

Job Satisfaction Teacher Commitment and Retention in Perak

Posted on March 21, 2025

Introduction

Any country's progress depends mostly on the teaching profession as teachers are so important in determining the course of society by means of the education of future generations (Shahid & Siddiqui, 2020). But especially in elementary schools, there has been increasing worry about teachers' retention and dedication in recent years. Rural and semi-urban areas, including Larut, and Matang Dan Selama in Perak, Malaysia, prominently show this problem. Teachers in various fields may have particular difficulties that affect their degree of job satisfaction, organizational commitment, and eventually choice to stay in the field. The education system spends constantly on recruiting and training new teachers; lowering teacher retention rates directly affects the general budget as well as the quality of the instruction (Carter Andrews et al. 2019).

The aim of the present study is to investigate the links between contentment at work, loyalty to one's company, and teacher retention in the elementary schools in Larut, Matang Dan Selama. Judge, Zhang, and Glerum (2020) claim that job happiness is a major determinant of workers' attitudes and actions, which influences organizational commitment and retention of course. Organizational commitment is the sense of identity and belonging teachers experience with their institutions, which could affect their want to keep working there. In this sense, teachers' choices to stay in their existing roles constitute retention (Carter Andrews et al. 2019). By means of analysis of these elements, this study offers insightful information on the elements influencing teacher retention; so, measures may be developed to improve work satisfaction and organizational commitment among teachers.

Research Background

The main research variables—job satisfaction (IV), organizational commitment (DV), and teacher retention (DV)—are momentarily addressed in this section. If we consider these elements and their interactions, we may better appreciate teachers' choices to remain in their field of work.

Job Satisfaction (Independent Variable)

Job satisfaction is defined as "the degree to which an individual experiences positive emotions associated with their work" (Judge, Zhang & Glerum, 2020). It covers job description, duties, pay, work-life balance, chances for development, and connections with peers and managers. The

employment satisfaction of Larut, Matang Dan Selama primary school teachers is probably much influenced by instructional tools, student conduct, administrative assistance, and community participation.

Employee work happiness may be influenced by a lot of elements. Two categories might help Taheri et al. (2020) classify the determining elements of work satisfaction: intrinsic and extrinsic ones. Working situation, employment security, and pay are the extrinsic elements. Working conditions refer to the physical and social surroundings of employment (Wolomasi, Asaloei & Werang, 2019). Without proper working conditions, the degree of employee job satisfaction would decrease, which would result in low-quality output (Lu, Zhao & While, 2019). Job security is the degree to which a company offers employees consistent work.

The inherent elements include friendship with coworkers, appreciation, and progress. Coworker is the degree to which an employee enjoys his or her colleagues in the company and the quality of their relationship—that is, colleagues support or provide advice to workers (Wolomai, Asaloei & Werang, 2019). The acceptance or gratitude that employee wants from their company, managers, peers, or other staff members might define recognition. Advancement in real job tasks for employees is the development or enhancement (Yee, 2018).

One cannot stress the value of work happiness in the teaching profession. Better educational results for children may follow from satisfied instructors' increased drive, engagement, and dedication to their profession (da Cruz Carvalho, Riana & Soares, 2020). On the other hand, low job satisfaction may cause burnout, absenteeism, and finally turnover. Improving retention rates thus depends on knowing the elements influencing work satisfaction among teachers (Yee, 2018).

Making measurement tools is not a straightforward task according to Kong et al. (2018), since it relates to the intricate sum of several factors. Perhaps, these are the ones that follow job satisfaction through a unidimensional perspective with a broader attitude which does not consider its specific aspects and criticizes the construct of multidimensionality; hence, the dimensions or particular aspects of the job are innumerable, varying depending on the situation, then, making difficult theoretical formulations and elaborations about the concept. The global unique classification and the sum of the points formed by various aspects of the work are the two most used approaches. Investigating job satisfaction means assessing how much the offered returns by the company in salaries and promotions satisfy the individual, how convenient he/she is with colleagues and the bosses, and how much the tasks given to the employee make him/her glad and give a feeling of pleasure. The probable linkages in the sequence will be addressed between organizational commitment and turnover intention (Wolomasi, Asaloei & Werang, 2019).

Organisational Commitment (Dependent Variable)

Organisational commitment is the psychological relationship workers develop with their company. Often seen in three dimensions: affective commitment (emotional connection), continuation

commitment (perceived expense of quitting), and normative commitment (feeling of need to stay). Within the framework of primary school teachers, elements like the school culture, leadership style, and chances for professional development might affect their organizational commitment (Ramalho Luz et al. 2018). For companies as well as employees, organizational dedication has been linked to worthwhile results. Increased sentiments of belonging, security, efficacy, professional progression, pay, and internal incentives for the individual can all follow from higher engagement (Molose, 2019). The benefits of dedication for the company might include longer employee tenure, less turnover, less training expenses, more job satisfaction, acceptance of the needs of the company, and the fulfilment of organizational objectives including high quality by means of the rewards of dedication.

Three sources of commitment are found by Ramalho Luz et al. (2018: continuation, attitudinal, and normative source). Attitudinal commitment stresses attachment to the company; people invest all their efforts in their work, which is not required of them. Ramalho Luz et al. (2018) claim that continuity commitment emphasizes the concept of exchange and continuity. Normative commitment emphasizes an employee's sense of responsibility to remain with their company. Although other multidimensional models of organizational commitment exist, Baidoun (2018) notes that organizational research mostly accepts the three models suggested by Allen and Meyer (1990).

The study on the commitment idea is mostly diverse because of several goals that may be the aim of this connection (Baidoun, 2018). Research conducted in Brazil mostly focuses on the organizational aspect and studies only that. Regarding the state of the art of research in Brazil, the analysis of Baidoun (2018) who examined the agenda of research and the relevance of the theme, the emphasis of research, and the gaps highlights this issue.

Maki (2023) identified six approaches to the studies of commitment: affective, instrumental, normative, sociological, behavioural and affiliative; however, the unidimensional approach of commitment greatly affected the study of the construct until the 1980s and originated the most widespread organizational commitment measure, the Organizational Commitment Questioner. Although it is acknowledged as the amplitude of the research works in this field and the criticisms of the model (Chan, 2019), owing to its actuality in this study it was employed as the tridimensional model produced by Meyer and Allen (1991) and contributors. Although there are some commitment concepts, the authors of Meyer and Allen (1991) confirm in their review that there seem to be at least three common dimensions: attachment or affection to the organization (affective commitment), perception of loss on leaving the organization (instrumental commitment) and the obligation to remain in it (normative commitment). Chan, 2019.

Good results for companies and people follow from high degrees of organizational commitment. Teachers who are dedicated to their schools are more likely to go above and beyond in their duties, help to create a good school environment and hold their jobs over the long run. Conversely, a lack of organisational commitment can cause disengagement, poor performance, and turnover. Retaining teachers so depends mostly on improving organizational commitment (Chan, 2019).

Retention of Teachers (Dependent Variable)

Teacher retention is the proportion of instructors who stay employed by the same institution one year after another. It is becoming more and more crucial as the teacher shortage persists as it is a fundamental component of the effectiveness of learning environments. Retaining teachers lets schools invest more in resources for their pupils and saves money on recruitment and training, therefore benefiting the educational system (Opio, 2021).

Retention of teachers is the choice of educators to stay in their present positions instead of quitting the field or transferring to another institution. High turnover rates can disturb the continuity of instruction, increase the strain on surviving personnel, and result in extra expenses for recruitment and training (SODKAEW & Phetmalhkul, 2023). Teacher retention is therefore a major problem in education.

From the general standpoint of the educational industry, teacher retention is a phenomenon in terms of either labour scarcity or excess (Opio, 2021). Geiger and Pivovarova (2018) claim that since teacher retention directly influences pupils, one of the issues that worries global citizens. Furthermore depriving instructors of their instructional tactics, teaching experience, knowledge, and cognitive skills—qualities essential for further school development—are their low retention among them. Retaining excellent instructors is crucial as they may help to ensure that the teaching process is efficient and produces quality instruction and successful outcomes among the pupils (Opio, 2021). Buliba, Ngala & Tikoko (2023) claim that it is difficult for educational institutions to keep instructors particularly those who are successful and of high quality in instruction. Solomonson, Still & Maxwell (2021) claim that a high-quality education system depends on keeping instructors retained. Therefore, school managers should inspire teachers actively engaged in training and development to upskill and so improve teacher retention in the field of education.

Teaching retention, as used in the context of the schools, is the capacity to keep teaching staff members (Shrestha, Gnawali & Laudari, 2022). Teacher retention is the methodical effort made by school managers to provide an atmosphere capable of keeping teachers by means of rules and procedures, therefore meeting various demands among teacher populations. Using an example statistic like if the retention rate is 70%, one may show that there are 70% of instructors that are eager to remain in their field of work (Shrestha, Gnawali & Laudari, 2022). Usually, teacher retention involves worries about the current personnel count in educational institutions. Dividing the number of surviving teachers in the next year by the amount of the preceding year can help one find the retention rate (Shrestha, Gnawali & Laudari, 2022).

Furthermore included are the expenses of poor teacher retention including reduced student enrollment, harm to school morale, and time spent for screening, confirming, employing, a training new teachers. Perryman & Calvert (2020) advise that the approach the party uses should be emphasised in controlling teacher retention. Retaining teachers effectively may help to inspire great cohesiveness, high productivity, and a high degree of teacher responsibility to duty. More precisely,

instructors would not readily leave their field of work when they have been firmly anchored in their employment by successful tactics. This can also assist the viewpoint expressed by Reitman & Karge (2019) that schoolteachers need to be given sufficient tools in terms of training, equipment, social requirements, and environment to retain them.

From the standpoint of an organization, Geiger and Pivovarova (2018) contend that teacher retention should not be overlooked as it will help to attain school effectiveness in terms of student achievement, financial investment as well as sustainable development of the organization. Harris (2020) claims that low student academic performance will result from inadequate maintenance of favourable teaching working circumstances. Losing former instructors is characterized as a budgetary deficit as the relationship between teachers and pupils takes time to grow. Schools will incur losses in terms of prior recruitment, choosing, and training (Richardson, 2017).

Teacher retention can be influenced by several elements, including work happiness, organizational dedication, and outside elements like employment prospects in other sectors. Teachers' choices to stay or leave in rural and semi-urban locations like Larut, Matang Dan Selama may also be influenced by inadequate resources, isolation, and socioeconomic concerns (Besar, 2023). Thus, the development of plans to maintain instructors in the field depends on an awareness of the elements influencing retention.

Problem Statement

In the education sector, especially in rural and semi-urban locations like Larut, Matang Dan Selama, and Perak, teacher retention is a major difficulty. Rising rates of teacher turnover have become a recurring problem that causes interruptions in the continuity of education, higher recruiting and training expenses, and negative consequences on student performance. Consequently, administrators, legislators, and instructors still give maintaining teachers first priority. Many institutions still struggle to keep professors even if the issue is becoming more well-known. In elementary schools, this is especially troublesome as instructors greatly affect the lives of their young students (Carter Andrews et al. 2019).

Low teacher retention rates have often been linked in studies to various negative effects including lower school morale, poorer student performance, and more administrative burden. Studies conducted worldwide have shown that important indicators of teacher turnover are elements like discontent with one's profession, a lack of loyalty to one's organization, and outside variables including better career prospects elsewhere. Harris (2020) references studies from Malaysia that point to teachers in rural and semi-urban regions experiencing difficulties like poor resources, lack of support, and isolation—all of which help to explain their choice to quit the field.

The socioeconomic level of Larut, Matang, and Selama makes the issue of teacher retention even worse. Working in impoverished schools results in staff personnel in this field sometimes lacking

resources, including networks of support and chances for professional growth. Together with the stress from work, all of these issues might cause burnout and a lack of dedication to the company, therefore fostering high turnover rates (Lu, Zhao & While, 2019). Schools suffer as well as the bar for student learning is lowered by the never-ending cycle of recruiting, induction, and teacher turnover.

Given the several elements influencing teachers' decisions on whether to stay or go, tackling teacher retention calls for a multifarious strategy. In this sense, as an independent variable, job pleasure is quite important. Studies show that contented employees in their employment are more likely to stick to their institutions and keep on teaching. Encouragement of leadership, chances for development, a good working environment, and enough resources all help to make work life more satisfying (Opio, 2021).

Solving the fundamental problems with work satisfaction would help Larut, Matang Dan Selama retain its teachers. Schools should give top priority to establishing a good work environment that supports professional growth, offers enough tools, and advances a good school atmosphere. Working on raising organizational commitment also means supporting instructors in feeling more connected to and involved in their respective institutions. Mentoring programs, chances for leadership development, and other ways of professional progress help one to reach this.

Research Objectives

This research aims to find out how job satisfaction affects primary school teacher retention and organizational commitment. The research objectives are:

To evaluate primary school teachers' degree of job satisfaction in Larut, Matang Dan Selama, Perak.

To investigate among these teachers the correlation between work happiness and organisational commitment.

To find whether organizational commitment affects teacher retention in this area.

To investigate the particular elements affecting work satisfaction and their relevance for teacher retention.

To suggest ways to raise organizational commitment and work happiness, thereby strengthening teacher retention in primary schools in Larut, Matang Dan Selama, Perak.

Research Questions

RQ1: What is the level of job satisfaction among primary school teachers in Larut, Matang Dan Selama, and Perak?

RQ2: What is the relationship between job satisfaction and organisational commitment among primary school teachers in Larut, Matang Dan Selama, and Perak?

RQ3: How does organisational commitment affect the retention of teachers in primary schools in Larut, Matang Dan Selama, and Perak?

RQ4: Which specific factors influence job satisfaction and how do they contribute to the retention of primary school teachers in Larut, Matang Dan Selama, and Perak?

RQ5: What strategies can be proposed to improve job satisfaction and organisational commitment to enhance teacher retention in primary schools in Larut, Matang Dan Selama, Perak?

Research Hypotheses

H1 (Alternative Hypothesis): There is a significant relationship between job satisfaction and organisational commitment among primary school teachers in Larut, Matang Dan Selama, and Perak.

H0 (Null Hypothesis): There is no significant relationship between job satisfaction and organisational commitment among primary school teachers in Larut, Matang Dan Selama, and Perak.

H1 (Alternative Hypothesis): Organisational commitment has a significant effect on the retention of primary school teachers in Larut, Matang Dan Selama, and Perak.

H0 (Null Hypothesis): Organisational commitment does not have a significant effect on the retention of primary school teachers in Larut, Matang Dan Selama, and Perak.

H1 (Alternative Hypothesis): Specific factors influencing job satisfaction have a significant impact on the retention of primary school teachers in Larut, Matang Dan Selama, and Perak.

H0 (Null Hypothesis): Specific factors influencing job satisfaction do not have a significant impact on the retention of primary school teachers in Larut, Matang Dan Selama, and Perak.

Significance of the Study

The importance of this study is in its ability to offer insightful analysis of the elements influencing teacher retention in elementary schools in the Larut, Matang Dan Selama area of Perak, Malaysia. The results of this study will help to clarify the link between work happiness, organizational commitment, and teacher retention as well as provide doable suggestions for raising retention rates. Teachers, legislators, administrators of schools, and the larger community are among the several stakeholders predicted to gain from this study. It will also help to build the body of knowledge already in use on teacher retention and offer a basis for further studies in this field.

Contribution to Educators

At the outset of education, teachers significantly influence the course of their pupils. Still, their difficulties—especially in rural and semi-urban areas—often go unappreciated. This study will help teachers better grasp how organizational commitment and work satisfaction affect their choices on whether or not to remain in or quit their field. This study will provide useful suggestions for enhancing the working environment for teachers by pinpointing the particular elements that influence job satisfaction, like supportive leadership, access to resources, and professional development chances.

Furthermore, the research will underline the need for organizational dedication in keeping educators. Teachers who connect with the goals and values of their institutions and feel emotionally tied to them are more likely to keep their jobs. Understanding the elements that improve organizational commitment helps teachers to target building a good and encouraging school environment that supports long-term commitment.

In the end, this study will enable educators to speak up for the adjustments they require to flourish in their professions. This study will provide teachers with evidence-based suggestions enabling them to have meaningful dialogues with legislators and school administrators on the value of work satisfaction and organizational commitment in raising retention rates.

Contribution to School Administrators

Making a good and fit workplace for teachers falls on school officials. Nonetheless, many managers in rural and semi-urban settings have great difficulties including little resources and high turnover rates. This study will give school managers insightful analysis of the elements influencing teacher retention, helping them to apply focused initiatives to raise organizational commitment and work satisfaction.

The study will draw attention, for instance, to the need to give instructors professional development chances. School officials may increase work satisfaction and build teacher loyalty by supporting the expansion of their personnel. The study will also highlight how important supportive leadership is to keeping teachers. Approachable, sympathetic, and fast to reply administrators are more likely to keep on their instructors.

Furthermore, included in the presentation will be doable suggestions for raising organizational commitment. Administrators should promote teamwork, acknowledge successes, and provide teachers with chances to assume leadership positions if they want to create a good school environment. By encouraging a feeling of belonging, school officials may help to raise the possibility that instructors would stay in their roles for the long run.

Contribution to Policymakers

The shape of the educational system and the guarantee of teachers' fundamental help for success depend much on the policies adopted by governments. By use of evidence-based data, this study will assist legislators in rural and semi-urban regions to better grasp the particular difficulties faced by teachers there, especially in relation to work satisfaction and organizational commitment. By knowing the elements influencing teacher retention, legislators may more effectively satisfy the requirements of teachers in their particular jurisdictions.

The study may reveal, for instance, that rural schools require more money so that administrators and instructors would have better access to tools and more chances for professional growth. Furthermore, the results of this study might be used by legislators to promote laws enhancing educational environments and motivating supporting leadership. Dealing with the underlying reasons for teacher turnover would help legislators aim toward a more stable and effective educational environment.

More generally, this study will add to the continuing conversation on the worldwide retention of teachers. The outcomes will guide policy debates on how to raise teacher retention rates in different nations and areas, therefore offering insightful analysis. Policymakers could help to create best practices for keeping teachers all over by distributing the findings of this study to the international education community.

Contribution to the Community

Student success as well as the state of the economy depends on keeping qualified teachers in the classroom. Teachers leaving their jobs might generate disturbances in the learning process, therefore affecting student performance. This study will help individuals realize the need to help teachers guarantee their satisfaction and devotion to their work.

By stressing the elements influencing teacher retention, this study will inspire society to actively assist nearby institutions and educators. For instance, community people might give their time or skills to assist school projects or push for improved resources and professional development chances for teachers. Furthermore, by means of significant community participation in educational institutions, community members may assist in building a favourable and motivating atmosphere that motivates instructors to keep their jobs.

Moreover, the study will highlight the need to keep seasoned instructors as they provide the classroom with useful information and abilities. Supporting teacher retention helps the community to guarantee that children get a top-notch education ready for success in the future. Long term, this study will help to create a more stable and efficient educational system that advances the whole society.

Contribution to the Academic Community

By augmenting the amount of current research on teacher retention, job satisfaction, and organizational commitment, this study will also benefit the scholarly community. The results of this study will give fresh perspectives on the difficulties experienced by instructors in rural and semi-urban environments as well as useful suggestions for raising retention rates. Furthermore, the study will add to the current conversation on the need for organizational dedication and job satisfaction in keeping educators.

Future studies in this field will likewise find basis in the research. This study will offer a basis for more investigation on the subject by pointing up the main elements influencing teacher retention. Furthermore, the results could guide further research on the success of certain initiatives meant to improve teacher retention.

Limitation of The Study

Even if this study offers insightful investigation of how job satisfaction increases organizational commitment and retention of primary school teachers in Larut, Matang Dan Selama, and Perak, it is imperative to recognize the constraints that can reduce the generalizability and breadth of the results. These restrictions are caused in part by elements like sample size, regional restrictions, methodological limitations, and possible bias. Understanding these constraints helps one to interpret the results of the research more precisely and emphasizes areas of additional research need.

Sample Size

The sample size of this study is one of its main limitations. Time, money, and accessibility restrictions limit the study to a limited sample of Larut, Matang Dan Selama area primary school teachers. The limited sample size of the study might have brought bias into the data collecting method, hence the results could not be relevant to the main school teachers in Malaysia as a whole. If the research has a small sample size and the statistical power is lowered, it might be more difficult to find noteworthy correlations between variables.

The study will gather a varied group of volunteers from many local universities in an attempt to go beyond this restriction. Though they might not apply to all primary school teachers, especially those in more diversified geographical or pedagogical settings, the outcomes should nonetheless be carefully thought about.

Geographic Constraints

This study focused on the Larut, Matang Dan Selama area of Perak, Malaysia. This emphasis limits the

relevance of the results to other fields even while it enables a thorough analysis of the particular difficulties experienced by teachers in this field. Larut, Matang Dan Selama's socioeconomic situation, cultural elements, and educational facilities might be very different from those in other regions of Malaysia or in metropolitan areas. Consequently, the results might not be exactly applicable to educators functioning in various settings.

Future studies might solve this restriction by broadening the scope of the investigation to encompass a more varied geographic area enabling comparisons between rural, semi-urban, and metropolitan areas. This would give a more complete knowledge of the elements affecting teacher retention in several environments.

Methodological Limitations

Moreover, the approach applied in this study could have certain restrictions. The study could start with information gathered from freely filled-out questionnaires or interview answers. Among the biases influencing self-reported data is social desirability bias. This happens when participants respond in ways they believe society would find more aesthetically beautiful, even if those responses might reveal insightful information on the teachers' opinions and experiences. This can distort the findings and produce erroneous statistics.

Since the study uses cross-sectional data—which is gathered at one moment in time—it may also be unable to track changes in work satisfaction, organizational commitment, and teacher retention throughout time. Following the same individuals over time, longitudinal studies could offer a more complex picture of the interactions and changes in these elements.

External Factors and Contextual Influences

Furthermore, the possible impact of contextual elements and outside variables that the research approach might not completely handle limits this study. Though they might not be specifically included in the studies, government policies, economic situations, and societal perceptions of the teaching profession are all possible elements influencing teacher retention. The complicated interplay between the variables and the particular difficulties teachers in rural and semi-urban environments face—such as inadequate resources or isolation—may make it difficult to measure or control the elements under inquiry.

The study may use qualitative data—such as focus groups or interviews—to investigate these contextual elements in more depth, therefore overcoming this constraint. Crucially in the meanwhile is realizing that some outside variables could stay outside the purview of the research.

Potential Biases

In essence, one should consider as constraints possible biases in the analytics, data collecting techniques, and research design. Important variations between study participants and non-participants are possible causes of selection bias, but they are not the only ones. This can thus mean that the results might not be full or correct. Furthermore, impacted researcher bias might be the way data is interpreted, especially in qualitative research including subjective appraisal.

Using tried-and-true measurement methods and procedures like triangulation, which entails aggregating data from various sources to derive conclusions and lower bias, the study will follow strict standards for data collecting and analysis. One should be mindful, nevertheless, of the possibility of bias and how it can affect the results of the research.

Operational Definition

Table 1.1 Operational Definition

Job Satisfaction	Definition	Job satisfaction refers to the extent to which primary school instructors are content, happy, and gratified in their work. This encompasses their interactions with colleagues, working conditions, responsibilities, compensation, opportunities for professional growth, and overall work-life balance (da Cruz Carvalho, Riana & Soares, 2020).
	Measurement	Job satisfaction will be measured using a standardized survey instrument, such as the Job Satisfaction Survey (JSS) or a similar validated scale (Serafin & Doboszyńska, 2018). Respondents will rate their level of satisfaction on various dimensions of their job on a Likert scale (e.g., 1 = Strongly Disagree to 5 = Strongly Agree). The overall score will be calculated to assess the level of job satisfaction among the teachers.
Organisational Commitment	Definition	Organisational commitment is defined as the degree to which teachers identify with, are emotionally attached to, and are willing to put effort into their school (Chan, 2019). It includes affective commitment (emotional attachment to the school), continuance commitment (awareness of the costs of leaving the school), and normative commitment (feeling of obligation to stay).
	Measurement	Organisational commitment will be measured using the Organizational Commitment Questionnaire (OCQ) or a similar validated scale (Chan, 2019). The teachers will respond to items that assess their commitment to the school, with responses rated

Teacher Retention	Definition	Teacher retention refers to the likelihood of teachers remaining in their current positions in primary schools over a specified period. Retention can be influenced by factors such as job satisfaction, and organisational commitment, and external factors like opportunities elsewhere (Harris, 2020).
	Measurement	Teacher retention will be assessed using historical data on the turnover rates of teachers in the schools under study (Harris, 2020). Additionally, a survey will ask teachers about their intentions to stay or leave their current position within the next few years. Responses will be measured on a Likert scale (e.g., 1 = Very Likely to Leave to 5 = Very Likely to Stay).

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