

Expectancy and Motivation: Determinants of Teacher Retention in Private Schools in Nepal

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Abstract

Teacher retention has been a crucial issue in the higher education sector in Nepal. One primary problem associated with high turnover of teachers in educational institutes is the issue of effective delivery content of an educational program; and another is the loss of in terms of time and financial resources. This study aims to find the relation between retention factors and teacher retention in private schools in a region of Nepal. Vroom's expectancy theory and Herzberg's motivation theory are used to relating the expectancy of the teachers and select the appropriate factors for motivation by the schools. This study is based on a quantitative research design. A structured survey questionnaire

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was applied to the sample of teachers calculated from simple random sampling technique from 14 private secondary schools of Nepalgunj. Descriptive statistics, hypothesis tests and correlation analyses were carried out to explore teacher retention. The study revealed that salary and benefits, selection process, engagement, growth opportunities, work environment and leadership could predict teacher retention. In contrast, with a beta coefficient of 0.301, growth opportunities stand out as the most important factor that could predict teacher retention. The study recommends that private schools in Nepalgunj must attempt to understand the expectancy of teachers as per the Vroom's theory and also differentiate between hygiene and motivation factors as classified by Herzberg, which will give a clear understanding of the retention of the teachers. Thus, this study's results will benefit principals, school management, policymakers and further researchers.

Keywords: Private secondary schools, teacher retention, Vroom's expectancy theory & Herzberg's motivation theory

Background

For the past 12 years, this researcher has worked as a teacher and has witnessed the frequency by which teachers switch schools. This mode of switching of employment could range from leaving the teaching profession to shifting their present school of employment for another school motivated by better perks. When the researchers discussed with them their turnover, they got different reasons and versions of the turnover. So, the researchers just wanted to discover the reasons for the turnover of the teachers and make recommendations to the schools to retain the teachers within them for an extended period, this was the motivation to research this topic.

In educational research, classroom teachers have been shown to significantly impact students' educational outcomes in studies

(Hanushek & Rivken, 2006). These outcomes encompass all academic (Lee, 2018) as well as non-cognitive (motivation, self-efficacy) factors (Jackson, 2018). According to research, teachers with less experience and lacking in professionalism are more likely to be assigned to economically disadvantaged students (Goldhaber et al., 2018). As a result of these difficulties, there is an unequal distribution of high-quality teachers and poor outcomes for students who demand consistent high-quality instruction. Promoting positive and equitable student results is critical to keep effective teachers in the classroom.

When it comes to private schools the government does not accept responsible for them in Nepal. Yet, such schools are expected to comply with some government-mandated curriculum standards. A private school does not receive any financial support from the Nepalese government. Therefore, attendance is dependent on the payment of a school fee (Scheper, 2013).

'Private schools' are schools that have received approval or permission to operate on the condition that they do not receive regular funding from the Nepalese government (Education Act, 2028,9[d3]). In other words, private schools are established, managed, and mainly funded by a nongovernmental organization.

More than \$7 billion is spent each year on teacher separation, recruitment, induction, and training (Darling-Hammond & Sykes, 2003). In the case of Nepal, private schools also have high expenditures for hiring and training teachers to meet the standards and culture of their schools. The cost of teacher replacement in rural districts ranges from \$9,000 to more than \$20,000 per teacher in metropolitan districts (Barnes et al., 2007). According to one study, the cost of teacher turnover to districts varies from \$3.2 million to \$5.6 million per year. These costs is higher in urban districts with higher turnover rates (Synar & Maiden, 2012). It is difficult to estimate the cost of lost production

when an experienced teacher is replaced by a less experienced one (Watlington et al., 2010).

In light of the above, teacher retention can be defined as a process in which teachers are encouraged to remain at the school as long as possible or until the project is completed. Similarly, Sharma and Chaturvedi (2017) suggested that higher education administrators should develop a strategy to retain senior teachers in their higher education institutions.

Similarly, Fatima (2011) described retention as an employer's effort to retain talented and high-performing employees to achieve organizational goals. Organizations value 'top talent' because they avoid the recruitment, selection, and on boarding expenses that would be incurred if they were replaced (Tyman et al. 2011). Faculty turnover is a key issue for schools, which is why researchers chose to study faculty retention within the institution. In recent years, retention has become a buzzword for all types of schools. Every effort is made to keep good performers on board.

They are losing highly qualified employees to the private sector and other higher education institutions that can offer better salaries and benefits (Garcia & Weiss, 2019). As a result, the institution under study is concerned about the high turnover of qualified employees. To address this issue, Erasmus et al. (2015) suggest developing a retention toolkit that includes career discussions, personal goals, alignment of organizational and personal goals, mentoring, coaching, identifying and promoting development and training needs, and finally, salary change requests.

In the materialistic era of education in Nepal, one of the problems faced by Private Schools is 'teacher retention' These teachers are excellent performers who have proven to be valuable assets to any educational institution run by private companies, self-funded institutions, educational foundations/societies etc. Many teachers

view their great profession as a part-time job and do not take it seriously. At the same time, there are teachers who perform exceptionally well and should be taken on by any reputable educational institution. Teachers are often very dedicated and give their best. When dedicated teachers do not receive the respect, recognition, and incentives they deserve, they begin to seek opportunities outside their current organization and attempt to resign (McLaughlin et al., 1986). Teachers appear to be employed as trained professionals who receive a monthly salary on a per diem basis. If teachers do a good job, they must be kept at all costs. Although there are numerous reasons for their departure, these reasons can be met with care and respect. Formulating good retention policies and following relevant strategies/interventions and recommendations could benefit all stakeholders in education (Pabla, 2014).

Similarly, retention solutions depend on several factors. According to Tehseen and Hadi (2015), extrinsic and intrinsic motives mainly play a role in retention. The satisfaction that comes from teaching, recognition, enjoyment of teaching, career advancement, teaching as a life goal, and control over others are all dimensions of intrinsic motivation. Extrinsic motivation usually involves external rewards such as salary or wages, free housing, educational development in the payment of bonuses, additional payments in the event of financial difficulties, paid vacation, and free medical assistance. If schools are successful in combining these factors, teachers are less likely to leave, resulting in lower teacher turnover.

In addition, the job description and key performance indicators (KPIs) for teachers in private schools are not clearly defined. Because there is a lack of clarity, teachers are unsure of what is expected of them and how to manage their performance. Creating opportunities for advancement is also an important retention tool. Teachers see future growth potential within the school because of succession planning. When teachers recognize this, they become

more proactive and are willing to take on larger responsibilities (Rhodes & Brundrett, 2009).

Faculty turnover can affect the cohesiveness and effectiveness of school communities by disrupting educational initiatives and professional connections designed to improve student learning (Borman & Dowling, 2008; Ingersoll, 2001). Many people believe that some turnover is healthy and can help schools innovate (Macdonald, 1999).

Objectives

- to assess the current state of teacher retention and identify the many factors that influence retention in Nepalgunj city of Nepal
- to determine the relationship between retention factors and teacher retention in private schools in Nepalgunj city of Nepal

Research Methodology

This study is based on quantitative research with a survey design. In this study, a cross-sectional survey was conducted. In quantitative research, surveys are used to describe the ideas, attitudes, behaviours, or characteristics of a population by administering a survey to a sample or the entire community. They are also useful for gathering demographic information about the composition of the sample (McIntyre, 1999, p. 74). The sample is calculated at a 95 percent confidence level. This means that "at a 95 percent confidence level, the true value of the population is found in 95 out of 100 samples within the per-specified precision range" (Israel, 2012, p. 1). To calculate the sample size, the researcher used the following simplified formula (Yamane, 1967, p. 886): $n = N / \{1 + N (e^2)\}$. Therefore, the sample size is 93 teachers out of the total population of 120 teachers in Nepalgunj. Survey researchers use questionnaires to collect quantitative, numerical

data that are statistically analysed to identify trends in responses to questions and to evaluate study objectives or hypotheses.

This method is preferable when a social researcher wants to collect accurate data to characterize the entire census. "By analyzing a sample of a population, the survey research technique provides a quantitative or numerical representation of trends, attitudes, or opinions of that community" (Creswell, 2011, p. 145). Surveys can be used to understand teachers' perceptions, opinions, and behaviors related to salary, growth, leadership, turnover, and retention. Therefore, the survey strategy was used in this study to explain and analyze variables such as salary and benefits, selection process, commitment, growth opportunities, work environment, and leadership role and to show their relationship with teacher retention in private secondary schools in Nepalgunj.

The primary data is collected through a structured questionnaire which is filled by the teachers. The questionnaire is simple and understandable for all levels of teachers and focuses on teacher retention. According to the data provided by HISSAN, Banke in Nepalgunj, there were 14 secondary schools and 120 secondary teachers. Although there were 14 registered private schools in Nepalgunj, one of them had not been in operation for three years, so I excluded that one school from my research.

Pretesting the Research Questionnaire

The term 'reliability' refers to the precision and consistency with which an instrument or investigation is measured. To evaluate the reliability of research instruments, Cronbach's alpha was used to test the reliability of the research questionnaire. A Cronbach's alpha greater than 0.70 is acceptable, while a value of 0.80 or higher is preferred, i.e., the higher the better (Cortina, 1993). Similarly, the Cronbach's Alpha values of six variables in this study were above 0.75, indicating that there are no problems with the questionnaire, as shown in Table 1.

Table 1. Cronbach’s Alpha for the Questionnaire

Variables	No. of Items	Cronbach's alpha
Retention of Teachers	6	0.753
Salary and Benefits	6	0.752
Selection Process	6	0.847
Engagement	5	0.795
Growth Opportunities	5	0.818
Work Environment	6	0.753
Leadership	6	0.887

Results

The study examined seven factors: teacher retention, salary and benefits, selection process, development opportunities, work environment, leadership role, and commitment. Variables were interpreted using a 5-point Likert scale ranging from 1.0-1.49 for "strongly disagree," 1.50-2.49 for "strongly disagree," 2.50-3.49 for "neutral/uncertain," 3.50-4.49 for "agree," and 4.50-5.00 for "strongly agree" (McLeod, 2019). Table II shows the results of teachers' responses to dependent and independent variables.

Table 2. Descriptive Statistics

Mean of	N	Mean	Std. Deviation
Retention	93	3.71	.708
Salary & Benefits	93	2.51	.750
Selection Process	93	3.81	.797
Engagement	93	4.02	.654
Growth Opportunities	93	3.48	.786
Work Environment	93	4.26	1.01
Leadership Role	93	3.89	.623

Since Likert items are designed in ascending order, i.e., 5 is assigned for strong agreement and 1 for strong disagreement. In such a situation, larger mean scores indicate a positive response to employee intention to stay. The mean value for employee retention is 3.71, which means that employees express their opinion in favor of employee retention.

Similarly, the mean score for salary and benefits is less than 3 (2.51), indicating that employees express their opinion negatively about organizational policies and facilities related to salary and benefits. In contrast, the mean score for selection process, commitment, growth opportunities, work environment and leadership support is above 3 (3.81, 4.12, 3.48, 4.26 & 3.89), indicating that employees are satisfied with the company. They have a clear intention to stay with the organization.

Association between Retention Factors and Retention Intention of Teachers

This section analyzed the relationship between the retention factors and the retention intention of the employees of selected institutional secondary schools. The correlation coefficient between dependent and independent variables reflects the relationship and correlation. The table summarizes the relationship between the retention variables and retention intention.

Correlation between Retention Factors and Teacher Retention

This section examined the relationship between faculty retention factors and faculty retention in private secondary schools. The correlation coefficient represents the relationship and correlation between dependent and independent variables. The relationship

between teacher retention and retention variables is summarized in Table 3.

Correlation is used in this topic to examine and evaluate the relationships between dependent and independent variables. In this case, the following research idea was put to the test:

Hypothesis 1: There is a relationship between faculty retention factors (salary and benefits, faculty commitment, leadership role, development opportunities, selection policies and procedures, work environment) and faculty retention. The correlation results are shown in Table 3.

Table 3. Correlation between Retention Factors and Teacher Retention

		Mean of the Retention
Mean of Salary and Benefits	Pearson Correlation	.282**
	Sig. (2-tailed)	.006
	N	93
Mean of Selection Process	Pearson Correlation	.421**
	Sig. (2-tailed)	.000
	N	93
Mean of Engagement	Pearson Correlation	.353**
	Sig. (2-tailed)	.001
	N	93
Mean of Growth Opportunities	Pearson Correlation	.502**
	Sig. (2-tailed)	.000
	N	93
Mean of Work Environment	Pearson Correlation	.363**
	Sig. (2-tailed)	.000
	N	93

Mean of Leadership Role	Pearson Correlation Sig. (2-tailed)	.462** .000
	N	93

** . Correlation is significant at 0.01 level (2-tailed).

* . Correlation is significant at 0.05 level (2-tailed).

Table 3 shows the relationship between faculty retention and six different characteristics, including salary and benefits, selection process, commitment, development opportunities, work environment, and leadership position. The Pearson correlation method was used to calculate and examine these correlations. The strongest correlation is between development opportunities and faculty retention, and the lowest correlation is between salary and benefits and faculty retention.

Hypothesis 1: There is a Relationship between Salary and Benefits and Teacher Retention.

The Pearson correlation approach was used to calculate the relationship between faculty compensation and benefits and faculty retention. The results show a weak positive relationship between teacher retention and compensation and benefits ($r=.282$, $n=93$, $p=0.006$). The relationship between the two variables is significant at the 1% level of significance (0.01). The correlation strength between them is a slightly weaker than the moderate value. Nevertheless, hypothesis 1 is accepted.

Hypothesis 2: There is a Relationship between Selection Process and Teacher Retention.

The effects of the selection process on teacher retention were studied. The results show that teacher retention and the selection process are favorably related ($r=.421$, $n=93$, $p=0.000$). The relationship between the two variables is significant at 1% level of

significance (0.01). The correlation between them is very strong. However, hypothesis 2 is accepted and there is a strong relationship.

Hypothesis 3: There is a Relationship between Engagement and Teacher Retention.

At a 1% significance level (0.01), the data show a positive association between teacher retention and engagement ($r=.353$, $n=93$, $p=0.001$). The association between job assignment and opportunities and teacher retention shows a moderate correlation. Consequently, Hypothesis 3 is accepted as there is a significant relationship.

Hypothesis 4: There is a Relationship between Growth Opportunities and Teacher Retention.

The relationship between growth opportunities and faculty retention was examined. At a 1% significance level (0.01), the data show a positive relationship between faculty retention and growth opportunities ($r=.502$, $n=93$, $p=0.000$). The correlation strength between two variables exceeds the moderate value. Consequently, Hypothesis 4 is accepted and the association is extremely strong.

Hypothesis 5: There is a Relationship between Work Environment and Teacher Retention.

Table 12 shows that at a 1% significance level (0.01), there is a positive relationship between work environment and teacher retention ($r=.363$, $n=93$, $p=0.000$). The relationship between work environment and teacher retention is moderately strong. Hypothesis 5 is thus accepted.

Hypothesis 6: There is a Relationship between Leadership Role and Teacher Retention

At a 1% significance level (0.01), the data show a positive relationship between leadership support and teacher retention

($r=.462$, $n=120$, $p=0.000$). The relationship between leadership support and teacher retention is slightly stronger than the moderate value. Consequently, hypothesis 6 is accepted as there is a significant relationship.

From the following discussion, all six retention factors are positively related to teacher retention. Among them, growth opportunities are highly correlated with all other factors affecting retention.

Impact of Retention Factors on Retention

This section examines the effects of retention factors on employee retention. This study used multiple regressions with retention factors (salary and benefits, selection process, commitment, growth opportunities, work environment, and leadership role) as independent variables and teacher retention as the dependent variable because the data were normally distributed.

Table 4. Impact of Retention Factors on Retention

Coefficients		Unstandardized		Standardized	
		Coefficients		Coefficients	
		Std.		t	Sig.
Model	B	Error	Beta		
1	(Constant)	1.032	.454	2.270	.026
	Mean of Salary & Benefits	.046	.106	.044	.437
	Mean of Selection Process	.131	.107	.143	1.228
	Mean of Engagement	.000	.133	.000	.002

Mean of Growth Opportunities	.288	.113	.301	2.554	.012
Mean of Work Environment	.108	.081	.138	1.325	.189
Mean of Leadership Role	.117	.146	.114	.799	.426

$$Y = 1.032 + 0.288X_4$$

Where,

Y = Dependent variable (Teacher Retention)

X₄ = Growth opportunities

The linear regression equation has the general form $y = a + bX$, the dependent variable is y , the independent variable is x and the coefficients of the equation are A and B . The difference between the linear regression equation and the multiple regression equation. The latter requires the ability to handle many inputs, while the former requires only one. The equation for multiple regression is $y = a + b_1X_1 + b_2X_2 + \dots + b_nX_n$ to account for this change. The subscripts in this equation denote the many independent variables. The value of the first independent variable is x_1 , the value of the second independent variable is x_2 , and so on. This continues as more independent variables are added until the final independent variable, x_n , is included in the equation (Licht, 1995).

Table 4 shows the relationship between the dependent and independent variables using regression analysis. Salary and benefits, selection process, work environment, commitment, development opportunities, and leadership role all play a role in teacher retention in private schools in Nepal.

The regression coefficient for teacher retention is highly dependent on the development opportunities provided by the schools and is

0.288, which means that the possibility of teacher retention increases by 0.265 units when the school increases the development opportunities by one unit. This indicates that schools should focus more on teachers' development opportunities within the school and the profession, which may lead to teachers staying longer at the school.

Ranking the Effects of Retention Variables on Retention Intention

A standardized beta coefficient is used to compare the strength of the influence of each independent variable on the dependent variable. The greater the influence, the higher the absolute value of the beta coefficient. For example, a beta of -.9 has a greater influence than a beta of +.8 (Bring, 1994). Standard deviations are the units of the standardized beta coefficients. This means that variables can be easily compared. In other words, standardized beta coefficients are what are obtained when all variables in the regression are converted to z values before being analyzed (Bring, 1994).

Independent variables are sorted from highest to lowest impact on commitment intention based on the value of the beta coefficient in multiple regressions:

Table 5. Ranking the Effects of Retention Variables on Retention

Variables	Beta	Rank
Salary and Benefits	.044	V
Selection Process	.143	II
Engagement	.000	VI
Growth Opportunities	.301	I
Work Environment	.138	III
Leadership Role	.114	IV

F=6.945

P for F = 0.000

R = 0.571

The above table shows that the predictor growth opportunities have the highest beta value (=0.301), followed by selection process (=0.143), work environment (=0.138), leadership role (0.114), salary and benefits (=0.044), and commitment (0.000), and it means that all independent variables have an impact on teacher retention except the level of teacher commitment within the school. Using the impact of the beta coefficient of the multiple regressions, the independent variables are sorted from highest to lowest in terms of their impact on retention intention (Ghimire, 2018). Growth opportunities are the largest predictor with the highest beta value and the greatest impact on teacher retention, while engagement level has the zero-beta value and has no impact on teacher retention.

The values (F =6.945, p-value for F=0.000) indicate that the model is significant as the p-value is less than 5%. This means that all six factors together have a significant effect on teacher retention. The R value (R=0.571, F=6.945) supports this. It states that these six variables explain 57.10 percent of the total variation in teacher loyalty, while the remaining 42.90 percent is explained by additional factors not included in this study. The coefficient of multiple determination or R measures how much variation in the dependent variable can be explained by changes in the independent variables when they are combined (Schroeder et al., 1996 p. 33). The coefficient of determination or R is a statistical metric that quantifies the correlations between dependent and independent variables based on the movement of the independent variables (Gordon, 2000).

Findings

The private secondary school teachers of Nepalgunj were satisfied with their current jobs. This indicates that they intend to stay at the school for a long time with the current facilities. Teachers were also satisfied with the selection process, job commitment, working atmosphere, and leadership position. This indicates that teachers were willing to stay in their jobs because of a fair and unbiased selection process, a fair work environment with well-performed tasks, and effective and supportive leadership. However, teachers were not satisfied or neutrally satisfied with the services provided by the school, and teachers did not see growth potential within the school. This suggests that teachers are willing to stay at the school if they are offered more benefits and more opportunities for growth than they currently have.

Correlation was estimated to examine the relationship between teacher retention and aspects such as compensation and benefits, selection process, commitment, growth opportunities, work environment, and leadership position. The correlation results showed that all six criteria for teacher retention had a positive relationship with teacher retention. Therefore, the null hypotheses were rejected and the following alternative/research hypotheses were adopted:

- (i) H1: There is a positive relationship between retention factors (salary and benefits, teacher engagement, leadership role, growth opportunities, selection policies and procedures, work environment) and teacher retention

To explore the effect and predictive capacity of retention determinants, multiple regressions were constructed. The results of the multiple regressions ($F = 6.945$ and $p\text{-value for } F = 0.000$) revealed that the model is significant because the $p\text{-value}$ is less than 1%. It suggests that all six factors, such as salary and

benefits, selection process, engagement, growth possibilities, work environment, and leadership role, had a substantial joint effect on employee retention. R-value (0.571).

Salary and benefits (=0.046), selection process (=0.131), engagement (=0.000), growth possibilities (=0.288), work environment (=0.108), and leadership position (=0.117) were the standardized coefficients of beta and p-value at the 1% level of significance. All independent variables were able to predict teacher retention, but growth opportunities appeared to be the most effective, with a greater beta value.

Here, one could conclude that Vroom's expectancy theory is quite applicable, as teachers are expecting something other than those offered by the management. Teachers expected growth opportunity in the schools, whereas the schools were busy making salary adjustments, providing a working environment, and defining the roles. So, the private secondary schools must go according to the expectations of the teachers, which would lead to the retention of the teachers within the school for the maximum time. In a nutshell, to retain capable and competent teachers, private secondary schools should mainly focus on growth opportunities. It does not mean that we can ignore the other; equal emphasis should be given on the selection process, work environment, engagement, salary and benefits, leadership role, and other motivational factors so that the schools' performance level will be booming.

Conclusion

Most of the teachers in the Private schools of Nepalgunj are between 26-35 years, thus young teachers are entering the teaching profession. Female teachers felt more comfortable working in the primary sectors than in the secondary, and males felt comfortable in the secondary. Teachers entered the profession only after marriage, which shows that people are responsible and

accountable to their families for their livelihood. Schools are satisfied with teachers who have Master's degrees to teach at the higher secondary level, but it appears that schools are unable to retain teachers for more than five years, suggesting that teacher turnover occurs within the first five years of their careers. Teachers usually have temporary status and could be replaced in any year for any reason, which creates uncertainty for their future career prospects, thus motivating high turnover. Teachers were satisfied with the selection process, workplace engagement, work environment, and leadership roles at the schools and would remain at the school. Teachers were not satisfied or moderately satisfied with salary, benefits, and promotion opportunities. A positive and significant relationship was found between salary and benefits, selection process, commitment, advancement opportunities, work environment, and leadership role with teacher retention. Thus, all alternative hypotheses were accepted. Similarly, the regression coefficient of teacher retention was highly determined by the development opportunities provided by the schools, and in similar decreasing order, selection process, work environment, teacher commitment, salary and benefits, and leadership role were significant in determining teacher retention. All independent variables failed to uniquely predict teacher retention, but growth opportunities were the strongest predictor with the highest beta value and engagement is the weakest predictor with a beta value of zero.

Implications

Based on the findings of this study, there are several implications for teacher retention. The study will benefit the different entities in the society such as schools, school leaders, government or policy makers and further researchers.

Implication for Schools

The private secondary schools must compensate the teachers according to their contribution with some additional benefits besides the salary. Only then they will be able to retain the teachers for a longer period of time. The private secondary schools in Nepalgunj must consider the expectations of the teachers so that they could work with efficiency and commitment. They should attempt to maintain the present scenario and improve the teacher conditions in terms of salary and growth. Schools should be very sensitive in differentiating the hygiene and motivational factors to motivate the teachers to stay in the schools.

Implication for School Leader

Private secondary school leaders need to focus on teacher development opportunities to reduce turnover within the institution and the profession.

Implications for Policy Makers

Among the six variables, policy and strategy makers should focus more on teacher growth opportunities, selection process, and work environment, which are the strongest predictors of teacher retention. In addition to schools, other organizations that want to retain their employees should also try to provide them with job security. In addition to policy makers and leaders, the country's government should focus more on teachers' expectations instead of mandating things that are not even on the teachers' list of requirements.

Implications for the further researchers

This study was only on private schools of Nepalgunj, so further research can be conducted on the community schools of Nepalgunj and the private schools of other cities in Nepal. Moreover, another study could make a comparison between government schools and private schools. In this study, only six variables or aspects of teacher retention were considered: development opportunities,

selection process, work environment, commitment, compensation and benefits, and leadership position. Consequently, further research should be conducted on other aspects such as job security, school policies, internal policies, communication systems, telecommuting, etc. In addition, after a period of time, further research can be conducted on the same topic and areas to determine whether or not demographic characteristics, response to retention factors, and teacher retention have changed, whether or not there is a correlation between teacher retention and retention factors, and whether or not retention factors predict teacher retention. Finally, a qualitative research approach or a mixed-methods research approach can be conducted because this study used a quantitative research method.

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