

Retention of Secondary School Teachers in Maldives

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Abstract - Teachers have the most direct and substantial influence on student outcomes and are a school's largest investment. Students' academic success is greatly impacted by teachers' desire to fulfill their teaching duties, which attracts more teachers, students, and parents. Since increasing student achievement requires high levels of motivation, researchers are always looking for new ways to inspire teachers. The current study examines secondary school teachers' retention in connection to their problem-solving skills and job happiness, with a particular focus on the Maldives. The descriptive survey method was employed in this study to gather accurate and relevant data. The study's goals were to investigate the connection between instructors' academic success and their capacity for problem-solving. The study also compared the academic performance, problem-solving skills, and exam anxiety of male and female students. Two hundred Maldivian secondary school pupils make up the study's sample. To take part in the study, 100 men and 100 women were chosen at random. Two standardized questionnaires and the participants' prior grades were gathered as study data. Ten distinct Maldivian secondary schools were given the Job Satisfaction and Problem-Solving Ability assessment. According to the study's findings, the most valuable resource in Maldivian secondary schools is their teaching staff, and providing high-quality instruction calls for dedicated, skilled, and driven educators. Academic achievement and the development of a positive learning environment depend on committed educators who go above and beyond their contractual duties.

Keywords: Maldives, Secondary School, Teachers, Retention, Job Satisfaction

I. INTRODUCTION

Education is the most fundamental and significant instrument in the process of developing an individual and in the progress of any nation. Educated men can contribute more towards the progress of a nation (Fikuree et al., 2024). Hence, everyone should get good and quality education. Quality education is of prime concern today at all levels of education. Providing quality education and maintenance of quality in education nowadays is becoming a huge task. A teacher's competency can be measured in terms of knowledge, understanding, skills and applications in content areas, and interaction between the teacher and the students in the classroom. One of the key educational procedures is teaching. It aims to cultivate all of the various skills and knowledge (Abdulla, 2022). It is a teacher's responsibility to carry out for a child's growth.

Teaching is a complicated process rather than a straightforward one. It could manifest in several ways. It covers instruction, training, and the growth of knowledge as well as cognitive processes and skills, including critical thinking. Teaching is a purposeful, methodical, and intentional activity that is carried out with the express goal of fostering genuine learning (Hoque et al., 2013). Teaching is the deliberate sharing of information and experience, typically arranged within a discipline, and, more broadly, the act of another person or object stimulating an individual's intellectual and psychological development. The purpose of teaching is to 'educate the taught' through close interaction between the teacher and the latter (Shiuna & Sodiq, 2013).

In general, teaching is regarded as an activity that is planned and carried out to achieve a number of goals, including behavioural changes in students. Students, on the other hand, have diverse learning methods and multifaceted personalities. Both of these facts suggest that teachers should employ distinct teaching tactics that align with students' learning preferences and personality traits on the one hand and the learning objectives on the other (Ahmed, 2022). Different educationists and pedagogists have pursued it by transforming existing ideas and theoretical knowledge into various "Models of teaching" that teachers may easily implement in both school and college settings. The Maldives' future is greatly influenced by secondary education, and the viability of the system depends on the retention of teachers (Ali, 2013; Hasan & McDonald, 2015). Teacher retention is one of the main issues Maldivian schools' faces. Too many educators are quitting their jobs to pursue other activities (Mousavizadeh et al., 2017). Policymakers, school boards, and administrators have been attempting to put innovative strategies into place to keep talented teachers on staff. These leaders are generating ideas because they are aware that student achievement is impacted by teacher retention (Fikuree et al., 2024). According to the Teacher Research Policy, which looks at how administrators and teachers behave in order to create policies that will both draw in and keep top-notch educators and leaders, particularly in underperforming schools, teacher retention plays a significant role in defining the learning environment in a school (Tamannaifar & Golmohammadi, 2014). It claims that since the teaching workforce is constantly changing, it is

challenging for school administrators to enact new rules, make the required adjustments, or reach greater requirements (Hassan, 2022). Additionally, it claims that urban schools with low performance and significant poverty are more disadvantaged because teacher retention rates are typically lower there than in higher performing schools. The least qualified instructors are left to teach the most underprivileged pupils while better qualified teachers are more inclined to leave underperforming institutions. Within the first three years of teaching, over 25% of new public-school teachers quit. The efficacy of instructors who leave low-scoring schools is notably understudied, despite the fact that teachers with higher academic backgrounds—as indicated by test scores and the competitiveness of their undergraduate institution—are more likely to quit teaching. Student learning may be impacted by teacher retention in a number of ways. First, pupils may be more likely to have less effective, inexperienced teachers in high-turnover schools (Shareef, 2008). The contribution of the proposed work is,

- To identify factors influencing teacher motivation in secondary schools in Maldives (Hasan, 2016).
- To Examine the connection between retention and instructor motivation.
- To assess the impact of teacher retention on educational quality.
- To analyse the challenges faced by teachers in remote or underserved areas.
- To evaluate existing policies and incentives for teacher retention
- To propose strategies for enhancing teacher motivation and retention in Maldives schools.

Research Questions

- What are the current teacher retention rates in secondary education in the Maldives?
- What are the main factors that contribute to teacher turnover in secondary education in the Maldives?
- How does teacher retention affect student academic achievement and outcomes in secondary education in the Maldives?
- What strategies can be implemented to improve teacher retention and reduce turnover in secondary education in the Maldives?

The rest of the article is structured as follows. The retention of secondary school teachers is examined first, and related theoretical theories are then put forth. Second, the techniques and findings are proposed in this paper. We wrap up by talking about our findings, their theoretical and practical ramifications, and potential avenues for further study. Lastly, we provide a study conclusion.

II. LITERATURE REVIEW

The Maldives has also embarked on a journey towards inclusive education, addressing challenges and setting milestones to ensure full inclusion in schools, with recommendations for policy and practice improvements

(Mariyam & Saeed, 2021; Shafina, 2019). Language education policy reflects a shift from a monolingual to a multilingual approach, recognizing the importance of preserving the Dhivehi language while also embracing the need for learning additional languages in a globalized world (Aturupane & Shojjo, 2012). The COVID-19 pandemic prompted significant policy changes, enhancing the preparedness of schools and increasing teachers' competencies in online teaching, which is expected to strengthen the education system post-pandemic (Naseer & Nayasheen, 2024). Leadership and teacher self-efficacy are critical in driving educational improvements, with a focus on principals' leadership roles and teachers' professional development to enhance student performance (Nasir et al., 2023).

The Maldivian education system, while facing numerous challenges, demonstrates a commitment to reform and adaptation, striving to meet the needs of its diverse population and align with global educational standards (Di Biase & Maniku, 2021). Since motivated teachers are more likely to stay in their jobs and make valuable contributions to the classroom, teacher motivation and retention are essential to guaranteeing the quality of education (Zamanian & Soleimani-Pouya, 2017). Numerous studies emphasize how crucial both internal and external motivators are for keeping instructors on staff. Since instructors find fulfilment in teaching and relish the difficulties it offers, intrinsic variables like job satisfaction, recognition, and career growth are important in encouraging them to remain in the field (Kurkuri & Krishnamurthy, 2021; Jha et al., 2021).

According to research from Nepal and the Midwestern United States, where pay and administrative support were essential for teacher satisfaction and retention, extrinsic factors—such as pay, perks, and working conditions—also have a major impact on teacher retention (Hassan, 2022). The role of supportive working environments is emphasized, as they help reduce attrition, especially among beginning teachers, and promote a sense of belonging and professional growth (Nasir & Mydin, 2023). In Turkey, internal motivation factors were found to be primary in teachers' decisions to remain in special education, with external factors supporting these decisions (Shareef, 2021; Mariyam & Saeed, 2021; Ali, 2013; Fikuree et al., 2024; Abdulla, 2022). Unlike many countries where PE is taught by specialists, in the Maldives, generalist teachers are responsible for PE, often without adequate training or confidence, which is a significant barrier to effective teaching (Geng, 2024). This contrasts with countries that have more specialized training and resources for PE teachers (Abdulla, 2022). The recent curriculum reforms in the Maldives have led to varied implementation practices, with teachers adapting, offloading, or improvising the curriculum based on their unique contexts, a scenario that resonates with global educational reforms where localized adaptation is necessary (Shareef, 2021). Lastly, the gender dynamics in Maldivian academia, where women perceive little gender bias despite men holding senior positions, reflect broader global trends in

gender equality in education, although the specifics may vary by region.

Problem Statement

Education has traditionally been seen as an essentially positive human endeavor with goals of advancement and improvement. It is seen as a process that allows kids to grow and change in accordance with their needs and abilities (Hoque et al., 2013). But not every student has the opportunity to have their needs met to the fullest extent possible. Not every student has the opportunity to get to the point where academic achievement is determined. Researchers, educators, and trainers have long been interested in determining what influences students' performance quality. Students' inability to solve problems and their exam anxiety are two factors that contribute to their failure to achieve academic success. Due to their inability to address problems and their exam fear, students are unable to improve and meet their goals (Shiuna & Sodiq, 2013; Hasan & McDonald, 2015).

III.METHODOLOGY

Research is a scientific and intellectual process, in which systematic attempt has been made to obtain meaningful results or solution to the selected problem. Planned and systematic procedure is prerequisite for any type of research. To get the most accurate and authenticated results, it is very essential to choose an appropriate design and methodology in research. The several steps of the plan that will be employed to solve the research challenge are described by the research

technique. For example, the formulation of the problem, the variables utilized to achieve the objectives, the formulation of the hypothesis, the sampling procedure, the self-made tools used to gather the data, the statistical techniques used for analysis, and ultimately the accomplishment of the research goal. The researcher has used the quantitative research for this study using Descriptive methodology. In descriptive studies the researcher has studied and determined the status of a phenomenon. It is the most extensively utilized, appropriate, and well-liked research method in education. Survey studies are carried out to gather comprehensive descriptions of current phenomena in order to use the data to support existing policies and procedures or to develop more astute strategies for their improvement.

Sampling: The process of selecting and analysing a relatively small number of people or measurements of people, things, or events in order to learn more about the overall population from which they were drawn is known as sampling.

Population: The process of choosing a meaningful small group from a population that contains all the necessary elements for the current study is known as sampling. Since it is not possible to select the entire population, the researcher selected a small proportion of the population which represents the whole population.

Sample: Government and aided schools of Maldives were selected to draw the sample of the study. The number of Government and Aided Secondary schools in Maldives is 302. Government schools are 111, of which 11 schools are in urban areas and 100 schools are in rural areas.

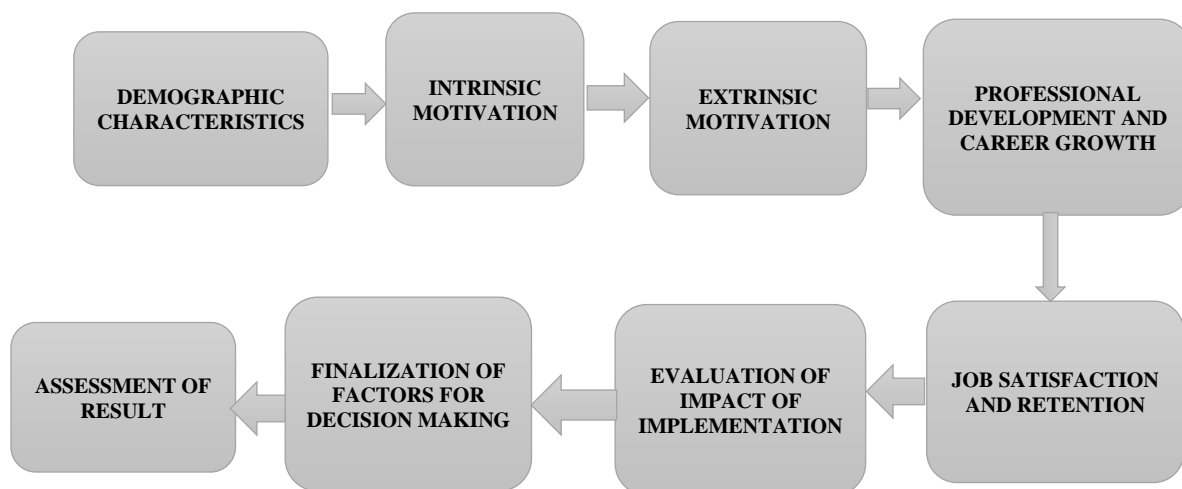


Fig. 1 Research Schema

In fig.1 shows the Descriptive Survey Method is used in this study to examine the variables affecting secondary school teachers' retention in the Maldives. Providing reliable information regarding the current status of teacher retention and deriving significant general implications from the data are the goals of the descriptive study design. The study used a mixed-methods approach with a convergent design. In order to have a more thorough grasp of the study problem, this design was used to simultaneously gather quantitative and

qualitative data and compare the findings. By combining the findings during data collection, the researcher combined the two datasets. Interpretation to verify the conformance of the two data sets. Interpreting the results of two databases to determine whether there was convergence between the two information sources was made easier by the convergent design. The design made it possible for the researcher to quickly get a lot of information from a range of responses.

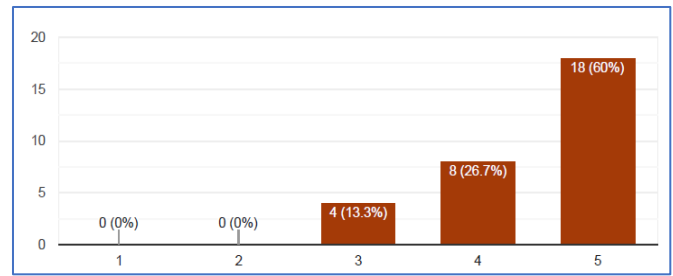
TABLE I PARTICIPANT'S OVERVIEW

Characteristics	Variables	Percentage
Gender	Female	50
	Male	50
	Total	100
Age	Below 25 years	37.3
	25-34 years	46.7
	35-44 years	4.0
	45-54 years	4.0
	Above 55 years	8.0
	Total	100
Marital Status	Married	90
	unmarried	10
	Total	100
Education	UG	93
	PG	5
	PhD	2
	Total	100
Current position	Class teacher	21.3
	Head of department	33.3
	School administrator	6.7
	BTEC hospitality teacher	18.7
	Teacher	20
	Total	100
Experience	Less than 5 years	10
	5-10 years	26.7
	11-15 years	30
	16-20 years	10
	Above 20 years	23.3
	Total	100
Location of school	Urban area	83.3
	Rural area	16.7
	Remote Island	-
	Total	100
	5 hours	22.7
	4 hours	29.3
	below 3 hours	36.0
	Total	100

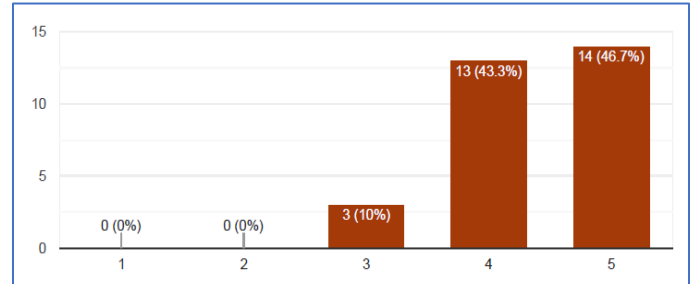
A collection of demographic data is displayed in Table I that illustrates how the content stage of the induction program affects instructors' retention. Respondents were asked to score how much they agreed or disagreed with each of the program's content stage components.

3.1. Intrinsic Motivation

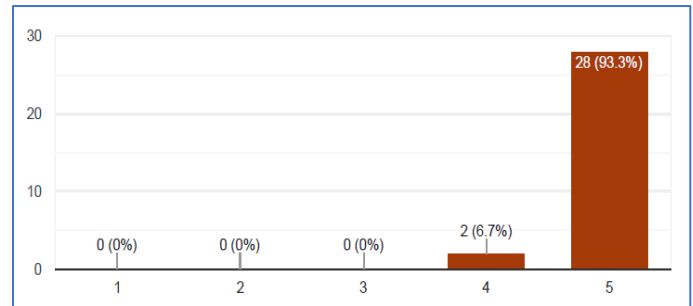
The act of performing a task for its own sake, as opposed to for a separate benefit, is known as intrinsic motivation. When someone is intrinsically motivated, they are driven to behave because it is enjoyable or challenging rather than in response to outside stimuli, demands, or incentives. The concept of intrinsic motivation was initially recognized in animal behavior experiments, when it was found that many creatures exhibit playful, curiosity-driven, and exploratory activities even when there is no reinforcement or reward. These instinctive actions seem to be carried out for the enjoyment of exercising and developing one's abilities rather than for any such instrumental purpose, despite the fact that they are obviously providing the organism with adaptive benefits (Fig. 2).



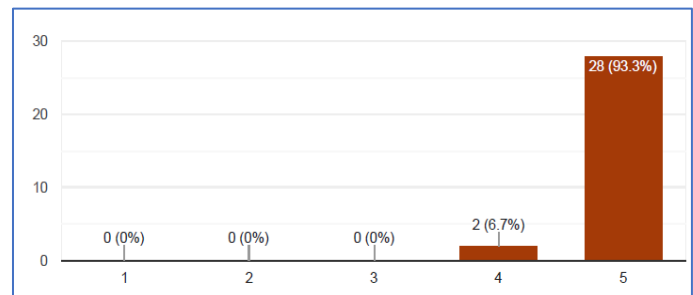
I find personal satisfaction in helping students learn and grow



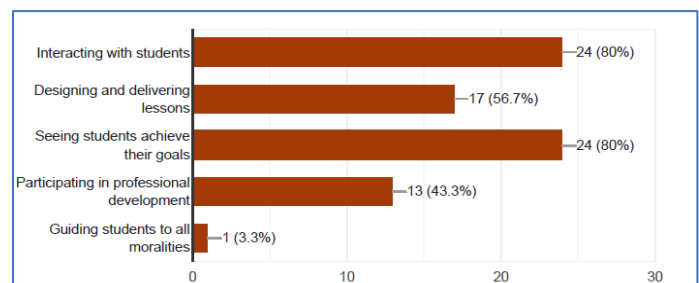
Teaching allows me to make a positive impact on my community



I am passionate about the subjects I teach



I feel a strong sense of accomplishment when students succeed

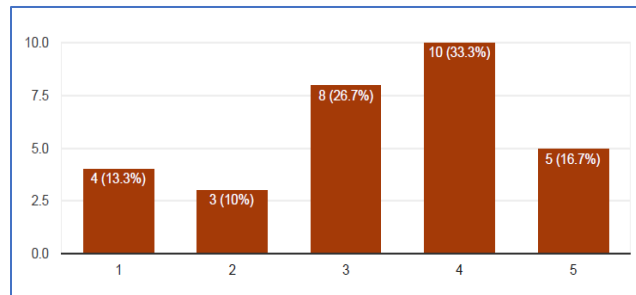


What aspects of teaching are most fulfilling for you?

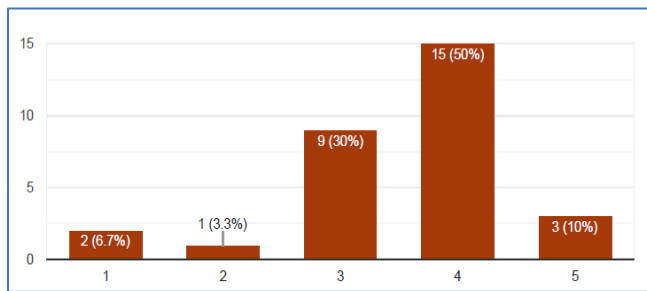
Fig. 2 How Strongly Do You Agree with The Following Statements About Your Motivation for Teaching?

3.2. Extrinsic Motivation

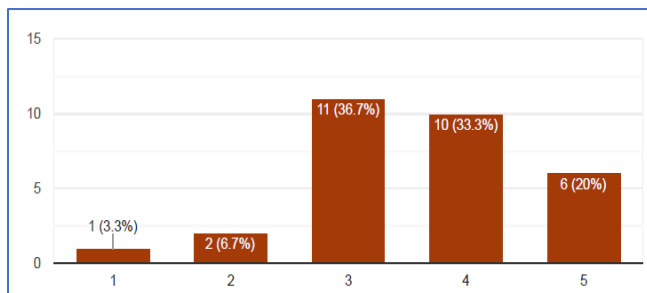
Extrinsic motivation is the term used to describe motivation that originates from outside of an individual and is fuelled by outside forces like pressures, incentives, or acknowledgement. When it comes to teacher retention and motivation, extrinsic motivators can be quite important in urging educators to stay in the field. While extrinsic motivators can be effective in the short term, research suggests that intrinsic motivators (e.g., passion for teaching, sense of accomplishment) are more sustainable and powerful drivers of teacher motivation and retention (Fig. 3).



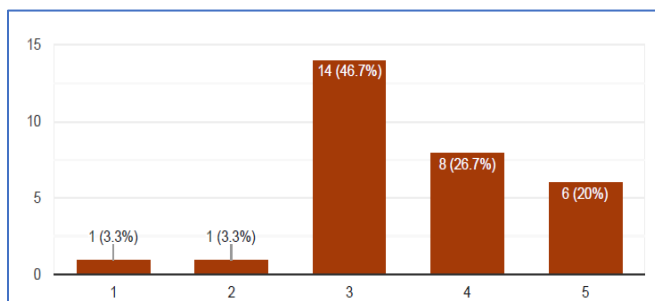
Salary and financial benefits



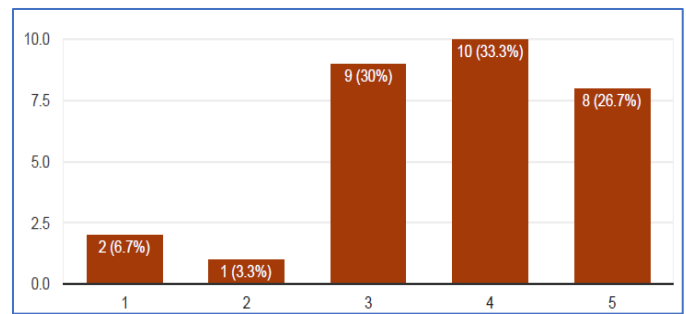
Teaching resources and materials



School facilities and infrastructure



Work environment and conditions



Support from the school administration

Fig. 3 How Would You Rate Your Satisfaction with the Following Aspects Off Your Job??

3.3. Professional Development and Career Growth

Professional development and career growth are essential for teachers' motivation, job satisfaction, and retention. Professional development and career growth opportunities can improve teacher quality and effectiveness. Providing teachers with opportunities for growth and development can increase job satisfaction and motivation. Investing in teachers' professional development and career growth can reduce turnover and improve teacher retention. When teachers are engaged, motivated, and effective, students are more likely to achieve better academic outcomes shows in fig. 4, 5 & 6.

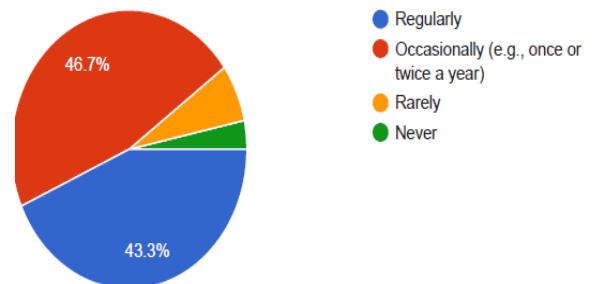


Fig. 4 How Often do you Participate in Professional Development Activities?

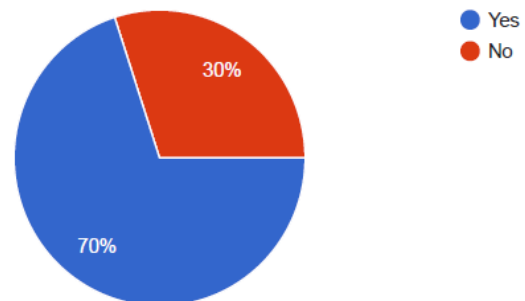


Fig. 5 Do You Feel That the Professional Development Opportunities Provided are Adequate for Your Career Growth?

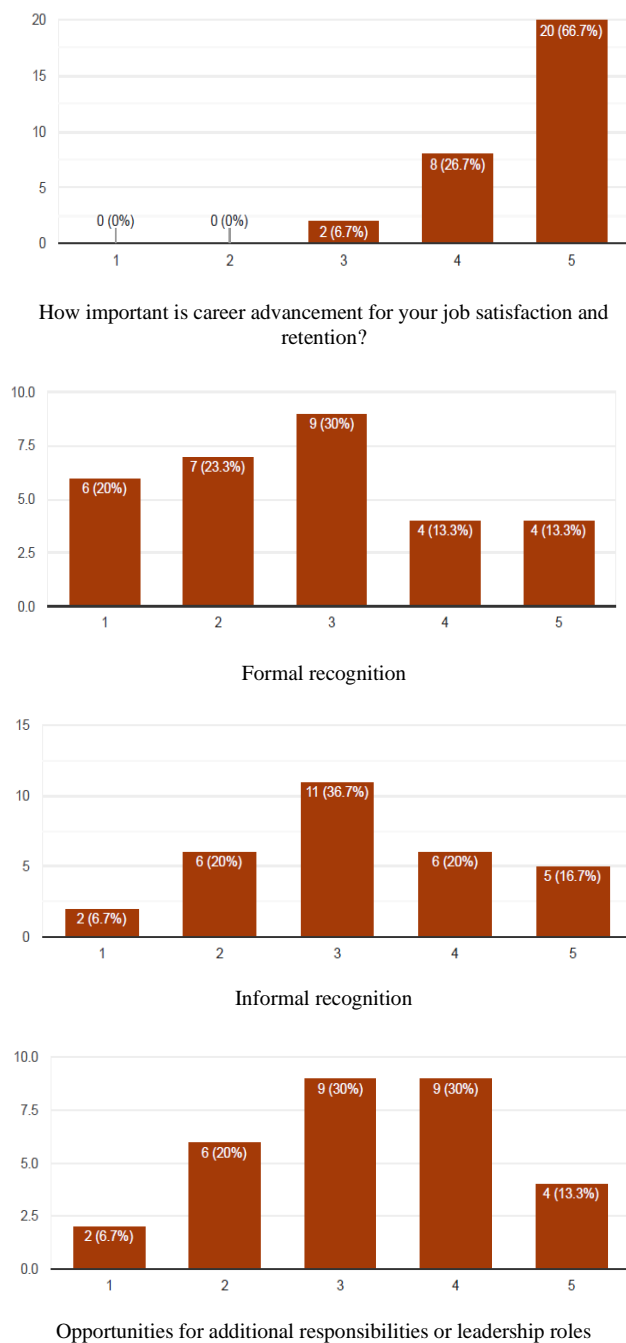


Fig. 6 How Effective are the Current Recognition and Reward Systems in Your School?

3.4. Job Satisfaction and Retention

Job satisfaction and retention are crucial aspects of teaching, as they directly impact the quality of education and student outcomes. Job satisfaction and retention refer to the positive emotional state and commitment of employees, in this case, secondary school teachers in the Maldives, to remain in their profession and continue working in their current school or educational institution. Job satisfaction encompasses various aspects, including autonomy, recognition, professional development, and working conditions, which collectively influence an individual's overall contentment with their job.

Retention, on the other hand, refers to the ability of the school or educational institution to maintain its teaching staff over time, minimizing turnover and ensuring continuity in the educational process (Fig 7 & 8).

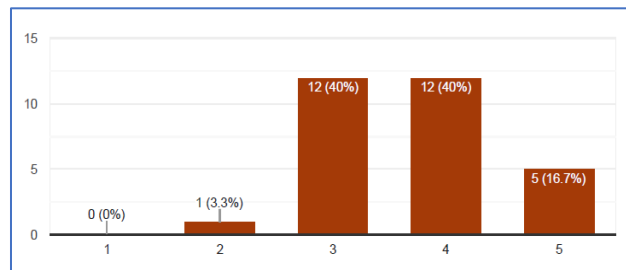


Fig.7 How Satisfied Are You with Your Current Job Overall?

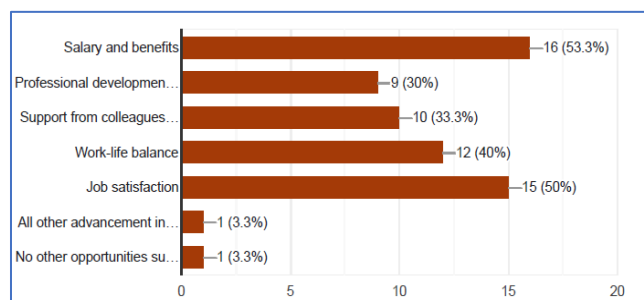


Fig. 8 What are the Main Factors that would Influence Your Decision to Remain in Your current Teaching Position?

Retention refers to the ability of an organization, in this case, a school or educational institution in the Maldives, to keep its employees, specifically secondary school teachers, in their positions over a prolonged period. It entails establishing a workplace that encourages commitment, engagement, and job happiness in order to lower teacher turnover and lessen the need for hiring and onboarding new employees. Effective teacher retention strategies enable schools to maintain continuity, stability, and quality in education, ultimately benefiting students, teachers, and the broader educational community.

IV. ANALYSIS AND RESULTS

To investigate the elements impacting teacher retention, the gathered data was arranged and examined. Descriptive statistics were used in the first phase to ascertain the respondents' degree of involvement, work satisfaction, and intention to stay or quit using the Statistical Package for Social Sciences (SPSS) software. These variables' mean values were determined. The impact of job satisfaction on teacher retention was examined in the second phase using a straightforward linear regression analysis. The mean values of both variables were calculated to examine the relationship. Additionally, in order to ascertain if burnout mediates the relationship between job satisfaction and teacher retention, the third phase employed the SOBEL test. The mean values of the variables were used to conduct this analysis. All independent factors, including self-efficacy, job engagement, and job satisfaction, are statistically significant and significantly affect secondary school teachers' retention in the Maldives, according to the results of the SPSS test. (Table I).

4.1. Reliability

Cronbach's alpha scores for each statement were used to evaluate the questionnaire's reliability in determining the factors impacting teacher retention in the Maldives. All of the latent variables, such as work happiness, teacher engagement, and intention to stay, had Cronbach's alpha values above the suggested cutoff of 0.70, as shown in Table II, demonstrating the questionnaire's good reliability and internal consistency.

TABLE II RELIABILITY SCALE

Construct	Cronbach's alpha
Intrinsic Motivation	0.83
Autonomy	0.84
Competence	0.76
Creativity	0.78
Sense of accomplishment	0.78
Extrinsic motivation	0.81
Monetary rewards	0.82
Recognition	0.81
Promotions	0.80
Job security	0.83
Work-life balance	0.81
Feedback	0.84
Working conditions	0.76
Professional Development and Career Growth	0.73
Workshops and Training Sessions	0.78

Coaching	0.75
Online Courses and Certifications	0.79
Networking Opportunities	0.74
Leadership Opportunities	0.75
Job Satisfaction and Retention	0.79
Career Advancement	0.70
Work-Life Balance	0.72
Recognition and Rewards	0.73
Professional Development	0.74
Organizational Culture	0.73
Leadership	0.79
Total items	0.85 (Overall)

According to the predictors - fairness in promotions, working hours, pay and benefits, training and development, job security, and workplace resources - Table III presents the overall analysis of factors influencing teacher retention under the dependent variable, job satisfaction. The analysis categorizes secondary school teachers in the Maldives as satisfied or dissatisfied with their jobs based on various measures. The results show that the Sig value, which indicates the significance of the difference between satisfied and dissatisfied teachers, is greater than 0.05 for certain predictors, suggesting that the differences between satisfied and dissatisfied teachers are statistically significant in those areas.

TABLE III OVERALL ANALYSIS UNDER JOB SATISFACTION

Performance	Extremely confident	Quite confident	Somewhat confident	Slightly confident	t Statistics	p Value
What effect does work satisfaction have on teacher turnover and retention in Maldivian secondary schools?	4.3400	3.8136	4.0000	3.8400	4.160*	0.000
What connection exists between teacher burnout and job satisfaction in Maldivian secondary schools?	3.6400	3.8475	3.8889	3.6267	0.082	0.935
How does job satisfaction influence teacher motivation and commitment to teaching in the Maldives?	3.6177	3.6102	3.5848	3.7800	1.004	0.318
What is the effect of professional development opportunities on job satisfaction among secondary school teachers in the Maldives?	3.8200	3.6441	3.2222	3.9200	0.743	0.459
What is the effect of professional development opportunities on job satisfaction among secondary school teachers in the Maldives?	3.9000	4.2000	4.0000	4.0533	1.238	0.218
What effect does teacher autonomy have on Maldivian secondary school teachers' job satisfaction?	4.2000	3.8400	3.8889	3.8904	0.066	0.947
How do leadership and school culture affect secondary school teachers' work satisfaction in the Maldives?	3.8400	3.7600	3.5848	3.7600	3.202*	0.002
What effects do age, gender, and educational attainment have on job satisfaction among Maldivian secondary school teachers?	3.7600	3.9800	3.2222	3.5467	1.770	0.079
What connection exists between Maldivian students' academic achievement and the job happiness of teachers?	3.9800	4.0200	4.2000	3.6667	0.592	0.555
What effect does job satisfaction have on the retention of teachers in Maldivian secondary schools?	4.0200	3.8475	3.8400	3.7337	1.849	0.067
What are the primary factors that influence job satisfaction among secondary school teachers in the Maldives?	3.9000	3.6102	3.7600	3.7067	2.205*	0.029
What is the impact of flexible scheduling and workload management on job satisfaction among secondary school teachers in the Maldives?	3.9400	3.6441	3.9800	3.6000	2.202*	0.030
How can school leaders and administrators use recognition and reward systems to boost job satisfaction among secondary school teachers in the Maldives?	3.9200	3.8136	4.0200	3.6933	1.862	0.065
Which kinds of professional development courses help Maldivian secondary school teachers feel more satisfied with their jobs?	3.9400	3.8475	3.8889	3.8667	0.361	0.718
How can Maldivian schools increase employee retention and job satisfaction through teacher involvement and feedback?	4.2800	3.6102	3.5848	4.0267	1.640	0.104

(source: Prepared by author)

Table IV displays the total beta values, which show how much each predictor contributed to the model overall. The results show that the factors with the most significant impact on teacher retention in the Maldives are pay and benefits, workplace resources, opportunities for training and

development, and fairness in promotions. These predictors have the largest beta values, indicating that they are the most influential factors in determining whether secondary school teachers in the Maldives choose to stay in their positions.

TABLE IV BETA-COEFFICIENT ANALYSIS

Sectors	Factors	Coefficient B	Std error	Beta	T value	Sig
Intrinsic Motivation	Job security	0.44	0.038	0.06	1.56	.03
	Compensation	0.32	0.048	0.052	3.78	.01
	Working hours	0.01	0.051	0.02	0.062	.05
	Resources	0.36	0.035	0.347	2.76	0.00
	Dev opportunity	0.39	0.033	0.148	3.9	0.02
	Promotion fairness	0.25	0.059	0.368	3.37	0.01
Extrinsic motivation	Job security	0.5	0.031	0.032	2.5	.037
	Compensation	0.31	0.013	0.028	3.3	.035
	Working hours	0.41	0.02	0.17	0.02	0.015
	Resources	0.32	0.04	0.228	4.21	0.03
	Dev opportunity	0.4	0.014	0.412	4.84	0.027
	Promotion fairness	0.37	0.033	0.377	4.1	0.011
Professional Development and Career Growth	Job security	0.2	0.020	0.012	1.5	.013
	Compensation	0.21	0.016	0.025	2.3	.041
	Working hours	0.33	0.02	0.11	0.06	0.02
	Resources	0.48	0.031	0.201	3.8	0.00
	Dev opportunity	0.43	0.018	0.325	3.01	0.022
	Promotion fairness	0.22	0.037	0.355	3.9	0.01
Job Satisfaction and Retention	Job security	0.36	0.038	0.021	2.1	.03
	Compensation	0.3	0.02	0.052	2.6	.023
	Working hours	0.24	0.039	0.26	0.08	0.027
	Resources	0.51	0.032	0.24	3.7	0.02
	Dev opportunity	0.47	0.02	0.45	4.81	0.038
	Promotion fairness	0.33	0.04	0.219	4.01	0.035

(source: Prepared by author)

Descriptive statistics of teacher performance evaluation by job satisfaction level are presented in Table V. The results show that satisfied teachers in the Maldives tend to perform better in various aspects of their job. Specifically, the mean scores for satisfied teachers are higher in terms of job quality (6.61%), knowledge of the job (6.8%), and productivity (20.5%), compared to dissatisfied teachers (5.3%, 5.2%, and 16.8%, respectively). These variables have corresponding standard deviations (SD) of 1.52, 1.34, and 3.5. These results imply that teacher performance in the Maldives is positively impacted by job happiness.

TABLE V PERFORMANCE VALUATION OVER SECONDARY SCHOOL TEACHERS COEFFICIENT

Variables	Groups	Mean	SD
Personal Factors	Satisfied	6.61	1.65
	Dissatisfied	5.3	1.47
Professional Factors	Satisfied	6.8	1.36
	Dissatisfied	5.2	1.4
School Factors	Satisfied	20.5	3.52
	Dissatisfied	16.8	4.26
External Factors	Satisfied	11.2	1.7
	Dissatisfied	7.9	2.12
Cultural Factors	Satisfied	12.1	1.5
	Dissatisfied	7.3	2.8
Economic Conditions	Satisfied	15.93	2.8
	Dissatisfied	13.2	2.5
Community Support	Satisfied	20.16	3.6
	Dissatisfied	17.35	4.28

(source: Prepared by author)

The most valuable asset for secondary schools in the Maldives is their teaching workforce, and motivated, skilled, and dedicated educators are crucial for providing high-quality education. Academic success and the development of a positive learning environment depend on dedicated educators who go above and beyond their contractual duties. The study concluded that content stage of induction programme was highly important in contributing to teachers' retention in secondary schools. Those schools which possessed clear teacher induction programme policies were able to retain teachers in their schools. On the other hand, the study concluded that most of the secondary schools lacked comprehensive teacher induction programme policies for new teachers in their schools. The study recommended that secondary schools should have a mandatory teacher induction programme policy to enhance teachers' retention in secondary schools. Teachers begin their careers as matriculated educators and continue to advance their academic credentials throughout their tenure. They accomplish this through both official and informal educational means. Teacher education supports teachers' ongoing development as educators. Since teaching is the most significant aspect of education in schools, it is vital to consistently improve the caliber of instructors by having them participate in additional qualifying programs. The skills, knowledge, and competencies acquired for both professional and personal growth in order to improve one's own life are referred to as professional development.

Information and communication technology instruction, print-based resources, reflective monitoring work with technical assistance, and brain-based teaching skills are some of the many avenues for professional development. People who are interested in lifetime learning may engage in professional growth, and they can enhance their followers' personalities by transferring intellectual and ethical information through ongoing improvement.

V. CONCLUSIONS

The educational system must adapt to the shifting needs of the public. At the higher secondary school level, no educational institution, no matter how extensive in form and substance, can satisfy these shifting needs unless the primary agent, the teacher, is completely prepared in both academic and professional ability. One of the most important things in every country is education. It is distinct from other services in that it requires significant financial investments and technological know-how, both material and human, and it takes a long time to see the results of education. The researcher must exercise extreme caution and attention when drawing conclusions and generalizations based on the interpretation of the data. In order to summarize the study's findings and compare them with the initial goals, this last stage of research necessitates critical and logical thinking. Conclusions that contradict one another or with the outside world should not be made by the researcher. In research, conclusions are just as important. They provide the entire critical work a final polish and assessment.

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