

# On Public Teachers' Intention to Stay in the Profession and its Profile Determinants

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## ABSTRAK

Guru dianggap berkomitmen terhadap pekerjaannya jika mereka tetap menjalankan profesinya dan menerima tanggung jawab profesional. Penelitian ini bertujuan untuk menyelidiki kesiediaan guru negeri untuk tetap pada pekerjaannya dan mengidentifikasi beberapa faktor penentu yang mempengaruhinya. Penelitian ini menggunakan instrumen penelitian yang dikembangkan berdasarkan makalah penelitian yang ada dalam literatur untuk mengumpulkan data primer dari guru negeri cross-sectional. Penelitian ini menggunakan pengambilan sampel acak untuk memilih peserta survei yang diperlukan dan menggunakan metode statistik yang sesuai (statistik deskriptif dan inferensial) untuk merangkum dan mengekstrak informasi dari data yang dikumpulkan. Penelitian ini melibatkan lima sekolah sebagai subjek. Beberapa analisis deskriptif seperti frekuensi dan persentase digunakan untuk memberikan gambaran tentang data yang dikumpulkan dan mengekstrak informasi yang relevan. Hasil penelitian menunjukkan bahwa guru negeri perempuan lebih besar kemungkinannya untuk tetap menjalankan profesinya dibandingkan dengan guru laki-laki. Selain itu, status pekerjaan dan jabatan merupakan faktor penting yang mempengaruhi guru untuk tetap menjalankan profesinya. Kesimpulannya, guru negeri yang puas dengan pendapatan dan tugas kerja mereka saat ini kemungkinan besar lebih aman secara ekonomi dan bersedia mengabdikan. Oleh karena itu, studi ini menyarankan agar pemerintah harus mendukung guru negeri dalam hal insentif dan tunjangan, kenaikan gaji, dan sumber daya lain yang meningkatkan kesejahteraan dan produktivitas mereka, serta menghindari pergantian karyawan.

## ABSTRACT

Teachers are considered committed to their job if they remain in their profession and accept professional responsibilities. This article aimed to investigate the public teachers' willingness to remain in their jobs and identify some determinants that causally affect it. The study employed a developed research instrument based on an existing research paper in the literature to gather primary data from cross-sectional public teachers. This study used random sampling to select the required participants of the survey and utilized appropriate statistical methods (descriptive and inferential statistics) to summarize and extract information from the data gathered. This study involved five schools as subjects. Some descriptive analysis was utilized such as frequencies and percentages to give a description of the gathered data and extract relevant information. The results showed that female public teachers are more likely to stay in the profession as opposed to male teachers. In addition, employment status and job position are significant factors that influence teachers to stay in their profession. Conclusively, public teachers who are satisfied with their current income and work assignments are more likely economically secure and willing to serve. Hence, the study suggests that the government must support public teachers regarding incentives and benefits, salary increases, and other resources that improve their well-being and productivity, and avoid employee turnover.

## 1. INTRODUCTION

Teaching is a very important profession in which it molds an individual to become knowledgeable and equipped for the improvement of society. Teachers play an important role in human development

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which molds a progressive society through the generation of new ideas. Apparently, being a teacher nowadays is tiring and draining due to a lot of paperwork and teaching workloads, and time demanding as well in which causes mental stress (Chen et al., 2020; Gómez-Domínguez et al., 2022; Santiago et al., 2022). In fact, most teachers are feeling tired because of heavy assignments and meticulous requirements in school but still receive a low salary and lack of support and appreciation. In that case, the teachers' turnover rate is increasing which results in a shortage of teachers because they want to find a better job that satisfies them (Lucksnat et al., 2022; Santiago et al., 2022). Happiness in teaching is very important in staying in the profession and being productive at their work assignment despite heavy workloads. On the face of it, studies have shown that school leaders must pay attention to the well-being of teachers and provide stress management programs, among others (Bonde et al., 2022; L. Casinillo & Casinillo, 2021; L. F. Casinillo et al., 2020). Henceforth, an investigation into the teachers' willingness to stay in their profession and satisfaction with the job is a need to improve the community and wellness of teachers.

One of the human resource management issues is employee retention and becoming critical nowadays. Retaining good employees in the work domain is a process of encouraging the workers to stay longer in the job position to obtain the goal of an organization (Caredo et al., 2022; Gorde, 2019). In fact, employee retention is tough, however, it is beneficial for both employer and employee sides since it is one of the cost-saving processes. In the case of teachers, the education sector is facing problems with the supply of teachers since fewer people are opting to enter the teaching profession. In other words, the teaching career nowadays is no longer an appealing job due to its low pay and demand for work (Spicksley, 2022; Tran & Smith, 2022). In that case, school heads and their respective management leaders in education need to find ways and remedies to retain good and quality teachers at present (DeMatthews et al., 2022; Meyer et al., 2023). It is worth noting that the most vital component of the educational scheme is the teachers since they are the ones who transmit the necessary knowledge to students. On the face of it, the failure or success of education in a country largely depends on the teachers' performance and strategies. In order to progress the educational system, education leaders and policymakers must solve teacher shortages by attracting and retaining good educators (Dawadi et al., 2020; Fathia Baresh, 2022). Hence, teachers are in need of support and improve their well-being to increase their satisfaction and commitment to their current work.

If a teacher is satisfied with the job, it indicates a powerful commitment and passion and has a lower chance of leaving their profession. Plus, losing a good teacher would result in a loss in the system and increase the pressure of work in a school which adversely affects the desired goals (L. F. Casinillo et al., 2021; Castro, 2023; Gumeru & Ancog, 2023). Currently, there are several studies in the literature investigating the teachers' intention to stay but did not emphasize determining the profile factors affecting it (Caredo et al., 2022; Räsänen et al., 2020). In fact, studying the public teachers' intention to stay in their profession in the rural areas in the Philippines has never been conducted. Hence, the study took place to fill in this gap. Hence, this study measures the number of teachers who are willing to stay in their current profession and determines the causal factors. Specifically, this article dealt with the following goals to obtain the desired results: (1) profiling the public teachers; (2) determining the proportion of teachers who are willing to stay in their profession; and (3) predicting the determinants that influence their intention to stay in their profession. The purpose of this study is to find a good argument that will give a solution to the shortage of public teachers in the country. The results of this study may provide evidence of teachers who are committed and passionate about their job. In addition, the findings of this study might be useful in improving the current policy in the educational system in regard to the recruitment of teachers as well as qualifications. Moreover, the study may be used as a basis for improving the well-being of teachers and a guide for school leaders in dealing with their teachers. Furthermore, the results of this study may serve as a baseline for other researchers in education and a basis for educational improvement.

## 2. METHOD

Teaching is a very important profession in which it molds an individual to become knowledgeable and equipped for the improvement of society. Teachers play an important role in human development which molds a progressive society through the generation of new ideas. Apparently, being a teacher nowadays is tiring and draining due to a lot of paperwork and teaching workloads, and time demanding as well in which causes mental stress (Chen et al., 2020; Gómez-Domínguez et al., 2022; Santiago et al., 2022). In fact, most teachers are feeling tired because of heavy assignments and meticulous requirements in school but still receive a low salary and lack of support and appreciation. In that case, the teachers' turnover rate is increasing which results in a shortage of teachers because they want to find a better job that satisfies them (Lucksnat et al., 2022; Santiago et al., 2022). Happiness in teaching is very important in

staying in the profession and being productive at their work assignment despite heavy workloads. On the face of it, studies have shown that school leaders must pay attention to the well-being of teachers and provide stress management programs, among others (Bonde et al., 2022; L. Casinillo & Casinillo, 2021; L. F. Casinillo et al., 2020). Henceforth, an investigation into the teachers' willingness to stay in their profession and satisfaction with the job is a need to improve the community and wellness of teachers.

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If a teacher is satisfied with the job, it indicates a powerful commitment and passion and has a lower chance of leaving their profession. Plus, losing a good teacher would result in a loss in the system and increase the pressure of work in a school which adversely affects the desired goals (L. F. Casinillo et al., 2021; Castro, 2023; Gumerá & Ancog, 2023). Currently, there are several studies in the literature investigating the teachers' intention to stay but did not emphasize determining the profile factors affecting it (Caredo et al., 2022; Räsänen et al., 2020). In fact, studying the public teachers' intention to stay in their profession in the rural areas in the Philippines has never been conducted. Hence, the study took place to fill in this gap. Hence, this study measures the number of teachers who are willing to stay in their current profession and determines the causal factors. Specifically, this article dealt with the following goals to obtain the desired results: (1) profiling the public teachers; (2) determining the proportion of teachers who are willing to stay in their profession; and (3) predicting the determinants that influence their intention to stay in their profession. The purpose of this study is to find a good argument that will give a solution to the shortage of public teachers in the country. The results of this study may provide evidence of teachers who are committed and passionate about their job. In addition, the findings of this study might be useful in improving the current policy in the educational system in regard to the recruitment of teachers as well as qualifications. Moreover, the study may be used as a basis for improving the well-being of teachers and a guide for school leaders in dealing with their teachers. Furthermore, the results of this study may serve as a baseline for other researchers in education and a basis for educational improvement.

### 3. RESULT AND DISCUSSION

#### Result

Table 2 presents the demographic profile of public elementary and secondary teachers. In the elementary teaching category, the majority of teachers were in their 31-40s, followed by those in their 41-50s. Among secondary teachers, a significant portion were in their 31-40s, with some in their 41-50s and a higher number in their 51-60s compared to elementary teachers. When it comes to gender, there were both male and female teachers in both categories, with a higher percentage of females. Salaries varied, with the majority of elementary teachers earning between 31,000 to 40,000, while secondary teachers had a higher percentage earning between 20,000 to 30,000. Some teachers in both categories had additional sources of income. Family sizes and household sizes varied, with some teachers having multiple dependents and others living alone. Most elementary teachers were married, while the civil status of secondary teachers varied. In terms of educational attainment, there was a mix of bachelor's, master's, and doctoral degree holders, as well as those who had completed units in master's or doctoral programs. The Demographic Profile of Public Elementary and Secondary School Teachers is presented in Table 2.

**Table 2. Demographic Profile Of Public Elementary And Secondary Teachers**

Profile	Category	Elementary teachers		Secondary teachers	
		Frequency	Percentage (%)	Frequency	Percentage (%)
<b>Age in years</b>	20-30 yrs old	5	10.64	13	30.23
	31-40 yrs old	19	40.43	21	48.84
	41-50 yrs old	13	27.66	7	16.28
	51-60 yrs old	9	19.15	2	4.65
	61 yrs old and above	1	2.13	0	0.00
<b>Sex</b>	Male	10	21.28	12	27.91
	Female	37	78.72	29	67.44
	Prefer not to mention	0	0.00	2	4.65
<b>Monthly Salary</b>	20,000-30,000	8	17.02	22	51.16
	31,000-40,000	34	72.34	19	44.19
	41,000-50,000	4	8.51	2	4.65
	51,000 and above	1	2.13	0	0.00
<b>Other source of income</b>	Yes	18	38.30	13	30.23
	No	29	61.70	30	69.77
<b>No. of dependent children</b>	1	10	21.28	8	18.60
	2	16	34.04	10	23.26
	3	4	8.51	7	16.28
	4	5	10.64	3	6.98
	5 and above	2	4.26	4	9.30
	None	10	21.28	11	25.58
<b>Household size</b>	1	9	19.15	14	32.56
	2	14	29.79	6	13.95
	3	9	19.15	6	13.95
	4	10	21.28	6	13.95
	5	5	10.64	8	18.60
	6 and above	0	0.00	3	6.98
<b>Civil Status</b>	Single	6	12.77	13	30.23
	Married	37	78.72	20	46.51
	Separated/Annulled	2	4.26	1	2.33
	Widow/widower	1	2.13	3	6.98
	Other	1	2.13	6	13.95
<b>Educational Attainment</b>	Bachelor's Degree	18	38.30	15	34.88
	Master's Degree	14	29.79	9	20.93
	Doctorate Degree	0	0.00	2	4.65
	with some units in masteral	15	31.91	14	32.56
	with some units in doctoral	0	0.00	3	6.98

In the elementary teacher category, teachers were assigned to different schools. Bitanhuan Elementary School had a portion of teachers (19.15%), as did Maitum and Maslug Elementary Schools (12.77% each) (Table 3). Plaridel Central School had the highest representation (36.17%), followed by Punta Elementary School (19.15%). It's worth noting that elementary teachers were not assigned to Bitanhuan NHS, Plaridel NHS, or Punta NHS, distinguishing between assignments for elementary and secondary teachers. In contrast, among secondary teachers, a significant percentage (32.56%) were assigned to Bitanhuan NHS, while the majority (53.49%) were at Plaridel NHS, and a smaller portion (13.95%) were at Punta NHS. No secondary teachers were reported in elementary schools. In terms of job positions, the majority of elementary teachers held the position of Teacher 3 (72.34%), while in secondary teaching, Teacher 3 accounted for 39.53%. Other roles for elementary teachers included Teacher 1 (10.64%) and Master Teacher 1 (8.51%). Among secondary teachers, 20.93% were Teacher 1, and 9.30% held the position of Master Teacher 1, highlighting specific job positions within secondary teaching. Most elementary teachers held regular positions, while a small percentage worked as substitutes. In the secondary category, all teachers held regular positions. The length of service varied among elementary teachers, with some having just started their careers and others with over 20 years of experience.

Secondary teachers also had a range of experience, with some being relatively new and others having served for several years. The school profile of profile of public elementary and secondary teachers is presented in Table 3.

**Table 3. School Profile Of Profile Of Public Elementary And Secondary Teachers**

Profile	Category	Elementary teachers		Secondary teachers	
		Frequency	Percentage (%)	Frequency	Percentage (%)
<b>Job Position</b>	Teacher 1	5	10.64	9	20.93
	Teacher 2	1	2.13	5	11.63
	Teacher 3	34	72.34	17	39.53
	Master Teacher 1	4	8.51	4	9.30
	MT 2	1	2.13	8	18.60
	Other	2	4.26	0	0.00
	Doctorate Degree with some units in masteral	0	0.00	2	4.65
	with some units in doctoral	15	31.91	14	32.56
	0	0.00	3	6.98	
<b>School assignment</b>	Bitanhuan Elementary School	9	19.15	0	0.00
	Maitum Elementary School	6	12.77	0	0.00
	Maslug Elementary School	6	12.77	0	0.00
	Plaridel Central School	17	36.17	0	2.33
	Punta Elementary School	9	19.15	0	0.00
	Bitanhuan NHS	0	0.00	14	32.56
	Plaridel NHS	0	0.00	23	53.49
	Punta NHS	0	0.00	6	13.95
<b>Employment status</b>	Regular	45	95.74	43	100.00
	Substitute	2	4.26	0	0.00
<b>Length of service</b>	1 to 2 years	3	6.38	4	9.30
	2 - 5 years	4	8.51	11	25.58
	6 -10 years	19	40.43	16	37.21
	11 - 15 years	6	12.77	6	13.95
	16 - 20 years	5	10.64	3	6.98
	21 years and above	10	21.28	3	6.98

Among elementary teachers (n=47), approximately 82.98% expressed a willingness to continue teaching in the Philippines, while about 17.02% indicated a lack of intention to stay in the profession (Table 4). In terms of school assignments, around 71.21% of elementary teachers expressed a willingness to remain at their current assignment, while 29.79% desired a different assignment or change. For secondary teachers (n=43), approximately 65.12% expressed an intention to continue teaching in the Philippines, while about 34.88% did not. Regarding school assignments, around 67.44% of secondary teachers expressed a willingness to stay at their current assignment, while 32.56% desired a different school or change. The proportion of teachers who are willing to stay at their profession is presented in Table 4.

**Table 4. Proportion Of Teachers Who Are Willing To Stay At Their Profession**

Intention to stay	Elementary (n=47)				Secondary (n=43)			
	Yes		No		Yes		No	
	n	%	n	%	n	%	n	%
Philippines as a teacher	39	82.98	8	17.02	28	65.12	15	34.88
School assignment	33	71.21	14	29.79	29	67.44	14	32.56



For elementary teachers, factors such as age, employment status, length of service, monthly salary, other sources of income, number of dependents, household size, civil status, educational attainment, and school assignment did not show statistically significant associations with the intention to stay (Table 5). However, variables such as sex and job position demonstrated significant associations, suggesting that gender and job position had an influence on their intention to remain in the profession. In contrast, among secondary teachers, variables such as employment status, sex, other sources of income, job position, and school assignment exhibited statistically significant associations with their intention to stay. However, factors like age, length of service, monthly salary, number of dependents, household size, civil status, and educational attainment did not demonstrate significant associations. The factors affecting the teachers' intention to stay in their profession is presented in Table 5.

**Table 5. Factors Affecting The Teachers' Intention To Stay In Their Profession**

Independent variables (Determinants)	Chi-square test for association							
	Elementary teachers				Secondary teachers			
	Philippines		Current school		Philippines		Current school	
	X <sup>2</sup> <sub>c</sub>	p-value	X <sup>2</sup> <sub>c</sub>	p-value	X <sup>2</sup> <sub>c</sub>	p-value	X <sup>2</sup> <sub>c</sub>	p-value
Age	26.61 <sup>ns</sup>	0.003	2.83 <sup>ns</sup>	0.73	5.73 <sup>ns</sup>	0.68	2.14 <sup>ns</sup>	0.71
Employment status	2.05 <sup>ns</sup>	0.36	4.92 <sup>**</sup>	0.02	N/A	N/A	N/A	N/A
Length of service	4.55 <sup>ns</sup>	0.91	4.58 <sup>ns</sup>	0.47	8.64 <sup>ns</sup>	0.57	4.37 <sup>ns</sup>	0.49
Sex	6.45 <sup>**</sup>	0.04	9.82 <sup>***</sup>	0.002	10.07 <sup>**</sup>	0.04	1.06 <sup>ns</sup>	0.59
Monthly salary	1.72 <sup>ns</sup>	0.94	1.61 <sup>ns</sup>	0.66	3.01 <sup>ns</sup>	0.56	2.03 <sup>ns</sup>	0.36
Other source of income	4.27 <sup>ns</sup>	0.12	2.99 <sup>*</sup>	0.08	0.11 <sup>ns</sup>	0.95	1.57 <sup>ns</sup>	0.21
Number of dependents	13.28 <sup>ns</sup>	0.35	6.02 <sup>ns</sup>	0.42	13.00 <sup>ns</sup>	0.37	9.13 <sup>ns</sup>	0.17
Household size	13.05 <sup>ns</sup>	0.11	6.81 <sup>ns</sup>	0.15	16.32 <sup>ns</sup>	0.29	6.94 <sup>ns</sup>	0.44
Job position	53.77 <sup>***</sup>	<0.01	7.23 <sup>ns</sup>	0.30	8.19 <sup>ns</sup>	0.42	6.72 <sup>ns</sup>	0.15
Civil status	9.82 <sup>ns</sup>	0.28	5.73 <sup>ns</sup>	0.22	9.10 <sup>ns</sup>	0.33	4.38 <sup>ns</sup>	0.36
Educational Attainment	5.70 <sup>ns</sup>	0.22	0.34 <sup>ns</sup>	0.84	5.26 <sup>ns</sup>	0.73	3.47 <sup>ns</sup>	0.48
School assignment	9.62 <sup>ns</sup>	0.29	5.43 <sup>ns</sup>	0.25	4.82 <sup>ns</sup>	0.57	8.42 <sup>**</sup>	0.03

**Note:** p-values are enclosed with parenthesis; ns - not significant; \*-significant at 10% level; \*\*-significant at 5% level; \*\*\* - highly significant at 1% level.

**Discussion**

The data on the age of public elementary and secondary teachers indicates that there is a notable number of experienced educators in the middle of their careers. A significant percentage of elementary teachers and secondary teachers are in the age range typically associated with mid-career professionals. This diversity of experience among teachers can influence teaching methods, knowledge sharing, and collaboration among different age groups. Understanding the age profile helps assess motivation, satisfaction levels, and career decisions of teachers at different stages (Al'Abri et al., 2022; Rustgi et al., 2022). Regarding the gender distribution among elementary teachers, there is a higher representation of females compared to males. Similarly, in the secondary teaching category, females also comprise a larger percentage of the sample compared to males. These gender disparities within the teaching profession have implications for job motivation, satisfaction levels, and intentions to stay (Alexander et al., 2020; Tandranyen-Ragoobur & Gokulsing, 2022). Tailoring professional development initiatives and support programs to address gender-specific needs can enhance job satisfaction and retention. Addressing gender disparities promotes diversity and inclusivity, leading to varied perspectives and innovative teaching methods (Santiago et al., 2022; Swartz et al., 2019). Recognizing gender distribution is crucial for creating opportunities for male and female educators to access leadership roles. Among elementary teachers, a significant percentage report having additional sources of income, while the majority solely rely on their teaching salary. Similarly, among secondary teachers, a notable portion indicates having other income sources, while the majority depend solely on their teaching income. Teachers with additional sources of income may perceive more financial stability, impacting job motivation and satisfaction. Understanding teachers' reliance on additional income is crucial for assessing commitment and informing policies to enhance financial support within the profession. For secondary teachers, a considerable percentage are married, while a significant number are single. Other civil status categories, such as separated or annulled, widowed/widower, and others, collectively account for a smaller percentage in both groups. These

diverse civil status compositions can have potential impacts on educators' commitments, personal circumstances, and professional aspirations. Civil status has a significant influence on educators' personal circumstances, impacting job motivation and intentions to stay in the profession. Among elementary teachers, a significant percentage hold Bachelor's degrees, while a notable portion have Master's degrees. Additionally, a considerable number of elementary teachers have completed some units in a Master's program. For secondary teachers, a significant percentage hold Bachelor's degrees, while a notable number have Master's degrees. Similarly, a considerable percentage of secondary teachers have completed some units in a Master's program. It's worth noting that a smaller percentage of secondary teachers have Doctorate degrees or have completed some units in doctoral programs. These diverse educational backgrounds can impact educators' professional growth, job satisfaction, and aspirations within the teaching profession. Recognizing diverse educational backgrounds is important for supporting professional growth. When it comes to school assignments, a notable percentage of elementary teachers are based at Plaridel Central School, while Bitanhuman and Punta Elementary Schools each have a significant share. Among secondary teachers, a significant majority are assigned to Plaridel NHS, with Bitanhuman NHS accounting for a considerable percentage. When it comes to job positions, the majority of elementary teachers hold the position of Teacher 3, indicating a significant percentage. Additionally, a notable portion is Master Teacher 1, while another significant percentage is Teacher 1. In secondary teaching, a considerable percentage are in Teacher 3 roles, while a notable number hold MT 2 positions. Designing strategies that cater to the diverse roles and career stages of educators is crucial in enhancing their satisfaction and commitment. The majority of elementary teachers are regular employees, indicating a high level of job stability. A small percentage of elementary teachers work as substitutes. In the secondary teaching category, all respondents hold regular employment, with none working as substitutes. The prevalence of regular employment status indicates a higher level of job security and stability among both elementary and secondary teachers. This stability can positively impact job motivation and the desire to stay in the profession. When analyzing the length of service among elementary teachers, a significant portion has been serving for a moderate duration of 6-10 years, followed by a notable percentage with 21 years or more of experience. Among secondary teachers, a considerable percentage have served for 2-5 years, while a significant number have a service length of 6-10 years. These distributions reveal a diverse range of experience levels among educators, which can impact teaching methods, knowledge sharing, and collaboration among teachers at different stages of their careers.

Among elementary teachers, a significant majority express an intention to stay when considering the Philippines as a teaching destination, while a notable percentage intend to stay based on their current school assignments. For secondary teachers, a considerable percentage express a willingness to stay when considering the Philippines, and a significant number express the same intention based on their current school assignments. These figures indicate that teachers' intentions to stay can vary based on their perceptions of teaching in the Philippines and their current school assignments. Educators' perception of teaching in the Philippines impacts their intention to stay, emphasizing the need for a supportive environment. School assignments correlate with teachers' commitment. Understanding these factors is crucial for designing effective retention strategies (Tran & Smith, 2020, 2022). Addressing teaching perceptions and school assignments fosters a supportive work environment that encourages long-term commitment and satisfaction. Policymakers can use insights into educators' intentions to stay to enhance job satisfaction and promote career longevity. The teachers' intentions to stay based on their perceptions of teaching in the Philippines and their current school assignments highlight the multifaceted factors that influence educators' commitment to the profession. Various factors influence teachers' commitment at both elementary and secondary levels. Among elementary teachers, factors like age, employment status, gender, job position, and school assignment showed associations with their intention to stay. Similarly, among secondary teachers, gender, job position, and school assignment were relevant factors in influencing commitment. Job position and school assignment have distinct impacts on teachers' intentions to stay, requiring tailored retention strategies. Understanding these associations informs policies to enhance job satisfaction, career longevity, and commitment. A supportive work environment and professional growth opportunities are crucial for fostering commitment and retention (Billingsley & Bettini, 2019; Chen et al., 2020). Gender is significant among secondary teachers, suggesting the need for gender-specific strategies (Canuto & Espique, 2023; Hill, 2022; Rana & Daniel, 2023). Educational attainment is associated with the intention to stay, highlighting the importance of further educational growth. The associations between diverse determinants and teachers' intentions to stay underscore the complexity of factors that influence educators' commitment to the profession. Moreover, this study creates a useful argument that understanding these multifaceted influences is crucial for devising comprehensive strategies that promote job satisfaction, create supportive work environments, and cater to the unique needs and motivations of teachers across different levels and demographics within the

educational landscape. Hence, this paper has exhibited the factors affecting the teachers' willingness to stay that may be useful for policymakers in education in improving the teacher's workforce and promoting a sustainable educational system. As for the limitation of this study, it only focused on a specific context and may not be generalization to other settings. The factors influencing teachers' intention to stay can vary across different regions and educational systems. Additionally, the study relied on self-reported data, which may be subject to biases and inaccuracies. Hence, it is recommended that future research should consider a more diverse sample and utilize a mixed-methods approach to gain a comprehensive understanding of the factors affecting teachers' intention to stay.

#### 4. CONCLUSION

Conclusively, teachers' gender was found to influence the willingness to stay in the job, particularly among secondary teachers. It is worth noting that it is important to address gender-specific concerns and provide equal support to enhance retention efforts. Moreover, the study revealed that job position, employment status, and school assignment were key factors affecting teachers' intention to stay. Thus, teachers must be given the right position, salary, and incentives to encourage them to do their jobs and avoid teacher turnover. Tailoring strategies to meet the specific needs of different roles may enhance job satisfaction and commitment among these educators as well as productivity. Furthermore, school assignment was found to have a notable impact on the intention to stay which implies that implementing tailored support systems based on assignments can potentially improve retention rates.

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