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Teacher Retention in Private Schools of Nepal: A Case from Bhaktapur District

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Abstract

Retention of qualified teachers is a crucial part for the quality education in schools because qualified, experienced and stable teachers can enhance the academic standard of students. It is equally important for the smooth operation and success of schools. Considering these facts, a quantitative research with correlational research design was carried out with the objective of finding out relationship between teacher retention and domains of its determinants in private schools of Bhaktapur district, Nepal. The data was collected through a questionnaire. This study concluded that financial and school culture domains have a powerful and significant impact on teacher retention. Similarly, there is a significant association between teacher retention and social domain, and between teacher retention and emotional domain. This study suggested that school administrators and policy makers need to understand that there is a strong positive impact of financial domain and school culture domain on teacher retention. They need to formulate policies which can satisfy financial needs and create a good school culture. Similarly, they need to improve teacher retention by addressing emotional domain and social domain.

Keywords: job satisfaction, motivation, school culture domain, emotional domain

Introduction

An organization can exist and succeed in achieving its goal when it has qualified employees. An organization can sustain and flourish with the recruitment and retention of qualified employees. But the retention of qualified employees is a big challenge for management (Barnes et al., 2007). As in other organizations, recruitment and retention of teachers is a challenging task for school management. The retention of teachers is a crucial issue in schools all over the world. It is a big issue in the context of schools of Nepal too.

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Retention of teachers in a school depends upon the level of satisfaction in their job as in other working institutions. Job satisfaction and motivation of teachers are key factors for teacher retention. Job satisfaction results in higher level of teacher's retention as well as increase in teacher's tenure (Bobbitt et al., 1991). The researchers also claimed that job satisfaction and teacher turnover have an inverse relationship (Bobbitt et al., 1991). They stated that increase in job satisfaction causes decrease in teacher turnover or increase in teacher retention. Those teachers who are satisfied in their jobs get retained in the same school and those who are not satisfied leave their job (Ingersoll, 2004). Therefore, we have to find major determinants of the job satisfaction of teachers which are defined as domains of teacher retention. Giacometti, (2005) stated that financial, institution-related or school culture, personal or emotional, demographic, social, etc. are such domains.

When the Government of Nepal brought a Liberal Policy of privatization in 1980, the rapid growth of several private schools has taken place since then (Mathema, 2007). Private schools are those schools which are funded and operated by a person, group of persons, or company (MOE, 2019). The growth of private schools is due to the trust and support of guardians. It is believed that there is better care of students and more dedication of teachers. A private school cannot exist and flourish without the dedication and support of its teachers and other staff members (Mathema, 2007). Therefore, it is essential to retain dedicated teachers and staff members by providing essential facilities.

Lower retention of teachers may bring many problems to stakeholders. There will be a loss of experienced human resources of the school on the one hand and on the other hand, it hampers day to day activities of the schools if not timely managed. New teachers after being recruited and selected should be trained and socialized for making them familiar with the school rules and regulations. It takes a long time and incurs a huge cost for new teachers' recruitment, training and socialization activities. Thus, turnover of teachers causes waste of time of administration and of financial resources of schools. Moreover, Barnes et al. (2007) stated that teachers' high turnover decreases school administration's goodwill.

Change of teachers untimely in the middle of the session affects student achievements (Guin, 2004). If the vacant positions are not fulfilled immediately, it affects the learning activities of the students. The teaching pedagogy of new teachers may be different from that of previous teachers. It may create problems for the students to adjust to the new methodology of new teachers.

From the above discussion, it appears that excessive teacher turnover is not good for all stakeholders. Therefore, it is necessary to explore determinants

for teacher turnover of private schools of Nepal and to motivate teachers to be retained in schools so that quality of teaching remains consistent in the short run and improved in the long run. There was dearth of studies carried out in the retention of teachers in private schools of Nepal. Moreover, this research incorporated the private schools of Bhaktapur District of Nepal and this issue has not been explored yet.

The objective of the study is to find out the relationship of teacher retention with domains of its determinants in private schools of Bhaktapur district. To fulfill this objective, the following research questions were used:

1. What is the association between teacher retention and domains (financial, school culture, social and emotional) of its determinants in private schools of Bhaktapur district?
2. To what extent do domains (financial, school culture, social and emotional) of determinants explain teacher retention in private schools of Bhaktapur district?

Based on research questions stated above, the following hypotheses were formulated:

H₁: There is a significant association between teacher retention and domains (financial, school culture, social and emotional) of determinants.

H₂: There is a significant predictive relationship between teacher retention and financial domain of determinants.

H₃: There is a significant predictive relationship between teacher retention and school culture domain of determinants.

H₄: There is a significant predictive relationship between teacher retention and social domain of determinants.

H₅: There is a significant predictive relationship between teacher retention and emotional domain of determinants.

There may be many determinants of retention and sustainability of teachers in private schools of Bhaktapur district. This study focused only on determinants of financial, school culture, social, and emotional domains. In the financial domain, the researcher focused only on the fulfillment of minimum requirement, pay scale, gratuity, provident fund, festival allowances, fringe benefit, and free education. The researcher particularly focused on the provision of necessary materials, supportive leadership, constructive feedback, autonomy, reward system, colleagues' support, collaborative leadership, evaluation system, working environment, and discipline of students in the school culture domain. The researcher focused on social respect,

privilege from society, social status, parental support in the social domain. Similarly, potential growth, challenging job, creativity, patience to the profession, contribution to society, and enjoy working were focused on the emotional domain.

Literature Review

Private schools are those schools which are funded and operated by a person, group of persons, or company and have obtained approval or permission for operation from the concerned government authority like local government such as Rural Municipality or Municipality or Metropolitan city (MOE, 2019). According to Education Act 2019, these schools are operated by a company or trust. Private schools in Nepal do not receive any government fund and grants. They collect fees from students with the consent of the local government body. They must follow the rules and regulations made by the government.

There are 6566 private schools (grade 1 to 12) registered up to 2018 (MOEST, 2019)). This number is 18.44% of the total number of schools in Nepal. A total of 87,012 teachers are working in private schools (grades 1 to 12). This number is 26.73% of total teachers working in schools in Nepal. Similarly, there are 1,328,693 students (grades 1 to 12) studying in private schools in Nepal. This number is 17.97% of total students studying in a school in Nepal (MOEST, 2019)).

It is said that private schools are growing in the trend of mushroom. These schools are at the center of attraction of students, parents and guardians. It is due to trust of guardians and parents upon them (Khadka, 2010).

It is important for educational institutions to recruit and retain qualified teachers. Employee retention is the ability of an organization to retain its employees for a longer period than its competitors (Johnson, 2000). Retention mostly concerns with the number of employees who are remaining within an organization in a certain period of time, whereas the turnover concerns with the number of employees leaving an organization in a certain period of time. Retention rate and turnover rate are often calculated on an annual basis. Retention rate of teachers is often calculated as dividing the number of teachers that continued in the next academic year by the total number of teachers working in the previous academic year. Similarly, teacher turnover rate is often calculated as the number of teachers leaving in a particular academic year divided by total number of teachers working in the previous academic year.

Nowadays, employee retention and turnover has become a major concern for organizations. Turnover rate of school teachers seems higher than that in other professions even in developed countries. The turnover rate of teachers was 16% in

America in 2019 (NCES, 2019), whereas it is 11% in other professions in America. Teacher turnover rate was 10.5% in the UK in 2015 (NFER, 2018). From the study of teacher turnover in industrialized countries, it was found that Germany has less than 5 percent, Hong Kong has less than 10 percent, and in France and Portugal, it is negligible (Cooper & Alvarado, 2006).

In Nepal, a number of research studies were conducted regarding retention of employees in other sectors like banks, insurances, etc. Ghimire (2015) studied factors affecting retention of employees in Nepalese Insurance Companies. In the same way, Chalise (2019) studied on the employee retention in Nepalese Commercial Banks, whereas few research studies were done regarding the retention of teachers in Nepal. A research study conducted in Butwal Municipality by Upadhyaya et al. (2013) concluded that the teacher turnover rate of private schools of Butwal Municipality was 18%. A seminar of administrators held in Chitwan, Nepal in 2008 revealed that 60% to 70% of teachers never continued their teaching profession for more than two years in the same private school (Dhungel, 2008). Thus, the teacher turnover rate is higher even in developed countries. It is more challenging in developing countries like Nepal.

Determinants of Teacher Retention

There may be various determinants for the retention and sustainability of teachers in private schools. The determinants for teacher retention may be age, the background of the study, family structure, career opportunity, working environment, pay scale, retirement benefit, qualification, support of supervisors, peer support, etc. Ingersoll (2001) claims that these determinants can be broadly categorized into financial, demographic, social, institutional, security, external and personal determinants.

Institutional Determinants

Institutional determinants like professionalism, working environment, and administrative support are more important than other determinants (Kersaint et al., 2007). Support for beginning teachers, staff involvement in decision-making processes, and teachers working as a team help for the retention of teachers. Overall, a positive working environment for teachers is a part of the school culture. Support from a school administrator or executive is also an important factor for the decision of teachers to stay or leave the teaching profession. According to Churngchow and Sittichai (2014), encouragement from school executives like principal, deputy head teachers, head teachers, or assistant principals affect the teacher retention in all schools, especially in rural areas. Teacher retention can be improved through the establishment of reciprocal relationship between the teachers and the principal.

Regular meeting with individual teacher provides the principal with an opportunity to provide leadership roles and opportunities for teacher-leaders (Morgan & Kristsonis, 2008).

Teacher retention is also affected by leadership culture within the organization. If principals cultivate teacher leaders within their schools, teacher retention may be improved with the benefits of stable school culture (Danielson, 2006). Similarly, Ojha (2016) carried out a study on the recruitment and retention of teachers in higher educational institutions of Nepal. He found that there is a lack of systematic policy and practice for recruitment and retention of teachers.

Financial Determinants

Financial determinants like pay scale, bonus, retirement benefit such as provident fund, pensions and so on are strong determinants for teacher retention (Locklear, 2005). High pay scale and bonus motivate teachers to be in the profession because they provide financial support at present, whereas pensions are different from other forms of compensation because there is a gap between the time of earning and the time of receiving. Gordon and Blinder (1980) claim that workers get inspired to work during their productive years and they leave their jobs at the age when their productivity decreases and their retirement benefits become sufficient to meet their requirements.

Ojha (2016) finds that there is lack of proper pay scale and allowances in private schools which causes teachers to leave their job. Khanal and Phyak (2021) conclude that job satisfaction and motivation of teachers is affected by policy related factors like payment, allowances, bonus, pension, gratuity, etc.

Personal or Emotional Determinants

Personal determinants like individual causes, subject of teaching, career development, and individual interest are the main determinants for teacher attrition and turnover (Giacometti, 2005). Future career opportunity is also an important element for the decision of teachers to stay in or leave the teaching profession. Those teachers who think professional learning in the schools stay in the schools longer than other teachers. This finding is supported by Buchanan et al. (2013). Another determinant for teacher turnover is the subject of teaching. Buchanan et al. (2013) state that teachers of the subjects like Maths and Science have more turnover rate than that of general subjects like geography, history, health, population, etc.

Creativity and responsibility matter in teacher retention. Teachers must be given freedom to raise and respond to critical issues in the classroom during teaching learning process. They must be given opportunities to work as problem solvers.

Charlton and Kritsonis (2009) declare that sense of self-esteem can be improved through the acknowledgement and positive recognition of teachers.

Social Determinants

There is a reciprocal relationship between school and society with mutual trust and support. Teacher retention is affected by support and attitude of government and society. The teaching profession is becoming challenging because of diversity in classroom conditions such as students of different ethnic groups, different castes, the immersion of different languages in the classrooms, state-imposed programmes, a requirement of extra knowledge and skills, varieties of assessment methods, and a variety of new instructional strategies (Inman & Marlow, 2004). New teachers feel that this profession is more challenging and difficult due to expectations made by the school administration and society. Khazei et al. (2016) found that there was a positive impact of social factors on job satisfaction and teacher retention. Parental support has an impact on job satisfaction and teacher retention (Harris & Associates, 1992). National Education Foundation for Research (NEFR, 2018) reported that there have been negative attitudes from parents and public towards teachers of private schools since 1981 in UK.

Policy Review

The educational policy documents, i.e. Education Act 2019 and Education for All programme clearly stated that private schools have to manage their fund themselves. There is no governmental funding. They can collect fees from students by taking permission from a government authority. The private schools should manage their all expenses in the course of their operations with the fees collected from their students. The Education Act 2019 and Education Rules 2002 also state that all private schools must protect and promote the service of teachers and other working staff members and provide necessary facilities as prescribed by the government. It is stated that private schools should ensure minimum pay scale as per the pay scale of teachers of community schools. According to educational rules 2002, major provisions which the private schools should make to their teachers are as follows: a) pay scale equal to the pay scale of community school, b) festival allowances equal to one month salary, c) leaves of various categories like sick leave, home leave d) health insurance. But, this direction is hardly followed by the private schools. Khadka (2021) states that majority of the private schools do not provide pay scale and other facilities as directed by the government.

The education acts have clearly specified the minimum qualification needed for teachers of private schools, but not specified the process of recruitment and

selection of teachers. Shrestha (2008) states that private schools are fully authorized to recruit and select teachers of their own. He further adds teachers are generally appointed almost on contract basis for one year. Their term is generally extended as per the interest of the school administrators. They will be dismissed from their job at any time. Thus, job security among teachers in private schools is becoming a burning issue.

According to National Education Policy 2010, school teachers either community or private should be awarded by the school, local government and even by the central government on the basis of the student achievement and teacher performance assessment. But the reward of private school teachers by the governmental level is rare in practice.

Education rules 2002 clearly state that all private schools should prepare their own rules and regulations regarding management of human resources of their organizations. They prepare these documents and submit to government authority at the time of taking approval from the concerned authority. The provisions of these documents are rarely followed in practice.

Previous Studies

Cooper and Robertson (1998), Ingersoll (2001), Walker et al. (2004), Giacometti (2005) and Locklear (2005) conducted research studies in this field from different perspectives abroad. But there is a dearth of research of this kind in Nepal as only a few research studies (Upadhyaya et al., 2013) have been carried out so far in this domain. The research studies conducted abroad revealed that pay scale, retirement benefit, provident fund, festival allowances, age, qualification, family size, administrators' support, reward system, support from seniors, prestige, and recognition from society, social support and privilege, parental support, career development, etc. are the main determinants of teacher retention. These determinants are broadly categorized as financial factors, social factors, demographic factors, school culture factors, etc.

The researcher did not come across any study conducted in Nepal to find out the determinants of teacher retention to cover the financial, social, school culture, and emotional domains. The earlier studies were carried out focusing only on the demographic domain. The earlier research studies did not focus on the predictive relation of those determinants upon the teacher retention. This research revealed determinants of teacher retention under headings of financial domain, social domain, school culture domain, and emotional domain. It also revealed the predictive relation of those determinants upon teacher retention. Moreover, the study area of this research incorporated the private schools of Bhaktapur District of Nepal and this issue has not been explored yet.

Methods and Procedures

This study adopted a survey research with correlational design and it included 498 secondary level (grade IX and grad X) teachers of private schools of Bhaktapur district. Out of 498 teachers, a random sample of 224 teachers was selected by using formula developed by Taro Yamane, 1967 after following the cluster sampling method. The formula is as follows:

$$n = \frac{N}{N\epsilon^2}, \text{ where } n \text{ is sample size, } N \text{ is population and } \epsilon \text{ is margin of error.}$$

Questionnaire as a data collection tool was developed after going through literature review and reviewing questions used by Giocemetti (2005) and Pradhan (2014). The questionnaire was divided into two different sections. Section 'A' contains 39 general information of the respondents addressing personal attributes. Section 'B' contains statements related to determinants of teacher retention. Seven statements contained the dimensions of financial domain, four statements contained the dimensions of social domain, thirteen statements contain the dimensions of school culture domain and six statements contain the dimensions of emotional domain. The satisfaction level of the respondents regarding dimensions of domains of teacher retention was measured with the help of five points Likert Scale from strongly disagree to strongly agree. The reliability of the research tool was satisfied by maintaining Cronbach Alpha more than 0.7 through piloting of the primary instrument. In the second pilot study, the value of Cronbach Alpha of the questions of financial domain, social domain, school culture domain and emotional domain were found 0.792, 0.766, 0.769 and 0.758 respectively. In this study, content validity was assured through rigorous literature review and incorporating the feedback and suggestion obtained after discussion with subject experts. Similarly, the constructs used in the questionnaire were developed by reviewing literature and motivation-related theories. Thus, construct validity was assured. Ultimately, the criterion-related validity was assured through comparison of the finding of this study with findings of the previous studies. The researcher has analyzed the primary data obtained from the study through statistical tools. Inferential statistical tool named correlation analysis was used to find association between teacher retention and domains of determinants. In the same way, regression analysis was used to find predictive relation of domains of determinants upon teacher retention

Results

Association of Teacher Retention and Domains of Determinants

Based on the first research question ‘what is the association between teacher retention and domains (financial, school culture, social and emotional) of determinants of teacher retention in private schools of Bhaktapur district?’, data obtained from the study was analyzed and the following findings were obtained:

Table 1

Correlation Coefficient of Teacher Retention with Domains of Determinants (N= 224)

Variable	1	2	3	4
1.Retention rate				
2. Financial domain	0.803**			
3.School culture domain	0.717**	0.685**		
4.Social domain	0.362**	0.400**	0.428**	
5.Emotional domain	0.597**	0.636**	0.696**	0.531**

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

There is a strong positive association between teacher retention and the financial domain. The Pearson’s correlation coefficient is 0.803 with p-value less than 0.005. In other words, when the value of one variable changes by one unit, there occurs a change in the value of another variable by 0.803 unit in the same direction. The result accepts the first alternative hypothesis that “there is a significant positive association between teacher retention and financial domain of determinants”. Similarly, there is a strong positive association between teacher retention and school culture domain with the Pearson’s correlation coefficient 0.717 and p-value less than 0.05. It indicates that when the value of one variable changes by one unit, the value of another variable changes by 0.717 unit in the same direction. The result accepts the first alternative hypothesis that “there is a significant positive association between teacher retention and school culture domain of determinants”. In the same way, there is a weak positive association between teacher retention and social domain with the Pearson’s correlation coefficient 0.362 and p-value less than 0.05. This indicates that when value of one variable increases by one unit, the value of another variable also increases by 0.362 unit. The result accepts the first alternative hypothesis, “there is a significant positive association between teacher retention and social domain of

determinants”. In addition, there is a moderate positive association between teacher retention and emotional domain with the Pearson’s correlation coefficient 0.597 and p-value less than 0.05. In other words, when there occurs change in the value of one variable through unit, there will be a change in the value of another variable by 0.597 units. The result accepts the first alternative hypothesis, “there is a significant association between teacher retention and emotional domain of the determinants”.

Impact of Domain of Determinants upon Teacher Retention

Based on the second research question, ‘To what extent do domains (financial, school culture, social and emotional) of determinants explain teacher retention in private schools of Bhaktapur district?’, the data of the study was analyzed. Then the following findings were obtained:

Table 2

Model Summary of Four Domains of Determinants with Teacher Retention

Model	R	R ²	R ² change	Adjusted R ²	Std. Error of the Est.
1	0.803 ^a	0.645	0.645	0.643	0.037
2	0.717 ^b	0.515	0.515	0.512	0.043
3	0.362 ^c	0.131	0.131	0.127	0.057
4	0.597 ^d	0.356	0.356	0.353	0.049
5	0.835 ^e	0.698	0.698	0.692	0.034

There is a significant predictive relation between teacher retention and financial domain with the value of R² as 0.645, and β value of 0.108. It demonstrates that 65% of the variance in teacher retention is explained by the financial domain. Similarly, β value with 0.108 indicates that an increase in the financial domain by one unit causes an increase in teacher retention by 0.108 units when other independent variables remain constant. Since p-value of the result is less than 0.05, the result is significant. This result accepts the second alternative hypothesis, “there is a predictive relationship between teacher retention and financial domain of determinants”.

Table 3

Regression Coefficients of Determinants of Teacher Retention with Teacher Retention Rate

Coefficients						
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
	(Constant)	0.360	0.023		15.534	0.000
	Average_ F	0.108	0.010	0.586	10.933	0.000
1	Average_ SC	0.045	0.008	0.313	5.423	0.000
	Average_ S	-0.002	0.005	-0.013	-0.294	0.769
	Average_ E	0.002	0.008	0.013	0.223	0.824

- a. *Dependent Variable: retention_rate*
- b. *Independent variable: financial, school culture, social and emotional domain*

In the same say, there is a significant predictive relation between teacher retention and school culture domain with the value of R^2 as 0.515 with β value as 0.045. It demonstrates that 52% of the variance in teacher retention is explained by the school culture domain. β value with 0.045 indicates that an increase in school culture domain by one unit causes an increase in teacher retention by 0.045 units when other independent variables remain constant. Since p-value associated with school culture domain is less than 0.05, the result is significant and applicable to the population. This result accepts the third alternative hypothesis: “there is a predictive relationship between teacher retention and school culture domain of determinants”. Since p-value of social domain and emotion domain is more than 0.05, the result is not significant. In addition, there is a significant predictive relation between teacher retention and overall domains including all domains of determinants (financial domain, school culture domain, social domain, and emotional domain) with values 0.692 as R^2 . It demonstrates that 69% variance in teacher retention is explained by the overall domains. In other words, this model best fits regression by 69%. The results reject the fourth and fifth alternative hypotheses.

Discussion

The findings obtained from this study were discussed with previous findings, literature review, and theories.

This study revealed that there is a significant strong positive association between teacher retention and financial domain. This study also revealed that there is a significant predictive relation of teacher retention and financial domain. These findings are similar to the finding of Gordon and Blinder (1980). Their findings stated that financial determinants like pay scale, retirement benefits such as provident funds, gratuity, pension, etc., motivate teachers to remain in the profession. The findings of this study match with the finding of Ippolito (2002). He found that financial determinants like pension, pay scale, fringe benefits are the key determinants of teacher retention. Shrestha (2008) also stated that financial factor is the main factor of employee retention in an organization.

From this study, I revealed that there is a significant association between teacher retention and school culture domain. The regression analysis also shows that there is a significant predictive relation of teacher retention with the school culture domain. When I went through the literature review, the following findings were explored: Darling-Hammond and Sclan (1996) indicated that school culture is the most dominant factor for teacher retention. Factors like administrative support to new teacher in regard to assigning duties, workload, discipline, participation, and collaborative culture are included in school culture domain. Danielson (2006) stated that collaborative leadership is one way to improve teacher retention in a school. Buchanan et al. (2013) also support the findings that the teacher retention and resignation of teachers are affected by administrators' support and care. From the above discussions, it can be pointed out that the findings of this study regarding school culture are supported by the literature review too.

This study shows that there is a weak positive association between teacher retention and the social domain. From the result of the regression analysis, we cannot say that there is a significant predictive relationship between teacher retention and the social domain. When these findings are compared with the literature review and previous findings, the findings of correlation analysis match with the findings of the literature review. Job security and the social status of the profession are considered to be the determinants of teacher retention (Tehseen & Hadi, 2015). Gomez (1994) advocated that parental support has an impact on job satisfaction, which may affect teacher retention. But, the finding of regression analysis does not match with the findings of the literature review and previous findings. Khanal and Phyak (2021) stated that socio-cultural factors affect motivation and retention of teachers in their professions. Khazei et al. (2016) found that there was positive impact of social factors on job satisfaction and teacher retention.

The correlation analysis of this research shows that there is a moderate positive association between teacher retention and the emotional domain. From

the result of linear regression analysis, we cannot say that there is a significant predictive relationship between teacher retention and the emotional domain. When I went through the literature and previous findings, the results of the correlation analysis match with the findings of the previous research studies and literature review, whereas the results of regression analysis contradict. Voke (2002) found that personal or emotional determinants like individual causes, subject of teaching, career development and individual interest are main determinants for teacher attrition and turnover. Inman and Marlow (2004) state that future career opportunity is also an important element for the decision of teachers to stay in or leave the teaching profession. Those teachers who think professional learning in the schools stay in the schools longer than other teachers (Buchanan et al., 2013). Fairman and McLean (2003) stated that teachers get satisfied when they are observed as experts in student learning. Churngchow and Sittichai (2014) claimed that future career opportunity and professional learning are key determinants for teacher motivation and teacher retention. Searby and Shaddix (2008) advocated that professional development and additional recommendation and certification are key factors for teacher motivation and retention

The findings of this study in regard to regression analysis of social and emotional domain do not match with the findings of earlier researches. The earlier researches declared that teacher retention is not affected only by social and emotional factors but by other many factors like financial, institutional, demographic, political, legal, individual factors. Financial factors and school culture factors are more powerful factors than other factors. Therefore, further study on these domains is recommended.

Moreover, it should be noted that this study was limited to the private schools of Bhaktapur district that may not represent the whole nation and cannot be generalized to that end.

Conclusion

The study reveals that there is a strong positive association between teacher retention and financial domain; and between teacher retention and school culture domain. Likewise, there is a weak positive association between teacher retention and social domain; and moderate association between teacher retention and emotional domain. The study reveals that there is a significant predictive relation of teacher retention and financial domain; and teacher retention and school culture domain. Numbers of literature and research studies have supported the findings of this study.

Based on the analysis, the study has drawn some meaningful conclusions. I conclude that retention of teachers in schools is a complex phenomenon which requires satisfaction of domain of determinants. It can also be concluded that all domains of determinants have positive and significant association with teacher

retention. Moreover, financial domain and school culture domain have powerful impact on teacher retention. Therefore, school administrators and policy makers have to put sufficient efforts for the satisfaction of financial, school culture, social and emotional domains with more emphasis to financial and school culture domain. Good management should not only focus on salary and financial benefits but also equally put emphasis on good school culture domain like collaborative leadership, working environment, and emotional domain like career opportunities, creativity, autonomy, etc.

Teacher retention is affected by satisfaction level of teachers in various domains. This study has not included all domains. Further researchers can conduct study on role of demographic factors, subject of teaching, academic background, etc. on teacher retention.

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