

Influences on teacher retention: A qualitative study in Myanmar basic education schools

¹Wynn Marlar, ²Junchao Zhang & ³Hassan Zahoor

Abstract

This study examines the factors influencing teacher dissatisfaction and attrition in Myanmar's Basic Education schools, focusing on compensation, working conditions, job satisfaction, and self-efficacy. Despite challenges, intrinsic motivators like passion for teaching and professional confidence help retain educators. Using a qualitative phenomenological approach, the research explores the lived experiences of 23 public school teachers, integrating Herzberg's Two-Factor Theory, Self-Determination Theory, and Bandura's Social Cognitive Theory to analyze how extrinsic barriers (low pay, poor conditions) and intrinsic motivators shape retention decisions. Data collected through interviews were analyzed using inductive thematic analysis. Findings reveal that in Myanmar's public schools, teacher retention hinges more on self-efficacy (classroom confidence and decision-making involvement) and intrinsic motivation than compensation, despite severe resource shortages, calling for systemic empowerment strategies beyond salary adjustments. The study calls for policy reforms, including better salaries, equitable professional development, and improved working conditions, especially in rural and ethnic areas. This research contributes to the global dialogue on teacher retention by offering context-specific insights from a developing nation.

Keywords: *teacher retention, self-efficacy, job satisfaction, compensation, resources*

Article History:

Received: March 19, 2025

Accepted: June 29, 2025

Revised: May 30, 2025

Published online: July 31, 2025

Suggested Citation:

Marlar, W., Zhang, J. & Zahoor, H. (2025). Influences on teacher retention: A qualitative study in Myanmar basic education schools. *International Journal of Educational Management and Development Studies*, 6(3), 52-78. <https://doi.org/10.53378/ijemds.353232>

About the authors:

¹Corresponding author. School of Education, Huazhong University of Science and Technology, Wuhan, China. Email: wynnmarlar.lin@gamil.com

²School of Education, Huazhong University of Science and Technology, Wuhan, China. Email: zhangjunchao@hust.edu.cn

³School of Education, Huazhong University of Science and Technology, Wuhan, China. Email: zahoorhassanofficial@gmail.com



1. Introduction

The recruitment and retention of skilled teachers are essential for 21st-century national development and educational quality (Brill & McCartney, 2008; Struyven & Vanthournout, 2014; Van Maele & Van Houtte, 2015). Teachers are the cornerstone of any education system, their expertise and dedication determine its resilience and success. Without motivated and capable educators, no nation can achieve its educational goals. However, teacher attrition poses a significant threat: when experienced teachers leave, student learning and school performance suffer. Globally, teacher turnover has surged, with elementary school attrition rates doubling from 4.6% (2015) to 9% (2022), regardless of national income levels (UNESCO, 2023, 2024). School leaders worldwide struggle to retain teachers (Arnup & Bowles, 2016; Faremi, 2017; Geiger & Pivovarova, 2018; Koch-Benham, 2024; Larkin et al., 2022; Martin & Mulvihill, 2016; Morettini, 2016; Solomonson et al., 2019).

This study investigates the alarming decline in Myanmar's teacher retention rates, from 96.4% (2020-21) to 74.41% (2022-23), against the backdrop of the National Education Strategic Plan's (NESP 2021-2030) ambitious 80% vacancy reduction target (NESP 2022). While the NESP framework identifies systemic challenges (equitable access, socioeconomic barriers, policy implementation gaps), this research empirically examines the interplay of organizational factors (deteriorating working conditions, inadequate compensation) and individual factors (eroding job satisfaction, strained self-efficacy) driving this attrition crisis. By analyzing how these multilevel dynamics undermine retention in public basic education schools, the study provides timely, evidence-based insights to: (1) diagnose the root causes of the post-2021 retention collapse, (2) evaluate NESP's current strategy gaps, and (3) propose targeted interventions to stabilize Myanmar's teacher workforce. The findings directly inform policy efforts to reconcile the NESP's long-term goals with the urgent need to address teachers' day-to-day survival challenges in a resource-constrained, conflict-affected system.

The research investigation was guided by the following research questions to accomplish the aforementioned aims.

1. What are the factors affecting teacher retention of public basic education teachers in Myanmar?
2. How job satisfaction and self-efficacy affect the relationship between organizational and individual factors and teacher retention in public basic education schools in Myanmar?

2. Literature Review

2.1 Organizational Factors

Extensive research identifies organizational conditions as primary drivers of teacher retention. Working conditions, compensation structures, and leadership quality collectively shape educators' commitment (Billingsley, 2004; Berry et al., 2021). Competitive salaries meet basic needs (Bland et al., 2014), while professional development and collaborative cultures mitigate attrition in challenging environments (Kukla-Acevedo, 2009; Hughes, 2012; Pogodzinski, 2014; Sutchter et al., 2016). Psychosocial factors like collegial support and institutional trust prove equally vital, helping teachers withstand occupational stresses (Casely-Hayford et al., 2022; Li & Yao, 2022). These organizational elements interact complexly strong leadership can compensate for resource limitations, while systemic failures may negate individual benefits.

2.2 Individual Factors

Individual characteristics mediate retention decisions within organizational contexts. While demographics like experience level traditionally predict persistence (Moreno-Marcos et al., 2020; Perez, 2021; Babajide & Onabanjo, 2010), psychological resilience, particularly self-efficacy (Bandura, 1997) and emotional intelligence (Zee & Koomen, 2016), increasingly explains variance in retention outcomes (Bardach et al., 2022). However, even robust individual resources falter when organizational systems collapse, as demonstrated in crisis contexts where structural deficiencies overwhelm personal commitment. This reveals the interdependent nature of retention determinants: individual capacities function within institutional parameters, suggesting effective policies must strengthen both personal resilience and organizational supports, particularly in fragile education systems facing compound challenges.

2.3 Theoretical Lens

To understand the various factors influencing high-quality educators' decision to stay at public basic education schools in Myanmar, the study's theoretical framework was based on Bandura's self-efficacy theory, Herzberg's two-factor theory, and Self-Determination Theory (SDT) proposed by Gagné and Deci (2005). Finding the influences on teacher retention was made easier with the use of the separation between motivational and hygienic variables. As a

framework for elements influencing teacher retention, these three theories are relevant to the current investigation.

Herzberg's Two-Factor Theory (1966). Herzberg's two-factor theory identifies motivating and hygienic components that mirror the core variables in teacher retention, reflecting teachers' preferences and discontent with their jobs (Hur, 2018). Hygienic factors like pay and working conditions lead to dissatisfaction, while motivators such as performance and recognition contribute to job satisfaction (Herzberg, 1966). Internal and external factors like achievement and self-awareness drive motivation (Chu & Kuo, 2015). According to Sajid et al. (2018) and Herzberg (1966), hygiene factors include pay, position, and safety. Rural teacher retention relies on addressing both extrinsic and intrinsic factors, with hygiene factors causing dissatisfaction and motivators fostering long-term commitment (Zhi et al., 2024).

Self-Determination Theory (SDT). The theory, proposed by Gagné and Deci (2005), explores workplace motivation, linking factors like autonomy and competence to employee satisfaction. Teachers' intrinsic motivation stems from feeling autonomous and competent (Deci & Ryan, 2000). SDT differentiates intrinsic (self-driven) and extrinsic (external) motivations, emphasizing autonomy (Kaur et al., 2017). SDT principles (autonomy, competence, relatedness) significantly impact employee motivation and retention (Bradfield, 2024). Teachers stay in challenging schools due to intrinsic motivations like making a difference and enjoying relationships with pupils, supported by extrinsic factors such as strong leadership and collegial bonds, though excessive accountability can undermine retention (Arthur & Bradley, 2023). Addressing these psychological needs is vital for teacher retention, as fulfilling them enhances job satisfaction and commitment (Prickett-Armstrong, 2025). Thus, fostering autonomy, competence, and relatedness is key to sustaining motivated educators.

Social Cognitive Theory (SCT). Social Cognitive Theory identifies self-efficacy as a key driver of success (Bandura, 1977). For teachers, strong self-efficacy enhances job satisfaction and retention by helping them overcome challenges (Torres, 2016; Bartlett, 2022). However, systemic barriers can erode even high self-efficacy, leading to burnout and attrition (Kim & Cho, 2025). Research shows teacher self-concept reduces burnout through self-efficacy, with novice teachers benefiting most (Haghayeghi & Moghadamzadeh, 2025). To

improve retention, schools should strengthen teacher self-efficacy through targeted support, well-being programs, and career development (Bartlett, 2022; Ekmekci et al., 2025). Addressing both psychological factors (self-concept, efficacy) and contextual barriers is essential for sustaining an effective teaching workforce (Bartlett, 2022).

While Bandura emphasized self-efficacy for performance, Self-Determination Theory highlights extrinsic factors in satisfaction, and Herzberg's model uses motivational and hygiene factors to engage employees. Together, these theories enhance teacher commitment and productivity. They help identify retention influences, aiding in understanding why teachers leave their jobs. Previous research links job satisfaction and self-efficacy to teacher retention, influenced by leadership, climate, compensation, and external factors. Yet, their interplay remains understudied, especially in developing nations like Myanmar, where contextual differences may alter their impact compared to developed countries.

Although meta-analyses link teacher attrition globally to low salaries and poor work conditions, such frameworks overlook how conflict-affected regions face compounded systemic barriers (e.g., forced remote postings, resource fragmentation) that interact with individual agency (Strunk & Zeehandelaar, 2011; García & Weiss, 2019; Kimsesiz, 2019; Camelo & Ponczek, 2021). This study posits that Myanmar's retention crisis reflects not just material deficits but a rupture in the balance between extrinsic disincentives and intrinsic motivators, a dynamic underexplored in both policy and literature.

3. Research Methodology

This study adapted phenomenological methods (Van Manen, 2017) to authentically capture Myanmar teachers' lived experiences. It captures personal realities and diverse educator perspectives (Qutoshi, 2018). While employing core qualitative techniques like in-depth interviews (Sutton & Austin, 2015) and member checking (Lewis, 2015), the researcher contextualized approaches for local realities by conducting interviews in native languages. Trustworthiness was ensured through thick descriptions of Myanmar's educational landscape, diverse sampling across urban/rural divides, and reflexive journals tracking researcher positionality. Validation involved bilingual coding and peer review with local experts to align interpretations with cultural nuances. These adaptations moved beyond generic phenomenological applications to address Myanmar's unique challenges while maintaining

methodological rigor (Creswell & Poth, 2016), ensuring findings reflected both universal human experiences and context-specific retention dynamics.

3.1 Participants and Instrument

Approximately 295 teachers were included in the target population within eight basic education high schools from four townships of four regions - Shan State, Naypyitaw, Ayeyarwady, and Yangon Region in Myanmar. A purposive sampling strategy was used to select 23 participants for the study. Purposeful sampling involved identifying and selecting participants with the lived experiences necessary to answer the research questions (Valerio & Rodriguez, 2016). The participant selection process started by contacting the Department of Basic Education and the director general to request site permission and receive the permit. The respondents were expected to meet the following inclusionary criteria: a minimum of two years of experience in the same school to ensure familiarity with systemic challenges, and geographic and contract diversity to capture how these challenges manifest differently across contexts, including head teachers, senior, junior, and primary teachers.

Interviews were the data collection instrument. The shared experiences of the participants were identified by conducting semi-structured interviews, as suggested by Webb and Welsh (2019). The reflection of the participants' lived experiences and perspectives was perceived in the phenomenological study through interviews (Qutoshi, 2018). Five subject matter experts established content reliability and validity (Valentine & Kopcha, 2018).

3.2 Data Collection and Analysis

Individual semi-structured interviews (45–60 minutes) were conducted face-to-face in August 2024 at the schools in Naypyitaw, Myanmar, following Department of Basic Education approval. Open-ended questions allowed participants to share reflections freely while maintaining privacy through pseudonyms. Procedures for data security (encrypted audio recordings, note-taking) and ethical safeguards (Oxley, 2016; Moser & Korstjens, 2018) were strictly followed. Inductive thematic analysis (Nieuwenhuis, 2007) was applied using NVivo 15, adhering to Braun and Clarke's (2006) six-step framework: familiarization, coding, theme development, reviewing, defining, and reporting. Multiple coders cross-checked coding to ensure inter-coder reliability and strengthen thematic consistency and credibility.

The qualitative findings were analyzed using NVivo, offering a nuanced understanding of the experiences and perceptions of teachers in Myanmar, capturing how various factors intersect to influence their career decisions. A total of 23 respondents were involved in the interview data collection, and they were selected from four groups of respondents, head teachers, senior teachers, junior teachers, and primary teachers. The 19-question interview protocol gathered participant responses. Table 1 details their demographics.

Table 1

Participant demographics

Participant Characteristics		Number	Total
Gender	Male	5	23
	Female	18	
Position	Head Teacher	3	23
	Senior Teacher	11	
	Junior Teacher	6	
	Primary	3	
Academic Qualification	BA, BSc	6	23
	MSc	1	
	BEd	12	
Teaching Experience	8-15 years	6	23
	16-25years	9	
	26-38	8	

4. Findings

The study examined how organizational and individual factors influence teacher retention in Myanmar's public schools, aligning themes with research questions through qualitative insights and participant quotes. Table 2 presents the frequency and percentage distribution of these themes and sub-themes, reflecting teacher perceptions based on 23 total responses.

Table 2*Distribution of themes and sub-themes*

Research Question	Themes	Sub-themes	F	%
What are the factors affecting teacher retention of public education teachers in Myanmar?	Compensation		22	95.65
	Working Conditions	Administrative Support	17	73.91
		Collegial Support	15	65.21
		Professional Development	7	30.43
		School Resources	19	82.61
		Student Behavior	9	39.13
Individual Factors	Confident in the profession	20	86.96	
How does the job satisfaction and self-efficacy public basic effect on the organizational and individual factors and teacher retention in public basic education schools in Myanmar?	Job satisfaction			
	Self-efficacy	Value of Teacher and Teaching	22	95.65

4.1 Organizational Factors

Teachers' lived experiences revealed that organizational challenges, such as compensation, school leadership support, and resource shortages, are pervasive issues that contribute to job dissatisfaction. As the most referenced theme, the qualitative findings suggested that teachers' experiences with organizational factors, such as compensation and working conditions, are critical in shaping their retention decisions.

Compensation. Participants confirmed that fair compensation retains top teachers, boosting morale and performance. According to research, one of the key determinants of teachers' dedication, effectiveness, and job engagement is their pay satisfaction (Cai & Bi, 2018). One way to recognize teachers' accomplishments and keep top-notch educators working efficiently is through compensation (Faremi, 2017). Compensation is a hygiene aspect that people take into account when determining whether to remain in or leave a profession, according to Herzberg's two-factor theory (Larkin, 2015).

Study participants highlighted remuneration as a key factor influencing teachers' motivation, performance, and job satisfaction. Many expressed dissatisfaction, citing inadequate salaries compared to other professions. P21 and P22 stated, "*Our salary is insufficient for the teaching profession. Teachers lack support compared to other fields.*" P20 added, "*The pension is inadequate, and salaries in Myanmar are far lower than in other countries. Earning ten thousand kyats daily is not enough to support a family or children's education.*" P22 said that "*Many teachers take on extra jobs to survive, which affects their*

teaching. Some leave the profession entirely for better-paying opportunities". P1 suggested solutions like housing allowances or installment-based home purchases. Overall, low pay leads to financial hardship, dissatisfaction, and high attrition rates among teachers.

Teachers highlighted the lack of rewards and benefits, with P21 and P17 stating, "*Only community support exists—no departmental rewards or health benefits.*" P10 added, "*We get honorable mentions for student achievements, but no other incentives.*" While P23 received a long-service medal, he noted, "*No special rewards for daily efforts.*" P3 cited a training-based transfer as a rare benefit. Overall, participants expressed dissatisfaction with inadequate recognition and support systems for educators.

Research consistently demonstrates that compensation significantly influences teacher recruitment and retention, aligning with study findings where low pay emerged as a primary concern (Xuehui, 2018). As Harju and Niemi (2016) found, inadequate salaries breed dissatisfaction and hinder learning environments, a reality echoed by participants. Conversely, competitive pay to higher retention, corroborating the study's conclusion that financial incentives are vital for maintaining a stable, motivated teaching workforce (Strunk & Zeehandelaar, 2011; Camelo & Ponczek, 2021).

Working conditions. Participants indicated in different ways that challenging working conditions influence teacher retention. Within this theme, several subcategories, such as leadership support and school resource availability, were repeatedly highlighted by participants as influencing their job satisfaction and decisions to stay or leave their positions. Working conditions, including teaching load and adequate instructional resources, are among the main causes of educator attrition (Dupriez & Delvaux, 2016).

School leadership support: Research consistently demonstrates that effective school leadership is crucial for teacher performance and retention. Boyd and Grossman (2011) link leadership support to teachers' instructional effectiveness, while Peng and Liao (2020) further show that visible leadership support improves retention and school outcomes. These findings align with participant experiences: P10 reported that supportive administrators who guide while allowing autonomy enhance job satisfaction and teaching quality. Conversely, participants described how unsupportive leadership, excessive discipline, and unfair management create challenges that undermine retention. P18 cited "*There is little support from administrators to teachers. The principal's strict discipline may cause difficulties for the*

teachers in their work. Workplace happiness and inconvenient living conditions affect teacher retention.” P21 cited, “There is a lack of principal responsibility and accountability in school activities. Teachers will be content and pleased if they have a fair obligation to their employers, a positive teaching-learning environment, effective cooperation, strong leadership, adequate funding or support, and possibilities for professional growth.” P19 emphasized that positive relationships among administrators, teachers, students, and communities are essential for job satisfaction. These findings underscore that effective leadership, characterized by support, fairness, and collaboration, is vital for retaining motivated teachers and fostering school success.

Collegial support: Collegial support significantly enhances teacher job satisfaction, as highlighted by participants. P14 described a supportive environment where colleagues provide both professional and personal assistance, creating a positive school atmosphere. P14 said, “Our colleagues support and cooperate. They support me not only in teaching the learning process but also in social and mental support. They cooked some meals for me when I was busy with school activities. I also support them when they need it. So, our school environment is positive and we are all happy.” P1 said, “The relationship between teachers is good, and they support me and each other. We discuss each other in teaching, we are happy in school. If one teacher cannot come to school, some other teachers enter his or her classes. We support the social difficulties of other teachers as much as we can. Our school environment looks like family.” However, P18 noted that conflicts and a lack of cooperation can lead to stress and attrition. P4 recommended peer discussions and mentoring programs to strengthen collaboration. These findings align with research by Peters and Pearce (2012), which underscores how positive peer interactions foster career commitment.

Professional development: The study confirms Luesse and Luesse (2022) assertion that professional development is vital for teacher satisfaction and significantly improved teacher retention by fostering pride, efficacy, and community, with participants reporting improved teaching quality and job happiness through various opportunities (P23, P10). However, results reveal a critical gap that border-area teachers lack equal access to these developmental resources (P15), creating disparities in career growth. While existing programs show effectiveness, the findings underscore the need for more equitable distribution of professional development opportunities to ensure all teachers can thrive in their careers and remain committed to the profession.

School resources: This study substantiates existing research demonstrating the critical relationship between school resources and teacher satisfaction. As highlighted by Geiger and Pivovarova (2018), adequate physical materials and infrastructure significantly influence educators' job satisfaction. The findings reveal severe resource shortages in Myanmar's public schools, particularly regarding teaching aids, ICT equipment, and media platforms (P11, P12). P11 and P12 argued, *“There are no sufficient relevant teaching aids for the curriculum, KG room, and media platforms. There are also insufficient teaching aids and practical or laboratory equipment. There are inadequate teaching aids and ICT equipment (computer, copier, etc.). Schools do not have enough media platforms, so the teachers cannot teach effectively using media. In that case, the teachers cannot teach by using media and teaching aids effectively”*. Participants reported that these deficiencies directly impair teaching effectiveness, with P19 noting how inadequate resources lead to teacher dissatisfaction, diminished confidence, and reduced self-efficacy. These results align with international research while highlighting the acute challenges in developing contexts. The data underscores how resource limitations not only affect daily instruction but also influence teachers' long-term professional commitment. Crucially, the study identifies informatization as a potential solution to core resource challenges, suggesting that strategic investments in educational technology could improve both teaching conditions and retention rates. These findings have important policy implications, emphasizing the need for equitable resource distribution and infrastructure development to support teacher effectiveness and satisfaction in basic education systems.

Study findings reveal critical resource gaps affecting Myanmar's teachers, aligning with Kimsesiz (2019) research linking working conditions to job satisfaction. Participants reported severe teacher shortages, with P17 noting that appointed staff numbers fail to meet classroom demands. Infrastructure deficiencies were prominent, particularly in rural areas where P23 highlighted limited access to basic utilities. Housing challenges for nonresident teachers (P10) and poor facility maintenance, including absent staff restrooms (P20), further exacerbated dissatisfaction. These conditions directly impair teaching effectiveness and educator retention, confirming that inadequate physical resources and staffing levels create substantial barriers to quality education. The results emphasize the urgent need for targeted investments in school infrastructure and teacher recruitment to improve working conditions and retention rates.

Student behavior: Consistent with Morettini (2016), participants identified student attitudes and digital influences as key concerns. While P20 and P10 noted most students are hardworking with parental support, they highlighted risks of unsupervised internet use, emphasizing the need for teacher-parent collaboration in guiding minors' online activities. These findings reveal how evolving digital challenges impact educators' professional experiences and retention decisions.

Community participation: Limited community participation affects teacher satisfaction, as P19 and P21 noted weak parent and community support. Stronger school-community ties, alongside safe environments and teacher welfare, enhance job satisfaction, aligning with research on social support's role in educator retention (Glinsmann, 2021; Cui & Xia, 2022).

4.2 Individual Factors

Self-efficacy and confidence in the profession. This study examines teacher self-efficacy through Bandura (1997) framework and Skaalvik and Skaalvik (2014) educational perspective, confirming its critical role in job satisfaction. As Yu and Wang (2015) suggest that strengthening self-efficacy may help reduce the negative impact of stress on burnout among teachers. The study found that reflective functioning reduces teacher burnout by enhancing teacher self-efficacy, which acts as a full mediator between the two (Dexter & Wall, 2021). Findings align with Perrewé and Hochwarter (2002) evidence that self-efficacy mitigates workplace stressors.

Participants reported strong connections between self-confidence and professional satisfaction. P22 attributed job happiness to community trust and personal accountability, while P21 emphasized continuous learning through media and technology as key to maintaining confidence despite living difficulties. These results demonstrate how self-efficacious teachers exhibit greater commitment, as seen in P21's dedication to skill development and P22's satisfaction derived from recognized competence. The study particularly highlights the modern requirement for technological adaptation in teacher development, with participants identifying media literacy and lifelong learning as crucial for maintaining professional confidence in contemporary educational settings. These findings underscore the importance of fostering self-efficacy through professional development

opportunities and supportive work environments to enhance teacher retention and job satisfaction.

Happy in teaching and loving the students. The findings strongly align with Edwards (2003) and Arthur and Bradley (2023) on teacher retention, which found that experienced educators remain in the profession due to their enjoyment of teaching and emotional connection with students. Participants P1 and P8 emphasized their happiness and fulfillment in teaching, describing how student interactions and achievements motivate them to stay: *“I’m happy in the teaching profession... The students’ smiling faces motivate me”* (P1, P8). These responses underscore Edwards’ observation that intrinsic rewards, such as student engagement and personal satisfaction, play a critical role in teacher retention. The teachers’ expressions of joy in their work (*“I value my profession... I want to learn continuously and teach the students”*) further validate that emotional fulfillment and a sense of purpose are key factors in sustaining long-term commitment to teaching. This consistency between participant feedback and existing literature highlights the importance of fostering positive teacher-student relationships and recognizing teaching as a vocation driven by passion, not just external incentives.

Socioeconomic factors. This study confirms Brantlinger and Grant (2024) that socioeconomic factors significantly impact teacher retention. Participants highlighted multiple challenges: separation from family (P13: *“I miss my family...cannot support them”*), financial strain (P19), transportation difficulties (P13), and language barriers in ethnic areas (P2, P10). These findings align with existing research while adding contextual depth about Myanmar’s education system. The data reveals three key attrition drivers: economic hardship forcing teachers to seek better-paying jobs, psychological stress from family separation, and cultural-linguistic barriers in ethnic regions. Particularly noteworthy is how these factors interact; financial constraints exacerbate homesickness (P13), while language barriers compound professional challenges (P10). These results extend the literature by demonstrating how socioeconomic pressures manifest in developing contexts, suggesting that retention strategies must address both material conditions (salaries, housing) and psychosocial support (family relocation policies, language training). The consistency between global research and local experiences underscores the universal importance of socioeconomic factors in teacher

retention, while the specific challenges reported (e.g., ethnic language barriers) highlight the need for context-sensitive solutions.

5. Discussion

5.1 Impact of Organizational Factors

The findings reveal that organizational factors play a pivotal role in shaping teacher retention within Myanmar's public basic education system, with compensation and working conditions emerging as the most critical determinants. This aligns strongly with existing theoretical frameworks and empirical research while providing contextual insights specific to Myanmar's educational landscape.

Compensation significantly impacts teacher job satisfaction and retention, particularly in Myanmar's public education system. Research indicates that inadequate salaries and lack of benefits contribute to teacher dissatisfaction and attrition, as many educators compare their earnings unfavorably with other professions (Faremi, 2017). According to Herzberg's Two-Factor Theory, pay acts as a hygiene factor, where insufficient compensation leads to job dissatisfaction, even if other workplace conditions are favorable (Larkin et al., 2016). Studies further show that fair and competitive salaries enhance financial security, improve self-efficacy, and increase professional pride, all of which are critical for retention (Strunk & Zeehandelaar, 2011; Deniz Ertaşoğlu & Gürsoy, 2019). Additionally, higher wages enable teachers to maintain their livelihoods, reducing turnover rates (Gomba, 2015; Xuehui, 2018). These findings underscore the need for policymakers to prioritize equitable compensation, including performance-based incentives and benefits, to retain skilled educators and improve overall education quality.

The findings demonstrate a clear relationship between administrative support, resource availability, and teacher retention, aligning with existing research while offering contextual insights from Myanmar's education system. Participants reported that a lack of administrator support and inadequate instructional materials significantly contributed to dissatisfaction, echoing Deniz Ertaşoğlu and Gürsoy's (2019) findings about working conditions' impact on retention. Based on this study, distributive leadership significantly influences teacher retention, particularly in contexts like Myanmar, where systemic inequities and resource scarcity exacerbate attrition. The data revealed how supportive leadership enhances teacher confidence and commitment, supporting Hughes et al.'s (2015) work on long-term retention and Peng et

al.'s (2020) research on leadership's role in school improvement. Simultaneously, resource deficiencies emerged as both practical and psychological barriers to effective teaching, validating Kimsesiz's (2019) framework while highlighting their compounding effect on self-efficacy.

Importantly, the study uncovered an interdependent relationship where strong leadership partially mitigated resource challenges, and adequate materials amplified positive leadership effects, suggesting retention strategies must address both factors holistically. These findings extend transformational leadership theory by demonstrating its contextual limitations in resource-poor settings, reinforcing the resource-based view of educational effectiveness through teachers' lived experiences of material shortages. Based on this study, severe resource shortages undermine teaching effectiveness and self-efficacy, directly fueling teacher dissatisfaction and attrition, particularly in rural schools lacking basic infrastructure and staffing support. This finding reveals that peer support and professional development sustain retention, but inequities and conflicts undermine potential; systemic investments in collaborative cultures and border-area professional development access are urgent. The results emphasize that comprehensive retention policies should combine leadership development with targeted resource allocation, addressing the practical and psychological dimensions of teachers' working conditions to sustainably improve retention rates in developing educational contexts like Myanmar.

The study revealed that while students generally demonstrate a strong work ethic with parental support, concerns about unsupervised internet use highlight the need for enhanced teacher-parent collaboration in digital guidance. Additionally, limited community engagement was found to negatively impact teacher satisfaction, with participants noting that stronger school-community relationships could improve retention outcomes. These findings collectively suggest that effective retention strategies should incorporate leadership development, resource allocation, digital literacy initiatives, and community partnership programs to holistically address the complex challenges facing educators in Myanmar's educational landscape. This approach aligns with Herzberg's Two-Factor Theory (Larkin et al., 2016), emphasizing that basic working conditions must be met before other motivators can effectively enhance teacher retention.

5.2 Impact of Individual Factors

The findings on individual factors reveal important insights into teacher retention dynamics in Myanmar. The data demonstrate that intrinsic motivation, particularly teachers' love for their profession and students, serves as a powerful counterbalance to challenging working conditions, enabling many educators to persist despite hardships. This aligns strongly with Smethem (2007) about the sustaining power of vocational commitment in teaching. Furthermore, the research confirms the crucial role of self-efficacy in retention decisions, with confident teachers showing greater resilience, which supports the conclusions of Zee and Koomen (2016) and Wang et al. (2020) about its protective effect against burnout. By establishing self-efficacy as an effective predictor of teacher retention in their studies, numerous researchers have seen that teacher self-efficacy promotes teacher retention (Wang et al., 2015; Klassen & Ming, 2011).

However, the study also reveals limitations to these individual factors' protective capacity, as socioeconomic pressures, especially family separation due to distant postings, emerged as significant attrition drivers. This finding substantiates Elfers et al. (2006) on geographic proximity while highlighting gender dimensions in retention challenges, with female teachers particularly affected by caregiving responsibilities. The interplay between these factors suggests that while personal commitment and professional confidence help teachers endure difficult conditions, practical socioeconomic supports, especially family-friendly postings, remain essential for sustainable retention. These results emphasize that retention strategies must nurture teachers' professional identity and self-efficacy while simultaneously addressing structural barriers related to work-life balance and family needs.

5.3 Job Satisfaction and Teacher Retention

This study offers strong evidence that the relationship between self-efficacy, job happiness, and working environment shapes teacher retention in Myanmar. While confirming established global findings about the working conditions-satisfaction-retention nexus (Wang et al., 2018), it offers crucial contextual depth by revealing how economic constraints (Geiger & Pivovarova, 2018) force retention despite dissatisfaction, a phenomenon understudied in teacher attrition literature. The research makes three significant contributions: First, it demonstrates that in resource-scarce contexts, the relationship between working conditions and retention is mediated by job availability and living costs (Van Maele & Van Houtte, 2012;

Gibson, 2016). Second, it validates that the association between self-efficacy and retention was also mediated by job satisfaction in a developing country context, showing how intrinsic motivation enables teachers to endure systemic challenges (Wang et al., 2020). Third, it exposes severe urban-rural disparities in professional development access as a critical retention barrier (Gibson, 2016). These findings suggest that while intrinsic factors provide resilience, sustainable retention requires addressing structural inequities through targeted resource allocation and context-sensitive policy interventions that acknowledge both organizational constraints and individual agency in challenging educational environments.

6. Conclusion

This study offers a rare examination of teacher retention in Myanmar's public schools, uncovering how organizational and individual factors interact in a resource-scarce, conflict-affected context. Key challenges include socioeconomic hardships, geographic isolation, forced placements in remote/ethnic regions, family separation, language/cultural barriers, high living costs, and inadequate salaries/housing, all driving attrition. A critical finding is the urban-rural divide: teachers in border/ethnic areas face starkly worse conditions, with unequal access to resources and professional development, exacerbating dissatisfaction. By highlighting these context-specific barriers, the study adds a novel socio-cultural perspective to global retention literature, emphasizing overlooked disparities in developing and conflict-affected regions.

This study innovatively combines Herzberg's, SDT, and Bandura's theories to reveal how extrinsic factors (pay) drive dissatisfaction, while intrinsic motivators (self-efficacy, passion) sustain commitment in under-resourced schools. This framework highlights overlooked psychosocial factors critical for retention, advancing theoretical and contextual understanding of teacher persistence.

This study highlights that in Myanmar's public schools, teacher retention is more strongly influenced by self-efficacy (confidence in classroom management and involvement in decision-making) than by compensation alone. Unlike in developed countries, where job dissatisfaction drives attrition, Myanmar's teachers struggle with resource scarcity and systemic issues, requiring tailored solutions. Key motivators for staying include confidence in their skills, dedication to students, and passion for teaching, even amid challenges. The

findings suggest that empowering teachers may be more effective for retention than just raising salaries.

In Myanmar's public basic education schools, teacher retention is significantly shaped by the interplay of organizational and individual factors, where self-efficacy and intrinsic motivation (like passion for teaching) mitigate attrition risks more effectively than extrinsic rewards, highlighting the need for context-specific empowerment strategies alongside systemic reforms to address inequities.

This study underscores the urgent need for policy reforms addressing Myanmar's geographic and resource inequities, proposing concrete measures: enhanced compensation (housing/transport allowances), equitable professional development, and improved leadership training. By combining theoretical frameworks with qualitative evidence, it reveals how context-specific challenges, like isolation and resource gaps, drive attrition while offering actionable solutions. As the first comprehensive analysis of Myanmar's teacher retention crisis, it bridges critical research gaps and contributes novel insights for developing countries facing similar educational challenges.

While offering rich qualitative insights, this single-country study's generalizability is limited. Future work should employ mixed methods to quantify compensation thresholds and conduct longitudinal comparisons of housing support impacts. Cross-national comparative studies could identify effective retention strategies across diverse developing contexts. Such advancements would clarify how interventions interact in resource-constrained settings, enabling more evidence-based, contextually-appropriate policies for teacher retention in Myanmar and similar educational systems facing comparable challenges.

Disclosure statement

No potential conflict of interest was reported by the authors.

Funding

This work was not supported by any funding.

Institutional Review Board Statement

This study was conducted in accordance with the ethical guidelines set by the School of Education, Huazhong University of Science and Technology. The conduct of this study has been approved and given relative clearance(s) by the school of Education, Huazhong University of Science and Technology.

AI Declaration

The author declares the use of Artificial Intelligence (AI) in writing this paper. In particular, the author used Deep Seek in getting concepts and summarizing key points and QuillBot in paraphrasing ideas. The author takes full responsibility in ensuring proper review and editing of contents generated using AI.

ORCID

Wynn Marlar - <https://orcid.org/0009-0000-7606-1617>

References

- Arnup, J., & Bowles, T. (2016). Should I stay or should I go? Resilience as a protective factor for teachers' intention to leave the teaching profession. *Australian Journal of Education*, 60(3), 229–244. <https://doi.org/10.1177/0004944116667620>
- Arthur, L., & Bradley, S. (2023). Teacher retention in challenging schools: Please don't say goodbye! *Teachers and Teaching*, 29(7–8), 753–771. <https://doi.org/10.1080/13540602.2023.2201423>
- Babajide, E. O., & Onabanjo, O. (2010). The influence of personal factors on workers' turnover intention in work organizations in South-West Nigeria. *Journal of Diversity Management (JDM)*, 5(4), 33–40. <https://doi.org/10.19030/jdm.v5i4.338>

- Bandura, A. (1997). *Self-efficacy: The exercise of control*. Macmillan.
- Bardach, L., Klassen, R. M., & Perry, N. E. (2022). Teachers' psychological characteristics: Do they matter for teacher effectiveness, teachers' well-being, retention, and interpersonal relations? An integrative review. *Educational Psychology Review*, 34(1), 259–300. <https://doi.org/10.1007/s10648-021-09614-9>
- Bartlett, C. L. (2022). *Teacher turnover intention: A Social Cognitive Career Theory perspective* [Unpublished doctoral dissertation]. University of Southern Queensland, Australia. <https://doi.org/10.26192/q72qq>
- Berry, B., Bastian, K. C., Darling-Hammond, L., & Kini, T. (2021). *The importance of teaching and learning conditions: Influences on teacher retention and school performance in North Carolina* (Research brief). Learning Policy Institute.
- Billingsley, B. S. (2004). Special education teacher retention and attrition: A critical analysis of the research literature. *The Journal of Special Education*, 38(1), 39–55. <https://doi.org/10.1177/00224669040380010401>
- Bland, P., Church, E., & Luo, M. (2014). Strategies for attracting and retaining teachers. *Administrative Issues Journal: Education, Practice, and Research*, 4(1), 4–13. <https://dc.swosu.edu/aij/vol4/iss1/4>
- Boyd, D., Grossman, P., Ing, M., Lankford, H., & Loeb, S. (2011). The effectiveness and retention of teachers with prior career experience. *Economics of Education Review*, 30(6), 1229–1241. <https://doi.org/10.1016/j.econedurev.2011.04.002>
- Bradfield, B. M. (2024). *The impact of Self-Determination Theory on employee retention, motivation, and satisfaction in a small business in the Upper Midwest* [Doctoral dissertation, University of Sioux Falls]. ProQuest Dissertations and Theses Global. <https://www.proquest.com/docview/3067618064>
- Brantlinger, A., & Grant, A. A. (2024). Capital flight: Examining teachers' socioeconomic status and early career retention. *Sociology of Education*, 97(4), 363–383. <https://doi.org/10.1177/00380407241242768>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Brill, S., & McCartney, A. (2008). Stopping the revolving door: Increasing teacher retention. *Politics & Policy*, 36(5), 750–774. <https://doi.org/10.1111/j.1747-1346.2008.00133.x>

- Cai, Y., Bi, Y., Wang, L., Cravens, X. C., & Li, Y. (2018). The construct of teachers' pay satisfaction: A case study of primary and secondary schools in China. *Teachers and Teaching*, 24(4), 431–449. <https://doi.org/10.1080/13540602.2017.1421163>
- Camelo, R., & Ponczek, V. (2021). Teacher turnover and financial incentives in underprivileged schools: Evidence from a compensation policy in a developing country. *Economics of Education Review*, 80, 102067. <https://doi.org/10.1016/j.econedurev.2020.102067>
- Casely-Hayford, J., Björklund, C., Bergström, G., Lindqvist, P., & Kwak, L. (2022). What makes teachers stay? A cross-sectional exploration of the individual and contextual factors associated with teacher retention in Sweden. *Teaching and Teacher Education*, 113, 103664. <https://doi.org/10.1016/j.tate.2022.103664>
- Chu, H.C., & Kuo, T. (2015). Testing Herzberg's two-factor theory in educational settings in Taiwan. *The Journal of Human Resource and Adult Learning*, 11(1), 54–65. <https://studylib.net/doc/18066059/testing-herzberg-s-two-factor-theory-in-educational-setti>
- Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Sage Publications.
- Cui, M., Xia, Y., & Wang, C. (2022). Does community matter? A study on rural Chinese teachers' turnover. *Teachers and Teaching*, 28(3), 263–283. <https://doi.org/10.1080/13540602.2022.2062715>
- Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268. https://doi.org/10.1207/s15327965pli1104_01
- Deniz Ertasoglu, L., & Gürsoy, E. (2019). English teachers' perceptions regarding their profession. *Novitas-ROYAL (Research on Youth and Language)*, 13(2), 121–132. <https://eric.ed.gov/?id=EJ1231982>
- Dexter, C. A., & Wall, M. (2021). Reflective functioning and teacher burnout: The mediating role of self-efficacy. *Reflective Practice*, 22(6), 753–765. <https://doi.org/10.1080/14623943.2021.1968817>
- Dupriez, V., Delvaux, B., & Lothaire, S. (2016). Teacher shortage and attrition: Why do they leave? *British Educational Research Journal*, 42(1), 21–39. <https://doi.org/10.1002/berj.3193>

- Edwards, E. A. (2003). *Retention and motivation of veteran teachers: Implications for schools* [Doctoral dissertation, East Tennessee State University].
- Ekmekci, A., Aqazade, M., McGraw, R., Rushton, G., Gibson, D. J., Cerosaletti, C., Daley, M., & Kucuk, B. (2025). Using human, social, structural, and positive psychological capital to explore science and mathematics teacher retention. *International Journal of STEM Education*, 12(1), 14. <https://doi.org/10.1186/s40594-024-00523-1>
- Elfers, A. M., Plecki, M. L., & Knapp, M. S. (2006). Teacher mobility: Looking more closely at “the movers” within a state system. *Peabody Journal of Education*, 81(3), 94–127. https://doi.org/10.1207/S15327930pje8103_4
- Faremi, M. F. (2017). An assessment of teacher retention and job security in private secondary schools in Ogun State, Nigeria. *Bulgarian Journal of Science and Education Policy*, 11(2), 279–293.
- Gagné, M., & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal of Organizational Behavior*, 26(4), 331–362. <https://doi.org/10.1002/job.322>
- García, E., & Weiss, E. (2019). *The teacher shortage is real, large and growing, and worse than we thought* (The first report in “The Perfect Storm in the Teacher Labor Market” series). Economic Policy Institute. <https://www.epi.org/publication/the-teacher-shortage-is-real-and-growing>
- Geiger, T., & Pivovarova, M. (2018). The effects of working conditions on teacher retention. *Teachers and Teaching*, 24(6), 604–625. <https://doi.org/10.1080/13540602.2018.1457524>
- Gibson, J. A. (2016). Elementary school male aggression: Framing aggression reduction programs for effectiveness. *Asian Journal of Education and Training*, 2(1), 7–10. <https://files.eric.ed.gov/fulltext/EJ1148383.pdf>
- Glinsmann, R. (2021). *Examining the relationship between a sense of community and teacher retention: A multiple regression analysis* [Unpublished doctoral dissertation]. Southern Nazarene University.
- Gomba, C. (2015). Why do they stay: Factors influencing teacher retention in rural Zimbabwe. *International Journal of Instruction*, 8(2), 55–68. <https://eric.ed.gov/?id=EJ1085319>
- Haghayeghi, M., & Moghadamzadeh, A. (2025). The mediating role of teacher efficacy in the association between teacher self-concept and burnout: A moderated mediation

- approach. *Journal of Public Health*, 33(1), 173–185. <https://doi.org/10.1007/s10389-023-01998-y>
- Harju, V., & Niemi, H. (2016). Newly qualified teachers' needs of support for professional competences in four European countries: Finland, the United Kingdom, Portugal, and Belgium. *CEPS Journal*, 6(3), 77–100.
- Herzberg, F. (1966). *Work and the nature of man*. World Publishing Company.
- Hughes, G. D. (2012). Teacher retention: Teacher characteristics, school characteristics, organizational characteristics, and teacher efficacy. *The Journal of Educational Research*, 105(4), 245–255. <https://doi.org/10.1080/00220671.2011.584922>
- Hur, Y. (2018). Testing Herzberg's two-factor theory of motivation in the public sector: Is it applicable to public managers? *Public Organization Review*, 18, 329–343. <https://doi.org/10.1007/s11115-017-0379-1>
- Kaur, A., Hang, B. T. T., & Nur, A. H. B. (2017). A self-determination theory-based motivational model on intentions to drop out of vocational schools in Vietnam. *Malaysian Journal of Learning and Instruction*, 14(1), 1–21. <https://files.eric.ed.gov/fulltext/EJ1150425.pdf>
- Kim, J., & Cho, H. (2025). Which pathways do teachers experience before deciding to leave their schools? Exploring Korean teachers' attribution to challenges faced while teaching migrant students. *Teaching and Teacher Education*, 156, 104935. <https://doi.org/10.1016/j.tate.2025.104935>
- Kimesiz, F. (2019). The effect of school type on EFL teachers' burnout: The case in Turkey. *Journal of Language and Linguistic Studies*, 15(4), 1413–1425. <https://doi.org/10.17263/jlls.668533>
- Koch-Benham, M. (2024). *Urban school district administrative leadership practices most conducive to supporting affective well-being and retention of special education teachers* [Doctoral dissertation, State University of New York at Buffalo].
- Kukla-Acevedo, S. (2009). Leavers, movers, and stayers: The role of workplace conditions in teacher mobility decisions. *The Journal of Educational Research*, 102(6), 443–452. <https://doi.org/10.3200/JOER.102.6.443-452>
- Larkin, D. B., Patzelt, S. P., Ahmed, K. M., Carletta, L., & Gaynor, C. R. (2022). Portraying secondary science teacher retention with the person-position framework: An analysis

- of a state cohort of first-year science teachers. *Journal of Research in Science Teaching*, 59(7), 1235–1273. <https://doi.org/10.1002/tea.21757>
- Larkin, I. M. (2015). *Job satisfaction, organizational commitment, and turnover intention of online teachers in the K-12 setting* [Doctoral dissertation, Kennesaw State University].
- Lewis, L. F. (2015). Putting “quality” in qualitative research: A guide to grounded theory for mental health nurses. *Journal of Psychiatric and Mental Health Nursing*, 22(10), 821–828. <https://doi.org/10.1111/jpm.12270>
- Li, R., & Yao, M. (2022). What promotes teachers’ turnover intention? Evidence from a meta-analysis. *Educational Research Review*, 37, 100477. <https://doi.org/10.1016/j.edurev.2022.100477>
- Luesse, H. B., Luesse, J. E., Lawson, J., Camp, M. J., & Diaz, K. G. (2022). The Academy for Teachers professional development program: A model to support teacher retention. *Cogent Education*, 9(1), 2140540. <https://doi.org/10.1080/2331186X.2022.2140540>
- Martin, L. E., & Mulvihill, T. M. (2016). Voices in education: Teacher shortage—Myth or reality? *The Teacher Educator*, 51(3), 175–184. <https://doi.org/10.1080/08878730.2016.1177427>
- Moreno-Marcos, P. M., Muñoz-Merino, P. J., Alario-Hoyos, C., & Delgado Kloos, C. (2020). Re-defining, analyzing and predicting persistence using student events in online learning. *Applied Sciences*, 10(5), 1722. <https://doi.org/10.3390/app10051722>
- Morettini, B. (2016). Mentoring to support teacher retention in urban schools. *Teacher Education & Practice*, 29(2), 259–274.
- Moser, A., & Korstjens, I. (2018). Series: Practical guidance to qualitative research. Part 3: Sampling, data collection and analysis. *European Journal of General Practice*, 24(1), 9–18. <https://doi.org/10.1080/13814788.2017.1375091>
- Myanmar Ministry of Education. (2022). *Myanmar National Education Strategic Plan (2021–2030)*. Global Partnership for Education.
- Nieuwenhuis, J. (2007). Qualitative research designs and data gathering techniques. In K. Maree (Ed.), *First steps in research* (pp. 70–97). Van Schaik Publishers.
- Oxley, L. (2016). An examination of interpretative phenomenological analysis (IPA). *Educational & Child Psychology*, 33(3), 55–62.
- Peng, S., Liao, Y., & Sun, R. (2020). The influence of transformational leadership on employees’ affective organizational commitment in public and nonprofit organizations:

- A moderated mediation model. *Public Personnel Management*, 49(1), 29–56.
<https://doi.org/10.1177/0091026019835233>
- Perez, M. (2021). *The impact of demographic factors on the persistence, study habits, and motivation of African American and Latino male community college students* [Doctoral dissertation, Texas Southern University].
<https://digitalscholarship.tsu.edu/dissertations/22>
- Perrewé, P. L., Hochwarter, W. A., & Rossi, A. M. (2002). Are work stress relationships universal? A nine-region examination of role stressors, general self-efficacy, and burnout. *Journal of International Management*, 8(2), 163–187.
[https://doi.org/10.1016/S1075-4253\(02\)00052-2](https://doi.org/10.1016/S1075-4253(02)00052-2)
- Peters, J., & Pearce, J. (2012). Relationships and early career teacher resilience: A role for school principals. *Teachers and Teaching*, 18(2), 249–262.
<https://doi.org/10.1080/13540602.2012.632266>
- Pogodzinski, B. (2014). Collegial support and novice teachers' perceptions of working conditions. *Journal of Educational Change*, 15, 467–489.
<https://doi.org/10.1007/s10833-013-9221-x>
- Prickett-Armstrong, R. A. (2025). *Commitment to the profession: Elementary teacher perceptions of self-determination and professional retention in Tennessee* [Doctoral dissertation, East Tennessee State University]. <https://dc.etsu.edu/etd/4510>
- Qutoshi, S. B. (2018). Phenomenology: A philosophy and method of inquiry. *Journal of Education and Educational Development*, 5(1), 215–222.
<https://eric.ed.gov/?id=EJ1180603>
- Sajid, M., Rana, R. A., & Tahir, S. N. (2018). Development of teacher motivation scale at secondary level. *Journal of Research & Reflections in Education*, 12(2), 286–295.
<https://www.ue.edu.pk/jrre/articles/article12.pdf>
- Skaalvik, E. M., & Skaalvik, S. (2014). Teacher self-efficacy and perceived autonomy: Relations with teacher engagement, job satisfaction, and emotional exhaustion. *Psychological Reports*, 114(1), 68–77. <https://doi.org/10.2466/14.02.PR0.114k14w0>
- Smethem, L. (2007). Retention and intention in teaching careers: Will the new generation stay? *Teachers and Teaching: Theory and Practice*, 13(5), 465–480.
<https://doi.org/10.1080/13540600701561661>

- Solomonson, J., Thieman, E., Korte, D., & Retallick, M. (2019). Why do they leave and where do they go? A qualitative study of Illinois school-based agriculture teachers who left the profession. *Journal of Agricultural Education*, 60(4), 19–35. <https://doi.org/10.5032/jae.2019.04019>
- Strunk, K. O., & Zeehandelaar, D. (2011). Differentiated compensation: How California school districts use economic incentives to target teachers. *Journal of Education Finance*, 37(3), 268–293. <https://www.jstor.org/stable/23018096>
- Struyven, K., & Vanthournout, G. (2014). Teachers' exit decisions: An investigation into the reasons why newly qualified teachers fail to enter the teaching profession or why those who do enter do not continue teaching. *Teaching and Teacher Education*, 43, 37–45. <https://doi.org/10.1016/j.tate.2014.06.002>
- Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). *A coming crisis in teaching? Teacher supply, demand, and shortages in the U.S.* Learning Policy Institute. <https://learningpolicyinstitute.org/product/coming-crisis-teaching>
- Sutton, J., & Austin, Z. (2015). Qualitative research: Data collection, analysis, and management. *The Canadian Journal of Hospital Pharmacy*, 68(3), 226–231. <https://doi.org/10.4212/cjhp.v68i3.1456>
- Torres, A. C. (2016). Teacher efficacy and disciplinary expectations in charter schools: Understanding the link to teachers' career decisions. *Journal of School Choice*, 10(2), 171–199. <https://doi.org/10.1080/15582159.2016.1152528>
- UNESCO. (2023). *Global report on teachers: Addressing teacher shortages*. UNESCO. <https://unesdoc.unesco.org/>
- UNESCO. (2024). *Global report on teachers: Addressing teacher shortages and transforming the profession*. UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000388832>
- Valentine, K. D., Kopcha, T. J., & Vagle, M. D. (2018). Phenomenological methodologies in the field of educational communications and technology. *TechTrends*, 62(5), 462–472. <https://doi.org/10.1007/s11528-018-0317-2>
- Valerio, M. A., Rodriguez, N., Winkler, P., Lopez, J., Dennison, M., Liang, Y., & Turner, B. J. (2016). Comparing two sampling methods to engage hard-to-reach communities in research priority setting. *BMC Medical Research Methodology*, 16, Article 146. <https://doi.org/10.1186/s12874-016-0242-z>

- Van Maele, D., & Van Houtte, M. (2012). The role of teacher and faculty trust in forming teachers' job satisfaction: Do years of experience make a difference? *Teaching and Teacher Education*, 28(6), 879–889. <https://doi.org/10.1016/j.tate.2012.04.001>
- Van Maele, D., & Van Houtte, M. (2015). Trust in school: A pathway to inhibit teacher burnout? *Journal of Educational Administration*, 53(1), 93–115. <https://doi.org/10.1108/JEA-02-2014-0018>
- Van Manen, M. (2017). But is it phenomenology? *Qualitative Health Research*, 27(6), 775–779. <https://doi.org/10.1177/1049732317699570>
- Wang, K., Liu, Y., & Zhang, L. (2020). Selected factors contributing to teacher job satisfaction: A quantitative investigation using 2013 TALIS data. *Leadership and Policy in Schools*, 19(3), 512–532. <https://doi.org/10.1080/15700763.2019.1586963>
- Wang, K., Chen, Z., Luo, W., Li, Y., & Waxman, H. (2018). Examining the differences between the job satisfaction of STEM and non-STEM novice teachers with leaving intentions. *EURASIA Journal of Mathematics, Science and Technology Education*, 14(6), 2329–2341. <https://doi.org/10.29333/ejmste/89516>
- Webb, A. S., & Welsh, A. J. (2019). Phenomenology as a methodology for scholarship of teaching and learning research. *Teaching and Learning Inquiry*, 7(1), 168–181. <https://doi.org/10.20343/teachlearningqu.7.1.11>
- Xuehui, A. (2018). Teacher salaries and the shortage of high-quality teachers in China's rural primary and secondary schools. *Chinese Education & Society*, 51(2), 103–116. <https://doi.org/10.1080/10611932.2018.1433411>
- Yu, X., Wang, P., Zhai, X., Dai, H., & Yang, Q. (2015). The effect of work stress on job burnout among teachers: The mediating role of self-efficacy. *Social Indicators Research*, 122, 701–708. <https://doi.org/10.1007/s11205-014-0716-5>
- Zee, M., & Koomen, H. M. Y. (2016). Teacher self-efficacy and its effects on classroom processes, student academic adjustment, and teacher well-being: A synthesis of 40 years of research. *Review of Educational Research*, 86(4), 981–1015. <https://doi.org/10.3102/0034654315626801>
- Zhi, Z., Zhao, F., Yeh, S., Li, Z., & Xiang, Z. (2024). Research on the factors affecting rural teachers' retention and countermeasures: Strategies based on the perspective of Herzberg's two-factor theory. *Teacher Development*, 1–22. <https://doi.org/10.1080/13664530.2024.2416494>