Unravelling Teacher Turnover: Exploring Factors at the Province, School District and School Level[*]

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ABSTRACT

This study aimed to determine how teachers ranked the reasons for turnover at the province, school district, and school levels based on their importance. For this purpose, the most important reasons for turnover at the province, school district and school levels were determined based on teachers' judgments. At the same time, it was determined how teachers' opinions differed in terms of gender, marital status, tenure status and years of seniority. The results showed the psychological dimension of the problems faced by teachers and provided an opportunity for a comprehensive analysis of the teachers' acceptance area. Within this scope, a general survey model was conducted during the 2022-2023 academic year with 722 teachers working in official institutions in the Şehitkamil and Şahinbey districts of Gaziantep Province. To identify reasons for teacher turnover, a literature review was conducted, interviews were conducted with teachers, and expert opinions were obtained. The identified turnover reasons were classified at the province, school district, and school levels, and a "Teacher Turnover Reasons Ranking Form" was created after the pilot study. Teachers were asked to rank the reasons for turnover according to their priorities and judgments. Based on the teachers' perspectives, at the city level, Future Plans and Distance from Family; at the school district level, people's Approaches to Education, People's Negative Attitudes and Behaviours; and at the school level, Student Behaviour Problems and High Student Numbers were identified as the most important reasons for teacher turnover. According to the research findings, teachers prioritized their individual and family needs at the city level, the attitudes and behaviours of stakeholders at the school district level, and problems stemming from students at the school level as significant reasons for turnover. The research findings reveal that teachers perceive their individual and familial needs at the provincial level, the attitudes and behaviours of stakeholders at the school district level, and student-related issues at the school level as significant factors contributing to turnover.

Keywords:
Teacher turnover, reasons for teacher turnover, ranking judgments, teacher issues

1. Introduction

Teacher turnover is an important area of discussion that frequently arises in schools and encompasses various drawbacks for education systems. The significance of this area of discussion stems from the negative impact of teacher turnover on organizational behaviors and outcomes within schools (Graff, 2019; Guin, 2004; Hanselman et al., 2016; Ronfeldt et al., 2013; Van-Eycken et al., 2022). This situation poses a significant problem for education systems and creates obstacles in achieving goals at the individual, school, and societal levels. In this context, it is deemed necessary to comprehensively examine the effects, reasons, and specifically, the teacher turnover in Türkiye through extensive research.

Teacher turnover in schools negatively affects students' development, academic achievement, and equal opportunities (Adnot et al., 2017; Demir, 2022; Kent, 2021; Mete, 2009; Saidu, 2021). It also leads to adjustment

problems and emotional voids in students (Özdemir et al., 2021; Kazak, 2021). Moreover, teacher turnover affects school culture and climate, hindering the establishment of shared values and causing conflicts (Çetinkaya & Koşar, 2022; Xaba, 2003). However, creating a positive school climate, promoting internal communication, and providing supportive learning environments are crucial for minimizing the negative impact of teacher turnover (Bakioğlu & Koç, 2017). It is important to consider the factors that cause teacher turnover and draw implications accordingly to reduce adverse effects (Mete, 2009; Guin, 2004; Ronfeldt et al., 2013; Saidu, 2021; Graff, 2019).

The main factors determining teacher turnover in educational systems are the teacher appointment and relocation models adopted by countries (Eurydice Report, 2018). In Türkiye, teacher appointments and relocations are carried out through a centralized system by the Ministry of National Education (MEB). Teachers who meet the necessary requirements submit relocation requests in accordance with "Regulation on Teacher Appointment and Relocation [RoTAaR]" ([Ministry of National Education]MoNE, 2015). The appointments are made based on the service points accumulated by teachers throughout their service period. These service points vary according to the service regions and areas specified in the regulation. When determining the service regions and areas, parameters such as social opportunities, transportation, and geographical location provided by cities or regions are taken into account. These regional differences in Türkiye significantly influence the preference of teachers for appointments. Teacher candidates for initial appointments or permanent teachers requesting relocation generally make their preferences considering these parameters (Şahin, 2011). This situation has increased the teacher turnover rates in regions with lower development levels (Özoğlu, 2015). Teachers working in schools in second and third service regions through initial appointments seek transfers to first service regions once they meet the necessary requirements, resulting in a westward movement of teacher turnover in Türkiye. Kızıltaş (2021) pointed out that teachers perceive the eastern and south-eastern regions as temporary working areas and start their assignments with negative judgments about the region. In his study, Özoğlu (2015) found that teachers are generally assigned to the eastern and southeastern regions through initial appointments, and turnover occurs from east to west, with a positive correlation between teacher turnover rates and socioeconomic development indexes of provinces. The Court of Accounts Audit Report (2019) also emphasized that there is a surplus of teachers in provinces with high levels of development while encountering a shortage of teachers in the eastern and south-eastern regions. In these regions, paid teachers are assigned in order to compensate for the teacher shortage. However, the inadequate employee personal rights of paid teachers cause them to leave their school, and consequently, it results in a substantial increase in teacher turnover rates at the school level. (Demir, 2022). Furthermore, since the regions in the provinces have different features, teachers prefer school regions that they consider more advantageous in terms of in-province appointments (Turhan & Memduhoğlu, 2022). In addition, it can be said that the prevalence of in-province and out-of-province assignments in disadvantaged regions has made teacher turnover a significant issue that needs to be resolved (Kızıltaş, 2021). In this context, it is important to identify the underlying factors of teacher relocation requests in Türkiye and determine the problems faced by teachers in order to mitigate the negative role of teacher turnover and make more effective conclusions.

Teacher turnover is a widely discussed topic in international literature because of its negative effects on education systems and the barriers it poses to achieving schools' goals (Adnot et al., 2017; Aeschlimann et al., 2019; Bass, 2018; Carver-Thomas & Darling-Hammond, 2019; Haberman & Rickards, 1990; Kent, 2021; Liu & Onwuegbuzie, 2012; Räsänen et al., 2020; Ronfeldt et al., 2013; Ross, 2020; Saidu, 2021; Van-Eycken et al., 2022). In these studies, financial factors such as salary and compensation have been identified as significant reasons for teacher turnover. However, studies focusing on teacher turnover in the national literature are relatively recent and limited in number (Baransel, 2020; Kazak, 2021; Kızıltaş, 2021; Özoğlu, 2015; Turhan & Memduhoğlu, 2022). Baransel (2020) found that financial factors play a crucial role in turnover among teachers working in private schools in Türkiye, but this may not apply to public schools, where employment rights are equalized nationwide. Teacher turnover in Türkiye is influenced by the advantages and disadvantages of schools, school districts, and cities as well as the needs and expectations of teachers. The socioeconomic level of cities significantly influences teachers' preferences, but it may also lead them to work in unfamiliar regions. Concerns about future plans in current cities are common among teachers (Turhan & Memduhoğlu, 2022; Mete, 2009). In Türkiye, RoTAaR forces many teachers to leave their cities, resulting in problems such as family separation and cultural alienation (Kızıltaş, 2021; Kozikoğlu Senemoğlu, 2018). These factors negatively impact teachers' motivation and organizational commitment at the provincial level. School districts present

challenges, such as transportation issues, security concerns, limited social and cultural opportunities, housing problems, and negative attitudes and behaviors of stakeholders (Turhan & Memduhoğlu, 2022; Taşkaya et al., 2015; Kozikoğlu & Senemoğlu, 2018; Mete, 2009). At the school level, student discipline problems, high student-to-teacher ratios, unfair practices of school administration, negative attitudes and behaviors of parents, poor physical conditions, lack of administrative support, workload, negative school climate, and poor working conditions contribute to teacher turnover (Haberman & Rickards, 1990; Kazak, 2021; Räsänen et al., 2020; Neighbors, 2021). To effectively address teacher turnover, it is crucial to consider these factors at the provincial, school district, and school levels, and develop comprehensive solutions.

In Türkiye, the relatively new nature of this field of study poses a challenge in terms of the scope of the reasons for teacher turnover. However, when examining the national literature, it is possible to come across many studies that focus on teacher issues (Akgün & Başar, 2019; Akkol, 2022; Atmaca, 2004; Bozbayındır, 2019; Çetinkaya & Koşar, 2022; Göktaş et al., 2011; Karataş & Çakan, 2018; Kızıltaş, 2021; Kozikoğlu & Senemoğlu, 2018; Mete, 2009; Özdemir & Civelek, 2015; Palavan & Donuk, 2016; Taşkaya et al., 2015; Yıldız, 2011). When examining these studies, it is possible to say that teachers working under the Ministry of National Education face many internal and external organizational problems, and the perception of these problems varies according to demographic characteristics. Within this context, it is necessary to consolidate the reasons for teacher turnover within a single framework and identify the primary reasons for turnover. Therefore, the research problem statement can be formulated as follows: "How do teachers rank the reasons for turnover at the provincial, school district, and school levels, and how does this ranking vary according to teachers' demographic characteristics?"

2. Method

2.1. Research Method

To determine the rankings of importance regarding the reasons for teacher turnover at the provincial, school district, and school levels, based on teachers' judgments, a general survey model was conducted. General survey models encompass studies conducted on the entire population or a sample taken from the population to obtain a general understanding of the population (Karasar 2012; Özmantar 2019). In this study, a large sample was obtained from the population, and teachers' opinions were sought. A scaling study based on ranking judgments was conducted to determine the rankings of importance of the reasons for teacher turnover. In this scaling study, participants were asked to individually consider the prompts provided and prioritize them (Turgut & Baykul, 1992). Additionally, scaling studies based on ranking judgments provide participants with the opportunity to make distinctions among a large number of prompts, and offer convenience to researchers in terms of implementation (Guilford, 1954). According to Turgut and Baykul (1992), it is possible to interpret the scale values obtained from scaling studies, identify strong prompts, and make consistent inferences based on the scale results. Within this context, separate consideration was given to the reasons for teacher turnover at the provincial, school district, and school levels, as perceived by teachers. Based on the results, the most important reasons for turnover, as perceived by teachers, were determined.

2.2. Population and Sample

The population of the study consists of 22,931 teachers who are working as candidates, contracted, or permanent employees in public schools in the Şehitkamil and Şahinbey districts of Gaziantep province during the 2022-2023 academic year. The reason for determining teachers as candidates, contracted, or permanent is that they may be assigned to different provinces, districts, or schools within the RoTAaR system in the schools where they work. Additionally, in this study, since the number of individuals in the population is known, the appropriate sample calculation formula was used. Considering a 99% confidence interval and a 5% margin of error, the suitable sample size was determined as 644. The convenience sampling method was used to reach the determined sample size. Accordingly, 722 teachers who work as candidates, contracted, or permanent employees in public schools in the central districts of Gaziantep, Şehitkamil, and Şahinbey were reached. The number of female teachers in the sample is 454 (62.88%), and the number of male teachers is 268 (37.12%). Furthermore, 392 of these teachers (54.29%) are married, while 330 (45.71%) are single. The number of teachers with 0-5 years of seniority is 304 (42.11%), 6-10 years is 195 (27.01%), 11-15 years is 108 (14.96%), and more than 16 years is 105 (14.54%). Among the teachers, 71 (9.83%) are candidates, 189 (26.18%) are contracted, and 462 (63.99%) are permanent employees.

2.3. Data Collection Tool and Procedure

Creation of the "Teacher Turnover Reasons Ranking Form" was carried out to determine the rankings of the importance of turnover reasons at the provincial, school district, and school levels according to teachers' perspectives. The form was developed through a six-stage process, including literature review, interviews with teachers, expert opinions, classification of prompts, form creation, and pilot study.

To determine the scope of teacher turnover reasons, relevant studies on teacher turnover reasons and teacher issues in the literature were examined (Akgün and Başar, 2019; Akkol, 2022; Atmaca, 2004; Bozbayındır, 2019; Çetinkaya & Koşar, 2022; Göktaş et al., 2011; Haberman & Rickards, 1990; Karataş & Çakan, 2018; Kızıltaş, 2021; Kozikoğlu & Senemoğlu, 2018; Kazak, 2021; Liu & Onwuegbuzie, 2012; Mete, 2009; Özdemir & Civelek, 2015; Özoğlu, 2015; Palavan & Donuk, 2016; Räsänen et al., 2020; Saidu, 2021; Taşkaya et al., 2015; Van-Eycken, 2022). Within this context, socio-economic level, transportation difficulties, access to social and cultural activities, future plans, distance from family, accommodation opportunities, inadequate healthcare services, shopping opportunities, professional reputation, security issues, physical conditions of schools, low student achievement, cultural alienation, intense and tense political environment, lack of guidance and mentoring, climate conditions, internal conflicts in schools, bilingual students, people's approach to education, negative attitudes and behaviors of parents or stakeholders in the region, limited professional development, unfair practices of school administration, authoritarian or indifferent management style, overcrowded classrooms, and student behavioral problems were considered significant reasons for teacher turnover. Furthermore, based on in-depth insights, prompts related to cost of living, unequal municipal services in school districts, low service scores, variation in school teaching hours, city congestion, insufficient social activities in schools, absence of school culture, and low educational level in the school district were included in the form through interviews conducted with 20 teachers working in the study's school district.

In addition, opinions were sought from four experts in the field of educational management, and their views were obtained on the adequacy of the obtained prompts. All the prompts obtained were classified at the provincial, school district, and school levels, and a form was created for conducting the pilot study. Kemp and Grace (2014) stated in their study that for effective rankings, the number of prompts should not be too high and the prompts should be clearly defined. Otherwise, participants may struggle to recall the prompts and make distinctions between them. In line with this, a pilot study was conducted with 22 teachers who did not participate in the main study and were not included in the interviews. During the pilot study, the teachers were encouraged to think aloud, unclear prompts were revised, and instructions were added to the necessary parts of the form. Additionally, to ensure the quick and easy implementation of the ranking form, the prompts with the least importance, according to the judgments of the teachers participating in the pilot study, were not included in the form.

After the "Teacher Turnover Reasons Ranking Form" was revised, the opinions of the teachers participating in the pilot study were sought. All the teachers used expressions stating that the prompts and instructions in the form were understandable and effective. After this stage, the form was administered face-to-face to the participants in the sample. During the implementation process of the form, consideration was given to avoid time pressure on the teachers by taking into account lunch breaks, recess, or free periods, and sufficient time was provided to the teachers during the implementation process of the form. Additionally, to ensure the effective implementation of the form, the teachers were informed about the purpose of the research and how the ranking form should be applied. Teachers who expressed their willingness to participate in the study were included. Furthermore, attention was paid to ensuring adequate distribution of participants based on demographic characteristics in order to enhance the effectiveness of the ranking scale.

2.4. Data Analysis

The information obtained from the forms used for the ranking judgments based on the scaling study was transferred to a computer environment, and rank frequencies were generated. Erroneous data were excluded from the study. An information and rank frequency matrix were created based on the judgments of 722 teachers regarding the information obtained at the provincial, school district, and school levels. From the rank frequency matrix, a ratio matrix was obtained. Care was taken to ensure that the sum of the diagonal values corresponding to the prompts in the ratio matrix was equal to one, for all teachers and for each demographic characteristic. After the ratio matrix for each variable was created, a unit standard deviation matrix (Z) was

analyzed. To determine the accuracy of the data in the Z matrix, the absolute values of the diagonal values in the matrix were examined, and it was ensured that these values were equal. Subsequently, the values corresponding to the prompts in the columns of these matrices were summed, and the obtained sums were divided by the number of prompts to calculate the averages. The obtained averages represent the importance of the psychological dimension for each prompt (Turgut & Baykul, 1992). To ensure that these values start from zero, the value of the prompt with the smallest value was added to all prompt values. This process yielded scale values (Sj) for the prompts (Guilford, 1954).

2.5. Ethical

This study has obtained ethical approval from the Ethics Committee of Gaziantep University, Faculty of Social and Humanities Sciences (Date and Document Number: 09/11/2022 and 257125).

3. Findings

The importance rankings and Sj values of stimuli at the provincial, school district, and school levels are presented in the tables below. Each numerical value in the cells represents the importance ranking of the corresponding stimulus. The scale values for the importance rankings are provided in parentheses. The importance rankings and obtained Sj values of teacher turnover reasons at the provincial level, according to teachers' judgments, are presented in Table 1.

Table 1. *Importance Rankings and Sj Values of Teacher Turnover Reasons at the Provincial Level According to Teachers' Judgments*

Stimuli	Genaral	Woman	Men	Single	Married	Candi.Te.	Contract	Regular	0-5 Years	6-10 Years	11-15 Years	16 + Years
DFF	2(.055)	2(.046)	2(.073)	2(.047)	2(.065)	2(.093)	1(.000)	2(.097)	1(.000)	2(.045)	2(.227)	2(.129)
ASCA	6(.461)	6(.460)	6(.464)	6(.434)	6(.487)	3(.258)	8(.582)	6(.468)	6(.519)	7(.474)	7(.455)	5(.362)
FP	1(.000)	1(.000)	1(.000)	1(.000)	1(.000)	1(.000)	2(.059)	1(.000)	2(.026)	1(.000)	1(.000)	1(.000)
PADO	7(.492)	7(.497)	7(.486)	7(.467)	7(.518)	6(.522)	6(.532)	7(.497)	7(.573)	6(.452)	6(.405)	7(.508)
DUT	4(.324)	4(.336)	4(.304)	4(.260)	4(.383)	5(.385)	4(.369)	4(.322)	4(.362)	4(.337)	5(.276)	3(.321)
COL	3(.293)	3(.319)	3(.246)	3(.234)	3(.347)	4(.355)	3(.340)	3(.289)	3(.317)	3(.280)	3(.240)	6(.378)
FCA	8(.651)	8(.591)	8(.762)	8(.519)	8(.771)	9(.780)	7(.552)	8(.700)	8(.585)	8(.676)	8(.699)	8(.832)
CC	5(.388)	5(.405)	5(.362)	5(.343)	5(.430)	7(.537)	5(.513)	5(.340)	5(.494)	5(.353)	4(.271)	4(.361)
LSS	9(.798)	9(.716)	9(.950)	9(.570)	9(1.009)	8(.695)	9(.730)	9(.870)	9(.659)	9(.898)	9(.831)	9(1.090)

Notes: DFF: Distance from Family, ASCA: Access to Social and Cultural Activities, FP: Future Plans, PADO: Professional and Academic Development Opportunities , DUT: Difficulty in Urban Transportation, COL: Cost of Living, FCA: Feeling of Cultural Alienation, CC: City Crowdedness, LSS: Low Service Score

Table 1 reveals that according to the judgments of teachers, FP (Future Plans) and DFF (Distance from Family) are perceived as the most significant reasons for teacher turnover at the provincial level. In fact, these two factors rank among the top two across all demographic variables. It is noteworthy that contractual teachers and teachers with 0-5 years of experience, where contractual teachers are in the majority, consider DFF more important than FP. The factors COL (Cost of Living), SUZ (Difficulty of Intra-city Transportation), SK (Crowdedness of the City), ASCA (Access to Social and Cultural Activities), PADO (Professional and Academic Development Opportunities), and FCA (Feeling Alienated from the Culture), which provide information about the structure of the city where teachers work and the opportunities it offers, are ranked lower than FP and DFF, which focus on the individual dimension of teacher turnover. Lastly, the LSS (Low Service Score) factor, a component of the HPYD, is ranked the lowest. This factor is seen as a more significant turnover reason by prospective teachers compared to other teachers. The importance rankings at the provincial level for female, male, married, single, and tenured teachers are consistent with each other and the overall rankings. When considering the importance rankings in terms of employment status, it can be observed that prospective teachers consider ASCA and LSS more important compared to contractual and tenured teachers. According to prospective teachers, ASCA ranks third, whereas it ranks eighth according to contractual teachers and sixth according to tenured teachers. Regarding the rankings based on years of

experience, contractual teachers prefer DFF over FP. In the 16+ years of experience category, COL ranks sixth, while in other experience ranges, it ranks third. FCA and LSS hold the same importance rankings based on years of experience. The importance rankings and Sj values for teacher turnover reasons at the school district level, as perceived by teachers, are presented in Table 2.

Table 2. *The Importance Rankings and Sj Values For Teacher Turnover Reasons at the School District Level, As Perceived by Teachers*

Stimuli	Genaral	Woman	Men	Single	Married	Candi.Te.	Contract	Regular	0-5 Years	6-10 Years	11-15 Years	16 + Years
HA	$7^{(.549)}$	$7^{(.638)}$	$6^{(.405)}$	$7^{(.489)}$	$7^{(.602)}$	$5^{(.449)}$	$7^{(.361)}$	$7^{(.646)}$	$7^{(.435)}$	$7^{(.579)}$	$7^{(.812)}$	$6^{(.573)}$
PE	$1^{(.000)}$	$1^{(.000)}$	$1^{(.000)}$	$1^{(.000)}$	$1^{(.000)}$	$1^{(.000)}$	$1^{(.000)}$	$1^{(.000)}$	$1^{(.000)}$	$1^{(.000)}$	$1^{(.000)}$	$1^{(.000)}$
PR	$3^{(.237)}$	$3^{(.239)}$	$3^{(.234)}$	$3^{(.243)}$	$3^{(.233)}$	$4^{(.339)}$	$4^{(.249)}$	$2^{(.216)}$	$4^{(.301)}$	$2^{(.171)}$	$2^{(.211)}$	$2^{(.204)}$
SE	$5^{(.361)}$	$5^{(.400)}$	$4^{(.295)}$	$5^{(.404)}$	$4^{(.325)}$	$6^{(.458)}$	$6^{(.276)}$	$4^{(.383)}$	$6^{(.348)}$	$4^{(.506)}$	$4^{(.303)}$	$3^{(.216)}$
NH	$2^{(.187)}$	$2^{(.191)}$	$2^{(.181)}$	$2^{(.153)}$	$2^{(.217)}$	$2^{(.099)}$	$3^{(.107)}$	$3^{(.236)}$	$3^{(.115)}$	$3^{(.265)}$	$3^{(.222)}$	$4^{(.220)}$
LE	$6^{(.439)}$	$6^{(.437)}$	$7^{(.444)}$	$6^{(.438)}$	$6^{(.478)}$	$7^{(.521)}$	$5^{(.259)}$	$5^{(.503)}$	$5^{(.328)}$	$6^{(.529)}$	$5^{(.464)}$	$5^{(.570)}$
SS	$4^{(.341)}$	$4^{(.315)}$	$5^{(.386)}$	$4^{(.258)}$	$5^{(.471)}$	$3^{(.106)}$	$2^{(.022)}$	$6^{(.513)}$	$2^{(.064)}$	$5^{(.516)}$	$6^{(.571)}$	$7^{(.578)}$
SH	$8^{(1.12)}$	$8^{(1.180)}$	$8^{(1.026)}$	$8^{(1.116)}$	$8^{(1.129)}$	$8^{(1.047)}$	$8^{(.960)}$	$8^{(1.205)}$	$8^{(1.037)}$	$8^{(1.207)}$	$8^{(1.149)}$	$8^{(1.211)}$

Notes: HA: Housing Availability, PE: People's Attitude Towards Education, PR: Professional Reputation, SE: Socioeconomic Level, NH: Negative Attitudes and Behaviors of People, LE: Low Educational Level, SS: Security Issues, SH: Shopping Facilities (Cafes, Markets, Restaurants, etc.)

When examining Table 2, it can be observed that according to teachers' judgments, PE, NH, and PR are perceived as the most significant factors for teacher turnover at the school district level. The overall ranking and scaling process based on demographic variables indicate that the SH factor is ranked last. It is noteworthy that teachers consider the factors related to stakeholders' thoughts, attitudes, and behaviors in the school district, such as PE, NH, and PR, as more important than the factors related to the structure and facilities offered by the school district, such as HA, SE, LE, SS, and SH. The perceptions of female teachers align with the overall ranking. Female teachers consider security issues and educational level as more significant turnover factors compared to male teachers. On the other hand, male teachers prioritize socioeconomic level and housing availability in the school district more than female teachers. The results obtained from the scaling study in the school district also confirm the overall ranking for unmarried teachers. Furthermore, when examining the rankings based on marital status, it can be concluded that teachers largely agree. Only married teachers perceive the SE factor as a more important turnover reason compared to the SS factor. It can be said that candidate teachers consider the SS and HA factors as more significant turnover reasons compared to the overall ranking. When examining the rankings of contracted teachers in the school district, the SS factor is ranked second. The mentioned factor is ranked fourth in the overall ranking and third in the rankings of candidate teachers. It is noteworthy that the HA factor, which is considered more important by candidate teachers, is perceived as less important by contracted and permanent teachers. Additionally, it can be observed that permanent teachers consider the PR factor as more important compared to candidate and contracted teachers. Furthermore, according to the perceptions of permanent teachers, the SS factor is of less importance. Examining the results in the context of seniority, it can be said that as years of experience increase, the perceived professional discredit in the school district becomes significant. Additionally, it is observed that the importance of the SE factor increases with seniority while the importance of the SS factor decreases. The importance rankings and Sj values of teacher turnover reasons at the school level according to teachers' judgments are presented in Table 3.

Table 3. *According to Teachers' Judgments, the Importance Rankings and Sj Values of Teacher Turnover Reasons at the School Level*

Stimuli	Genaral	Woman	Men	Single	Married	Candi.Te.	Contract	Regular	0-5 Years	6-10 Years	11-15 Years	16 + Years
HS	2(.238)	2(.261)	2(.199)	2(.246)	3(.098)	2(.050)	2(.251)	2(.263)	2(.206)	2(.254)	3(.301)	3(.240)
SBP	1(.000)	1(.000)	1(.000)	1(.000)	4(.107)	1(.000)	1(.000)	1(.000)	1(.000)	1(.000)	1(.000)	1(.000)
PAP	3(.362)	3(.432)	3(.242)	3(.426)	2(.082)	3(.164)	4(.494)	3(.338)	4(.465)	3(.341)	2(.265)	2(.206)
DLM	7(.723)	7(.722)	6(.726)	7(.694)	1(.000)	6(.561)	6(.627)	7(.790)	7(.663)	7(.766)	6(.823)	5(.721)
UAI	6(.697)	5(.656)	7(.771)	6(.672)	5(.289)	7(.582)	7(.633)	5(.744)	6(.650)	6(.701)	5(.742)	6(.782)
AAS	8(.870)	8(.899)	8(.820)	8(.875)	8(.566)	8(.766)	8(.814)	8(.912)	8(.855)	8(.825)	8(.947)	8(.924)
IC	5(.682)	6(.710)	5(.636)	5(.643)	6(.367)	5(.509)	5(.601)	6(.746)	5(.605)	5(.657)	7(.835)	7(.802)
LSA	4(.441)	4(.498)	4(.342)	4(.478)	7(.532)	4(.460)	3(.392)	4(.460)	3(.457)	4(.411)	4(.455)	4(.440)

Notes: HS: High Student Numbers, SBP: Student Behavior Problems, PAP: Negative Attitudes and Behaviors of Parents towards Teachers, DLM: Detached Leadership Style, UAI: Unfair Administrative Practices, AAS: Authoritarian Administrative Style, IC: Internal Conflicts, LSA: Low Student Achievement

Table 3, reveals that according to teachers' judgments, the general ranking identifies SBP as the most important factor causing teacher turnover at the school level. HS is ranked second, followed by PAP in third place. When examining the rankings determined based on general order and demographic characteristics, it can be observed that the AAS factor is ranked last. Considering the general ranking, it is noteworthy that teachers perceive the factors related to students and parents, with whom they have constant interaction, as more significant causes of turnover compared to factors associated with school administration. When analyzing the importance rankings of school-level teacher turnover factors in the context of gender, it is evident that female teachers consider UAI factor more important, while male teachers perceive IC factor as more significant. In terms of marital status, an important difference that stands out from the relevant table is that married teachers rank DLM factor as the most important, unlike all other teachers. While many teachers consider the indifferent leadership style of school administration as less important, it is noteworthy that married teachers identify this factor as the most significant cause of turnover. Additionally, married teachers have identified PAP as the second most important factor causing turnover. Furthermore, married teachers perceive UAI as a more significant factor causing turnover compared to unmarried teachers. The rankings of unmarried teachers at the school level align with the general ranking. The importance rankings of school-level turnover factors determined based on the judgments of contracted teachers largely coincide with the judgments of candidate teachers. Only contracted teachers have identified LSA as a more significant factor causing turnover compared to candidate and permanent teachers. When examining the rankings based on the judgments of permanent teachers, it is notable that there are similarities with the rankings formed by all teachers. However, permanent teachers perceive UAI as a more important factor causing turnover compared to the rankings of all, candidate, and contracted teachers. When analyzing the rankings based on years of service, it is understood that in the majority of 0-5 years of service, where contracted teachers prevail, LSA is perceived as the third significant factor causing turnover. In all other service years, this factor ranks fourth. Additionally, it is noteworthy that as years of service increase, the importance rankings of PAP and DLM factors increase, while the importance ranking of IC decreases.

4. Discussion and Conclusion

Teacher turnover has a negative role that adversely affects the educational process in schools. This negative role causes difficulties and obstacles for schools to achieve their goals by creating negativity among stakeholders in the school environment. These difficulties significantly impact students' academic achievements (Adnot et al., 2017; Aeschlimann et al., 2019; Guin, 2004; Graff, 2019; Kent, 2021; Ronfeldt et al., 2013), parent-teacher relationships (Aydoğan, 2019; Turan & Sevim, 2017), and school culture and climate

(Aslan et al., 2009; Bakioğlu & Koç, 2017; Hanselman et al., 2016). To address these negatives, it is necessary to comprehensively address the reasons for teacher turnover.

When examining teacher turnover in Türkiye, it is evident that teachers face various problems at the provincial, school district, and school levels. Analyzing teachers' acceptance areas is crucial for initiating efforts to solve these problems. In this context, identifying the primary factors leading to teacher turnover in Türkiye and revealing the significance of perceived problems based on teachers' demographic characteristics is deemed necessary. Accordingly, the results obtained in the research have been discussed in relation to findings from different studies in the literature.

In the scaling study conducted at the provincial level, teachers identified the "FP stimulus" as the most significant reason for turnover, while the "DFF stimulus" ranked second. This result indicates that teachers prioritize their individual and family needs. This is in line with the Eurydice Report (2018), which emphasizes individual and family needs as important factors. Additionally, there are studies in the literature that indicate teachers have concerns about their future plans and are unwilling to work in distant areas away from their families (Kızıltaş, 2021; Mete, 2009; Özoğlu, 2015; Şahin, 2011; Şahin & Doğan, 2020). Although these studies do not provide rankings based on teachers' perspectives, they are significant as they contain empirical findings that align with the results of our study.

Regarding the rankings of these two stimuli in the context of employment status and seniority, there are differences. Contract teachers and those with 0-5 years of experience, who constitute the majority, considered the "DFF stimulus" more important than the "FP stimulus" compared to other teachers. This result can be explained by the fact that newly appointed prospective teachers focus on gaining their professional identity and adapting to the school climate (Çetinkaya & Koşar, 2022). Contract teachers, on the other hand, have served in their schools for a minimum of three years (MoNE, 2015) and have adapted to the school environment. Considering that contract teachers with 0-5 years of experience work away from their families, it can be argued that the longing for family increases as time goes on. In fact, in a study conducted by Kızıltaş (2021), family unity and longing hold significant positions among the reasons for teacher turnover. Teachers, as a whole, perceive future plans and distance from their families as important turnover factors, and their perceptions align with these two issues. It can be said that these two problems, which occur within the scope of TEFL, prevent teachers from making future plans in the places they are assigned to and result in living away from their families.

When examining the results at the provincial level in terms of gender, no significant difference was observed. Palavan and Donuk's (2016) study on teacher problems also did not find a significant difference in teachers' perception levels of problems. This finding supports the findings of our study. Another result of our study is that the "COL stimulus" was identified as the third significant reason for teacher turnover at the provincial level. Teachers' perception that the profession has low financial rewards (Bozbayındır, 2019; Ünsal and Korkmaz, 2016) and the importance of salary as a significant factor for teacher turnover (Bass, 2018; Liu and Onwuegbuzie, 2012; Ross, 2020) align with the findings of our study. Especially for teachers working in urban centers, the purchasing power may not be at the desired level, leading to difficulties in meeting social and basic needs and causing stress among teachers (Liu & Onwuegbuzie, 2012).

This stress negatively affects teachers' levels of commitment and motivation. In fact, teachers with more than 16 years of experience perceive the "COL stimulus" as less important compared to other teachers. However, in Türkiye's public schools, there is not a significant salary difference between years of experience. This can be explained by the fact that teachers who have served for many years have accumulated a certain level of expertise. The "LSS stimulus," which is a component of TEFL, was identified as the least important turnover factor at the provincial level, excluding novice teachers. Novice teachers, on the other hand, perceive this stimulus as more important compared to other teachers. The service score is an important index used for transfers in Türkiye. Based on this result, it can be said that novice teachers have a propensity for turnover. Additionally, the fact that novice teachers consider the "ASCA stimulus" as more important indicates that this turnover intention is driven by the opportunities provided by the city. Indeed, when examining the literature, insufficient social and cultural activities emerge as significant problems for teachers (Teacher Turnover Project, 2018; Özdemir & Civelek, 2015; Şahin, 2011). Another problem is teachers facing difficulties in intra-city transportation. The distance between schools and residential areas, as well as limited alternative

transportation networks, pose a problem, especially for teachers working in rural areas. This problem has been frequently mentioned in the literature, with many teachers experiencing significant difficulties in commuting between schools and their homes (Altun, 2019; Kızıltaş, 2021; Özdemir & Civelek, 2015; Taşkaya et al., 2015). In our study, according to teachers' judgments, the "DUT stimulus" ranked fourth at the provincial level and was considered important by teachers. However, teachers with more than 16 years of experience perceive the "DUT stimulus" as the third most important turnover factor. This can be explained by the increased family responsibilities of senior teachers, who often have to rely on transportation networks.

According to teachers' judgments, the stimuli of school stakeholders, namely IEP, PPD, and IM, have been identified as the most significant factors influencing teacher turnover. This finding suggests that teachers consider the emotions, thoughts, and behaviors of stakeholders with whom they have continuous interactions as important. Conflicts and issues related to harmony with stakeholders can increase teachers' intention to seek turnover. When examining the existing literature, it is evident that teachers perceive stakeholders' attitudes toward education, negative attitudes and behaviors exhibited by stakeholders, and the loss of professional reputation in society as significant problems (Atmaca, 2004; Bozbayındır, 2019; Karataş & Çakan, 2018; Palavan & Donuk, 2016; Taşkaya et al., 2015).

Another result of the study is that the importance levels of IM and SE stimuli increase with teachers' years of seniority. Many teachers believe that their status has been damaged and they have experienced a loss of respect and reputation in society (Akkol, 2022). Particularly, the increased perception of these problems with the accumulation of seniority can be explained by the middle age period. Öztan-Ulusoy (2020) discusses the middle age period in her study, indicating that teachers find the profession exhausting, face difficulties in meeting their social and basic needs, and experience economic problems due to the low financial benefits of the teaching profession. Considering that financial benefits also contribute to significant social prestige (Bozbayındır, 2019), it is necessary to improve the reputation of the teaching profession and enhance teachers' purchasing power. Indeed, these problems can result in teacher turnover or even attrition from the profession. Another notable aspect among the findings within the school context is the variability in the importance ranking of the SS stimulus. As years of seniority increase, the perceived importance level of security issues in the school environment decreases. This can be explained by teachers becoming accustomed to and adapting to their surroundings. This finding is supported by Akgün and Başar (2019) in their study on school security, where they found that teachers perceive their schools as safer as their years of seniority increase. Female teachers, compared to male teachers, consider the SS stimulus as a more important factor for turnover. It is possible to say that female teachers express more concerns about the school environment compared to male teachers (Özdemir & Erol, 2021).

According to teachers' judgments, the most important turnover factors at the school level are identified as SBP, HS, and PAP stimuli. It is evident that teachers perceive problems related to students and parents as more significant. Reviewing the literature, it is possible to come across studies indicating that problems related to student behavior are important factors for turnover (Liu and Onwuegbuzie, 2012; Geving, 2007; Haberman & Rickards, 1990; Kokkinos, 2007; Perrachione et al., 2008). As a result of scaling at the school level, the high number of students is determined as the second most important reason according to teachers' judgments. This problem can be perceived as a distinct factor related to student behavior problems. The overcrowding of classrooms reduces the time allocated by teachers to each student and negatively affects student-teacher interaction. Indeed, Kazak (2021) and the studies by Karataş and Çakan (2018) indicate that crowded classrooms are perceived as a significant problem by teachers. Additionally, it can be stated that negative attitudes and behaviors displayed by parents increase teachers' intentions for turnover (Yurdunkulu & Oktay, 2020; Kozikoğlu & Senemoğlu, 2018). Another notable point is that the importance level of the PAP stimulus increases as years of seniority increase. The PAP stimulus may be related to the PR stimulus in the school context. It has been concluded that as years of seniority increase, the perceived importance levels of the PR and PAP stimuli also increase. The loss of reputation and prestige in the teaching profession may influence the attitudes and behaviors of parents, who are important stakeholders of the school.

When examining the results obtained in the context of the staff situation, it is found that contract teachers perceive the LSA stimulus as more important compared to other teachers. This result provides information about the problems experienced by contract teachers in their educational processes. Bakioğlu (1996) mentioned in their study that teachers at the beginning of their careers receive theory-based education at university,

which leads to difficulties in the practical application phase. Examples of these problems include the presence of students with different characteristics in the same classroom, failure to address student behavior problems, complexity of teaching processes, and a sense of inadequacy in the educational process. Van-Eycken et al. (2022) also stated in their study that students' low achievement damages teachers' perceptions of teachability and increases their intentions for turnover. This particularly highlights the importance of providing a supportive learning environment for teachers at the beginning of their careers and offering counseling services to them. Another important result of the study is that married teachers identify the IYT stimulus as the most important reason for turnover. This can be explained by the failure of school administrations to meet certain demands between work and personal life. Additionally, the UAI stimulus is also perceived as more important by married teachers.

Bakaç et al. (2019) stated in their study that married teachers have responsibilities towards their families, while school administrators generally prefer to work with unmarried teachers. This result indicates that teachers' work and personal lives are not considered as a whole by school administrations. Additionally, the increasing importance level of the IYT stimulus with seniority may also be related to this issue. Another result of the study is that female teachers perceive the UAI stimulus as more important than the IC stimulus compared to male teachers. This finding is supported by Göktaş et al. (2011), who indicated in their study that according to the perceptions of female teachers, administrators engage in unfair practices in schools, resulting in more conflicts between female teachers and school management compared to male teachers. Özgan (2006) and Yurdunkulu and Oktay (2020) also found in their studies that male teachers tend to exhibit more compliant strategies in intra-school conflicts. These findings may explain why male teachers perceive the UAI stimulus as less important compared to female teachers. Moreover, it can also indicate that male teachers who remain silent in the process are more negatively affected by intra-school conflicts. Another important result at the school level is that with the increase in seniority, the IC stimulus is perceived as less important by teachers. Senior teachers have encountered and gained experience with many negative situations in the past. This finding can be explained by the result from Yurdunkulu and Oktay's (2020) study, which suggests that senior teachers tend to display a more compromising attitude in conflicts with school management.

Teachers, as one of the key stakeholders in education systems, may be driven to turnover due to their unmet needs and expectations within their environment. This study revealed that teachers' needs and expectations differ at the provincial, school district, and school levels. To address this issue, it is crucial for policymakers, local authorities, and school administrators to adopt a collaborative approach and address the problems experienced by teachers in a comprehensive manner. Such a collaborative and holistic approach can facilitate the development of effective solutions to meet teachers' needs and expectations. Otherwise, the negative effects of teacher turnover may pose obstacles to both short-term and long-term goals.

5. Recommendations

Many teachers prefer to work in regions where they were born and raised, where they feel a sense of belonging, are familiar with the culture, and believe they can adapt. However, most teachers are assigned to different provinces under the Central Placement Examination. This situation results in teachers being away from their families and being unable to make future plans in their current region. Implementing regional teacher training and appointment policies can reduce the rate of teacher turnover. Additionally, positive quotas can be established at universities in these regions to admit students who are residents of those areas to education faculties.

Teachers identified being away from their families and the high cost of living as significant issues. Considering the academic calendar in Türkiye, it can be argued that teachers incur additional expenses when they visit their families during summers, semester breaks, and holidays. In this regard, arrangements can be made to cover transportation costs for teachers serving in different provinces during summer, semester breaks, and holidays on a one-time basis.

Teachers perceive the profession as having low financial returns and struggling to meet their social and basic needs. This is particularly challenging for teachers with reduced purchasing power in urban areas. In this context, it is crucial to improve teachers' salaries, provide incentive payments in regions with low purchasing power, and implement campaigns that specifically target teachers. These campaigns cover areas such as healthcare services, utility bills, housing facilities, transportation expenses, and social and cultural activities.

Traditional reasons, gender roles, and negative perceptions about education have a significant impact on the education process and lead parents to be indifferent to school. This situation significantly damages teachers' motivation and their sense of belonging. In this context, seminars, meetings, and training can be organized by local governments to positively influence people's perceptions of education. Additionally, mass media can be used to emphasize the importance of education.

Teachers who believe that the teaching profession has lost its reputation and prestige attribute this to its low financial returns and the presence of negative content in the public sector. In this regard, improving teacher salaries, publishing content that strengthens the reputation of the teaching profession in the public sector, and implementing regulations that prevent the dissemination of content that damages the profession's reputation can be considered practices that will increase and protect the reputation of the teaching profession.

To resolve student behavior problems, it is necessary to establish a collaborative working environment in schools that includes parents, school administrators, and teachers and to provide teachers with a supportive learning environment. Additionally, existing student discipline regulations need to be streamlined, eliminating unnecessary paperwork and adopting a functional structure that enhances teachers' impact on students. Furthermore, implementing a two-hour weekly guidance lesson at all grade levels could be an important initiative.

It is known that a high number of students makes it difficult for teachers to get to know their students, meet their needs, and manage their classrooms. This situation negatively affects teachers' motivation levels and perceptions of their competence. In this context, it is important to identify regions with high student populations and establish new schools in these areas. In schools that meet physical requirements, increasing the number of sections can also be considered a measure.

To reduce teacher turnover caused by teacher-parent communication, it is important to strengthen school-family collaboration. In this context, implementing social and cultural activities for families in schools (e.g., bazaars, school-family days, cinema events, etc.), teachers conducting home visits, organizing conflict resolution and effective communication training for teachers, establishing an effective communication channel between the school and parents, and allocating two hours per week for teachers to provide family guidance in exchange for additional pay can be listed as important practices to strengthen the teacher-parent bond.

It constitutes importance that school administrations adopt a management approach that considers teachers' needs and demands in order to decrease the teacher turnover rate. Within this scope, school administrations can be provided with in-service trainings, which include new management approaches, through universities.

It is observed that in the literature, there is a need for qualitative studies that discuss teachers' concerns and expectations regarding the future and that will provide in-depth information on these topics. In this context, a study consisting of a phenomenological approach, which asks the opinions of teachers who change schools, can be carried out. This study may provide clear insights into teachers' future plans.

In schools with a high teacher turnover rate, case studies, which include the perspectives of both teachers and school administrators, can be performed in order to examine the dimensions of stakeholders' approaches to education. In schools with a high teacher turnover rate, ethnographic studies can be carried out in order to keep teachers from different cultures together and enhance their adaptation to the environment. A study with a phenomenological approach, which includes teachers who want to leave or have left the school due to the school administration's unconcerned attitudes and behaviours, can be conducted. It is seen that there are a limited number of studies in the national literature that examine the impact of teacher turnover on students. In this regard, in the national literature, there is a need for experimental studies that examine the impact of teacher turnover on students' academic success, longitudinal studies that examine students' developmental processes, and phenomenological studies that address the students' problems. In the national literature, we could not find any studies that address teacher turnover from the perspective of parents. In this regard, qualitative studies that include parents' opinions regarding teacher turnover in schools with a high teacher turnover rate after identifying such schools.

6. Limitations

This research is based on candidate, contracted and permanent teachers defined in the RoTAaR (2015). Paid teachers, in-province and out-of-province assignments, retirements and resignations are not within the scope of this research. This study is limited to candidate, contracted and regular teachers who work in public schools in the Şehitkamil and Şahinbey central districts of Gaziantep province in Türkiye during the 2022-2023 academic year.

7. References

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