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## Research Article

### Factors Affecting Teachers' Turnover: Basis for a Proposed Retention Program

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#### ABSTRACT

The significant role of education in human development is universally recognized. More than anybody else in the education sector, teachers play a vital role in the development of an individual. However, it becomes a tremendous struggle for the school administrators on how they can retain their teachers, especially those whose services are much needed. This study determined the possible factors that cause the high teachers' turnover, which can be used as a basis for the retention program among faculty members. Thirty-seven (37) teachers from three different schools were given a survey questionnaire to determine the factors that affected their decision to leave the academic institution. The descriptive research design was utilized for this study. The study yielded the following findings which showed why teachers decided to leave the school where they work. The personal factors were considered to a moderate extent, with the change of environment most impactful. Likewise, the institutional factors also affected the teachers' turnover to a moderate extent, mostly because the opportunities for training are limited. Finally, the psychological factors got the least impact on the teachers' turnover, with demoralization and insecurities they felt from colleagues as the very impactful. Based on the result of the study, a retention program was deemed necessary and was proposed by the researcher.

**Keywords:** *challenges in teaching, rate of teacher turnover, teacher retention*

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#### Background

Many accounts have proved that through education, children will have the opportunity to have a promising future. Education is a right of every individual regardless of their social

status, gender, family background, religion, and any distinctive challenges. However, to ensure that inclusive and quality education that promotes lifelong learning is provided to the children, resources like human resources,

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materials, and financial resources must be allocated and managed effectively.

Human resources are the most valuable resource a school or any organization can have because of their active involvement in managing the daily needs of an organization. Implementing effective human resource management begins with the administrators, who are responsible for setting a planned vision for the school. Based on the study of Maicibi (2003), when the correct quantity and quality of human resources are brought together, they can influence other resources to realize the organizational goals and objectives. It was established that human resources have a high correlation with the level and quality of organizational performance and productivity. The function of human resources, in general, should create the ideal climate for employing professionals and maintaining the best quality of teachers in the educational system.

An educational institution is established for the advancement of children to prepare them for lifelong learning. According to Rice (2013), the educator is the most influential person in making the students attain progress leading to success, and employing qualified teachers is one of the most critical components for the achievement of the students. In the Philippine setting, teachers were among the paid professionals who left the service after several years of teaching at a distressing pace. Administrators, especially in high-poverty schools, struggle in selecting and recruiting teachers because of several underlying factors.

Vos (2016) once stated, "good employees are the most valuable asset any company can have. Their productivity, skills, and attitude can make or break a company. Hire the right employees, train them well, listen to what they have to say, and reward their productivity. Never forget that your employees are your company's greatest asset."

"Employees are important." Speakers Deepak Chopra and General Colin L. Powell pointed this out at the 2017 SAGE Summit. "Employees do the work that keeps our businesses going, and without them, companies may not be able to achieve much." The speakers reminded the employers, stating that "employees derive personal satisfaction, passion, and a

sense of purpose from the work they do for companies." Chopra even said, "the greater the satisfaction of your employees, the more likely they will be to follow your leadership and succeed."

A survey conducted in July 2016 by recruitment website Jobstreet.com showed that Filipinos have the highest average satisfaction rating of 6.25 on a 10-point scale in terms of job happiness, followed by Indonesians (6.16) and Thais (5.74). And among all the employees polled, Job street's 2016 Happiness Index Report showed that government workers are the happiest compared with employees in other sectors in the Philippines.

Jobstreet.com also stated that "Filipinos also put a high premium on great rapport with colleagues, convenient work location and the company's reputations. These factors can easily be attributed to the relationship nature of Filipinos. Other reasons for employee's happiness are salary, benefits, leadership, career development, job security, culture, corporate values, training, work schedule, and immediate superior. The top factors that make employees leave a company were found to be uninspiring leadership, insufficient salary, lack of benefits, and lack of training. These factors will not necessarily make employees happy should they be addressed competently but could be hugely influential in employees' decisions to stay or find better opportunities."

Similarly, in the education sector, there are some factors that make teachers happy and satisfied or contented with their job. It is normal to expect that if teachers are contented with their work conditions, then they tend to stay longer, if not stay forever for good, in their job until their retirement. On the other hand, if they are not happy with their work, they leave their job and seek greener pasture, which may be one of the reasons for their turnover.

The school where the researcher is currently working also observes the teachers' turnover. Likewise, some schools in the District of San Mateo, Division of Rizal, have teachers who have left their work for different reasons. The high rate of teachers' turnover resulted in some negative effects, like difficulties in recruiting better teachers, and problems

addressing the academic needs of the learners, among others.

In view of the foregoing, the researcher was prompted to find out the factors for teachers' turnover. The underlying reasons that drive teachers to leave the schools where they are employed are important considerations for teachers' retention in the service.

**Purpose of the Study**

This study aimed to determine the factors affecting the teachers' turnover to serve as a basis for a proposed retention program.

Specifically, it sought answers to the following questions:

1. What is the rate of teachers' turnover for the last three years in the respondent schools?
2. How do the following factors affect teacher respondents' turnover?
  - a. Personal factors
  - b. Institutional factors
  - c. Psychological factors
3. What retention program may be proposed to address teachers' turnover?

**Methods**

This study used the descriptive survey method of research. It was most appropriate to utilize this method since the study tried to determine the present condition of teachers' turnover in the selected public schools used as the subject of the study. The study took place in the District of San Mateo. Respondents of this study were teachers from three selected secondary Junior High Schools in the Division of Rizal, namely Public National High School A,

Public National High School B, and Public National High School C. These schools were purposely chosen because of their accessibility. The researcher obtained the total number of teachers from these public schools based on the list of teacher-respondents for the last three years. There were thirty-seven (37) teachers who were recorded to have left their respective schools.

The method used to gather the data needed in this study is through the use of survey questionnaires. The questionnaire was designed in a checklist form to facilitate the gathering of data from the respondents. The first draft of the questionnaire was subjected to the validation of two graduate professors and three secondary teachers. After the validation of the research instrument, it was finalized and then mass-produced for administration to the intended respondents. The instrument consisted of questions that asked about the extent of the effect of personal, institutional, and psychological factors on the decision of the teacher respondents to leave their respective schools.

The weighted mean was used to determine the extent of the effect of factors on the teachers' turnover in terms of personal, institutional, and psychological factors. Lastly, the frequency and percentage were used to determine the rate of teachers' turnover in the three schools used as the subject of the study.

**Results and Discussion**

Table 1 presents the rate of teachers' turnover for the last three years in the respondents' school.

*Table 1. Rate of Teachers' Turnover for the Last Three Years in the Respondents' Schools*

School	School		Percentage
	Number of Teachers	Number of Teachers' Turnover	
1. Public National High School A	72	8	11
2. Public National High School B	51	13	25
3. Public National High School C	172	16	9
	<b>295</b>	<b>37</b>	<b>13</b>

The table shows that 37 out of 295 teachers from three schools participated in this study.

They all left their respective schools. Public National High School B has the biggest percentage

of teachers' turnover, which is 25 percent, followed by Public National High School A, which registered 11 percent. The findings shows that quite a large number of teachers in the three

schools, which is 13 percent, decided to leave their work.

Table 2 shows the personal factors affecting teachers' turnover.

*Table 2. Personal Factors Affecting Teachers' Turnover*

Indicators	Weighted Mean	Descriptive Rating	Rank
1. I need to address my health problem.	2.97	ME	3.5
2. My residence is far from school.	2.97	ME	3.5
3. My income is not enough to support my family.	2.92	ME	5
4. I changed my residence.	2.89	ME	6
5. I cannot cope with the demands of my work.	2.73	ME	10
6. I want to seek greener pasture.	2.81	ME	9
7. I cannot relate well with my co teacher.	2.84	ME	8
8. I want a change of environment.	3.11	ME	1
9. I want a challenging job.	2.86	ME	7
10. I was encouraged by my family to transfer to another job.	3.0	ME	2
<b>Average Weighted Mean</b>	<b>2.91</b>	<b>ME</b>	

The data shows that personal factors affected to a moderate extent the teachers' turnover, based on the average weighted mean of 2.91. This result indicates that personal factors have a bearing on the teachers' decision to leave their school, however, to a moderate extent only. Based on the data, the top five personal reasons the teachers left their school are the following: they wanted a change of environment (WM-3.11), they were encouraged by their family (WM-3.00), they needed to address their health problem and their residence is far from school (WM-2.97), the income was not enough to support their family (WM-2.92), and they changed their residence (WM=2.89).

The findings also indicate that the respondents want to experience a new work

environment, which implies that they may have gotten bored with working for a long time in one school. Thus, they decided to leave to seek another place or school. Further, the result that "income is not enough to support the family" was supported by the study of Gritz and Therbold (2006). According to them, the pay was the most important influence on the decision of teachers to remain or leave their profession. Likewise, the study by Kayizza (2009) also found that poor pay had ranked as the first factor that contributed to teachers' turnover. Table 3 presents the institutional factors affecting teachers' turnover.

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*Table 3. Institutional Factors Affecting Teachers' Turnover*

Indicators	Weighted Mean	Descriptive Rating	Rank
1. The class size is big, hence, so difficult to manage	2.84	ME	3.5
2. I am overloaded with work.	2.84	ME	3.5
3. The promotion is too slow.	2.89	ME	2
4. The opportunities for training are limited.	3.03	ME	1
5. Seldom receive recognition in the form of incentives	2.70	ME	8
6. The school policies are not well-implemented	2.68	ME	9

Indicators	Weighted Mean	Descriptive Rating	Rank
7. The present residence is not conducive to facilitate my teaching.	2.78	ME	6.5
8. The school climate is not healthy.	2.81	ME	5
9. The school location is not conducive to the teaching learning process.	2.22	ME	10
10. I find it difficult and tiring to discipline my students.	2.78	ME	6.5
<b>Average Weighted Mean</b>	<b>2.75</b>	<b>ME</b>	

The data shows that institutional factors affected the teachers' turnover to a moderate extent, as shown by the average weighted mean of 2.75. These findings indicate that institutional factors were related to the teachers' decision to leave their school, however, to a moderate extent only. Based on the data, the top five institutional reasons why the teachers left their school are: 1.) The opportunities for training are limited. (WM-3.03), 2.) the promotion is too slow (WM-2.89), 3.) the class size is big. Hence, so difficult to manage and overloaded with work (WM=2.84), 4.) the climate is not healthy (WM-2.81), and 5.) The present residence is not conducive to facilitate their teaching.

The findings imply that limited professional and personal development were the reasons for teachers' turnover. These findings was parallel to that of Hargreaves (2004) wherein he disclosed that professional development was highly correlated with teachers' commitment and turnover. Likewise, Benner (2000) also revealed in his study that teachers were demotivated to work if their personal growth was minimal and of the least of the priorities of the organization where they work.

Table 4 shows the psychological factors affecting teachers' turnover.

Table 4. Psychological Factors Affecting Teachers' Turnover

Indicators	Weighted Mean	Descriptive Rating	Rank
1. I feel demoralized	2.40	LE	1.5
2. I am no longer motivated to work harder	2.24	LE	5
3. I lack interest in dealing with students	2.35	LE	3
4. I feel I do not get support from my family	2.27	LE	4
5. I feel insecure about my colleagues	2.40	LE	1.5
<b>Average Weighted Mean</b>	<b>2.33</b>	<b>LE</b>	

The data shows that psychological factors affected the teachers' turnover to a low extent, as seen in the resulted average weighted mean of 2.33. These findings indicate that psychological factors influenced the teachers' decision to leave the school, however, to a low extent only. Based on the data, the top three psychological reasons the teachers left their school are the following: they feel demoralized and insecure by colleagues (WM-2.40), they lack interest in dealing with students (WM-2.35), and they feel they do not get support from their family (WM=2.27).

The findings show that the respondents do not feel at ease with their co-workers. Thus, they decided to leave their school. This result was parallel to Maund's (2003) study, which revealed that leaving the workplace could be compared to the issue of the relationship with co-workers or workmates.

Based on the findings of the study, a retention program was deemed necessary, hence, the study was proposed.

Based on the analysis of the data sought, the researcher then identified the result of the extent of the factors affecting teachers' turnover.

The result shows that personal and institutional factors moderately affect the teachers' turnover.

Thus, the researcher found out that there is a need for schools to have a retention program to achieve a low turnover of teachers.

### **Objectives**

#### *General:*

1. To increase the rate of the teaching profession and teacher retention in school.

#### *Specific:*

1. To deepen the awareness of the teachers on their significant role in the formation of students and molding of their character.
2. To motivate the teachers to appreciate teaching and maintain the dignity of teaching as a noble profession.
3. To raise the level of professional commitment of teachers to strengthen the teaching profession.

### **Evaluation**

The teacher participant is allowed to assess the training activities that will be provided to them through an evaluation instrument. The result of the evaluation must be analyzed to determine if they are effective in making the teachers stay in their school/workstation and in their teaching profession.

### **Summary**

This study aimed to determine the factors affecting teachers' turnover in junior high schools of San Mateo District, Division of Rizal. The study generated the following findings. Out of 295 teachers in the three schools that participated in the study, 37, or 13 percent, left their respective schools. The personal factors affected the teachers' turnover to a moderate extent. The top five were: (1) they want a change of environment, (2) they were encouraged by their family, (3) they needed to address their health problems, and their residence is far from school, (4) the income is not enough to support their family, and (5) they changed their residence. The institutional factors also affected the teachers' turnover to a moderate extent. The top five were: (1) the opportunities for training are limited, (2) the promotion is too slow (3) the class size is big, and overloaded

with work, (4) the school climate is not healthy, and (5) the present residence is not conducive to facilitate their teaching. The psychological factors affected the teachers' turnover to a low extent. The top three were: (1) they feel insecurities from colleagues, and they feel demoralized (2) they lack interest in dealing with students, and (3) they feel they do not get the support of their family. Based on the result of the study, a retention program was deemed necessary. Thus, it was proposed by the researcher.

### **Conclusion and Recommendation**

Based on the findings of the study, the following conclusions were drawn. The teachers' turnover was affected by personal, institutional, and psychological factors to a certain extent. A retention program was deemed necessary to retain and encourage the teachers to stay and work in their respective schools.

Based on the conclusions drawn from the study, the following recommendations were hereby given. The teacher respondents should consider the findings of the study as inputs to their future in their profession or teaching career. Next, the school principals should try to address the causes of teachers' turnover in their schools. The school principals should regularly conduct professional meetings to serve as a venue for making the teachers understand the importance of their long presence in their present school or workplace to serve their students better. The teachers should be afforded continuous training for their personal and professional growth and development. The retention program proposed by the researcher may be considered by the schools of the respondents to motivate the teachers to continue serving their school. Lastly similar research should be conducted by future researchers in order to validate the findings of the study. It is suggested that additional studies be made to find out other aspects that would contribute to achieving a high retention rate for teachers.

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