




**Nazima Noureen<sup>1</sup> & Saima Shaheen<sup>2</sup>**

<sup>1</sup>Research Scholar, Humanities Department, COMSATS University Islamabad Campus, Pakistan

<sup>2</sup>Assistant Professor, Humanities Department, COMSATS University Islamabad, Pakistan

KEYWORDS	ABSTRACT
Teachers Retention, Private Secondary Schools, Facilities, Services, Rawalpindi, Pakistan	Teachers' turnover is a big issue faced by the educational institutions in the whole world which directly affects education system. This study intended to investigate measures for retaining teachers in private secondary institutions of Rawalpindi. Specifically, it aimed to check the availability of the school services and facilities for the private secondary schools' teachers, to examine teachers' satisfaction over service rules for teachers & to assess professional development opportunities for them by the schools. Thus, the research was exploratory in nature. The population of the study consisted of the private secondary schools of Rawalpindi. The selected participants were consisted of eight private secondary schools, from these schools eight principals and forty teachers were taken as sample of the study. Two questionnaires, one for principals and the other for teachers, were used as research instrument. The result indicated that the private secondary schools have teachers' retention measures to resolve the teacher problems specially to manage the teachers' turnover. It was concluded that teachers may have secure future & schools' procedures to ensure best quality teaching. This research provides an insight for management and policymakers to improve teachers' retention practices in private schools.
<b>ARTICLE HISTORY</b> Date of Submission: 28-10-2025 Date of Acceptance: 03-12-2025 Date of Publication: 06-12-2025	 <b>2025 Journal of Social Sciences Development</b>
<b>Corresponding Author</b>	<b>Nazima Noureen</b>
<b>Email:</b>	<a href="mailto:noreenali181@gmail.com">noreenali181@gmail.com</a>
<b>DOI</b>	<a href="https://doi.org/10.53664/JSSD/04-04-2025-06-62-70">https://doi.org/10.53664/JSSD/04-04-2025-06-62-70</a>

## INTRODUCTION

Teachers are backbone of education and their commitment to their profession directly influence students' achievement, school reputation and overall institutional and success. The qualified and experienced teachers want a stable, productive environment and secure future (Javed, Mohammad & Saleem, 2025). Private schools are increasing in number in Pakistan. These schools hire a large number of the teachers to run their systems. The study aims to explore the retention measures for

teachers in private schools that would be helpful to find out the standard of quality teachers in the private schools and their development as employees. [Alagwa and Ligembe \(2022\)](#) talked about the significant role of teachers in schools, but [Craig \(2017\)](#), as cited in [Perryman, Bradbury, Calvert and Kilian \(2025\)](#) described teacher retention as perennial problem receiving increased attention throughout the world. The teachers' turnover can be the situation which leads to defective school system. Teachers' turnover means leaving the profession/moving to other schools ([Farahmandpour & Voelkel, 2025](#)).

Teachers' turnover is also known as attrition, [Hobby, Crabtree and Ibbetson \(2004\)](#) said in a study that teachers' attritions rate refers to the proportion of teachers who leave their positions with the given employer during the specified time period, usually one year. The teacher turnover remains a persistent challenge in the Pakistan's educational institutions ([Khan, Khan & Din, 2021](#)). The clear organizational policies and procedures give direction to the decision of staying or leaving schools ([Siddique & Shaukat, 2021](#); [Patricia, Lou, Touchton, Rajni & Kiara, 2023](#)). The rational of analyzing current teachers' retention measures in the schools is to retain quality teaching in the schools that is helpful to bring the quality education, because the teacher is the person who builds the learning environment of the school by using his/her skills and expertise. Therefore, despite the increasing concern, there is limited research on teachers' retention in Pakistan. A few numbers of studies have focused on their regions leaving the significant gap by understanding the trends nationwide. This study provides the valuable context in the current study by exploring school services, professional development and teachers' satisfaction which ultimately identify the causes of teachers' attrition in particular context.

### Research Objectives

1. To check the availability of the services and facilities for the teachers in private secondary school in Rawalpindi.
2. To examine the teachers' satisfaction over service rules for teachers in the private secondary schools in Rawalpindi.
3. To assess the professional development opportunities for teachers in the private secondary schools in Rawalpindi.

### Research Hypothesis

The private secondary schools have teachers' retention measures to manage the teachers' turnover.

### LITERATURE REVIEW

[Qureshi, and Hijazi \(2006\)](#) found that the role of teacher is central and active while the students are mere objects like empty bowl to be filled by the teacher and no system of the education is better than its teachers. [Juwarti and Octafian \(2025\)](#) highlighted different factors effecting retention of the teachers. [Siddique and Shaukat \(2021\)](#) concluded some steps to develop an effective policy to retain teachers in the schools, like orientation and induction, teaching contracts, teacher-friendly policies and schools' environment, equal professional development opportunities, pay packages, rewards and bonus, policies to facilitate teachers in making the career choices, provision of other resources and facilities. [Aulia and Haerani \(2022\)](#) defined these steps important factors affecting

teachers' retention and attrition. [Shaoan et al., \(2025\)](#) named schools facilities and services for the teachers as schools hiring and retaining practices. [Hobby, Crabtree and Ibbetson \(2004\)](#) mentioned that orientation is important for novice teachers. [Aulia and Haerani \(2022\)](#) supported the idea of orientation for new teachers. It mentioned well-defined job description for understanding the role of teacher in schools.

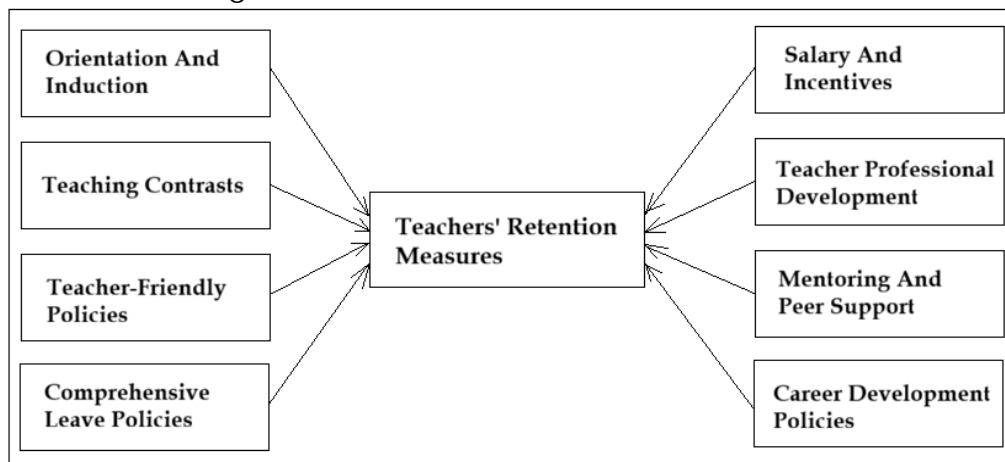
[Cleaver, Detrich, States and Keyworth \(2020\)](#) emphasized structured induction to rally teachers' retention. A positive school environment includes supportive leadership, mentoring and accessible resources and clear job description which help teachers' retention ([Nguyen et al., 2024](#)). There are several factors influencing teachers' retention in schools, salary and pay packages are important ones ([Aulia & Haerani, 2023](#)). [Cobbold \(2007\)](#) mentioned an example of Ghanaian teachers in a study who left the profession with reason of inadequate salary, low prestige for teachers and lack of opportunities for promotion as the major factors. [Rajendran et al. \(2023\)](#) suggested the continuous professional development for teachers' retention and job satisfaction. Job satisfaction is related to supportive leadership and school environment ([Eryilmaz et al., 2025](#)). The inadequate provision of leave especially sick and maternity leaves influence teachers' attrition ([Cuervo & Toscano, 2025](#)). [Siddique and Shaukat \(2021\)](#) highlighted lack of leave facilities as reason of teachers' mobility in Punjab. [Chaaban et al. \(2023\)](#) showed strong influence of career development of teachers on their retention decision.

A well organized, structured and supportive induction program is crucial for the new teachers as [Tompkins \(2023\)](#) mentioned the first five years as critical time period for teachers of California. A recent study by [Majeed et al., \(2025\)](#) suggested career growth and job security as important aspects for female teachers' retention. [Aulia and Haerani \(2022\)](#) thoroughly described that the financial and human resources are important for teachers. Low pay, work stress and lack of support in schools for newly appointed teachers make them leave the profession, [Tompkins \(2023\)](#) recommended to improve leadership practices in schools to provide the supportive environment, strong mentoring, competitive salary packages. The studies converge on idea that retention is shaped by interrelated factors including working conditions, professional support, compensation, leadership practices, and teachers' psychosocial experiences as retention strategies that address the burnout and emotional exhaustion. [Oad and Niazi \(2021\)](#) stressed value of institutional support, workload management & professional recognition by examining the factors influencing teacher retention in private schools of Lyari Town.

While their study provides priceless insights into the causes of teacher turnover, but it does not address the specific retention measures implemented by schools. [Ghaffar and Abiodullah \(2024\)](#) examined teacher retention in Pakistan using the job embedded framework, their focus was largely on demographic and contextual differences such as gender, urban-rural location, and educational qualifications. This approach explains patterns of turnover but does not address the organizational and human resource strategies that directly influence the teachers' decisions to stay. Therefore, the leadership practices within the private secondary schools significantly shape retention outcomes. Transformational and supportive leadership that fosters trust, provides clear communication, and engages teachers in collaborative problem-solving contributes to higher levels of job satisfaction

and professional commitment. The present study extends this work by focusing on the steps adopted by private secondary schools in Rawalpindi to retain teachers. The framework was derived with the help of literature providing a base to explore teachers retention measures to control the teachers' turnover rate.

Figure 1 Framework Designed to Measure Teachers Retention in Schools



The developed framework is directly aligned with the objectives of the study and provides the base to administer the research instrument for examining the availability of teacher retention measures in the schools.

### RESEARCH METHODOLOGY

The study adopted the quantitative methods of research to explore teachers' retention measures in private secondary schools of Rawalpindi in which two questionnaires was developed for collection of the data. These instruments were first reviewed by experts and a small sample try-out to check the validity and reliability. After that, sample schools were selected. The schools were visited with proper consent one by one and the data were collected personally. After data collection, it was analyzed with the help of SPSS for calculating percentages. The technique to select the schools was purposive sampling. Walliman (2006) described purposive sampling as a purpose in mind and the sample is thus selected to include people of interest and exclude those who do not suit the purpose. The private schools established in Rawalpindi for a minimum of fifteen years were the part of the study because the policies of a school take time in the development and implementation. Another purpose which therefore provided the study a base that was to select only those schools which had multiple branches.

The sample was 8 schools including 8 principals and 40 teachers of the selected schools. Thus, the teachers who spent above than one year in the selected schools were selected as sample because they had the knowledge about their retention policies. In the government schools, teachers have a relatively secure future due to proper hiring and clear recruiting system. Their permanent job status in schools, pay scales and allowance or pension after retirements make the government teachers

face less critical situations and difficulties in their career. As the private schools are contributing in our education system. The study was limited to examine the retention measures of private schools only where teachers face more challenges due to vague procedures of hiring them. The policies are not seen in written format usually. All possible precaution were taken to avoid harming and doing wrong to anyone related to this research. in this linking, all the necessary safety measures were taken to protect the anonymity of the respondents. Any personal data provided by participants was kept confidential.

## RESULTS & DISCUSSION

The purpose of this chapter is to present the analysis of the data that were collected in the study of teachers' retention measures in private secondary schools. For achieving the quality education, it is important for any school to provide quality teachers instead of just increasing number of teachers along with the number of schools. Nowadays, private schools have multiple branches with a lot of teachers. The principal has to get good outcomes from every branch of the schools by providing them quality teachers. Data were collected using two questionnaires, one for principals and other for teachers. The data were statistically analyzed over SPSS. This analysis was done by calculating percentages of the responses. The items in the questionnaires were analyzed, and the results were presented in tables.

Table 1 Facilities and Services for Teachers

		Principals' Response		Teachers' Response	
		Frequency	Percent	Frequency	Percent
Valid	Yes	7	87.5	35	87.5
	No	1	12.5	5	12.5

According to [Shaoan et al., \(2025\)](#) schools' facilities and services for teachers are actually schools hiring & retaining practices. It includes financial, human resources, school supportive environment, resources access, mentoring, career development, compensation and bonuses. [Khan et al., \(2021\)](#) emphasized school facilities for teachers, [Aulia and Haerani \(2022\)](#) focused upon understanding these facilities as important variables effecting teachers' attrition rate. In response to the questions related to the facilities provided to teachers in schools, 87.5% agreed that the school authorities provide a high-quality facility to candidates. Teachers also agreed to the availability of facilities and services provided to them in private schools. It shows that the private schools are really paying attention to teachers' retention. Therefore, these facilities turn out to be the important factors for retaining teachers.

Table 2 Professional Development Opportunities to Newly Hired Teachers

		Principals' Response		Teachers' Response	
		Frequency	Percent	Frequency	Percent
Valid	Yes	6	75.0	24	60.0
	No	2	25.0	16	40.0

There is mix of response from principals and teachers regarding teachers' professional development and training courses. One objective of the study was to assess the provision of development chances

for teachers of the private secondary schools. There is a slight contradiction of the views between teachers and principals about the professional development of teachers in schools. In answer to the questions about professional development of the newly hired teachers there were 75% respondents who said that they provided the professional development opportunities to the new teachers in the form of training courses. When the questions related to professional development of teachers were asked to the teachers, about 60 percent said that they were sent for training or refreshment courses. [Luesse et al. \(2022\)](#) reported that the teachers with professional development were 3.71 times more likely to remain in their profession with more efficacy. [Rajendran et al., \(2023\)](#) also supported the idea of teachers' professional development continuously to retain them in teaching. It indicates that the professional development of teachers influences their satisfaction toward the job. In this linking, it develops interest of teachers in the concerned schools. The schools should focus their teacher's professional development.

Table 2 Teachers' Satisfaction on Service Rules

Principals' Response				Teachers' Response	
		Frequency	Percent	Frequency	Percent
Valid	Yes	8	100.0	31	77.5
	No	0		9	22.5

The above analysis reveals that 31 respondents, that is 77.5 percent, were satisfied with the service rules and regulations of the school. As compared to the satisfied respondents there are 22.5 percent respondents who are not satisfied with the rules and regulations of the school for teachers. While principals showed 100% responses on the clear satisfaction of the teachers over service rules while answering the questions. They said that they provide new teachers clear guidance and support to understand rules and regulations through orientations and contracts. As this step of the teachers' satisfaction is related to the teachers solely nobody can tell teachers satisfaction rate. As principals think of 100% satisfaction of the teachers with the schools' rules and procedures but they had a different opinion. [Eryilmaz et al., \(2025\)](#) mentioned job satisfaction as an important factor in schools. Self-satisfaction shows acceptance and willingness to the profession. If teachers are facilitated and given proper services, they will be satisfied and would not leave their profession. Thus, the results indicate teachers are less satisfied towards the facilities and services arranged by the schools for teachers' retention.

## CONCLUSION

Retaining teachers especially in the secondary level is an important challenge for private schools. Unlike the government schools, the authorities of private schools have to handle the whole system individually, even they have to plan and develop all of the rules and policies for their school. The policies and procedures, thus, of a school might be different from the others. Overall, the literature on teacher retention in private schools suggests a multifaceted approach where structural supports, leadership quality, professional growth opportunities and attention to teachers' psychosocial needs contribute to sustained employment. The retention is not merely absence of turnover but presence of the conditions enables teachers to thrive professionally and personally within their schools. The



retention policies consist of different school services, facilities, and strategies to facilitate and assist teachers of schools.

### Recommendations

1. Teachers and principals may have a relationship and connection, in this way a principal will be able to understand the requirements of teachers in schools.
2. A principal may encourage and support the relationship and connections between teachers and administration as teachers be involved in school decisions.
3. The distributed leadership or shared leadership in schools should be emphasized often with democratic principles, and congenial environment in schools.
4. The continuous professional development of teachers is very important in different schools. There may be the manual or guideline for the new teachers.
5. The retention policies may be employed in black and white, that may include service rules, schools' policies, commitment and facilities for the teachers.

### REFERENCES

- Alagwa, C. P., & Ligembe, N. N. (2022). Strategies for retaining secondary school science teachers: A case of Dodoma City, Tanzania. *East African Journal of Education and Social Sciences*, 3 (3), 76–82.
- Aulia, N., & Haerani, I. (2022). Teacher retention and turnover: Exploring the factors that influence teacher decision-making. *Journal of Education Review Provision*, 2 (2), 36–42. <https://doi.org/10.55885/jerp.v2i2.155>.
- Barbara, L. B., & Marilyn, L. G. (2006). *Developing A Teacher Induction Plan: A Guide for School Teachers*. United State: Corwin Press.
- Bell, J., & Harrison, B. T. (1995). *Successful Leadership Principles and Practices*. London: Fulton Publishers.
- Cain, J. M. S. (2024). Teacher retention in Title I schools: A phenomenological qualitative study (Doctoral dissertation, Liberty University). Liberty University.
- Chaaban, Y., Alkhateeb, H., Tineh, A., & Romanowski, M. (2023). Exploring teachers' perspectives on career development: Q methodology research. *Teaching and Teacher Education*, 122, 103987. <https://doi.org/10.1016/j.tate.2022.103987>.
- Cleaver, S., Detrich, R., States, J., & Keyworth, R. (2020). Teacher induction (Wing Institute original paper). Wing Institute. <https://doi.org/10.6084/m9.figshare.14272241>.
- Cobbold, C. (2007). Induction for Teacher Retention: A Missing Link in Teacher Education Policy in Ghana. *Postgraduate Journal of Education Research*, 8 (1), 7–18.
- Cuervo, H., & Toscano, E. (2025). Teacher retention and attrition: Understanding why teachers leave and their post-teaching pathways in Australia. *Asia Pacific Journal of Education*. Advance online publication. <https://doi.org/10.1080/02188791.2025.2473356>.
- Eryilmaz, A., Kennedy, A., Strietholt, R., & Johansson, S. (2025). The teacher job satisfaction: The International evidence on the role of school working conditions and teacher characteristics. *Social Indicators Research*. Advance online publication. <https://doi.org/10.1016/j.socind.2025.103218>.

- Farahmandpour, Z., & Voelkel, R. (2025). Teacher turnover factors and school-level influences: A meta-analysis of the literature. *Education Sciences*, 15 (2), 219.
- Galanakis, M., & Peramatzis, G. (2022). Herzberg motivation theory in workplace. *Psychology Research*, 12 (1), 971–978. <https://doi.org/10.17265/2159-5542/2022.12.009>.
- Ghaffar, R., & Abiodullah, M. (2024). Job embeddedness: A framework for understanding factors affecting school teacher retention in Pakistan. *Pakistan Social Sciences Review*, 8 (2, Suppl.), 17–28.
- Hobby, R., Crabtree, S., & Ibbetson, J. (2004). *The School Recruitment Handbook: A Guide to Attracting, Selecting and Keeping Outstanding Teachers*. London: Routledge Falmer.
- Javed, M., Mohammad, F., & Saleem, A. (2025). Exploring the Role of School Leaders in Addressing the Issue of Teachers' Retention in the Context of Karachi Pakistan. *Pakistan Social Sciences Review*, 9 (1), 50–60.
- Juwarti, & Octafian, R. (2025). Understanding teacher retention challenges: A quality analysis of human resource strategies. *Journal of Business Management and Economic Development*, 3(1), 264–278. <https://doi.org/10.59653/jbmed.v3i01.1358>.
- Khan, F. U., Khan, M., & Din, M. N. U. (2021). Factors affecting teachers' turnover intention: A study of cadet colleges in Khyber Pakhtunkhwa. *Global Educational Studies Review*, 6 (1), 425–436. [https://doi.org/10.31703/gesr.2021\(VI-I\).43](https://doi.org/10.31703/gesr.2021(VI-I).43).
- Luesse, H. B., Luesse, J. E., Lawson, J., Camp, M. J., & Diaz, K. G. (2022). The academy for teachers' professional development program: Model to support teacher retention. *Cogent Education*, 9 (1), 2140540. <https://doi.org/10.1080/2331186X.2022.2140540>.
- Majeed, A., Irfan, M., & Ali, S. (2025). Empirical analysis of employee turnover intention among the private female school teachers in Peshawar, Pakistan. *Journal of School Administration Research and Development*, 8 (1), 1–15. <https://doi.org/10.56557/ajahss/2025/v8i173>.
- Nguyen, D., See, B. H., Brown, C., & Kokotsaki, D. (2024). The leadership for teacher retention: Exploring the evidence base on why and how to support teacher autonomy, development, and voice. *Oxford Review of Education*, 50 (1), 96–116.
- Oad, L., & Niazi, S. (2021). Effects of the organizational factors on teachers' retention: Perceptions of private secondary school teachers of Lyari Town. *Pakistan Journal of Educational Research*, 4 (1), 93–108.
- Patricia, C., Lou, L. S., Touchton, D., Rajni, S. B., & Kiara, L. S. (2023). Addressing Teacher Retention within the First Three to Five Years of Employment. *Athens Journal of Education*, 10 (2), 345–364.
- Perryman, J., Bradbury, A., Calvert, G., & Kilian, K. (2025). 'A Tipping Point' in Teacher Retention and Accountability: The Case of Inspection. *British Journal of Educational Studies*, 73 (2), 181–200. <https://doi.org/10.1080/00071005.2024.2439791>.
- Qureshi, T. M., & Hijazi, S. T. (2006). Testing teacher's burnout level in Pakistan: Circumstances faced by twin city's private college. *Pakistan Journal of Education*, 13, 95–99.
- Rajendran, J., Jeya Santhi, V., Chauhan, R. K., Singh, L., & Varghese, L. (2023). The impact of continuous professional development on the teacher retention and performance. *Journal of Harbin Engineering University*, 44 (8), 1348–1356.



- Shaoan, M. M. R., Namanyane, T., Feng, M., & Arif, M. (2025). A systematic literature review on the importance of teacher recruitment and retention in global educational reform. *Frontiers in Education*, 9. <https://doi.org/10.3389/educ.2024.1447752>.
- Siddiqui, N., & Shaukat, S. (2021). Teacher mobility in Punjab, Pakistan: Stayers and movers within the public and private schools. *Education Sciences*, 11 (7), 358. <https://doi.org/10.3390/educsci11070358>.
- Tompkins, A. (2023). Breaking the cycle of teacher attrition: Suggested policies and practice for retention. *Journal of School Administration Research and Development*, 8(1), 24–35. <https://doi.org/10.32674/jsard.v8i1.3960>.
- Walliman, N. (2006). *The Social research methods*. SAGE Publications.