

**IMPACT OF TEACHING ALLOWANCE ON TEACHER RETENTION IN  
AND ATTRACTION TO TEACHING PROFESSION: A CASE UNDER  
CHHUKHA DISTRICT, BHUTAN**

**(PHUENTSHO TASHI)**

**Research Supervisor:  
Professor Richard Hu (Ph.D.)  
Faculty of Canberra Business School  
University of Canberra, Australia.**

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PHUENTSHO TASHI (U3136874)

MASTER IN BUSINESS ADMINISTRATION

ABSTRACT

The purpose of the study was to evaluate the impact of teaching allowance on retaining existing teachers and attracting qualified individuals into the teaching profession, to investigate how does teaching allowance help retain teachers from leaving the teaching profession and to explore the significant impact of an increase in teaching allowance on teachers' attraction to and retention in the teaching profession.

The study adopted a mixed-method research of an Embedded Design of Embedded Co-relational Model wherein a qualitative component is embedded within a quantitative design. Quantitative data was collected via a structured questionnaire from 297 teachers of 13 sample schools while qualitative information were obtained through open-ended responses of the district education officials and principals of same schools and document reviews. The data analysis was performed using SPSS version 24 & specific test such as Pearson's Chi-square was performed to test the research hypothesis.

The research findings revealed that the teaching allowance will motivate qualified professionals to join the teaching profession. There is a significant positive correlation between teachers' overall salary and the teachers' attrition rate. The findings on the impact of teaching allowance were evident that it has boosted the morale of the teachers in the schools. Teaching allowance has drawn young and qualified graduates into the teaching profession as per the statistics with Colleges of Educations and the Royal University of Bhutan. Further, the study also revealed that teaching allowance will help lower the attrition rate of teachers.

Thus, to enhance the quality of teaching-learning in the schools and to create a knowledge-based society as envisioned by His Majesty the visionary leaders of the country, Ministry of Education is recommended to seriously explore the possibility of providing financial incentives for teachers as a long-term solution instead of using it as temporary measure to fill up the gap of manpower caused by high annual attrition rate.

**KEY WORDS:** FINANCIAL INCENTIVES, TEACHER RETENTION, ATTRITION RATE, LOW MORALE, PROFESSIONAL DEVELOPMENT, SCHOOL WORK ENVIRONMENT, LEADERSHIP SUPPORT, WORK LOAD.

50 pages

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## **EXECUTIVE SUMMARY**

The study was conducted to assess the impact of teaching allowance on attracting qualified professionals into the teaching profession and retaining the existing experienced teachers in the schools of Chhukha District in Bhutan.

This study was carried out using a mixed-method research design of an Embedded Design of Embedded Co-relational Model wherein a qualitative component is embedded within a quantitative design. The qualitative component plays a supplementary role. Quantitative data was collected via a structured questionnaire while qualitative information were obtained through open-ended responses questionnaire and document reviews.

Total of 252 teachers from 13 selected schools under Chhukha district which accounted for 84.8% respondents participated in quantitative survey and total of 10 principals and district education officials participated in the open-ended response questionnaire.

The researcher used descriptive statistics such as mean, frequencies and percentage to address the general information. The impact of teaching allowance on attracting qualified professionals in joining the teaching profession and how does teaching allowance help retain teachers from leaving the teaching profession were investigated using Pearson's correlation and Chi-square test analysis. All the findings were analyzed and discussed in chapter five.

The results of the study were presented below. Some of the key findings of the study were:

1. Teaching Profession is gaining popularity after the introduction of additional teaching allowance by the government.
2. The introduction of teaching allowance has boosted the morale of the teachers in schools.
3. The supportive school leadership positively impacts the performance of the schools.
4. The working environment in the schools is encouraging for teachers.
5. Conduct of Professional Development (PD) program is helpful in building competency of classroom teachers.
6. Teachers' attrition revealed that it is mostly the Performing Teachers who are most likely to leave the profession.

7. Low income is more responsible over low morale for the attrition of teachers from their profession in schools.
8. Overall, salary is the principal factor for teachers' retention in the profession for teachers in the schools.

Some of the key recommendations are:

1. Teaching allowance as a long-term measure to attract young qualified graduates into the teaching profession, and retain existing experienced teachers.
2. Develop leadership capacity in the schools to enhance school performance.
3. Explore progressive career track for the performing teachers outside of the regular classroom.
4. Improve the physical working environment for the teachers in the schools.



# CHAPTER 1: INTRODUCTION

## 1.1 BACKGROUND

Education in Bhutan has come a long way since late 1950s with the introduction of contemporary education. The visionary leaderships of successive Kings and the Royal Government have always bestowed the utmost significance to education as a result of which, Bhutan has observed substantial progress in the human capital, as well as, in enabling extraordinary socioeconomic growth.

However, with changing times, the education is also faced with several challenges. Amongst many, the quality of education is presently a matter of deep national concern (National Council, 2016, p. 2). Recognizing the importance of education, His Majesty the 5<sup>th</sup> Monarch in his Royal Address during 3<sup>rd</sup> convocation of Royal University of Bhutan at Paro College of Education decreed that,

“... for if our Vision for the nation is not contained in the pages of the books that our young children hold, in the words of our teachers as they lead their classrooms, and in the education policies of our governments, then let it be said – we have no Vision” (National Council, 2016).

Teacher plays an important role in the education system and the quality of education greatly depends on teacher’s performance in the classroom and beyond. It is evident from the study carried out by McKinsey as reported in (National Council, 2016, p. 4) that ‘teacher quality’ effected student performance more than any other variable. However, the performance of teachers is also significantly prejudiced by their workload and adverse working environment, lack of leadership support and low morale, limited access to professional development and others.

The scenario of teacher turnover in Bhutan is no different from other developing nations in the region. Several reports has been published by different print media that highlighted the high rates of teachers’ attrition in the past few years. Figures available with the education ministry contends that a total of 1,464 teachers have left the profession in the last five years up until 2017. This calculates to roughly one teacher has voluntarily resigned every day over the last five years (Dorji, 2017).

To assuage this worrying trend, the Royal Government of Bhutan considered the teaching allowances ranging from 35%-55% based on number of years served starting July, 2019. The main objective of raising teacher incentive is to attract qualified professional in the teaching profession (Finance Ministry, 2019, p. 12). Further, to retain and motivate existing experienced teachers and to enhance professional development, an additional allowances is recommended based on Bhutan Professional Standards for Teachers (BPST) as: Proficient Teachers:10%, Accomplished Teacher: 15% and Distinguished Teacher:20%. This is due to be implemented with effect from academic year 2020.

The main goal of the current research was to examine the impact of teaching allowances on attracting qualified professionals into the teaching profession and retaining existing experienced teachers and the study was carried out under Chhukha District in Bhutan.

## **1.2. PURPOSE OF THE STUDY**

The primary purpose of the study was to evaluate the impact of teaching allowance on retaining existing teachers and attracting qualified individuals into the teaching profession.

## **1.3 SIGNIFICANCE AND INNOVATION**

The ever-escalating rate of teacher attrition in recent years deeply concerned the Ministry of Education, Bhutan. To make it worse, attracting qualified individuals into the teaching profession has become a herculean task for the Ministry. Against the backdrop of these challenges, the Ministry of Education substantially increased the teaching allowance based on anecdotal evidence.

But as it stands, the Ministry was not sure if this intervention would yield its intended results or that the blanket allowances are a way to go about.

In this context, this study would empirically assess the impact of teaching allowance on retaining existing teachers and attracting qualified individuals into the teaching profession. This would, in turn, help guide the Ministry to make empirical-based decisions on the allowance. It would also assist the Ministry to respond to specific challenges more accurately than dispensing a blanket allowance.

## 1.4 STATEMENT OF RESEARCH PROBLEM

This study tries to seek to find the solution to the following problem:

Question 1: How does teaching allowance attract qualified professionals in joining the teaching profession?

Question 2: How does teaching allowance help retain teachers from leaving the teaching profession?

Question 3: Are there any significant impact of an increase in teaching allowance on teachers' attraction to and retention in the teaching profession?

## 1.5 OBJECTIVES OF STUDY

The objective of this study was to examine the impact of teaching allowance on attracting qualified professionals into the teaching profession and retaining existing experienced teachers in the job.

The other objective are:

- To study the impact of teaching allowance on attracting qualified professionals in joining the teaching profession.
- To investigate how does teaching allowance help retain teachers from leaving the teaching profession.
- To explore the significant impact of an increase in teaching allowance on teachers' attraction to and retention in the teaching profession.

## 1.6 RESEARCH HYPOTHESES

Hypothesis is the logical relationship between two or more variables expressed in the form of testable statements. Relationship is based on the network of association established in a theoretical framework formulated for the research studies.

### 1. *A Null Hypothesis*

- i. There is no significant impact of teaching allowance on attraction of professional into teaching profession and attrition rate.

Incentives may have no impact on either attraction of qualified professional joining the teaching profession or retention of experience teachers in the profession. This can happen when payment of incentive do not satisfy the actual needs of the teachers or payment of incentive is irrelevant.

2. *Alternative Hypotheses*

- i. Teaching allowance will motivate the qualified professionals to join the teaching profession.
- ii. Teaching allowance will significantly reduce teachers' attrition rate.

It is assumed that payment of incentive would significantly reduce the attrition rate and attract young professional joining the profession. The higher the incentive, higher would be teacher's work motivation and reduce attrition rate. Ultimately improvement in teacher's work motivation would benefit the organization through increased work productivity.

## **CHAPTER 2: LITERATURE REVIEW**

This chapter discusses the literature and compares the literature from the research of other scholars in the same field of study. Many researchers have conducted research works on different aspects regarding the impact of compensation factors on teachers' job satisfaction and retention in the profession. Several important empirical research findings have been taken into consideration. The purpose of the literature review is to find out what other scholars have done in the same field to avoid duplication. The important factors affecting teachers' attraction and retention into their profession is being highlighted in the following discussion.

### **2.1 FINANCIAL INCENTIVES**

Financial incentives for teachers have been advocated by policymakers as one approach to make the teaching profession more attractive and to retain experienced teachers in the profession (Fulbeck, 2013). This is because teachers' mobility is an important consequence to be considered as the vacancies created through turnover must be filled with new teachers, who have been shown to be less effective in their first years on the job than their more experienced counterparts (Rivkin, Hanushek, & Kain, 2005).

As (Futrell, 1984) noted, every major state report on education in the US released in 1983 strongly stated that raising teacher salaries should be a top priority of the educational reforms movement owing to large teacher turnover rates. Similarly, this concern elicited numerous calls for increased teacher salaries to encourage superior teachers to remain in the profession (Boyer, 1983; Goodland, 1983; National Commission on Excellence in Education, 1983) as cited in (Jacobson, 1988, p. 178). Further, the second wave of educational reforms in the US appears no less committed to improving monetary incentives for teachers for the same cited reasons. For example, the Carnegie Forum on Education and Economy recommended the payment of \$72,000 per year for the lead teachers in the belief that 'higher teacher pay is an absolute prerequisite to attracting and keeping the people we want in teaching' (1986, p. 24).

The stand is supported by (Goodlad, 1983) who pointed out that money does rank second as a reason for leaving the profession. Jacobson made assertions that the increased salary will make

teachers' work environment less unpleasant which would reduce their job dissatisfaction and thereby improve retention (1988, p. 181).

On a similar note, the Teacher HR policy in Bhutan emphasizes on attracting and retaining the best teachers through attractive remuneration and other incentives. Thus, the Ministry of Education proposed teacher incentives to the Pay Commission in 2013, yet it did not materialize. However, teachers did receive a minimal lump sum professional allowance based on their seniority and position, but (National Council, 2016, p. 9) confirms that minimal lump sum professional allowance received based on seniority and position is not commensurable to the workload of teachers in Bhutan. Hence, the policy pronouncing attractive incentives to attract those high performing teachers to rural, remote, and difficult schools has not gained much attraction.

In contrast, Holland & Nichols (1964) maintains that people leaving the profession doesn't necessarily indicate low remuneration, but lack of interest and aptitude for the profession is equally responsible in seeking fields for which they possess interest and aptitude. Further, with experience, people become clearer about their assets and liabilities as well as about the opportunities and limitations of their job. This clarity may lead to job or career changes (Chapman, Albany, & Hutcheson, 1982, p. 94).

Considering the findings of research conducted in different countries where factors affecting teachers' attraction and retention are vastly different, it is difficult to conclude whether payment of financial incentives for Bhutanese teachers would positively impact the two objectives pronounced by the Royal Government of Bhutan. Perhaps, the reason why advocates of educational reform singled out financial incentives is that it represents the most visible and tangible components of teachers' compensation. As such the financial incentive is the factor most amenable for comparison.

The studies confirm the strong relationship between teacher attraction and retention issue with other variables besides financial incentives are Leadership Support (Darling-Hammond, 2003), Workloads (Fioriello, 2016), Poor Working Environment in school (Githinji, Afande, & Riri, 2015), Low Morale (Beaugez, 2012) and Professional Development of a teacher (Umair, 2015).

## **2.2 LEADERSHIP SUPPORT**

It is pointed out that the lack of support from school leaders forces teachers to leave the system. It is the principal who can influence a teacher's perception of the job by changing actual conditions-by subscribing to more academic and moral patronage (Weller Jr., 2000). Similarly, teachers are most likely to continue in their career, if school managers have an optimistic attitude. In addition, teachers who receive supervisory support feel treasured and valued leading to creative commitment and reduce intention to abandon the job (Dorji, 2009).

## **2.3 WORK LOAD**

The workload of a teacher could be defined as the work allocated to an employee over the period. Teachers' work goes beyond classroom instruction and supervision. The time devoted to lesson preparation and assessment outside of school hours, as well as, the time devoted to extra and co-curricular activities is hardly captured to assess teachers' workload. Hence, teachers often expressed that they are both role-overload<sup>1</sup> and task-overload<sup>2</sup> (National Council, 2016, p. 5).

Similarly, WHO reported negative impacts of heavy workloads as one of the important factors responsible for the rise in turnover rate (MedCrave, 2018).

## **2.4 SCHOOL WORKING ENVIRONMENT**

The work environment is one of the factors that affect an employee's decision to stay with the organization (Githinji, Afande, & Riri, 2015). World Bank (2009) reported that people enjoy working and strive to work in those organizations that provide a positive work environment where they feel they are making a difference and where most people in the organization are proficient and pulling together to move the organization forward.

Teachers in Bhutan generally have relatively poor working environments compared to other professionals in the civil servant. It is a commonly known fact that teachers' performance is continuously constrained by small working space in the staff room equipped with a poor furniture,

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<sup>1</sup>Need to perform multifaceted functions in the school.

<sup>2</sup>Need to spent long hours in the school.

limited computers, printers and copiers, weak or no internet connectivity, and limited teaching-learning resources as reported by (National Council, 2016, p. 5).

## **2.5 LOW MORALE**

While, low morale is the attribution of factors like job insecurity, low salary, unfavorable working conditions, lack of fair compensation policy, and excessive outsourcing practices, however, positive morale is an indication of strong discipline, confidence, and willingness to perform. School performance can suffer if teachers are not happy and dissatisfied. Morale has spill-over effects. The low morale of teachers affects academic performance, the productivity of teachers, and organizational objectives (REC, 2013).

Further, the study conducted by (Weakliem & Frenkel, 2006) in the Australian workplace to examine the relationship between teacher morale and workplace productivity established that the teacher morale had a positive relationship with organizational productivity. The higher the teacher morale, the better the work effort which results in increased productivity.

## **2.6 PROFESSIONAL DEVELOPMENT**

Education policy in Bhutan mandates every teacher to undergo a minimum of 80 hours of need-based professional development (PD) program in a year. While PD is regarded as important, it is observed that teachers in general do not receive adequate opportunities to enhance their professional and academic qualifications. Yet training and workshops related to life skills agriculture, scouts, disaster, health, and environment availed by some of the teachers are considered as part of overall PD requirement to fulfill the policy objectives (National Council, 2016, p. 8).

The Ministry of Education's situational analysis report 2015 shows that on average, PD received by teachers in 2015 was just 37.31 hours – short by 43 hours (53 percent) from the required 80 hours per year. The report also revealed that remote school teachers received only 15.77 hours, which is far less than their colleagues in urban schools, hence failing to reach the needy one.



Adding fuel to the fire, the quality of PD courses deteriorates when they are cascaded from NBIP<sup>3</sup> to DBIP<sup>4</sup> to SBIP<sup>5</sup> levels, which often results into compressed contents and reduced number of days owing to a lack of adequate fund and time in the school (National Council, 2016, p. 8).

## 2.7 RESEARCH GAP

Various studies have been conducted on the relationship between compensation management practices and employee performance. Sangwan (2015) studied the impact of compensation management practices on employee performance in private sector banks in India. The findings of the study revealed that there is a positive relationship between pay and benefits with employee performance.

In another study by Premalatha (2013) who studied the impact of the compensation system on employee performance in the service sector in Bangalore, India revealed that compensation management directly influences employee performance. The study also revealed that in order to retain talents in the long run, monetary payment has to be supported with non-monetary payments.

A number of studies have been done in Africa in relation to compensation and employee's performance. The finding of a study by Adeniyi (2013) on compensation management and employee performance in the public sector in Nigeria ascertains that the compensation management system has an impact on employee performance. Similarly, the study by Keynan (2018) on the same topic was conducted in Wajir County, Kenya revealed that direct payments and some non-financial payments of employee recognition, conducive work environment positively and significantly affect employee performance in civil service.

Further, the findings on the effect of compensation on performance of public secondary school teachers of Eldoret Municipality in Uasin Gishu, Kenya found a positive relationship between compensation and performance (Wekesa and Nyaroo, 2013). The study recommends that the

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<sup>3</sup>National based In-service programme

<sup>4</sup>District-based In-service programme

<sup>5</sup>School-based In-service programme

current compensation policy in place does not encourage productivity thus affecting the teacher's performance negatively.

The difference between the numerous studies as cited above and the current study is in the scope and specificity of its objectives. Firstly, the scope of this study is limited to a particular region in the country. Further, the study will include only teachers working under government schools in Chhuka District in Bhutan because the study aims to assess the impact of teaching allowance on attracting qualified professionals into the teaching profession and retaining the existing experienced teachers in government schools in Bhutan.

Secondly, the main objective of raising teacher incentive ranging from 35%-55% based on numbers of years served starting July 2019 by the Royal Government of Bhutan was to attract qualified professionals in the teaching profession and retain the existing experienced teachers in the profession (Finance Ministry, 2019, p. 12). Thus, this study is aimed at assessing the fulfillment of the Bhutan government's intention in raising the teacher incentive. The raise has sparked a lot of public debate at both public and private forums.

## **2.8 OPERATIONAL DEFINITIONS**

**Attraction Intention:** It refers to the decision a young graduates makes to join the teaching profession. (Ministr of Education, 2013).

**Retention Intention:** Retention refers to the decision a teacher makes to continue serving in the same profession/her teaching profession (Ministr of Education, 2013).

**Salary and incentives:** Salary is a remuneration offered for the job one is involved in while incentives are rewards awarded for the performance of certain work (Ministr of Education, 2013).

**Leadership support:** Sincere acknowledgement from the superiors for the work carried out by subordinates (Ministr of Education, 2013).

**Work Load:** Work allocated to an employee over the period (Royal Education Council, 2012).

**School Work Environment:** Working atmosphere or condition of the staff in the given situation or place (Royal Education Council, 2012).

**Teacher Morale:** Morale refers to the mental and emotional condition of an individual or group with regard to the tasks (Ministr of Education, 2013).

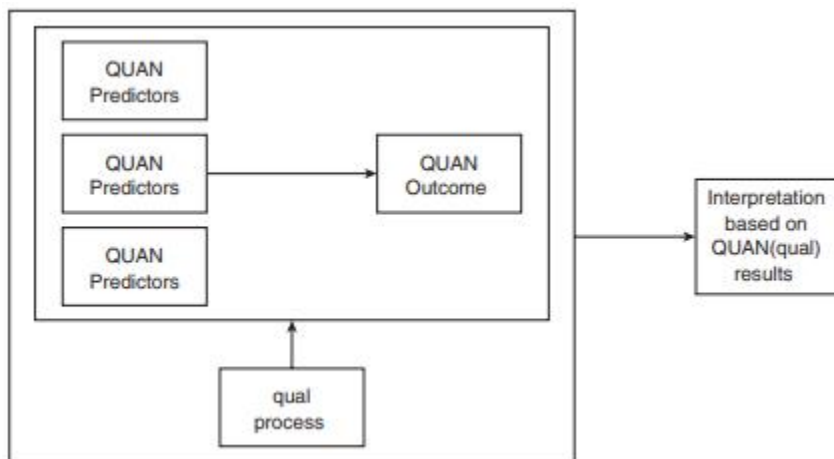
**Professional Development:** refers to varieties of teachers' learning approaches that encourage teachers to learn and apply their knowledge in real situation of teaching and learning process which enhance their work performance and support student learning. Teachers' professional development comprised of in-service training/workshops, action learning, mentoring, and peer observation/feedback which were developed from Workplace Learning and Development (Ministr of Education, 2013) (Royal Education Council, 2012).

## CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

Data and information were collected through the administration of a survey methods, a Computer Assisted Web Interview (CAWI) was used and both the quantitative and qualitative questions were designed in Google form.

### 3.1 RESEARCH DESIGN

This study was carried out using a mixed-method research design of an Embedded Design of Embedded Co-relational Model wherein a qualitative component is embedded within a quantitative design. The qualitative component will play a supplementary role. Quantitative data was collected via a structured questionnaire while qualitative information were obtained through open-ended responses and document reviews.



**Figure 3. 1 Embedded Design: Embedded Correlation Model**

### 3.2 DATA SOURCES

Primary data would include not limited to teachers, principals, and education officials in the district. Secondary data sources would include, among other published education statistics yearbooks, journals, and the research papers.

### 3.3 DATA COLLECTION

#### 3.3.1 Sample Size Determination

The sample size was estimated assuming a 95% confidence level, 0.5 standard deviations, and a margin of error (confidence interval) of +/-5%.

Sample 'representativity': Chhukha district

The sample size will have to be estimated as under:

$$n = \frac{X^2 NP(1 - P)}{ME^2(N - 1) + (X^2 P(1 - P))}$$

Where:

n = sample size

X<sup>2</sup> = Chi-square for the specified confidence level at 1 degree of freedom

N = population size (projected teacher population of 13 selected schools under Chhukha district was 297 in the beginning of academic year 2020)

P = population proportion

ME = desired margin of error

### 3.4 PILOT TEST OF THE QUESTIONNAIRE

The survey questionnaires were pre-tested in Tsimalakha Lower Secondary School under Chhukha district covering 25 teachers. The instrument was pilot tested to check clarity of instruments for participants, check the reliability and validate the questionnaire. The feedbacks received were incorporated.

### 3.5 TARGET POPULATION AND STUDY SAMPLE

The samples were drawn from teachers, principals, and education officers from Chhukha district. To achieve unbiased responses from all sections of teachers, 13 schools was selected based on their level and size which varies depending on the different work environment, school leadership, school culture, and others.

**Table 3.1: Sample Allocation & Distribution**

Category of schools	No. of schools	School level %	No. of teachers		
			Male	Female	Total
Higher Secondary School	3	33%	55	44	99
Middle Lower Secondary School	3	40%	69	50	119
Lower Secondary School	3	16%	22	25	47
Primary School	4	11%	12	20	32
<b>Total</b>	<b>13</b>	<b>100%</b>	<b>158</b>	<b>139</b>	<b>297</b>

**Table 3. 2: Distribution of schools and teachers**

Sl. No	School Name	Sample Size	Category of School	Remarks
1	Tsimakha	11	Primary	Urban
2	TashiGatshel	9	Primary	Urban
3	Chapcha	7	Primary	Rural
4	Pachu	5	Primary	Rural
5	Tsimalakha	23	Lower Secondary	Urban
6	Dungna	10	Lower Secondary	Rural
7	Lochina	14	Lower Secondary	Rural
8	Wangchuk	42	Middle Secondary	Urban
9	Darla	38	Middle Secondary	Rural
10	Kamji	39	Middle Secondary	Rural
11	Chhukha	34	Higher Secondary	Urban
12	Pakshikha	31	Higher Secondary	Rural
13	Gedu	34	Higher Secondary	Urban
Total		297		

Note: According to latest statistics available with District Education Office, Chhukha, there are 297 teachers in the above-mentioned schools which are sampled for this study.

### 3.6 SAMPLING PROCEDURES

A master sampling frame was developed by compiling an exhaustive list of teachers, principals, and education officers of Chhukha district. Based on the sample size estimated above, a certain number of teachers, principals, and education officers were selected using the sampling technique of Simple Random Sampling Without Replacement (SRSWOR). The number of teachers, principals, and education officers selected was proportional to their respective population sizes.

### **3.7 DATA ANALYSIS**

All the quantitative information gathered through the survey questionnaires was compiled item wise. Prior to carrying out an actual impact assessment, basic descriptive analyses such as frequency, percentage, and cross-tabulations was performed in order to describe the basic features of the dataset. Then to precisely interpret the data, tests such as chi-square test of variables was used in addition to inferential statistics.

Pearson's Chi-square test was used as a hypothesis testing tool. It was performed to test the hypothesis of "whether or not teaching allowance is motivating the qualified individuals to join the teaching profession". Statistical analysis was performed using SPSS version 24.

### **3.8 RESEARCH LIMITATION**

Although a wide range of information have been captured through the research questionnaires, a limited sample may not provide a complete picture or be representative of the whole country. Since collection of data was depended on the online survey questionnaires (Google forms), the number of non-respondents was 45 individual which is 15.15% of the total target sample population. Similarly, the focus group discussion planned for collection of qualitative data has been replaced with open ended response questionnaire shared with the respondents via Google form. These changes were made since social gathering were prohibited as per the Standard Operating Procedure (SOP) issued by Ministry of Health, Bhutan to control the spread of COVID19 pandemic in the country.

Further, owing to the COVID-19 pandemic the time for the research has been compromised as the classes scheduled for the same module were postponed by more than two months from 6<sup>th</sup> march to mid of May, 2020. It has seriously impacted time for data analysis and report writing.

Being the first to carry out research to testify the reasons for payment of financial incentives by the government, it is likely to have disparities in interpreting the results.



### **3.9 ETHICS**

Prior permission was sought from Ministry of Education and District Education Office to carry out this research. The copy of approval from Ministry of Education attached as annexure 3.

The ethical issue was considered during the fieldwork. The researcher will ensure that the confidentiality and anonymity are maintained.

## CHAPTER 4: FINDINGS

This chapter presents the result of research conducted on the impact of teaching allowance on attracting qualified professionals into the teaching profession and retaining the existing experienced teachers in schools of Chhukha district in Bhutan. The quantitative data were collected using the survey questionnaire and qualitative data through an open-ended response questionnaire. In this study, a total of 252 teachers from 13 schools under Chhukha district in Bhutan participated in the survey.

The primary purpose of the study was to evaluate the impact of teaching allowance on retaining existing teachers and attracting qualified individuals into the teaching profession. Data and information collected via Google Docs were exported onto the laptop and then cleaned, coded, and analyzed employing basic statistical analysis techniques such as frequency, percentage analysis, and cross-tabulation. Statistical analysis was performed using SPSS version 24.

### 4.1 RESPONDENTS' CHARACTERISTICS

To ensure equal representation of respondents from all categories of schools under the district, the participants were selected from all four different categories of the school as indicated in (Figure 4.1). Similarly, the respondents for the qualitative (open-ended response) comprised of 4 (40%) District Education Officials and 6 (60%) School Principals (Figure 4.2).

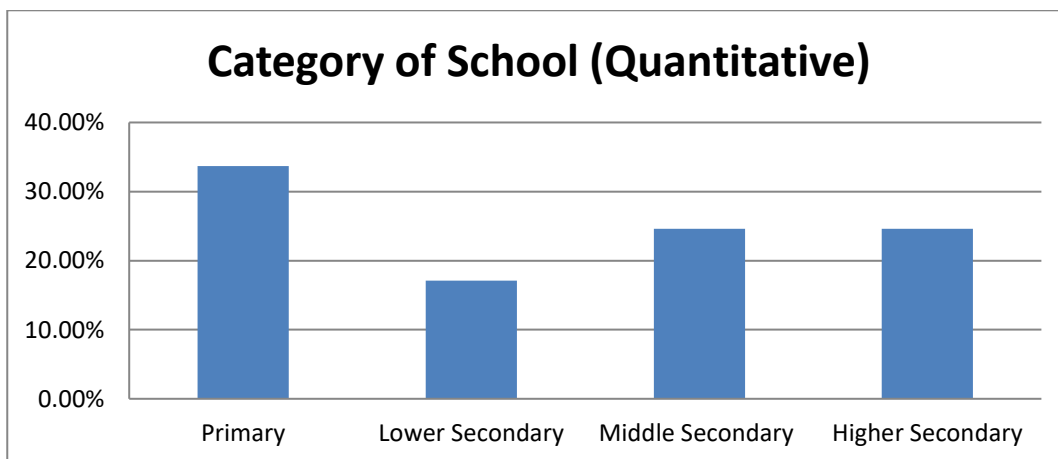
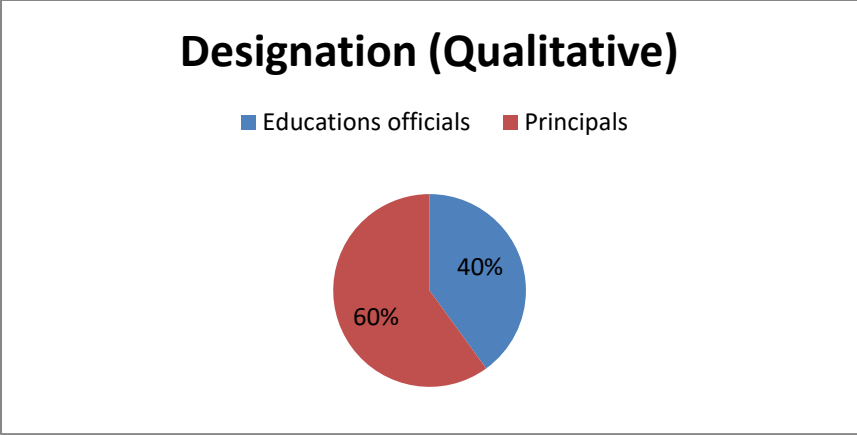
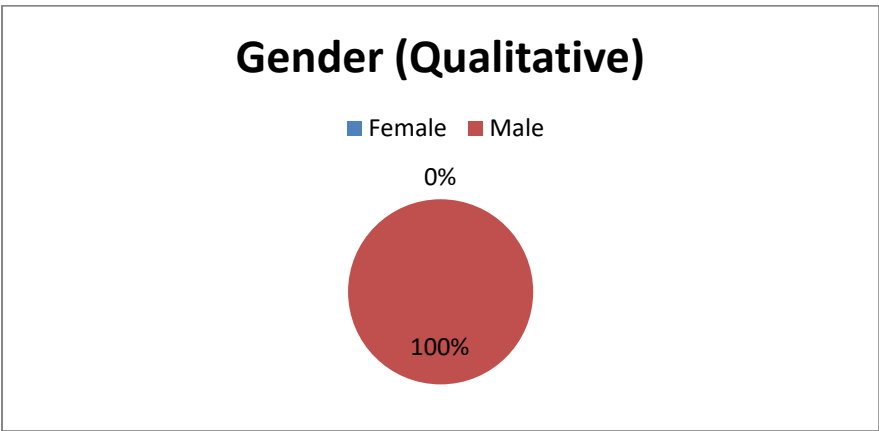


Figure 4. 1: Respondents by category of school



**Figure 4. 2: Respondents by job designation**

From a total of 252 respondents, the majority of the respondents were male with 143 which totals up to 65.70% (Table 4.1). The highest number of teacher respondents was between the age ranges of 30-39 totaling up to 43.40%. The percentages of participants from age groups 40-49 and 50 years and above are 2.60% and 4.80% respectively. Similarly, the respondents for the qualitative components (open-ended response) comprised of 4 District Education Officials and 6 School Principals which translates to 40% and 60% respectively. The entire respondents for qualitative data are male. There is no female serving as either a school principal or district education official in the district (Figure 4.3).



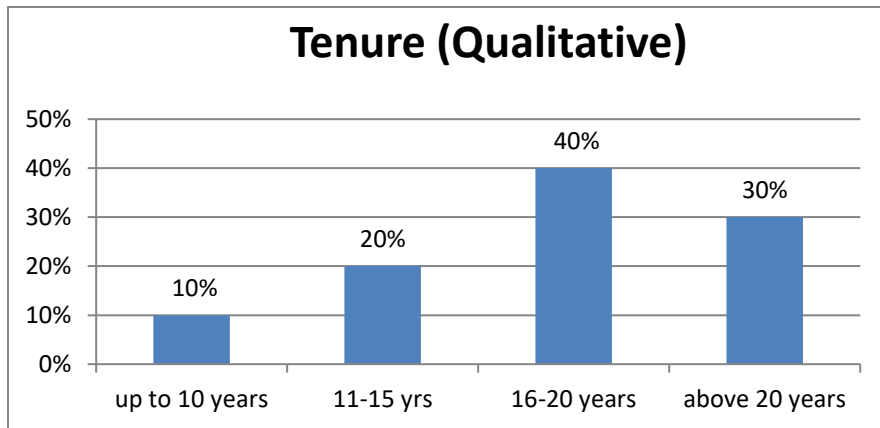
**Figure 4. 3: Respondent by gender**

The results on the frequency and percentage for the quantitative survey are shown in table 3 below:

**Table 4. 1: Frequency and percentage of respondents.**

<b>Sl. No</b>	<b>General Information</b>	<b>Number</b>	<b>Percentage</b>
1	<b>Gender</b>		
	Male	143	65.70
	Female	109	43.30
2	<b>Age Range</b>		
	Between 20-29 years old	74	29.40
	Between 30-39 years old	109	43.40
	Between 40-49 years old	57	2.60
	50 years and above	12	4.80
3	<b>Tenure (Job Experience)</b>		
	0-10 years	130	51.60
	11-20 years	97	38.50
	21 years and above	25	9.90
4	<b>Qualification</b>		
	PTC/ZTC	16	6.30
	B.Ed	165	65.50
	PGDE	36	14.30
	Masters & above	35	13.90

In terms of service tenure or job experience, more than half of the respondents (51.60%) have only 0-10 years of job experience, followed by 38.50% with 11-20 years in service. On the contrary, 60% of qualitative respondents have served in the service ranging from 11-20 years. The least respondents of just 10% belong to the group that has less than 10 years of job experience (Figure 4.4).

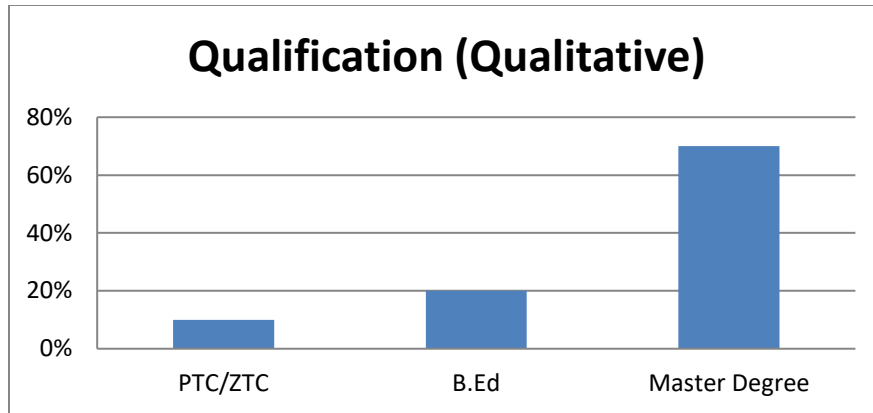


**Figure 4. 4: Respondents by tenure (job experience)**

On the qualification of the respondents, the teachers having Bachelor in Education (B. Ed) are the largest group of survey participants totaling up to 65.50% followed by respondents possessing Post Graduate Diploma in Education (PGDE) & masters degrees which corresponds to 14.30% and 13.90% respectively. In contrast, the highest respondents in qualitative data collection possess a master’s degree that totals up to 70% followed by officials having either B. Ed or PGDE (20%). In both cases, a handful of respondents possess the qualification of PTC<sup>6</sup>/ZTC<sup>7</sup> which calculates to a mere 6.30% and 10% for quantitative and qualitative components respectively (Figure 4.5).

<sup>6</sup> PTC: Primary Training Certificate. Teachers recruited after completing 2 years teacher training. They must complete grade ten as entry requirement. This certificate training has long stopped since 2003.

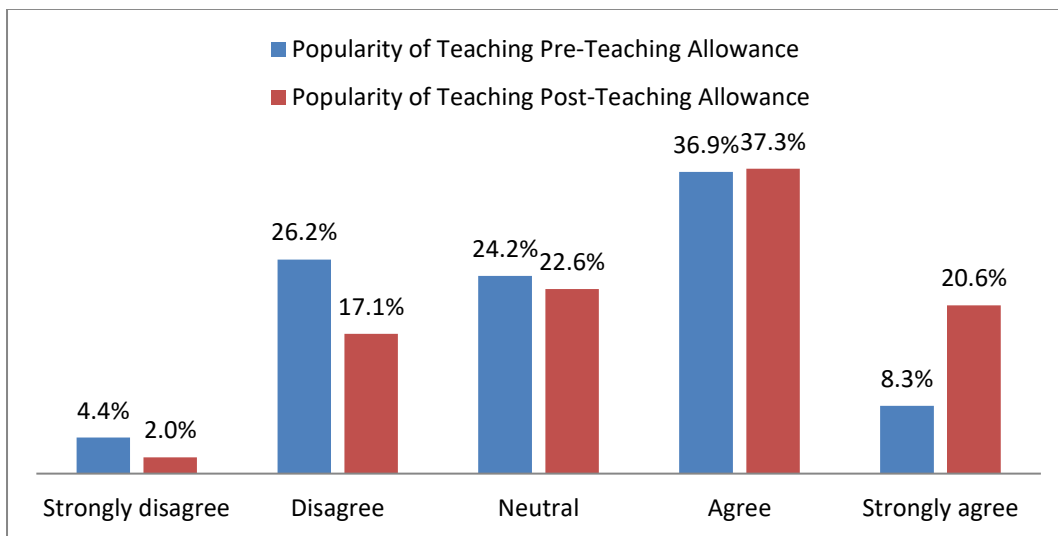
<sup>7</sup> ZTC: Dzongkha (national language) Training Certificate which is equivalent to PTC.



**Figure 4. 5: Respondents by qualification**

**4.2 TEACHING PROFESSION IS GAINING POPULARITY AFTER THE INTRODUCTION OF ADDITIONAL TEACHING ALLOWANCE BY THE GOVERNMENT.**

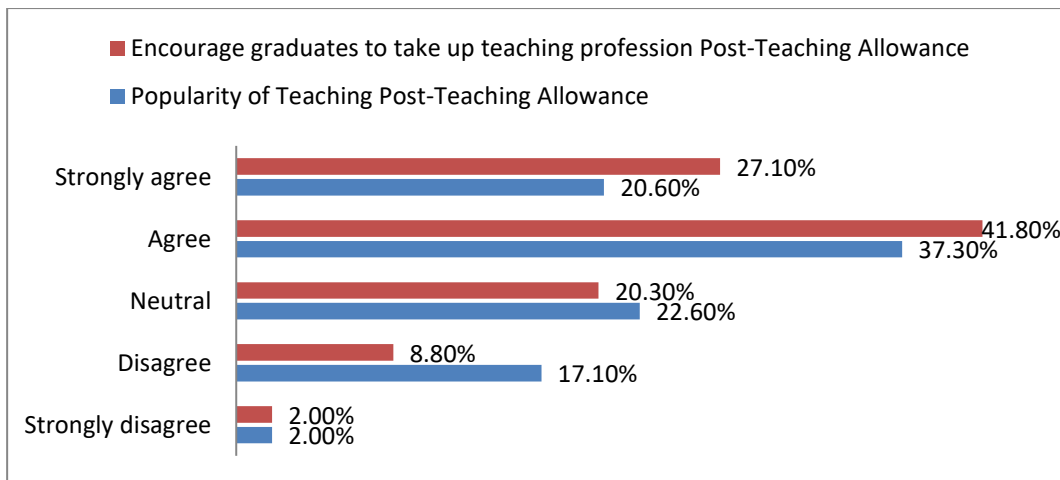
This part compares the popularity of the teaching profession between Pre-teaching allowance and Post-teaching allowance. All findings are shown in the subsequent figures from figure 8 to figure 10 which indicated that teaching allowance has helped raise the popularity of the teaching profession. Figure 4.6 specifically compares the popularity of the teaching profession between pre-teaching allowance and post-teaching allowance. The most significant rise is seen in the case of strongly agree group increasing from a mere 8.30% (pre-teaching allowance) to 20.60% (post-teaching allowance).



**Figure 4. 6: Popularity of teaching profession pre versus post-teaching allowance**

The other significant evidence for gaining popularity of teaching profession post-teaching allowance is seen in the fall of respondents rating of both strongly disagree (4.4% to 2%) and disagree (26.2% to 17.1%). The fall here is the indication of improvement in the popularity of the teaching profession after the introduction of teaching allowance by the government.

Figure 4.7 shows the findings of the relationship between payment of teaching allowance and encouragement for graduates to take up the teaching profession. It is significant from the findings that a large chunk of respondents either agreed (41.8%) or strongly agreed (27.10%) on the popularity of profession post-teaching allowance that is most likely to encourage graduates to take up the teaching profession.



**Figure 4. 7: Teaching allowance and encouragement for graduates to take up profession**

**Table 4. 2: Chi-square test on the popularity of teaching profession post-teaching allowance**

<b>Chi-Square Tests</b>			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	80.659 <sup>a</sup>	16	.000
Likelihood Ratio	78.496	16	.000
Linear-by-Linear Association	43.321	1	.000
N of Valid Cases	251		

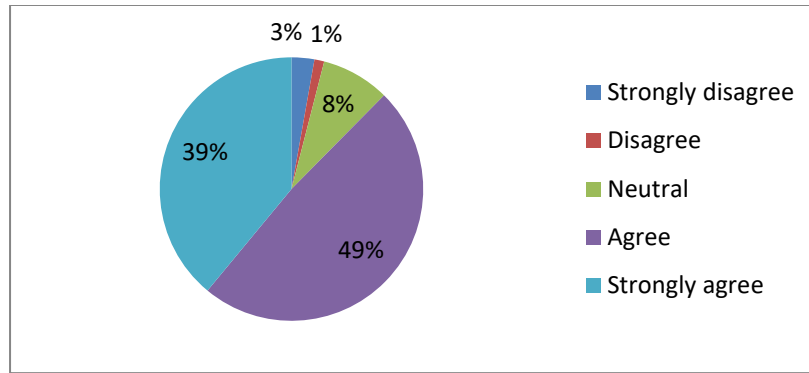
a. 12 cells (48.0%) have expected count less than 5. The minimum expected count is .10.

Table 4.2 above presents the chi-square test done to find out the popularity of the teaching profession post-teaching allowance. The P-value of 0.000 which is lower than the alpha value of 0.05 rejects the null hypothesis that there is no change in the popularity of the teaching profession prior and post-teaching allowance. The P-value 0.000 signifies the significant positive impact of teaching allowance on the popularity of the teaching profession.

### **4.3 THE INTRODUCTION OF TEACHING ALLOWANCE HAS BOOSTED THE MORALE OF THE TEACHERS IN SCHOOLS.**

Figure 4.8 specifically presents the findings that a large group of teacher respondents has indicated that payment of teaching allowance has positively impacted the morale of the teachers. There is a significant percentage of respondents who agreed that the teaching allowance has boosted their morale. Here too, the chi-square test rejects the null hypothesis and it is in support of an alternative hypothesis that the teaching allowance has boosted the morale of the teachers (table 4.3).





**Figure 4. 8: Teachers' morale post-teaching allowance**

**Table 4. 3: Chi-square test on the impact of teaching allowance on the teachers' morale**

<b>Chi-Square Tests</b>			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	49.889 <sup>a</sup>	16	.000
Likelihood Ratio	44.138	16	.000
Linear-by-Linear Association	28.665	1	.000
N of Valid Cases	251		

a. 16 cells (64.0%) have expected count less than 5. The minimum expected count is .06.

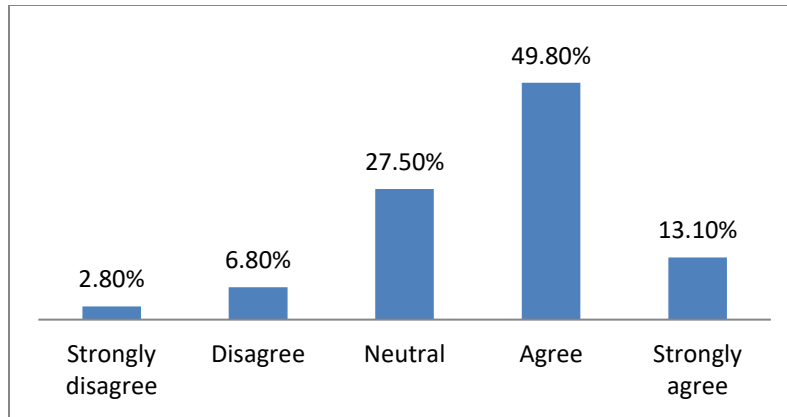
#### 4.4 THE SUPPORTIVE SCHOOL LEADERSHIP POSITIVELY IMPACTS THE PERFORMANCE OF THE SCHOOLS.

The subsequent tables (table 4.5) present the findings on the relationship between leadership support and the performance of the schools. The status of leadership support received by teacher respondents is encouraging. The highest (59.90%) of respondents agreed that their school leaders are supportive (Table 4.4) which has positively impacted the improvement of schools' performance with 49.80% of respondents agreeing to it.

**Table 4. 4: Frequency of leadership support received by teachers**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	2.0	2.0	2.0
	Disagree	21	8.3	8.3	10.3
	Neutral	48	19.0	19.0	29.4
	Agree	151	59.9	59.9	89.3
	Strongly Agree	27	10.7	10.7	100.0
	Total	252	100.0	100.0	

Similarly, the findings of the impact of leadership support on the schools' performance are inspiring. A little less than half of the respondents (49.80%) agreed that leadership support has helped improve the performance of the schools (figure 10).



**Figure 4. 9:** Improvement in school performance due to leadership support

The test result confirmed that leadership has positively impacted the performance of the schools (table 4.5).

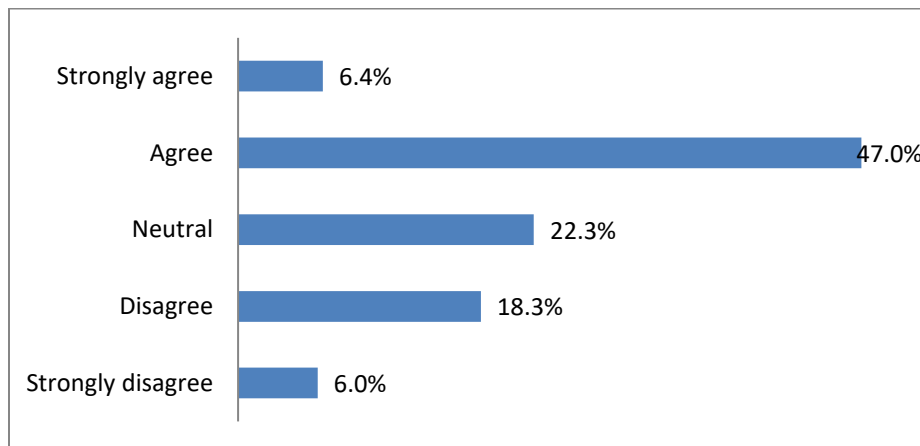
**Table 4. 5: Chi-square to test on how leadership support helps improve schools' performance.**

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	156.161 <sup>a</sup>	16	.000
Likelihood Ratio	109.605	16	.000
Linear-by-Linear Association	65.049	1	.000
N of Valid Cases	251		

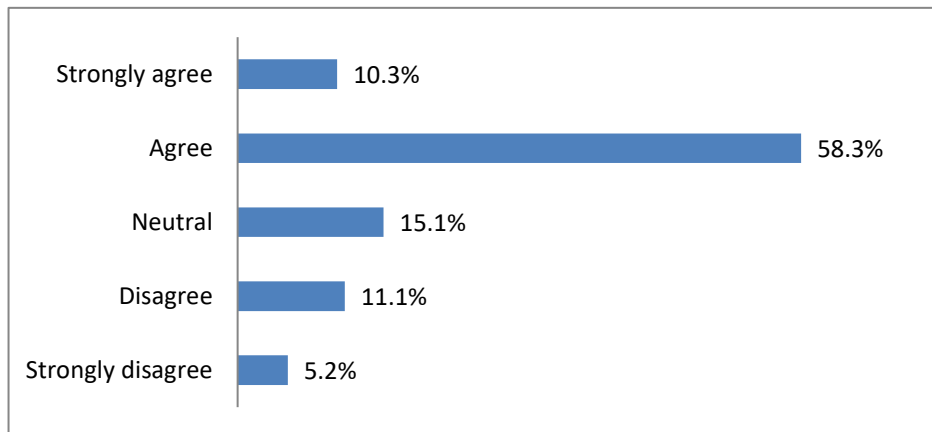
a. 14 cells (56.0%) have expected count less than 5. The minimum expected count is .14.

#### 4.5 THE WORKING ENVIRONMENT IN THE SCHOOLS IS ENCOURAGING FOR TEACHERS.

The figures (figure 4.10 to 4.11) present the findings of the work environment in the schools. Specifically, the (figure 4.10) indicates that facilities in the school are adequate as 47.0% of the teacher respondents agreed to the claim on the adequacy of facilities in the school. Similarly, a sizable percentage of the respondents (58.3%) agreed on the claim that the classroom environment is conducive for teaching and learning (figure 4.11).



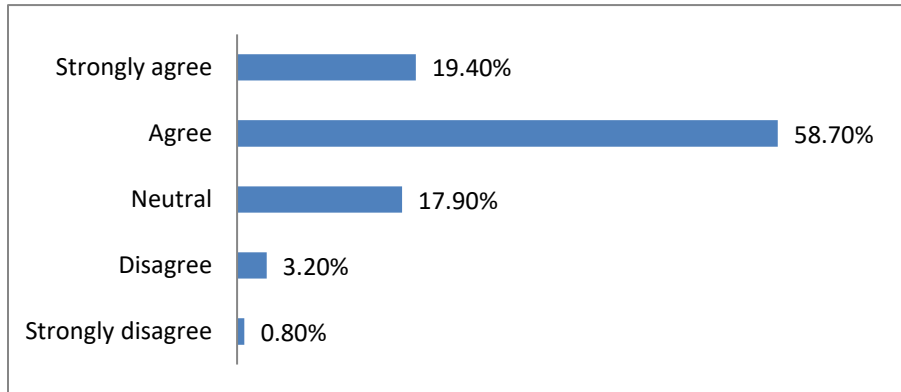
**Figure 4. 10:** Adequacy of facilities in the school



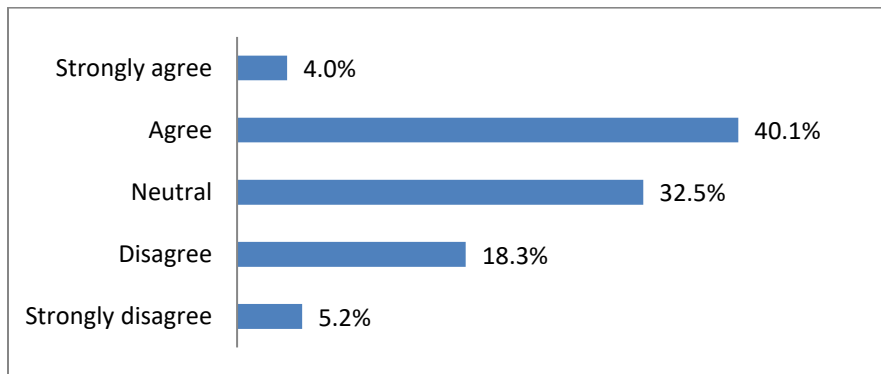
**Figure 4. 11:** Conduciveness of Classroom for teaching learning

Figure 4.12 reveals the status of the team working in the schools where a significant size of respondents (58.70%) agreeing to have encouraging teamwork experiences in the school. Further, most encouraging findings are revealed in (figure 4.13) where schools are found to have adopted specific strategies to motivate teachers in schools under Chhukha district of Bhutan. A majority of

the respondents (40.1%) agreed that schools are doing whatever possible to motivate teachers in the schools.



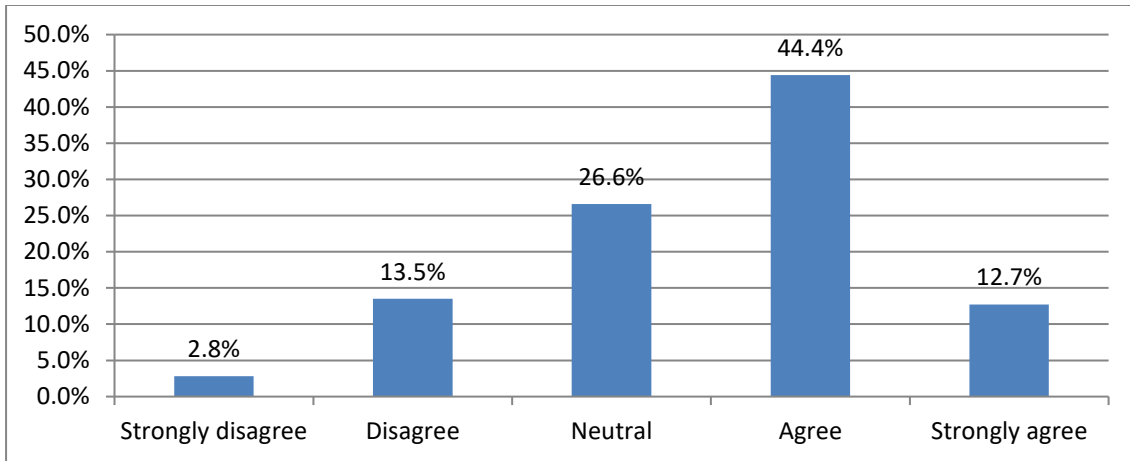
**Figure 4. 12:** Teamwork in the school is encouraging



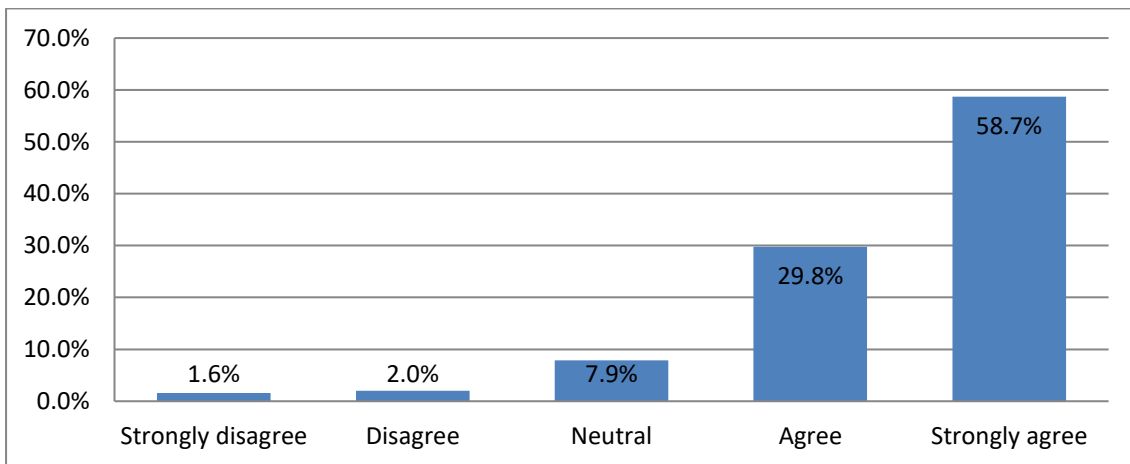
**Figure 4. 13:** Strategies adopted in school to motivate teachers

#### **4.6 CONDUCT OF PROFESSIONAL DEVELOPMENT (PD) PROGRAM IS HELPFUL IN BUILDING COMPETENCY OF CLASSROOM TEACHERS.**

Figure 4.14 describes the conduct of 80 hours of PD programs in the schools under Chhukha district of Bhutan as mandated by the directives of the government. As many as 44.4% (highest) respondents agreed to the conduct of PD program for teachers in the schools. On the other hand, a large chunk of the respondents (58.7%) strongly agreed that the conduct of the PD program is helpful in building the competence of classroom teachers (figure 4.15).



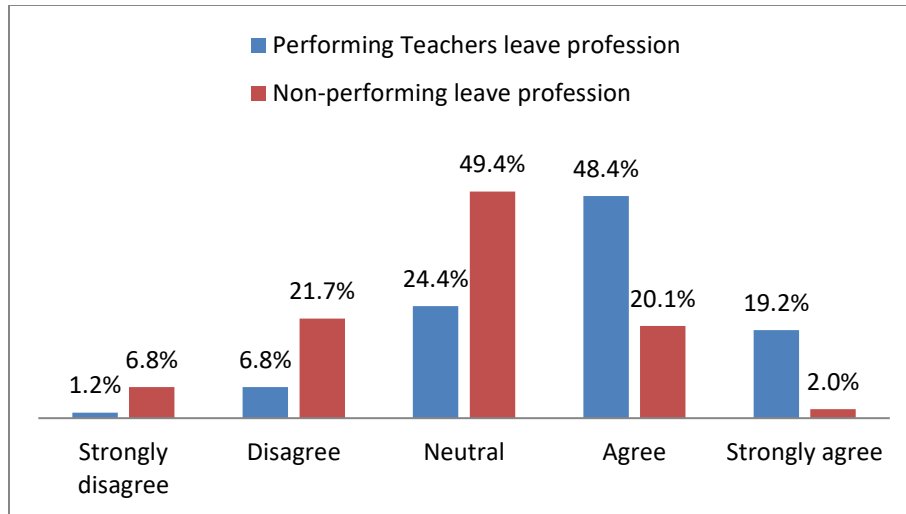
**Figure 4. 14:** Conduct of 80 hours of professional development program in schools



**Figure 4. 15:** Professional development program enhances competency of classroom teachers

**4.7 TEACHERS’ ATTRITION REVEALED THAT IT IS MOSTLY THE PERFORMING TEACHERS WHO ARE MOST LIKELY TO LEAVE THE PROFESSION.**

Figure 4.16 presents the findings from the comparison of performing teachers and non-performing teachers who are most likely to leave the teaching profession. It was evident from the findings that as many as 48.4% of the respondents agreeing to claim that performing teachers are most likely to leave the teaching profession. However, a significant size of respondents (49.4%) choose to remain neutral on the issue of the likelihood of non-performing teachers leaving the profession.



**Figure 4. 16: Performing versus non-performing in-case of leaving teaching profession**

The likelihood of performing teachers leaving the profession is significantly higher than the non-performing teachers (table 4.6).

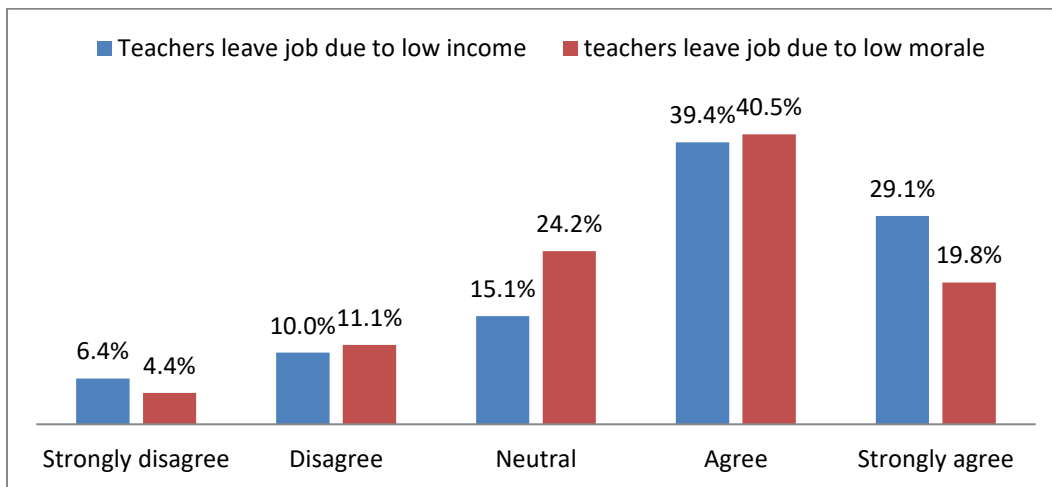
**Table 4. 6: Chi-square test on likelihood of leaving teaching profession between performing teachers versus non-performing teachers.**

<b>Chi-Square Tests</b>			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	129.222 <sup>a</sup>	16	.000
Likelihood Ratio	105.916	16	.000
Linear-by-Linear Association	.535	1	.465
N of Valid Cases	249		

a. 14 cells (56.0%) have expected count less than 5. The minimum expected count is .06.

#### 4.8 LOW INCOME IS MORE RESPONSIBLE OVER LOW MORALE FOR THE ATTRITION OF TEACHERS FROM THEIR PROFESSION IN SCHOOLS.

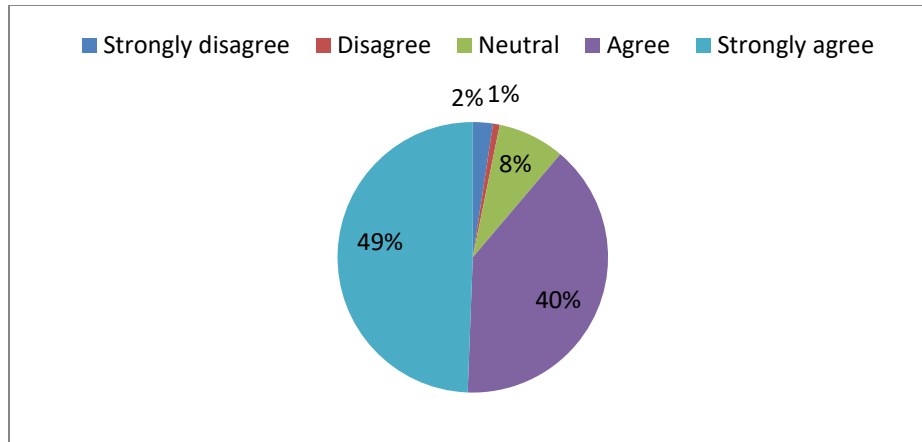
The comparison between the two important factors namely, Low Morale and Low Income which are responsible for teachers leaving the profession provides some very insightful findings. The result revealed that both are equally important and responsible for the attrition of teachers from their profession. However, income is found to affect the morale of the teachers. It is therefore safe to conclude that ‘Low Income’ is more responsible over ‘Low Morale’ on the attrition of teachers from their profession (figure 4.17).



**Figure 4. 17: Relationship between income and moral on attrition of teachers**

Another interesting finding presented in (figure 4.18) indicates that the teachers mostly leave the teaching profession to a greener pasture (mostly Australia). The findings revealed that the highest group of teacher respondents (49%) strongly agreed on the stand that teachers leave the profession to seek fortune, mostly to Australia.





**Figure 4. 18: Teachers leave the profession to go to Australia**

The following table describes the relationship between tenure (job experience) of the respondents and the likelihood of teachers leaving the profession. The findings revealed that the majority of teachers with a job experience of 0-5 years are most likely to leave the profession. The result suggests that those teachers with lesser years of experience are more likely to leave the teaching profession (table 4.8).

**Table 4. 7: Relationship between teachers leaving profession and tenure (job experience)**

**d) Tenure (No. of Teaching years): \* 28. Most teachers leave the job to go abroad to make fortune (mostly Australia) Crosstabulation**

Count

28. Most teachers leave the job to go abroad to make fortune (mostly Australia)

		Strongly Disagree				Strongly Agree		Total
		Disagree	Neutral	Agree	Strongly Disagree	Disagree		
d) Tenure (No. of Teaching years):	0 - 5 years	3	2	12	33	38	88	
	11 - 15 years	1	0	3	19	36	59	
	16 - 20 years	0	0	1	13	24	38	

	21 years and above	1	0	1	18	5	25
	6 - 10 years	1	0	3	16	21	41
Total		6	2	20	99	124	251

**Table 4. 8: Co-relation between job experience group and likelihood of teachers leaving the profession to go abroad**

<b>Chi-Square Tests</b>			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	27.434 <sup>a</sup>	16	.037
Likelihood Ratio	28.626	16	.027
N of Valid Cases	251		

a. 14 cells (56.0%) have expected count less than 5. The minimum expected count is .20.

Table 4.9 below indicates the relationship between age group and teachers leaving the profession abroad. It is evident from findings presented in the table that the age group of 30-39 are most likely to leave the profession for overseas.

**Table 4. 9:** Relationship between age group & teachers leaving the profession to go abroad.

Count		28. Most teachers leave the job to go abroad to make fortune (mostly Australia)					Total
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
b) Age group (completed years):	20-29 years	2	2	8	31	31	74
	30-39 years	3	0	8	34	63	108
	40-49 years	1	0	2	26	28	57
	50 years and above	0	0	2	8	2	12
Total		6	2	20	99	124	251

**4.9 OVERALL, SALARY IS THE PRINCIPAL FACTOR FOR TEACHERS’ RETENTION IN THE PROFESSION FOR TEACHERS IN THE SCHOOLS.**

Table 4.10 indicates the fact that the overall salary is the main factor for teachers’ retention in the profession. The sizable chunk of respondents (40.50%) agreed that the overall salary is the main factor to retain the existing teachers in the teaching profession. Further, 21.4% of the strongly agreed group supported the claim. The disagree and strongly disagree groups are just negligible which is 10.70% and 4.80% respectively.

Similarly, (Table 4.11) clearly describes that the majority group of respondents (53.2%) agreed that payment of teaching allowance by the government plays a crucial role in determining the retention of teachers in the profession.

**Table 4. 10: Frequency for overall salary as main factor of teacher retention.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	4.8	4.8	4.8
	Disagree	27	10.7	10.7	15.5
	Neutral	57	22.6	22.6	38.1
	Agree	102	40.5	40.5	78.6
	Strongly Agree	54	21.4	21.4	100.0
	Total	252	100.0	100.0	

**Table 4. 11: Impact of teaching allowance on retention of teachers in the profession**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	1.6	1.6	1.6
	Disagree	18	7.1	7.1	8.7
	Neutral	48	19.0	19.0	27.8
	Agree	134	53.2	53.2	81.0
	Strongly Agree	48	19.0	19.0	100.0
	Total	252	100.0	100.0	

The chi-square test supports an alternative hypothesis that the teaching allowance will significantly reduce the teachers' attrition rate (Table 4.12).

**Table 4. 12: Impact of teaching allowance on popularity of teaching profession**

<b>Chi-Square Tests</b>			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	86.858 <sup>a</sup>	16	.000
Likelihood Ratio	70.006	16	.000
Linear-by-Linear Association	37.746	1	.000
N of Valid Cases	252		

a. 12 cells (48.0%) have expected count less than 5. The minimum expected count is .08.

#### 4.10 SUMMARY OF HYPOTHESES FINDING

In this part, the researcher summarized the hypotheses in the following ways based on the findings of the study:

The three research hypotheses were tested using Pearson's chi-square test. The results of the Pearson's Chi-square test are as detailed below:

**Table 4. 13: Result of Hypothesis test**

<b>No</b>	<b>Null Hypothesis</b>	<b>Result</b>
<b>H<sub>0</sub></b>	There is no significant impact of teaching allowance on the attraction of professionals into the teaching profession and attrition rate.	<b>Rejected</b> <b>(refer table 4.2)</b>
<b>No</b>	<b>Alternative Hypothesis</b>	<b>Result</b>
<b>H<sub>1</sub></b>	Teaching allowance will motivate qualified professionals to join the teaching profession	<b>Accepted</b> <b>(refer table 4.3)</b>
<b>H<sub>2</sub></b>	The teaching allowance will significantly reduce teachers' attrition rate.	<b>Accepted</b> <b>(refer table 4.12)</b>

## CHAPTER 5: DISCUSSION

The objective of this study was to examine the impact of teaching allowance on attracting qualified professionals into the teaching profession and retaining existing experienced teachers in the job.

In this chapter, the researcher discusses the findings of the study. The findings of this research were discussed and arranged according to the research objectives as follows:

- 5.1 Teaching profession is gaining popularity after the introduction of additional teaching allowance by the government.
- 5.2 The introduction of teaching allowance has boosted the morale of the teachers in schools.
- 5.3 The supportive school leadership positively impacts the performance of the schools.
- 5.4 The working environment in the schools is encouraging for teachers.
- 5.5 The low income is more responsible than low morale for the attrition of teachers from their profession.
- 5.6 Overall, the salary is the principal factor of teachers' retention in the profession for teachers in the schools.

### **5.1 TEACHING PROFESSION IS GAINING POPULARITY AFTER THE INTRODUCTION OF ADDITIONAL TEACHING ALLOWANCE BY THE GOVERNMENT.**

Teachers always play an important role in the education system and the quality of education greatly depends on the teacher's performance in the classroom and beyond. It is evident from the McKinsey (2009) report that 'teacher quality' effected student performance more than any other variable. However, the performance of teachers is also significantly prejudiced by their low income, low morale, workload, and adverse working environment, lack of leadership support, and limited access to professional development and others.

The scenario of teacher attrition in Bhutan in the recent past was seriously nerve-racking. Several reports published highlighted the high rates of teachers' attrition. As per the reports, one teacher has voluntarily resigned every day over the last five years.

To assuage this worrying trend, the Royal Government of Bhutan's decision to pay teaching allowances ranging from 35%-55% based on the number of years served starting July, 2019 was a timely measure adopted by the government.

The findings on the popularity of teaching profession pre-teaching allowance and post-teaching allowance indicated that teaching is becoming popular amongst the qualified graduates looking for jobs after the payment of teaching allowance since July, 2019.

The qualitative data further ascertain the claim that teaching has become popular especially after the government's approval of additional teaching allowance to the teachers in Bhutan with effect from July, 2019. It was specifically mentioned that the recent admission records in the colleges of education within the country has drawn a large crowd and the University of Bhutan started to receive best-performing graduates into the teaching. The respondents also revealed that the living standards of the existing teachers in the schools has seen improvement.

However, some respondents seem to say that it is too early to determine any concrete result of payment of additional teaching allowance since it was introduced just a year ago. Further, there is little skepticism on the payment of teaching allowance. This group of skeptics believed the teaching allowance was a temporary measure to fill up the gap, the teachers' job responsibilities are increasing and it would not help teachers in their retirement benefits.

## **5.2 THE INTRODUCTION OF TEACHING ALLOWANCE HAS BOOSTED THE MORALE OF THE TEACHERS IN SCHOOLS.**

The comparison between the two important factors namely, Low Morale and Low Income which are responsible for teachers leaving the profession provides some very insightful findings. The result revealed that both are equally important and responsible for the attrition of teachers from their profession. However, income is found to affect the morale of the teachers.

In the qualitative interviews, the respondents unanimously revealed that payment of teaching allowance has boosted the morale of the teachers and provided added energy. It was observed that most teachers are satisfied with their profession for the first time in their teaching career. The first-hand impact of teaching allowance is seen in terms of punctuality of teachers in the school



activities, teachers shouldering additional responsibilities without any complain and in school performance. It was argued that ‘teachers are not paid extra’; instead they are ‘paid right’ meaning teachers deserve what they are paid.

However, few respondents shared their reservation saying it could be ‘new brooms sweep well’ kind of impact. If other factors of motivations are not given equal importance, financial incentives alone may not prove worth in the long run.

The positive morale in the teachers is an indication of strong discipline, confidence, and willingness to perform. REC (2013) reiterated that the morale of teachers affects academic performance, the productivity of teachers, and organizational objectives because morale has spill-over effects.

Thus, it is strongly hoped that the continuous payment of teaching allowance would keep boosting the morale of the teachers which in turn would impact the school performance positively.

### **5.3 THE SUPPORTIVE SCHOOL LEADERSHIP POSITIVELY IMPACTS THE PERFORMANCE OF THE SCHOOLS.**

It is pointed out that the lack of support from school leaders forces teachers to leave the system. It is the principal who can influence a teacher's perception of the job by changing actual conditions - by subscribing to more academic and moral patronage (Weller Jr., 2000). Similarly, teachers are most likely to continue in their career, if school managers have an optimistic attitude. Besides, teachers who receive supervisory support feel treasured and valued leading to creative commitment and reduce intention to abandon the job (Dorji, 2009).

The findings of the study revealed that the relationship between leadership support and the performance of the schools was very positively strong. It was encouraging to note that school leaders were very supportive and inspiring for most teachers. The leadership support was rated very high; some 59.90% of respondents agreed that leadership supports in the schools are encouraging. This has positively impacted on the improvement of schools’ performance.

Similarly, more than 95% of qualitative respondents shared their observation of successful stories on the school leadership and their supportive role for the teachers. Unlike in the past, most school leaders are now well aware of the power of influence of leaders on their subordinates. Further, school leaders are selected through an open competition where their leadership qualities are tested in cascading order from school to district to the ministry where final testing takes place. However, some argue that leaders are made to perform since they are in the hot-sit, and should anything go wrong under their leadership, they will have to bear the consequences. Whatever may be the reasons; school leaders are observed to be doing a wonderful job. School leaders are observed to be wearing multi-faced hat where he or she is on the conduct of Professional Development Program, provide mentoring and coaching for teachers, give counseling and guidance to staff, monitoring, and evaluation of teachers' performance both inside and outside of the classroom, looking after the social welfare of both staff and students, besides carrying out daily management and administrative functions in the school.

#### **5.4 THE WORKING ENVIRONMENT IN THE SCHOOLS IS ENCOURAGING FOR TEACHERS.**

The findings from the study revealed that the working environment in the schools is encouraging. The facilities are adequate and the classroom environment are conducive for teaching and learning in the schools which is the sign of a flourishing school environment. An experience of 'team working' is awarded the highest rating of 58.70%. Further, to enhance the working environment, schools are found to have adopted specific strategies to motivate teachers in schools which is very heartwarming.

Similarly, findings from qualitative data analysis ascertain the claim that the working environment in the schools is encouraging. The entire qualitative respondents unanimously assured that the working environment has improved tremendously over the recent past. It was stated that almost all the schools have taken up various initiatives to make school a happy learning community by taking care of both the physical and psycho-social ambiance. The observation shared by district education officials stated that despite budgetary constraints, schools are doing whatever they can to develop physical ambiance through their initiatives. It was mentioned that if the schools are

dependent on budget for school development, schools can only do so little but without budgetary grants; schools are flourishing with the support from parents, community, and public.

However, there were few reservations shared on the school development issues. Often when school staff are engaged in the development of physical ambiance, there are chances of diverting the attention away from the academic endeavor.

#### **5.5 THE LOW INCOME IS MORE RESPONSIBLE THAN LOW MORALE FOR THE ATTRITION OF TEACHERS FROM THEIR PROFESSION.**

The comparison between the two important factors namely, low morale and low income which are responsible for teachers leaving the profession provides some very insightful findings. The result revealed that both are equally important and responsible for the attrition of teachers from their profession. It is safe to conclude that both income and morale are needed for teachers to sustain in the economically challenging world and remain mentally boosted in the psychologically deteriorated living environment.

Analysis of qualitative data revealed that the morale of the teachers in the schools has heightened to a great extent since the introduction of teaching allowance by the government. This indicates that the morale of the teachers is dependent on the payment of teaching allowance to a large extent.

The varied opinions by a few respondents are worth dissecting. It was observed that not all teachers are morally boosted by income alone. There are teachers in the schools who are influenced by non-financial motivational factors as a source of morale enhancer. The physical working environments in most primary schools in the district are worse than a vehicle workshop due to space crunch. Teachers are found dumped in a space that served as an office for principal, staff room, dining hall, meeting hall, and so forth. These are areas that require serious attention from the relevant authorities, and sooner the better.

Further, the outlook of sections of society on the teachers has not changed. It was revealed that some sections of society are skeptical about teachers' pay raise and picks on any small wrongdoings committed by the teachers. It was cautioned that teachers have to be very sensitive in their dealing with the public and parents of the school children.

## **5.6 OVERALL, THE SALARY IS THE PRINCIPAL FACTOR OF TEACHERS' RETENTION IN THE PROFESSION FOR TEACHERS IN THE SCHOOLS.**

In contrast to the findings of studies conducted in different countries where factors affecting teachers' attraction and retention are vastly different, the payment of financial incentives for Bhutanese teachers had positively impacted on the two objectives pronounced by the Royal Government of Bhutan – to attract qualified individuals into teaching and – to retain experienced teachers in the teaching profession. Perhaps, the reason why advocates of educational reform singled out financial incentives was that it represents the most visible and tangible components of teachers' compensation. The overall salary was the main factor for teachers' retention in the profession.

## CHAPTER 6: RECOMMENDATION

In this chapter, the researcher makes a few recommendations based on the findings of the study:

5. Teaching allowance as a long-term measure to attract young qualified graduates into the teaching profession, and retain existing experienced teachers.
6. Develop leadership capacity in the schools to enhance school performance.
7. Explore progressive career track for the performing teachers outside of the regular classroom.
8. Improve the physical working environment for the teachers in the schools.

### 6.1 TEACHING ALLOWANCE AS A LONG-TERM MEASURE TO ATTRACT YOUNG QUALIFIED GRADUATES INTO THE TEACHING PROFESSION, AND RETAIN EXISTING EXPERIENCED TEACHERS.

The findings on the impact of teaching allowance were evident that it has boosted the morale of the teachers in the schools. Teaching allowance has drawn young and qualified graduates into the teaching profession as per the statistics with colleges of educations and the Royal University of Bhutan. Further, the study also revealed that teaching allowance will help lower the attrition rate of teachers.

However, if the payment of teaching allowance was used as a temporary measure to fill up the gap of manpower caused by high annual attrition rate, probably teaching will lose its attraction in few years and fall back to its initial status where young graduates dreaded to join the profession and existing teachers exploring to exit.

Thus, to enhance the quality of teaching-learning in the schools and to create a knowledge-based society as envisioned by His Majesty the visionary leaders of the country, there is a serious need to explore the possibility of financial incentives for teachers as a long-term solution.

## 6.2 DEVELOP LEADERSHIP CAPACITY IN THE SCHOOLS TO ENHANCE SCHOOL PERFORMANCE.

The findings of the study revealed that the relationship between leadership support and the performance of the schools was very strong and impacted positively. Further, it was pointed out that the lack of support from school leaders forces teachers to leave the system. It is the principal who can influence a teacher's perception of the job by changing actual conditions - by subscribing to more academic and moral patronage (Weller Jr., 2000). Similarly, teachers are more likely to continue in their career, if school managers have an optimistic attitude. Also, teachers who receive supervisory support feel treasured and valued leading to creative commitment and reduce the likelihood of abandoning the job (Dorji, 2009).

Thus, considering the important role played by the school leaders in both influencing teachers' career and school performance, it is recommended that school leaders must be provided good training on human resource management, which is currently not the focus of the human resource policy of the ministry.

## 6.3 EXPLORE PROGRESSIVE CAREER TRACK FOR THE PERFORMING TEACHERS OUTSIDE OF THE REGULAR CLASSROOM.

The study revealed that it was mostly the performing teachers who leave the profession compared with non-performing teachers. It was learnt from the qualitative analysis that there was no clear career track for the teachers except to remain in the school classroom for the entire service life. It was mentioned that teaching job needs dynamism. After serving in the school for a decade or more, there should be a safe exit point for those who are either not happy with the system or wanted to do something different. Otherwise, as mentioned, teaching becomes monotonous.

Thus, it is recommended to explore progressive career track for teachers outside the regular classroom without having to exit from the system. However, a minimum requirement of the number of years to be served as a teacher must be spelled out.

#### 6.4 IMPROVE THE PHYSICAL WORKING ENVIRONMENT FOR THE TEACHERS IN THE SCHOOLS.

The opinion expressed in the qualitative interviews raised serious concern on the physical ambience of mostly the lower and primary schools. It was learnt that not all teachers are morally boosted by income alone. There are teachers in the schools who are influenced by non-financial motivational factors as a source of morale enhancer. The physical working environments in most primary and lower secondary schools in the district are worse than a vehicle workshop due to space crunch. Teachers are found dumped in a space that served as an office for principal, staff room, dining hall, meeting hall, and so forth. These are the areas that require serious attention from the relevant authorities and sooner the better.

It was reasoned that providing a decent working environment for teachers in the school would further enhance the morale of the teachers that will have a spill-over effect on the overall performance of the school.

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## Annexure 1.

### Survey Questionnaire (Quantitative)

Dear Respondent,

I am MBA student currently enrolled in the University of Canberra (RIM campus, Thimphu). My research focusses on “**Impact of Teaching Allowance on Teacher Retention in and Attraction to Teaching Profession: A case under Chhukha District in Bhutan.**” I’m interested to use the questionnaires to survey teachers of schools under Chhukha District. Your participation in the survey is completely voluntary and all of your responses will be kept confidential. No personally identifiable information associated with your responses will be made public.

**Potential benefits:** This research will help us to study the factors relating to teacher retention in and attraction to teaching profession in Bhutanese education system.

**Contact information:** If you have any questions or concerns about this study, please contact the researcher at 17626109.

(Phuentsho Tashi)  
Researcher

Please place a tick  in appropriate box

### Part A

#### Demographics:

- a) Gender:      Male       Female
- b) Age group:    20 – 29     30 – 39     40 – 49     50 and above
- c) Qualification:      PTC/ZTC :     B.Ed :     PGDE :       Masters :
- d) Tenure (Job Experience): \_\_\_\_\_
- e) Teaching Level: \_\_\_\_\_
- f) Major Teaching subject (s): 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_
- g) No. of teaching periods: \_\_\_\_\_

h) Category of school: Primary  Lower Secondary  Middle Secondary   
Higher Secondary

Please rank each factor from 1 to 5. (If you strongly agree circle the number 5, if you strongly disagree circle 1).

LIKERT SCALE							
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree			
1	2	3	4	5			
<b>Factors influencing:</b>							
<b>i. Attraction</b>			<b>Please circle the most appropriate</b>				
1. Teaching has been a popular job for graduates			1	2	3	4	5
2. Teaching has become popular after the payment of additional teaching allowance by government							
3. I would encourage my children to peruse teaching as their carrier							
4. I would encourage young graduates to take teaching profession							
<b>ii. Low Morale</b>			<b>Please circle the most appropriate</b>				
5. I feel that I am an important part of the institute			1	2	3	4	5
6. Parental support for a teacher is excellent			1	2	3	4	5
7. The community respects its teachers and treats them like professionals			1	2	3	4	5
8. There is high social status of teachers in the society			1	2	3	4	5
<b>iii. Work Load</b>			<b>Please circle the most appropriate</b>				
9. Each day of work seems like it will never end.			1	2	3	4	5

10. There is a fair and equitable distribution of teacher workload.	1	2	3	4	5
11. There is a good balance in the instructional and non-instructional teacher's duty	1	2	3	4	5
12. Requirement for documentation of everyday teachers' profession is justifiable	1	2	3	4	5
<b>iv. Leadership support</b>	<b>Please circle the most appropriate</b>				
13. There is an administrative support	1	2	3	4	5
14. There is recognition from my immediate supervisor	1	2	3	4	5
15. The Principal of this school is approachable in handling school issues.	1	2	3	4	5
16. School performance has improved due to democratic leadership of the Principal.	1	2	3	4	5
<b>v. School environment</b>	<b>Please circle the most appropriate</b>				
17. Facilities in the school are adequate	1	2	3	4	5
18. Classrooms are conducive for teaching/learning	1	2	3	4	5
19. Team work amongst colleagues is encouraging	1	2	3	4	5
20. There are specific strategies adopted by the school to motivate teachers	1	2	3	4	5
<b>vi. Professional Development</b>	<b>Please circle the most appropriate</b>				
21. 80 hours of PD program is well conducted	1	2	3	4	5
22. Every teacher receives equal chances to attend PD program especially NBIP	1	2	3	4	5
23. PD program is helpful to enhance my competency as classroom teacher	1	2	3	4	5
<b>vii. Employee Turnover</b>	<b>Please circle the most appropriate</b>				

24. Performing teachers mostly leave the profession	1	2	3	4	5
25. Non-performing teachers mostly leave the profession	1	2	3	4	5
26. Teachers leaving the job is due to low income (dry salary)	1	2	3	4	5
27. Teachers leaving the job is due to low morale (lack of recognition in the society)	1	2	3	4	5
28. Most teachers leave job to go abroad to make fortune (mostly Australia)					
<b>29.</b> Many times, I think of searching job outside teaching profession.					
30. I am committed and teaching is my passion					
<b>viii. Retention</b>	<b>Please circle the most appropriate</b>				
31. Overall salary is the big source of teacher retention	1	2	3	4	5
32. Teachers stay longer in the system due to reward and benefits	1	2	3	4	5
33. Teachers find payment of additional teaching allowances effective force for retentions	1	2	3	4	5
34. My desire to leave for Australia is contained by the payment of teaching allowances					
35. Non-financial benefits are considered more important for me as a teacher					

## Annexure 2:

### Open-ended Response Questionnaire (Qualitative)

*Dear Respondent,*

*I am MBA student currently enrolled in the University of Canberra (RIM campus, Thimphu). My research focusses on “**Impact of Teaching Allowance on Teacher Retention in and Attraction to Teaching Profession: A case under Chhukha District in Bhutan.**” I’m interested to use the questionnaires (open ended questions) to collect information from the principals and education officials under Chhukha District, Bhutan.*

*Your participation in the survey is completely voluntary and all of your responses will be kept confidential. No personally identifiable information associated with your responses will be made public.*

***Potential benefits:** This research will help us to study the factors relating to teacher retention in and attraction to teaching profession in Bhutanese education system.*

***Contact information:** If you have any questions or concerns about this study, please contact the researcher at 17626109.*

*(PhuentshoTashi)*

*Researcher*

Please place a tick  in appropriate box

### Part A

#### Demographics:

- i) Gender:      Male           Female
- j) Age group:    20 – 29       30 – 39       40 – 49       50 and above
- k) Qualification:      PTC/ZTC :     B.Ed :       PGDE :           Masters :
- l) Tenure (Job Experience): \_\_\_\_\_
- m) Designation (Current position): District Education Officials:  School Principal:

## **Part B**

Open ended questionnaires for school principals and education officials under Chhuka District.

### **1. Attraction**

- a. What is the popularity of teaching profession amongst young graduates in the country? Describe briefly.
- b. Has the payment of additional teaching allowance by the government since 2019 made any difference on the popularity of the profession amongst job seekers? Why & why not?

### **2. Morale**

- a. What is the status of teachers' morale in the country in general?
- b. What is the morale of teachers under Chhuka District/your school? Has the payment of additional teaching allowance made any difference?

### **3. Work load**

- a. Are teachers in your district/school overloaded? Was the teacher's salary commensurable with the workload?
- b. Is the payment of additional teaching allowance for teachers proportionate with their work load?

### **4. Leadership Support**

- a. Are our school leaders supportive in teachers' professional growth? Describe how and how not?
- b. Are district education officials in the position to provide necessary professional support to the teachers? Explain briefly.

### **5. School Environment**

- a. Are school environment conducive for teaching learning? Describe how?
- b. Do teachers receive required facilities to make teaching interactive in keeping with the technological advancement? Provide brief explanation.

### **6. Professional Growth**

- a. Are teachers receiving equal chances to attend (80 hrs) PD program? Why and why not?
- b. Is PD program helpful to enhance the competence of the classroom teacher? Explain.

### **7. Employee Turnover & Retention**

- a. Who is mostly leaving the profession? Performing or non-performing teachers? Why?
- b. Can the payment of additional teaching allowances help reduce teachers' turnover?
- c. What are other factors that makes teachers dedicated and contented in the profession?



# Annexure 3: Copy of Research Approval from Ministry of Education, Bhutan

