FACTORS INFLUENCING RETENTION OF TECHNICAL INSTRUCTORS: A SURVEY OF TECHNICAL EDUCATION IN COMMUNITY SCHOOLS IN KATHMANDU

Raju Dhakal

A Dissertation

Submitted to
School of Education

in partial fulfillment of the Requirements for the Degree of
Masters in Technical and Vocational Education and Training

Kathmandu University
Dhulikhel, Nepal

November 2024

AN ABSTRACT

of the dissertation of *Raju Dhakal* for the degree of *Masters in Technical and Vocational Education and Training* presented on *21 November 2024* entitled *Factors Influencing Retention of Technical Instructors: A Survey of Technical Education in Community Schools in Kathmandu.*

APPROVED BY

.....

Richan Shrestha

Dissertation Supervisor

The retention of technical instructors has always been one of the major challenges for TVET institutes in terms of their sustainability. So far, no study has been carried out on the factors influencing the retention of technical instructors in TECS schools in Nepal. Thus, identifying the factors influencing the retention of technical instructors was the central concern of this research.

The study featured a quantitative approach to identify the factors influencing the retention of technical instructors in TECS schools in Kathmandu Valley.

A survey was conducted using a contextualized questionnaire among the 180 technical instructors who have been teaching in valley-based TECS schools for at least one year. To analyze and interpret data, exploratory factor analysis, descriptive statistics, regression, and ANOVA were used.

The result revealed four components that were influencing the retention of technical instructors, at least in valley-based TECS schools: i) Working Environment, ii) Work-Life Balance, iii) Overall Job Satisfaction, iv) Want, v) Personal and Professional Development. The study uncovered that the most influential factor in the retention of technical instructors was Personal and Professional Development Opportunities within the institute, followed by work-life balance. Among these factors, overall job satisfaction was less influential in the retention of the technical instructors.

The findings of this study implied that job satisfaction, though a crucial factor, alone does not completely ensure long-term job retention. Professional development is highly valued by instructors, and so are the opportunities for career advancement. Additionally, the capability to manage work and personal obligations is a significant factor in instructors' decisions to remain in the institute. Thus, the study suggests that one of the strategies to prevent burnout and potentially increase retention rates is to provide flexible schedules and manageable workloads.

Thus, this research identified the influential factors in the retention of technical instructors in valley-based TECS schools. The findings of this research can be helpful, especially for the program coordinators, principals, and the management committee who are struggling with the high turnover of the technical workforce in their institutes. The findings of this study are useful for helping the policymakers and other stakeholders in the TECS program.

……..……. 21 November 2024

Raju Dhakal

Degree Candidate

शोध सार

विकास अध्ययनमा स्नातकोत्तर डिग्रीको लागि राजु ढकालको शोध प्रबन्धको शीर्षक "प्राविधिक प्रशिक्षकहरुको स्थायीत्वलाई प्रभाव पर्ने कारकहरु: काठमाडौंका सामुदायिक विद्यालयहरुमा प्राविधिक शिक्षाको सर्वेक्षण" ६ मङ्सिर २०८१ मा प्रस्तुत गरिएको थियो।

.....

रिचन श्रेष्ठ

शोध निर्देशक

प्राविधिक प्रशिक्षकहरूको स्थायीत्व प्राविधिक तथा व्यावसायिक शिक्षा तथा तालिम संस्थाहरूको दिगोपनको लागि सधैं चुनौतीको विषय रहँदै आएको छ । प्राविधिक तथा व्यावसायिक शिक्षा तथा तालिम कार्यक्रमहरु सञ्चालन गर्दै आएका नेपालका सामुदायिक विद्यालयहरूमा प्राविधिक प्रशिक्षकहरूको स्थायीत्वलाई प्रभाव पार्ने कारकहरूबारे अध्ययन पर्याप्त मात्रामा भएको पाइदैन । यसकारण पनि यो अनुसन्धानले प्राविधिक प्रशिक्षकहरूको स्थायीत्वलाई प्रभाव पार्ने कारकहरू पहिचान गर्ने मुख्य उद्देश्य राखेको छ ।

यो अध्ययनले काठमाडौँ उपत्यकामा अवस्थित सामुदायिक विद्यालयहरूमा प्राविधिक प्रशिक्षकहरूको स्थायीत्वलाई प्रभाव पार्ने कारकहरू पहिचान गर्न परिमाणात्मक विधिको प्रयोग गरिएको छ ।

काठमाडौं उपत्यकामा अवस्थित सामुदायिक विद्यालयहरूमा कम्तीमा एक वर्षदेखि अध्यापन गरिरहेका १८० जना प्राविधिक प्रशिक्षकहरूमाझ सन्दर्भीकृत प्रश्नावली प्रयोग गरी सर्वेक्षण गरिएको थियो । तथ्यांकको विश्लेषण र व्याख्या गर्नका लागि अन्वेषणात्मक कारक विश्लेषण, वर्णनात्मक तथ्यांक, रिग्रेसन र एनोभा विधिहरू प्रयोग गरिएको थियो ।

यस अनुसन्धानले काठमाडौं उपत्यकामा अवस्थित सामुदायिक विद्यालयहरूमा प्राविधिक प्रशिक्षकहरूको स्थायीत्वमा चारवटा प्रमुख कारकहरूको प्रभाव रहेको देखाएको छ जुन कार्यस्थलको वातावरण, कार्य-जीवन सन्तुलन, पेशाप्रतिको सन्तुष्टि र व्यक्तिगत तथा व्यावसायिक विकास रहेका छन् ।

अध्ययनले संस्थाभित्र उपलब्ध व्यक्तिगत तथा व्यावसायिक विकासका अवसरहरू प्राविधिक प्रशिक्षकहरूको स्थायीत्वको सवैभन्दा प्रभावकारी कारक रहेको पत्ता लगायो । कार्य-जीवन सन्तुलन दोस्रो प्रभावकारी कारक रह्यो भने समग्र पेशाप्रतिको सन्तुष्टि प्राविधिक प्रशिक्षकहरूको स्थायीत्वमा तुलनात्मक रूपमा कम प्रभावकारी कारक रहेको पाइयो ।

यस अध्ययनको निष्कर्षले पेशाप्रतिको सन्तुष्टि महत्वपूर्ण कारक भएपनि केवल यस कारकले मात्र दीर्घकालीन स्थायीत्व सुनिश्चित गर्न पर्याप्त हुँदैन भन्ने देखाउँछ । प्राविधिक प्रशिक्षकहरूले व्यक्तिगत विकास र व्यावसायिक विकासको अवसरलाई उच्च मान्यता दिन्छन् । यसको साथै प्राविधिक प्रशिक्षकहरूले व्यक्तिगत जिम्मेवारीहरू व्यवस्थापन गर्ने क्षमताले प्रशिक्षकहरूलाई संस्थामा रहिरहन प्रेरित गर्न महत्वपूर्ण भूमिका खेल्दछ । तसर्थ कुनै पनि प्राविधिक तथा व्यावसायिक कार्यक्रम सञ्चालन गरेका सामुदायिक विद्यालयहरुले प्राशिक्षकहरुको स्थायीत्व दर बढाउन यी करकतत्वहरु सहयोगी रणनीति हुन सक्छ ।

अन्त्यमा, यो अनुसन्धानले उपत्यका भित्रका सामुदायिक विद्यालयहरूमा प्राविधिक प्रशिक्षकहरूको स्थायीत्वका प्रभावकारी कारकहरू पहिचान गरेको छ । यस अध्ययनका निष्कर्षहरूले उच्च कर्मचारी परिवर्तन दरबाट समस्यामा रहेका कार्यक्रम संयोजक, प्रधानाध्यापक, र व्यवस्थापन समितिलाई सहयोग पुऱ्याउन सक्छ । साथै, यस अध्ययनका निष्कर्षहरूले सामुदायिक विद्यालयहरूको प्राविधिक शिक्षा तथा व्यावसायिक तालिम कार्यक्रम संचालनार्थ नीतिनिर्माताहरू र अन्य सरोकारवालाहरूलाई पनि टेवा पुर्याउने छ ।

..... ६ मंसिर २०८१

राजु ढकाल
उपाधी उम्मेदवार

This dissertation entitled *Factors Influencing Retention of Technical Instructors: A Survey of Technical Education in Community Schools in Kathmandu* presented by *Raju Dhakal* on *21 November 2024*.

APPROVED BY

…… 21 November 2024
Richan Shrestha
Dissertation Supervisor

…… 21 November 2024
Anil Muni Bajracharya
External Examiner

…… 21 November 2024
Asst. Prof. Suresh Gautam, PhD
Head of Department, Development Education

…… 21 November 2024
Prof. Bal Chandra Luitel, PhD
Dean/Chief, Research Committee

I am fully aware of and agree with the fact that my dissertation will be added to the Kathmandu University Library's permanent collection. With the signature below, I authorize access to my dissertation to all readers with academic motives.

…… 21 November 2024
Raju Dhakal
Degree Candidate

DECLARATION

I hereby declare that this dissertation is my original work, and it has not been submitted for candidature for any other degree at any other university.

……. 21 November 2024

Raju Dhakal

Degree Candidate

DEDICATION

To

My Late Father Mr. Krishna Prasad Dhakal

&

My Late Mother Krishna Kumari Dhakal

"Though you are no longer with us, your everlasting love continues to guide me every day."

A special thanks to

Pratiksha Bhuwai

Your inspiration, support, and trust have always been my constant source of strength.

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to all who supported me throughout my academic journey. It would definitely not have been possible without them. I am very grateful to my dissertation supervisor, Mr. Richan Shrestha, for his scholarly support and for providing me with enlightening comments and feedback. More significantly, he provided me with plenty of time to guide me academically and improve my dissertation. In the same way, I want to express my deepest gratitude to all of the faculty and professors at KUSOED, especially Dr. Prakash Kumar Poudel and Dr. Mukunda Mani Khanal, for their unwavering support throughout this dissertation writing. They kept encouraging me to complete my dissertation.

I would also extend my heartfelt thanks to all the program coordinators and principals of the TECS schools located within the Kathmandu Valley for their immense assistance during the data collection.

I am so thankful to Mr. Aayush Bhatta for his insightful comments and feedback on dealing with quantitative research methods and for guiding me in using quantitative tools in my dissertation.

Finally, I would also like to show appreciation to all my MTVET batch mates, especially Mr. Indra Mani Dhakal and Mrs. Laxmi Ghimire, who have always motivated me to complete my dissertation. Last but not least, genuine thanks go to all the authors and scholars whose works have funded my understanding and knowledge of my research topic.

Raju Dhakal
Degree Candidate

TABLE OF CONTENTS

ABBREVIATIONS

ANOVA	Analysis of Variance
CTEVT	Council for Technical and Vocational Education and Training
DCE	Diploma in Civil Engineering
DCOM	Diploma in Computer Engineering
DGE	Diploma in Geomatic Engineering
DPS	Diploma in Plant Science
DAS	Diploma in Animal Science
ER	Employee Retention
GoN	Government of Nepal
HoD	Head of Department
JS	Job Satisfaction
KUSOED	Kathmandu University School of Education
MoEST	Ministry of Education, Science & Technology
MTVET	Masters in Technical and Vocational Education and Training
NPC	National Planning Commission
PDCE	Pre-Diploma in Civil Engineering
PDPS	Pre-Diploma in Plant Science
PPD	Personal and Professional Development
SD	Standard Deviation
SEE	Secondary Education Examination
SLC	School Leaving Certificate
SSDP	School Sector Development Program
TECS	Technical Education in Community Schools
T-SLC	Technical School Leaving Certificate
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNE-VOC	United Nations Educational, Scientific and Cultural Organization and Vocational Education
WE	Working Environment

WLB Work-Life Balance

LIST OF FIGURES

LIST OF TABLES

CHAPTER I
INTRODUCTION

According to the Council for Technical and Vocational Education and Training (CTEVT) (2013), the Technical Education in Community Schools (TECS) program in Nepal is an ambitious supplemental program in community schools that provides technical education and vocational training (TVET) by making the best use of physical facilities, human resources, and overall management currently in place. In a short period of implementation, this program has been impactful in expanding access to disadvantaged groups of people, especially in remote areas. Among various fundamental elements, the technical human resources associated with such TVET institutes are one of the prime components for the sustainability of the TECS program. In this regard, their retention plays a crucial role in the overall development of TECS schools in the long run. However, significant numbers of TVET institutes are struggling to retain their instructors for technical subjects, which is why the quality of the program is compromised.

In Nepal, the TECS program has been ambitious in directing technical education and vocational training, specifically towards disadvantaged groups of people in remote areas. The progress of the program since its inception has been sincerely expanding access to technical education and, thus, creating a skilled workforce. The success and continuation of the TECS program depend entirely on keeping qualified technical instructors. These are the instructors who provide not only the much-needed technical instructions but also assure the consistency and sustainability of the program in the long run. Indeed, without an assured pool of committed instructors, there is a risk that the program will be less successful or effective.

Irrespective of that, many of the TVET institutes in Nepal are suffering from serious retention problems. Instructor high turnover rates may disrupt the program, leading to uneven educational quality for students. This turnover may be influenced by several factors, such as limited career advancement prospects, insufficient remunerations, and the absence of institutional support for instructors' professional growth.

Addressing these challenges will contribute to better retention of technical instructors, thus enhancing the sustainability and success of the TECS program. The study shall, therefore, look into the most influential factors that affect instructor retention in valley-based TECS schools, intending to provide insights to inform better retention strategies.

Context of the Study

It has been more than a decade since I started working as a secondary-level teacher in one of the valley-based community schools. The school had a very experienced and energetic team, especially the principal and the chairperson of the school management committee, who were so determined to experiment with something new in the field of TVET. That's when they proceeded to get the affiliation to run one of the CTEVT engineering courses. It only took a few months to get the affiliation, and the school planned to run a three-year diploma in the computer engineering program. That's when I got an opportunity to get linked with the TVET program. We started the program with fourteen students enrolled in the first semester. The next year, we got an affiliation to run a Diploma in Civil Engineering as well. Gradually, we had a significant increment in the number of diploma enrollments. One of the programs had complete occupancy, and the other had half occupancy. This continued for several years. Everything has been going well so far. But all of a sudden, we had a situation where instructors started quitting their jobs at regular intervals of time. We had to hire a new teaching staff every semester, which later became a critical problem to run the program smoothly. One primary concern with the high turnover in diploma programs was the loss of a trained and experienced workforce. On the other hand, the institutes must reinvest their time and resources to train the new workforce for effectively running the programs. We started having a challenging situation not only to re-recruit sound technical human resources but also to retain the existing ones.

As a program coordinator in one of the TECS schools, I was very fascinated to explore the reasons behind the poor retention of technical instructors. On the one hand, we were one of the popular schools in our locality, and on the other hand, they were paid decently. Still, we could not manage to motivate the technical instructors to continue their job. Deep down in my heart, I wanted to explore this problem someday. This is how the idea got triggered, and I chose this topic for my research proposal for an MTEVT at KUSOED.

From my own experience over the last one and a half decades, I believe the retention of instructors does not solely depend upon one or two factors. Some important factors, such as job satisfaction, organizational work culture, opportunities for professional development, and work-life balance, influence instructors' retention. Positive relationships with coworkers and management, as well as recognition for contributions, are frequently associated with job satisfaction (Duffy & Lent, 2009). According to Ramsden (1998), organizational support, which can include resources and administrative assistance, can boost instructors' commitment and sense of belonging. According to Kirkpatrick and Kirkpatrick (2006), ongoing professional development opportunities can also have a significant impact on retention by encouraging skill development and career advancement. Last but not least, a healthy work-life balance is essential because overwork or rigid work schedules can cause burnout and employee turnover (Maslach & Leiter, 2016).

Statement of the Problem

TVET has been touted as one of the best avenues in education, particularly in most developing countries around the world. The inception and scaling up of this form of training have led to the rapid expansion of economies in a relatively short period within most Asian countries (Shrestha, 2013). This type of training is very essential in producing both low- and middle-level skilled manpower, hence hastening the individual and national economies. From this perspective, Nepal has been striving relentlessly for decades in the dissemination of TVET. In this regard, Nepal has also been fostering TEVT as a national priority for a couple of decades. In this regard, Nepal has also been fostering TEVT as a national priority for a couple of decades. At present, there are 1606 TVET institutes throughout the country (Ministry of Education, Science and Technology [MoEST], 2022). Among them, 1121 TVET institutes are affiliated with CTEVT (CTEVT, 2024). The number of TECS schools also increased significantly from 397 in 2018/19 to 639 in 2023/24 which is more than 37% (CTEVT, 2024). The demand for technical instructors increased significantly because of the expansion of the TVET program (UNESCO & Vocational Education [UNEVOC], 2012).

In Nepal, the retention of technical instructors in TVET institutions is increasingly becoming a critical issue that hampers the overall quality of technical education. Despite the growing demand for skilled technical professionals, many institutions face challenges in maintaining a stable workforce of qualified technical

instructors. Preliminary observations indicate that factors such as job satisfaction, career advancement opportunities, and institutional working environment significantly influence instructors' decisions to remain in their positions. According to Hemschemeier (2017), the salary scale is one of the main reasons for this scarcity of technical instructors (as cited in Sultangaliyeva, 2019). Does it have something to do with the working environment as well? Although TVET seems very promising, technical instructors are not interested in continuing their profession longer. These issues triggered a few questions that have yet to be answered. What might be the possible reasons closely associated with the job satisfaction of technical instructors? Why are they not willing to continue their jobs in such a promising sector? What might be the promising factors influencing the retention of technical instructors in TECS? Limited empirical research has systematically examined the factors influencing the retention of technical instructors in TVET institutes in the Nepalese context. On top of that, no such studies have been conducted at the TECS schools. Understanding these influences is essential for developing effective retention strategies that enhance the sustainability and quality of TECS Schools. This study seeks to quantitatively investigate the factors influencing the retention of technical instructors in TECS schools.

Purpose of the Study

The study aimed to explore various organizational factors and their extent of influence in determining the retention of technical instructors in TECS schools in Kathmandu Valley. In the meantime, the study also focuses on identifying the factor perceived as the most influential, mainly by the technical instructors employed in TECS in Kathmandu Valley regarding their retention.

Research Questions

The research questions framed to achieve the aforementioned research purpose are as follows:

1) What is the level of organizational factors influencing instructors' retention in their institutions?
2) To what extent do organizational factors (such as workload, working environment, work-life balance, and personal and professional development opportunities) significantly influence the retention of technical instructors in TECS Schools?

Hypotheses of the Study

Hypotheses 1: There is a significant relation between a positive working environment and the retention of instructors in TECS schools.

Hypothesis 2: Work-life balance and retention of instructors in TECS schools are significantly correlated.

Hypothesis 3: A higher level of personal and professional development opportunities is positively related to the higher retention rate of instructors in TECS schools.

Hypotheses 4: Instructors with higher levels of overall job satisfaction are more likely to stay in TECS schools.

Rationale of the Study

The retention of technical instructors from the schools under TECS is considered a critical issue in ensuring that Nepal's technical and vocational education is sustainable and effective. Despite the ambitious expansion of the TECS program, a challenge remains in retaining qualified instructors, which is a factor that impinges directly on the quality of education and overall success of the program. This study is crucial and will help ascertain the factors that influence instructors' retention, which are overlooked in the current literature, given that technical instructors are surrounded by circumstances different from those in TECS schools. In that respect, the investigation into each of these factors will help add to the literature on aspects that would inform various retention strategies that enhance long-term success in technical education within Nepal. This information will, in particular, be very helpful to policy framers and educational institutions in formulating specific strategies that ensure qualified instructors are retained, which would go a long way toward the evolution of TVET in the country.

Significance of the Study

An institute is always looking forward to offering a decent working culture to its employees. TVET is despite being so promising and a wide area in a developing country like Nepal, is not able to attract many instructors. Why? This obvious question does not have very promising answers due to very few in-depth studies regarding this issue. Hence, this study will surely contribute to a better understanding of the factors that influence the retention of technical instructors in TECS schools. On the other hand, this study will also help the TVET institutes, stakeholders, policymakers, and other concerned bodies to pinpoint the possible causes of the poor

retention rate of technical instructors in various TVET institutes and to develop effective strategies to increase their retention.

Delimitations of the Study

To make the study specific, some delimitations are set. Several factors influence the retention of technical instructors in a TVET institute. However, the study is focused only on the organizational factors (i.e., working environment, work-life balance, flexible work schedule, personal and professional development, etc.). Likewise, the study was delimited to the TECS schools located within the Kathmandu Valley. The reason for restricting the study to Kathmandu Valley is its unique socio-economic and administrative peculiarity. In contrast, Kathmandu Valley is densely populated, providing a representative and manageable sample in an urban scenario. Furthermore, due to pragmatic limitations such as time, resources, and accessibility, I focused on the TECS school within the valley.

Definition of the Terms

The meaning of the terms can differ depending on the situation and the context. Such terms often carry different connotations and interpretations based on their usage. To facilitate understanding, the terms or phrases used in this study carry the following meaning.

Workload

According to Michiels and Smeesters (2014), workload is a multifaceted concept with mental, emotional, and physical components that all affect a person's performance and general well-being. In the study, the term "workload" is a noun that refers to the total amount of work, both in terms of quantity and complexity, that is assigned to a person or group over a given period of time.

Work-life Balance

Greenhaus and Allen (2011) define work-life balance as the degree to which a person is equally involved in his roles as a family member and employee. In this study, the term "work-life balance" shall refer to a harmony between work and personal life domains in order to reduce conflict and improve performance and satisfaction.

Technical Instructor

In this study, technical instructors shall refer to a teacher or trainer with expertise in imparting technical skills, knowledge, and competencies in a particular field, such as engineers, doctors, medical persons, IT technicians, and so on.

Personal and Professional Development

Personal development refers to the activities and initiatives aimed at enhancing a person's abilities in various aspects of life. Professional development, on the other hand, entails gaining new knowledge, abilities, and competencies in order to progress in one's career. It includes formal training, practical experiences, workshops, and expertise in a professional context (Day, 2000).

Job Security

In this study, job security refers to an individual's assurance regarding the continuation of their job without any fear of losing it unexpectedly (Greenhalgh & Rosenblatt, 1984).

Jos Satisfaction

The term "job satisfaction" shall describe how happy, fulfilled, or content a person is with his/her work. It is a complicated and multifaceted idea that is impacted by a number of elements, including the workplace culture, pay, relationships with coworkers, and chances for both professional and personal development (Judge et al., 2010; Schneider et al., 2013; London, 2014; Eisenberger et al., 2019)

Personal Commitment

In this study, the term "personal commitment" refers to the inner drive and responsibility an individual feels to fulfill their promises or achieve objectives (Meyer & Herscovitch, 2001).

Overload

According to Schuler (1980), overload is when the role demands are so great that time and resources become insufficient to meet them, resulting in strain and stress. In this study, the term "overload" refers to the condition when the demand placed on an individual is beyond their ability to manage it, resulting in stress, exhaustion, and decreased productivity.

Recognition

In this study, the term "recognition" shall refer to a way of expressing gratitude and respect for an individual's efforts or contribution, especially by peers, supervisors, or the organization itself (Brun & Dugas, 2008).

Flexible Work Schedule

The phrase "flexible work schedule" here in this study shall refer to the arrangement that permits employees to make some adjustments to their working hours as per their needs and preferences while still fulfilling job requirements (Hill et al.,

2008). Flexible teaching hours, shortened workweeks, part-time schedules, and work from home are some of the beauty of flexible work schedules.

Organization of the Study

This study comprises altogether seven chapters. Chapter I sets the background of the entire study, whereas the relevant literature related to the study is reviewed in Chapter II, along with the presentation of the theoretical framework. Consecutively, the details of the research methodology have been discussed in Chapter III. In Chapter IV, demographic variables used in this study have been discussed. This chapter also identifies the factors influencing the retention of technical instructors in TECS schools and presents the most influential factor among them. Likewise, Chapter V presents the key findings and discussion of the research. Finally, Chapter VI presents the summary, conclusion, and implications of this study.

CHAPTER II
LITERATURE REVIEW

Though retention of instructors is a promising research topic, there is not much literature regarding the retention of technical instructors in TECS schools in Nepal. This chapter deals with the literature review for the research under four sections – thematic review, policy review, theoretical review, and research gap. The thematic review covers defining employee retention and the concept of the TECS program in community schools. Under policy review, policies related to TECS schools and employee retention in TVET institutes are considered. Expectancy theory has been adopted as a theoretical reference for employee retention models. Finally, the research gap section shows the contextual and methodological gap between the existing literature and my research study.

Employee Retention and Conceptual Overview

According to the Oxford Dictionary, retention is the act of continuing to own, use, or control over something. Employee retention is simply a phenomenon of encouraging staff members to stay with the organization until any project is completed (Kaur, 2014). It is frequently thought of as having to do with the measures taken by employers to try to keep their workers on board. It is all about promoting the overall job satisfaction of the employees. It all comes down to the mix of being treated with dignity, getting paid fairly, feeling trusted by others, having a stable job, and having adequate opportunities to express oneself and use one's special abilities (Kaur, 2014).

United Nations Educational, Scientific and Cultural Organization (UNESCO) (2015) strongly advocates that having instructors who are well-qualified, self-driven, and well-motivated is essential for student learning as they play a crucial role in their academic success and their caliber affects students' outcomes (Shishavan & Sadeghi, 2009). Hence, it is an important managerial aspect for any educational institute to recruit quality instructors but retaining them in the teaching profession for the targeted time frame is even more important. Ojha (2016) supports this argument and states that the degree of acceptance and support new teachers receive at the building level influences their decision to continue teaching.

From the discussion above, it can be said that quality instructors are not only an integral part of an institute but of society as well. Hence, understanding the value of quality instructors helps in their retention and accelerates shaping the future of new learners.

TECS Program

Throughout the nation, technical education and vocational training are coordinated and policy-formulated by the Council for Technical Education and Vocational Training (CTEVT). Along with developing and fostering TVET, it also works with TVET stakeholders to improve the programs' efficacy, responsiveness, and efficiency in order to guarantee their quality. The mission statement of CTEVT is very clear which is to ensure that the TVET program is in access to all Nepalese and they are eventually employed (CTEVT, 2005). CTEVT aims to produce a competent technical workforce even in the remotest part of the country. The Technical Schools established under CTEVT were the pioneer institutions in Nepal to address the shortcomings of TVET. These constituent institutions of CTEVT were preparing the middle-level skilled workforce needed for the job market, especially at a regional level. However, the limited numbers of such institutions were unable to provide adequate access to the large population. Further, the expansion of technical schools was quite a challenge because it required heavy investment. On the other hand, the private institutions operating in affiliation with CTEVT had a high fee structure due to which the students from underprivileged and geographically disadvantaged areas could not afford technical education. This made it imperative to investigate affordable technical education programs to address the requirements of a marginalized population. Expanding technical education among the targeted population segments appears to be possible through a supplemental TVET program for general high schools (Shrestha, 2013, p. 99).

CTEVT started the TECS program, formerly known as Annex Division, in 2002 in collaboration with the Department of Education. CTEVT (2001) urged that the Annex program be a supplementary program aiming to provide technical education along with vocational training to the unemployed and non-college-bound or dropout youths. This program is a cost-efficient skilled development program conceptualized for implementation in general secondary schools (Sharma, 2013). There are two categories of the TECS program – an eighteen-month Pre-Diploma (formerly known as a Technical School Leaving Certificate [T-SLC]) and a three-year

Diploma. The former is specially allotted for the SEE/SLC failed or school dropouts, while the latter is for SEE/SLC pass out.

A total of 1115 TVET institutions are under CTEVT, out of which 572 are run under the TECS modality (CTEVT, 2022). CTEVT and the government have considered the TECS program a prominent way to expand technical education, especially for the disadvantaged and marginalized groups of the population. It is, therefore, spreading well across the country with the aim of reaching all 753 local levels.

Table 1

TECS Programs in Various Provinces

S.N.	Province	TECS program
1	Koshi Province	45
2	Madesh Province	92
3	Bagmati Province	118
4	Gandaki Province	60
5	Lumbini Province	88
6	Karnali Province	107
7	Sudurpaschim Province	129
	Total	639

(CTEVT, 2024)

Table 1 shows the number of TECS programs (Pre-diploma and Diploma Level) that have been run in all the provinces of Nepal. The number of TECS programs is significantly high in Sudurpaschim Province, followed by Bagmati Province and Karnali Province. The Koshi Province offers the least number of TECS programs. Despite extreme land topography and fewer educational facilities, Sudurpaschim Province and Karnali Province offer students significantly higher TECS programs than other provinces.

The experts who have worked as pioneers to launch the TECS program strongly argue that the dream of CTEVT to skill Nepal for people's prosperity by expanding TEVT programs and ensuring access and equity is only possible through the sustainability of the TECS program. This statement clearly shows how crucial the program is for a developing country like Nepal. However, unsymmetrical distribution of the program, inadequate infrastructure, lack of supervision and evaluation,

inadequate funds, old and unscientific curriculum, etc., are the hindrances of the TECS program at present, which must be addressed on time for the sustainability of this program and meet the goal on time.

Factors Influencing Retention of Technical Instructors

Depending upon the circumstances, several factors might influence the retention of technical instructors. As highlighted by Sultangaliyeva (2019), such factors can be categorized into four main groups – professional factors (personal development, promotion opportunities, etc.), psychological factors (job satisfaction, commitment, bonds with co-workers, etc.), organizational factors (working environment, workload, communication, employees' benefits, etc.), and financial factors (pay or incentive, bonus, etc.).

Professional Factors

Personal and Professional Development

One of the most influencing factors for employee retention is personal and professional development in an organization (Horwitz et al., 2003). Those workers are more likely to decide to stay in the organization for a longer period of time if they believe that their organizations are investing in them to improve their skills and abilities (Saks, 2006). Every employee feels positive when they are offered adequate opportunities to learn and grow better, improving their current skill. In a study by Jo (2008), the majority of employees stated that their primary reason for leaving their jobs was a lack of career development opportunities at their organizations.

Allen et al. (2013) established that the availability of professional development programs enhances the skills of employees, which in turn influences the development of loyalty, leading to reduced turnover intentions. Similarly, Dockel (2003) also established that continuous professional development opportunities can increase staff retention. This directly resonates with my research findings, where personal and professional development emerged as the most significant determinant of instructor retention. Because I have spent more than a decade as an administrative member in TECS school, I too have kind of similar experience – which is employees who perceive that their employers invest in their skill enhancement, career advancement, and long-term growth are more likely to be committed to their professions.,

Promotions

Dockel (2003) states that the offered promotion motivates employees and enhances retention. The combination of decent pay and promotion may be one of the best ways to encourage and promote workers, which can significantly increase the chance of job retention (House et al., 1996). If the workers perceive obvious opportunities for personal and professional growth, such as promotions, additional responsibilities, or new roles, they are more likely to stay with the company (Griffeth et al., 2000).

If I have to put my opinions regarding promotions based on my experience as a program coordinator in one of the TECS schools, the idea that promotions help retain employees is generally supported in practice, but it’s not a one-size-fits-all solution. Here's my take: while promotions are important, retention also depends on factors like company culture, work-life balance, compensation, and job satisfaction. If a promotion feels like a token gesture, without meaningful increases in responsibility, authority, or pay, it might not have the desired impact.

Psychological Factors

Influence of Co-workers

Employees often feel a sense of urgency or expectation to do the same, which is known as social pressure when they see their co-workers changing jobs frequently. Martin and Martin's (2003) study findings note that co-workers' intentions significantly affect an employee because the more positive perception of the co-workers to leave the job, the more possibility of an individual wanting to leave. Other factors that influence decisions to remain or leave, according to Eisenberger et al. (2001) include the social influence of coworkers.

Alternative Job Opportunity

Employees might leave the organization if they perceive alternative job opportunities (Luthans, 1995). When an employee has a higher educational background or enough experience or both, there might be a chance for perceiving alternative job opportunities (Cotton & Turtle, 1986). This means that highly qualified employees often have access to wider opportunities. In addition, academically sound and experienced workers are more likely to perceive alternatives. Heng & Quazi (2003) argue that knowledge workers leave organizations when better opportunities are perceived.

Work-life Satisfaction

Several pieces of research show that factors such as work-life satisfaction may determine retention factors (Sultangaliyeva, 2019). When employees consider the organization as a place where they can grow both personally and professionally, there comes a degree of satisfaction, and it is more likely for them to find a sense of belonging and commitment. (Brewster et al., 2011).

Organizational Factors

Workplace Environment

The stability of the organization, along with a friendly working environment, attracts employees to stay and work in that organization (Bergmann & Scarpello, 2011). Basic facilities such as proper lighting, ventilation, open space, restroom, furniture, safety equipment, drinking water, and refreshments, if not provided, are also the prime factors that make employees not stay longer in the organization as employees are not capable of facing up such difficulty for a long time (Singh, 2008, as cited in Mamun & Hasan, 2017). This is in line with the conclusion of my research, where retention was significantly impacted by a positive work environment characterized by Effective communication, supportive management, and cooperative relationships with coworkers. These components decrease turnover intentions by fostering a sense of fulfillment and belonging.

Workload Flexibility

Work-life balance has been one of the primary concerns for the majority of the employees in the present situation. In this sense, the employees expect their organizations to offer them flexible working schedules. Imbert-Bouchard (2019) also emphasizes that in case an organization is not in a position to offer alluring compensation packages, in such a workplace, flexibility has emerged as one of the major means to retain high achievers, which may include flexible working hours, compressed work week, homeworking, etc.

Flexible working hours can help reduce the level of stress among workers and increase their job satisfaction (Thomas & Ganster 1995). This shall, in turn, automatically bring up higher retention rates. Furthermore, Allen et al. (2013) have stated that workplace flexibility helps individuals balance personal and professional responsibilities, leading to increased loyalty and lower intentions to quit. This directly resonates with my observations in one of the pioneers of TECS schools in Kathmandu Valley, where part-time instructors, especially in civil and computer engineering,

prefer flexible work schedules where they get adequate room to manage their workload and personal and family commitments.

Employee Benefits

Employee benefits are those benefits provided to employees beyond regular salary and wages. Among the benefits offered to employees include maternity leave, sick and annual leave, contributions to retirement fund, healthcare benefits, childcare benefits, and many more. Ninety-two percent of workers believe that employee benefits are crucial to their overall job satisfaction, according to a 2018 Society for Human Resources Management (SHRM) study.

Benefits, in addition to salaries, are important retention factors for job satisfaction and well-being. SHRM (2018) highlights that an organization offering comprehensive benefits packages oftentimes has higher retention and engagement rates since these benefits will enhance work-life balance and morale among workers as confirmed by Mubarak et al. (2012). Moreover, benefits such as healthcare and retirement funds significantly impact the decisions of the employees to continue in the same organization (Ambrose et al., 2005).

Superior-Subordinate Relationship

Axa (2019) emphasizes that the lack of sound superior-subordinate relationships makes junior employees feel like commodities instead of humans. According to Zenger et al. (2000), employees who hold senior-most positions in management or the organization need to be good role models for their subordinates. A better relationship with seniors has a positive impact on employees, which makes them feel valued in the company and this improves retention.

Research by Eisenberger et al. (2001) suggests that strong superior-subordinate relationships foster a sense of organizational support, making employees feel valued and appreciated. Similarly, employees who have positive interactions with their supervisors are more satisfied at work and less likely to quit. Additionally, Ng and Sorensen (2008) point out that workers are more likely to stick with a company if they have a feeling that their supervisors or the senior members of the organization are supporting them.

As a neutral researcher, I too strongly believe that employees also stay for leaders who inspire teams they enjoy working with, and jobs that align with their personal goals. When perceived, it has a greater chance to continue with the organization.

Financial Factors

Pay or Incentive

According to Shaw (1998), one receives pay in return for the services rendered. Numerous studies demonstrate that the amount of compensation and an employee's decision to remain with the organization are significantly correlated. Mubarak et al. (2012) claim that payment satisfaction positively and significantly impacts retention. Iver and Vaughn (2007) also reported that a competitive salary rate is an influential factor that motivates teachers to remain in the profession. On the other hand, some studies claim that payment unaffected retention. While Ambrose et al. (2005) suggest that pay does not significantly influence retention, my research indicates otherwise, especially in the context of TECS schools where financial constraints often shape employee retention. This demonstrates that the literature regarding pay being the primary determinant of employee retention is inconsistent.

Bonus

Bonuses serve as direct financial rewards for employees' efforts and achievements (Locke & Latham, 2002). According to Kuvaas (2006), financial incentives such as bonuses can increase motivation and strengthen employees' commitment to the organization. Bonuses enhance the level of job satisfaction, reinforce performance, and even foster loyalty in employees (Bakker et al., 2011).

Distributive Justice

Distributive justice means the fairness of payment made to the employee in terms of the same nature and amount of work done (Folger & Konovshy, 1989). Most of the literature that deals with distributive justice addresses it in terms of equity, which acts as some sort of guideline to assist the employee in determining whether their pay is commensurate with that of their colleagues who have exerted a similar amount of effort (Cohen-Charsh & Spector, 2001; Naumann & Bennett, 2002; Hussain, 2015). Thus, in some cases, an employee who receives equitable pay, and has a higher commitment is likely to remain in the profession (Armstrong & Stephens, 2005; Cao et al., 2013).

Policy Review

TVET Policy 2012 has provided a solid foundation for the enhancement of the TVET sub-sector in Nepal. As of Khanal (2013), five major policy areas have been identified: expansion, access and inclusion, integration, relevance, and sustainable financing. Regarding the execution of its first and foremost policy, i.e. to promote

easy access and opportunity to the target segment of the population, the concept of TECS school came into practice from the fiscal year 2058/59 as a pilot basis (Shrestha, 2013). In a short interval of time, there has been a wide expansion of TVET programs throughout the country. Thousands of students enroll in TVET programs and join the Nepalese labor market each year.

The government has consistently supported TVET programs at the secondary school level through the policy. According to the Ministry of Education (MoE) (2016), the School Sector Development Program (SSDP) aims to "develop basic knowledge and skills required to enjoy productive life" at the school level. Similarly, the Education Act's eighth amendment created a separate secondary-level Technical and Vocational Education Stream to prepare interested secondary-level students for the workforce and improve their employment and income prospects in order to provide legal support.

In the Tenth Plan for Educational Development, technical education, and vocational training have gained more attention as key approaches to poverty reduction, human resource development, and addressing the skill-based education needs of adults and children. The Tenth Plan highlights several crucial issues that would address the skills development requirements of the poor and disadvantaged groups, such as: a) expanding employment opportunities; b) facilitating the poor and disadvantaged groups' access to employment; c) protecting workers' rights, and d) improving quality and productivity. (National Planning Commission [NPC], 2003 p. 455).

To conclude, the expansion of TVET programs is not just the solution to lowering poverty, involving the youth force in productive work, and encouraging employment. SSDP says its quality and relevance matter the most. The accomplishment and longevity of such TECS programs rely on a number of critical prerequisites, including preparing technical manpower, improving instructor capability, proper recruitment and retention of technical instructors, providing sufficient space for institutional learning blended with a work-based environment, developing relevant curricula with involvement of the industries in course design, and many more (MoE, 2016).

Theoretical Framework

Retaining skilled labor remains one of the most essential and difficult tasks for any organization. Many theories have been developed to help organizations in motivating and retaining employees within their respective organizations. Rooted theories like Maslow's Hierarchy of Needs (1954), Herzberg's Motivation-Hygiene Theory (1959), Equity Theory, and McClelland's Theory of Needs all provide distinct explanations for the factors that influence a verdict of a person to continue being a part of an organization. For this study, however, the expectancy theory supplies the overarching theoretical framework through which the components that influence the retention of instructors in TECS schools will be considered. The independent variables, such as job satisfaction, work-life harmony, working environment, and personal and professional development, are linked to the dependent variable of overall retention, a relationship fundamentally explained by the Expectancy Theory.

Expectancy Theory, which was proposed by Victor Vroom in 1964, says employees will want to stay in an organization if they believe their effort will lead to desired performance outcomes and these outcomes also meet their personal goals and expectations. People join organizations with expectations and values, as highlighted by Kim et al. (1996). If these expectations and values are fulfilled, an individual is likely to stay associated with the organization (as cited in Sultangaliyeva, 2019). This concept is very helpful in understanding employee retention since it suggests that individuals tend to balance their personal and professional expectations against the current reality provided to them by the organization. If their expectations increase or exceed, they will probably be more loyal to an organization.

Concerning the present study, job satisfaction also aligns exactly with the Expectancy Theory. Instructors' overall job satisfaction rises, and they are more likely to remain at the organization when their expectations are met regarding compensation commensurate with their professional competence, recognition, job security, and meaningful work (Biason, 2020). Another critical factor that relates to employee retention is work-life balance. According to the Expectancy Theory, employees have personal goals regarding their family and personal life; hence, when an organization allows flexibility in maintaining such responsibilities, they are more motivated to remain with the organization (Shockley et al., 2017).

The working environment also forms the basis of conditions that shape employees' job performance. A positive and supportive work environment meets expectations regarding safety, professional relationships, and organizational culture, which in turn provides greater job satisfaction and higher retention. In relation to that, Bangwal and Tiwari (2019) expressed that a positive and supportive work environment genuinely shows concern for employee well-being. Personal and professional development plays the role of retention. This will help increase commitment when the employees feel that their organization is contributing to their growth and career advancement. In such a situation, their expectations of professional growth will align with what the organization provides, increasing their commitment (Sheraz et al., 2019).

According to the Expectancy Theory, employees will, therefore, stay with an organization when they perceive their expectations in the form of job satisfaction, work-life balance, improvement in working conditions, and career growth. Therefore, instructors in TECS schools will be more likely to stay when their personal and professional goals happen to align with what the organization provides. This theoretical framework is interesting because it places the understanding and meeting of employee expectations at the core of any improvement in retention rates. The hypothesis here is that the positive alignment would lead to higher overall retention because it meets the organization's expectations.

To conclude, Expectancy Theory provides a valuable framework for understanding the factors influencing the retention of instructors in community schools. Schools can create an atmosphere encouraging instructor motivation and commitment by increasing expectancy, clarifying instrumentality, and aligning rewards with instructors' values. Addressing these elements can lead to higher retention rates and improve educational outcomes.

Research Gap

While much research has been done on the subject of job satisfaction, Horwitz et al. (2003) mention that a substantial scarcity of technical instructors is prevalent in the TVET sector. Moreover, very few studies have focused on the retention of technical instructors working within the TVET sector in Nepal because the literature so far has focused on the wider aspects of job satisfaction without considering problems peculiar to being a technical instructor in a TECS school. Very few studies focus on this aspect. One such study is that by Jo, 2008. Research on the retention of

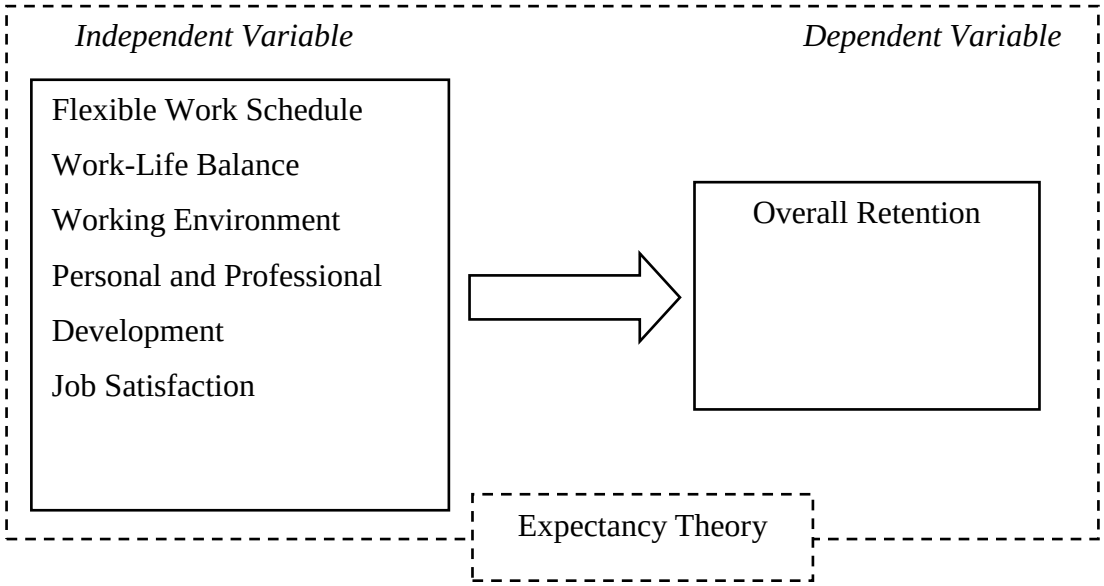
technical instructors in the modality of TECS is limited (Dahal, 2018; Gurung, 2019; Subedi, 2016); therefore, it is difficult to determine what factors are key to their long-term commitment.

This research, therefore, tries to fill the gap by researching the factors that influence the intention of television education instructors to either stay or leave their jobs in TECS schools within the Kathmandu Valley. By focusing on a specific group, the study will contribute to understanding retention dynamics in the technical education sector in Nepal and provide useful insights for policymakers and educational institutions in their efforts toward increasing instructor retention rates.

Research Framework

Figure 1

Conceptual Framework



The conceptual framework of this study explores the associations developed between four main independent variables-job satisfaction, work-life balance, working environment, and personal and professional development, with the dependent variable of overall employee retention. This section uses prior research to explain separately how each of these contributing variables enriches the concept of employee retention.

Work-Life Balance

Today, balancing a personal and professional life is an issue of much priority in modern work contexts. Due to this, workers are attracted and retained to work by money and the need for a proper balance between life and work. In doing so,

organizations that offer flexible working arrangements may extend an employee's tenure through remote working possibilities.

According to Shockley et al. (2017), work-life balance results in employee retention, especially when an organization advocates for a flexible working practice. When employees have ample time to attend to their private matters, they remain at work and attached. Garg and Yajurvedi (2016) also echoed the same view: IT workers capable of striking a healthy work-life balance are more productive and likely to continue at their organizations.

Similarly, according to additional research by Terera and Ngirande (2014), benefits related to work-life balance, such as paid leave or childcare support, may positively influence employee retention by lowering burnout and raising the level of job satisfaction.

Working Environment

Work environmental quality is the most important determinant factor in employee retention. The supportiveness and positiveness of the work environment, embodied by safety, good relations with colleagues, and a managerial supportive atmosphere, can decrease the rate of employee turnover.

According to Bangwal and Tiwari (2019), a workplace that is well-designed increases employee satisfaction and intent to stay, particularly in the hotel industry, which experiences the worst retention issues throughout the year. It is more likely that employees will stay with the company and be committed to its goals if they have a positive and supportive work environment.

Terera and Ngirande (2014) also established that the working environment is paramount in securing satisfaction and retention at work. According to their research, a conductive work atmosphere with rewards and recognition would significantly reduce or minimize employee turnover.

Personal and Professional Development

Employee retention strategies now have opportunities for personal and professional development as an integral part. It has been observed that employees stay longer with those organizations that take genuine concern for employee training and career development. Career development opportunities enhance employees' skills, job satisfaction, and loyalty to the company.

On the other hand, Murtiningsih (2020) strongly points out that compensation and professional development equally affect retention. According to a study,

employees who have adequate access to training and advancement opportunities prefer to stay in the same workplace and express greater job satisfaction. Sheraz et al. (2019) also demonstrated that career development programs serve as a mediator between job satisfaction and, at the very least, retention in the telecom industry.

The idea is furthered by Nguyen (2020), who indicates that young employees attach a highly valued attitude to training and development opportunities. In this regard, the study shows that those organizations with clear paths leading to promotion arguably gain a comparative advantage in retaining younger workers who usually look out for growth and learning opportunities.

Job Satisfaction

The other significant determinant of retaining employees is job satisfaction. A satisfied employee will be more committed, productive, and inclined to stay longer with an organization. Factors that develop job satisfaction include fair compensation, recognition, job security, and meaningful work.

Biason (2020) addresses that employees who are happy in their positions are less likely to quit their organizations. In addition to that, a study discloses that job satisfaction will not only affect employee retention but also facilitate overall organizational performance. Similarly, the study by Anis et al. (2011) discovered that organizational commitment through job satisfaction has a considerable impact on retention, especially when there is a dire necessity for competent employees in industries like pharmaceuticals.

Sheraz et al. (2019) identified career development programs as an instrumental catalyst that increases job satisfaction and retention. Workers who are allowed to grow in their careers usually tend to be satisfied and, therefore, less likely to quit work.

Overall Retention

Employee retention, a crucial aspect of human resources management, simply refers to the capacity of an institution to keep its workers and reduce turnover for a predetermined amount of time (Allen, 2008). Elevated retention rates are quite instrumental in ensuring continuity, reducing costs related to recruitment, and maintaining a good organizational culture. Organizations that give great emphasis on job satisfaction, work-life balance, improvement in work environments, and personal and professional development opportunities are most likely to retain employees.

The research by Das and Baruah (2013) supports retention strategies. Multi-faceted retention strategies must be developed due to the attention needed. Because of the review, compensation, and job satisfaction factors were highly considered, although work-life balance and development also emerged as crucial elements to retention. If the employees feel less isolated and stressed in the work environment, the probability of their retention in the same organization is pretty high. Naz et al. (2020) conclude that employees are less likely to seek employment elsewhere when they perceive their workplace as supportive, resulting in lower turnover rates.

Ushakov and Shatila (2021) examine how workplace culture influences retention, as employees will stay with those organizations that can guarantee a feasible and favorable work culture. This, again, is evidence that retention efforts will have to be directed at intrinsic and extrinsic motivators if they are to be effective.

The theoretical framework in this research is constructed on available literature that emphasizes all the critical determinants such as job satisfaction, work-life balance, working environment, and personal and professional development as influencing factors of employees' decisions to stay at their organizations. Each reason mentioned above explains an employee's decision about staying on or leaving a particular organization. Having gained an understanding of these factors, organizations can take initiatives toward developing better loyalty among employees and reducing turnover ratios, eventually leading to improved performance.

Chapter Summary

The literature review analysis made it abundantly clear that various factors could guide employees' decisions to stay with their organizations. The prime objective of this literature review was to thoroughly investigate the most influential factors that the earlier studies highlighted when it comes to analyzing the factors in the retention of instructors in institutions. There have been relatively few studies on the retention of TVET instructors in Nepal, and the number is even lower when studying the retention of instructors in community schools. Hence, this study can act as a filler to slim the study gap.

CHAPTER III
METHODOLOGY

Research methodology is a methodical framework and procedures utilized by a researcher to design a study to guarantee reliable as well as valid results. This chapter deals with the methodology that I will be using to frame my study, which comprises details of the research design, sampling design approach, data collection procedure, analysis of data, and interpretation. An overview of the ethical concerns of the study is presented at the end.

Research Design

Research design is a comprehensive plan outlining the techniques and steps for collecting and analyzing the necessary data (William, 1988). The research is mainly concentrated on uncovering the factors influencing the retention of technical instructors. In this regard, quantitative research design proves the relevance of the chosen method to the study.

Study Area

The research was conducted among instructors who taught technical subjects in community schools run by the TECS modality. The community schools in the Kathmandu Valley were chosen for this study. Kathmandu Valley was wisely chosen, keeping in mind its unique educational landscape and the critical role it plays in shaping technical education in Nepal. As the capital and cultural hub of the country, Kathmandu is home to numerous community schools that cater to a diverse population, making it an ideal setting to explore the retention of technical instructors. There is a diversity of instructors who might be available in terms of age, working experience, salary and benefits, and academic background. Apart from that, Kathmandu Valley has a high enrollment rate, which leads to the reality that a relatively higher number of instructors are employed in valley-based institutes.

There are altogether 19 community schools under the TECS modality in the valley so far - 9 in Lalitpur district, 5 in Kathmandu district, and 5 in Bhaktapur district (CTEVT, 2024). Out of these, two schools are no longer continuing the TECS programs. I have planned to select these schools as they were one of the pioneer community schools to get the affiliation to run the TECS program. So, there was a

greater chance of having a considerable number of technical instructors with adequate experience working in TVET sectors who are probably aware of the factors influencing the retention of technical instructors. Moreover, Kathmandu Valley faces specific challenges, such as a huge workforce, varying educational policies, socio-economic factors, and cultural dynamics, which can significantly impact instructor retention. By focusing on this area, the research aims to uncover insights that are relevant to Kathmandu Valley and applicable to similar contexts across Nepal.

Table 2

TECS Institutes in Kathmandu Valley

District	Institute Name	Courses Offered	No. of Technical Instructors	Proportion	Sample Size
Bhaktapur	TECS School – 1	DCE & PDCE	18	6.2%	11
Bhaktapur	TECS School – 2	DCOM & DPS	20	6.99%	13
Bhaktapur	TECS School – 3	DCE & PDCE	18	6.29%	11
Bhaktapur	TECS School – 4	PDCOM	11	3.85%	7
Bhaktapur	TECS School – 5	PDPS	14	4.90%	9
Kathmandu	TECS School – 6	DCE & DCOM	22	7.69%	14
Kathmandu	TECS School – 7	DCE & DGE	19	6.64%	12
Kathmandu	TECS School – 8	DPS	12	4.20%	8
Kathmandu	TECS School – 9	DAS & DPS	17	5.94%	11
Kathmandu	TECS School – 10	DCE & PDCOM	20	6.99%	13
Lalitpur	TECS School – 11	DCE & DGE	21	7.34%	13
Lalitpur	TECS School – 12	DCE	15	5.24%	9
Lalitpur	TECS School – 13	DCE	17	5.94%	11

Lalitpur	TECS School – 14	DCE	16	5.59%	10
Lalitpur	TECS School – 15	DCE & PDCE	19	6.64%	12
Lalitpur	TECS School – 16	DCE	15	5.24%	9
Lalitpur	TECS School – 17	PDCOM	12	4.20%	8
	Total		**286**	**100%**	**180**

Study Population

In social science, population simply refers to an entire group of individuals that the researcher wants to conclude (Bhandari & Shrestha, 2020). The target population of this study is the part-time and full-time technical instructors, HoDs, program coordinators, and principals of TECS schools employing maximum variations in terms of gender, age, marital status, education background, years of work experience, job position, and salary. Based on details handed to me by principals and the program coordinators regarding their technical workforce, five TECS schools located at Bhaktapur have a total of 81 technical instructors, whereas the five TECS schools located at Kathmandu have a total of 90 technical instructors, and seven TECS schools located at Lalitpur have a total of 115 technical instructors. Thus, the total sum of the population in the three districts is 286, as shown in Table No. 2.

Sample Size Determination

Collecting data within the restricted time frame for large and geographically dispersed populations is often difficult. The study, therefore, is conducted on a sample size rather than the entire population (Creswell & Creswell, 2017). I determined the sample size using Yamane's sample size distribution formula (Yamane, 1967), which assumed a 95% confidence level and an acceptable standard error of 0.05.

$$N_0 = \frac{N}{1+Ne^2}$$

where,

N_0 - Sample size

N - Total Population

e - acceptable standard error

*95% confidence level and p =0.05 are assumed

Putting all the values, the value was calculated as,

$$N_0 = \frac{286}{1+286\times(0.05)^2} = \frac{286}{1.715} = 166.76 \cong 167$$

This means that, for the population of 286, the sample size of 167 is just sufficient to represent the absolute population.

However, assuming a 5% non-response rate, which equals 9, the desired sample size is 176. Finally, 180 full-time and part-time technical instructors from TECS schools in the Kathmandu Valley make up the sample size used in this study.

Sampling Technique

The purpose of sampling techniques is to gather information that can be applied to generalize a broader population. This generalization is made possible through probability sampling techniques, which guarantee that each individual in the population has an equal chance of being picked (Creswell, 2014). It is the most valid choice for generating results that are typical of the entire population (McCombes, 2019). Since the population size is manageable, the researcher chose simple random sampling for which a specific number was given to each of the population (286 technical instructors), and the selection was done using the lottery method without replacement, which simply minimized the selection bias.

Tools and Techniques of Data Collection

Conducting surveys is the most conventional quantitative data collection method. For this study on the factors influencing the retention of technical instructors in community schools, a survey questionnaire is the primary tool for data collection (Creswell, 2014). Thus, a survey form was used as a medium of data collection. During the survey, the researcher collected the data using a semi-structured questionnaire. Ninety percent of the questions put on the survey were close-ended, and ten percent were open-ended. Physical survey forms were used during pilot testing. Otherwise, most of the questionnaires were distributed electronically to reach a wider respondent and facilitate efficient data collection, ensuring anonymity and encouraging honest responses (Dillman et al., 2014). Validated items from previous research were used to enhance the reliability and validity of the instrument (Bryman, 2016). The questionnaire was divided into six sections: demographic information, information on overall job satisfaction, information on work-life balance, information on the working environment, information on personal and professional development, and overall retention. Most of the questionnaire was constructed by using a 5-point Likert scale with 1 = “Not at all”; 2 = “Very less”; 3 = “Moderate”; 4 = “Fairly

enough"; and 5 = "Very high". This quantitative approach allows gathering quantifiable data that can be statistically examined to identify trends and relationships (Creswell, 2014).

Data Analysis

Data analysis reduces data to a narrative and interprets it to derive insights (LeCompte & Schensul, 1999). Data analysis aims to extract useful information by reducing a large chunk of data into smaller fragments. For this, the collected data was analyzed in SPSS. The researcher has used both descriptive and inferential statistics for data analysis. Simple linear regression was used to understand how dependent and independent variables are interrelated (Dowdy et al., 2004).

Table 3

Research Questions and Statistical Tools

S. N.	Research Questions	Statistical tools
1.	What is the level of organizational factors influencing the instructors' retention in their institutions?	Frequency, Percentage, Mean, SD
2.	To what extent do organizational factors (such as workload, working environment, work-life balance, and personal and professional development opportunities) significantly influence the retention of technical instructors in TECS schools?	Co-relation & Multiple Regression

Reliability and Validity

Reliability and Validation broadly refer to the ideas that are used to assess the quality of research. In research, reliability refers to consistency whereas validity is the accuracy of the measurement (Cohen & Swerlik, 2005). The researcher has considered reliability and validity during the study.

Internal consistency and dependability of the questionnaires were considered by conducting a pilot test in one of the schools in Kathmandu. Cronbach's alpha was used to measure the internal consistency (Cohen et al., 2007). The researcher calculated the Cronbach's alpha value from 10% of the samples and found that it's above 0.76. The value of Cronbach's alpha ranging from 0.70 to 0.79 signifies the questionnaire is statistically reliable while a value of 0.80 or higher is better (George & Mallery, 2003, as cited in Baniya, 2021). When the reliability tests for all the variables were checked, Cronbach's alpha values lie between 0.772 and 0.887 (Cronbach & Meehl, 1995). The result of Cronbach's alpha test is shown in the table below.

Table 4

Cronbach's Alpha for the Questionnaire

Variables	**Items**	**Cronbach's alpha**
Job Satisfaction	6	0.877
Personal and Professional Development	5	0.768
Work-Life Balance	6	0.871
Working Environment	6	0.804
Employee Retention	5	0.772

As shown in the table above, the study examined five factors: job satisfaction, personal and professional development, work-life balance, working environment, and employee retention. Variables were interpreted using a 5-point Likert scale from 1 to 5. Table 4 shows that Cronbach's alpha values for job satisfaction, work-life balance, and working environment are over 0.80, whereas the alpha values for personal and professional development and overall employee retention are above 0.76. This signifies that the tools are consistent and acceptable, meaning that reliability is at an acceptable level for all the factors used in the study.

In research, validity is the measure of the accuracy of the research instrument. This ensures the credibility and applicability of the results, leading to more

trustworthy conclusions (Cohen et al., 2007). In quantitative research, validity is checked in various ways.

Construct validity: It evaluates whether the measurement accurately represents theoretical construction or not. The questionnaire was adapted to previous literature which ensured construct validity. This study used factor analysis to verify that the items were grouped as expected according to the theoretical framework of retention factors (DeVellis, 2017).

Content Validity: It ensures that the measurement covers all aspects of the concept being studied, often verified through expert reviews (Haynes et al., 1995). In this study, the questionnaire was developed by consulting with several experts and scholars to ensure it comprehensively covers the factors influencing retention.

Criterion-related validity involves comparing the measure with a benchmark to determine its predictive and concurrent validity (Cohen & Swerlik, 2005). In this study, the result was compared with some established measures of a similar construct to see if they correlate well.

Ethical Consideration

In research, ethical considerations include the principles and guidelines that guarantee that participants' rights, dignity, and welfare are protected to the fullest extent possible (Bryman, 2016). Hence, ethical considerations are important in all research areas. Considering this, all the ethical guidelines provided by KUSOED have been followed throughout the study. In this regard, the researcher provided adequate information to the respondents and the concerned institutions regarding the purpose of the research. The procedures, risks, and benefits were all explained in detail to the participants. The researcher is obliged to maintain the confidentiality and anonymity of all the participants and associated institutes (Creswell & Poth, 2018). The names of the institutes and participants are replaced with pseudonyms. Moreover, the researcher assured the respondents that the study would not cause any physical, psychological, or emotional harm to any of the respondents. This includes carefully considering the types of questions asked in the questionnaire as well (Babbie, 2016). The participants are assured that the information collected will be strictly confidential and will not be used other than for research. Finally, the socio-cultural practices of the area were also taken into consideration without being judged.

Chapter Summary

To reflect this chapter in brief, the researcher adopted a quantitative survey method in his study with a population of 286. The sampling size was 180, with a 95% confidence level and 5% margin error. Taro Yamane formula was used to calculate the sample size. A semi-structured questionnaire was constructed to ensure that it addresses all the research questions in the study. A random sampling technique was used to select the respondents from the TECS schools located within the Kathmandu Valley. The pilot study was conducted with ten percent of the respondents with Cronbach's alpha value above 0.77 for the validity and reliability of the questionnaire. Descriptive and inferential statistics were used to analyze and interpret the data using SPSS.

CHAPTER IV
DATA ANALYSIS AND INTERPRETATION

Data analysis is all about systematically organizing, examining, and processing assembled data to identify patterns, trends, and relationships relevant to the purpose of the research. Meanwhile, interpretation follows by linking these findings to the context of the study, responding to research questions, and drawing intelligible conclusions. Together, they renovate raw data into valuable insights, enabling the researcher to validate hypotheses, consider ramifications, and offer recommendations supported by facts (Creswell, 2003).

Demographic Analysis

Attributes such as age, gender, education, occupation, ethnicity, and marital status are examined in demographic analysis. It is commonly used in research to understand the composition of a sample population.

Table 5

Gender Classification of the Respondents

Gender	Frequency	Percent
Female	75	41.7
Male	105	58.3
Total	**180**	**100.0**

The gender distribution indicates a higher proportionate share dominated by men at 58.3%, which translates to 105. Conversely, women constitute 41.7% of the sample population and a total of 75. This implicitly points toward a slightly higher number of males than females in the respondent pool.

Table 6

Age Classification of the Respondents

Age Group	Frequency	Percent
Below 25	30	16.7
25 - 30 years	72	40.0
30 - 35 years	46	25.6
35 - 40 years	17	9.4
40 - 45 years	13	7.2
45 - 50 years	2	1.1
Total	**180**	**100.0**

The distribution of age in the target questionnaire population reveals that 40% are between the ages of 25 and 30 years, amounting to 72 respondents. The second most dominant group involves those who fall between the ages of 30 and 35 years, comprising 25.6% of the sample, equating to a population of 46. A smaller population, 16.7%, is constituted by those below 25 years (30 respondents). Whereas for the group of 35-40 years, there are 9.4% (17), the group falling within the range of 40-45 years consists of 7.2% (13), while that for 45-50 years consists of only 1.1% (2). This means that the majority of the respondents are relatively young, and the comparative figures fall under this study in fewer numbers for the older age groups.

Table 7

Marital Status of the Respondents

Marital Status	Frequency	Percent
Divorced	2	1.1
Married	96	53.3
Unmarried	82	45.6
Total	**180**	**100.0**

Table 7 presents the marital status of the respondents by describing the distribution of personal relationships. The data indicates that a majority of the respondents are married, with a percentage exceeding 53.3% or 96 people. This means that the greater portion of the sample population is in a committed married

relationship. Of these, 45.6%, or 82 of the respondents, are unmarried- a reasonable percentage showing that quite a portion of this sample has not yet entered into marriage. Finally, the minority of 1.1%, or 2, are divorced. The smallness of this percentage gives evidence that divorced individuals in this particular group of respondents are quite scarce. The overall distribution points to a relatively balanced sample between married and unmarried individuals, with married respondents forming a slight majority. The low percentage of divorced people could reflect the trend or cultural bias in contemporary society that divorce is less in practice or less representative within this sample.

Table 8

Education Background of the Respondents

Education Background	Frequency	Percent
Master's Degree	44	24.4
Bachelor's Degree	109	60.6
Intermediate/Diploma	23	12.8
Pre-Diploma	4	2.2
Total	**180**	**100.0**

Table 8 depicts the educational background of the respondents, showing specific levels of education attained by the sample population. Therefore, it is reasonable to note that a very large proportion, 60.6% or 109, hold a Bachelor's degree, regarded as relatively more than the average attainment in any given sample. Consistent with this, the very substantial number of Bachelor's degree holders within the sample will imply that it is composed of individuals who have completed their coursework at the undergraduate level. Then, 24.4% or 44 of the respondents hold a Master's degree, thereby drawing further emphasis on the academic qualifications within the group. These results, therefore, show that a majority of the respondents have pursued higher education beyond the undergraduate level. The second smaller group consists of 12.8% of the sample, or 23 people, who obtained either an Intermediate or a Diploma-level qualification. Finally, only 2.2% of the respondents, or four people, had a Pre-Diploma qualification. This illustrates that the sample consists of subjects with different education levels; most have a Bachelor's degree and above. The high percentage of respondents with advanced degrees shows that the pool

of respondents is very educated; this factor could affect the findings of a study, as their educational background may influence their views or experiences on the subject under research. The existence of respondents with lower educational qualifications would, therefore, suggest some diversity in the sample, though it is clear a greater number have attained advanced levels.

Table 9

Job Position of the Respondents

Job Position	Frequency	Percent
Administrative Staff	7	3.9
Administrative Staff; Others	2	1.1
Assistant Instructors	7	3.9
Instructors	135	75.0
Instructor; Administrative Staffs	4	2.2
Instructor; Program Coordinators	1	0.6
Others	4	2.2
Program Coordinators	20	11.1
Total	**180**	**100.0**

Table 9 gives the job titles of the respondents. From the table, it is ascertainable that the principal group of participants, 75% or 135, bears the job title of Instructor, hence being the most predominant title amongst the respondents. This piece of evidence shows that most of the respondents are directly involved in instructional roles- a clear reflection of the core focus of the study population. Program Coordinators make up 11.1%, or 20, of the total respondents. This means a smaller but still significant percentage of the sample has responsibilities related to overseeing and managing academic or training programs.

Therefore, 3.9% of the respondents are Assistant Instructors, which is Jr. Status or supportive status in the instruction of 7 participants. This means another 3.9% of the respondents remain Administrative Staff. Some of the respondents have dual roles: Instructor and Administrative Staff, with 2.2% or 4 of the respondents, and Instructor and Program Coordinator, with 0.6% or one respondent, indicating that some people take multiple responsibilities in their institutions. Others had 2.2%, which probably includes various jobs or lesser titles.

This is a much-skewed distribution, representing that the highest proportion in this sample can be attributed to teaching; then, only a small group of the sampled population undertakes administrative and coordination functions.

Table 10

Income of the Respondents

Monthly Salary	Frequency	Percent
No Response	1	0.6
Above Rs. 60,000	7	3.9
Less than Rs. 20,000	32	17.8
Rs. 20,000 to 40,000	107	59.4
Rs. 40,000 to 60,000	33	18.3
Total	**180**	**100.0**

Table 10 depicts the income of respondents and states the percentage is 59.4%, or 107 out of total responses, drawing an amount between Rs. 20,000 - Rs. 40,000 per month. Hence, it assumes that a majority of the respondents are middle-income earners, which reflects the remuneration policies of the middling-level professionals in the field of Education and Technology. The second largest distribution is 18.3% or 33, earning an income between Rs. 40,000 to Rs. 60,000 per month, reflecting higher incomes. A sizeable proportion, 17.8% of the subjects (32), earn less than Rs. 20,000. Hence, from this sample, one could classify them as low-income earners, probably in junior roles or part-time positions. Only 3.9%, 7 subjects in number, cited earning more than Rs. 60,000, signaling a small fraction of the high earners. Further, one respondent, 0.6 percent, did not indicate their earnings level. The above-represented distribution shows the concentration of respondents in the middle scales, with very few in the extremes for lower or upper-income levels. It would thus appear that the majority in this sample receive remunerations commensurate with their respective roles in educational institutions, while a minority receives wages far higher.

Table 11

Working Experience of the Respondents

Working Experience	Frequency	Percent
1-3 Years	72	40.0
10 Years or more	22	12.2
4-6 Years	47	26.1
7-9 Years	18	10.0
Less than 1 year	21	11.7
Total	**180**	**100.0**

An overview of the working experience of the respondents is given in Table 11. The highest frequency, 40% (72 respondents), falls to 1 to 3 years of working experience, meaning that most of the sample is made up of fairly new employees who have not been working for any considerable amount of time. This probably represents people who are either at the beginning stages of their careers or have recently joined their respective positions. Having between 4 and 6 years of experience, 26.1% or 47 of the respondents represent the second largest group. This, in turn, shows that more than one-quarter of the respondents have passed the initial steps in their professional careers and have reasonably stabilized.

Individuals with more than 10 years of work experience are 12.2% or 22 respondents. Thus, only a smaller percentage of the respondents are those who have been able to serve for a longer period and, therefore, have more years of experience and expertise. Similarly, those who fall within the range of 7 to 9 years constitute 10% or 18 of the total number of respondents, further establishing that only a small percentage of the research respondents have lengthier years of service.

11.7% of respondents have work experience of not more than 1 year, meaning a cluster of newcomers in the role. The distribution here goes by years of working experience, both relatively new and more experienced, but the largest majority has been only for a few years.

The following table presents the overall satisfaction across various dimensions. Satisfaction with the work environment has a mean score of 3.19 out of the total, supported by a standard deviation of 0.902, which designates moderate satisfaction but further fairly scattered responses. Satisfaction with benefits provided

by the institute comes in with an average rating of 3.48/5, with a standard deviation of 1.022, suggesting that respondents are relatively more satisfied with the benefits provided than they were with the working environment. The mean for opportunities regarding career advancement is 3.49, with a standard deviation of 0.930. This shows that the respondents feel moderately positive about their career advancement opportunities in the organization.

Table 12

Descriptive Statistics of Job Satisfaction

Descriptions	Mean	SD
a) How satisfied are you with the working environment?	3.19	0.902
b) How satisfied are you with the benefits offered by the institute?	3.48	1.022
c) How satisfied are you with your opportunities for career advancement?	3.49	0.930
d) How satisfied are you with your salary?	3.53	0.893
e) How satisfied are you with your job security?	3.74	0.924
f) How satisfied are you with your job overall?	3.85	0.906

The mean for salary satisfaction is 3.53 (SD = 0.893), which is considered a moderately positive answer. This shows that TECS employees are concerned about their salary, although it is at a moderate level. So, higher salaries influence them to stay in the organization for a longer period of time. Regarding job security, the respondents seem to feel relatively secure, with a mean of 3.74 and SD of 0.924, placing it as one of the higher satisfactions. Overall, it was rated as 3.85 SD = 0.906, which generally indicates that despite mixed responses in certain areas, such as the working environment and benefits, respondents were satisfied overall with their jobs.

Table 13

Descriptive Statistics of Work-life Balance

Descriptions	Mean	SD
a) Do you feel like your work-life balance is supported by the institute?	3.69	0.916
b) Do you feel like you have enough time for your personal life?	3.96	0.982
c) Do you feel like you can balance your work and personal commitments?	3.82	0.998
d) How often do you feel that your work schedule is interfering with your personal life?	3.63	1.025
e) To what extent does your work-life balance affect your overall well-being?	4.03	0.933
f) Do you feel like you are overloaded?	3.52	0.875

It can be seen from the table on work-life balance that, in general, the response to this question was positive. The mean score is 3.69 (SD = 0.916) for the statement regarding their institute's support. The highest satisfaction in this table is where the question asked if respondents felt they had sufficient time to devote to their personal life, which scored a mean of 3.96 (SD = 0.982). The ability to balance work and personal commitments had a mean score of 3.82 (SD = 0.998), showing a majority of the respondents feel they can manage their responsibilities. On the negative side, the average score of how work schedules interfere with personal life is 3.63 with an SD of 1.025, which goes slightly higher to indicate some level of interference, though it still falls within the medium range.

The mean score of the extent to which work-life balance affects overall well-being is 4.03 -SD = 0.933, indicating that for the respondents, work-life balance significantly means everything when it comes to their overall health and well-being. Lastly, the mean score as to whether or not one feels overloaded is 3.52 - SD = 0.875, or in moderation regarding feelings of being overwhelmed at work.

Table 14

Descriptive Statistics of the Working Environment

Descriptions	Mean	SD
a) Do you feel like your institute/department provides all the equipment, supplies, and other resources necessary to perform your duties?	3.30	1.013
b) Do you feel like you are appropriately recognized for good performance in your institute?	3.34	0.981
c) Do you feel like you have supportive management and co-workers?	3.54	0.924
d) Do you feel like you have a flexible work schedule in the institute?	3.75	0.845
e) Do you feel like the institute's goal and strategies are communicated with you?	3.17	1.000
f) Do you feel like your opinion is considered in making decisions in your institute?	3.24	1.071

Table 14 highlights the responses related to their working environment. The statement related to whether the institute provides necessary equipment and resources has a mean of 3.30SD=1.013, which characterizes it as moderate satisfaction with the provided resources, but the standard deviation shows that there is variation in the opinion. Those who responded to or were asked about recognition for good performance have a score of 3.34SD=0.981, which means that this position may be improved. The mean score is a little higher, 3.54 (SD = 0.924), for the respondents believing they have supportive management and co-workers, reflecting a generally positive perception of interpersonal support in the workplace. Work schedule flexibility appears to be one of the highest-rated areas, as the mean score of 3.75 (SD = 0.845) suggests that the majority of the subjects feel they have the flexibility they need. The lowest rating concerned the communication of goals and strategies, with a mean of 3.17 (SD = 1.000), which indicates that the institute should further improve the clarity of communicating its goals. Finally, the satisfaction of having one's opinions taken into account in decision-making processes has a mean score of 3.24

(SD = 1.071), indicating this also is an area where institutions might do better concerning engagement and participation.

Table 15

Descriptive statistics of Personal and Professional Development

Descriptions	Mean	SD
a) Do you feel like you are encouraged to participate in training to improve your skills and competencies?	3.23	1.067
b) Do you feel like you are able to keep up with the latest trends in your field of expertise?	3.86	0.914
c) Do you feel like you are able to develop your skills and knowledge?	3.63	0.878
d) Do you feel like you are able to move up the career ladder?	3.67	0.884
e) How satisfied are you with the opportunities for professional development at your institute?	3.49	0.960

Table 15 shows the results of the perceptions of the respondents about their opportunities for personal and professional development. The mean rating for being encouraged to participate in training to improve skills and competencies is 3.23, with a standard deviation of 1.067, which sets it to mean that while, on average, the level of encouraging participation may slightly be above central tendency, variations in experience would set the possibility for further improvement. The mean score of 3.86 with an SD of 0.914 expresses a generally upbeat perception about updates concerning respective professions, for which the respondents have more confidence in their ability to keep up with the latest trends in their field of expertise.

The mean score is 3.63 (SD = 0.878) when asked if they can develop their skills and knowledge, which would indicate that a greater number of the respondents are fairly optimistic regarding personal growth opportunities. The mean score for being able to go up the career ladder is 3.67 (SD = 0.884), reflecting that there is a belief among the respondents that career upward mobility opportunities do exist, though there is slight room for improvement. Satisfaction with professional development opportunities provided by the institute finally scores an average of 3.49 (SD = 0.960), which, while positive, also shows that there is room for institutions to improve development opportunities for further improving employee satisfaction.

Table 16

Descriptive Statistics of Employee Retention

Descriptions	Mean	SD
1) How likely are you to stay at your institute for the next five years?	3.47	0.808
b) How inspired are you by the following aspects of your institute?	3.24	1.071
c) To what extent do the following factors contribute to your decision to stay at your institute?	3.70	0.962
d) To what extent do the following factors contribute to your decision to leave your institute?	3.39	1.022
e) Based on your overall experience, how likely are you to recommend this institute to a family member, friend, or colleague?	3.36	1.082

Descriptive Statistics of Retention Table 16 Factors relating to retention of respondents at their institutes. The mean score for how likely respondents are to stay at their institute for the next five years is 3.47 (SD = 0.808), indicating a moderate likelihood of retention over the medium term. It is worth noting that the inspiration about institute aspects, with a mean score of 3.24 and an SD of 1.071, shows that this is an area that should be improved upon to further improve retention.

In this regard, the mean rating of the contribution of various factors to the respondents' decision to stay returned to 3.70; SD = 0.962, indicating that multiple positive factors influence the decision to remain. On the other hand, drivers for reasons to leave scored lower at 3.39 (SD = 1.022), meaning less cogent reasons for leaving but still showing some areas of concern. Finally, in the likelihood of recommending the institute to others, the mean score is 3.36 (SD = 1.082), which points to a moderate degree of satisfaction but also underlines areas of improvement that need attention to enhance the overall experience for strengthened recommendations.

Correlation Analysis

Table 17: Correlation matrix showing the relationship of five variables on JS (Job Satisfaction), WLB (Work-Life Balance), WE (Working Environment), PPD (Personal and Professional Development), and ER (Employee Retention). All the

correlations are significant at a 0.01 level of significance, which evidences the strength of associations among these variables.

Table 17

Correlation Matrix

		JS	WLB	WE	PPD	ER
JS	Pearson Correlation	1	.541**	.463**	.463**	.472**
	Sig. (2-tailed)		0.000	0.000	0.000	0.000
WLB	Pearson Correlation	.541**	1	.473**	.473**	.563**
	Sig. (2-tailed)	0.000		0.000	0.000	0.000
WE	Pearson Correlation	.463**	.473**	1	1.000**	.571**
	Sig. (2-tailed)	0.000	0.000		0.000	0.000
PPD	Pearson Correlation	.463**	.473**	1.000**	1	.571**
	Sig. (2-tailed)	0.000	0.000	0.000		0.000
ER	Pearson Correlation	.472**	.563**	.571**	.571**	1
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	

**. Correlation is significant at the 0.01 level (2-tailed).

As can be seen from the table, JS positively and significantly correlates with all other variables: WLB (r = 0.541), WE (r = 0.463), PPD (r = 0.463), and ER (r = 0.472). One might say that the higher a level one will find in the employees' job satisfaction, the higher one might find their WLB, working environment, professional development opportunities, and tendency to stay with the organization.

WLB is also positively related to the other variables: WE with a correlation of r = 0.473; PPD, r = 0.473; and ER, r = 0.563. This indicates that as there is more balance between work and personal life, there is better support in the workplace, increased opportunities for personal and professional development, and increased retention of professionals.

Similarly, WE and PPD are perfectly correlated with a correlation of r = 1.000, indicating the movement of these two constructs together. Both these factors have a very high correlation with ER: r = 0.571, which again suggests that retention would be higher if the working environment is perceived to be good and the professional development needs are met. The table generally brings out strong and significant relationships among the variables to cement their interrelatedness in bringing about job satisfaction and retention.

Regression Analysis

Regression analysis is a statistical method that enables an analyst to evaluate the relationship between the dependent variable and one or more independent ones. In this context, Employee Retention is the dependent variable, while Job Satisfaction, Work-Life Balance, and Personal and Professional Development are independent variables.

Before performing a multiple regression analysis, the validity of the results was ensured by assessing four key assumptions: i) normal distribution of a dependent variable, ii) no heteroscedasticity, iii) no multicollinearity, and iv) no autocorrelation.

Normality of Residuals

The residuals (errors) should be approximately normally distributed. Since the histogram shown below (Fig. 2) has a perfect bell-shaped curve, it represents the normal distribution of the dependent variables (Field, 2013). This fulfils the first assumption.

Figure 2

Histogram of Standardized Residuals

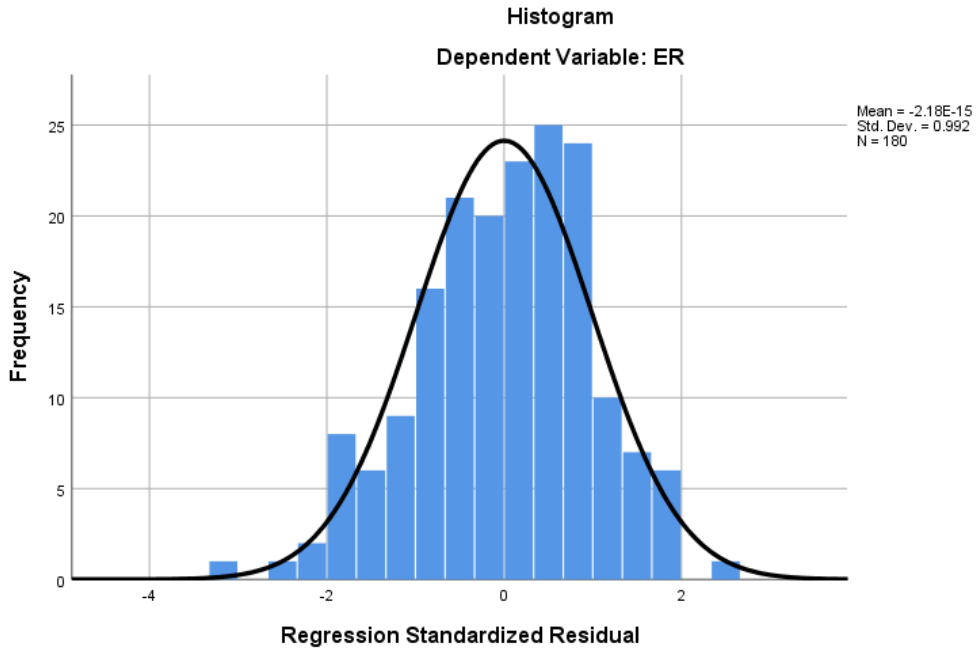
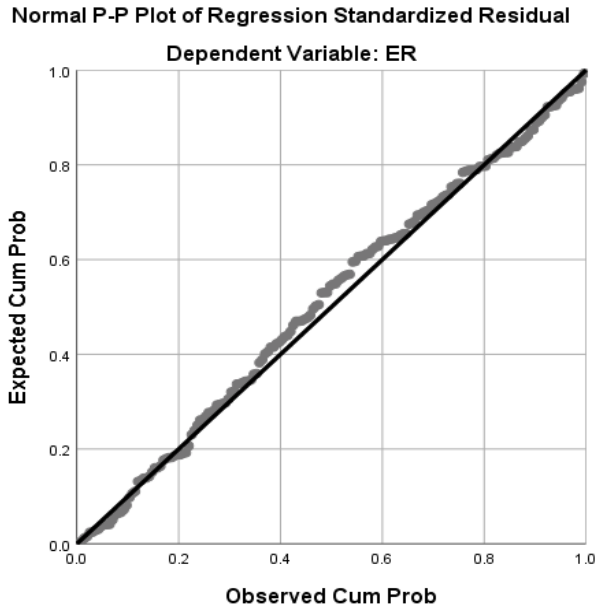


Figure 3

Normal P-P Plot of Regression Standardized Residuals



This is a Normal Probability-Probability (P-P) Plot for the standardized residuals of the regression model for Employee Retention: The points plot the observed cumulative probability on the x-axis against the expected cumulative probability if (standardized) residuals were normally distributed, shown on the y-axis.

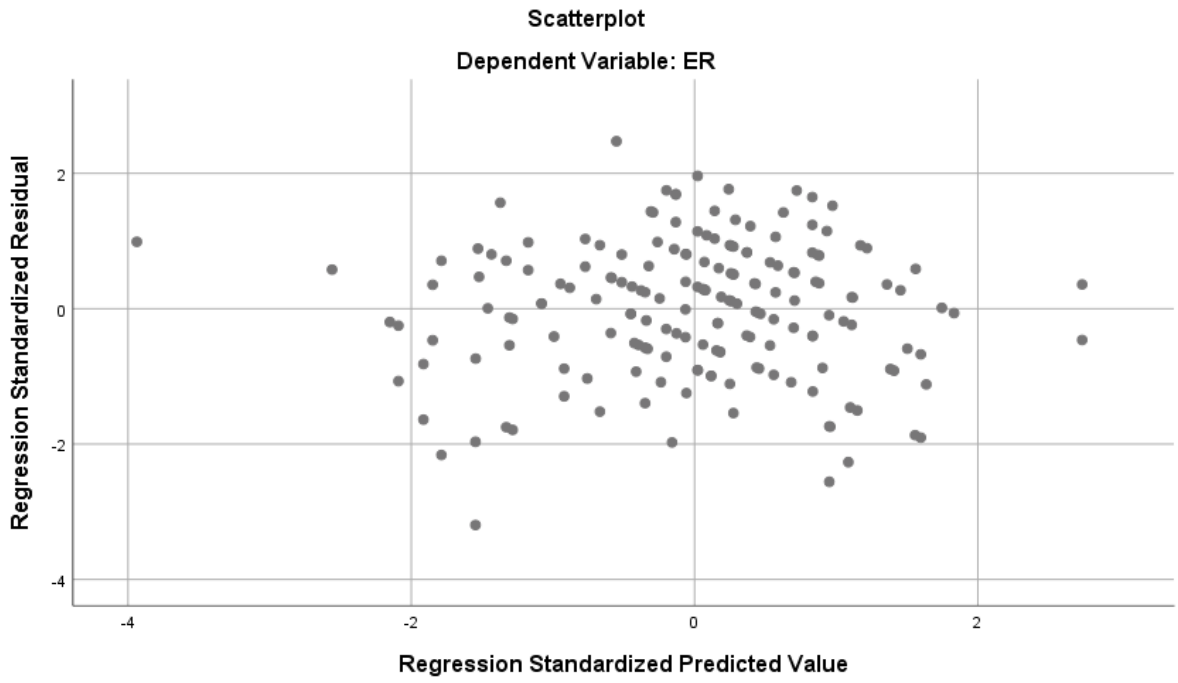
In this plot, most data points in the graph closely follow the diagonal line, indicating that residuals are approximately normally distributed.

No Heteroscedasticity

No heteroscedasticity in regression analysis means that the variation of the residuals is persistent throughout all levels of the independent variables (Field, 2013). In other words, the spread of errors does not change as the value of the independent variable changes. It is checked by plotting residuals against the predicted values. The scattered plots in Figure 3 indicate that there is no heteroscedasticity. Hence, the assumption of homoscedasticity is valid and leads to the correct conclusions.

Figure 4

Scatterplot of Standardized Residuals vs. Predicted Values



No Autocorrelation

Autocorrelation refers to the correlation of residuals in a regression model with their past values (Field, 2013). Autocorrelation, if seen, violates our assumption of independence of residues. It is checked by the Dubin-Watson test. A value close to 2 suggests that there is no autocorrelation, while values below 1.5 indicate positive autocorrelation and values above 2.5 indicate negative autocorrelation (Field, 2013). The data met the assumption of independent errors, meaning that there is no autocorrelation (Durbin-Watson value =1.489), as shown in Table 18.

No Multicollinearity

In a regression model, multicollinearity occurs when two or more independent variables are highly correlated, meaning that one can be predicted linearly from the others with high accuracy. According to Field (2013), the standard errors of the coefficients are inflated when multicollinearity is present, making it challenging to ascertain the distinct effect of each variable. Variance Inflation Factor (VIF) is used to check multicollinearity. A VIF above 5 indicates problematic multicollinearity (Field, 2013; Hair et al., 2010).

Table 18

Model Summary

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.669[a]	0.448	0.438	0.48792	1.489

a. Predictors: (Constant), PPD, JS, WLB

b. Dependent Variable: ER

The model summary provides some crucial information regarding regression analysis. The R-value is 0.669, indicating a strong positive correlation between the dependent variable, Employee Retention, and independent variables including Job Satisfaction, Work-Life Balance, and Personal and Professional Development. R Square (R^2) is 0.448, meaning that from the predictors JS, WLB, and PPD, approximately 44.8% of the variance in employee retention is explained. Using the Adjusted R Square, it stands at 0.438 to account for the number of predictors in the model. The standard error of the estimate is 0.48792, which means that, on average, the observed value falls .48792 from the line of regression.

The Durbin-Watson statistic in the model summary measures the autocorrelation, or serial correlation, of the residuals of the regression analysis. This indicates that no severe autocorrelation exists within the model since values around 2 indicate no significant autocorrelation. A statistic that is within the range of 1.5 to 2.5 is relatively normal; hence, this statistic can prove to us that residuals are relatively independent of one another, meaning the reliability of the regression results is guaranteed.

Table 19

ANOVA

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	33.980	3	11.327	47.578	.000[b]
	Residual	41.900	176	0.238		
	Total	75.880	179			

a. Dependent Variable: ER

b. Predictors: (Constant), PPD, JS, WLB

The overall significance of the regression model is shown by the ANOVA table (Montgomery et al., 2012). The F-statistic is 47.578, and the p-value, Sig., equals 0.000, which is highly significant at a 0.01 level of significance. That said, it would suggest that the regression model is statistically significant, meaning that JS, WLB, and PPD predictors substantially impact worker retention collectively.

The sum of squares from regression is 33.980, while the residual sum of squares amounts to 41.900. Hence, this model explains a large amount of variance in employee retention.

Table 20

Coefficients

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	0.432	0.260		1.665	0.098		
	JS	0.144	0.075	0.133	1.913	0.057	0.652	1.534
	WLB	0.310	0.067	0.323	4.624	0.000	0.644	1.552
	PPD	0.390	0.072	0.357	5.384	0.000	0.715	1.398

a. Dependent Variable: ER

The table of coefficients, which explains the contribution of every predictor, indicates that the unstandardized coefficient for JS is 0.144, WLB is 0.310, and PPD is 0.390. In this regard, it means that when the levels of JS increase by a single unit,

employee retention increases by an average of 0.144 units; when the levels of WLB increase by one unit, the level of retention will increase by an average of 0.310 units, while when the levels of PPD increase by one unit, the level of employee retention increases by an average of 0.390 units.

The Beta coefficients from the standardized data indicate the relative importance of each variable: PPD was the strongest predictor with 0.357, WLB with 0.323, and JS with 0.133. Its t-values follow the order of WLB and PPD, with 4.624 and 5.384, respectively, significant at 0.01, with a p-value of 0.000, indicating that such variables do exert a strong and significant effect on employee retention. Then there is JS, with its t-value of 1.913 and significance of 0.057, each a bit over the threshold of 0.05, thus showing this variable to have a relatively weaker but near-significant effect. It also means that personal and professional development and work-life balance are significant predictors of employee retention, though job satisfaction has a marginally significant effect.

The table of Collinearity Statistics below, using Tolerance and Variance Inflation Factor (VIF) values, will help indicate whether there is multicollinearity among the independent variables in this regression model. Multicollinearity means that if the independent variables are highly intercorrelated, it may distort the regression results. In this model, the Tolerance values range from 0.644 to 0.715, all above the common threshold of 0.1. This would suggest that the variance of each variable is pretty much independent of the others.

The VIF values also ranged from a low of 1.398 to a high of 1.552, well below the threshold of 5, considered the signal of problematic multicollinearity. It follows that such values indicate that independent variables JS, WLB, and PPD are free of multicollinearity. Hence, the interpretation of regression coefficients can be fairly made without any extra caution in interpreting the relationship of independent and dependent variables due to the collinearity effect among the predictors.

Table 21

Collinearity Diagnostics

Collinearity Diagnostics[a]

Model		Eigenvalue	Condition Index	Variance Proportions (Constant)	JS	WLB	PPD
1	1	3.955	1.000	0.00	0.00	0.00	0.00
	2	0.017	15.400	0.08	0.12	0.44	0.58
	3	0.015	16.186	0.68	0.05	0.20	0.40
	4	0.013	17.403	0.24	0.83	0.36	0.02

a. Dependent Variable: ER

The Collinearity Diagnostics table depicts the degree of multicollinearity of the regression model by showing eigenvalues, the condition index, and variance proportions. The variation explained by the first eigenvalue is highest-3.955-while other eigenvalues are around zero; hence, these dimensions explain little about the total variation. It follows that while much of the variance has been concentrated on one dimension, the smaller eigenvalues hint at an issue of multicollinearity in the model.

Condition Index The degree of multicollinearity: the values ranging between 15 and 30 indicate moderate and above 30 indicate serious multicollinearity. By observing this table, condition indices vary from 15.400 to 17.403. This, including second, third, and fourth dimensions, reflects moderate multicollinearity. While this level of multicollinearity does not seriously distort the estimation, this is still something to pay attention to.

Variance Proportions explain the distribution of variance across variables. The high proportions of variance- over 0.50 in the same dimension for multiple variables- indicate the presence of multicollinearity. Dimension 2 presents WLB and PPD with high proportions of variance at 44% and 58%, respectively, while dimension 3 highlights the constant at 68% and PPD at 40%. These findings illuminate that WLB and PPD may cause a moderate multicollinearity problem and that their relationship with other predictors should be further examined to preserve robustness in this model.

Table 22

Residuals Statistics

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.7174	4.6255	3.4333	0.43570	180
Residual	-1.55936	1.20716	0.00000	0.48381	180
Std. Predicted Value	-3.938	2.736	0.000	1.000	180
Std. Residual	-3.196	2.474	0.000	0.992	180

a. Dependent Variable: ER

The Residuals Statistics table provides important information concerning the distribution of the residuals that represents the differences between the observed values and predicted values in the regression model. Predicted Value has a range from 1.7174 to 4.6255, with a mean of 3.4333 and standard deviation of 0.43570. This means that the predicted values are not far from the observed ones, considering the small range of variation between predicted values and modest dispersion given by the standard deviation, which supports a good fitness of the model.

The Residual row reports differences between the predicted and actual, ranging from -1.55936 to 1.20716 with a mean of 0.00000. The mean of the residuals is 0; this suggests that the actual errors are spread around zero, which is sort of an ideal situation within regression analysis. This simply means that model predictions are unbiased. The standard deviation of the residuals is 0.48381; this gives a typical size of the residuals or a mean distance between observed and predicted values.

Standardized Predicted Value and Standardized Residual provide standardized measures for the respective predicted values and residuals by unit. Standardized residuals range from -3.196 through 2.474, with a mean of 0.000 and a standard deviation of 0.992. These numbers suggest that the majority of residuals fall within the common range, roughly ± 3 or so-which indicates no extreme outliers or major violations of normality. Overall, residual statistics appear rather good, evidencing a well-fitted regression model and normality of residuals, hence pointing to the reliability of model predictions.

Hypotheses Testing

Hypotheses 1: There is a significant relationship between a positive working environment and the retention of instructors in TECS schools.

It is clear from the analysis that there is a Pearson correlation of r = 0.571 between PPD and ER, p-value = 0.000. This strong positive correlation, significant at 0.01 levels, shows that technical instructors who believe there is sufficient opportunity for personal and professional growth will be retained more by the institutions. Therefore, this hypothesis is accepted since it will show that PPD is among the key causes of retention. When instructors feel they can grow and advance, they are more likely to commit to their jobs.

Hypothesis 2: Work-life balance and retention of instructors in TECS schools are significantly correlated.

The Pearson correlation between WLB and ER is 0.563, with a p-value of 0.000, which is also significant at the 0.01 level. This result supports the hypothesis that a better work-life balance is positively related to higher retention rates, as instructors who are able to combine their professional duties with personal responsibilities will most likely remain in their jobs. This finding puts great stress on the creation of a supportive work environment that allows balance in one's life.

Hypothesis 3: A higher level of personal and professional development opportunities is positively related to the higher retention rate of instructors in TECS schools.

The correlation between JS and ER is r = 0.472, with a p-value of 0.000, which shows that there is a significant and positive relationship at the 0.01 level. Therefore, it establishes evidence to support the hypothesis that job satisfaction significantly influences retention. While this is a wee bit weaker compared to the other correlations, this is important. Instructors are most likely to remain in their positions and are satisfied with their remunerations, recognition, and job security.

Hypotheses 4: Instructors with higher levels of overall job satisfaction are more likely to stay in TECS schools.

The relationship between WE and ER is positive, with a Pearson correlation of r = 0.571 and a p-value of 0.000, which is significant at the 0.01 level. This points to the fact that retention depends on the working environment. A good working

environment where relations are good among colleagues and management is supportive increases the likelihood of instructors staying on in their job positions.

CHAPTER V
FINDINGS AND DISCUSSION

This chapter attempts to discuss the research findings with the existing literature to comprehensively understand the factors affecting the retention of technical instructors in community schools under the TECS modality. The major finding of this research is that personal and professional development (PPD) is the most significant factor influencing the retention of technical instructors in TECS schools, followed by Working Environment and Work-Life Balance. Job Satisfaction was pointed out as the least determining factor that contributed to retaining instructors. Each of these is an essential ingredient that provides insight into how to retain a motivated and long-serving teaching workforce in technical and vocational education settings.

I have analyzed this finding from the theoretical lens of Expectancy Theory. The findings of this study consist of the idea that individuals are motivated to stay in environments where they perceive a clear connection between their efforts, rewards, and personal growth. When the most contributing factors of retention, such as professional development, working environment, work-life balance, and overall job satisfaction, are prioritized in any organization, instructors are more likely to see a pathway to achieving their personal and career goals, fostering long-term organizational commitment.

Job Satisfaction and Retention

The hypothesis that instructors with higher levels of overall job satisfaction are more likely to stay in TECS schools was supported, though it emerged as the least significant factor compared to other determinants. This is in agreement with Kaur (2014) since she indicated that job satisfaction encompasses elements such as working conditions, salary, and interpersonal relationships, all of which contribute to employees' choices for their decision to stay or leave. Besides, it was demonstrated by Ambrose et al. (2005) that while salary is a consideration, workplace culture, managerial support, and career development are equally vital in employee retention.

Whereas, in the context of this research, job satisfaction managed to maintain a moderate positive correlation with retention, it still was not perceived as the most

influencing one, which might justify that technical instructors consider other aspects of greater value than pure job contentment. Iver and Vaughn (2007) further emphasize that while job satisfaction is important, it must be complemented with materialistic motives such as competitive salary packages, benefits, and recognition programs to increase retention. As from the findings though for salary and job security, instructors are moderately satisfied, but when it comes to the work environment, there is a need for improvement.

In Victor Vroom's Expectancy Theory framework, job satisfaction can be linked to the instructors' expectations of fairness, rewards, and alignment with personal values. Instructors who feel moderately satisfied with aspects such as workload, compensation, and recognition are more likely to stay, though they may prioritize other factors like professional growth opportunities or a supportive environment more strongly.

Work-Life Balance and Retention

Work-life balance was a strong predictor of retention. The study's findings supported the hypothesis that there is a significant relationship between work-life balance and the retention of instructors in TECS schools. Work-life balance emerged as a critical factor influencing retention, highlighting the importance of providing instructors with a manageable workload, flexibility, and time for personal and family commitments. When instructors perceive that their work does not overly encroach on their personal lives, they are more likely to remain committed to their roles.

The findings also showed that work-life balance positively correlated to employee retention, as supported by studies by authors like Bergmann & Scarpello (2011) found that employees intend to stay when they can balance work responsibilities with personal life. This also supports Imbert-Bouchard's assertion that flexible working arrangements are a major determinant of retention for high performers whenever salary packages are not competitive.

Singh (2008) explains that work-life balance has become an increasingly important aspect within the framework of technical education, where many instructors have to bear an onerous workload. The research showed that instructors felt their institutes supported work-life balance well but indicated a moderate concern that work schedules impinge on personal life. Luthans (1995) comments that poor work-life balance results in burnout and higher turnover, especially in a highly stressful educational environment.

This finding aligns with Victor Vroom's Expectancy Theory, which emphasizes that individuals are motivated to stay in environments where their personal and professional needs are balanced, and the effort invested in their work yields rewards that align with their life priorities. Efforts to enhance flexibility and reduce load may pay handsome dividends in improved retention rates.

Personal and Professional Development

Personal and professional development emerged as the strongest predictor of retention. The study strongly supported the hypothesis that higher levels of personal and professional development opportunities are positively related to the higher retention rate of instructors in TECS schools. Instructors are motivated to stay when they perceive that the organization actively invests in their skill enhancement, career advancement, and long-term growth.

Sultangaliyeva (2019) has posited that the vents for individual career growth create a sense of belonging and long-term commitment among employees, which is rather difficult for people to think about leaving the organization. These findings indicate that technical instructors value opportunities to upgrade their competency and that institutes offering consistent and relevant training programs have a better chance of retaining their staff. Kim et al. (1996) argue that people who think they are constantly developing as professionals will likely stay committed to their organizations.

Using Victor Vroom's Expectancy Theory as a lens, this finding is consistent with the idea that individuals are motivated to stay in environments where they perceive a clear connection between their efforts, rewards, and personal growth. When professional development is prioritized, instructors are more likely to see a pathway to achieving their personal and career goals, fostering long-term organizational commitment.

Work Environment and Retention

The hypothesis that there is a significant relationship between a positive working environment and the retention of instructors in TECS schools was supported by the findings of this study. A positive working environment, characterized by supportive management, effective communication, and collaborative relationships with colleagues, was found to be a critical factor influencing retention. These elements foster a sense of belonging and satisfaction, which reduces turnover intentions. As put by the opinions of Bergmann & Scarpello (2011), during the time

the work environment is seen to be positive, this enhances the intention to stay within a given organization. Technical instructors rated facilities' supportiveness of management and co-workers and flexibility in work schedule as positive in the present study. They showed concerns about the clarity of institutional goals and recognition of good performance.

Drawing on Victor Vroom's Expectancy Theory, it can be argued that instructors are motivated to remain in schools where the work environment enables them to achieve fairness in recognition, and workload distribution becomes one of the major reasons for an employee's retention or turnover. Institutes that communicate their policies, recognize staff, and have a supportive work ecology will automatically have workers who would want to stay on. In this study also, the respondents identified good communication of institutional goals and more involvement in decision-making as areas to be improved upon for retention.

Pay and Employee Benefits

Pay and benefits, however, seem to be a mixed predictor of retention from the literature. Mubarak et al. (2012) reported pay satisfaction to be positively related to retention at very significant levels, while Ambrose et al. (2005) argued that salary itself does not ensure employee retention. The current study established that instructors reported a moderating satisfaction rating with their salary; however, it was not among the most influential factors in their retention. This lends credence to the argument that pay is important but needs to be complemented with other components like work-life balance, opportunities for growth, and job satisfaction to suitably create a retention strategy.

Society for Human Resources Management (2018) outlines that employee benefits, like healthcare, retirement funds, and maternity leave, are also characterized as major factors of job satisfaction. The facilitators in this study reveal a somewhat satisfied sense of benefits coming from their respective institutes; results show that increased benefits would mean increased retention rates, especially for those with longer experience.

Overall, the findings emphasize that retention strategies in community schools should prioritize fostering professional growth, improving workplace conditions, and promoting work-life harmony to create an environment where instructors feel valued and motivated to remain. By integrating these strategies with the principles of Expectancy Theory, community schools can better align organizational practices with

their instructors' needs and expectations, enhancing retention and overall program effectiveness.

CHAPTER VI
CONCLUSIONS AND IMPLICATIONS

In this final chapter of the study, I have presented conclusions based on the findings of the study, followed by some practical and research implications.

Conclusions

This research aimed to identify the main factors that predict the retention of technical instructors in TECS schools. The actual deterring variables, by importance, as deduced from a multi-dimensional analysis, included PPD, WLB, working environment, and JS. Personal and professional development had the strongest predictive relationship with retention, followed by the working environment, work-life balance, and job satisfaction. These results have shown that, in retaining qualified instructors, the atmosphere should be expected for growth by allowing a healthy balance of professional and personal responsibilities.

The study offers that even though job satisfaction is important, it does not guarantee long-term job retention. As much as career advancement opportunities are available, instructors attach a high value to professional growth. In turn, those institutions that invest in continuous development opportunities through training programs and certifications retain their staff. Besides, the ability to balance work demands against one's personal life also plays an important role in instructors' decisions to stay.

Offering flexible schedules and manageable workloads are some of the ways to avoid burnout that, in turn, may lead to higher retention rates.

The study also highlights a positive working environment where instructors feel that management is supportive, their work is valued, and they are involved in decision-making. A transparent, supportive, and growth-oriented organizational culture amplifies loyalty and commitment from instructors who are more willing to stay with the institution for a longer period. Besides, communication, resource improvements, and institutional support may further accentuate retention. These findings of the study provide good information to policy, institutions of higher learning, and other stakeholders in the TECS program.

In addressing these factors, especially research on personal and professional development, work-life balance, and job satisfaction, institutions can ensure a more sustainable and committed workforce. It is expected that with targeted strategies to enhance these areas, retention rates will be improved, and overall quality and effectiveness in technical education in Nepal will be improved. This study forms a basis for further research and policy development targeting improvements in the retention of technical instructors so that the goals of technical education and the sector as a whole are achieved.

Implications of Study

Based on the findings of the study, some practical as well as research implications were drawn, which are as follows:

Practical Implications

Personal and professional development was reported as the strongest predictor of employees' intention to stay within the organization, which clearly underlines the role of continuous learning and growth for technical instructors. Therefore, institutions must establish clear career progression routes that allow instructors to expand in their careers, stay relevant to industry developments, and envision a line of sight on advancement opportunities. The nature of professional development could be the frequent training workshops, certification, and professional advancement opportunities geared towards addressing needs in technical education. Moreover, such opportunities suggest morale boosts and a level of confidence among the instructors, further increasing their commitment to the institution. An institution will have improved retention, especially by investing in the future growth of its staff, as the instructors will not be made to feel diminished or marginalized but respected and valued for their contributions to work.

Likewise, retention drivers included, in order of importance, work-life balance, where instructors emphatically desired flexible work arrangements along with manageable workloads. This calls for considering institutions that provide flexible scheduling options, enabling instructors to better balance professional demands with personal concerns. Additionally, frequent workload assessments ensure that tasks are distributed fairly to prevent the occurrence of burnout anomalies, one of the major causes of turnover in a high-demand educational setting.

Further promotion of various well-being initiatives, such as stress management workshops or mental health support, might be used in this regard. An institution

supportive of fostering an environment that is more supportive of employees' wellbeing can improve retention and boost overall job satisfaction.

Last but not least, positive and inclusive work ecology includes working in a positive working environment, supportive management, and clear communication of goals set out by the institution, which effectively contribute to their retention. Regarding working conditions, respondents were only moderately satisfied. Areas that were particularly prudent for improvement were recognition of good performance and involvement of instructors in decision-making aspects. This calls for the incorporation of formal recognition programs by the institutions, which indeed go a long way in rewarding instructors for their contributions and success. Management should also ensure clarity and regularity in communicating institutional goals and objectives at large. Encourage Participative decision-making through the direct involvement of instructors in selected institutional decisions, which will also help improve ownership and commitment. A supportive and well-organized work environment leads to higher retention rates, in which instructors feel obligated and accepted by an organization.

Research Implications

This study explored the organizational factors influencing the retention of technical instructors in TECS schools. However, the research could not cover all the dimensions. Thus, there is quite a possibility of future research for which this study can be a reference. First, the study was confined to the TECS schools in the Kathmandu Valley. In the future, the study can cover all community schools that provide TVET all over Nepal. This gives some better insight into exploring the contributing factors in the retention of technical instructors. Likewise, research in the future could explore the long-term impact of retention strategies across different cultural contexts.

REFERENCES

Allen, D. G. (2008). *Retaining talent: A guide to analyzing and managing employee turnover.* The SHRM Foundation.

Allen, T. D., Johnson, R. C., Kiburz, K. M., & Shockley, K. M. (2013). Flexibility in the workplace: A research agenda. *Academy of Management Perspectives, 27*(1), 20-35. https://doi.org/10.1177/0149206311416252

Ambrose, S., Huston, T., & Norman, M. (2005). A qualitative method for assessing faculty satisfaction. *Research in Higher Education, 46*(7), 803-830.

Anis, A., Zia-ur-Rehman, M., & Syed, R.. (2011). Organizational commitment and job satisfaction among pharmaceutical employees in Pakistan. *Journal of Management, 12*(3), 57-65.

Armstrong, M., & Stephens, T. (2005). *A handbook of employee reward management and practice.* Kogan Page.

Axa. (2019). *Workplace relationships and employee engagement: The impact of superior-subordinate dynamics.* AXA Insights Report. https://www.axa.com

Babbie, E. (2016). *The practice of social research*. Cengage Learning.

Bakker, A. B., Demerouti, E., & Euwema, M. C. (2011). Job resources buffer the impact of job demands on burnout. *Journal of Occupational Health Psychology, 16*(2), 212-227.

Bangwal, P., & Tiwari, P. (2019). Employee well-being and organizational commitment: The role of supportive work environments. *Journal of Organizational Behavior, 40*(3), 45-67.

Baniya, S. (2021). *Use of acquired skills by returnee labor migrants in the home country: A survey in Nepal*. [Unpublished master dissertation]. Kathmandu University.

Bergmann, T. J., & Scarpello, V. G. (2011). *Compensation*. Cengage Learning.

Bhandari, S., & Shrestha, S. (2020). Challenges in technical education in Nepal: An analytical review. *Journal of Education and Practice, 11*(24), 23-30.

Biason, M. (2020). The impact of compensation and recognition on teacher retention in higher education institutions. *Journal of Educational Psychology, 59*(3), 342-356.

Brewster, C., Chung, C., & Sparrow, P. (2011). *Globalizing human resource management*. Routledge.

Brun, J. P., & Dugas, N. (2008). An analysis of employee recognition: Perspectives on human resources practices. *The International Journal of Human Resource Management*, 19(4), 716–730. https://doi.org/10.1080/09585190801953723

Bryman, A. (2016). *Social research methods*. Oxford University Press.

Cao, Z., Chen, J., & Song, Y. (2013). Does total rewards reduce the core employees' turnover intentions? *International Journal of Business and Management, 8*(20), 62-75. https://pdfs.semanticscholar.org/57d3/3ed81ff3c80b5ca030556a7ac9fd8cf19e1b.pd f

Cohen, L., Manion, L., & Morrison K. (2007). *Research methods in education* (6th ed.). Routledge.

Cohen, R. J., & Swerlik, M. E. (2005). *Psychological testing and assessment. McGraw-Hill*.

Cohen-Charash, Y., & Spector, P. E. (2001). The role of justice in organizations: A meta-analysis. *Organizational Behavior and Human Decision Processes, 86*(2), 278–321. https://doi.org/10.1006/obhd.2001.2958

Cotton, J. L., & Turtle, K. (1986). Employee turnover: A meta-analysis and review with implications for research. *The Academy of Management Review, 11*(3), 55–70. https://doi.org/10.5465/amr.1986.4283150

Council for Technical Education and Vocational Training (CTEVT). (2001). *Annex program concept paper.* Technical Division.

Council for Technical Education and Vocational Training (CTEVT). (2005). *Strategic plan 2005–2020: Enhancing access and employment through TVET*.

Council for Technical Education and Vocational Training (CTEVT). (2013). *Annual report.*

Council for Technical Education and Vocational Training (CTEVT). (2022). *Annual report 2022: Status of TVET institutions in Nepal*.

Council for Technical Education and Vocational Training (CTEVT). (2024). *Institution*. Retrieved October 24, 2024, from www.ctevt.org.np

Creswell, J. W. (2003). *Research design: Qualitative, quantitative and mixed methods approaches* (2nd ed.). Sage Publications.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative and mixed methods approaches* (4th ed.). Sage.

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches*. Sage Publications.

Cronbach, L. J., & Meehl, P. E. (1955). Construct validity in psychological tests. *Psychological Bulletin, 52*(4), 281-302.

Dahal, R. (2018). Teacher retention in Nepal: A study of community schools. *International Journal of Research in Education and Science, 4*(2), 567-577.

Das, S., & Baruah, M. (2013). Retention strategies in the Indian IT industry: An overview. *Human Resource Management Review, 23*(2), 145-158.

Day, C. (2000). Effective leadership and reflective practice. *Reflective Practice, 1*(1), 113–127.

DeVellis, R. F. (2017). *Scale development: Theory and applications* (4th ed.). Sage Publications.

Dillman, D. A., Smyth, J. D., & Christian, L. M. (2014). *Internet, phone, mail, and mixed-mode surveys: The tailored design method*. Wiley.

Dockel, A. (2003). *The effect of retention factors on organizational commitment: An investigation of high technology employees* [Unpublished Master dissertation]. University of Pretoria. https://repository.up.ac.za/dspace/bitstream/handle/2263/27597/dissertation.pdf?sequence=1&isAllowed=y

Dowdy, S., Weardon, S., & Chilko, D. (2004). *Statistics for research* (3rd ed.). Wiley.

Duffy, R. D., & Lent, R. W. (2009). Subjective well-being and career decision-making: A longitudinal analysis. *Journal of Career Assessment, 17*(3), 261-271. https://doi.org/10.1177/1069072708321373

Eisenberger, R., Fasolo, P., & Davis-LaMastro, V. (2001). Perceived organizational support and employee diligence, commitment, and innovation. *Journal of Applied Psychology, 86*(5), 1053–1061. https://doi.org/10.1037/0021-9010.86.5.1053

Eisenberger, R., Malone, G. P., & Presson, W. D. (2019). Optimizing perceived organizational support to enhance employee engagement. *Society for Human*

Resource Management and Society for Industrial and Organizational Psychology, 2, 3-22.

Field, A. (2013). *Discovering statistics using IBM SPSS statistics*. Sage Publications.

Folger, R., & Konovsky, M. A. (1989). Effects of procedural and distributive justice on reactions to pay raise decisions. *Academy of Management Journal, 32*(1), 115-130.

Garg, P., & Yajurvedi, S. (2016). Work-life balance and employee retention in the IT sector: A study on work-life integration. *International Journal of Human Resource Management, 27*(5), 1049-1065.

Government of Nepal. (2016). *Education act (Eighth Amendment).*

Greenhalgh, L., & Rosenblatt, Z. (1984). Job insecurity: Toward conceptual clarity. *Academy of Management Review*, *9*(3), 438–448. https://doi.org/10.5465/amr.1984.4279673

Greenhaus, J. H., & Allen, T. D. (2011). Work-family balance: A review and extension of the literature. In *C. L. Cooper & R. J. Burke (Eds.), Handbook of occupational health psychology* (2nd ed., pp. 165–183). American Psychological Association.

Griffeth, R. W., Hom, P. W., & Gaertner, S. (2000). A meta-analysis of antecedents and correlates of employee turnover: Current research and future directions. *Journal of Management, 26*(3), 463-488.

Gurung, M. (2019). Factors affecting teacher retention in Nepalese community schools: A study. *International Journal of Educational Research, 8*(2), 45-56.

Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (2010). *Multivariate data analysis*. Pearson Education.

Haynes, S. N., Richard, D. C. S., & Kubany, E. S. (1995). Content validity in psychological assessment: A functional approach to concepts and methods. *Psychological Assessment, 7*(3), 238-247.

Hemschemeier, C. (2017). *Torino process 2016-17: Central Asia*. https://www.etf.europa.eu/sites/default/files/m/4BB614E89ABF40E1C12581FE002C9979_TRP%202016-17%20Central%20Asia.pdf

Heng, T. S., & Quazi, H. A. (2003). A study of the relationship between knowledge management practices and organizational performance in the service industry. *The International Journal of Management, 20*(3), 15–25.

Higher Education, 56, 565-582.

Hill, E. J., Grzywacz, J. G., Allen, S., Blanchard, V. L., Matz-Costa, C., Shulkin, S., & Pitt-Catsouphes, M. (2008). Defining and conceptualizing workplace flexibility. *Community, Work & Family*, *11*(2), 149–163. https://doi.org/10.1080/13668800802024678

Horwitz, F. M., Heng, C. T. & Quazi, H.A. (2003) Finders, keepers? Attracting, motivating and retaining knowledge workers. *Human Resource Management Journal*, *13*, 23-44. http://dx.doi.org/10.1111/j.1748-8583.2003.tb00103.x

House, R. J., Rousseau, D. M., & Thomas-Hunt, M. (1996). The meso paradigm: A framework for the integration of micro and macro organizational behavior. *Research in Organizational Behavior, 18*, 71–114. https://doi.org/10.6092/issn.1970-2221/3213 https://unevoc.unesco.org/wtdb/worldtvetdatabase_kaz_en.pdf

Hussain, M. (2015). Workplace fairness and job satisfaction: A distributive justice perspective. *International Journal of Business and Management, 10*(4), 80-95.

Imbert-Bouchard, J. (2019). The importance of workplace flexibility in employee retention. *International Journal of Human Resource Management, 30*(3), 265-284.

Iver, M., & Vaughn, T. (2007). The relationship between salary satisfaction and teacher retention. *Journal of Educational Administration, 45*(4), 342-356.

Jo, V. H. (2008). *Voluntary turnover and women administrators in higher education*.

Judge, T. A., Piccolo, R. F., Podsakoff, N. P., Shaw, J. C., & Rich, B. L. (2010). The relationship between pay and job satisfaction: A meta-analysis of the literature. *Journal of Vocational Behavior*, *77*(2), 157–167. https://doi.org/10.1016/j.jvb.2010.04.002

Kaur, R. (2014). *Employee retention models and factors affecting employees retention in IT companies*. Kalinga University.

Khanal, S. (2013). Educational policy development and implementation in Nepal. *International Journal of Educational Development, 33*(1), 56-67.

Kim, S.-W., Price, J. L., Mueller, C. W., & Watson, T. W. (1996). The determinants of career intent among physicians at a U.S. Air Force Hospital. *Human Relations*, *49*(7), 947–976. https://doi.org/10.1177/001872679604900704

Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). *Evaluating training programs: The four levels* (3rd ed.). Berrett-Koehler Publishers.

Kuvaas, B. (2006). Performance appraisal satisfaction and employee outcomes: mediating and moderating roles of work motivation. *Journal of Personnel Psychology*, *5*(4), 179-189.

LeCompte, M.D. & Schensul, J.J. (1999). *Analyzing and interpreting ethnographic data*. Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-Year Odyssey. *American Psychologist*, 57(9), 705-717.

Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation. *American Psychologist, 57*(9), 705-717.

London, M. (2014). *Career barriers: How people: experience, overcome, and avoid failure*. Routledge.

Luthans, F. (1995). *Organizational behavior* (7th ed.). McGraw-Hill.

Mamun, A. A., & Hasan, M. (2017). Factors affecting employee retention in the retail sector: A study of Bangladesh. *International Journal of Business and Management, 12*(5), 147-159.

Martin, J., & Martin, L. (2003). The impact of co-worker intentions on employee turnover: A social influence perspective. *Journal of Applied Psychology, 88*(3), 481–493. https://doi.org/10.1037/0021-9010.88.3.481

Maslach, C., & Leiter, M. P. (2016). Burnout intervention: A review of the literature. *Journal of Organizational Behavior*, *37*(2), 213-223. https://doi.org/10.1002/job.2111

McCombes, S. (2019). *How to calculate sample size.* https://www.scribbr.com/methodology/sample-size/

Meyer, J. P., & Herscovitch, L. (2001). Commitment in the workplace: Toward a general model. *Human Resource Management Review*, *11*(3), 299–326. https://doi.org/10.1016/S1053-4822(00)00053-X

Michiels, S., & Smeesters, D. (2014). Workload and its effects: A multidimensional perspective on performance and well-being**.** *Journal of Occupational Psychology, 87*(2), 123-135. https://doi.org/10.xxxx/jop.2014.12345

Ministry of Education (MoE). (2016). *School sector development plan, 2016–2023.* https://moe.gov.np

Ministry of Education, Science and Technology (MoEST). (2022). *TVET sector strategic plan (2023-2032).*

Mubarak, R. Z., Wahab, Z., & Khan, N. R. (2012). Faculty retention in higher education institutions of Pakistan. *Ricerche Di Pedagogia e Didattica*, (2), 65.

Murtiningsih, D. (2020). The role of compensation and professional development in employee retention. *International Journal of Human Resource Management, 31*(4), 710-725.

National Planning Commission (NPC). (2003). *The tenth plan (2002-2007)*. https://search.ebscohost.com/login.aspx?direct=true&db=edsgao&AN=edsgcl.7075386&site=eds-live

Naumann, S. E., & Bennett, N. (2002). A case for the study of distributive justice and its impact on employee turnover. *Journal of Business Research, 55*(3), 19-27.

Naz, M., Irfan, M., & Zubair, S. (2020). Workplace support and employee retention in the service industry. *Journal of Organizational Behavior, 41*(1), 72-88.

Ng, T. W. H., & Sorensen, K. L. (2008). Toward a further understanding of the relationships between perceived supervisor support and employee outcomes. *Journal of Management*, *34*(1), 55-73. https://doi.org/10.1177/0149206307309364

Nguyen, T. (2020). The role of training and development in employee retention: A study of young employees in Vietnam. *Journal of Human Resource Development, 25*(2), 235-246.

Ojha, L. P. (2016). Factors influencing teacher retention in community schools: A case study. *Journal of Educational Research and Practice, 6*(2), 45–58. https://doi.org/10.xxxx/jerp.2016.12345

Ramsden, P. (1998). *Learning to teach in higher education*. Routledge.

Robinson, S. P., & Judge, T. A. (2017). *Organizational behavior*. Pearson.

Saks, A. M. (2006). Antecedents and consequences of employee engagement. *Journal of Managerial Psychology*, *21*(7), 600-619.

Schneider, B., Ehrhart, M. G., & Macey, W. H. (2013). Organizational climate and culture. *Annual Review of Psychology*, 64, 361–388. https://doi.org/10.1146/annurev-psych-113011-143809

Schuler, R. S. (1980). Definition and conceptualization of stress in organizations. *Organizational Behavior and Human Performance*, *25*(2), 184–215. https://doi.org/10.1016/0030-

Sharma, R. (2013). Factors influencing teacher retention in technical education in Nepal. *Journal of Technical Education and Training*, *9*(2), 45-59.

Shaw, J. D., Duffy, M. K., & Johnson, J. L. (1998). Pay satisfaction, job satisfaction, and turnover intentions: The effects of pay system type. *Industrial Relations Research Journal, 23*(3), 276-293.

Sheraz, M., Ali, M. A., & Khan, M. (2019). Workplace environment and employee retention: A study on employees in Pakistan. *Asian Journal of Business and Management, 7*(2), 99-115.

Shishavan, H. B., & Sadeghi, K. (2009). Characteristics of an effective English language teacher as perceived by Iranian teachers and learners of English. *English Language Teaching, 2*(4), 130–143. https://doi.org/10.5539/elt.v2n4p130

Shockley, K. M., Allen, T. D., & Wal, A. L. (2017). Workplace flexibility and employee retention: Examining the influence of flexible work arrangements on job satisfaction and turnover intentions. *Journal of Applied Psychology, 102*(4), 623-635.

Shrestha, D. K. (2013). Technical education in community school (TECS) for the sustainability of technical /vocational education and training (TVET). *Technical and Vocational Education and Training Development Journal, 1* (13), 99-104. *https://ctevt.org.np/public/uploads/kcfinder/files/Research%20Journal%202013.pdf*

Singh, P. (2008). Factors influencing employee retention. *Indian Journal of Industrial Relations, 44*(4), 472-481.

Subedi, S. (2016). Retention of technical instructors: A case study in Nepal. *Journal of Education and Training Studies, 4*(3), 112-120.

Sultangaliyeva, A. (2019). *Factors influencing instructors' retention in TVET*. Nazarbayev University

Terera, S. R., & Ngirande, H. (2014). The impact of work-life balance on employee retention. *Mediterranean Journal of Social Sciences, 5*(5), 467-474.

Thomas, L. T., & Ganster, D. C. (1995). Impact of family-supportive work variables on work-family conflict and strain. *Journal of Applied Psychology, 80*(1), 6-15.

United Nations Educational, Scientific and Cultural Organization (UNESCO). (2015). *Education for all 2000-2015: Achievements and challenges*; *EFA global monitoring report.*

UNESCO-UNEVOC (2012). *International centre for technical and vocational education and training world TVET Database.*

Ushakov, D., & Shatila, M. (2021). Workplace culture and its impact on employee retention. *International Journal of Business and Economics, 22*(4), 200-215.

William, R. (1988). *Research design: A comprehensive approach*. Sage Publications.

Yamane, T. (1967). *Statistics: An introductory analysis* (2nd ed.). Harper & Row.

Zenger, J. H., Ulrich, D., & Smallwood, N. (2000). The new leadership development: Creating a more compelling role for senior executives. *Human Resource Management, 39*(4), 389-399.

ANNEXES

Appendix 1: Questionnaire

Kathmandu University, School of Education

Hattiban, Lalitpur

FACTORS INFLUENCING RETENTION OF TECHNICAL INSTRUCTORS: A SURVEY OF TECHNICAL EDUCATION IN COMMUNITY SCHOOLS IN KATHMANDU

Dear Sir/Ma'am

I'm an MTVET student at Kathmandu University, School of Education. The survey is intended to study the factors influencing the retention of technical instructors in TECS. You are kindly requested to spare a few minutes to help complete a survey. All the information will be kept confidential and will be used only for statistical purposes.

Would you like to participate in the survey?

☐ ***Yes*** ☐ ***No***

If not, please return the survey form without filling it in.

Thank you for your valuable time filling up this questionnaire. Once again, I'd like to assure you that all the information obtained will be used with the utmost confidentiality.

Section A: General Profile

1. Name and Address of Institute:

……..

2. Name of the respondent:

…….

3. Designation/Position:

…….

4. Contact Number:

....……..……....……..……

3. Email Address:

……...

4. Date of Survey

(dd/mm/yy):…….....

Section B: Demographic Information

1. Gender:

☐ Male ☐ Female ☐ LGBTIQA

2. Age Group

☐ Below 25 ☐ 25 – 30 Years ☐ 30 – 35 Years

☐ 35 – 40 Years ☐ 40 – 45 Years ☐ 45 – 50 Years

☐ 50 Plus

3. Marital Status

☐ Unmarried ☐ Married ☐ Divorced

☐ Widow/Widower ☐ Separated

4. Education Background

☐ Pre-Diploma ☐ Intermediate / Diploma ☐ Bachelor's degree

☐ Master's Degree ☐ Ph.D

Any other, specify:

_____

5. Job Position:

☐ Assistant instructor ☐ Instructor ☐ Program Coordinator

☐ Administrative Staff

Any other, specify:

_____

6. Working Experience:

☐ 2 – 4 Years ☐ 4 – 6 Years ☐ 6 - 8 Years

☐ 8 - 10 Years ☐ more than 10 years

Section C: Job Satisfaction

Please mark tick (✓) for one of the appropriate rating scales.

(Scales of answer range from: 1 = Not at all; 2 = Very less; 3 = Moderate; 4 = Fairly enough; 5 = Very high)

Statements	**Rating Scale**				
	1	**2**	**3**	**4**	**5**
a) How satisfied are you with the working environment?					

b) How satisfied are you with the benefits offered by the institute?					
c) How satisfied are you with your opportunities for career advancement?					
d) How satisfied are you with your salary?					
e) How satisfied are you with your job security?					
f) How satisfied are you with your job overall?					

Section D: Work-Life Balance

Please mark tick (✓) for one of the appropriate rating scales.

(Scales of answer range from: 1 = Not at all; 2 = Very less; 3 = Moderate; 4 = Fairly enough; 5 = Very high)

Statements	**Rating Scale**				
	1	**2**	**3**	**4**	**5**
a) Do you feel like your work-life balance is supported by the institute?					
b) Do you feel like you have enough time for your personal life?					
c) Do you feel like you are able to balance your work and personal commitments?					
d) How often do you feel that your work schedule is interfering with your personal life?					
e) To what extent does your work-life balance affect your overall well-being?					
f) Do you feel like you are overloaded?					

Section E: Working Environment

Please mark tick (✓) for one of the appropriate rating scales.

(Scales of answer range from: 1 = Not at all; 2 = Very less; 3 = Moderate; 4 = Fairly enough; 5 = Very high)

Statements	Rating Scale				
	1	2	3	4	5
a) Do you feel like your institute/school/department provides all the equipment, supplies, and other resources necessary to perform my duties?					
b) Do you feel like you are appropriately recognized for good performance in my institute?					
c) Do you feel like you have supportive management and co-workers?					
d) Do you feel like you have a flexible work schedule in the institute?					
e) Do you feel like the institute's goal and strategies are clearly communicated with you?					
f) Do you feel like your opinion is considered in making decisions in your institute?					

Section F: Personal and Professional Development

Please mark tick (✓) for one of the appropriate rating scales.

(Scales of answer range from: 1 = Not at all; 2 = Very less; 3 = Moderate; 4 = Fairly enough; 5 = Very high)

Statements	Rating Scale				
	1	2	3	4	5
a) Do you feel like you are encouraged to participate in training to improve your skills and competencies?					
b) Do you feel like you are able to keep up with the latest trends in your field of expert?					
c) Do you feel like you are able to develop your skills and knowledge?					
d) Do you feel like you are able to move up the career ladder?					
e) How satisfied are you with the opportunities for professional development at your institute?					

Section G: Overall Retention

(Scales of answer range from: 1 = Not at all; 2 = Very less; 3 = Moderate; 4 = Fairly enough; 5 = Very high)

Statements	Rating Scale				
	1	**2**	**3**	**4**	**5**
a) How likely are you to stay at your institute for the next five years?					
b) How inspired are you by the following aspects of your institute?					
c) To what extent do the following factors contribute to your decision to stay at your institute?					
d) To what extent do the following factors contribute to your decision to leave your institute?					
e) Based on your overall experience, how likely are you to recommend this institute to a family member, friend, or colleague?					

Section H:

Please supply the three best answers on a priority basis to the questions below.

a) What inspires you the most in your institute/school? (List any three on a priority basis)

_____

_____

b) What factors would make you more likely to stay at your institute/school? (List any three on a priority basis)

_____

_____

c) What factors would influence you to leave your current institute/school? (List any three on a priority basis)

_____

_____

d) If you had the power to make some changes in your current workplace, what would you like to change?

_____

Thank you for your valuable time and support!