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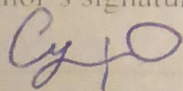
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Date: June 28, 2019

**Factors Influencing Instructors' Retention in TVET**

Aidana Sultangaliyeva

Submitted in partial fulfillment of the requirements for the degree of

Master of Science

in Educational Leadership

Nazarbayev University Graduate School of Education

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Sincerely,

NUGSE Research Committee

February 4, 2019

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**Factors Influencing Instructors' Retention in TVET**

## Abstract

Technical and vocational education and training (TVET) in Kazakhstan is currently viewed as one of the most important sectors of the educational system since it prepares sufficiently skilled and trained individuals who will work in the rapidly changing knowledge economy. This educational sector has also hugely expanded because of changes that have occurred in the national economic structure and a concurrent lack of skilled and qualified workers. Due to the massive expansion of TVET colleges, the demand for teachers and instructors has risen. However, this demand cannot be met because of an undersupply of new TVET instructors and the difficulties involved in not only recruiting teachers to the profession, but retaining them as well. This study is aimed at exploring those factors, as perceived by college instructors, that have the greatest influence on teachers' decisions to either continue their career in TVET or to depart. To address the research question, a qualitative research design was used by conducting semi-structured interviews with eleven instructors working at a TVET college in Kazakhstan. This study employed maximum variation sampling in order to select participants purposefully among TVET instructors working at this college and to explore the problem from different perspectives. Diversity was obtained by choosing participants who differ in terms of gender, years of experience, previous workplaces and disciplines they teach. The findings revealed that organizational factors such as salary, workload, administrative support, collegiality, professional opportunities and autonomy are significant factors that could influence instructors' retention. The study concluded by suggesting some recommendations for policy makers and college administrators to enable them to prevent high rates of faculty turnover in TVET.

*Keywords:* TVET, faculty turnover, faculty retention, TVET instructor

**Факторы, влияющие на удержание инструкторов в ТиПО**

Abstract (Russian version)

## Аннотация

В настоящее время техническое и профессиональное образование (ТиПО) в Казахстане является одним из наиболее важных секторов системы образования, поскольку готовит достаточно квалифицированных и подготовленных людей для работы в развивающей экономике знаний. Этот сектор также значительно расширился из-за изменений, произошедших в структуре национальной экономики, и одновременной нехватки опытных и квалифицированных работников. В связи с массовым расширением колледжей ТиПО, спрос на преподавателей и инструкторов также возрос. Однако это потребность не может быть удовлетворена из-за нехватки новых инструкторов в ТиПО и трудностей, связанных с набором и удержанием преподавателей. Это исследование направлено на изучение факторов, которые по мнению преподавателей колледжа, оказывают наибольшее влияние на их решение продолжать карьеру в ТиПО или уйти. Для решения вопросов исследования использовался качественный метод исследования путем проведения полу структурированных интервью с одиннадцатью преподавателями, работающих в колледже ТиПО в Казахстане. В этом исследовании использовалась максимальная вариационная выборка, чтобы целенаправленно выбрать участников среди преподавателей ТиПО и исследовать проблему с разных точек зрения. Разнообразие было достигнуто путем выбора инструкторов, которые отличаются по полу, опыту и дисциплинам, которые преподают. Результаты показали, что условия труда, такие как заработная плата, рабочая нагрузка, административная поддержка, коллегиальность, профессиональные возможности и автономия являются важными факторами, которые могут повлиять на удержание инструкторов. Исследование

завершается предложениями и рекомендациями в адрес политиков и администраторов колледжей, чтобы они могли предотвратить высокий уровень текучести инструкторов ТиПО.

*Ключевые слова:* ТиПО, утечка преподавателей, удержание преподавателей, инструктора ТиПО

**ТЖКБ саласындағы инструкторларды ұстап қалуға ықпал ететін факторлар**

Abstract (Kazakh version)

Аңдатпа

Қазіргі таңда Қазақстандағы техникалық және кәсіптік білім беру (ТЖКБ) саласы білім жүйесіндегі ең маңызды секторлардың бірі, өйткені аталмыш сала қарқынды дамып келе жатқан білім экономикасына қажетті білікті әрі тәжірибелі мамандарды дайындауға бағытталған. Бұл сектор ұлттық экономика құрылымындағы өзгерістер мен білікті мамандардың жетіспеушілігінен күннен күнге ұлғайып келеді. Бұл ТЖКБ колледждерінің санының артуына келіп соқтырды және сол себепті мұғалімдер мен инструкторларға деген сұраныс қатар өсті. Алайда, бұл қажеттілік ТЖКБ саласына мұғалімдерді тарту және оларды ұстап қалу қиындықтарының әсерінен әзірге қанағаттандырылмай отыр. Соған орай бұл зерттеу ТЖКБ мұғалімдерінің салада қалу не кету шешімдеріне әсер ететін себептерді анықтауға бағытталды. Зерттеудің басты сұрағына жауап табу мақсатында бұл жұмыста сұхбатқа негізделген сапалы зерттеу әдісі қолданылды. Тақырыбты жан-жақты зерттеу үшін мақсатты бағытталған таңдау әдісін қолдана отырып, ТЖКБ колледжінің 11 инструкторы келесі талаптарға сәйкес іріктеліп алынды: жасы, еңбек тәжірибесі мен оқытатын пәні. Зерттеу нәтижесіне сәйкес жалақы, жұмыс жүктемесі, әріптестермен ара-қатынас, кәсіби өсу мүмкіндіктері мен автономия секілді жұмысқа қатысты факторлар колледж инструкторларын ұстап қалуға анағұрлым ықпал ететіні анықталды. Зерттеу соңында саясаткерлер мен колледж әкімшілігіне колледж инструкторларының пікірін ескере отырып, ТЖКБ саласындағы мұғалімдер ағымының алдын алуға қатысты бірнеше ұсыныстар берілді.

*Кілт көздер:* ТЖКБ, мұғалімдер ағымы, мұғалімдерді ұстап қалу, ТЖКБ инструкторлары

## Table of Contents

Author Agreement .....	ii
Declaration of authorship.....	iii
NUGSE RESEARCH APPROVAL DECISION LETTER.....	iv
ACKNOWLEDGEMENTS .....	v
CITI TRAINING CERTIFICATE.....	vi
Abstract.....	vii
Table of Contents.....	xi
List of Tables .....	xiii
Chapter 1: Introduction.....	1
1.1 Background.....	1
1.2 TVET Reforms in Kazakhstan.....	3
1.3 Problem Statement.....	6
1.4 Purpose of the Study.....	7
1.5 Research Questions.....	8
1.6 Significance of the Study.....	8
1.7 Outline of the Study.....	9
Chapter 2: Literature Review.....	11
2.1 Introduction.....	11
2.2 Theoretical Framework.....	11
2.3 Organizational Factors.....	12
2.3.1 Financial factors.....	12
2.3.1.1 Pay satisfaction.....	12
2.3.1.2 Distributive justice.....	13
2.3.2 Professional factors.....	15
2.3.2.1 Opportunities for learning and growth.....	15
2.3.2.2 Promotion opportunities.....	16
2.3.3 Worklife satisfaction factors.....	17
2.3.3.1 Workload.....	18
2.3.3.2 Autonomy.....	19
2.3.3.3 Support.....	20
2.3.3.4 Sense of community.....	21
2.3.4 Individual level factors.....	21
2.3.5 Environmental factors.....	22
2.3.5.1 Job opportunities.....	22
2.3.6 Psychological factor.....	23
2.3.6.1 Organizational commitment.....	23
2.4 Conclusion.....	24
Chapter 3: Methodology.....	25
3.1 Introduction.....	25
3.2 Research Design.....	25
3.3 The Central Phenomenon of the Study.....	26
3.4 Data Collection Methods.....	26
3.5 Research Site.....	27
3.6 Participants of the Study.....	28

3.7 Data Collection Instruments .....	29
3.8 Data Collection Procedures.....	30
3.9 Data Analysis Procedures .....	31
3.10 Ethical Issues .....	32
3.11 Limitations and Delimitations.....	34
Chapter 4: Findings.....	35
4.1 Introduction.....	35
4.2 Participants' Characteristics.....	36
4.3 SQ1. How do Organizational Factors Influence Instructors' Decisions to Remain at the College? .....	37
4.3.1 Salary. ....	37
4.3.2 Opportunities to work with foreign instructors.....	39
4.3.3 Administrative support.....	40
4.3.4 Leadership continuity.....	42
4.3.5 Workload.....	43
4.3.6 Professional opportunities.....	47
4.3.7 Autonomy. ....	48
4.3.8 Collegiality.....	50
4.3.9 Relationship with students.....	50
4.4. SQ2. How do Environmental Factors Affect the Retention of Instructors? .....	51
4.4.1 Job Opportunities.....	51
4.4.2 Personal factors as triggers to searching for other employment.....	53
4.5 Summary.....	56
Chapter 5: Discussion .....	57
5.1 Introduction.....	57
5.2 The Influence of Organizational Factors on Instructors' Decision to Remain at the college.....	57
5.2.1 Salary. ....	57
5.2.2 Opportunities to work with foreign instructors.....	58
5.2.3 Administrative support.....	59
5.2.4 Leadership continuity.....	61
5.2.5 Collegiality.....	61
5.2.6 Workload.....	62
5.2.7 Professional opportunities.....	64
5.2.8 Autonomy. ....	66
5.2.9 Relationship with students.....	67
5.3 The Impact of Environmental Factors on Instructors' Retention .....	67
5.3.1 Job opportunities.....	67
5.3.2 Personal factors as triggers to searching for other employment.....	68
5.4 Summary.....	70
Chapter 6: Conclusions and Recommendations .....	71
6.1 Introduction.....	71
6.2 Conclusion .....	71
6.3 Recommendations.....	73
6.3.1 Recommendations for policy makers.....	73
6.3.2 Recommendations for college administration.....	73
6.3.3 Recommendations for further research.....	74
References.....	76

**List of Tables**

Table 1. General information about the participants .....	36
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## Chapter 1: Introduction

### 1.1 Background

National economies and educational systems around the world have been significantly affected because of the manufacturing industry, modern technology that is becoming increasingly advanced, as well as a rapidly changing knowledge economy. Nowadays, a predominantly theoretical education no longer suffices in producing skilled and trained workers who are capable of applying that knowledge to the work environment. To offset this scenario, the World Bank's Education Sector Strategy Update (ESSU) emphasizes the significance of the educational sector focusing more on training students who can better function on the job market, hence fulfilling its requirements and keeping it competitive (World Bank, 2005).

As a consequence, international and national policymakers have started to promote skills development in technical and vocational education and training (TVET). TVET refers to the provision of an educational system that not only aims to provide a general education, but is also one where the focus is on the teaching of scientific subjects and technological processes. This would ultimately create a workforce that is proficient in the more practical skills that are now needed in all economic sectors, and would thus answer the call of industry to be able to employ graduates who have the capacity to apply their knowledge in the work environment (UIS, 2006). Furthermore, this type of education provides more opportunities for employment since it is driven by market demand.

TVET originally appeared in Europe and North America during the industrial revolution of the 18th Century and became part of a system known as 'productivism' (Anderson as cited in Ananiadou 2013, p.5). The predominant function of TVET at that time was supplying industry with the necessary and appropriate human capital that could fulfill the demands of each sector. Later after the World War II period, officials in newly

independent states, which were generally located in Africa and Asia, believed that technical and vocational skills were crucial to enhancing the economic independence of their countries. Yet these beliefs were implemented with much difficulty as they were not seen as compatible with educational systems already in place within higher education (Rauner & Maclean, 2008).

Historically, the World Bank played a huge role in the promotion of TVET by being a strong supporter of vocational programs. In 1963, The World Bank's first educational loan was to promote TVET programs, and this made up 40 per cent of the education-based financing in Sub-Saharan Africa that year (Ananiadou, 2013, p.5). By the middle of 1980, among the \$600 million the World Bank provided for education, 45 percent went to TVET (Rauner & Maclean, 2008, p.76). All of these investments were introduced because TVET had become a crucial part of labour planning. The Bank also recommended introducing more vocational subjects into the curriculum in order to include workplace related content.

After this initial optimism, in 1980 the World Bank began questioning the importance of TVET. This was the outcome of a series of studies conducted by Psacharopolous (Psacharopoulos, 1991, Psacharopoulos & Woodhall, 1985), where the rates of return of different educational levels were analyzed. Due to the results of these studies, Psacharopolous argued that the rate of return was higher in basic education rather than in secondary and vocational education. As a result, international interest in TVET decreased, and this affected its funding, which declined dramatically. Consequently, in 2011, the World Bank's share of TVET funding represented a mere 8% to 9% of all its educational loans (as cited in Ananiadou 2013, p.5).

However, recently the World Bank started to emphasize TVET education but with a different emphasis (Rauner & Maclean, 2008). Their recent strategies are directed

towards enhancing the employment opportunities for young and disadvantaged people. This shift was explained by the growing number of unemployed youth population. It has been also recognized the importance of preparing workers for the “global knowledge economy” and this idea finds its reflection in their recent “*Investing in People’s Knowledge and Skills to promote Development*” strategy.

## 1.2 TVET Reforms in Kazakhstan

Up to the year 2012, colleges and vocational lyceums in Kazakhstan provided technical and vocational education which enabled students to acquire a professional diploma in more than 180 professions and 15 fields. Before that, professional lyceums, formerly known as *Technikums*, prepared specialists for industry, agriculture, construction and transport sectors, while colleges tended to focus on training teachers or health professionals, as well as people in the field of art and theatre (Álvarez-Galván, 2014).

The first eleven private colleges were opened in Kazakhstan in 1994, and by 2016, they reached 43% of the total number of colleges countrywide (Irsaliev, Kultumanova, Tulekov, Buldybayev, Kussidenova, Iskakov, Zabara, Baron, & Korotkikh, 2017, p.250). The emergence of the private sector in the field of TVET, as well as in general in the education system, has formed a competitive environment between educational institutions.

From 2000 to mid-2008, Kazakhstan experienced an economic growth that was supported by rising oil production and prices. There was, on average, an increase in GDP of 10% per year. Then in 2009, the launch of 190 projects entailed the creation of 12.3 thousand jobs (Irsaliev et al., 2017, p.250). The implementation of the Governmental Program for Industrial and Innovative Development (The President of the Republic of Kazakhstan, 2010) and the Republican Industrialization Map (The Government of the Republic of Kazakhstan, 2010) called for the prioritization of the economic sectors with a

qualified labor force. Therefore, there was a demand for TVET institutions to produce such specialists.

For 25 years, from 1991 to 2016, the network of TVET organizations increased by 18%, and student enrollment grew by 5.4%. In 2016, 817 colleges operated in the country, and about 4,892 thousand students were enrolled in the TVET system (Irsaliev et al., 2017).

Despite this growth in college and student numbers, the TVET system lagged behind other TVET systems around the world in the quality of education, especially with respect to training students for the needs of the job market and equipping them with the most directly relevant and practical skills. To address the problem, the government of Kazakhstan has adopted a program for the modernization of TVET institutions around the country. One of the main measures in the program was the development of the curriculum for 147 modular educational programs (“Kazakhstan develops technical and vocational education-statistics”, 2017). In addition, in order to produce specialists whose skills will match the specific labor market requirements the so called “dual training” approach has been implemented since 2012. In this approach, a college-based theoretical preparation is combined with simultaneous practical training in the workplace. In 2015, a new article 119 on “Dual education” was added to the “Labor Code of the Republic of Kazakhstan” to facilitate the principles of dual education and to increase the time students spent conducting work experience within their program of study (The Parliament of the Republic of Kazakhstan, 2015). By 2017, 348 colleges (44%) had adopted this approach (“Kazakhstan develops technical and vocational education-statistics”, 2017).

Despite the changes in the curriculum and instructional approaches, and the expansion of TVET colleges, TVET education continues to have a low status and is considered to be a second-rate educational option by students (Álvarez-Galván, 2014). In

2016, the "Free vocational education for all" project was introduced to address the problem (Torino Process 2016-17 Kazakhstan report, 2017). According to this program, the government has ensured the provision of free education in all of the country's vocational colleges since 2017. Furthermore, upon graduation, these graduates are ensured work in certain sectors that require manual labourers.

It is also important to mention that Kazakhstan has been a member of the Torino process since 2010. Kazakhstan's participation in this international initiative allows it to obtain an international evaluation of its reforms in TVET. In 2016, for the first time, the "Torino Process 2016-17 Kazakhstan" report was prepared, and it was based on a policy analysis of TVET in Kazakhstan (Hemschemeier, 2017). This report highlights the presence of TVET within the framework of Torino.

In 2011, a coordinating agency "Holding Kaspkor " was created to orchestrate overall reforms in TVET. The core agenda of the agency includes an updating the TVET curriculum, improving the quality of teaching within its system, increasing the prestige and efficiency of TVET, developing existing vocational educational institutions and training programs, and the creation of new colleges to respond to the growing demands of the economy.

The 2016-2017 Torino Process report on Kazakhstan (2017) states that in 2015, financing for the TVET system was 111.0 billion tenge. This included the republican budget, which accounted for 23.4 billion tenge, and the local budget also contributed the sum of 87.6 billion tenge. However, as the OECD report (2016) indicated, funding for TVET in Kazakhstan is two-and-a-half to three times lower than in other developed countries (for example, in OECD countries this funding is accounted for about 0,6%) despite all the steps undertaken to increase the financing for it. These numbers could mean

that in the vast majority of TVET colleges in Kazakhstan, resources may be substandard or lacking altogether.

### **1.3 Problem Statement**

Because of the changes in the national economic structure of Kazakhstan and the lack of skilled and qualified workers, the TVET system has faced significant expansion. According to zakon.kz, by the end of 2013, the number of TVET colleges stood at 610, and subsequently increased until it reached 780 by the end of 2016, thereafter staying stable, with a slight decrease of only one in the following academic year, which ended in 2018 (CS MNE RK, 2019). The State Educational Order shows that 100,815 people were admitted to the educational institutions of TVET in the 2015-2016 academic year. In comparison with the following academic year, the volume of the state educational order for the training of personnel from TVET increased by 24,800 places. Furthermore, the government is planning to enable 720,000 citizens to receive free qualifications in TVET by 2021 (Cirulik, 2017).

Due to this expansion of TVET colleges, the demand for teachers and instructors is also very high (UNESCO-UNEVOC, 2012). However, the demand cannot be met due to an undersupply of new TVET instructors. One of the main reasons for this shortage of instructors could be salary levels (Hemschemeier, 2017). According to the CS MNE RK (2016) in the second quarter of 2016, the average salary of education workers was 104,400 tenge per month, which was only 72,7% of average salary in the country. It should be also pointed out that, according to the requirements of most colleges, most TVET instructors must come from industry which further complicates the situation since the salary in industry is relatively high.

Another reason for the undersupply of TVET instructors is that Kazakhstan does not have any special training institutions that prepare TVET instructors to conduct classes

(UNESCO-UNEVOC, 2012, p.9). According to the UNESCO-UNEVOC (2012), during the Soviet period, TVET instructors studied in special departments in Engineering and Pedagogical Institutions. Nowadays only a few institutions include such a department in their organizational structure. There are also very limited career development opportunities for TVET instructors, which render this sector unattractive (Hemschemeier, 2017).

It is not only difficult to recruit teachers to the profession but it is twice as problematic to retain them. The “Torino Process Kazakhstan 2016-2017” (2017, p.5) report recognizes turnover as one of the long-term issues that impacts the quality of education in TVET. As educational statistics shows, in the 2013-2014 academic year as well as the 2014-2015 academic year more than 8% (per year) of TVET instructional personnel decided to leave their jobs (Hemschemeier, 2017).

While there seems to be a consensus that the reason behind the lack of TVET teachers is due to undersupply and high turnover rates, there seems to be little understanding about the factors which influence the decision of graduates to pursue a career in TVET, as well as the factors that contribute to their decision to leave the profession. Policymakers could benefit from research on these two topics because it would help them to develop policies to both attract and retain instructors, specifically in TVET colleges. If colleges and policymakers better understand the reasons for instructors' attrition, they could develop policies that more effectively prevent turnover.

#### **1.4 Purpose of the Study**

In this study, the factors, as perceived by college instructors to have the greatest influence on their decision to depart or continue their career in TVET, shall be explored. This study will hopefully contribute to an understanding of the drivers that cause turnover and retention in TVET colleges, and provide recommendations that could help stakeholders reduce turnover within the system.

The information that was gathered throughout this study will inform further action to raise the level of job satisfaction, and thus rates of retention among TVET instructors. Consequently, this study aims to help Western KZ be an environment where quality instructors wish to remain and be productive.

### **1.5 Research Questions**

The central question of this study is: Which factors influence TVET instructors' decisions to remain in a college?

- SQ1. How do organizational factors influence instructors' decisions to remain at the college? (These conditions include work schedules, workloads, organizational cultures, benefit plans, autonomy, and communication)
- SQ2. How do environmental factors (i.e. job opportunities) affect the retention of instructors?

### **1.6 Significance of the Study**

There are very few in-depth studies that focus on the factors that influence TVET instructors' decision to stay in colleges, and this study purports to fill this gap. Hence, this study contributes to the, as yet, limited discourse related to faculty turnover and retention. A better understanding of the factors influencing instructors' retention will help TVET administrators be aware of the issues that have created this high turnover rate. Additionally, the results will be beneficial for TVET administrators and enable them to reflect on and develop effective strategies to increase instructor retention in TVET.

Another significance of the study is that it can contribute positively to the still limited research previously conducted in Kazakhstan in the field of TVET. It can also provide a starting point for other researchers interested in conducting further studies in this area.

This study will help the Ministry of Education, TVET administrators, and the Western KZ TVET board to pinpoint the possible causes for the exodus of instructors from TVET and to devise policies that can minimize such turnover in the future. The participants may directly benefit from any improvements in their job conditions, which may originate from the actions of the Ministry of Education and Science (MOES) and their college administration as informed by the recommendations made by study participants and the overall conclusions arising from the results of the study.

### **1.7 Outline of the Study**

The paper consists of six chapters. The Introduction chapter provides some background information on the research topic, followed by the problem statement, the purpose of the study, research questions, and the significance of conducting this study. The following chapter, the literature review, concentrated on the review of relevant literature on turnover and retention factors of university faculty in HE, and more minimally, on TVET instructors.

The next chapter is the Methodology. It describes why a qualitative research design was used to discover the factors that influence instructors' decision to remain. It also includes information about the sampling procedures, participants and research site. Moreover, information related to the data collection instruments, the procedures of data collection, and data analysis is provided. The limitations and delimitations of the current study are also described in this section.

The third chapter, the findings, presents the principal results of the study. The results are organized according to the research questions. The section also includes an interpretation and analysis of the results.

The discussion encompasses the fourth chapter where an interpretation and description of the findings, in accordance to the literature that was previously discussed, is

presented. It also provides some explanations for some unexpected results that come up in the study.

The final chapter provides the conclusions and recommendations. It presents the key major conclusions of the study. The limitations of the study, and some recommendations and suggestions for future research are also presented.

## **Chapter 2: Literature Review**

### **2.1 Introduction**

The review of literature will help to reveal factors, which were identified in prior research, which influence a faculty decision to leave institutions. First, it aims to summarize what is known about the factors which lead to a turnover and provide a critical account of the existing body of literature relevant to my study. Second, the chapter also outlines the theoretical framework that was chosen for this study. Then, it summarizes literature related to the following factors: financial factors, professional factors, worklife satisfaction factors, personal factors, environmental factors and psychological factors. Finally, the gaps in the literature are identified.

There is no much literature on retention of faculty in TVET. However, there are many studies on this topic in higher education. This literature reviews mostly studies on HE assuming that the results of the studies are applicable to TVET system.

### **2.2 Theoretical Framework**

This study will employ Expectancy Theory which was first applied by Vroom in 1964. The primary idea implied that “people enter work organizations with expectations and values, and if these expectations and values are met, they will likely remain a member of the organization” (Kim, Price, Mueller, & Watson, 1996, p. 949). The theory was utilized in many empirical studies that explored faculty turnover and faculty intention to stay (Johnsrud & Rosser, 2002; Dee, 2004, Daly & Dee, 2006; Monga & Monga, 2018; Christensen, 2018). Daly and Dee (2006) underpinned the idea with the suggestion that any employee has different values and expectations about work conditions and environmental features. This in turn means, if employees' expectations and values coincides with those that the organization offers, thus they will remain. Conversely, if the organization fails to

meet these expectations, employees' satisfaction with the organization and the level of their commitment may decrease resulting to negative outcomes such as turnover (Daly & Dee, 2006). Therefore, the study used this theory to discover the factors that affect the retention of instructors in TVET.

The model that they employed consisted of three groups variables which were grounded in this theory: structural (work environment, autonomy, communication, distributive justice, workload), psychological (job satisfaction, organizational commitment) and environmental (job opportunities) (p.781). The given theoretical framework includes three main variables but my study will focus only on organizational and environmental factors.

### **2.3 Organizational Factors.**

#### **2.3.1 Financial factors.**

**2.3.1.1 Pay satisfaction.** The relationship between pay and the retention of employees has been discussed in many studies. While some argue that a significant correlation exists between the salary scale and employees choosing to remain within an organization, there are others who believe that pay does not affect retention. According to Pfeffer (1998), salary satisfaction encompasses salary add-ons and incentives such as financial bonuses.

There is an inconsistency in the literature about whether the salary is an important factor in identifying why faculty exit the institutions. In a national research project that centered on the intent of faculty members to change their workplaces, Rosser (2004) investigated the strong link between it and job satisfaction. When discussing these findings, Rosser claimed that female faculty found their salary to be insufficient, which

would be a factor that would prompt them to leave the institution, while their male counterparts were less likely to identify their salary as a factor for leaving.

In the study of Yimer, Nega and Ganfure (2017) on the causes of attrition of academic staff, the salary was the second most cited reason that could explain staff turnover. 63.4% academicians of Madda Walabu University (MWU) located in southeastern Ethiopia were highly disappointed with the inadequate salary and brought up the issue with the absence of reward and appreciation system within the university.

The results of the studies mentioned above may lead us to believe the biggest factor in turnover issue is the salary. However, other findings suggest that salary is not crucial. For example, in an interview-based study of 123 faculty members (Ambrose, Huston and Norman, 2005), a salary was not identified as one of the reasons why faculty left the university. The interesting part of this study is that  $\frac{1}{3}$  of those who wanted to leave mention that their salary was not competitive, but did not indicate it as the main reason for departure. The researchers drew a conclusion stating that salary on its own is seldom dominant mover in decisions to leave and that it is usually compounded with other more powerful sources of dissatisfaction which lead to faculty attrition.

There are some studies that explored the linkage between pay satisfaction and intention to leave. Mubarak, Wahab and Khan (2012) conducted a quantitative study among private HEIs in Pakistan which revealed that pay satisfaction positively and significantly impact faculty retention. The study carried out by Markowitz (2012) also identified that one of the predictors of faculty intention to stay is pay satisfaction. All mentioned studies concluded that the faculty who believe their salary to be fair and adequate were not planning to resign from their positions at the institution.

**2.3.1.2 Distributive justice.** As mentioned earlier, the financial factor plays a significant role in faculty decision to stay or remain in the institution. In some cases, the

amount of actual salary does not fully determine faculty satisfaction, but how they perceive and judge the fairness in pay does (Hagedron, 1996). Distributive justice refers to “the perceived fairness of the amounts of compensation employees receive” (Folger & Konovsky, 1989, p.115). Most literature on distribution justice discuss it in relation to equity, so employees judge if they are fairly awarded compared to their colleagues who have done the same amount of work.

Several studies show that employees' perception regarding fairness in pay may cause a high turnover (Cohen-Charsh & Spector, 2001; Naumann & Bennett, 2002). Daly and Dee (2006) conducted a study of 1500 full-time instructors of faculty from randomly chosen 15 urban public universities in the US. Distributive justice was considered as a structural variable and found to have a strong positive effect on faculty organizational commitment which, in turn, increased faculty retention.

Neumann and Finaly-Neumann (1990) in their study highlighted that equitable reward system might influence faculty commitment which in turn may influence the decision to stay at a workplace. Thus, faculty who experience more equitable pay, have a higher commitment and are more likely to remain. Akhtar, Aamir, Khurshid, Abro and Hussain (2015) claimed that the link between favourable relations among faculty and their retention in higher education institutions of Pakistan is significant. Their study was also in line with previous research which indicated that a rewards system can be an incentive for employees to remain (Armstrong & Stephens, 2005; Cao, Chen, & Song, 2013).

Other studies also found that what was important was not the salary level, but the difference between the expected and the actual pay (Greenberg, 1990). According to Lawler (as cited in Gomez-Mejia and Balkin, 1984), who developed the pay satisfaction model, “pay satisfaction results when there is a congruence between the amount of pay a person feels he/she should receive and the amount of pay he/she feels is being received”

(p.592). Also, if a person is aware of the criteria which are used to calculate the pay, they are going to be satisfied with received pay.

All the mentioned studies reveal that faculty commitment and their intention to stay might drop if there is fairness in rewards.

### **2.3.2 Professional factors.**

**2.3.2.1 Opportunities for learning and growth.** This section discusses the importance of development opportunities in retaining faculty. According to Horwitz, Heng and Quazi (2003), the main determinant of employees' retention is personal and professional development, and they also state that the level of their commitment is directly related to the promotion opportunities offered. There is no doubt that every employee feels positive about any opportunities for learning and growth because it is the best way to improve their skills and they become more enthusiastic about their role within the organization.

According to Mubarak et al. (2012) advancement in skills, abilities and knowledge of employees are the main requirements that organizations set for employees as it improves the efficiency and effectiveness. Based on the field survey results of 200 faculty members conducted in Pakistan universities (Mubarak et al., 2012), access to opportunities for learning and growth was the most significant reason in explaining faculty retention. The study showed that universities and institutions have more chances to attract and retain faculty members if they provided them with opportunities to develop in terms of teaching and research. The research also proposes to employ learning and growth opportunities as a tool to retain faculty members.

In another study (Jo, 2008) most faculty cited the lack of career advancement in their institutions as one of the reasons for leaving. Almost one-third of his respondents attributed their leave to a lack of career growth and opportunities. During the study, the

number of respondents also highlighted that getting a promotion was the most difficult part of their job at the university. Herman (1999) highlighted that if an institution has a policy of promoting, it influences the opportunities for career growth which, in turn, can predict if employees will stay or leave.

Mark (2014) conducted the survey in two technical schools in two states in Nigeria, Bauchi and Gombe States. The purpose of the survey was to access existing strategies for retaining technical teachers and determine which of them can be adopted by other schools. The study found that the presence of opportunities for growth was not among variables that can help retain technical instructors. This evidence illustrates how the influence of this factor can vary depending on the type of institutions.

In their study of Lowenstein, Fernandez, and Crane (2007) also found that 42% of faculty surveyed at the University of Colorado School of Medicine had a serious intention to leave their employing institution within two years and highlighted the importance of refocusing retention efforts by identifying the absence of faculty development programs as one of the serious indicators of faculty retention.

**2.3.2.2 Promotion opportunities.** Every employee expects to be employed in a place where they will be provided with promotion opportunities that open new horizons. As Dockel (2003) stated financial rewards are not the only approach to motivate employees, promotion offers are considered to be a crucial motivation to enhance retention too. According to Dockel, employees will not remain if they feel stagnant.

In a mixed study of 446 academic and 486 administrative staff in Kenyan tertiary institutions (Kipkebut, 2010), opportunities for staff to be given promotions proved a significant variable to their retention. He found that faculty members, who were promoted and found the promoting procedures to be fair, were loyal and strongly attached to the institutions, which lowered the rate of turnover. Yet, he also argued that giving such

promotions was a challenge due to the financial constraints experienced by these institutions. The unavailability of such funding was due to the fact that these universities had failed to prioritize research, thus resulting in insufficient publications, and a consequent limit to financial resources for promotions and the resulting need for salary increases.

Another researcher, who conducted a study on staff retention in five African universities (Tettey, 2006), found that promotional procedures there were effort-intensive, time-demanding and stressful. One interesting part of the study was that most participants, whose rank is lower than senior lecturers, were not satisfied with unreasonable promotional criteria whereas other professorial had different opinions. According to the findings, academic staff experienced stress, frustration and did not feel that somebody cares about this situation and were mostly dissatisfied with the institutions.

Bibi, Pangil, Johari and Ahmad (2017) in a recent study of 220 professors and instructors from public Pakistani universities, found that there is a strong positive correlation between promotional opportunities and employees' retention. In addition, they reported that this factor was more important compared to that of compensation which was also another primary variable examined in the study. The researchers linked the findings to the fact that faculty in those universities are more career conscious and therefore, choose career development over money.

**2.3.3 Worklife satisfaction factors.** Several studies indicated that worklife satisfaction is one of the factors affecting retention (Johnsrud and Heck, 1998; Rosser, 2004; Rosser, 2005; Amey, 1992). Based on the literature there are different factors of faculty worklife and they often vary. Johnsrud and Heck (1998) put forward and subsequently piloted a faculty worklife conceptual model which encompassed the following factors "the attack on their professional priorities, their lack of confidence in

their institutions to support and protect their personal and professional interests, and the erosion of their quality of life” (p. 540). They concluded that dissatisfaction in these areas most likely to cause faculty turnover.

Johnsrud and Rosser (2002) proposed a framework termed *worklife-morale-intention to leave* which consists of a combination of demographic variables that can explain faculty members' intention to leave. These included faculty perceptions about their worklife like workload satisfaction, rewards, their relationship with the administration, administrative support, and three dimensions of morale (engagement of work, institutional regard, sense of well-being). The interesting part of this study is that it indicated the impact of worklife on morale and its link to faculty turnover. Rosser (2004) wanted to extend this *worklife-morale-intention to leave* framework to also include “professional development, administrative support, committee and service work and technical support” (p. 287).

**2.3.3.1 Workload.** One of the worklife factors that contribute to faculty stress is a workload and several past empirical studies indicated that this factor is important (Gmelch, Wilke & Lovrich, 1986, Winefield, 2000). A workload is associated with the time that employees usually spend on accomplishing tasks. In academia, the workload of faculty consists of teaching hours, lesson planning, tutoring, time spent on research and etc. In his study Xu (2008), using the data of the 1999 National Study of Postsecondary Faculty, examined turnover in different disciplines in academia and found that faculty who are engaged in research and also participate in committee work tend to leave academia. In their empirical study Barnes, Agago and Coombs (1998) found that high level of stress that faculty feel due to time constraints can be one of the strongest determinants of faculty attrition.

In the recent study Omar, Rashid and Puad (2018) examined job satisfaction factors influencing Malaysian TVET instructors' retention. One of the findings of their descriptive

and regression analysis was that teachers were not satisfied with their jobs because of the workload and additional responsibilities and extra work that they had to do outside of teaching. It was also noted that teachers often experienced depression because of this issue.

Based on these findings, we can conclude that the workload must be considered while discussing the factors for faculty turnover. The main negative consequence of this factor is that it may lead to faculty hostility towards the institution and decrease faculty commitment.

**2.3.3.2 *Autonomy.*** Faculty decision to remain or leave the organization can be also dependent on the autonomy they receive from the institution. In general, job autonomy refers to an employee's autonomy in not only deciding how to prepare and then teach their classes, but also to select their own teaching schedule (Rathakrishnan, Imm and Kok, 2016). Faculty autonomy has also been identified as "the ability of professionals to decide on work patterns, to actively participate in major academic decision-making, to have work evaluated by professional peers, and to be relatively free of bureaucratic regulations and restrictions" (Baldrige, Curtis, Ecker, & Riley, 1973, p. 536).

Several studies found that autonomy is a big determinant of faculty intention to leave. A survey of 226 full-time faculty members working in a community college in a southeastern American city revealed that faculty who felt a high level of autonomy in curricular expectations reported that their turnover intent is low (Dee, 2004). Dee concludes that community colleges can take advantage of autonomy since it may increase retention intention.

In another study, autonomy was found to be not a significant factor too. In their study, Joarder and Sharif (2011) tried to understand faculty turnover as it occurred in tertiary institutions in the private educational sector in Bangladesh. The researchers

conducted focus group discussions with eight faculty members and one-to-one in-depth interviews with top management and revealed that if faculty perceive high job autonomy, their intention to leave the organization would be low. However, this study did not show any statistical significance and concluded that this factor may not affect faculty intention to depart.

In general, autonomy seems to be very important for retention. In Kazakhstan, it may also be relevant because faculty do not have enough freedom in making academic decisions. Another aspect that should be noted that there is a limitation in the literature on this topic since previous studies linked autonomy to freedom only, so the researcher anticipates to find out faculty perceptions on autonomy and its influence on their decisions to remain.

**2.3.3.3 Support.** According to Neumann and Finaly-Neumann's (1990) study, it is crucial that colleagues and supervisors in academia support one another since it makes the research process easier. If faculty feel the supportive environment, it will be easier for them to deal with academic problems. However, even though support is one of the crucial tools to handle stress, which makes faculty feel comfortable among colleagues, the literature shows that there is typically not enough support among faculty in HE institutions.

In Amey's (1992) study support was the fourth leading factor that explained the departure of assistant professors. The absence of peer support among their department was discouraging. These faculty experienced the lack of research support, felt that there were limited opportunities for research and also highlighted the imbalance between teaching and research. Gicopoulos (1998) also identified support as one of the main reasons for faculty satisfaction as participants in her research were also discouraged with the lack of support.

Ambrose, Huston, and Norman (2005) used a qualitative study for assessing faculty satisfaction and mentioned that junior faculty did feel support from senior faculty members. They explained that junior faculty members satisfaction level can impact their intention to leave as they did not receive enough support. Another study also determined that the perceived lack of support was one of the main reasons why faculty consider leaving academia altogether (Ryan, Healy, & Sullivan 2012).

Faculty members receive support in different ways. Rosser (2004) emphasized that it is crucial to provide faculty members with various types of support ranging from office supplies to library services and assistants among graduates who can help with gathering resources and conducting research. She considers that support has a positive influence on faculty work-life and job satisfaction. In addition to this, she also mentioned the availability of technical support as one of the significant factors of job satisfaction.

**2.3.3.4 Sense of community.** Barnes et al. (1998) discovered that faculty turnover occurs when there is only a weak 'sense of community'. This sense of community is directly connected to job satisfaction because if a faculty member has a good relationship with his/her colleagues, this faculty member is more likely to be satisfied with the community, and this will induce him/ her to remain at the university. This factor is also cited in Lowenstein, Fernandez, and Crane (2007) study which identified that 'the absence of academic community' can seriously predict faculty intention to leave.

**2.3.4 Individual level factors.** Hagedorn (2000) mentioned that one of the reasons why faculty leave the university can be personal circumstances. Amey (1992) indicated personal issues as the second reason why women faculty may consider to leave. Unfortunately, there was no information about what contributed to personal reasons but we can assume it to be death, family issues, health, relocation, culture difference or anything else.

Amey (1992) also recognized that the *career of a partner* is an important issue and that it can impact faculty members. She pointed out assistant professors', especially men, cited dual career as one of the factors for leaving the university. Moreover, the fact that spouses/partners cannot find a job can also highly influence faculty decision to leave (Ambrose et al., 2005). O'Meara, Lounder and Campbell (2014) in their mixed method case study identified also partner's employment as one of the dominant explanations why faculty depart.

After their research study on the ways that job satisfaction and a sense of being committed to the organization affect faculty retention, Ahmad, Shafique, Ahmed, Saleem and Imam (2015) found that faculty do leave their occupations due to work-family or family-work conflicts. They claim that nowadays, it is quite challenging to balance work and family duties. If employees spend most of their time and mental capital, work-family conflicts might appear. If they devote a lot of time to their family, family-work conflicts arise. Therefore, it is a dilemma for faculty members, so they are usually caught between these two aspects of their life which, unfortunately, might cause their departure from the profession.

### **2.3.5 Environmental factors**

**2.3.5.1 Job opportunities.** As Rosser (2000) inclined in his study, faculty members will not search for another job or leave the institution if they are experiencing job satisfaction. Thus, we can understand that even if there are a lot of job opportunities in the market, employees will not consider them unless something is wrong in the current workplace. Amey (1992) seemed to also understand the competition from private sectors and stated: "For a public institution, there is always competition with private sector business and industry when it comes to salaries, research support, and certain professional quality of life measures" (p. 8).

There is a concept called “Perceived alternative employment opportunities” which was discussed in Bee, Mak, Jak and Ching’s study in 2014. This concept implies “an employee’s recognition of the substitutable jobs in the workplace” (Price and Mueller as cited in Bee et al., 2014, p.14). In this study, researchers made the assumption that a significant relationship exists between faculty attrition and perceived job opportunities, and they investigated the relevance of this hypothesis. Their study supported the previous study conducted by Hulin, Roznowski and Hachiya back in 1985 which also argued that employees will be withdrawn from the current position if the job market offers them better alternatives than their present workplaces.

### **2.3.6 Psychological factor**

**2.3.6.1 Organizational commitment.** Parasız, Koç, Ilgar and Şahin (2017) define organizational commitment as “an individual’s belief of aims and values of an organization, willingness to make an endeavour for reaching the purposes of the organization and desire for staying as a member of the organization” (p.4066). In other words, it means the feeling that an employee has towards the organization where he/she is employed. Several studies designed to determine the correlation between organizational commitment and retention were carried out, and it was found that a lack of commitment can lead to turnover (Parasız et al., 2017; Ahmad et al., 2015; Neumann, Y., & Finaly-Neumann, 1990; Marchiori & Henkin, 2004). If faculty are committed, they continue working in their institutions and tend to prioritize the interest of the institutions over their personal interest.

Al-Omari, Qablan and Khasawneh (2008) conducted a survey of 150 faculty members in Hashemite University and wanted to determine the factors that lead to faculty members turnover. They used two physiological variables in the study and found organizational commitment had a strong impact on faculty turnover than job satisfaction.

Their study supported Lee and Mowday's (1987) study which also found organizational commitment is among other factors that explain faculty intentions to leave. All of these studies point to circumstances where the commitment to a specific organization is low, or even non-existent, leading to unsatisfactory results for the institution, such as, for example, when instructors consider leaving and begin searching for another job.

## **2.4 Conclusion**

From analyzed literature review it became clear that various factors may impact faculty decision to stay or leave the institutions. The main intention of this literature review was not to collect and review all the factors regarding to the topic, but comprehensively analyze the mostly highlighted factors related to higher education. Despite the wealth of studies of faculty retention in university settings, there is a limited number of research studies specifically in retention among TVET instructors'. In addition, the literature review indicated that many studies were conducted in the West, however, no studies were conducted on post-Soviet contexts and Kazakhstan.

## **Chapter 3: Methodology**

### **3.1 Introduction**

In the previous chapter, the main literature related to the factors contributing to faculty turnover and retention was discussed. This chapter focuses on the description of the research design of the study and provides an explanation for the design choice. Next, the description of the data collection methods, research site, sampling procedures, data collection instruments, data collection procedures, and data analysis procedures are outlined. Moreover, there is a summary of ethical issues related to the current study. Lastly, the limitations and delimitations of the study are also presented.

### **3.2 Research Design**

The research required to use a qualitative research method due to the complexity of the issue and nature of the study. As Marshall and Rossman (1999) declare, the qualitative method is fundamentally well-suited to the studies that are exploratory or descriptive since it enables to explore how participants understand the central phenomenon based on their personal experiences (p.60). Moreover, Miles, Huberman, and Saldana (2014) claim that “the inherent flexibility of qualitative studies gives further confidence that we really understand what is going on” (p.11), and it is exactly what the present study aims to accomplish. More importantly, most previous studies faculty turnover and retention relied only on quantitative data which allowed researchers to more easily rank the factors, but it limited the range of responses regarding the events and experiences that shaped their perception. Therefore, the chosen approach is relevant to the study. which aims to investigate factors as perceived by college instructors as having the greatest influence on their decision to stay in college.

Specifically, the qualitative interview design was employed in order to gather rich and relevant data from semi-structured face-to-face interviews. This research design was chosen because it provides an accurate evaluation of individuals' responses who participated in the study and produces detailed rich data sets (Fallon, 2008). Moreover, Adhabi and Anozie (2017) state that despite the fact that guiding questions are present, the flexibility that the researchers emerge from doing semi-structured interviews allows posing more enhanced questions that can help to gain more detailed information (p.88). Another significant advantage of these interviews was that there was an opportunity for unexpected information to appear. Respondents served as experts given their experience, and consequently, when they had opportunities to speak freely, they could provide lots of unexpected information.

### **3.3 The Central Phenomenon of the Study**

As Creswell (2014) defined, a central phenomenon is “the key concept idea or process” of research. The field of influences on instructors' retention in TVET colleges is the central phenomenon of this research. The study is consented with disassembling the central phenomenon into distinct factors, which will provide a more detailed understanding of the object of the study. Understanding the central phenomenon can explore the possible factors that influence instructors' retention in TVET colleges to propose policies that can minimize instructors' turnover in the future.

### **3.4 Data Collection Methods**

This section aims to provide information on the data collection method and explains the reason for the choice. The single method of data collection used in the study was face-to-face interviews since this was particularly effective to study the phenomenon of retention. Since instructors in Kazakhstani TVET colleges may have different

perceptions about retention than their Western counterparts, the factors could not be understood and analyzed through a survey approach. The study aimed at obtaining a list of factors specific to Kazakhstan, and face-to-face interviews were viewed as a more appropriate approach for data collection.

As Creswell (2012) states, one of the advantages of using interviews in studies is that they allow participants to describe their personal experiences in details (p.218). He also highlighted the fact that the interviewers have more control in interviews compared to observations which allow them to ask specific questions. This is useful when participants start discussing other topics and do not provide specific answers, which are pertinent to research questions. Moreover, the method allows the interviewer to manage time wisely, which was important in my case since my study was conducted as a part of a Master's thesis within a specified timeframe. Adhabi and Anozie (2017) also highlight the quality of data gathered during interviews (p.91). They link it to the flexibility that the researcher has to pose questions and to time an actual interview. In other words, because there are almost no time constraints with respect to time spent on specific questions during an interview the researcher might ask the questions again or ask clarifying questions to ensure that the participants provide information, which is most interesting for addressing research questions of the study.

### **3.5 Research Site**

The research was conducted at a college with the pseudonym of Western KZ which is a modern college specializing in oil and gas established by MOES as a part of TVET modernization strategy as a part of a system of model colleges, which have the mission to adopt and test best educational practices from around the world. These colleges receive ample funding from the government and partner with successful TVET colleges in the West. These colleges also have a considerable number of instructors who have rich

experiences in working in other institutions and even in industries. Therefore, we expected that they were more aware of the factors, which determine retention, as a result of their ability to compare their experiences in traditional colleges and the innovative college. There was also a practical reason for choosing the particular college – the presence of a contact person who provided access to the site.

### **3.6 Participants of the Study**

This section describes the sampling procedures of the study. Both the choice of research methods and instruments, as well as the appropriacy of the sampling strategy that is employed are significant to the study design (Cohen, Manion & Morrison, 2007, p.100). This study employed maximum variation sampling in order to select 11 participants purposefully among TVET instructors. The population was diverse, and different criteria of variation are the following: gender, years of work experience, previous workplace and the discipline they currently teach. The rationale for using this type of selection is that it maximizes the chances that the research findings will reflect a wide range of perspectives, which is highly valuable in qualitative studies (Creswell, 2013).

The rationale for choosing different genders is that, firstly, each is employed at the college, and secondly, each bring different expectations to the workplace. Moreover, in the Kazakhstani context, women are generally considered homemakers whereas men are seen as the breadwinners, therefore, listening to and comparing their ideas was informative.

The years of experience and instructor has different expectations regarding conditions and available support at the college. The ones who have been there the longest and are more accustomed to working conditions there, and have fewer complaints than those who are younger, newer to the college, and have been educated and trained differently than their more senior counterparts.

Choosing instructors from different disciplines reveals their diverse occupational backgrounds. The subject instructors have all been previously employed in a range of educational institutions. However, the technical instructors differ in that their previous employment was not in education but in industry. All these experiences vary to some extent, which could be a significant factor in the motivation of these instructors to remain or leave the college.

This sampling was useful in terms of determining common themes that are evident across the sample and proved beneficial in exploring the views of different instructors to promote a thorough understanding of the issue.

### **3.7 Data Collection Instruments**

Interview protocols were used as the primary tool to collect data from participants and were designed in three languages: Kazakh, Russian and English. As Creswell (2014) suggested that these protocols should include the purpose of the study, the interview instructions, questions for participants, and space to take notes. Protocols were also beneficial to use during the interviews as it helped me to see the stages of the interview and take notes so that I could use them in data analysis. Both questions and protocols were developed in advance. In order to make sure that questions were comprehensible, I piloted the instrument on my group mates before starting actual data collection.

The following types of questions were utilized during the interviews: 1) general questions about the participant; 2) questions related to the participant's current and previous work experience. 3) questions designed based on the research questions, specifically (a) questions about participant's responsibilities at work, (b) questions about their expectations in the college regarding organizational factors (c) questions about factors that may cause frustration in the workplace. In addition to these questions, some guiding

questions were asked in order to get more specific answers. The use of open-ended questions allowed receiving information on the central phenomena of the study. Questions were written to determine what factors have kept instructors in the current position and what factors, in their views, will help to retain other instructors.

### **3.8 Data Collection Procedures**

This section describes the procedures in the data collection process. First, the approval from GSE Ethical Review Committee for conducting the study was gained before the beginning of the study (Creswell, 2012, p.210). After obtaining ethical clearance, I met with the acting director of the research site to obtain permission to conduct the study. In a face-to-face conversation, the acting director was informed about the nature and purpose of the study. The risks and benefits were also discussed.

Most interviews were conducted inside the college, in particular, in instructors' offices. The main reason for that was the heavy workload of instructors, which does not allow them to leave the workplace during the day. They rejected to be interviewed during the evenings referring to lesson planning and personal life. Conducting interviews in the college was convenient for both me and participants, however, one issue arose during the interview. As I anticipated, some participants hesitated to answer questions which have to do with administration work and salary because faculty often shared one office. In these cases, I contacted them after the interview by phone and by email to ask additional clarification questions.

Eleven instructors agreed to participate and they were contacted by mobile phones and emails prior to interviews. Interview time was established right after they expressed their willingness to participate. All participants were informed about the importance of the study, interviewing procedure and about procedures that guarantee their confidentiality. They were also asked whether they would like to see the interview questions beforehand. If

participants desired, all interview questions were provided prior to the interview, so they could have time to prepare themselves. All conversations were concentrated on factors that could retain them in the current workplace. I followed the outlined protocol, except for situations when additional questions arose during the interviews.

The interviews began in the middle of January and lasted until the end of February. The participants were again informed about the purpose and importance of the study prior to actual interviews. They were also informed that the conversation would be recorded and later transcribed. Moreover, the participants knew that they could stop the interview at any occasion, and confidentiality was guaranteed. After participants signed the consent forms, the interviews started, and they were conducted in three languages according to respondents' preference: Kazakh, Russian and English.

Once the interviews are finished, I thanked the participants for taking part in the study. Then, I transcribed the interview verbatim. Identifying information of respondents were removed during the transcribing process. Participants were given pseudonyms such as Participant 1, Participant 2, etc. Audio recordings, transcripts of interviews and other files are kept in a separate location on researcher's computer which is protected by password.

### **3.9 Data Analysis Procedures**

Marshall and Rossman (1999) found the data analysis process creative and engaging despite being time-consuming and ambiguous, but they describe it as one of the main steps that give meaning to the collected data (p.150). In this study, I employed the Word table to analyze the data collected from semi-structured interviews.

The audio recording was done to record data. Notes were used as a backup tool in case the quality of the recording was bad. Interviews were transcribed after each interview.

It should be noted that transcribing took a significant amount of time, and it was quite challenging to bring the data together and analyze.

Before starting the coding process, the whole transcribed text was carefully read to obtain understanding about context and to get familiar with the content. After the data was coded, I searched for patterns to categorize coded data. Emerged themes were then analyzed in terms of their relevance to the research aims and questions. Sub-categories were identified. Finally, I narrowed down the themes and developed several headings and subheadings that effectively describe the analysis of the data in terms of research questions and the theoretical model used to frame the study.

### **3.10 Ethical Issues**

All ethical norms and principles were followed while conducting this study. First, the NUGSE Research Approval Application form was submitted where all necessary information was presented. Particularly, the form consists of information about the purpose of the study, research questions, research design, sampling processes, risks, and benefits of the study. Moreover, the full description of the procedures that ensure confidentiality was explained. Next, I submitted this form along with the informed consent form in three languages, interview questions and interview protocols to NUGSE Research Committee.

All participants were promised that any identifying information would not be leaked in the research paper. They were also informed that it is voluntary participation. In addition to this, they were told that the information that they provided during the interviews would be only used in scholarly purposes. The name of the college and participants have been replaced with pseudonyms. The consent forms were provided prior to interviews. Moreover, in order to protect their confidentiality, the comments that would participants identity were displayed (Merriam, 2009).

The participants were informed about the risks and benefits of the study before the interviews. One of the potential risks of conducting these interviews was that the participants had to spend some personal time, thus, the most suitable time and location for the interviewees were chosen.

Another potential risk was associated with the revelation of participants' identity that could have negative effects on the interviewee's relationship with others, in particular with administrative staff in case they provided critical information about various individuals and their institution. This could potentially lead to loss of employment. To minimize these risks, I ensured that nobody except me could access the personal information of the participants. They were also informed that all materials related to the study would be kept in a private computer with a password. Moreover, I will destroy all materials that contain personal information such as recording tapes, informed consent forms, and information about participants.

There was also the risk of physiological discomfort associated with being asked sensitive questions. To minimize these risks the cover letter and the consent form informed about the possibility for participants to skip any question(s) that they were not comfortable to answer. Moreover, the participants were aware of the fact that they had rights to withdraw from the interview at any time.

Along with the risks, the study had some benefits. First, through this study instructors were able to express their feelings about what kind of factors could influence their decisions to stay at the college. The participants were asked to reflect on their own experiences as instructors which allowed them to address their concerns. This way, they had a feeling that their problems were heard, and the possible negative experiences, mentioned in the interview, will be dissolved in the future. Another benefit was that participants had an opportunity to critically reflect on their experience and suggest possible

options to the issue. Also, respondents enjoyed the conversation since it was a nice shift from teaching.

### **3.11 Limitations and Delimitations**

The first limitation of the study was the choice of the research site. This particular college is very different from other colleges because it is quite modern and the working conditions, teaching methods and even students are different. This is to say that the result of the study cannot be applicable to other TVET colleges as well, although they could be somewhat generalized to other innovative colleges established as a part of Modernization Strategy in Kazakhstan.

Next limitation of the research is that not all instructors were not open answering some sensitive questions regarding administration and autonomy, and even hesitated to answer some of them. Consequently, some of the findings of this study may not show the full picture of the issue.

Using interviews as a data collection method was another limitation of this study. The reason was that I knew the participant and was afraid that interviews would lead to “interviewer pleasing” phenomenon. In order to eliminate this, I stayed neutral during the actual interviews and data analysis stages.

The last limitation is that I might have been biased interpreting the results of the study since I belong to the same college. In addition to these, participants are my colleagues which means that I might have been subjective interpreting their answers. They might have also thought that I wanted to hear certain responses as we work under the same conditions and may not have answered some of my questions truthfully.

## Chapter 4: Findings

### 4.1 Introduction

The Methodology chapter provided an explanation of the research methods used in this study and described the approach employed to analyze the data. This chapter reports on the results of the analysis of the data gathered from the face-to-face semi-structured interviews. The main purpose of the study was to discover the factors that accounted for the retention of instructors in the selected TVET college. I employed a qualitative interview-based research design to answer the following research questions: SQ1 - How do organizational factors influence instructors' decisions to remain at the college? SQ2 - How do environmental factors affect the retention of instructors?

To answer these questions, eleven Western KZ instructors with different work experiences and specializations were interviewed. The collected data were transcribed and manually coded. First, in order for me to become familiarized with the data and get an overall understanding of the content, the transcripts were read. After that, the initial codes were collected and classified into prospective themes. In the next step, I revised and improved the themes, so they could reveal an overall pattern of the analysis. Finally, I reported on the findings related to each theme while providing examples and excerpts from the interviews.

This chapter begins with the description of the general characteristics of participants involved in the study. Next, findings that support Sub-question 1 were presented. These results contributed to an understanding of the ways that organizational factors impact instructors' decision to remain in the profession. The next part of the findings summarizes the responses to Sub-question 2, which presents the ways in which environmental factors, such as job opportunities, influence their decision to remain in their current position.

## 4.2 Participants' Characteristics

Eleven Western Kazakh instructors were interviewed for this study. As was mentioned in the previous chapter, the participants were diverse regarding their significant characteristics such as gender, years of work experience, previous workplace, and discipline they teach, thus helping to answer the research questions from different perspectives. General information about the respondents is illustrated in the table below. In order to avoid confidentiality issues, the participants' names were coded.

Table 1

*General information about the participants*

Participant code	Gender	Work experience (years)	Discipline	Previous workplaces
Participant 1	female	4	English	State University
Participant 2	female	4	Chemistry	Chemical Laboratory
Participant 3	female	6	English	School-gymnasium, a college, language centres
Participant 4	female	6	Chemical technology Safety	College, an educational center
Participant 5	female	3	English	Secondary school
Participant 6	male	2	Electrical engineering Power supply	Oil and gas industry
Participant 7	female	5	Physics laboratory instructor	State institute
Participant 8	male	2	Geology, geophysics, drilling and equipment in the oil and gas industry	Oil and gas company

Participant 9	male	5	Physics, Hydraulics	College
Participant 10	male	3	Exploitation Technical drawing Metal technology Drilling	Project company
Participant 11	female	1	Mathematics	School-gymnasium

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### 4.3 SQ1. How do Organizational Factors Influence Instructors' Decisions to Remain at the College?

With regard to the first sub-question, interviewees were expected to share their thoughts about the organizational factors they value most in their current workplace and what factors, in their view, would help to retain instructors. The collected data on this question was analyzed and categorized into the following subtopics in order of importance, according to the participants:

1. Salary
2. Opportunities to work with foreign instructors
3. Administrative support
4. Leadership continuity
5. Workload
6. Professional opportunities
7. Autonomy
8. Collegiality
9. Relationship with students

**4.3.1 Salary.** Salary is one of the most relevant topics that is discussed in the field of education, and most participants frequently mentioned this factor in instructor retention.

All except two participants (Participant 5 and Participant 10) asserted that salary matters and that this factor is a main one affecting instructor turnover. As Participant 3 noted:

Even though my salary is quite good, I would not mind if the college paid more, but if my salary gets cut, I would probably consider looking for another job.

Salary may not be as important for junior instructors, who do not have many employment options; however, such instructors agree to accept lower salaries with the expectation that as they gain experience and their responsibilities increase, their salary will be commensurate to this change of status. They ultimately want to be recognized and paid fairly for the extra load and extra experience that they eventually accumulate.

To tell the truth, I have recently realized that my requirements change as time passes. When I came here, I did not consider the salary that much, but as time went on I understood that it matters. Before, I was interested in gaining knowledge and learning something new. Now I show and share my knowledge with others, therefore, I want to receive the corresponding salary. If the salary here goes down, I will consider changing my workplace. (Participant 3)

In addition, faculty enter at a young age, when they have not, as yet, started their families, but with time, their expectations regarding their salary increase. This is particularly true for males, who are expected to be primary breadwinners in Kazakhstan. Participant 6 noted:

It does not matter how good or interesting work is; the salary is always important. In order to pay for my everyday expenses, I have to earn enough money. Not to mention that the cost of living is rising, too. In addition to this, I have a family to take care of, so it is a highly crucial aspect of my job.

Another interesting topic that was brought up during the interviews was related to the timely payments of instructors. The findings found that the instructors tend to be unhappy with salary delays and often feel discouraged by this. As one participant said:

It is so frustrating that we sometimes have delays in our payment, and this stresses me out. I would love to see some consistency in the delivery of my payments, so I do not have to worry about where to get money. It would also motivate me to stay in one place for a long time as I would know that I am secure.

On the other hand, salary is not the only significant factor. It should certainly be satisfied at a minimum level, but a number of additional conditions such as a positive work environment and one's physical health, should be met for a person to remain in her or his job despite the suitability of the salary level. Participant 8 gave the following comment:

The salary has to correspond to the work you are doing. Who does not like a high salary? However, this is not the main factor for me. I prefer to have an interesting job rather than receiving a high salary.

Participant 10 reported:

It [the salary] is important, but the atmosphere is a priority. It does not matter how much you earn if people around you are not good. Moreover, for me, my health is also important. If I felt that my health was getting worse, I would start looking for another job.

To conclude, all these findings highlight the fact that the respondents clearly did not enter the teaching profession to become rich but asserted that this factor should not be ignored. The importance of the salary level seems to vary depending on the respondent's age, gender and experience.

**4.3.2 Opportunities to work with foreign instructors.** Salary is not the only factor which determined the decision to stay at the college. Another factor that emerged

from the interviewees' responses was the opportunities to work with foreign instructors. Three respondents highlighted that this factor was a major attractant for them to work in Western KZ in the first place. In their mind, working with foreigners is a useful experience since it provides opportunities to learn teaching methods that are widely employed in other countries. Moreover, this factor seemed to be a good chance to learn the English language, too. As Participant 8 noted:

Before coming to this place, I heard about the presence of foreign instructors. This was an attractive perspective. I thought that it would be great to have someone who has enough teaching experience. I needed it in the prime of my career.

Unfortunately, my expectations were not justified as I did not get a chance to work with them.

The opportunity to teach with foreign instructors was particularly important for technical subject instructors. Many of them came from industry and did not have any specialized training in teaching, so they were looking for opportunities to learn about the approaches the foreign instructors adopted to teach their subject in other countries.

**4.3.3 Administrative support.** One of the salient themes that I observed in the interviews was that of a lack of administrative support. Many participants felt that the administration lacked the knowledge and understanding of the educational process and were often disinterested in understanding the needs of the instructors. All faculty experienced challenges in obtaining even basic support for the education process: they could not get whiteboards, posters, markers, and other essential supplies to enable them to fulfil their responsibilities. The participants described their issues with poor communication with administration in the following way:

I do not think I receive enough support from administration and this is exactly what should be improved. There is no connection between us. I usually feel that they are

not interested in what we are doing and do not care about things happening in our classrooms. To tell the truth, it was one of the main reasons why I resigned from my previous workplace. (Participant 3)

I did not like our previous management as they did not care about my work. They would not come and ask if everything was fine with us. When I went to them with my issues, they used to tell me to deal with it by myself or send an email. One day I asked them to make posters for my classroom, but they gave me the number of the company so I could do it by myself. I want to feel that I am needed here, that they care about me and the other instructors. (Participant 7)

Junior faculty frequently felt at a loss, too, and did not have anybody to rely on for basic information. This significantly undermined their desire to stay at the college. They discussed the importance of having a more interested and involved administration since this would make them feel more comfortable. Thus, they would prefer an administration that is more visible and approachable throughout the college. They place a high value on visits by instructional specialists since it would make them feel more confident about their classroom practices and help raise their self-awareness. According to Participant 11, "I wish we had more support from the administration. Sometimes I just do not know if I am doing things right or wrong, so I would love to have someone who can encourage and give me advice on instruction".

Even though the majority of instructors cited a lack of support as one of the possible factors for leaving the college, some technical subject instructors (Participant 6, 8, 10) reported having no issues with administration, not because they receive sufficient support, but because they are not used to receiving it. Since they all have experience working in industry, it is natural for them to have very little involvement with administration. They consider administration to already have a lot of responsibilities, and

they are happy with the current situation. This makes me think that this factor may have less impact on their decision to stay or leave.

Another element related to the administrative lack of support is found in the absence of progress monitoring, which was mentioned three times. If only two participants were dissatisfied with the fact there are no progress monitoring procedures that further contributed to miscommunication, participant 10 not only affirmed that this factor is one of the essential parts of their jobs, but also made suggestions on how to improve it. It was also relevant that this suggestion came from an instructor with an industrial background because this was a common practice in industry. Effective progress monitoring was essential for the participants since it allows them to be aware of the progress they are making, points out the areas that need improvement, and improves their productivity.

Participant 10 asserted:

I have always said that this factor is crucial in our job. I think the administration should use some tools for a competent tracking system. They should monitor how I am teaching and whether I am using the standards, and then make their suggestions if needed. They should also monitor instructors' moods, and make sure that their mental and physical health is fine. They can do it during meetings, they can use the learning management system for monitoring instructors' progress, so instructors can monitor themselves, too.

**4.3.4 Leadership continuity.** Along with administrative support, another prominent concern for participants was that the personnel in the administration change frequently. Two participants (Participant 3 and Participant 4), who were employed the longest at the college, witnessed the numerous changes in the administration and shared their dissatisfaction with the lack of leadership continuity. They pointed out that this situation negatively affected the education process since newcomers often need time to

settle down and become familiar with the environment. College faculty also feel under pressure since they have a certain level of scepticism towards their new leaders when such changes occur. They do not think that these constant changes can foster positive outcomes.

Participant 3 shared:

I have been working for this college for more than six years and still do not understand the continuous changes in the administration. I find it quite inconvenient since it usually takes time to get used to new people and sometimes I experience stress because of it...It was difficult to communicate with the new people as they are not aware of most of the things happening in the college. We spent a lot of time explaining and clarifying everything.

Participant 4 supported this view:

I do not feel good whenever changes take place in the administration even though I know it is inevitable in any organization. I do not mind change, but the process is tiring as they need some time to adapt.

Participants also shared their expectations regarding the properties of leadership.

According to their remarks, administrative staff should have the following three core qualities: consistency in their work, the desire to work collaboratively, and commitment.

**4.3.5 Workload.** Consistent with the literature many instructors reported that workload is one of the factors why they usually feel overwhelmed and stressed. These following themes are most likely to explain why this factor is considered to be a cause for their dissatisfaction: (1) inconsistent teaching hours and (2) endless paperwork requested from the administration.

***Inconsistent teaching hours.*** Special subject instructors shared the fact that they have to spend an excessive number of hours on teaching, and sometimes even had to work during the evening or on weekends. In addition to that, they need to spend time outside of working hours for marking students' assignments and planning their lessons. They emphasized that teaching hours could influence their personal life and contribute to stress. As Participant 9 noted: "I have to teach a lot of hours (7-8), and consequently, I have a lot of work to check. At these moments, I experience stress." Participant 3 provided the following comments:

Last year I had to work 8 hours every day, and during that time I was thinking about searching for a job that can provide flexible hours so that I can spend time with my family. Fortunately, the situation has changed a bit, and now I have more convenient working hours. I still have to work at home, though.

Surprisingly, novice instructors, who teach fewer hours, tend to have another opinion on this matter. Compared to their more experienced counterparts, who also have a family, beginner instructors seemed to have different requirements, preferring to teach more hours and felt discouraged when their expectations were not met. Participant 3 reported:

In the 1<sup>st</sup> semester, I was completely satisfied, but this semester I don't have enough teaching hours. We were supposed to have 80 hours per month. However, it has been changed. That is my main concern. To be honest, I might consider looking for another job which can offer enough and more regular teaching hours.

A shortage of instructors, especially in technical subject disciplines, is detrimental to the current instructors' workload since they have to teach longer hours in order to fill this gap and teach the extra courses where there are no regular instructors, and thus, their work becomes much more challenging. Participant 8 shared:

I am often asked to work longer since we do not have enough instructors, which means I have a lot of students which brings more checking and paperwork that I am not happy with.

***Endless paperwork requested from administration.*** Besides their teaching hours, the participants also take on additional tasks that are added to their workload. The most interesting aspect about this paperwork is that they are not part of their direct responsibilities. The instructors responded that it takes valuable time away from their teaching duties and causes stress. For example,

Sometimes the administration might unexpectedly ask me to fill out documents or write different types of paper. I teach 7 or 8 hours a day, and when they ask me to write these extra documents, I become anxious and cannot concentrate on my lessons. Consequently, the quality of my lessons goes down. To be honest, those documents must be asked for earlier, but the administration tells us to do it at the last minute. (Participant 8)

Another issue that instructors experienced with these paperwork requests was that they are unexpected and have tight deadlines. The findings report that instructors enjoy teaching and do not want to be bothered with unnecessary documents. Participant 7 explained this idea in the following way:

I feel stressed because of the paperwork that has nothing to do with teaching. That is the problem. I would not say that paperwork is something that is challenging to accomplish. What I mean is that I have to do a lot of it in a limited time. If I have time it is ok, but the problem is we are under pressure because of time constraints. And every year we do the same thing, and I cannot understand why we are still not organized. Why does the administration make us do the same thing every time?

Most participants were unsatisfied with the large amount of paperwork they had to do for the administration, which is constantly increasing. In fact, there is no issue with submitting reports per se, but writing them over and over in different versions, sending them to the administration by email and providing a hard copy is too demanding. Instructors, who have been in the education sector for quite a long time, do not face these challenges, even though they are not against the idea of minimizing some paperwork. On the other hand, the instructors from industry experienced more frustration since writing so many reports is the complete opposite of what they used to experience in their previous workplaces. Using special databases that handle data in an organized way was proposed as one of the solutions to the problem. Participant 6 stated:

Besides teaching, we have reports to submit, such as progress reports, attendance reports and so on. However, it is just the tip of the iceberg. I have to integrate several reports as they are interconnected, and I do it while I am delivering lessons since I do not have time. I also have to deliver demonstrative lessons and do laboratory work with my students. Sometimes we have to prepare for commissions and write up the documents that they require.... I did know about some main responsibilities before I got this job, but some of them popped up when I started working here. I think we can minimize this work as most western companies and some of our local companies have literally refused to work with paper and moved to electronic files. I would use telecommuting for submitting reports when I worked in the industry. There is a special database for that. I guess this would make our lives easier. In my previous job, we used the Oracle program and we submitted a lot of reports with it, but it was not so difficult because everything was automated and effective.

The workload factor was essential to the respondents' considerations about leaving their job. In fact, all participants stated that minimizing the paperwork and providing a more adequate workload would help to retain instructors. They also shared that some instructors had already left because of this issue.

**4.3.6 Professional opportunities.** It has been observed that participants are concerned about their professional development. Participants came up with two reasons for this: (1) limited professional development activities and (2) a lack of advancement.

*Limited professional development activities.* Participants with less than five years' experience feel that they do not they have enough understanding about how they are expected to perform in the classrooms. They also consider that they are not trained well enough to deal with different types of students and are not completely familiar with the methods used at the college. Even if they underwent some training sessions and seminars, it was quite obvious that they still desire to improve their competency.

To be honest, there are no opportunities. We do not have any training sessions or workshops. We do not even go to other colleges to share our experiences and knowledge. Not to mention business trips; sometimes I want to go to other places to see what kinds of new methods they use, so I can use them in my classroom, too. I also think that I am not competent enough, and maybe taking some courses would help me to grow. (Participant 5)

Experienced instructors seemed to be concerned about not being professionally challenged and shared how continuing inquiry and learning is crucial to them. Undergoing training and development can help these instructors to avoid stagnation in their teaching activities.

There are no growth opportunities. I have not been offered any promotions. We do have some training sessions and seminars, but they are inconsistent. We do not go

outside of our college or country. I don't feel that I am challenged enough and everything has just become a routine. (Participant 4)

**Lack of advancement.** Even though the participants indicated that the college organizes limited professional development activities, some of the instructors admitted that they do have opportunities for personal growth due to two main issues. First, it seems that the procedures affecting growth and promotions is ambiguous as requirements may change at any time. This issue was voiced by the instructors of technical disciplines, who have industry experience. Second, it seems to take more time than in other organizations, and the chances of being promoted are limited. The following comments demonstrate these ideas:

As I can see, there are not so many opportunities to grow because it takes much time, for example, to become a senior teacher you have to work for 5 years, if I am not mistaken. As a new teacher at this college, I haven't been fully informed about those things. (Participant 11)

Regarding growing, I would say that there is an opportunity to grow and it is faster than in industry, but the procedures are not clear and well-planned, which confuses me at times. (Participant 6)

Most participants doubt whether they are going to continue pursuing their career at the current college as there are limited opportunities to grow, despite their work experience. They also articulated that they would like to the college to provide clearer procedures for career development and open discussions about future advancement opportunities.

**4.3.7 Autonomy.** All the interviewees' responses regarding the question of autonomy were quite different since they understand the term differently, yet they all agreed that they experience a certain level of autonomy and noted that the level of its

presence could be a factor to a possible decision to leave the profession. There are two types of autonomy that respondents came up with: autonomy inside the classroom, and autonomy outside of it.

The respondents defined autonomy as the freedom that allows them to make their own decisions related to, for example, deciding which lessons to conduct, choosing the types of activities the students are allowed to do, and choosing the instructional materials to employ. They all agreed that they have enough autonomy in the classroom and declared that this is a good opportunity for them to be creative. Participant 4 reported:

I have total freedom.... Autonomy is always important when it comes to teaching. I feel comfortable doing something that I think is useful for the students, which pre-designed programs cannot provide. It is also a chance for instructors to show their creativity.

Most participants discussed the issue regarding the autonomy they have outside the classroom and agreed that they are not involved in decision making processes at the higher levels. They seem to be discouraged with the fact that decisions are made without their input, which leads them to believe that they are not part of the team. This finding also revealed that this type of engagement is more important for senior instructors whose work experiences qualify them to be involved in higher level decision making. This finding is supported by the following words:

Autonomy is also important when it comes to making decisions regarding our job. Usually, we have to confront the results of decisions that have already been made, and in which we had no input. In these cases, it is crucial for instructors to be involved, especially in decision making process, so we can feel that we are part of the college. (Participant 8)

These findings indicate that the college instructors at this particular TVET college have a satisfactory level of autonomy inside their classrooms that enables them to make their own decisions regarding the curricula. Unfortunately, though experienced instructors expect the administration to involve them in higher level decision making processes, this is not the current scenario at this college.

**4.3.8 Collegiality.** Having analyzed the answers of respondents regarding what they would miss in Western KZ if they decided to leave, it was revealed that they value the work environment. It appeared that their colleagues are one of the main elements of the working environment that has a great impact on instructors' decision to remain. To illustrate, almost all participants reported that their colleagues were not among the reasons why they had left their previous workplaces. They asserted that their relationship with colleagues positively impacted their career, and the support they received from them helped them to better deal with the challenges. It was also found to be an influential factor regardless of whether they are novice or experienced instructors. For example, Participant 4 stated:

If I compare all three places where I was previously employed and this particular college, I would miss my colleagues because they are a source of motivation. It is also good to have people that you can count on and who support you whatever happens. We have built a good relationship here and everybody is always ready to help.

**4.3.9 Relationship with students.** In general, there are many factors that negatively influence satisfaction. Fortunately, there was one factor which played a positive role. All instructors agreed that they would miss their students very much if they decided to leave. The participants' discussions also centered on building a positive relationship

with their learners and gaining their trust. As Participant 4 noted, "We trust our students and set high standards, and in return they trust you too".

The instructors also shared their observations about how instructor-student relationships in this college are different compared to their previous workplace. Students are more approachable and interactive, and seem to be a source of motivation and relaxation for instructors. As Participant 5 described:

I guess I would miss the students if was to leave this job because I like being in a class. I really like working with students like teenagers and children. I like the teaching and learning processes. When I am in the class, I do not usually feel tired.

I only feel tired after class.

The participants felt very satisfied working closely with their students, and they especially appreciated the warm atmosphere between them and students. From the participants' answers, it was obvious that this factor positively influenced their decision to remain at the college.

#### **4.4. SQ2. How do Environmental Factors Affect the Retention of Instructors?**

Consistent with the reviewed literature, interviewees reported some factors that were not directly linked to work, that prevent them from feeling completely satisfied with their current workplace, and which would encourage them to find work elsewhere. Hence, these factors are connected and may be instrumental in increasing the rate of turnover. The participants' responses regarding this question are classified into two categories: 1) job opportunities outside the college, and 2) personal factors. The search for job opportunities outside the college can be reliant on personal factors.

**4.4.1 Job Opportunities.** Job opportunities, one of the uncontrollable factors that clearly depends on the external environment, was mentioned by several participants during their interview. Although not all participants are seeking a new job, they feel that the job

market has a lot of potential for them. According to the results of the interviews, 6 out of 11 participants indirectly indicated that better career opportunities in other places might be a cause of their decision to leave. As it was mentioned earlier, there is some ambiguity regarding their possible advancement at Western KZ, therefore, as these interviewees stated, if a place that provides better opportunities for career growth were to offer them a position, they would accept these offers. This idea was mostly cited by the experienced instructors. As Participant 5 noted:

I am not looking for a job now, but I keep track of the job vacancies that appear on job search websites to see if there is any other place that could offer better opportunities than I have now. I would not mind finding a place that provides better career opportunities.

One of the reasons why instructors perceived alternative job opportunities was their educational background. All participants are highly educated employees and think that their qualifications render them highly competitive compared to other potential applicants for such alternative openings. They also reported that their knowledge of the English language makes them stand out among other applicants and may be a trigger for their search for more suitable positions.

Another interesting finding was that technical instructors are comfortable with the idea of eventually returning to industry. They shared the fact that they sometimes miss the work environment there and reported that they receive a lot of offers from oil companies and invitations from their peers still working in industry. They stated that available job vacancies could trigger their possible turnover. The following comment supported this idea:

As the proverb says "Once a wolf always a wolf", a person who has experience in the industry goes back there for sure. It is in our nature and I am considering

looking for another job as I know that there are numerous job opportunities.

(Participant 11)

Almost all respondents agreed that they would start looking for other opportunities and consider departing from the college if they became unsatisfied with the working conditions. The experienced instructors would look for a better educational institution with more career growth opportunities, whereas the technical instructors would prefer to work in a company in the industrial sector that offers a higher salary and a safe environment.

Despite the fact that few people were looking for job opportunities outside the college, the factors mentioned above were among the most influential that could affect their decisions to remain at their current workplaces or to look elsewhere.

**4.4.2 Personal factors as triggers to searching for other employment.** Most participants shared information about some personal factors that interfere with their work and could even affect their decision to remain in or leave Western KZ. The following subtopics will explain this factor in greater detail: 1) work-life balance and 2) physical health.

***Work-life balance.*** According to the participants, the teaching profession is never easy and requires time, energy, and commitment. The general perception of the interviewed instructors was that they do not have enough time for their family and for themselves. The women reported that they wanted to spend more time with their children, but that work takes up too much of their time. Participant 3 commented in this way:

I guess I need a good balance between my work and personal life. I have kids and because of work, I only get to see them in the evenings. However, when I come home, I do not have time for them as I have to check the assignments that I couldn't finish at work or I need to prepare my lessons. The most I can do is to help them with their homework.

More experienced instructors reported that they have a heavy workload and not enough flexibility in their schedule. It is complicated for them to do simple activities such as visiting a doctor or paying bills, therefore, they wait until Saturday. Participant 1 stated:

It is sometimes annoying that I cannot even have a doctor's visit for myself or my kids because of work. I am always packed with work. I would like to at least have a more flexible schedule.

Even participants with no marital or parental responsibilities desire more free time for themselves. Their explanation for this was that they could take some training courses to develop their language and teaching skills, or work on their personal lives. This is supported by Participant 11 words: "I need time for myself. If I have free time and spend that time doing things that are important to me, I will be more productive at work".

It was interesting to explore the technical subject instructors' opinions about this matter since they had experience working in the industry. All of them had worked in rotational shifts of 14 and 28 days during which time they had to be away from their families. Yet, this situation was even difficult for these instructors who happen to be married. This idea was clearly stated by Participant 8:

It is fine to work in rotational shift work when you are single and have no children, but when you get married, priorities change. I did not want to be away from home when I worked in the industry. Plus, my wife was pregnant, and I wanted to be near her in case something happened. Therefore, I changed my job.

Different groups of participants had different reasons for considering their work-life balance as one of the factors that might influence their decision to leave or to stay at the college. While experienced instructors expect to have more time to spend with their family, instructors with no family responsibilities aspire to develop professionally, especially if they do not have a heavy workload. Technical subject instructors compared

their experience in the industry, where their work schedules were much more extensive, and now appreciate the time that they have to spend near their family.

**Physical health.** Another personal factor that emerged from the interviews was health. All respondents pay considerable attention to their health before it is too late and they become weakened or ill because they believe that without one's health it is impossible to earn a living. One of their concerns was the effects of work-related stress that not only disturb their productivity but can also lead to serious health problems.

Participant 5 shared:

Because there are a lot of things to handle at work, I can feel stressed at times.

Therefore, I get anxious and feel depressed. I used to get sick every time I was stressed in my previous job.

A safe and healthy workplace was crucial for the technical instructors. They reported that there is always a risk working in the oil and gas industry because serious accidents can easily occur there. They always had to wear personal protective equipment in order to protect themselves. If they did not do so, they could easily be harmed by the objects that are present in the work environment. Despite the high salary they received working in these potentially risky conditions, they, nonetheless, prefer to be in a healthy and safe environment. For example, Participant 8 stated:

I only worked in the industry for a short period of time since I did not feel safe. I noticed that I got sick every time I went to the field, and when I came back home I would go to the hospital for treatment. At some point, I decided I should stop doing this and find another job.

To summarize the findings related to these personal factors, it can be concluded that instructors who are unsatisfied with their workload and who think that their work-life

balance is off kilter are likely to depart. Moreover, workplace safety and health is also important and may influence instructors' decision to leave their positions.

#### **4.5 Summary**

This chapter presented the data collected through face-to-face semi-structured interviews with eleven instructors of the college, and subsequently categorized the results. The chapter began with the brief characteristics of the participants. The findings which related the organizational factors influencing instructors' retention such as salary, opportunities to work with foreign instructors, administrative support, leadership continuity, collegiality, workload, professional opportunities, autonomy, and relationships with students were introduced in the second part of this chapter. The last part summarized and presented the findings on how environmental factors influence instructors' retention or turnover. The following chapter is the Discussion, which provides an evaluation and analysis of the data with regard to the studies that were presented in the Literature Review.

## **Chapter 5: Discussion**

### **5.1 Introduction**

The previous chapter illustrated the results obtained from interviews that were focused on exploring the factors, as seen through the perception of instructors working at a TVET college, that are influential in the retention of these instructors. This chapter will summarize the major findings of the study and discuss them in relation to the literature and the research questions that were posed in this study.

This chapter contains two main parts. Firstly, the influence of organizational factors on instructors' decisions for staying in that particular college is discussed. This is then followed by a discussion of the environmental factors that affect instructors' rate of retention.

### **5.2 The Influence of Organizational Factors on Instructors' Decision to Remain at the college**

**5.2.1 Salary.** The first finding is that the majority of participants viewed their salary as an important aspect of their job and agreed that it plays an influential role in their decision to remain rather than leave the college. This result aligned with Yimer et al. (2017) study where the salary was cited as one of the primary reasons for the departure of faculty. However, this was not in line with Rosser's (2004) study who found that female faculty tend to be less satisfied with their salary and more likely to leave than their male colleagues. Conversely, the current study, focused on the Kazakhstani context, discovered that male faculty have higher expectations regarding salary levels since they are considered to be the primary breadwinners in this culture. It would be interesting, in future research, to

explore the differences in salary expectations between men and women within this context.

Moreover, junior instructors indicated that they agree with receiving lower salaries at the beginning of their career but do expect salary raises after they gain some work experience. This would fairly compensate the increasing workload and responsibilities that inevitably accompany the added experience. However, their interest lies in their professional growth rather than merely that of their salary.

Interestingly, none of the instructors in this study felt that their salary levels were unjust, and this contradicted other studies mentioned in the literature review, such as (Cohen-Charsh & Spector, 2001; Naumann & Bennett, 2002), who found that salaries that are perceived as unfair may be a cause of faculty turnover. However, the respondents at TVET College were disgruntled about long payment delays, which they found to be worrying and discouraging. Even though this result is not supported by any of the literature, receiving salary on-time was a crucial component of instructors' job satisfaction, especially those with families and debts. The data analysis also showed that for some participants, the importance of the salary level was secondary to their being able to work in a positive and healthy environment. Thus, even the most attractive salary would not be enough to compensate for a non-salubrious working environment. This finding supports the study of Ambrose et al. (2005), that reported that the salary itself is seldom the dominant factor of an employees' retention, or lack thereof, but that a low salary could be compounded with other factors that cause dissatisfaction and eventual departure.

**5.2.2 Opportunities to work with foreign instructors.** One of the unexpected results of this study was that opportunities to work with and collaborate with foreign instructors can affect instructors' decision to remain at the college. All of the participants reported that they had been attracted to this college because it provided an excellent

opportunity to improve their English language proficiency and to learn and subsequently adopt teaching methods using best practices that are used internationally. This factor was particularly important for technical subject instructors, who do not have experience teaching their craft and working with foreigners. Furthermore, for technical subject instructors, their exposure to their English speaking foreign colleagues would vastly improve their proficiency in this language, thus, facilitating their eventual return to industry, which, in the Kazakhstani context, requires English language fluency. This particular finding cannot be applied to all TVET colleges since not all of them have foreign partnerships as does Western KZ.

**5.2.3 Administrative support.** The lack of administrative support was one of the most frequent issues mentioned by all participants during the interviews. Most respondents felt that the administration do not understand their needs due to their lack of understanding of the education process. The participants also faced multiple challenges in obtaining basic support to support the education process, and this interfered greatly with their teaching. Poor communication between the college faculty and administration led to feelings of dissatisfaction. This result was in line with Rosser's (2004) study which recognized the importance of providing various types of support to faculty members and the positive influence of this on faculty work-life and job satisfaction.

Moreover, junior faculty complained about the lack of support from administration in terms of getting basic information. They had feelings of doubt, confusion, and frustration. They seemed disappointed that their expectations in this regard were not being met. Fortunately, in Western KZ, the senior faculty were instrumental in mentoring and supporting their junior colleagues, which eased the latter's burden, somewhat. This contradicted a previous study by Ambrose et al. (2015), who also identified that junior faculty may consider leaving if they do not receive enough support, but in their study, this

component of faculty satisfaction was assessed in relation to the support of senior faculty members, rather than the administration. This discrepancy between the situation in Western KZ and the one in Ambrose et al. (2015) study lies in the fact that the senior faculty in Western KZ are usually assigned a mentee to supervise, and they receive a stipend, that is separate from their regular pay, for doing so. This practice encourages senior faculty to be supportive of their junior colleagues and facilitates the adjustment of the latter to the college environment, which helped to offset the challenges posed by the administration.

It is also important to mention that instructors from industry did not complain about not receiving enough support from administration. This result may be explained by the fact that they did not receive any support while they were working in industry, and it was usual for them to have less communication with the administration. They did not indicate whether this factor is influential to their retention rate, but it was clear that they are able to solve problems that arise on their own, or that they prefer to rely on their colleagues or mentors rather than the administration.

Another interesting point that was also brought up by technical subject instructors was the absence of a progress monitoring system that can be used by the administration to assess instructors' work. These study participants described that both parties would benefit from using the system since, first, it allows administrators to monitor their instructors' job satisfaction level, and second, it enables instructors to be aware of their progress, and this might also improve their efficacy. Because this literature review is specifically based on the studies carried in the field of HE where educators tend to be trained teachers, this finding, supplied by the technical subject instructors whose qualifications are purely industry-based, was unexpected and was not covered by the literature. Researching this

component in future studies would help further our understanding of additional components that may affect retention rates.

**5.2.4 Leadership continuity.** Numerous previous studies discovered ways that leadership styles of the administration can affect the turnover of teachers (Gonzalez, Brown, Slate, 2008; Liu, Cai, Li, Shi, Fang, 2013). However, at Western KZ, this finding revealed that instructors' decisions to potentially leave the college or profession can be associated with the lack of leadership continuity there. Two of the instructors who had worked the longest at the college spoke of the multiple changes that had taken place in the administration and shared their dissatisfaction of this during their interview. These instructors emphasized that they face challenges every time a new administrator is employed. To compound these challenges, according to the respondents, these administrative changes may occur, not at the individual, but at the group level. For instance, a college director who departs from the college, has been known to leave with his or her team of administrative assistants, and it would, thus, be necessary for their replacements to learn all the administrative procedures. It then becomes incumbent for the instructors to take on the responsibility of explaining administrative processes to the new administrators in order to keep the college functional. Another difficulty is a result of the fact that some newcomers bring their own vision of work which may differ from previous administrators, and, therefore, instructors are often sceptical of them, initially, and do not know what to expect from them. Even though the literature review has not highlighted this finding, one can assume that a link exists between administrative continuity, and instructors' motivation and job satisfaction, both of which are factors in retention.

**5.2.5 Collegiality.** Positive relationships with colleagues was reported to be another essential factor affecting job satisfaction and motivation at Western KZ. These results match those observed in earlier studies conducted in the USA (Barnes et al., 1998;

Lowenstein et al., 2007). When instructors experience a lack of support from management, and feel demotivated or confused as a result, they tend to rely on their colleagues whom they usually trust. All the participants of this study agreed that they were happy to work with their colleagues and were ready and willing to share their ideas and experiences. This result was the same for all participants, and this was in agreement with the Neumann and Finaly-Neumann's (1990) findings which showed that dealing with academic problems can be easier if faculty feel that they are in a supportive environment, and this facilitates their research requirements, making this process easier to follow. Although the college instructors of this study have no research obligations, the explanation for this result can be due to the fact that the number of instructors is fairly small; there were only about 30 in all departments, which enhances the possibility of working in teams more often.

**5.2.6 Workload.** The results of the study were consistent with the previous research that found that the workload of faculty is one of the major determinants of attrition and can lead to stressful situations (Gmelch et al., 1986). The participants of the study voiced their dissatisfaction with the workload, which could be divided into two components. The first component relates to an overload of responsibilities related to contact hours in the classroom as well as teaching-related duties that are undertaken outside of class time. Some participants related that they experience stress because of the long teaching hours of teaching accompanied by the necessity of checking students' work, planning their lessons, and participating in college organized events. These work responsibilities are quite extensive, and due to a lack of time to complete them during the day, instructors often have to work in the evening. The findings observed in this study mirror that of a previous study by (Omar et al., 2018) who examined the job satisfaction factors affecting Malaysian TVET instructors' retention and found that faculty there were

unsatisfied with their workload since they, too, had additional responsibilities that were completed outside of class.

Contrary to expectations, novice instructors anticipated having more teaching hours and reported that they felt discouraged when they were assigned fewer hours. A possible explanation for this might be that novice instructors earn lower salaries compared to experienced instructors, and teaching more hours would mean earning more money. Moreover, as it was highlighted in the findings, teaching additional hours would benefit new instructors because they are also interested in gaining teaching experience and being as effective in the classroom as their experienced colleagues.

Technical subject instructors were much more frustrated about the excessive workload than the other instructors. They raised the issue of the shortage of instructors, particularly in technical disciplines. Their main concern was that they have to teach longer hours in order to compensate for this dearth. The results of this study do not explain the existence of this shortage, but my assumption is that this profession could be less attractive for people who already work in the industry where salaries are much more competitive.

The second component related to the effects of workload emerged from another finding that was mentioned by some instructors. This was the paperwork requested from the administration. The analysis of this finding shows that the administration could require instructors to submit different types of documents at any time. In addition to that, unexpected and tight deadlines for document submission were also causes of stress among instructors. The main concern of the participants was that it is not part of their job to complete and submit these documents, which also takes time away from their teaching duties. Although the literature review does not have this specific problem in HE as a focus, it is common knowledge that extensive paperwork has been an issue in the Kazakhstani context for quite some time. The interesting part of this result is that the issue of paperwork

was brought up mostly by technical subject instructors, who claimed not to have had such types of paperwork in industry. Where they come from, the paperwork is much less laborious and more concise. Furthermore, it is automated, unlike that of Western KZ, where forms and documents need to be compiled on a computer, and then printed and walked over to the administrative offices.

**5.2.7 Professional opportunities.** The results of this study indicate that access to opportunities for learning and growth is one of the significant factors why instructors would consider remaining at Western KZ. There are two reasons why participants brought this up during their interviews: (1) limited professional development activities and (2) lack of advancement.

Inexperienced instructors worried about not having enough understanding of and expertise of teaching methods, so did not know how to perform efficiently in the classroom. The different types of students and the college's peculiar teaching methods were the reasons for their concerns. Contrary to what they had been led to believe during the job application process, these participants were taken aback by the lack of seminars, workshops and training sessions that could enhance their competence. The present findings seem to be consistent with another research that studied 200 faculty members in Pakistani universities and found how essential it is to provide faculty with opportunities to develop their teaching and research skills (Mubarak et al., 2012). It also supports the finding of another study that showed that faculty participants had a serious intention to depart the institution within two years of being hired (Lowenstein et al., 2007). It can, therefore, be suggested that professional development courses for beginner instructors positively influences faculty retention.

For experienced instructors, this factor also appeared crucial as they aspired to be professionally challenged and continue learning as well. Based on their responses during

their interviews, if the college organized and held more professional development activities, it would help prevent the stagnation that could occur in their teaching careers, and according to Dockel's (2003) findings, employees will not remain if they feel this type of stagnation. However, the findings of the current study, both for inexperienced and experienced, as well as technical subject instructors, do not support previous research that surveyed teachers of two technical and vocational schools in two Nigerian states, Bauchi and Gombe States (Mark, 2014). The Nigerian study assessed existing teacher retention strategies employed by schools and explored the presence of opportunities for growth as being among the factors that are actually insignificant in this retention.

A lack of advancement was another reason why instructors doubted whether they would pursue their teaching career in the college. Previous studies (Dockel, 2003; Kipkebut, 2010) indicated that promotion opportunities can predict whether faculty will be retained. In the present study, the analysis of the findings revealed two issues related to promotion. First, the promotion system and its requirements are ambiguous and inconsistent, which makes instructors anxious about their future. Second, promotional procedures are extremely time-consuming. Furthermore, promotional levels are limited; there are only four levels: teaching assistant, instructor, senior instructor, and finally instructional methodologist. These results match those observed in an earlier study by Tettey (2006) that described promotional procedures in African universities as effort-intensive, time-consuming, lengthy, and stressful. A mixed study carried by Kipkebut (2010) in Kenyan universities also found that faculty members felt more valued and more strongly attached to their institutions when promotion procedures were fair. The current study suggests that instructors experience stress and frustration and do not feel that they are valued, which increases their dissatisfaction with the college. Explaining this result, may be facilitated by the fact that these college instructors are career conscious and would

appreciate more opportunities to develop themselves and to be promoted to higher levels throughout their career.

**5.2.8 Autonomy.** In terms of autonomy, the result of this study is consistent with a previous study (Dee, 2004) conducted in an urban college in the southeastern US that found that faculty with high levels of autonomy regarding curricular expectations had less desire to leave their college. The participants of the current study revealed that they do have autonomy inside the classroom and can alter, somewhat, and adapt the pre-designed programs and curricula based on their personal preference and on the level of their students. However, the present study contradicts the Asian-based findings of Joarder and Sharif (2011) whose researchers were unable to find any statistical significance related to job autonomy and, therefore, concluded that this factor may not be as influential on faculty turnover in this context and explained that this was a function of the economy. They stated that for more developed countries, the factor of job autonomy is more significant as instructors there have more job opportunities and prefer to be more independent within their classrooms. An explanation for this finding is that the participants of the study are quite young, and have been trained to use teaching methods that are widely employed in more developed contexts. Moreover, for the younger instructors, their teacher training was conducted by instructors who had experienced more modern teaching methods, some of whom had even had teaching stints in North America. These younger instructors at Western KZ appreciated the autonomy they were afforded as it allowed them to utilize more modern and efficient teaching methods.

Regarding the more experienced instructors at Western KZ, they expected that, due to their qualifications and experience, they would be more involved in major academic decision making. In some ways, they did have some autonomy, for example, in creating the curricula. Additionally, they had some autonomy inside their classrooms. Yet, they

clearly felt restricted as they could not make decisions outside the classroom, and were unable to choose their own schedules or subjects they were to teach.

**5.2.9 Relationship with students.** The study results indicated that the warm and trusting relationship between students and all subject instructors has a positive influence on their intention to remain at the college. All instructors, regardless of their age and experience, reported that they have a good relationship with their students, and this translates to the most positive aspect of their teaching position in Western KZ. This can be explained by the fact that due to their exposure to Western teaching methods, the instructors at this college view their students as being on an equal level to them. Each party comes into the classroom with a pre-determined role, and the teacher acts as a guide to his or her students, who possess their own knowledge base, which is valuable, and on which the teacher can build upon. This rather thought-provoking finding did not appear in the literature review. Therefore, it is an unexpected result that may be of interest for further research.

### **5.3 The Impact of Environmental Factors on Instructors' Retention**

After analysing the data gathered from the participants, it was clear that besides the work-related factors described above, there were two other interrelated factors that college instructors perceive as important. They are job opportunities that are available outside the college and personal factors.

**5.3.1 Job opportunities.** As Rosser (2000) declared in his study that faculty will not consider leaving their institution unless something is wrong, this study also found that the college instructors at Western KZ may leave if the college fails to provide better career opportunities. The participants admitted that they regularly check new job postings in the hopes of finding better job offers. This finding supports the study of Hulin et al. (1985) who indicated that employees might leave their current workplace if they are offered better

alternatives. The explanation of this finding is that most instructors feel that because of their educational background, they can be competitive on the job market since all of them have higher educational qualifications and believe that the knowledge they gained at Western KZ and the level of English they have been exposed to at this institution would allow them to find a better job elsewhere. Another interesting result is that technical subject instructors seem to perceive their position at the college as a temporary occupation and consider returning back to the industry in the future. Better working conditions and better pay were found to be the trigger to their decision for searching for other jobs.

**5.3.2 Personal factors as triggers to searching for other employment.** The following personal factors, work-life balance and physical health, are those that directly impinge on the personal lives of instructors. They are significant indicators of their general well-being and the conditions in which they lead their lives. The state of their well-being is hugely dependent on their worklife and, thus, directly impact their tendency to either stay in a job where there is a level of comfort and satisfaction, or to leave it in search of better job opportunities.

***Work-life balance.*** Most participants reported having personal issues related to the workload since it does not give them enough time to spend time with their family. As Ahmad et al. (2015) declared, some faculty may leave their occupations due to conflicts between family and work responsibilities, the participants of this current study also experienced difficulties in balancing these conflicting responsibilities. Experienced instructors indicated that they need to devote a lot of their time to work, so they do not even have time to perform simple activities such as paying bills or going to a doctor's appointment. It is twice as difficult for female instructors with children, who are unable to find time to spend with their children. This result supports the findings of Amey's (1992) study where it was found that female faculty may consider leaving due to personal issues.

However, she did not indicate what these personal issues were, but based on the findings of the current study, we may conclude that work-life balance issues could influence female instructors' decisions to seek alternative employment. The female instructors also expect to a more flexible schedule that allows them to have more free time.

Another unexpected finding of the study was that male technical subject instructors did not indicate the presence of work-life balance as an issue. The explanation for this was that most of the male instructors came from industry and described that they had to work in rotational shifts for 14 or 28 days which meant that they were away from their families for quite a long time. Now at the college, though they could live permanently with their families and spend much more time with them. This factor was particularly crucial for the married male instructors and provided an impetus for them to reconsider working at the college.

**Health.** Health related issues were brought up by many instructors. Some instructors were concerned about the stress that they experience because of their job responsibilities. The participants shared their previous experiences and reported that they may consider changing jobs if they constantly experience stress at work. Some previous studies found that stress can (Gmelch et al., 1986; Winefield, 2000) be one of determinant factors on faculty turnover, and the current study was in line with those previous studies as the participants expect to work in a healthy and positive environment and may consider leaving the college if they continue feeling stressed at work.

Another finding that is not supported by any of the literature that was reviewed for this study was that technical subject instructors value working at the college due to its healthy and safe environment. These participants reflected on their previous workplace experience, and reported the presence of some health and safety issues that they had to deal with, such as the presence of sulphur in the air.

#### **5.4 Summary**

The major findings of the study and the discussion as it relates to the literature review were presented in this chapter. Firstly, it was explored participants' diverse preferences and expectations for working in the college. Their responses varied based on their gender, years of experience, and their teaching and/or occupational background and former workplaces. Moreover, their previous work experience appeared to influence their decisions to remain or to leave Western KZ. Consistent with the literature, workplace factors such as salary, administrative support, collegiality, workload, professional opportunities, and autonomy were found to be significant factors that could affect the retention and/or turnover of instructors at the college. Because of the specific nature and role of the college some unexpected factors such as leadership continuity, working with foreign instructors, and the warm relationship with their students were also crucial for all subject instructors.

Furthermore, the environmental factors that impact the instructors' decision to remain at or leave the college were also discussed. It was found that the participants would have a tendency to search for other job alternatives as they feel that other places can offer better career opportunities, and particularly, technical subject instructors would consider returning to industry to earn more money. The rationale for the latter finding was the instructors' good educational background, work experience and English proficiency.

## **Chapter 6: Conclusions and Recommendations**

### **6.1 Introduction**

This study has been conducted at one of the TVET colleges in Kazakhstan and explored the factors that influence TVET instructors' decisions to remain at the college. This chapter will conclude and summarize the major findings of the study and make recommendations for different stakeholders. The implications for future studies will also be discussed.

There are two main sections in this chapter. The first section summarizes the main findings of the study in relation to the research purpose and research questions. In the second part, recommendations for policy makers and administrators as well as recommendations for future studies will be addressed.

### **6.2 Conclusion**

The qualitative study that was employed for this research explored the factors that could influence the retention or turnover of instructors at the college investigated for this dissertation. Multiple factors emerged; the key factors are organizational and include salary, opportunities to work with foreign instructors, administrative support, leadership continuity, workload, and professional opportunities. Salary is especially important for male technical subject instructors due to their occupational background and to the fact that they are the main breadwinners of their family, and senior and junior instructors whose salary expectations reflect their qualifications and experience.

Another issue is a high rate of turnover among administrative staff, and lackadaisical and insufficient support on their part, which leads to a feeling of intense dissatisfaction among instructors. For example, some instructors were not even informed about the quality of their classroom performance and progress.

Workload matters were associated with long teaching hours and excessive paperwork. For senior instructors, the heavy workload could be a trigger point to leaving the college, whereas junior instructors require more teaching hours to earn more money. Paperwork related issues are a significant concern for technical subject instructors who are unaccustomed to duplicating the same report multiple times, as is required by the college, which represents a time consuming interference to their primary responsibilities.

It was concluded that the college does have some promotional opportunities, but the ambiguity and inconsistency of the requirements for this could induce the instructors to seek out other job opportunities with better conditions and clearer procedures for professional growth.

There seems to be a lot of alternate job opportunities, and the instructors' educational background, work experience, and newly improved English proficiency have made them feel more confident applying for other jobs. Other factors, such as worklife balance and health issues are also trigger points that would encourage them to leave the college. Female instructors, thus, need more time than they currently have to spend with their family. In contrast, unmarried instructors lack the free time to attend workshops and training sessions to help them upgrade their teaching skills and qualifications. However, the college does respond to the needs of the technical instructors; after working in industry where they would be absent from their families for several weeks at a time, they are now in a career where they can return home daily and spend more time with their families.

Health issues are important, too. All instructors reported that the work at the college produces a certain amount of stress, which reduces their productivity. However, there is, nonetheless, a benefit for technical instructors, who had come from industry, where the work environment has numerous hazards, unlike at the college.

### 6.3 Recommendations

**6.3.1 Recommendations for policy makers.** One of the main recommendations for policy makers is to pay attention to the training and preparation of pre-service instructors that will be specifically employed by TVET colleges. As it was mentioned in the introduction, there are too few educational institutions that prepare these specific types of instructors, therefore, the findings of this study may highlight the importance of opening new programs that can better prepare such instructors. They can also increase the number of seminars, training sessions and workshops for those instructors who do not have any teaching experience in the TVET context.

Based on the responses gathered from the technical subject instructors who come from industry, it was clear that they have slightly different expectations compared to other subject instructors. For that reason, it would be beneficial to learn more about their preferences and expectations by conducting surveys among them. If we become more knowledgeable about the factors that they place importance on when applying for a job in TVET education, attract more industry-based instructors can be attracted to this sector, which would offset issues resulting from undersupply.

Policy makers should also improve the image of TVET education by creating the conditions that would attract more students and instructors. Such positive results could then be used to highlight the benefits of working for TVET colleges, thus, better enabling the raising of people's awareness of the positive aspects of studying and working there. They should also provide better working conditions and salaries that can be competitive compared to other sectors.

**6.3.2 Recommendations for college administration.** Most participants complained about the fact that there is no progress monitoring system for instructors that could inform them of their progress as well as the areas that need to be improved. The

college administration could either adopt an existing system, or they could discuss this matter with the instructors and jointly come up with a system that works best for all. By monitoring their instructors, the administration could monitor their progress and level of engagement and learn about the concerns that may impact their instructors' productivity. Organizing meetings or round tables on a regular basis would also be advantageous for the administration to be better informed of their instructors' concerns.

There is also an issue with a lack of communication between the administration and instructors, therefore, I would suggest conducting some team building activities inside the college. It would also be beneficial if the people working in administration had some background experience in the educational sector; that way, they could easily find a common language and establish common ground with the instructors. The administration should also review all the terms related to their instructors' working conditions, in order to better meet their expectations. In order to do this, they could conduct annual surveys, and then explore the specific factors that instructors are dissatisfied with.

Another recommendation for the administration, particularly for human resource departments, would to reconsider, and perhaps revise employment requirements and conditions to better coincide with instructors' long-term career goals, rather than to merely satisfy short term goals, such as that of becoming more proficient in English. To do so would require a work environment that has within it the potential for all instructors to follow a career path that involves the possibility of multiple promotions throughout the education system of TVET.

**6.3.3 Recommendations for further research.** Considering the limitations that were described in the methodology chapter of the study, the following suggestions for conducting future research can be made. First, a mixed study would enable the gathering of more information from a higher number of participants. Moreover, it would be better if

other TVET colleges from Kazakhstan participated in future studies in order to allow researchers to make generalizations and comparisons between them. As was mentioned earlier, the findings of the study cannot be applied to other TVET colleges, since this particular college has received significant funding from the government and is partnered with other successful colleges in the West.

Second, the study employed maximum variation sampling to answer the questions from different perspectives. Considering the findings, it would be interesting to conduct a study on technical subject instructors only since they came up with more unexpected answers compared to other subject instructors. Additionally, it might be useful to find out more about the specific characteristics of TVET that attract technical subject instructors to work in TVET colleges.

Recruiting and interviewing former instructors from TVET colleges would shed more light on the issues that have caused their departure. This would highlight the specific factors that have prompted them to take that crucial step of formally resigning and departing. Knowing the severity of such triggers would be instrumental in informing further policy and practices.

Third, this study only focused on the organizational and environmental factors that may influence TVET instructors' retention. It would also be illuminating to explore some individual-level factors that can affect their decision to remain or to leave the college.

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# FACTORS INFLUENCING INSTRUCTORS' RETENTION IN TVET

## Appendices

### Appendix A

#### INFORMED CONSENT FORM

##### (English version)

#### Factors Influencing Instructors' Retention in TVET

**DESCRIPTION:** You are invited to participate in a research study on exploring the factors influencing instructors' retention in a TVET College. You will be asked to participate in a face-to-face interview which will be recorded with your permission. The confidentiality of the collected data is guaranteed. All materials will be stored in a password protected file and will be destroyed after transcribing. Your name will be replaced with pseudonyms in the final report from the study.

**RISKS AND BENEFITS:** Some potential minimal risks of conducting interviews are that you will be spending some personal time for the interview during the semester. To resolve this issue the interview will be conducted at the most convenient time suitable for you.

Another minor potential risk is that your involvement could have negative effects on your relationship with others, in particular with administrative staff if your identity is accidentally revealed. To minimize these risks, we will take all the precautionary measures to protect your identity. For example, your name and any other identifying information will not be revealed in thesis.

The third risk is related to the sensitive questions which will be used during the interview that might cause you discomfort. To minimize these risks, in the cover letter and the consent form you will be informed about possibility to skip any question(s) that that are not comfortable with.

The benefit of the study is you will be able to express your feelings about what kind of factors can influence your decision to stay in college. You will be asked to reflect on your own experience as an instructor which will allow you to address your concerns. You may indirectly benefit once changes are made in your job conditions based on recommendations from the study.

**TIME INVOLVEMENT:** Your participation will take approximately 60 minutes.

**SUBJECT'S RIGHTS:** If you have read this form and have decided to participate in this study, please understand your participation is voluntary and you have the right to withdraw consent or discontinue participation at any time without penalty or loss of benefits to which you otherwise entitled. You have the right not to answer any questions they are not comfortable with and to withdraw at any time during the interview. Your individual privacy will be maintained in all published and written data resulting from the study. The refusal to participate will not affect your employment in your organization in any way.

**CONTACT INFORMATION:**

## FACTORS INFLUENCING INSTRUCTORS' RETENTION IN TVET

**Questions:** If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, contact me or the Master's Thesis Supervisor for this work.

**Independent Contact:** If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee at [gse\\_researchcommittee@nu.edu.kz](mailto:gse_researchcommittee@nu.edu.kz).

Please sign this consent form if you agree to participate in this study.

- I have carefully read the information provided;
- I have been given full information regarding the purpose and procedures of the study;
- I understand how the data collected will be used, and that any confidential information will be seen only by the researchers and will not be revealed to anyone else;
- I understand that I am free to withdraw from the study at any time without giving a reason;
- With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**The extra copy of this signed and dated consent form is for you to keep.**

**INFORMED CONSENT FORM  
(Russian version)**

**ФОРМА ИНФОРМАЦИОННОГО СОГЛАСИЯ**

Факторы, влияющие на удержание инструкторов в учреждениях ТиПО

**ОПИСАНИЕ:** Вы приглашены принять участие в исследовании, целью которого является изучение факторов, влияющих на удержание инструкторов в учреждениях ТиПО. Вам будет предложено принять участие в интервью, проводимом без участия посторонних лиц. Конфиденциальность материала интервью гарантируется. Вся информация будет храниться в файле, защищенном паролем, и будет уничтожена после транскрибирования. В заключительном докладе исследования ваши имена будут заменены на псевдонимы.

**ВРЕМЯ УЧАСТИЯ:** Ваше участие займет около 60 минут.

**РИСКИ И ПРЕИМУЩЕСТВА:**

Некоторые потенциальные минимальные риски проведения интервью могут быть связаны с затрачиванием вашего личного времени во время обучения. Чтобы решить эту проблему, собеседование будет проводиться в удобное для вас время.

Еще один потенциальный риск заключается в том, что ваше участие может иметь негативные последствия на взаимоотношения с вашими коллегами, в частности с членами администрации, в том случае если ваши личные данные случайно станут известны. Чтобы свести к минимуму эти риски, мною будут предприняты все меры предосторожности, чтобы защитить вашу личность. Например, ваше имя и любая другая, идентифицирующая вас информация, не будут раскрыты в диссертации.

Третий риск связан с вопросами личного характера, используемыми в интервью, которые могут вызвать у вас дискомфорт. Чтобы свести к минимуму эти риски, у вас будет право пропустить любые вопросы, на которые вам неудобно отвечать. Об этом указано в сопроводительном письме и в форме информационного согласия.

Преимущество исследования заключается в том, что вы сможете выразить свое мнение относительно того, какие факторы могут повлиять на ваше решение продолжить профессиональную деятельность в колледже. Вам предложат рассказать о своем опыте работы в качестве инструктора, что позволит вам поделиться своими проблемами, испытываемыми в работе. Преимущество вашего участия в данном исследовании заключается в том, что есть вероятность изменения условий работы для сотрудников в результате проведенного исследования.

**ПРАВА УЧАСТНИКОВ:** Если Вы прочитали данную форму и решили принять участие в данном исследовании, Вы должны понимать, что Ваше участие является добровольным и что у Вас есть право отозвать свое согласие или прекратить участие в любое время. В качестве альтернативы можно не участвовать в исследовании. Также Вы имеете право не отвечать на какие-либо вопросы. Результаты данного исследования могут быть представлены или опубликованы в научных или

## FACTORS INFLUENCING INSTRUCTORS' RETENTION IN TVET

профессиональных целях. Отказ от участия не повлияет на вашу работу в вашей организации.

### **КОНТАКТНАЯ ИНФОРМАЦИЯ:**

**Вопросы:** Если у Вас есть вопросы, замечания или жалобы по поводу данного исследования, процедуры его проведения, рисков и преимуществ, Вы можете связаться с исследователем или ее супервайзером, используя следующие данные:

**Независимые контакты:** Если Вы не удовлетворены проведением данного исследования, если у Вас возникли какие-либо проблемы, жалобы или вопросы, Вы можете связаться с Комитетом Исследований Высшей Школы Образования Назарбаев Университета, отправив письмо на электронный адрес [gse\\_researchcommittee@nu.edu.kz](mailto:gse_researchcommittee@nu.edu.kz).

Пожалуйста, подпишите данную форму, если Вы согласны участвовать в исследовании.

- Я внимательно изучил(а) представленную информацию;
- Мне предоставили полную информацию о целях и процедуре исследования;
- Я понимаю, как будут использованы собранные данные, и что доступ к любой конфиденциальной информации будет иметь только исследователь;
- Я понимаю, что вправе в любой момент отказаться от участия в данном исследовании без объяснения причин;
- С полным осознанием всего вышеизложенного я согласен принять участие в исследовании по собственной воле.

Подпись: \_\_\_\_\_

Дата: \_\_\_\_\_

**INFORMED CONSENT FORM  
(Kazakh version)**

**ЗЕРТТЕУ ЖҰМЫСЫ КЕЛІСІМІНІҢ АҚПАРАТТЫҚ ФОРМАСЫ**

ТЖКБ колледждеріндегі инструкторларды ұстап қалуға ықпал ететін факторлар:

**СИПАТТАМА:** Сіз ТЖКБ колледждеріндегі инструкторларды ұстап қалуға ықпал ететін факторларды анықтауға бағытталған зерттеу жұмысына қатысуға шақырылып отырсыз. Сізге бетпе бет сұхбатқа қатысу ұсынылады. Сұхбат материалының құпиялылығына кепілдік беріледі. Барлық ақпарат құпия сөзбен қорғалған арнайы файлда сақталады және транскрипция жасалғаннан кейін жойылады. Қорытынды зерттеуде сіздің есіміңіз жалған есіммен ауыстырылады.

**ӨТКІЗІЛЕТІН УАҚЫТЫ:** Сұхбат шамамен *60 минутқа* созылады.

**ЗЕРТТЕУ ЖҰМЫСЫНА ҚАТЫСУДЫҢ ҚАУІПТЕРІ МЕН  
АРТЫҚШЫЛЫҚТАРЫ:**

Сұхбаттың ықтимал қауіптерінің бірі болып сіздің оқу жылы кезінде өткізетін жеке уақытыңыз болып табылады. Бұл мәселені шешу үшін сұхбат сізге ыңғайлы уақытта өткізіледі.

Тағы бір ықтимал қауіптердің бірі сіздің есіміңіз кездейсоқ анықталуы мүмкін. Бұл өз орнына сіздің әріптестеріңізбен, әсіресе әкімшілік өкілдерімен қарым-қатынасыңызға теріс әсер етуі мүмкін. Осы қауіпті барынша азайту үшін және жеке тұлғаңызды қорғау үшін барлық сақтық шараларын қолданамыз. Мысалы, сіздің аты-жөніңіз және кез келген сізге қатысты жеке ақпараттар зерттеуде көрсетілмейді.

Үшінші қауіп сұхбат кезінде қолданылатын сезімтал сұрақтарға байланысты, себебі сіз оларға жауап беруге ыңғайсыздануыңыз мүмкін. Осыған байланысты зерттеуге қатысуға шақыру хаты мен зерттеу жұмысы келісімінің ақпараттық формасында сұхбат кезінде қойылған сұрақтарға жауап бермеу мүмкіндігі жөнінде ескертіледі.

Сіз осы зерттеудің негізінде колледж қабырғасында жұмысыңызды жалғастыруға қандай факторлардың әсер ете алатыны жөнінде өз ойыңызды еркін түрде жеткізе аласыз. Өз тәжірибеңіз жөнінде айта отырып, болашақта сол мәселелерің шешілуіне ықпал ете аласыз. Сіз зерттеу нәтижелерінің негізінде жұмыс талаптарының өзгеруі арқылы жанама пайда көре аласыз.

**ҚАТЫСУШЫ ҚҰҚЫҚТАРЫ:** Егер Сіз берілген формамен танысып, зерттеу жұмысына қатысуға шешім қабылдасаңыз, Сіздің қатысуыңыз **ерікті** түрде екенін хабарлаймыз. Сонымен қатар, **қалаған уақытта айыппұл төлемей және сіздің әлеуметтік жеңілдіктеріңізге еш кесірін тигізбей зерттеу жұмысына қатысу туралы келісіміңізді кері қайтаруға немесе тоқтатуға құқығыңыз бар. Зерттеу жұмысына мүлдем қатыспауыңызға да толық құқығыңыз бар.** Сондай-ақ, қандай да бір сұрақтарға жауап бермеуіңізге де әбден болады. Бұл зерттеу жұмысының нәтижелері академиялық немесе кәсіби мақсаттарда баспаға

## FACTORS INFLUENCING INSTRUCTORS' RETENTION IN TVET

ұсынылуы немесе шығарылуы мүмкін. Зерттеуге қатысудан бас тарту сіздің мекемедегі жұмысыңызға еш әсер етпейді.

### **БАЙЛАНЫС АҚПАРАТЫ:**

**Сұрақтарыңыз:** Егер жүргізіліп отырған зерттеу жұмысының процесі, қаупі мен артықшылықтары туралы сұрағыңыз немесе шағымыңыз болса, келесі байланыс құралдары арқылы зерттеушімен хабарласуыңызға болады.

**ДЕРБЕС БАЙЛАНЫС АҚПАРАТТАРЫ:** Егер берілген зерттеу жұмысының жүргізілуімен қанағаттанбасаңыз немесе сұрақтарыңыз бен шағымдарыңыз болса, Назарбаев Университеті Жоғары Білім беру мектебінің Зерттеу көрсетілген байланыс құралдары арқылы хабарласуыңызға болады: электрондық поштамен [gse\\_researchcommittee@nu.edu.kz](mailto:gse_researchcommittee@nu.edu.kz).

Зерттеу жұмысына қатысуға келісіміңізді берсеңіз, берілген формаға қол қоюыңызды сұраймыз.

- Мен берілген формамен мұқият таныстым;
- Маған зерттеу жұмысының мақсаты мен оның процедурасы жайында толық ақпарат берілді;
- Жинақталған ақпарат пен құпия мәліметтерге тек зерттеушінің өзіне қолжетімді және мәлім болатынын толық түсінемін;
- Мен кез келген уақытта ешқандай түсініктемесіз зерттеу жұмысына қатысудан бас тартуыма болатынын түсінемін;
- Мен жоғарыда аталып өткен ақпаратты саналы түрде қабылдап, осы зерттеу жұмысына қатысуға өз келісімімді беремін.

Қолы: \_\_\_\_\_

Күні: \_\_\_\_\_

# FACTORS INFLUENCING INSTRUCTORS' RETENTION IN TVET

## Appendix B

### Invitation Letter

#### (English version)

Dear Western KZ instructors,

You are invited to participate in a research for my thesis on factors that influence instructors' decisions to stay and continue their current job. The title of the research is *Factors influencing instructors' retention in TVET*. Our purpose is to explore factors, as perceived by a college instructors have the greatest influence on instructor's decision to remain and continue his job in a current position.

In order to held this study, we would like you participate in face-to-face interview which will take approximately 60 minutes and be audio taped and then transcribed. The interviews will take place at a time, place, and format convenient to you. You will not be identified by name when information is analysed or in any findings that come from the study.

I will be the only person who has access to the recording of your interview and once I create a written record (i.e., transcript) of the interview I will delete the audio file. All identifying information will be removed from interview transcripts, except for your position.

Participation in this study is completely voluntary. You may choose not to participate at all or withdraw your participation and data from the study up to a month following your interview by emailing one of the researchers. Your information will be kept confidential to the extent possible.

If you would like to review the interview questions beforehand please let me know.

I cannot offer any compensation, but you may indirectly benefit once changes are made in your job conditions based on recommendations from the study.

We have attached the consent form that answers some of the questions that you might have about the actual procedures. If you have any further questions about this work, you may contact me at the study email: \_\_\_\_\_@nu.edu.kz.

We look forward to your cooperation and hope you might find it an interesting experience.

Sincerely,

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MSc in Educational Leadership  
Graduate School of Education

## FACTORS INFLUENCING INSTRUCTORS' RETENTION IN TVET

### Приглашение на участие в исследовании (Russian version)

Уважаемые инструкторы Western KZ,

Приглашаем вас принять участие в исследовании, проводимом для написания моей диссертационной работы на тему «Факторы, влияющие на удержание инструкторов в учреждениях ТиПО». Наша цель - изучить факторы, которые, по мнению преподавателей, оказывают наибольшее влияние на решение преподавателя оставаться и продолжать свою работу в нынешнем учебном заведении.

Чтобы провести это исследование, мы хотим, чтобы вы приняли участие в интервью без участия посторонних лиц, которое займет около 60 минут и будет записано на аудио, а затем транскрибировано. Интервью будет проводиться в удобное для вас время, месте и формате. Вы не будете идентифицированы по имени при анализе информации или в любых выводах, полученных из исследования.

Я буду единственным человеком, у которого будет доступ к записи вашего интервью, и как только я создам письменную запись (расшифровка) интервью, я удалю аудиофайл. Вся идентифицирующая вас информация будет удалена из расшифровки интервью, за исключением вашей должности.

Участие в этом исследовании полностью добровольное. Вы можете отказаться от участия и аннулировать свое интервью в течение месяца после вашего собеседования, отправив электронное письмо одному из исследователей. Ваша информация будет конфиденциальной, насколько это возможно. У Вас есть возможность предварительно просмотреть вопросы интервью.

Я не могу предложить Вам какую-либо компенсацию, но преимущество вашего участия в данном исследовании заключается в том, что есть вероятность изменения условий работы в вашей организации в результате проведенного исследования.

Мы приложили форму согласия, где Вы можете найти ответы на некоторые из вопросов, которые у Вас могут возникнуть в процессе интервью. Если у вас возникнут дополнительные вопросы по поводу этого исследования, вы можете связаться со мной по электронной почте: \_\_\_\_\_@nu.edu.kz.

Мы будем рады сотрудничеству с Вами и надеемся, что вы извлечете интересный опыт, приняв участие в данном исследовании.

С уважением,

---

Магистратура в сфере управления в образовании  
Высшая школа образовани

**ЗЕРТТЕУГЕ ҚАТЫСУҒА ШАҚЫРУ**  
**(Kazakh version)**

Құрметті Western KZ инструкторлары,

Сізді инструкторлардың колледжде қызметін жалғастыруға ықпал ететін факторларды анықтаруға арналған зерттеу жұмысында қатысуға шақырамын. Зерттеудің атауы «КЖТБ инструкторланын мұғалімдік қызметте ұстап қалуға әсер ететін факторлар». Біздің мақсатымыз инструкторлардың жеке пікіріне сүйене отырып, олардың колледждегі қызметтерін жалғастыруға ықпал ететін факторларды анықтау.

Осы зерттеуді жүргізу үшін сіздің сұхбатқа қатысуыңыз сұралады, ол шамамен 60 минутқа созылады және диктофонға жазылады, содан кейін транскрипцияланады. Сұхбат сізге ыңғайлы пішінде, жерде және тілде өтеді. Жинақталған ақпаратты талдау кезінде немесе зерттеудің нәтижелерін жариялау кезінде сіздің есіміңіз көрсетілмейді.

Жазылған сұхбатқа қол жеткізе алатын жалғыз адам мен және сұхбаттың жазбаша жазбасы (шифрын) жасалған соң, аудио файлды да өзім жоямын. Жеке басыңызға қатысты кез келген ақпарат, лауазымызбен басқа, сұхбат жазбаларында көрсетілмейді.

Бұл зерттеуге қатысу толықтай ерікті болып табылады. Сұхбаттан кейін бір ай ішінде зерттеушілердің біріне электронды хат жіберу арқылы зерттеуге қатысудан және сұхбат кезінде айтылған ақпараттан бас тартуға болады.

Егер сұхбат сұрағын алдын-ала танысқыңыз келсе, менімен хабарласыңыз.

Зерттеуге қатысқаныңыз үшін қандай да бір ынталандыру сыйлығы ұсынылмайды, алайда зерттеуде көрсетілетін ұсыныстардың нәтижесінде жұмыс жағдайыңыздың жақсаруы арқылы зерттеуден пайда таба аласыз.

Зерттеу рәсіміне қатысты туындаған сұрақтарға жауап беру мақсатында зерттеу жұмысы келісімінің ақпараттық формасы осы хатқа тіркелді. Аталмыш жұмыс туралы қосымша сұрақтарыңыз болса, маған электрондық пошта арқылы хабарласуыңызға болады. \_\_\_\_\_@nu.edu.kz.

Сізбен бірге жұмыс жасауға қуаныштымыз және сіз де ұмытылмас тәжірибе аласыз деп сенеміз.

Құрметпен,

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Магистерлік бағдарлама (M.Sc. in Educational Leadership)  
Жоғары білім беру мектебі

**Appendix C**  
**Interview Protocol**  
**(English version)**

Project: *Factors influencing the retention of TVET instructors*

Time of interview:

Date:

Place:

Interviewee:

Good morning/ afternoon! I am very grateful that you agreed to participate in this project which purpose is to explore factors, as perceived by a college instructors have influence on instructor's decision to remain and continue his job in a current position. It also aims to add to the existing information on the factors related to instructors' retention.

To achieve this purpose, I am going to conduct interviews with different teachers of Western KZ. I hope to receive full and outspoken answers form my interviewees. Please, be assure that all data collected will be confidential and your answers stay anonymous. Our interview will be tape recorded with your permission and stored in a password protected file which will be subsequently destroyed after transcribing. The interview will be about an hour long.

Please read again and sign the consent form.

[Ask the interviewee's permission to use the tape recorder.]

[Test the tape recorder]

***Interview questions***

**Part I**

**Introductory questions:**

- How long have you been teaching in Western KZ?
- What discipline do you teach?
- Have you worked elsewhere before you came to work to college? Where?

**Part II**

1. What attracted you to this position in Western KZ?
2. What responsibilities do you have as an instructor of Western KZ and to what extent do they correspond to your expectations?
3. How satisfied are you with your current job? Are you currently looking for other jobs?
4. What elements of you job would you miss if you decided to leave the college?
5. What are some of the frustration factors that cause you stress at work?
6. Where do you see yourself in the college five years from now?
7. How are instructors' autonomy important to you?
8. How important is administrative support to you?

## FACTORS INFLUENCING INSTRUCTORS' RETENTION IN TVET

9. How important is pay to you as compared to other factors?
10. How do you feel about opportunities to grow in college?

[Thank respondents for participating in the interview. Assure them again about the confidentiality of the collected data. Acknowledge them about the possibility to do a member check

## FACTORS INFLUENCING INSTRUCTORS' RETENTION IN TVET

### Протокол интервью (Russian version)

Название проекта: Факторов, влияющие на удержание инструкторов в ТиПО

Время интервью:

Дата:

Место:

Интервьюируемый:

Доброе утро/день! Большое спасибо, что Вы согласились принять участие в данном исследовании, целью которого является изучение факторов, влияющих на удержание инструкторов ТиПО.

Для достижения этой цели я собираюсь взять интервью у разных инструкторов Western KZ и надеюсь получить полные и открытые ответы от своих интервьюируемых. Пожалуйста, будьте уверены в конфиденциальности материалов исследования и анонимности Вашей личности. Наш разговор будет записываться с Вашего разрешения. Данная запись будет храниться в защищенном паролем файле на моем личном компьютере и впоследствии будет уничтожена. Интервью продлится около 60 минут.

Пожалуйста, прочтите еще раз форму информационного согласия и подпишите ее.

[Спроси, не возражает ли участник интервью, чтобы разговор записывался]

[Проверь, как работает записывающее устройство]

#### **Вопросы:**

Часть I: Вступительные вопросы

1. Как долго вы работаете в Western KZ?
2. Какой предмет вы преподаете?
3. Работали ли вы где-нибудь еще до того как пришли в колледж? Где?

Часть II:

1. Что вас привлекает в работе в Western KZ?
2. Какие обязанности у вас есть в качестве инструктора Western KZ и насколько соответствуют ли они вашим ожиданиям?
3. Насколько вы удовлетворены своей работой? Вы в настоящее время ищете другую работу?
4. По каким элементам вашей работы вы будете скучать, если решите уйти из колледжа?
5. Есть ли какие-либо факторы расстройства, которые вызывают стресс на работе?
6. Где вы видите себя в колледже через пять лет?
7. Как важна для вас автономия инструкторов?
8. Насколько важна административная поддержка для вас?
9. Насколько важна оплата труда по сравнению с другими факторами?
10. Что вы думаете насчет возможности роста в колледже?

## FACTORS INFLUENCING INSTRUCTORS' RETENTION IN TVET

[Поблагодари респондентов за участие в интервью. Еще раз убедил их в конфиденциальности полученных данных. Проинформируй участника о том, что в последующем возможна проверка правильного понимания полученной информации.]

**Сұхбат хаттамасы**

**(Kazakh version)**

Зерттеу атауы: ТЖКБ саласындағы инструкторларды ұстап қалуға ықпал ететін

факторлар

Сұхбат уақыты:

Күні:

Сұхбат өтетін орны:

Сұхбат беруші:

Қайырлы таң / күн! Осы зерттеуге қатысуға келісім бергеніңіз үшін үлкен рахмет, оның мақсаты Western KZ колледжінде еңбек ететін инструкторларды ұстап қалуға әсер ететін факторларды зерттеу.

Осы мақсатқа жету үшін мен Western KZ колледжіндегі әртүрлі мұғалімдерімен сұхбаттасуды жоспарлап отырмын және сұхбат берушілерден толық және ашық жауап алуға үміттенемін. Зерттеу материалдарының құпиялылығына және сіздің жеке басының құпиялылығына сенімді болыңыз. Біздің әңгімеміз сіздің рұқсатыңызбен диктофонға жазылады. Бұл жазба менің жеке компьютерімдегі құпия сөзбен қорғалған файлда сақталады және зерттеу жұмысы аяқталған соң жойылады. Сұхбат 60 минутқа созылады.

Зерттеу жұмысының келісім ақпараттық формасы қайта оқып, оған қол қойыңыз. [Сұхбат берушіден әңгіменің диктофонға жазылуына қарсылығы бар не жоқтығын сұраңыз]

[Жазу құралының (диктофонның) жұмысын тексеріңіз]

**Сұрақтар:**

**I бөлім: Кіріспе сұрақтар**

1. Western KZ колледжінде қанша уақыт жұмыс жасайсыз?
2. Қай пәннен сабақ беріңіз?
3. Осы колледжде келместен бұрын басқа жерде жұмыс жасадыңыз ба? Қайда?

**II бөлім:**

1. Western KZ сізді несімен қызықтырды?
2. Western KZ атқаратын міндеттеріңіз қандай және олар сіздің талаптарыңызға қаншалықты сай келеді?
3. Қазіргі жұмысыңызға қаншалықты көңіліңіз толады? Басқа жұмыс іздеп жүрсіз бе?
4. Western KZ-ден кеткен жағдайда жұмысыңыздың қандай қасиеттерін сағынар едіңіз?
5. Жұмыста күйзеліс тудыратын қандай да бір факторлар бар ма?
6. Осыдан бес жылдан кейін өзіңізде колледжде көресіз бе?
7. Сіз үшін инструкторлардың дербестігі қаншалықты маңызды?
8. Сіз үшін әкімшілік тарапынан жасалатын қолдау маңызды ма?
9. Сіз үшін еңбек ақысы басқа факторларға қарағанда қаншалықты маңызды?
10. Колледжде өсу мүмкіндігіне қалай қарайсыз?

[Сұхбат берушге сұхбатқа қатысқаны үшін рахмет айтыңыз. Деректердің құпия болып қалатынын тағы да ескертіңіз. Сұхбат берушіге айтылған ақпараттық дұрыс түсінгендігіне көз жеткізу мақсатында зерттеушінің тексеріс жүргізетіндігін айтыңыз.]

## Appendix D

### Interview Transcript Sample

Project: Factors Influencing Instructors' Retention In TVET

Time of interview: 16.00

Date: January 25, 2019

Place: Western KZ

Interviewee: #11

Interview 1

Part I

- **How long have you been teaching in Western KZ?**  
I have been working as a teacher of English for over 5 years.
- **What discipline do you teach?**  
English language
- **Have you worked elsewhere before you came to work to college? Where?**  
I worked in private language schools and a secondary school.

Part II

1. **What attracted you to this position in Western KZ?**  
As this educational institution is known as one of the best colleges in Atyrau, I tried to find out more information about it. Before I applied for this position, I knew about the followings:
  - Working schedule (as teachers don't have to stay if they don't have any lessons);
  - Teaching method (not all educational institutions apply TBLT, but this college does);
  - As I've heard the college provides opportunities to take courses abroad;
  - There is no pressure from the administration staff. As I can see they occasionally respect, accept and consider faculty's ideas or opinion.
2. **What responsibilities do you have as an instructor of Western KZ and to what extent do they correspond to your expectations?**  
My responsibilities:
  - Delivering lessons and teaching students according to my timetable;
  - As there are online lesson plans, I don't have to write one, but I usually replace or integrate my own resources;
  - Preparing a calendar-thematic plan and an educational programme;
  - Working with less able students and conducting extra lessons for them;
  - Providing the administration with necessary reports and other paperwork;
  - Taking parts in the college's educational and social events.

All of them totally correspond to my expectations, these are the main duties that every educational institution asks teachers to do.
3. **How satisfied are you with your current job? Are you currently looking for other jobs?**  
The 1<sup>st</sup> semester I was completely satisfied, but this semester I don't have enough teaching hours. We were supposed to have 80 hours per month. However, it has been changed. That is my main concern. To be honest, I might consider looking for other jobs which can offer enough teaching hours.

**4. What elements of your job would you miss if you decided to leave the college?**

Honestly, I don't know how to answer this question. I can say that I would miss my students.

**5. What are some of the frustration factors that cause you stress at work?**

Nothing causes stress at work.

**6. Where do you see yourself in the college five years from now?**

I hope to become a senior teacher.

**7. How are instructors' autonomy important to you?**

Every school or college has their own way of teaching, as teachers, who work for them, we have to follow and remain their policy. As an English department, you work with a group of teachers where you can make different decisions together by working in teams. Of course, professional independence of teachers is significant in order to make autonomous decisions, but it depends on situations. Teachers always learn from each other and it doesn't matter how autonomous you are still you might not notice some of the mistakes.

**8. How important is administrative support to you?**

As I mentioned earlier, the administration staff is friendly and helpful. From my point of view, administrative support is one of the essential parts of your job. I think it is very important when you work in a friendly atmosphere where everyone supports you including administration.

**9. How important is pay to you as compared to other factors?**

I would say that pay is one of the most important factors. If you are a high qualified and experienced teacher, you have to get paid accordingly. I would say that the first factor is a company or institution itself and the second factor is salary.

**10. How do you feel about opportunities to grow in college?**

As I can see there are not so many opportunities to grow, because it takes much time, for example, to become a senior teacher you have to work for 5 years, if I am not mistaken. As a new teacher at this college, I haven't been fully informed about those things.

**11. I would take into consideration the following changes:**

- Providing teachers with enough working hours;
- If newly hired teachers are qualified enough, probation term should be reconsidered, it can be less than a year;