affecting Retention of Teachers in Primary Schools at Kasur District

S. No	Statements	Mean	SD
1	I feel confidence when I manage discipline and build a caring relationship with students in classroom	4.59	.550
2	Friendliness, approachability, well-prepared, deep knowledge, using innovative methods and good behavior increase my confidence.	4.51	.631
3	Loyalty, sense of responsibility and desire to stay in teaching profession increase my students' progress	4.47	.676
4	I am strongly committed to the teaching profession to bring unique talent and to lead students.	4.15	.984

S. No	Statements	Mean	SD
5	feeling of self-efficacy directly related to my decision to remain in teaching	4.26	.768
6	I cope with given situation according to the skills and create a successful and active class room.	4.07	.954
7	A strong and mutually respectful relationship with colleagues strongly effect on my job.	4.76	.451
8	I share opinion and co-operate with my colleagues in solving classroom problems.	4.28	.580
9	Ethics help me in defining my role and run the system smoothly and effectively.	4.54	.580
10	Respect, trust, pay and benefits and security increase my job satisfaction.	4.83	.394
11	In Supportive, appreciating and good working conditions I feel comfortable	4.68	.534
12	Successful, supportive and good leadership attract me to stay in teaching	4.53	.464
13	The joy of teaching young generation to bring change in their life provides me intrinsic motivation.	4.22	.838
14	Encouragement, praise, rewards and positive reinforcement increase my motivation level.	4.62	.646

The above-mentioned table shows that the Mean values of factors affecting retention of teachers in primary schools at Kasur District. High Mean score and standard deviation score of first statement (I feel confidence when I manage discipline and build a caring relation with students in classroom) was ($M=4.59$, $SD=0.550$).Whereas, Friendliness, approachable, well-prepared, deep knowledge, using innovative methods and good behavior increase my confidence ($M=4.51$, $SD= 0.631$). Whereas, Loyalty, sense of responsibility and desire to stay in teaching profession increase my students' progress ($M=4.47$, $SD=0.676$). Whereas, I am strongly committed to the teaching profession to bring unique talent and to lead the students ($M=4.15$, $SD=0.984$). Whereas, feeling of self-efficacy directly related to my decision to remain in teaching ($M=4.26$, $SD=0.768$). Whereas, I cope with given situation according to the skills and create a successful and active class room ($M=4.07$, $SD=0.954$). Whereas, I evaluate my students' exercise books ($M=4.51$, $SD=0.701$). Whereas, a strong and mutually respectful relationship with colleagues strongly effect on my job ($M=4.76$, $SD= .451$). Whereas, I share opinion and co-operate with my colleagues in solving classroom problems ($M = 4.28$, $SD =.580$). Whereas, Ethics help me in defining my role and run the system smoothly and effectively ($M = 4.54$, $SD =.798$). Whereas,

Respect, trust, pay, benefits and security increase my job satisfaction ($M = 4.83$, $SD =.394$). Whereas I do tests or questions to evaluate students' reading ($M=4.39$, $SD=.656$). Whereas In Supportive, appreciating and good working conditions I feel comfortable ($M=4.68$, $SD=.534$). Whereas, Successful, supportive and good leadership attract me to stay in teaching ($M=4.53$, $SD=.464$). Whereas, the joy of teaching young generation to bring change in their life provides me intrinsic motivation ($M=4.22$, $SD=.468$). Whereas, encouragement, praise, rewards and positive reinforcement increase my motivation level ($M=4.62$, $SD=.646$).

High mean values of all statements showed that many factors are affecting retention of teachers in primary schools

Results and Discussion

According to [Ettore, \(2007\)](#), education is considered as a first step towards human development and progress in this modern era of technology and globalization. Education is very essential for the development of an individual's personality and achieving opportunities for better living. The present study objectives investigated the different factors related to teacher's retention and perception of primary school teachers of district Kasur. Teacher retention is considered as essential elements for the

education system and for quality education in this advanced world. It also plays a vital role for students' academic progress and achievements. The main focuses of this study are those factors that affect on teachers' retention in public primary schools. It is concluded from the above findings that teachers of public elementary schools in district Kasur are facing many problems just like lack of training, low pay, lack of commitment, lack of motivation, adverse students behaviour, lack of self-efficacy, work load, stress and poor working conditions and lack of competency. It provides guidance to ensure the useful knowledge and skills in order to increase the overall productivity and improve the quality of education. Teachers were also agree with the professional ethics, leadership support, working condition, student's behaviour and relation with staff in the public primary schools. This study examined the different factors affecting the teacher retention in public primary school. For this purpose, factors related to teacher personality were taken as the first variable, and the factors related to schools were also taken as the second variable. Furthermore, factors related to teachers' personality were also investigated to know the reason of retention and quality of teaching.

Conclusions

Teacher attrition is not a new problem faced by any country. According to Tyack, (1974) poor working conditions and low salary has been investigated and predict two main factors of teacher's turnover since 1947 to till now. The lack of guidance, no cooperation, demotivation and strict administration are included in a bad working environment in schools. there was a 16% chance in 1965 to 1967 year for new teacher to leave teaching and this rate had been increased up to 33% in 1971 to 1974 (Murnane, 1981). Several factors were grouped into two categories first related to teacher's personality and second related to schools according to the review of literature. It was explored that poor working conditions, lack of support, demotivation, training and professional development, students adverse behaviour, job satisfaction, stress level, and low pay all were related to

school factors that become the reason of teacher attrition according to the previously conducted research data. The factors related to teachers personality were professional characteristics, professional commitment, professional ethics, relation with staff, and self-efficacy all become the reasons of teachers decision to remain in teaching profession. In recent history, these factors have led to the positive change in the education field and also provide guidance for future improvements in education. It is the responsibility of every school to identify different factors that affect the teacher retention and also provide help and guidance to teachers in order to meet the growing needs and demands of the society.

This study was concluded on the basis of a perception of teachers about different factors affecting teacher retention in district Kasur. It was also concluded that the teacher's retention is necessary for quality education. All the participants were taken from public primary schools (both male and female) in district Kasur. The teacher's retention in school is essential for a better educational system and determines the factors related to the retention are useful which plays a positive role in their decisions to stay in teaching and also provide help in educational and social development. Furthermore, it also provides useful information about the required aspects of research, and fulfils different aspects of teacher retention.

Recommendations

The study recommendations were formed as the following.

It is suggested that teachers become better through the continuous development of their own education, their methods and skills. They should follow the following professional characteristics such as acting as a role model, preparation before delivering the lesson, setting goals effectively, active learning collaboration with peers to build their confidence. In teaching, confidence level increases from getting important information that increase competencies and standard of preparations and taking necessary steps to manage the classroom discipline and resolve the students problems.

Positive personal attributes such as being just, having patience, friendly behaviour, humour, kindness and the most important, the spirit of team-work should be considered very important for a teachers as they help them in providing the essence of quality in teaching.

It is also suggested that commitment towards profession should be increased by providing career growth opportunities, respecting teacher's needs, communicating with them clearly about their duties, creating a competitive work environment, encouraging team bonding, creating clear strategies for engagement with work and also emphasizing on their mission and core values. The most important element is the development of passion for teaching through instill positive energy among them and helping them to fit in well in the classroom. Passionate teachers work with enthusiasm, their dedication and utmost commitment increase their performance. Teachers can make a difference in their student's life through dedication towards their profession.

It is suggested that professional ethics can be improved through focusing on high aims, having cooperative and respectful behavior with other staff, creating a sense of responsibility, rewarding and appreciating good behavior. The best way to promote professional ethics in the workplace is to

make ethical behaviour and the development of comprehensive an essential part of the working culture. From hiring process to selection, promoting and applying ethical standard at all levels and also to maintain daily routine of teachers. It is the best method to enhance ethical behaviour as the core part of the workplace. Through teacher's specific ethical training session that is focused on making ethical decisions in practice, one can promote professional ethics. Creating the consequences for serious ethical violations, another method that is more than just a slap on the wrist is needed to encourage consistency of good ethical behaviour in students.

It is recommended that the ability of self-efficacy in teacher can be boosted through proper feedback, motivation, positive attitude, and better communication to guide the teachers so they can make their best effort. Getting effective instructions from their peers with a similar level of experience and proficiency, believing in themselves, experiencing new tasks, performing like they want to do, facing new challenges, accepting their own failures by taking criticism from others positively and achieving their goals step by step, avoiding any kind of stress or feeling of frustration about results or failure.

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