



# Factors Triggering Iranian EFL Teachers' Attrition Risk in Different Organizational Settings: The Case of Private Institutes vs. Public Schools

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## Abstract

The present paper made an extensive effort to recognize the most immediate factors (teacher characteristics, i.e. teaching experience, teacher preparation, teaching conditions, student variables, external support, and salary) which perceived to trigger EFL teacher's attrition risk in both Iranian private language institutes and public schools. The second aim of this study was to observe whether there existed any significant difference between private English language institute teachers and public school English teachers in terms of their view points on attrition-triggering factors. In order to accomplish this, a grand total of 100 EFL teachers were conveniently sampled from both private and public schools in Fars and Sistan and Baluchestan provinces in Iran. In order to gather the required data, the researchers distributed a 5-point Likert scale questionnaire among the respondents which was adapted from Hancock and Scherff (2010). The finding from this study uncovered that the most significant predictor of teacher attrition in public schools was teaching conditions (47.6%), while the most significant predictor of teacher attrition in private institutes was teaching experience (41.4%). These findings are discussed with reference to relevant studies and the implications are mentioned.

**Keywords:** Attrition, Organizational Settings, Teachers' Attrition Risks, Private Institutes, Public Schools

## 1. Introduction

Individuals, regardless of their occupation or role in society, appear to encounter different forms of stress throughout their lives. An example of this is when professionals experience stress as a result of their work duties and obligations. In modern-day workplaces, the issue of occupational stress has been acknowledged as a significant concern. This issue may lead to a teacher shortage in some cases too (Sribayak et al., 2018). Prolonged exposure to elevated levels of occupational stress can ultimately result in a condition known as burnout (Richard, 2001). Also, being in this state may affect education quality as well (Saloviita & Pakarinen, 2021). Human service professionals seem to be highly prone to

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experiencing burnout syndrome, with teachers specially encountering numerous stressful situations throughout their teaching journeys.

For numerous years, the concept of burnout has been utilized to depict a substantial disconnection between employees/educators and their work environment/teaching environment. The basic story goes like this; the teacher selects a teaching job with positive expectations, enthusiasm, and to be successful in that particular job. Over time, things change and the teacher becomes overwhelmingly exhausted; feels frustrated, angry, and cynical; and has a sense of ineffectiveness and failure (Voke, 2002). This status is known as attrition and sometimes the concept of burnout is used interchangeably in the literature.

In recent years, burnout and attrition have been regarded as serious and common problems in the human service professions, including teaching as the magnitude of teachers surviving in teaching in their 50s has incredibly come down from 2010 (Worth et al., 2018).

Concerning to the importance of this issue in the EFL teaching context, the present study attempted to portray the causes of EFL teachers' attrition risk. This issue is dealt with within both Iranian private institutes and public school settings due to the fact that the context of teaching is believed to affect this psychological state. For more than thirty years, beginning with Lortie's (1975) research on the quality of teachers' lives, numerous teacher educators and researchers have investigated how the experience of working in schools and the act of teaching influence teachers' decisions to remain in or leave the profession. Proof linking underlying causes to the challenges experienced by novice educators (Veenman, 1984) to guidance and coaching (Smith & Ingersoll, 2004) to income (Johnson & Liu, 2004) to teachers' autonomy (Worth & Van Den Brande, 2020), demonstrates that there are various factors impacting a teacher's decision to exit the field. Consequently, it is imperative for researchers to explore the elements that cause dissatisfaction among teachers, as these may precipitate attrition. Such knowledge is fundamental to transforming instructional dynamics. These influences encompass the application of regional and nationwide standards, the usage of homogenous examinations for promotion, procedure, and remuneration decisions, monetary burdens due to a destabilized economy, fewer resources, the rise in the number of students per class, along with various other elements, influences the everyday tasks of educators (Barnes et al., 2007).

Instructors are usually regarded immediately responsible for learners' accomplishment and therefore, are often concerned in matters linked with school disappointment (Burns, 2007). This is mainly true for English educators who are considered particular targets for scrutiny from various perspectives. Recognizing troubles associated to perceiving certified and in a position English teachers appear big to enhancing overall pupil fulfillment (Burns, 2007). English teachers challenge enormous stress to prepare students for high-stakes decisions. Considering the significant role of teachers in enhancing students' achievement, this study was an attempt to delve deeply into finding the why of teacher attrition in the Iranian context among private institute English teachers and secondary public high school teachers. This study is hoped to pave the way for promoting eagerness and enthusiastic teachers for a long-term period. In doing so, the researchers considered the role played by teacher characteristics (i.e., teaching experience and teacher preparation), salary, external support, student variables, and teaching conditions in different organizational climates (i.e., private institutes as compared to that of public secondary school English language teachers) and their attrition risk. This study compared and contrasted the above-mentioned factors in these two different settings as recommended by (Hancock & Scherff, 2010).

Considering the significant part teachers play in enhancing students' achievement, most specifically in EFL contexts, this study can be considered as a novel attempt that explores the why of teacher attrition in the Iranian context, a rarely touched upon context. Another spice of novelty in the current study is the scrutiny that was done in different organizational settings that is private institutes as compared with public high schools as recommended by (Hanushek et al., 2004). Above all, considering the

dissatisfaction of EFL teachers, the researchers found it fascinating to delve deeply into this domain to reveal the why of this phenomenon.

Given the importance of teacher attrition and the reasons that may cause the enhancement of this phenomenon, this study addresses the following questions:

Q1: Which factor/s (teacher characteristics, i.e. teaching experience, teacher preparation, teaching conditions, student variables, external support, and salary) is perceived to trigger EFL teacher's attrition risk in Iranian private language institutes?

Q2: Which factor/s (teacher characteristics, i.e. teaching experience, teacher preparation, teaching conditions, student variables, external support, and salary) is perceived to trigger EFL teacher's attrition risk in Iranian public secondary schools?

Q3: Is there any significant difference between the viewpoints of private language institute teachers and their counterparts in public secondary schools in terms of attrition-triggering factors?

Accordingly, as the first and second research questions were descriptive in nature, hypotheses were not necessary. However, the following null hypothesis was formulated for the third research question:

H01: There is no significant difference between the viewpoints of private language institute teachers and their counterparts in public secondary schools in terms of attrition-triggering factors.

## 2. Literature Review

Aforementioned investigation has provided treasured records concerning the teacher and organizational elements that influence educators' decisions to leave the profession or transfer to different institutions (Borman & Dowling, 2008; Guarino, Santibanez, & Daley, 2006; Martínez-León, Olmedo-Cifuentes, & Soria-García, 2024; Rozikin, Muslim, & Pratama, 2021). Whilst the outcomes of these research printed statistically tremendous variations by teacher and organizational characteristics, much less interest has been paid to measuring the proper differences (Boe, Cook, & Sunderland, 2008; Hanh, 2023). This is especially applicable to new teachers, a category that is of particular interest to administrators because of the considerably elevated turnover rates observed during the initial years of their professional journey (Stinebrickner, 1998). High levels of teacher attrition and the resulting turnover among teaching professionals have profound effects on the quality of education that students receive. The persistent turnover of teachers detrimentally affects student learning and achievement (Gibbons, Scrutinio, & Telhaj, 2021; Voke, 2002). When educators depart from educational institutions, for instance, previously established relationships and collaborative efforts are forfeited, necessitating the establishment of new connections. Bryk and Schneider (2002) posited that the quality of relationships, specifically trust, among educators and between educators and students is intrinsically linked to student academic performance. Turnover not only impedes the development or preservation of these essential relationships but may also detrimentally impact student achievement (Voke, 2002; Zavelevsky, Benoliel, & Shapira-Lishchinsky, 2022). Furthermore, teacher turnover significantly influences the allocation of seasoned educators across schools within a district. Generally, educational institutions substitute novice teachers (those with 1-5 years of experience) with even less experienced educators, thereby causing a continuous decline in the teachers' median years of experience (Marinell & Coca, 2013).

Previous investigations indicate various factors contributing to the phenomenon of teacher attrition. These reasons, however, are believed to vary depending on the context where the teachers do their jobs. Very few studies have delved into the issue of context laden factors triggering teacher's attrition. Instead,

studies summarized below, have concentrated on teachers' turnover in different contexts. Some other studies have just touched the factors contributing to teacher attrition. This means that teacher attrition in different settings warrants in-depth investigation.

Based on a very recent attempt, powerful teachers' voice, positive work atmosphere had an enormous function on attrition (García et al., 2022). Additionally, (Sorensen & Ladd, 2020) indicated that high attrition deactivates teachers' efficiency in school societies. Consequently, the sense of belonging matters as an investigation made visible that the teachers' unions can reduce the teachers' attrition (Han, 2020). Also, a novel research showed that a well economic setting can be a source of attrition lessening (de Koning et al., 2020), So financial factors have a significant part in this subject. Boateng and Boadu (2013) posit that there exist numerous motives for attrition, comprising but not restricted to weak environment, setting, and time struggles with family and work. Although a majority of research identifies learner conditions as pivotal in the classification of factors contributing to attrition, Aslanian and Clinefelter (2012) underscored that despite the longstanding existence of online training, technological advancements have been slow to align with the requirements of learners, especially in relation to attrition. The factors contributing to attrition can be examined from various perspectives. Abou El-Nagand and Abdulla (2015) suggested that obstacles to online education manifest in several demographics they categorize as clusters. These clusters encompass students, educators, and administrators. Mohamed & Zulkipli (2014) focused on a cohort of 15 learners and identified three strategies to mitigate attrition among these learners, which included communication, mentoring, and awareness. Considering teachers' burnout, as a predictor of attrition, and a serious occupational problem in school systems worldwide, Rostami et al., (2015) investigated the context laden factors affecting teacher burnout. In particular, they examined EFL teacher's burnout through two extremely diverse settings of EFL learning in Iran, i.e., high schools and language institutes. The research sought to investigate the influence of gender, age, and years of pedagogical experience on teacher burnout. A sample of 120 educators (comprising 60 secondary school instructors and 60 English as a Foreign Language (EFL) teachers from an institute) completed the Maslach Burnout Inventory (MBI-ES) questionnaire. The findings substantiated that educators within official educational settings reported elevated levels of burnout compared to their counterparts in non-official educational contexts. Concerning age and years of pedagogical experience, the study's results revealed that teacher burnout and its respective subscales exhibited a positive and statistically significant correlation with both the age of the educators and their years of teaching experience in both settings. Moreover, with respect to the gender disparity in teacher burnout, it was determined that no significant differences existed in burnout levels across both contexts.

Focusing on students, a research endeavour conducted to examine the correlation between attrition rates and various factors, Patterson and McFadden (2009) assessed both campus-based and online MBA students, concentrating on three specific variables: gender, age, and ethnicity. They reported a statistically significant elevation in the dropout rate within the online program, quantified as six times greater. Older individuals exhibited a higher propensity for attrition, as did Black students. Conversely, gender did not reveal a statistically significant disparity.

Hart (2012) conducted a comprehensive investigation aimed at identifying the elements influencing online engagement among educators in community colleges, as well as undergraduate and graduate students both in the United States and on a global scale. The study identified experiential and contextual variables as the primary predictors of student attrition. In the realm of academic inquiry focused on attrition in online environments, McMahan (2013) examined the factors contributing to attrition among adult learners in corporate settings, particularly in relation to professional development initiatives. McMahan (2013) concluded that a pronounced sense of isolation significantly influenced the likelihood of attrition.

As far as the current study considers the previous research, there is a must to look at teachers' attrition risk from the view point of teaching experience, teacher preparation, salary, student variables, external

support, and teaching conditions. With regard to these important factors in the domain of teacher attrition risk, the researchers in this study compared private institute English teachers with public secondary school English teachers. This was done in order to elaborate the cause of attrition in both groups and to differentiate both groups with regard to the above-mentioned characteristics which have not been alluded in any of the previous research.

### **3. Methodology**

#### *3.1. Research Model/Design*

The design of the study is descriptive in nature, in which, the required data was collected through questionnaires to investigate which teacher characteristics (i.e., teaching experience, teacher preparation, teaching conditions, student variables, external support, and salary), were identified as the most immediate factor triggering EFL teachers in both private institutes and public schools. Moreover, the researcher set out to examine how these views differed between private institute teachers and public-school teachers. To this end, the researchers selected different statements from questionnaires related to the characteristics of teacher attrition risk in order to collect related data in a uniform way. It is noteworthy that by public schools

#### *3.2. Participants/Sampling*

This study investigated attrition-related issues on a sample of 100 EFL teachers teaching Fars and Sistan and Baluchestan provinces in Iran. The participants were conveniently sampled from both private institutes (n=58) and public schools (n=42). The participants were aged between 25 to 50 and included both females (n=61) and males (n=39).

Out of the 58 private institute teachers, a total of 12 teachers held degrees unrelated to the field of English language teaching, while 27 teachers held a master's degree, and 19 held a bachelor's degree. Moreover, out of the 42 teachers sampled from public schools, 18 teachers held a master's degree in either TEFL or English literature, while 24 teachers held a bachelor degree.

#### *3.3. Instruments/Materials*

For the purpose of data collection, a likert-scale questionnaire adapted from Hancock and Scherff (2010) was utilized. The survey instrument was designed with five distinct response categories that spanned the continuum from strong agreement to strong disagreement, and was distributed through visiting teachers in private institutes and public schools. The data gathering tool had a reported Cronbach Alpha of 0.91 and included 23 items. However, in the context of this study, the calculated reliability was 0.83.

#### *3.4. Procedure*

First, the researchers gained access to both private language institutes and public schools in Shiraz, Iran. After the teachers were contacted and the researchers asked for their voluntary participation, they were provided the questionnaires. Following the distribution of the questionnaires, the researcher was in touch with all participants via making telephone calls and using telegram text-messages in order to compensate for their breakdowns in answering the items. After all of the questionnaires were completed, the researcher examined all of them inclusively and then recorded them on the basis of whether they were related to private institute teachers or public-school teachers.

### 3.5. Data Collection and Analysis

As indicated by the nature of the research inquiries, it was essential to compare the means of two distinct independent groups. Consequently, to ascertain any statistically significant differences between educators employed in private institutions and those teaching in public schools, a series of independent samples t-tests were conducted for each of the variables hypothesized to contribute to the risk of teacher attrition. All the aforementioned statistical calculations were carried out using SPSS 23 (statistical package for social sciences).

## 4. Results

### 4.2.1 Research question one

In order to understand which factors were perceived among private language institute teachers as attrition-triggering, the researcher compared the percentage of EFL teachers who had opted for a specific factor. The result of this analysis is presented in Table 4.1 which provides a descriptive picture of the frequency of the observed characteristics of teachers concerning attrition (i.e. teaching experience, teacher preparation, teaching conditions, external support, student variables, and salary) among private and public teachers.

**Table 4.1**

*Attrition Factors among Private Institute Teachers (N=58)*

	Frequency	Percent	Valid Percent	Cumulative Percent
Teaching experience	24	41.4	41.4	41.4
Teacher preparation	4	6.9	6.9	48.3
Teaching conditions	8	13.8	13.8	62.1
External support and student variables	16	27.6	27.6	89.7
Salary	6	10.3	10.3	100.0
Total	58	100.0	100.0	

As Table 4.1 shows, 41.4% of the private institute teachers rated teaching experience as the factor which has the most effect in their attrition. This factor is followed by external support and student variables, which has approximately half the effect of teaching experience, with 27.6%. What these figures show is that private language institute teachers view their job as tiresome, and do not find enough social appreciation and prestige when it comes to their teaching professions. These high figures can also be interpreted as instability and lack of professional guarantee among this group of the participants. However, the least observed factor with regards to private institute teachers is teacher preparation with

6.9%. This figure shows that private language institute teachers find themselves capable of managing classrooms and have had enough pre-service training. This signals a warning as they might not care about their surrounding whatsoever.

#### 4.2.2 Research question two

For gaining an understanding of the factors which were perceived as having the most effect on attrition among public school teachers, the researcher compared the total percent of EFL teachers opting for specific factors. The result of this analysis is presented in Table 4.2.

**Table 4.2**

Attrition Factors among Public School Teachers (N=42)

	Frequency	Percent	Valid Percent	Cumulative Percent
Teaching experience	2	4.8	4.8	4.8
Teacher preparation	12	28.6	28.6	33.4
Teaching conditions	20	47.6	47.6	81
External support and student variables	3	7.1	7.1	88.1
Salary	5	11.9	11.9	100.0
Total	42	100.0	100.0	

Teaching conditions, based on Table 4.2, is the leading factor of teacher attrition among public school teachers. A total of 47.6% of public-school teachers hold the belief that the support they receive from administrative authorities, their class size, the parents' involvement, and their colleagues support as the most significant factor affecting their attrition risk. Another important factor among this group with regards their attrition is teacher preparation (28.6%) which implies that public school teachers possibly view themselves as incapable of managing classrooms and do not have enough pre-service training. However, the least observed factor for public school teachers is teaching experience (4.8%). This relatively low figure shows that most public-school teachers do not find their job stressful.

#### 4.2.3 Research question three

To ascertain the presence of any statistically significant difference between teachers employed in public schools and those affiliated with private educational institutions concerning their attrition determinants, a series of independent samples t-tests was administered.

**Table 4.3***Tests of Normality*

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Teaching experience	.089	100	.058	.966	100	.053
Teacher preparation	.068	100	.057	.978	100	.061
Teaching conditions	.076	100	.200*	.954	100	.555
External support and student variables	.109	100	.060	.943	100	.063
Salary	.087	100	.054	.932	100	.056

<sup>a</sup>Lilliefors Significance Correlation

\* This is a lower bound of the true significance

As is apparent from the tests of normality in Table 4.3, the data was normally distributed (Sig.>.05) and thus this parametric test was fit to be utilized. The result of the independent samples t-test can be seen in Table 4.4.

**Table 4.4***Paired Samples t Test for Private Institute Teachers and Public-School Teachers*

	Paired Differences						t	df	Sig. (2-tailed)
	Mean	SD	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Public school teachers	.20000	1.32288	.26458	-.34606	.74606	.756	41	.457	
Private institute teachers	.44000	1.00333	.20067	.02585	.85415	2.193	57	.038	



Based on the results displayed in Table 4.4 including the probability value of pair 1 (Sig.=.457) and pair 2 (Sig.=.038) and the Mean difference, we can conclude that there is significant difference between the scores obtained from private institute teachers versus public school teachers. Accordingly, the proposed hypothesis predicting no difference between the two groups of teachers in terms of attrition-triggering factors is rejected. The results indicate that, overall, the degree to which attrition-triggering factors affect teachers' perception varies in different contexts.

## 5. Discussion

The findings of the study revealed that private teachers viewed teaching experience as the main cause of the attrition and this can be interpreted as lack of job security for this group of teachers. The findings also revealed that both female and male public teachers viewed teaching conditions rather than other factors as the main cause of the attrition and this can be interpreted as a sign dissatisfaction of the job for this group of teachers.

These are in line with what reported by Hancock and Scherff (2010) who examined the effects of teacher characteristics among other factors including teaching conditions, student variables, self-efficacy, external support, and salary on secondary English language arts teachers' attrition risk. Their findings from a comprehensive nationally representative survey of teachers, and a series of logistic regression analysis indicated years of teaching experience as one the most significant predictors for teacher attrition. Likewise, a fresh investigation undertaken by group of researchers uncovered that COVID-19 anxiety is a fine factor contributing to teacher burnout (Pressley, 2021). In same vein, attrition is thoroughly meaningful in prognosticating teachers' intention to give up their job (Madigan & Kim, 2021b). Another venture accomplished through works of investigators has displayed that worse academic achievement and lower quality student motivation is a consequence of attrition (Madigan & Kim, 2021a). The outcomes of the study by Hart (2012) also corroborate with the results of our investigation. Hart tried to analyze factors affecting online persistence in community colleges teachers, in the U.S. Similar to this study, Hart found experience and environmental factors as the most predicting factors of attrition.

The findings also provide support to Human Capital Theory (Kirby & Grissmer, 1993). Through this theory, it is maintained that individuals make certain assessments of the costs and benefits of entering and remaining in a profession. It seems that the teacher in the current study, overlooked monetary benefits that include promotion opportunities, the stream of likely income, etc. and take into consideration the nonmonetary benefits that include support of superiors and peers, working conditions, availability of adequate material, compatibility of working hours with schedule, etc.

In addition, based on human capital theory (Kirby & Grissmer, 1993), age of the teacher has a relationship with attrition in that the younger teachers are more likely to leave their professions, especially in the early stages of their careers. However, the longer an individual has held a teaching profession, the less likely she is to leave her teaching career. This in fact certifies our finding about the teacher's perception about experience as attrition triggering factor.

The findings show a significant difference between private and public teachers in terms of their opinion concerning the factors causing attrition. It was earlier reported that both female and male public teachers opted for teaching conditions rather than other factors as the main cause of the attrition and this can be interpreted as a sign dissatisfaction of the job for this group of teachers and both female and male private teachers opted for teaching experience as the main cause of the attrition and this can be interpreted as lack of job security for this group of teachers. This result is in agreement with Boateng and Boadu (2013) who emphasize the role of location as strong factor in attrition risk. Various factors are thought to influence

attrition, including, though not exclusively, an unsatisfactory learning environment, the institution's location, and time conflicts with familial and professional responsibilities. In accordance with our findings, Buckley et al., (2004) also through explaining poor working conditions, as a contextual factor suggest that teachers show a tendency to leave their jobs based on the school/context in which they teach. Their findings showed that working conditions was considered as one of the prime reasons for teacher attrition. Moreover, the findings confirm what Rostami et al., (2015) found in an Iranian context. The study explored the phenomenon of burnout among English as a Foreign Language (EFL) teachers in two distinctly contrasting environments in Iran, specifically high schools and language institutes. Additionally, the research assessed the influence of factors such as gender, age, and teaching experience on the levels of burnout experienced by educators. The findings indicated that teachers operating within the formal educational system reported considerably greater levels of burnout compared to their counterparts in informal settings.

## 6. Conclusion

This study was an attempt to find the factors that had the most significant role in teacher attrition among both public-school teachers and private institute teachers. The results revealed that teaching experience with 41.4% among private institute teachers ranked highest. This represents the belief that private institute teachers find their jobs stressful and do not receive enough social appreciation for their jobs. It shows the instability and lack of professional guarantee among this group of the participants. The least observed factor among this group was teacher preparation (6.9%) which shows that private institute teachers view themselves capable when it comes to classroom management and believe they have had the needed pre-service and in-service training. In addition, the findings confirm that teaching conditions was the most significant factor affecting teacher attrition in public schools. A total of 47.6% of public-school teachers held the belief that the size of their classes, the support from administrative authorities, and the involvement of parents was not sufficient in their jobs. On the other hand, the least observed factor among public school teachers was teaching experience (4.8%) which implies that most public-school teachers do not find their jobs stressful.

Given the purpose of the present study which was to identify the effect of the certain affective factors such as teaching experience, teacher preparation, teaching conditions, student variables, external support, and salary on teacher attrition between private and public school teachers, it can be concluded that public teachers opted for teaching conditions rather than other factors as the main cause of the attrition and this can be interpreted as a sign of dissatisfaction for this group of teachers and private teachers opted for teaching experience as the main cause of the attrition and this can be interpreted as lack of job security for this group of teachers on the basis of the obtained results for EFL learners.

This paper provided insight into a better understanding of teachers' perceptions and beliefs about effective factors in their attrition risk. The role and importance of factors such teaching experience and context of teaching as well as environmental factors were highlighted. A key takeaway from this research is the necessity for further investigations to be undertaken in a variety of settings, aimed at understanding the reasons behind teacher attrition and identifying the factors that enhance teacher retention in those contexts. The results imply that as long as teachers' staying in their jobs is concerned, these factors gain prominence and can make a change in the process of teaching.

This study has some far-reaching pedagogical implications for EFL teachers, teacher trainers and educators, administrators working with foreign language teachers, and Ministry of Education in Iranian context that should not be overlooked. As the teachers are at the heart of education and the instructional policies of Ministry of Education are applied and delivered by them (teachers) to the classroom teaching,

it is due to the Ministry of Education to take the responsibility in providing safe and enjoyable environment with enough facilities (including both educational and financial facilities) for the teachers more specifically the new comer teachers who have less experience and may feel stressed more than the experienced ones.

This would help the teachers have a good vision of their jobs and think positively about their future which, in turn, prepares them for better and more effective teaching. It is important to note that experience of the teachers is a matter which should be taken into account in successful teaching. The more experience the teachers acquire, the more they are confident in the classroom. Besides, they are more acknowledged about teaching-related issues (e.g., class management issues) and can apply such experiences in order to become more successful in their career. School administrators might, therefore, concentrate on providing opportunities (e.g., through holding instructional workshops, showing fruitful videos of different experiences of teachers' classroom teaching, or having the teachers observe real classrooms, and providing fruitful feedback) for them to gain more experience. Providing supportive environment can help the teachers to focus more on their teaching and to perform at their highest level of capability; this, in turn, would add to the positive experiences gained by teachers in their career.

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