

# AN ANALYSIS OF FACTORS AFFECTING TO THE TEACHERS' RETENTION IN THE RURAL SCHOOLS WITH SPECIAL REFERENCE TO THE WALAPANE EDUCATIONAL ZONE OF NUWARA ELIYA DISTRICT

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## Abstract

***Teacher recruitment and retention for schools is a national problem in every country. Nevertheless, lower wages, small sized schools and geographical isolation for rural schools will render recruitment and retention of professional teachers even more challenging. Therefore, this study is focused on identifying the factors affecting to the teachers' retention in rural schools with special reference to the Walapane educational zone of Nuwara Eliya district. Variables under consideration were the teacher's retention as the dependent variable and independent variables were the personal factors, family influence, working condition, accommodation and geographical area. Data were collected from 100 teachers of the educational zone through a self-administered questionnaire. Regression analysis, correlation analysis, and descriptive analysis were used to analyze the data. The findings revealed that all the five independent variables were significantly influenced the dependent variable of the study.***

***Keyword: Teachers, Retention, Nuwara Eliya***

## 1. INTRODUCTION

In Sri Lanka, teachers who graduate from government institutions including universities and teacher training colleges must work five years in remote areas as their first appointment. It is a must according to the protocols. Even though they worked in those areas they are not satisfied with their employment during the compulsory training period of five years. This problem

can be seen most of the districts in Sri Lanka, as they are considered to be low facilitated areas.

Recruiting and retaining teachers is a nationwide issue for schools in all countries. However, lower salaries, small school sizes and geographical isolation for rural schools can make recruiting and retaining skilled teachers harder. (Beesley, Atwil, Blair, & Barley, 2008).

According to Ingersoll and Smith (2003) Further teacher leave work due to the lack of administrative support for teaching, student disciplinary issues, poor student commitment and lack of decentralization of teacher decision-making.

Sher (1983) proposed that conditions represent (the job and the place) which refers to school conditions and environmental surroundings, such as cultural venues, recreational opportunities, housing, family, and friends affected towards the rate of teacher attrition and retention. Stone (1990) found that rural teachers leave due to isolation; social, cultural, geographic and professional factors.

Research on teacher retention in rural areas tends to assume that teachers will leave their positions for other districts because they feel isolation (McClure & Reeves, 2004). One study found that the four main reasons that teachers leave rural communities were: Geographic isolation, Climate/weather, Distance from larger communities and family and Inadequate shopping (Angelski & Murphy, 1996/1997).

Rural districts reported that their greatest challenges in recruiting and retaining teachers are geographic and social isolation as well as being in close proximity to higher paying districts (Hammer, Hughes, McClure, Reeves, & Salgado, 2005). Zhang (2008) claimed that it is particularly difficult for rural districts to attract and

retain high schools and mathematics instructor. 16% of rural districts have no children left behind science teachers, while 10% have NCLB enforcement issues. According to Rutenberg (2008) that rural school teacher attrition is higher than the urban school. Also he founded that increasing teacher retention is positively relating to strong administer support, student support, and student behavior and teacher perceptions of school safety.

While teachers from rural communities often teach during their careers in the same classroom, other teachers leave rural schools soon after beginning their employment. In the secondary specialist areas including math, science and technology, problems are compounded by the rural educator scarcity (Monk, 2007). Compared to schools in central cities, suburban areas, and large towns, schools in rural areas and small towns have greater difficulty filling vacancies, particularly in physical and computer science areas (NCES, 2006). Hence, rural school districts particularly struggle to attract and retain quality science and math teachers.

Aslami (2013) found multiple other factors influencing the arrival of teachers, including insufficient recruiting and deployment (school distance); heavy workload, unequal distribution of jobs and abuse in administration, low wages and other benefits.

Nuwara Eliya district is considered as a remote area. The climate is different in Nuwara Eliya due to its geographical location.

This study was carried out to find factors affecting to the teachers' retention in rural schools specially focusing factors such as family influence, accommodation, geographical area, working condition and safety in teachers.

## 2.PROBLEM STATEMENT

The high incident of the teachers' low retention is one of the most harmful situations occurring in the educational system in current years. This is hugely confronted in the areas considered as remote in the island wide. Therefore, countries around the world (both developed and developing) are facing this problem. In some countries, the rate of low retention has reached a censorious point.

Teachers' low retention as a problem is not a new phenomenon. In the context of Sri Lanka every teacher

must work five years in a rural area as their first appointment. Therefore, they do not work satisfy. But with the ending of this period they immediately try to transfer to other schools. This makes the students, school itself and communities of those areas to undergo many difficulties. When students are not provided education continuously by the schools which are considered to be fundamental, it leads to the deficiencies in creating better human resource capital in the country. Not only that, but those schools remain to be low performed schools for many decades in the future. No commitment will be made by the teachers to bring forth intellectuals to the country from these remote schools.

Therefore, it is a current proximate issue to be attended in order to get the best out of teachers to create better educated students in the country that support for the development of the country in the future.

There are large number of articles and studies that have been conducted in international context to support to justify this situation. But in Sri Lankan context it is very rare to find evidence to indicate this scenario.

Thus, this research has concentrated to investigate what are the factors that are influence on the teachers' retention in the schools of rural areas in Walapane Educational Zone of Nuwara Eliya District.

**Table 1: No: of teachers in each zones of Nuwara Eliya District**

Zone	Teachers
Hatton	2939
Hanguranketha	1621
Kothmale	1538
Nuwara Eliya	2569
Walapane	1378

*(Source: Zonal education office, Walapane)*

**Table 2: No: of schools in Walapane Educational Zone**

Type	No: of school
1 AB (consist with A/L science, art and commerce)	4
1 C (consist with A/L art and commerce)	14
Type 2 (6-11 grades only)	16
Type 3 (1-5 grades only)	55
Total	89

Source: Zonal education office, Walapane

Therefore, 1378 teachers are in this zone and 735 teachers have already applied for transfers to other provinces in the country. According to the information received from the Zonal Education Office of Walapane 200 teachers are required at the moment to fill the carder requirements. This reflects that even the teachers already in the zone is not adequate and on the top of that the available staff has already requested transfers too.

### 2.1. Research Questions

- The study was addressed to following research questions.
- What are the factors that affecting on retention of the rural school teachers?
- What is the impact of each factor on teachers' retention?
- What are the most influencing factors on teachers' retention?

### 2.2. Research Objectives

#### 2.2.1. General Objective

This study attempts to examine the factors that influence teachers' retention from the perspective of today's rurally employed teachers to provide the supporting evidence needed to decrease teacher immediate transfers and enhance teacher retention in rural schools of Nuwara Eliya district.

#### 2.2.2. Specific Objectives

- To identify the factors that are affecting on the teachers' retention in the rural schools.
- To identify the impact of each factor on the teachers' retention.
- To identify the most influencing factors on the teachers' retention.

### 2.3. Significant of the Study

This study was provided body of knowledge on teachers' retention in rural school. Especially this study tested the applicability of five factors of teachers' retention relating to remote area in Walapane Educational Zone of Nuwara Eliya area.

This research added the existing literature and provides better understanding about those variables to the teacher retention. Therefore, this information and knowledge was enabling policy makers to have better understanding on employee (teachers) perception about retention. It was also help principals to better improve the teachers' individual retention, increase job satisfaction and school performance.

Teachers were controlled by the administrators and administrators should investigate the behavior of teachers because they are not in the same level in physically and mentally. Also, that study is very essential for the administrators to develop their teachers' training programs and teachers 'evaluations for teachers retaining in the rural schools.

Also, organization have a healthy school management and climate, it creates fairness environment in the school. It helps to teachers do their duties well. It helps to improve their positive attitudes about the school.

These findings directly affect to the students. Student can learn more and improve their knowledge while improve the attitude of teachers regarding rural school. Not only educational sector, but also that research can apply other sectors in Sri Lanka relating to retention. As well this information of the research helps to fill the gaps currently existing in the literature in Sri Lanka. Also, this research helps to future researchers who investigate the similar topics.

## 3. LITERATURE REVIEW

### 3.1. Definition of the variables

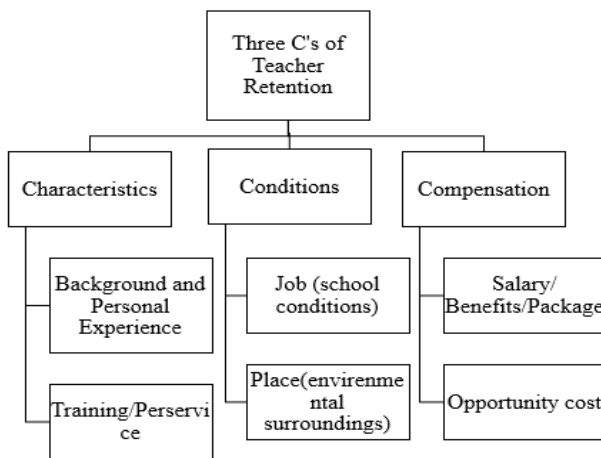
#### 3.1.1. Teacher Retention

Teacher retention refers to a teacher remaining in the same school in a teaching position from one school year to the next (Wilson, 2009). Retention refers to teachers who remain in their rural middle school positions (Cowan, 2010).

Teacher retention refers to a teacher remaining in the same school in a teaching position from one school year to the next (Wilson, 2009).

Sher(1983), developed three C's model to explain teacher retention; characteristics, conditions and compensation. Figure 1. represents the potential influence of the three C's upon teacher attrition and retention acted as the theoretical framework on which the current research study was based.

Figure 1: Three C's potential influence upon teacher attrition and retention



Sher (1983) proposed that Characteristics include background, training, pre-service, and personal experience of a teacher. The theory is that teacher characteristics influence their rate of retention and attrition. Hiring the right person for a rural assignment decreases teacher attrition while increasing teacher retention (Lemke, 1994).

Sher (1983) proposed that Conditions represent (the job and the place) which refers to school conditions and environmental surroundings, such as cultural venues, recreational opportunities, housing, family, and friends. The theory is that the conditions of the job and the place influence the rate of teacher attrition and retention. Stone (1990) found that rural teachers leave due to isolation; social, cultural, geographic and professional. Cotton (1997) reported that teacher attrition was lower

in small schools because teachers' professional attitudes toward their work and their administrators in small schools tend to be more positive.

Sher (1983) proposed that compensation included any financial component such as salary, rewards, benefits, incentives, and opportunity costs such as the ability to make a higher salary in an alternate field. The theory is that the compensation component of a teacher's job influences attrition and retention. Kirby and Grissmer (1993) supported this theory when they reported that teacher salary had a positive correlation to teacher retention.

### 3.2. Factors effect on a teachers' retention

Different researchers in their studies have found various factors that have influence on the teachers' low retention. In these studies, the degree of influence of each factor varies according to the country as well the teaching program.

#### 3.2.1. Personal Factors

Personal Factors: are those factors associated with age, gender, marriage, children and family responsibility (Kaabi, 2005).

Kimengi's (1990) findings implied that teachers' salary is an important factor that contributes to teachers' job satisfaction. He suggested that educational planners should consider how important it is to increase the salaries of teachers to retain teachers. Kimengi's (1990) study underscored the important roles played by the promotional opportunities available in teaching profession that also increase job satisfaction to teachers. Several surveys have shown that workers prefer wage schemes and recruitment practices that they find fair, transparent and reliable.(Okumbe, 2001).

The career development opportunities of teachers can also be enhanced. A career development plan should clearly outline the skills and knowledge that teachers need to enhance their careers, as well as outline how teachers can enhance the daily operations of the school and the expectation of the Department from teachers (Mosoge & Pilane, 2014).

Different studies to date have examined the variables that boost teachers' work-life balance. The results showed teachers with high emotional maturity and are comfortable with the less labor / family tension

interactions (Kappagoda, Work-family conflict among school teachers in North Central Province in Sri Lanka, 2014); (Khokhar & Zia-ur-Rehman, 2014). Strauss (2012) found that family support and excellence in work life are key incentives for retaining teachers in rural schools. A study by Vorster & Barkhuizen (2013) showed that family and employment support is essential to maintain a balanced work and personal life.

### **3.2.2. Family Influence**

Family reasons such as spouse/companion transfer, emotional well-being of spouse/companion, marriage, divorce, childbirth or rearing were mentioned most often as the reasons teachers may have left (Cowan, 2010).

Family influence refers to family responsibilities, such as caring for children or elderly family members, on a teacher's ability to return to teaching (Kersaint, Lewis, Potter, & Meisels, 2007).

Family Factors: family background, family structure, and number of dependents have been associated with teacher attrition. Some studies found that women with children were more likely to stay in teaching than women who were not married or did not have children (Kaabi, 2005).

### **3.2.3. Working Conditions**

Working conditions that influence teacher attrition in rural schools include multiple teaching assignments/preparations, workload, paperwork, multi-aged classes, limited resources, and class size (MetLife, 2005); (Luekens, Lyter, & Fox, 2004).

Administrative support- A principal's provision of encouragement and assistance to teachers is characterized as administrative support. The support may be categorized as emotional, appraisal, instrumental, or informational; it may include showing an interest in teachers' work, maintaining open communication, helping teachers with work-related tasks, providing continuous constructive feedback, and providing teachers with pertinent job-related information (Littrell, Billingsley, & Cross, 1994).

The term work environment refers to a place in which staff work (Leithwood, 2006). While buildings, equipment and workstations can include the physical aspects, the psycho-social aspects are employee

attitudes, labor stress, social interactions and behavior (Chandrasekar, 2011). School is teaching working environment. The study looks into important psycho-social aspects of the workforce of students. The school environment consists of two characteristics: teacher-student partnerships and school administration. Another factor named stress mediates the whole component of the school environment.

Working conditions may include such items as daily workload, school supplies and resources, paperwork, school climate, and apathetic students (Locklear, 2010).

Teaching is a very demanding job. Number of periods, paper works, testing preparation, and others all these make teachers busy the whole day. Comparing to other job, teaching it seems to be the only profession that keeps teachers busy after the work hours. Many teachers feel that they do not have break or afternoon off; even their weekends are busy with teaching work, like grading and lessons preparations (Kaabi, 2005).

Paperwork is related to the volume of paperwork that must be completed and/or the traditional stress that is associated with high stakes accountability or other assessment measures (Kersaint, Lewis, Potter, & Meisels, 2007).

One explanation why some teachers thought they were still at the same school for a long time is management and co-worker encouragement. Teachers assumed that management could support them in times of distress and overcome classroom issues. Social support was also seen as a big reason for staying in the industry, especially for a long time at the same school. (Gomba, 2015).

### **3.2.4. Accommodation**

The proper size of the indoor spaces of the house, suitable lighting in both public and individual places and appropriate use of sunlight, suitable color in indoor places of the house, adequate ventilation, adequate green space in both indoors and outdoors, division of proper spaces in the house in relation to the number of residents and their needs (Mirmoghtadaee, 2009).

Securities of the houses are very important to satisfy the housing facility. Employees gave first place to their life security. Therefore, organizations have to consider housing security of the employees and their family. Indoor of the house and out door of the house security

should consider when establish the residence houses (Gifford, 2007).

### **3.2.5. Geographical Area**

Rural area or country side is a geographic area that is located outside towns and cities. Research on teacher retention in rural areas tends to assume that teachers will leave their positions for other districts because they feel isolated (McClure & Reeves, 2004). One study found that the four main reasons that teachers leave rural communities were: Geographic isolation, Climate/weather, Distance from larger communities and family, and Inadequate shopping (Murphy & Angelski, 1996/1997).

According to Hammer, Hughes, McClure, Reeves, & Salgado (2005) Geographic and social isolation means Geography also plays an important role in rural schools' ability to attract and retain teachers. The attractions of teachers are often caused more by geographically isolated communities, while rural schools in the outskirts of the suburban areas are harder to retain teachers. Many scholars have suggested explanations for this.

"Transport facilities" means all modes and means of transport for persons and goods which are publicly owned. Furthermore, it comprises, like, but not restricted to, highways, roads and bridges, parking facilities, port facilities, rail transport facilities, resting rear and roadside parks (Loworder, 1999).

### **3.3. Empirical Evidence**

#### **3.3.1. Personal factors and teachers' retention**

More studies found a positive correlation between low salaries and/or benefit packages and low teacher retention. In a review of research concerning teacher retention by Macdonald (1999), this positive relationship was repeatedly reported as an influencing factor for teacher retention.

The financial benefits for leavers and tenants are of modest value. This indicates that teachers who leave the profession will play a role due to lack of financial benefit. (Kersaint, Lewis, Potter, & Meisels, 2007).

Most of the participants in this research were in agreement that teacher salaries are poor and prevent them from living a reasonable quality of life (Strauss, 2012); (Qureshi, 2015). Furthermore, the results showed

specifically that other career opportunities were found by the participants due to poor pay (Davis & Edge, 2004). Rothstein (2015), founded that school management needs to increase teacher remuneration as a measure to retain teachers.

To date, different studies have investigated the factors which boost teachers' balance of work and life. The results showed that teachers with high levels of emotional maturity and paying experience with less tension between work and family (Kappagoda, 2014); Strauss (2012) noticed that love for the family and success in working life are powerful motivators to maintain teachers in rural schools. A study by Vorster & Barkhuizen (2013) found that family support and job support are necessary if the work and the personal lives of the group are to be balanced.

Armstrong (2007) and Strauss (2012) stated that the lack of career development opportunities in teaching. The results are concerning as the retention, especially of younger employees, depends on the availability of career development opportunities (Barkhuizen, 2014). Furthermore, teachers are also not able to benefit from the positive outcomes of career development (Avidov-Ungar, Friedman, & Ohshtain, 2014) which in turn may hamper quality service delivery and teaching performance.

#### **3.3.2. Family influence and teachers' retention**

Teachers stressed the importance of their families in deciding to stay. They also claimed that fellow teachers stay as communities and friends rely on them. Although the economy is bad, the participants emphasized that education is better than nothing. Many participants were still teaching because they were working with their spouses at the same workplace, and they were not going to risk teaching if they were to find another job that would certainly drive them to leave (Gomba 2015).

Family is of high importance to leavers and low importance to stayers. This indicates those teachers may leave the profession or transfer proximity school in residential place in order to spend more time with their families. When comparing leavers with residents in demographic groups, this applies especially to leavers from one of the school districts, primary schools. Families also have a high level of responsibility. While it was really important for both men and women, males were more critical than females in terms of family

obligation. Overall, both leavers and stayers considered it important (Kersaint, Lewis, Potter, & Meisels, 2007). Hudson (2012) highlighted the importance of willing and capable assigned mentors who can model practices and provide feedback on beginning teacher's practices to enable them to maintain a healthy work-life balance. Miryala & Chiluka (2012) pointed out the importance of work-life balance policies and programmes that enable the teaching community to balance their work and personal life needs. Also, Padma, Reddy, & Sudhir (2014) further mention that work-life balance facilities are important tools to attract and retain a talented pool of school teachers. Clearly then a supportive work environment is important to assist teachers in managing their multiple roles and, at the same time, results in lower attrition rates (Chawla & Sondhi, 2011).

Work Family Conflict (WFC) is a type of a stress. Employees with high work load always face work family conflict which effects their performance at work place and also their personal life (Naithani, 2010). In addition to Teachers are also under a lot of pressure because of work-family conflict. Teachers will conduct other tasks, such as planning the next day's lesson plan and check-ups at school. They need to spend time during school time and sacrifice time with education and their families (Simbula, 2010). (Simbula, 2010). This can cause problems that are known as conflicts between work and live or work and family. Teachers will live and work well by juggling their work and family life. Conflict between the family of work is, however, one of the problems of modern society.

Balancing work and family are challenge in an adult's life. The growth in dual and single parent households and the decline of conventional single employee families implies that jobs, housework and parenting burden no longer limit themselves to traditional gender roles. (Byron, 2005).

### **3.3.3. Working conditions and teachers' retention**

Darling (2003) found that the high attrition of teachers who work with students with low income or who are lower achieving appears to be influenced by the poorer working conditions. Also Harris (2002) describe that teachers in high minority, low income schools reported significantly worse working conditions, including poorer facilities, less access to text books and supplies, less administrative support, and larger class sizes.

Ingersoll & Smith (2003) found that more teachers leave their jobs due to working conditions (that include lack of school administrative support, student discipline problems, poor student motivation and lack of decentralization in decision making process regarding classroom by the teachers) than that of other reasons such as salaries. Tickle, Chang and Kim (2011) have observed that the main source of discontent among teachers and teachers' attrition has been working conditions. The significance of working conditions in retention of school teachers has also been shown (Marvel et al. of 2007). Therefore, teacher turnover can negatively impact student achievement and the school climate, additional time and energy should also be focused on retention (Ingersoll & Smith, 2003).

Ingersoll & Smith (2004) found that strong administrator supports increased retention for beginning teachers in particular. That study focused on specific programs that administrators can put into place to help support new teachers. For instance, increased collaboration time among teachers can allow for a more distributed leadership structure and provide teachers with the ability to learn teaching skills from each other.

Poor working conditions seems to be a major category for dissatisfaction among teachers and include a variety of areas including but not limited to workplace conditions, lack of collegial support, excessive paperwork, lack of planning time, and resources, as well as unnecessary interruptions, job responsibilities, and duties (Futernick, 2007); (Luekens, Lyter, Fox, & Chandler, 2004).

Ingersoll (2001) Concluded that teachers were more likely to leave high poverty schools because of working conditions (inadequate administrative support, limited authority to make decisions, and poor student discipline policies) than because of salary. Rural district and school administrators are more likely to make ineffective or inefficient policy decisions to retain their teaching staffs (David, 2008).

Teachers mention the lack of the basic resources and services they need to resign, the lack of a stable professional community, poor leadership and problems of discipline. Teachers say the classrooms are plagued by large class sizes and physical conditions. Teachers also report feeling overwhelmed by paperwork and the limited time to plan and prepare for instruction (Hammer, Hughes, McClure, Reeves, & Salgado, 2005).

Administrative support is listed in both categories as a method to retain teachers or cause teachers to leave. Therefore, if administrative support is lacking it can result in high teacher turnover, but if support is strong it can also encourage teachers to continue (Darling-Hammond, 1997).

Administrative support for leavers is medium and of little importance for residents. This shows that teachers who leave school may be affected by a lack of administrative support. (Kersaint, Lewis, Potter, & Meisels, 2007).

Two major areas that administrators can change to make improvements are reducing paperwork and increasing unobstructed planning time. These actions can reduce teacher burnout as well as attrition rates (Blase & Kirby, 2000).

Paperwork is medium importance across all demographic groups for leavers and stayers. Overall, males considered this more important than females, and elementary teachers considered this less important than middle and high school teachers (Kersaint, Lewis, Potter, & Meisels, 2007).

Staff relations refer to social and professional relationship of teachers with other teaching staff (Boyd, Grossman, Ing, Lankford, & Wyckoff, 2011). According to Allensworth, Ponisciak, & Mazzeo (2009), when the teachers feel a collective responsibility towards improvement of school and enhancing students learning, then they show more intention to stay in that school.

Many other studies have found that teachers' positive connections with their colleagues have an impact on their staying intentions in school (Darling, 2003); (Glaser, 2003).

Research showed that the factors that will contribute to teachers' turnover intentions include the lack of performance recognition, poor performance and rewards, no performance management system, no career advancement, no support from the profession and favoritism in terms of promotions. On the other hand, research also showed that the factors that will attract teachers to schools include flexible work, work-life balance, study leave, sick leave, child development and good leadership from the school principals. The future and sustainability of South Africa as a developing country is dependent on a good educational sector. Therefore, school managers are encouraged to develop appropriate reward policies and practices to create a

healthy work environment that will secure a competent and skilled teacher workforce (Makhuzeni & Barkhuizen, 2015).

### **3.3.4. Accommodation and teachers' retention**

Though it seems clear that there is a positive relationship between feelings of safety in boarding places and teacher retention, it is necessary to find out what specific actions a school can take to make teachers feel safer. Obvious actions may include hiring additional security personnel or adopting stricter safety policies; however, feelings of safety are not necessarily the same thing as actual safety (Lindle, 2008).

Securities of the boarding houses are very important to satisfy the housing facility. Teachers gave first place to their life security. Therefore, organizations have to consider boarding houses security of the teachers. Indoor of the house and outdoor of the house security is more important to the enhanced teacher retention and satisfaction (Gifford, 2007).

### **3.3.5. Geographical area and teachers' retention**

Although some of the teachers, despite the long distances, are eager to continue in the teaching profession, it is hard for them to be on time every day because of a poor public transportation system. As a result, it negatively impacts the retention (Aslami, 2013). Collins (1999) in a review of the literature on rural teacher retention cited a survey of teacher mobility in one rural district that found four main reasons why teachers leave communities: (1) geographic isolation, (2) climate/weather, (3) distance from larger communities and family, and (4) inadequate shopping (Murphy & Angelski, 1996/1997).

## **4. METHODOLOGY**

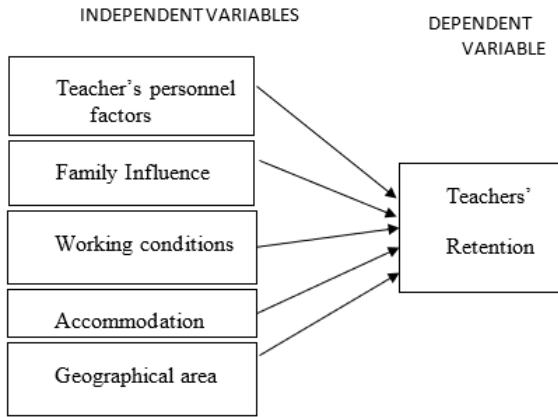
### **4.1. Conceptual Framework**

This study is based on five independent variables and one dependent variable. Accordingly, the dependent variable is named as teachers' retention and teacher personnel factors, family influence, working conditions, accommodation and geographical area have been identified as independent variables and the conceptual



framework is illustrated as follows to implement the relationship among variables.

Figure 2: Conceptual Framework



(Source: Developed by the researcher)

The researcher constructed five hypotheses to test the relationship between the dependent and independent variables.

**H1:** There is a significant relationship between teachers' personal factors and teachers' retention in rural schools.

**H2:** There is a significant relationship between family influence and teachers' retention in rural schools.

**H3:** There is a significant relationship between working conditions and teachers' retention in rural schools.

**H3:** There is a significant relationship between accommodation and teachers' retention in rural schools.

**H3:** There is a significant relationship between geographical area and teachers' retention in rural schools.

This study falls into the category of basic research. The purpose of this study is to spot and determine the factors that influence on the teachers' retention in rural schools in the Nuwara Eliya District. The researcher has ascertained five factors that are considerably causative towards the dependent variable. The study took the quantitative approach because it was based on variables measured with numbers and analyzed with statistical procedures.

This analytical survey is designed using a questionnaire. There are 34 questions in this questionnaire which were filled by rural school teachers in Walapane Educational Zone of Nuwara Eliya district.

The population of this study is consisted with the teachers who came from outside areas and wishing to transfer another district in Walapane educational zone. The teacher population is 450 teachers in this zone. It was not possible to include whole population in this study as it was a large sample. Thus 100 respondents have selected to the represent the whole population.

## 5. DATA ANALYSIS AND PRESENTATION

The sample of 100 teachers are described in terms of gender, age, marital status, educational qualification, and work experience in current district in the following tables.

Table 1: Age and Gender distribution of the sample

		Gender		Total
		Female	Male	
Age	Less than 25	3	1	4
	25-35 years	48	17	65
	35-45 years	20	9	29
	More than 45	1	1	2
Total		72	28	100

(Source: survey data, 2017)

According to the above table majority of the teachers are in the second category of age between 25-35 years where the total teachers is 65. 72 female teachers (72%) and 28 male teachers (28%) constitute the sample.

**Table 2: Marital status and working experience**

		Marital status		Total
		Married	unmarried	
Work experience in current district	0-5 years	41	16	57
	6-10 years	29	5	34
	11-15 years	6	0	6
	16-20 years	3	0	3
Total		79	21	100

(Source: survey data, 2017)

According to the table 4.2 given above, Level of teachers' experience in current district is mainly categorized in to four levels such as 0-5 years, 6-10 years, 11-15 years and 16-20 years and marital status to two types. Majority of the respondents are in 0-5 years' experience teachers. In here 41 married teachers and 16 unmarried teachers include 34 of the teachers in 6-10 years worked in current district. However, 79 married teachers and 21 unmarried teachers are considered for this study.

**Table 3: Classification of respondents on education qualification**

	Frequency	Percentage (%)
GCE A/L	14	14
Degree	38	38
Diploma	48	48
Total	100	100

According to the above table most of the respondents have followed a diploma and the rate is 48% and 38% respondents followed degree and 14% respondents passed the GCE A/L examination.

**Table 4: Result of reliability analysis**

Variables	No of item	Cronbach's Alpha
Personal factors	8	0.940
Family influence	6	0.962
Working conditions	8	0.942
Accommodation	4	0.947
Geographical area	5	0.905

According to the above table all variables in Cronbach's alpha value is greater than 0.7. Therefore, all data are reliable and accepted.

**Table 5: Descriptive Analysis**

	Mean	Std. Deviation	Skewness	Std. Error
	Statistic	Statistic	Statistic	
Personal Factors	3.65	.933	-1.044	.241
Family Influence	3.80	1.137	-1.016	.241
Working Conditions	3.60	.874	-1.041	.241
Accommodation	3.56	1.125	-.915	.241
Geographical area	3.67	.962	-1.106	.241
Low retention	3.93	1.100	-.951	.241
Valid N (listwise)				

According to the above statistics, mean value of all independent variables is greater than 3. Accommodation was slightly lower mean score as 3.56. Family influence was representing the highest mean value of 3.80 among independent variables. For the personal factors, working conditions and geographical area have moderate mean scores as 3.65, 3.60 and 3.67 respectively. However, family influence has the highest standard deviation of 1.137.

To evaluate whether there is a significant difference between male and female on low retention, independent sample test was performed. Their results are showed in table 6.

**Table 6: Gender and retention**

Gender	Mean	Std. Deviation	t value	sig
R Male	3.81	1.161	-1.944	0.006
E Female	4.23	.870		

According to the above table, both male and female respondents have taken higher mean value respectively (M= 3.81), (M=4.23). The result of t-test further reveals that there is significant difference between these two groups on low retention ( $t = -1.944, p < 0.05$ ).

**Table 7: Marital status and retention**

Marital Status	Mean	Std. Deviation	T value	Sig
RE married	4.05	1.030	2.074	0.024
unmarried	3.44	1.240		

Table 7 displays the result of independent sample t-test for marital status and found that there is significant difference between married and unmarried respondents with the low retention ( $t = 2.074, P = 0.024$ ), because the p value is less than 0.05.

Furthermore, differences of retention on age of the respondents were examined through one-way ANOVA.

**Table 8: Age and teachers' retention**

Age	Mean	F value	sig
Less than 25	3.92	0.188	0.004
25-34 years	3.88		
35-45 years	4.01		
More than 45	4.33		

When considering the table 8, one-way ANOVA test was conducted to identify the difference of age groups on teachers' retention in the selected sample. Teachers who were more than 45 ages showed the highest mean value (4.33) for the retention. They have highest retention. The other age groups also were shown mean value above 3. Under the age group 25-34 years, the mean value is less than other age groups (3.88). It shows, that teachers who were less likely to retain in school. According to the above ANOVA test there is a significant mean difference between age groups regarding teachers' retention.

**Table 9: Results of ANOVA**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.701	3	.234	.188	.004
Within Groups	118.984	96	1.239		
Total	119.684	99			

The above ANOVA test too revealed that there is a significant mean difference between age groups regarding retention ( $p < 0.05$ ).

Differences of teachers' retention on the years of experience in current district of the respondents were measured through one-way ANOVA and it revealed that teachers who have work experience between 6-10 years, has the highest mean value (3.96). Also, teachers who have 11-15 years' work experience showed the lowest mean value. Besides, the result showed there is significant mean difference between work experience in current district and teachers' retention ( $p = 0.035$ ).

**Table 10: Teachers' experience in current district and retention**

Years	Mean	F value	sig
0-5 years	3.93	0.145	0.035
6-10 years	3.96		
11-15 years	3.71		
16-20 years	-		

**Table 11: Results of ANOVA**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.357	2	.179	.145	.035
Within Groups	119.327	97	1.230		
Total	119.684	99			

The result of above table reveals that retention of the respondents is significantly different between at least two groups on their current district experience ( $F = 0.145, p < 0.05$ ).

### 5.1. Regression Analysis

Table 12: Regression Analysis (Model Summary)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.864 <sup>a</sup>	.747	.733	.568

a. Predictors: (Constant), GA, FI, PF, ACMD, WC

The R<sup>2</sup> value is 0.747. That represents five predictor variables can account for 74.7% of the variation in retention. It means that 25.3% of the variation in retention cannot explain by these five-predictor variables alone. Therefore, it concluded that this regression model reasonably fit to the data. However, there should be other variables, which have an influence on teachers' retention.

Table 13: Regression Analysis (ANOVA Table)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	89.363	5	17.873	55.408	.000 <sup>a</sup>
Residual	30.321	94	.323		
Total	119.684	99			

a. Predictors: (Constant), GA, FI, PF, ACMD, WC

b. Dependent Variable: RE

The P value from the ANOVA table is less than 0.001, which means that at least one of the five variables personal factors, family influence, working conditions, accommodations and geographical area can be used to model influence on teachers' retention.

### 5.2. Hypothesis Testing

Hypothesis	Correlation Analysis		Regression Analysis		Overall H test
	Pearson Correlation	Sig	B	Sig	
There is a significant relationship between teachers' personal factors and teachers' retention.(H1)	.701	.000	.204	.026	Accepted
There is a significant relationship between family influence and teachers' retention.(H2)	.685	.000	.233	.001	Accepted
There is a significant relationship between working conditions and teachers' retention.(H3)	.785	.000	.465	.000	Accepted
There is a significant relationship between accommodation and teachers' retention.(H4)	.677	.000	.017	.046	Accepted
There is a significant relationship between geographical area and teachers' retention.(H5)	.743	.000	.245	.017	Accepted

According to the above table it revealed that all the five hypotheses are accepted from the results of both correlation and regression analysis. Personal factors, Family influence and accommodation showed a moderate positive relationship with the teachers' retention through the correlation analysis while working condition showed a strong positive relationship. The geographical area too is depicting a significant positive impact towards teachers' retention from the correlation results. The regression results too reveal that there is a significant relationship among the dependent and independent variables leading to the acceptance of the all hypothesis tested in the study.

### 6.CONCLUSION

This study was conducted to identify factors influencing on teachers' retention in rural areas schools in Walapane Educational Zone of Nuwra Eliya District. The researcher has used five hypotheses to check the impact of independent variables on dependent variable. Researcher has found that the teachers' personal factors, family influence, working conditions, accommodation

and geographical area are the factors mostly influencing in teachers' retention. Hence five hypotheses were accepted.

By today, retention has become vast issue within the all sectors. In educational sector, it has become a burden problem regarding retention of the teachers of remote area schools. In the recent history of the rural school teachers in the Walapane Educational Zone has showed unsatisfactory level of the retention, also it directs the basic foundation to do this research.

To achieve the first objective of the study, researcher has identified five factors by reviewing the previous researches. Those factors were identified as teachers' personal factors, family influence, working conditions, accommodation and geographical area. Therefore, these factors were tested by using a sample of 100 rural school teachers who wish to transfer from Walapane Educational Zone. Research hypotheses were developed to achieve the research objectives which have developed by researcher.

According to the research result, it was identified that teachers' personal factors, family influence, working conditions, accommodation and geographical area factors has a significant positive relationship with teachers' retention. Therefore, selected five variables supported to the developed hypotheses. Thus, the hypotheses H1, H2, H3, H4 and H5 were accepted. Thus, the second objective of the research was recognized by examining the impact of each factor on the teachers' retention.

The results have also denoted working conditions and family influence as the most important factors to consider which basically affect for the retention. According to those results the third objective of this study has achieved.

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