

# Teachers Turnover at Private Schools and its Impact on Teaching Learning: A study on Hetauda, Makawanpur, Nepal

**Rabi Kumar Bhattarai**

Head , Department of General Management

Hetauda School of Management and Social Sciences, Hetauda , Makawanpur

E-mail: rabi@hsmsonline.edu.np

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## Abstract

This research focuses on the Hetauda Sub-Metropolitan City in Makawanpur, Nepal, and examines the impact of teacher turnover on the teaching and learning process. Teacher turnover is a widespread issue in educational systems globally, and it can significantly affect student outcomes, school culture, and the overall quality of education. The study aims to understand the reasons behind the high teacher turnover rate among private schools in the region and analyzes its effects on teaching and learning. Using a mixed-methods approach that includes surveys and interviews the research identifies key factors contributing to teacher turnover and explores the implications for educational quality. The findings indicate that inadequate compensation, limited professional development opportunities, and poor working conditions are significant factors leading to high turnover rates. The study concludes with recommendations for improving teacher retention and enhancing the overall educational experience in private schools.

**Keywords:** Teachers, Turnover, Private schools, Teaching, Learning

## Introduction

Teaching, especially at the school level, is highly esteemed worldwide. Teachers play a crucial role in shaping individuals' thinking abilities and contributing to a nation's development. Overall, teaching is the foundation and support for all other professions globally.

In Bangladesh, Private schools were established to create more opportunities for students of quality education. Every year, several brilliant and highly qualified graduates from home and abroad have involved themselves as teachers of private schools, which is important for ensuring the quality of education. Unfortunately, some factors, i.e., lack of professional development and career development opportunities, inadequate salary and benefits, and bureaucracy in administrative

departments, are causing dissatisfaction and turnover among private school teachers (Rahman, 2012).

Turnover of teachers happens due to financial-related issues. They keep changing their schools and sometimes teaching professions for better opportunities elsewhere. Moreover, certain private universities lack the resources to offer financial incentives like bonuses, provident funds, and gratuities. Instead, they attempt to implement a corporate-style approach with strict office hours and a demanding course load of 5-6 courses per semester, which can be overwhelming. Factors such as an excessive workload, subpar student quality, and strained relationships with the administration and peers contribute to faculty dissatisfaction. Consequently, teacher performance is declining, leading to a deterioration in the overall quality of education. The rate at which an employer gains and loses an employee and how long the teacher tends to leave and join the organization (Aduna et al., 2020). Representatives from the Ministry of Education, donors, NGOs, education researchers, and teachers highlighted many problems school teachers face, particularly low motivation levels. They pointed out that non-transparent appointment practices, politicization, poor management, and lack of transport and security are among the significant problems that are faced by teachers (Khan, 2005).

Most of the senior high school teacher-respondents leaving the institution stayed for only 1 year, with a frequency of 28 or 93.3%. Interviews with them revealed that they just wanted to gain experience in teaching and pass the licensure examination for teachers while waiting for the right opportunity to come for a better pay scale. Hence, this can only be possible if one transfers to government schools with higher salaries (Aduna et al., 2020).

The Government is responsible for the increased teacher turnover rate in many private secondary schools in Uganda. Many times, it does not come to assist the teachers employed on a private basis, many times, it does not come in to assist the teachers employed on a private basis,

Many government teachers remain in their respective schools for many years, hoping to get a pension after retirement. In many private secondary schools, the only option is joining NSSF, which most directors of schools are hesitant to join for fear of paying 10% of every teacher's monthly compulsory savings. Besides, teachers in these schools are harshly treated by the headteachers, cheated, abused, and mentioned, but the Government is unconcerned. All these culminate in teacher dissatisfaction, and the result is leaving. The study was to determine if such worries also result in teacher turnover in Mukono District private secondary schools (Namboozee, 2019).

Finally, it is difficult for private education sectors in Uganda and Bangladesh to retain skilled professors. High turnover rates among educators are caused by several problems, including poor compensation, a lack of professional development opportunities, bureaucratic roadblocks, and discontent arising from various sources. Teachers are forced to look for better chances elsewhere due to the problem's escalation due to financial worries and the lack of incentives. Uganda suffers from government indifference, a lack of pension benefits, abuse, and insufficient support for private teachers. At the same time, Bangladesh faces difficulties with opaque appointments, politicization, bad administration, and transportation and security concerns. Resolving these

intricate problems is essential to establishing a more secure and supportive atmosphere for educators, which will eventually raise the standard of education in both nations.

## Objectives

This study demonstrates the connection between teacher turnover and its impact on teaching and learning.

- To ascertain the elements that impact teacher turnover in private schools.
- To Examine the effect of teacher turnover and its impact on teaching and learning.

## Statement of the problem

- What are the elements that affect teacher turnover?
- Are there any effects of teacher turnover in the teaching-learning process?

## Rationale of the research

The rationale of the study is to understand the underlying factors that lead to teacher turnover in private schools, assess the effects of this turnover on instruction and student learning, and suggest practical solutions to improve teacher retention and, in turn, the standard of instruction in these establishments. This is probably the main driving force behind this research article.

## Literature Review

The study was conducted in private secondary schools in Kawempe Division, and it was noted that many teachers in private secondary schools are moving in and out, negatively affecting educational standards. The indicators of this problem of teacher turnover included rampant part timing, lack of a sense of belonging at school, low commitment of teachers and increased quitting from the teaching service. Although other factors could lead to this, the researcher's interest was in motivation, work environment and work policy. Hence, a study is needed to determine the influence of motivation, work environment and work policy on teacher turnover in private secondary schools in the Kawempe division (Besimbire, 2010).

The financial advantages include the potential income stream from entering a particular profession, the possibility of advancement, and the worth of life, health, and retirement benefits. The non-financial benefits of a job include the following: favourable working conditions, encouragement from superiors and coworkers, hours and schedules that accommodate family and leisure needs, access to sufficient supplies and equipment, in the case of teachers, elements like student attitudes towards learning and parental support (Synar & Maiden, 2012).

Another research article stated that, for a variety of reasons, such as retirement, resignation, or termination, a company would generally prefer to keep high-performing, talented employees while only losing underperforming employees (Eddy Setyanto, 2021).

An article about teacher turnover in cross-cultural settings focused on the collective efficacy, job happiness, and job stress of instructors. The results showed that student behaviours caused teachers

to feel more stressed about their workload and the classroom, which decreased their self-efficacy in managing the classroom.

Likewise, occupational stress has a positive association with turnover intention. This relation is established in almost every professional sector, such as health, hospitality, teaching, banking, tourism, and manufacturing. Occupational stress directly influences employee turnover intentions. High levels of stress cause employees to quit their jobs as fast as possible (Gautam & Gautam, 2022).

Another research was conducted on dozens of teachers teaching in Mid-Terai, where eight private and 15 public schools are located around 10 minutes by bus. Nearly half of the teachers in private schools and most internal resources teachers in public schools are college students. These teachers continue as long as they can be shifted to a permanent job (Ghimire & Koirala, 2020).

Small private schools are notable for having comparatively high turnover rates. After controlling for other variables, the data demonstrates that math and science instructors are less likely to leave than other teachers. Furthermore, even though it shows that teacher retirement rates are rising, the total turnover attributable to retirement is relatively low compared to turnover brought on by other factors like work unhappiness and instructors pursuing better opportunities elsewhere. Specifically, poor pay, student discipline issues, minimal faculty involvement in school decision-making, and inadequate support from the administration are all linked to more excellent turnover rates, even after controlling for teacher and school characteristics (Ingersoll, 2001).

All the above research tries to identify the common factors affecting teacher turnover, such as motivation, work stress, incentives, work conditions, job insecurity, professional growth and career advancement, at private schools. However, this research will identify the significant factors that affect teacher turnover at private schools through quantitative research of Hetauda Sub Metropolitan City, Makawanpur District. From the literature review, the researchers cannot point out the fundamental factors of teacher turnover at private schools and, similarly, the impact on teaching-learning.

## **Research Framework**

The research framework provides a structured approach to analyzing the factors influencing teacher turnover and its impact on teaching and learning in private schools in Hetauda Sub-Metropolitan City, Makawanpur, Nepal. The framework is based on the variables identified in the research article and outlines their relationships.

***Independent Variables (Factors Influencing Teacher Turnover)*** These are the key causes or predictors contributing to teacher turnover:

### ***Financial Compensation***

Low salaries and inadequate benefits.

### ***Professional Development***

Lack of training opportunities and career growth pathways.

Work Environment.

### ***Administrative Support***

Lack of recognition, appreciation, and job security from school management.

### ***Dependent Variables (Impact of Teacher Turnover)***

These are the outcomes or effects caused by high teacher turnover:

#### ***Curriculum Delivery***

Disruption in lesson continuity and adequate curriculum coverage.

#### ***Student Engagement***

Reduced interest and participation due to frequent teacher changes.

#### ***Student Academic Performance***

The decline in learning outcomes is caused by instability in teaching.

### **Key Hypotheses**

**H1:** Inadequate financial compensation has a positive relationship with teacher turnover.

**H2:** Lack of professional development opportunities increases teacher turnover rates.

**H3:** Poor working conditions and administrative support negatively impact teacher satisfaction.

**H4:** High teacher turnover disrupts curriculum delivery and negatively affects student performance.

**H5:** Retention strategies, such as competitive salaries and supportive policies, reduce teacher turnover.

## **Research Methodology**

### ***Research Design***

This study employs qualitative research techniques. A semi-structured questionnaire was distributed to teachers to understand their perceptions of teacher turnover and its impact on the educational process.

### ***Sources and Nature of Data***

The primary data were collected from 15 private schools across Hetauda Sub-Metropolitan City, and data were collected from a sample of 150 teachers.

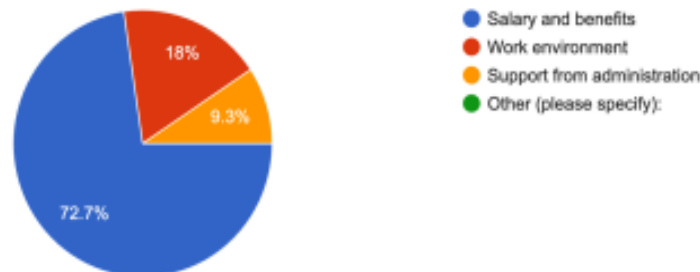
## **Results and Findings**

67.8% of respondents were male, and 32.2% were female, in fifteen schools in the Hetauda sub-metropolitan city. Similarly, 63.3% of respondents were secondary school teachers, and the rest were from lower secondary, primary, and other positions.

### *Factors influencing job satisfaction*

What are the main factors influencing your job satisfaction?

150 responses



72.7% of respondents cited salary and benefits as the main factors influencing job satisfaction. 18% and 9.3% of respondents agreed with the work environment and support from the administration.

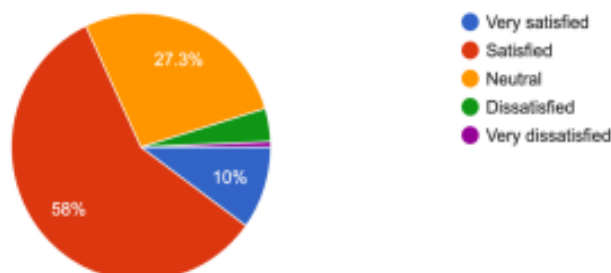
Financial compensation is the most significant factor influencing job satisfaction, and the associated benefits are the primary determinant.

The second most cited factor is that the physical and social aspects of the workplace play an essential role in job satisfaction.

### *Satisfaction from the current job*

How satisfied are you with your current job?

150 responses

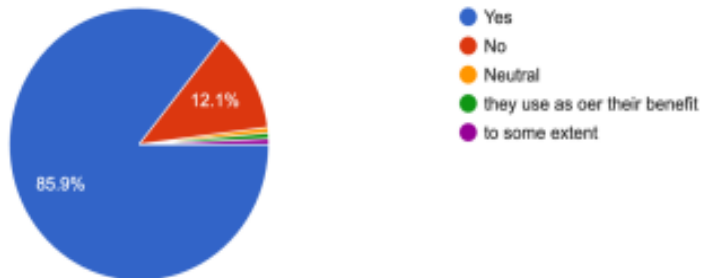


58% of respondents were satisfied with their current job, 27.3% were neutral, and 10% were delighted. Most respondents are satisfied with their current job, with a significant number expressing neutral or very satisfied opinions and relatively few expressing dissatisfactions.

### *Valued and appreciated by the school administration*

Do you feel valued and appreciated by the school administration?

149 responses

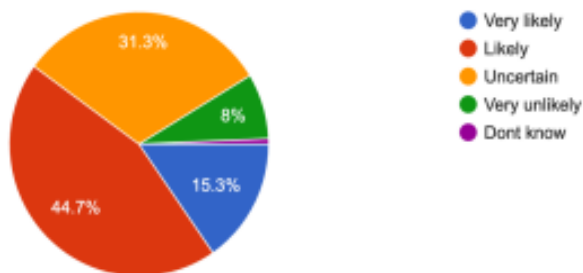


85.9% of the respondents felt valued and appreciated by the school administration, 12.1% of respondents agreed on, valued and appreciated by the school administration, and only a few percent were neutral. Most respondents indicated that they felt valued and appreciated by the school administration. Additionally, a minority of respondents agreed to some extent, while a small percentage remained neutral.

### **Likely to leave the current job within the next year**

How likely are you to leave your current job within the next year?

150 responses

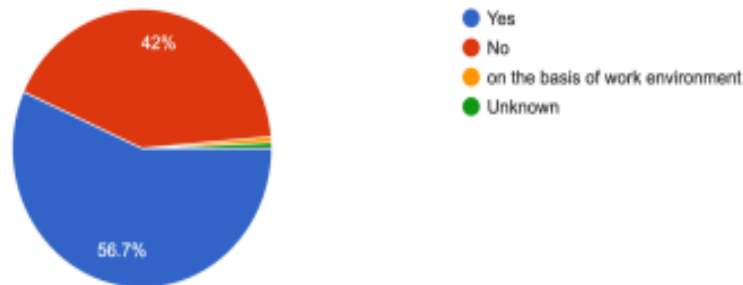


44.7% of respondents were likely to leave the school within the next year, 31.3% of respondents were uncertain about leaving school, 15.3 and 8% of respondents were very likely and unlikely to leave their job within the next year respectively. A significant proportion of respondents indicated a likelihood of leaving the school within the following year. A notable segment expressed uncertainty about their decision, while a smaller group reported being very likely to leave. Conversely, a minority of respondents intended to remain in their current roles.

### Considered leaving the current job in the past year

Have you considered leaving your current job in the past year?

150 responses



56.7% of respondents were planning to leave their current jobs in the past, and 42% were considering leaving their current jobs in the past years.

Most respondents indicated that they had considered leaving their current jobs in previous years, while a significant portion reported no intention of leaving during the same period.

### Teacher turnover affects the quality of teaching-learning in schools

Do you think teacher turnover affects the quality of teaching-learning in schools?

150 responses



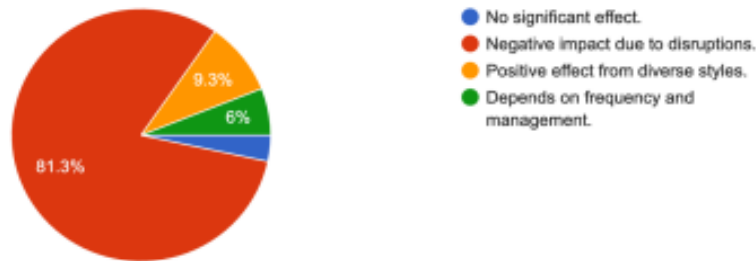
99.3% of the respondents strongly agreed that teacher turnover affects the quality of teaching and learning in school. Most respondents strongly agreed that teacher turnover significantly impacts the quality of teaching and learning in schools.



## How does turnover influence student engagement and performance?

In your experience, how does turnover influence student engagement and performance?

150 responses

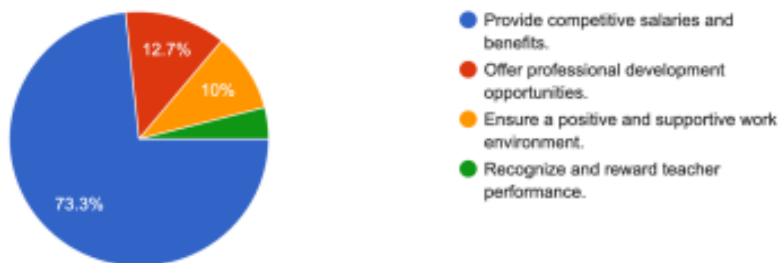


81.3% of respondents agreed that teacher turnover negatively affects student engagement and performance, and 9.3% were advocates of positive effects due to diverse teaching styles. Most respondents agreed that teacher turnover negatively affects student engagement and performance. However, a small proportion highlighted potential positive effects, attributing them to introducing diverse teaching styles.

## Initiatives can schools take to retain teachers effectively

What initiatives can schools take to retain teachers effectively?

150 responses



73.3% of respondents agreed to provide competitive salaries and benefits to retain private school teachers, 12.7% agreed to offer professional development opportunities, and only 10% advocated for ensuring a positive and supportive work environment.

Most respondents emphasized the importance of offering competitive salaries and benefits to retain private school teachers. A smaller proportion highlighted the value of providing professional development opportunities, while a minority advocated for fostering a positive and supportive work environment.

## Conclusion

The study underscores the significant impact of teacher turnover on private schools in Hetauda Sub-Metropolitan City, Makawanpur. High turnover rates lead to disruptions in curriculum delivery, reduced quality of education, and low morale among students and teachers alike. The main factors contributing to teacher turnover include low salaries, lack of professional development opportunities, job insecurity, poor working conditions, and high workloads (Besimbire, 2010; Braza, 2017).

To address these issues, private schools in Hetauda must adopt strategies that enhance teacher retention. These strategies include offering competitive salaries, providing professional development programs, improving working conditions, and establishing clear career advancement pathways. Creating a supportive and collaborative work environment would also help foster teacher satisfaction and commitment (Aduna et al., 2020; Rahman, 2012).

By addressing these challenges, private schools can enhance teacher retention, improve the quality of education, and ultimately contribute to better student outcomes.

## Recommendations

Based on the findings of the study, the following recommendations are proposed:

**Increase Salaries and Benefits:** Schools should review and increase teacher salaries to ensure they are competitive with government schools and other private institutions (Rahman, 2012).

**Professional Development Programs:** Private schools should establish continuous professional development programs to support teachers in enhancing their skills and knowledge (Gautam & Gautam, 2022; Nambooz, 2019).

**Improve Working Conditions:** School infrastructure should be upgraded, and resources such as teaching materials should be provided to make teaching more effective and less stressful for teachers (Braza, 2017).

**Job Security:** Schools should develop policies that offer more job security to teachers, reducing turnover rates due to job instability (Khan, 2005).

**Teacher Support and Mentoring:** Schools should create mentorship programs where experienced teachers can guide new teachers, helping them settle into their roles and create a more supportive work environment (Aduna et al., 2020).

By implementing these recommendations, private schools in Hetauda Sub-Metropolitan City can reduce teacher turnover, enhance student learning experience, and improve overall educational quality.

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