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THE DETERMINANTS OF TEACHER RETENTION INTENTION IN KAZAKHSTAN: ROLE OF INTRINSIC MOTIVATION

Abstract

This study addresses the critical problem of teacher retention, a growing challenge for education systems where high turnover undermines school stability and instructional quality. The purpose of the article is to identify how intrinsic motivations shape teachers' long-term intentions to remain in the profession. Using survey data from teachers in Kazakhstan, the analysis applies an ordered logit model to assess intended career length across five categories and a binary logit model to evaluate the likelihood of remaining in teaching for more than ten years. Each motivational factor is examined separately while controlling for personal, school, and external characteristics. The results show that intrinsic, prosocial motivations—particularly the desire to influence children's development and contribute to society—significantly increase the probability of long-term career intentions, whereas extrinsic factors such as income stability or flexible schedules do not exhibit meaningful effects. Additional determinants include teacher–student relationships, quality of materials, and age differences. The findings suggest that policies aiming to strengthen intrinsic motivation and improve school environments can help enhance teacher retention.

Keywords: teacher retention, teacher turnover, intrinsic motivation, career intentions, logit model, prosocial motivation, Kazakhstan.

Introduction. Teacher retention has been one of the most pressing challenges in the Kazakhstani educational system and across the globe. When teachers leave the profession, multiple stakeholders suffer: students, schools, and the wider education system. Although researchers have extensively explored the key determinants of teacher attrition, little is known about what factors contribute to teachers' intentions to leave the teaching profession in Kazakhstan. This study explores the key correlates of teacher retention intention, in particular the intrinsic motivation of career choice using large-scale primary data collected from around 619 teachers in Kazakhstan. Overall, we find that teachers that choose teaching career as a way to contribute to the society are much more likely to stay longer, especially in long-term or over 10 years controlling for other factors.

The number of teachers leaving the profession has grown over the past 35 years, from 5% to 8% in many countries [1]. Teacher attrition carries significant economic and academic costs. When teachers leave the profession, it means the money invested in the teacher has no return. While a small amount of teacher loss might be comparable to other losses in the education economy, a large number of teachers leaving poses a significant economic burden on a country. Most importantly, there are immeasurable economic costs associated with teacher loss. Teachers leaving the profession often leads to bigger class sizes and heavier workloads on the remaining teachers [2]. Research shows that when students are in large classrooms, they often do not benefit from teacher instruction because teachers are not able to provide high-quality instruction in large classes. When teachers leave a school, the workload of those teachers is typically distributed among others. Thus, teacher attrition often leads to the overwork of other teachers, adding extra load that can contribute to already existing stressors, ultimately leading to burnout and further attrition. In this way, teacher attrition may in turn produce or add to attrition trends, making this a vicious cycle [3].

According to the Teaching and Learning International Survey (TALIS) 2024 results, the average age of teachers in Kazakhstan’s lower secondary education is 41 years, which is slightly below the Organisation for Economic Co-operation and Development (OECD) average of 45 years. Moreover, 18% of teachers are under the age of 30, compared with around 10% across OECD countries. This relatively young teaching workforce reflects the success of recent recruitment efforts but also raises important questions about long-term retention and professional sustainability. In terms of employment stability, 85% of Kazakhstani teachers report having permanent contracts, exceeding the OECD average. Overall job satisfaction among Kazakhstani teachers is remarkably high: 95% report being satisfied with their work, compared with 89% on average across OECD countries. This result places Kazakhstan among the top countries in terms of teachers’ overall sense of professional fulfilment [4].

Interestingly, TALIS 2024 also indicates similarity in job satisfaction and intention to stay in the profession between teachers at schools in urban and rural areas, again indicating progress in equity in working conditions and perceptions of professional life as a teacher. It also reflects the efforts by the National Center for Professional Development «Orleu» to alleviate issues with stress and mental health through the Mental Health Support Program as part of professional development courses, which in turn affects further teacher retention. This program dedicates individual consult rooms during the training program where practicing psychologists provide personalized guidance in managing professional stress.

However, despite these positive trends, concerns remain regarding the turnover intentions of younger educators. Among teachers under the age of 30, 22% indicate that they plan to leave the profession within the next five years — a rate similar to the OECD average of 20% and unchanged since 2018. This stability suggests that while conditions have improved, the underlying challenges of early-career retention have not yet been fully addressed. Therefore, the successful identification of the determinants of teacher retention is crucial, in particular the role of professional development. Once properly identified, policymakers, school leaders, and teacher preparation programs can address these determinants and improve teacher retention. Effective policy decisions can create incentives and systemic support for teachers to remain in the profession. Therefore, the successful identification of the determinants of teacher retention is crucial, in particular the role of professional development. Once properly identified, policymakers, school leaders, and teacher preparation programs can address these determinants and improve teacher retention. Effective policy decisions can create incentives and systemic support for teachers to remain in the profession.

Scholars have explored both teacher attrition (leaving the profession) and teacher turnover (switching schools). Although factors contributing to leaving the profession or the school often overlap, there is an important distinction between the two. When exacerbating factors are tied to a specific school, the implications are mostly for the school to improve working conditions to keep teachers in their current schools. However, if factors lead to intentions to leave the teaching profession entirely, the implications are broader and should be addressed as systemic issues common across schools. In this literature review, we focus our attention on factors that impact teachers’ intentions to leave the profession entirely, regardless of the school. Previous studies have explored the determinants of teacher retention from various perspectives, including personal, school-level, and external factors [5]. More recent models emphasize the complex interaction among these dimensions.

Personal factors. Burnout – a sustained state of emotional exhaustion, depersonalization, and reduced professional efficacy – is one of the strongest predictors of teacher attrition [6]. Toxic work environments and lack of support amplify burnout. Arnold and Rahimi (2025) examined the relationship between teacher mental health, working conditions, and intentions to leave among 744 teachers in Australia [7]. Emotional demands, conflicts between work and family life, exposure to workplace violence, and stress were key predictors of intentions to leave. Mid- and late-career teachers were especially vulnerable. In Kazakhstan, Rakhimbekova (2024) found that mid-career teachers reported lower wellbeing, higher stress, and insufficient administrative support. These factors overlap with international findings [8].

Role of intrinsic motivation. As part of the personal factors of teacher retention, the role of intrinsic motivation has also been an interest in literature. Intrinsic, altruistic motivations to “serve society” consistently emerge as protective factors for teacher retention across different national contexts. In the Netherlands, Fokkens-Bruinsma and Canrinus (2014) show that pre-service teachers who choose teaching primarily for intrinsic reasons – such as enjoying working with children and valuing teaching as meaningful work – report higher planned effort and planned persistence in the profession, whereas those viewing teaching as a fallback career show weaker engagement [9]. In Australia, Watt and Richardson (2008) find that beginning teachers with strong intrinsic value and social-utility motives (e.g., shaping children’s futures, making a social contribution) report higher career choice satisfaction and stronger intentions to remain in teaching compared to those driven more by extrinsic or fallback motives [10]. Extending this to in-service teachers, Onyefulu, Madalińska-Michalak, and Bavli (2023) show in Jamaica, Poland, and Turkey that teachers who stay in the profession frequently cite a sense of vocation, passion for teaching, and desire to positively impact students’ lives – again, intrinsic and service-oriented motives – as central reasons for remaining, directly linking such motivations to lower attrition risk [11]. Together, these studies suggest that intrinsic, prosocial motives at entry and throughout the career are crucial for sustaining teachers’ long-term commitment and reducing attrition.

School factors. School factors can also strongly influence teacher’s decisions to leave. Leadership is consistently cited as a pivotal factor. Perssley et al. (2026) found that high workload, weak administrative support, low autonomy, and low compensation contributed to teachers’ intentions to leave [12]. Shell et al. (2023), in a meta-analysis, identified weak leadership, student discipline issues, lack of recognition, and unfair evaluations as major school-level predictors of attrition [13]. Kamrath (2020) similarly noted that teacher turnover is closely tied to building-level leadership and school culture [14]. Dematthews et al. (2022) found that principal turnover can trigger teacher turnover, especially in high-poverty and urban schools [15]. Therefore, instability in the school leadership can also be linked to teachers’ intentions to leave the profession.

External factors. External factors refer to conditions beyond teachers’ and schools’ direct control that may contribute to teacher attrition. Brandenburg et al. (2024), for example, surveyed 256 former teachers in Australia and found multifaceted reasons for leaving, often linked to broader issues beyond individual schools [16]. These include socioeconomic conditions, policy contexts, community characteristics, and broader labor-market conditions. Stress stemming from nationwide educational reforms is one important external factor. Nurmukhammed et al. (2025) found that reform-related stress is associated with teachers’ intentions to leave their current schools [17]. High-stakes accountability and limited policy support can also heighten attrition. In systems with strong accountability pressures and weak support structures, teachers experience tension between compliance and professional autonomy (Räsänen et al., 2020), adding to teacher job dissatisfaction [18].

Several studies emphasize the interaction of personal, school, and external factors. Vyver et al. (2020) found that leadership style – a school-level factor – impacts teacher wellbeing – a personal factor [19]. Transformational and transactional leadership were positively associated with wellbeing. Zeng (2025) found that contextual support can buffer the negative effect of challenging student behavior [20]. Farahmandpour and Voelkel (2025), in a meta-analysis of 85 studies, identified workplace characteristics, job characteristics, leadership quality, student characteristics, school factors, and teacher demographics as significant predictors of turnover [21].

This study uses Nguyen and Springer’s (2023) conceptual framework to analyze factors associated with teachers’ intentions to leave the profession [5, p.1000]. Their framework synthesizes decades of international research on teacher attrition and categorizes correlates into three main groups (personal, school, external) and nine subgroups. Personal factors include teacher characteristics (age, gender, ethnicity, marital status, contract type, wellbeing, mental health, as well as intrinsic motivation) and teacher qualifications (experience, certification, exam scores). School factors include organizational characteristics (school size, location, administrative support, discipline climate, collaboration, autonomy), resources (class size, materials), student body characteristics

(achievement, poverty, race), relational demography (teacher–student demographic match). External factors include accountability policies (evaluation, effectiveness measures), workforce conditions (salary, unions), school improvement initiatives and reforms (e.g., multilingual policy, top-down mandates).

Methods and Materials. Data description. The study relies on an online survey administered to schoolteachers across Kazakhstan to examine working conditions, professional practices, career orientations, and retention intentions. The questionnaire was developed following standard protocols in education research: it was first piloted with a small group of teachers to assess clarity and reliability, revised accordingly, and subsequently submitted for ethical review. Five macro-regions of Kazakhstan – central, southern, northern, western, and eastern – were selected, with each stratified into urban (regional capital or city of republican significance) and adjacent non-urban areas. Within these strata, 50 schools were randomly selected. Invitations containing a survey link hosted on SurveyMonkey were distributed directly to teachers via their institutional email addresses obtained from the national teacher database, complemented by outreach through regional education departments and school administrations. Participation was voluntary and fully anonymous; no identifying information (such as name, email address, or phone number) was collected. The final analytical sample consists of 619 teachers, forming the basis for all empirical results presented in the paper, however, the final number of teachers in the analysis is between 490 and 501 due to missing value in different variables. Descriptive statistics demonstrate that the resulting sample closely mirrors the national teacher population along key demographic and professional dimensions – including gender distribution, qualification levels, and years of experience – supporting the representativeness of the data and its suitability for analyzing determinants of teacher retention intentions.

The main measure of teacher retention intention is based on question “How long are you planning to continue working as a teacher?” with replies ranging up to 1 year, 1-3 years, 4-6 years, 6-10 years and more than 10 years (Table 1). Breakdown of the replies is presented in Table 1. The vast majority of respondents (74.4%) stated that they intend to continue working at school for more than 10 years. About a quarter of respondents are considering leaving the profession within the next 10 years, with 8.6% reporting a time frame of less than 3 years. This allows us to analyze short-, medium- and long-term retention intention among teachers.

Table 1. Distribution of replies to teacher retention intention question

Planned length of working as a teacher	Number of respondents	Share (%)
More than 10 years	461	74.4 %
6–10 years	59	9.5 %
4–6 years	47	7.6 %
1–3 years	29	4.7 %
Less than 1 year	24	3.9 %

Source: Compiled by authors

As for the determinants of teacher retention, following Nguyen and Springer’s (2023) conceptual framework, we define three main groups and choose variables that we collected as part of the survey for further regression analysis. Personal factors include teacher characteristics such as *age group*, *gender*, *stress level* (“never”- 0, “rarely”- 1, “sometimes” - 2, “often” - 3 and “very often” - 4), as well as and teacher qualifications like *years of experience*, *qualification level*, *highest academic degree*. School factors include organizational characteristics such as *type of school*, *support from school administration*, *level of staff collaboration*, as well as resources like *access to teaching materials*, *quality of materials* (“serious problem”-0, “moderate problem”-1, “insignificant problem”-2, “not a problem”-3) and student body characteristics like *student disengagement*, *teacher-student relations*. External factors include accountability policies such as *student discipline*, and workforce conditions measured by *satisfaction with salary level* (“strongly disagree”-1,

“somewhat disagree”-2, “somewhat agree”-3, “strongly agree”-4), as well as school improvement initiatives and reforms proxied by *satisfaction with government support*. Certain demographic characteristics that define teacher retention will be used as control variables such as gender, age, location type and region.

Finally, there are a group of questions related to intrinsic motivation on teaching as a career choice. Respondents were given several choices and for each they chose how important that factor was in choice of teaching career (options were “not important at all” coded 0, “low importance” coded 1, “medium importance” coded 2 and “high importance” coded 4). Table 2 shows the replies by respondents for each of the factors.

Table 2. A Ranking of each factor as a motivation to choose a teaching career.

	Mean	Std. Dev.
Teaching has allowed me to influence the development of children and young people.	2,71	0,53
Teaching has allowed me to make my contribution to society.	2,77	0,50
Teaching offers a stable career path.	2,29	0,91
Teaching provides a reliable income.	2,24	0,85
Teaching provides job security.	2,36	0,81
The flexible schedule in teaching suits my preferences in my personal life.	2,31	0,82

Source: Compiled by authors

Overall, teachers expressed the strongest agreement with the intrinsically and socially oriented motives for teaching. On average, respondents most agreed that teaching allows them to make a contribution to society (Mean = 2.77) and to influence the development of children and young people (Mean = 2.71). In contrast, work-related benefits such as a stable career path (Mean = 2.29), a reliable income (Mean = 2.24), job security (Mean = 2.36), and a flexible schedule that fits their personal life (Mean = 2.31) received lower mean scores and somewhat higher standard deviations (around 0.8–0.9), indicating weaker and more heterogeneous perceptions of teaching as a source of extrinsic rewards.

Empirical methodology. Our empirical analysis focuses on two complementary measures of teacher retention intentions. The first dependent variable is intended career length, an ordered categorical variable with five categories: less than 1 year, 1–3 years, 4–6 years, 6–10 years, and more than 10 years. To exploit this ordering, we estimate ordered logit models of teachers’ intended career length. The second dependent variable is a binary indicator of long-term career intention, coded as 1 if a teacher plans to stay in the profession for more than 10 years and 0 otherwise. For this outcome, we estimate binary logit models. In both cases, the aim is to examine how different dimensions of intrinsic motivation to choose teaching as a career are associated with longer intended tenure in the profession.

Formally, for teacher i we assume an unobserved latent propensity to remain in teaching, R_i^* , which depends on intrinsic motivation and a vector of control variables as formulated in equation (1) below:

$$R_i^* = \alpha + \beta_k M_{ik} + \gamma' X_i + \varepsilon_i, \quad (1)$$

where M_{ik} represents one of the intrinsic motivation measures, and X_i is a vector of personal, school and external characteristics. For the ordered outcome, intended career length is generated from R_i^* via a set of estimated cut-points (ordered logit). For the long-term binary outcome, we model the decision based on a logistic distribution as in the equation (2) below:

$$\Pr(\text{long-term intention}_i = 1 \mid M_{ik}, X_i) = \Lambda(\alpha + \beta_k M_{ik} + \gamma' X_i), \quad (2)$$

where $\Lambda(\cdot)$ is the logistic cumulative distribution function.

The key explanatory variables are teachers’ ratings of the importance of different factors in their decision to pursue a teaching career, each measured on a four-point scale (“not important at all”, “low importance”, “medium importance”, “high importance”). These factors capture: (i) the opportunity to influence the development of children and young people, (ii) the opportunity to contribute to society, (iii) a stable career path, (iv) a reliable income, (v) job security, and (vi) a flexible working schedule.

To clearly identify the association of each motivational dimension with retention intentions and to avoid excessive collinearity between similarly framed items, we estimate a series of specifications in which each intrinsic factor is entered one at a time as the main independent variable, while the set of controls X_i is kept fixed across all models. This yields six ordered logit models for intended career length and six logit models for long-term intention. This approach allows us to isolate the contribution of each dimension and maintain comparability across specifications, but it may be subject to omitted variable bias if relevant factors are not jointly accounted for. In addition, because intrinsic motivation components are likely correlated, the estimated coefficients should be interpreted as indicative associations rather than fully causal effects. Control variables are based on following Nguyen and Springer’s (2023) conceptual framework described above. All models are estimated with heteroskedasticity-robust standard errors ($vce(robust)$) to ensure valid inference under potential departures from homoskedasticity.

Results and Discussion. Here we present the results of our empirical analysis (Table 3). We start with Ordered Logit model where the dependent variable of teacher retention intention is categorical (less than 1 year, 1–3 years, 4–6 years, 6–10 years, and more than 10 years). Then continue with Logit model where dependent variable is the long-term retention intention (more than 10 years).

Table 3. Ordered Logit Model Result of Teacher Retention determinants

VARIABLES	(1) Youth Impact	(2) Social Contribution	(3) Career Stability	(4) Reliable Income	(5) Job Security	(6) Flexible Schedule
Intrinsic Motivation Impact	0.647*** (0.208)	0.772*** (0.215)	0.0345 (0.125)	0.0809 (0.137)	0.225 (0.146)	-0.0740 (0.153)
Highest Degree: Diploma Program (Base: School Diploma)	-15.09*** (0.811)	-13.76*** (0.884)	-13.49*** (0.865)	-15.54*** (0.882)	-14.58*** (0.872)	-13.62*** (0.850)
Highest Degree: Bachelors (Base: School Diploma)	-14.96*** (0.810)	-13.56*** (0.842)	-13.29*** (0.840)	-15.31*** (0.892)	-14.36*** (0.852)	-13.36*** (0.828)
Highest Degree: Masters (Base: School Diploma)	-15.11*** (0.845)	-13.72*** (0.903)	-13.34*** (0.900)	-15.39*** (0.912)	-14.43*** (0.899)	-13.45*** (0.887)
Quality of materials	-0.439** (0.174)	-0.486*** (0.177)	-0.425** (0.173)	-0.460*** (0.176)	-0.445** (0.175)	-0.437** (0.181)
Teacher-Student relationship	0.503** (0.244)	0.439* (0.232)	0.561** (0.236)	0.518** (0.244)	0.558** (0.237)	0.532** (0.238)
Age group: 30-39 (Base: 20-29)	0.646* (0.391)	0.675* (0.400)	0.586 (0.384)	0.604 (0.403)	0.592 (0.386)	0.579 (0.390)
Age group: 40-49 (Base: 20-29)	0.870** (0.402)	0.974** (0.418)	0.813** (0.402)	0.890** (0.416)	0.838** (0.409)	0.921** (0.413)
Age group: 50-59 (Base: 20-29)	-0.762* (0.410)	-0.908** (0.427)	-0.840** (0.418)	-0.792* (0.431)	-0.847** (0.421)	-0.859** (0.425)
Age group: 60-69 (Base: 20-29)	-3.289*** (0.665)	-3.413*** (0.691)	-3.264*** (0.627)	-3.248*** (0.644)	-3.287*** (0.618)	-3.270*** (0.649)
Observations	499	501	501	490	501	500

Source: Compiled by authors

Note: Robust standard errors in parentheses, stars indicate the level of statistical significance (***) $p < 0.01$, ** $p < 0.05$, * $p < 0.1$). Qualification level, school type, leadership support, staff collaboration, access to materials, student engagement, government standards, salary satisfaction, discipline level, gender, stress level, and location–region are all part of control variables.

The ordered logit results indicate that intrinsic, prosocial motivations are the strongest predictors of teachers’ long-term retention intentions. When motivational factors are tested individually, the desire to influence young people’s development and the motivation to contribute to society both show significant positive effects on moving into higher categories of intended career length. In particular, a one-unit increase in the importance of influencing young people’s development is associated with approximately 91% higher odds of being in a higher category of intended career length ($\exp(0.647) \approx 1.91$), while the motivation to contribute to society increases these odds by about 116% ($\exp(0.772) \approx 2.16$). In other words, a one-unit increase in the importance of influencing young people’s development is associated with nearly doubling the odds of intending to stay longer in teaching, while the motivation to contribute to society increases these odds by more than twofold. Because this is an ordered logit model, the coefficient reflects the effect of this motivation on the log-odds of being in a higher category of intended career length. In contrast, teachers with extrinsic motivations of choosing the teaching profession related to career stability, income, job security, or flexible scheduling do not show significant probability of staying longer in the profession.

Among other determinants of teacher retention, we observe that teachers with higher level of education including a diploma, bachelor’s or master’s degrees are much less likely to stay in teaching profession, which probably reflects better career opportunities in other sectors. This effect is estimated relative to the small base category of teachers with only a school diploma, which may contribute to the large magnitude of the coefficients and should be taken into account when interpreting the results. We also observe that middle aged teachers above 30 and younger than 50 are more likely to stay in the profession compared to younger teachers below 30, although teachers above 50 indicate significantly lower intention to stay in teaching profession compared to younger teachers. Finally, larger issues with quality of teaching materials decrease teachers’ willingness to stay longer in the profession, while better relationships with students increase their intention to stay longer. Overall, retention is influenced not only by intrinsic motivation but also by working conditions, relational dynamics, and demographic characteristics.

Table 4. Logit Model Result of Long-term Teacher Retention determinants

VARIABLES	(1) Youth Impact	(2) Social Contribution	(3) Career Stability	(4) Reliable Income	(5) Job Security	(6) Flexible Schedule
Intrinsic Motivation Impact	0.675*** (0.224)	0.845*** (0.236)	0.0287 (0.138)	0.0800 (0.136)	0.216 (0.154)	-0.0328 (0.165)
Quality of materials	-0.455** (0.185)	-0.513*** (0.195)	-0.445** (0.181)	-0.483** (0.188)	-0.470** (0.185)	-0.468** (0.188)
Teacher-Student relationship	0.494** (0.250)	0.444* (0.240)	0.573** (0.244)	0.519** (0.252)	0.551** (0.244)	0.543** (0.244)
Age group: 30-39 (Base: 20-29)	0.696* (0.389)	0.711* (0.395)	0.630* (0.378)	0.660* (0.394)	0.639* (0.380)	0.622 (0.384)
Age group: 40-49 (Base: 20-29)	0.761* (0.424)	0.848* (0.439)	0.696* (0.417)	0.772* (0.432)	0.732* (0.423)	0.803* (0.429)
Age group: 50-59 (Base: 20-29)	-1.364*** (0.486)	-1.562*** (0.511)	-1.430*** (0.495)	-1.369*** (0.503)	-1.427*** (0.495)	-1.449*** (0.501)
Age group: 60-69 (Base: 20-29)	-4.127*** (1.088)	-4.208*** (1.028)	-4.069*** (1.022)	-3.983*** (1.046)	-4.054*** (1.003)	-4.015*** (1.053)

Observations	490	491	491	481	491	490
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Source: Compiled by authors

Note: Robust standard errors in parentheses, stars indicate the level of statistical significance (***) $p < 0.01$, ** $p < 0.05$, * $p < 0.1$). Qualification level, highest degree, school type, leadership support, staff collaboration, access to materials, student engagement, government standards, salary satisfaction, discipline level, gender, stress level, and location–region are all part of control variables.

The logit estimates show that intrinsic, prosocial motivations are strong predictors of teachers' intentions to remain in the profession for more than 10 years. The coefficient for Youth Impact is 0.675* ($p < 0.01$), meaning that teachers who place greater importance on influencing the development of children and young people have substantially higher odds of reporting long-term career intentions. Similarly, the coefficient for Social Contribution is 0.845* ($p < 0.01$), indicating an even stronger effect: teachers who view teaching as a meaningful way to contribute to society are significantly more likely to plan to stay in the profession for the long run.

Regarding other determinants of long-term retention, we again see similar pattern for age, where teachers between 30-49 have longer retention probability due to established careers compared to younger generation (20-29), while teachers above 50 years old are significantly less likely to intend to teach beyond 10 years. Similarly, larger issues with quality of materials lead to significantly lower retention intention in the long term, while better teacher-student relationship increases the likelihood of retention.

Conclusion. This study examined the determinants of teacher retention intentions in Kazakhstan, focusing in particular on the role of intrinsic motivation in shaping whether teachers plan to remain in the profession over the long term. Retention is a critical issue for education systems worldwide, as high turnover disrupts school stability, increases recruitment costs, and affects instructional quality. Understanding the motivational and contextual factors that support long-term commitment is therefore essential for designing effective teacher workforce policies.

Across both the ordered logit and logit models, the findings consistently show that intrinsic, prosocial motivations – specifically the desire to influence the development of children and young people and the commitment to contribute to society – are the strongest predictors of long-term retention intentions. At the same time, we don't observe any significant impact of extrinsic motivation factors related to career stability, reliable income, job security and flexible scheduling. While some of these utilitarian attributes are attractive to potential teachers in choosing the profession, it is not what makes them stay, especially in the long-term.

Overall analysis of other determinants of teacher retention based on survey data collected also provide insight on the importance of demographic and teaching conditions. Middle-aged teachers between 30 and 50 years old are more likely to stay longer in the profession probably reflecting more established careers, while those above 50 do not intend to stay in the profession much longer. In addition, teachers with higher academic degrees are much less likely to stay in teaching profession, which reflects significantly better career opportunities outside teaching which leads to lower retention. Finally, among factors that affect teaching conditions, we observe that larger issues with the quality of teaching materials lead to higher likelihood that teachers leave the profession, while better relationship with students lead to lower likelihood, both are expected and confirmed empirically.

Overall, these findings help guide the policy decisions regarding teacher retention. While it is important to improve overall working conditions by increasing salaries and providing favourable schedule and stability, it is hard to compete with other sectors that offer more lucrative career opportunities, which is reflected by the results with respect to academic degrees. Our findings indicate that addressing the intrinsic and prosocial motivations are more likely to keep teachers in both short-term and long-term. Some of these motivations are formed at an individual level due to family traditions and at a genetic level, however, it can also be developed and reinforced at an early age by emphasizing the societal value of teaching and providing early, positive experiences with student impact.

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ҚАЗАҚСТАНДА МҰҒАЛІМДЕРДІҢ МАМАНДЫҚТА ҚАЛУ НИЕТІНЕ ӘСЕР ЕТЕТІН ФАКТОРЛАР: ІШКІ МОТИВАЦИЯНЫҢ РӨЛІ

Аңдатпа

Бұл зерттеу мұғалімдерді мамандықта қалдыру мәселесін қарастырады, себебі кадрлардың жиі ауысуы мектептердің тұрақтылығына және оқыту сапасына теріс әсер етеді. Мақаланың мақсаты – мұғалімдердің ішкі мотивациясы олардың ұзақ мерзімді кәсіби жоспарларына қалай ықпал ететінін эмпирикалық тұрғыдан бағалау. Қазақстан мұғалімдері арасында жүргізілген сауалнама деректері негізінде бес санаттағы жоспарланған еңбек өтілін бағалау үшін тәртіптелген логит-модель және он жылдан астам жұмыс істеу ықтималдығын анықтау үшін бинарлы логит-модель қолданылды. Әрбір мотивациялық фактор жеке қарастырылып, жеке, мектептік және сыртқы сипаттамалар бақылауға алынды. Нәтижелер көрсеткендей, балалардың дамуына ықпал ету және қоғамға үлес қосу сияқты ішкі, әлеуметтік бағытталған мотивтер ұзақ мерзімде қызмет ету ниетінің артуымен айтарлықтай байланысты, ал кіріс тұрақтылығы немесе икемді кесте сияқты сыртқы мотивтердің әсері байқалмайды. Мұғалім–оқушы қарым-қатынасы, материалдардың сапасы және жас ерекшеліктері де маңызды рөл атқарады. Қорытындысында ішкі мотивацияны дамыту және мектеп ортасын жақсарту мұғалімдерді қалдыруға ықпал ететіні айтылады.

Түйінді сөздер: мұғалімдерді мектепте қалдыру, мұғалімдердің кадрлық ауысуы, ішкі мотивация, мансаптық ниеттер, логит үлгісі, просоциалдық мотивация, Қазақстан.

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ФАКТОРЫ НАМЕРЕНИЯ УЧИТЕЛЕЙ ОСТАВАТЬСЯ В ПРОФЕССИИ В КАЗАХСТАНЕ: РОЛЬ ВНУТРЕННЕЙ МОТИВАЦИИ

Аннотация

В исследовании рассматривается проблема удержания учителей, поскольку высокая текучесть кадров снижает устойчивость школ и качество обучения. Цель статьи – оценить, как внутренняя мотивация влияет на долгосрочные намерения педагогов оставаться в профессии. На основе данных опроса учителей Казахстана применяются порядковая логит-модель для оценки предполагаемой продолжительности карьеры по пяти категориям и бинарная логит-модель для определения вероятности работы в школе более десяти лет. Каждый мотивационный фактор анализируется отдельно с учетом личностных, школьных и внешних характеристик. Результаты показывают, что внутренние, просоциальные мотивы – стремление влиять на развитие детей и вносить вклад в общество – существенно повышают вероятность долгосрочных карьерных намерений, тогда как внешние мотивы, такие как стабильность дохода или гибкий график, значимого влияния не оказывают. Дополнительное значение имеют отношения между учителем и учениками, качество учебных материалов и возрастные различия. Сделан вывод о том, что развитие внутренней мотивации и улучшение школьной среды способны повысить удержание учителей.

Ключевые слова: удержание учителей, текучесть кадров среди учителей, внутренняя мотивация, карьерные намерения, логит-модель, просоциальная мотивация, Казахстан.

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