

***2011–2020 Domestic Retention Intention Journal Paper Content Review:
A Case Study of Teachers and Special Education Teachers***

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Abstract

This paper applies the content analysis method to evaluate 15 domestic journal papers on teachers and their willingness to stay from 2011 to 2020. The analysis results show that most researchers come from educational backgrounds, followed by management departments. Most existing journal papers use quantitative research designs, but there are differences according to different research topics and objects. At the end of the article, suggestions are also provided for future research directions based on the results of the literature review.

Researcher's professional field: Most are from colleges of education, followed by management. Cross-disciplinary cooperation is recommended.

Research methods: Questionnaire surveys are mostly used. Incorporating qualitative research methods is recommended.

Research objects: More attention is paid to administrative teachers and teachers in remote areas, while research on special education teachers is relatively less. Willingness of special education teachers to stay is also worth paying attention to.

Research results: Most papers believe that the school atmosphere has a positive impact on teachers' willingness to stay.

Keywords: Special Education Teacher, Teacher, Retention Intention

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Introduction

Since the announcement of the Special Education Act in 1984, Taiwan has undergone 8 amendments in hopes of integrating special education resources, implementing assistance and care for disadvantaged groups, improving the quality of special education and related services, realizing equal educational opportunities and the right to appropriate development. The amendments also aim to strengthen contact, counseling and other support services for parents of students with special needs, safeguard the rights and interests of students with special needs, and develop the potential of students with special needs. Among these efforts, special education teachers play an indispensable role in the education environment.

According to the 2022 Education Yearbook, in the 2020-2021 school year, there were a total of 17,668 special education teachers in primary and secondary schools (including special schools and mainstream schools). Among them, 15,293 served students with disabilities (accounting for 86.5%), and 2,375 served gifted students (accounting for 13.4%). Looking at class types, 5,428 disability teachers served self-contained special education classes, 7,673 served resource rooms, and 2,192 served itinerant/consulting services. In addition, of all special education teachers, 13,262 were formally employed (75.1%), while 4,406 were substitute teachers (24.9%). Among formally employed teachers, 11,885 were certified special education teachers (89.6%); among substitute teachers, 2,089 had special education certification (47.4%).

According to 2022 statistics from the Special Education Information Network, in Tainan City where I currently work, there are 38 uncategorized self-contained special education classes, 112 resource rooms, 3 itinerant classes for the visually impaired, 16 uncategorized itinerant classes, 4 itinerant classes for emotional and behavioral disorders, 0 homebound instruction classes, and 5 itinerant/at-home classes, totaling 188 special education classes in elementary schools. There are 658 teachers for students with disabilities in elementary and middle schools, and 4504 students with disabilities, a ratio of about 1:7. Therefore, the various pressures faced by teachers of students with disabilities in educational settings deserve our attention.

According to a 1984 report from the National Conference on Disability Education, the turnover rate for elementary special education teachers was 24.86% (Ministry of Education, 1995), accounting for over 20%. The high turnover rate leads to a growing shortage of personnel, which lowers the quality of curricula for students with special needs who need them most. Given the importance and uniqueness of special education teachers, this paper adopts an educational perspective, taking special education teachers, teachers, and retention intentions as keywords to review domestic literature on retention intentions in the past decade (2011-2020). It is hoped that through a review of existing literature, we can understand the current situation and needs, envision possible future research directions, and provide suggestions and directions for subsequent research and development in the future.

Research Methods

Research Sample

The sample was selected from the literature between 2011 and 2020. The databases searched were Airiti Library (<http://www.airitilibrary.com/>) and HyRead Taiwan eBook & eJournal Service (<http://nutn.ebook.hyread.com.tw/>). Online databases were searched using the

keywords "special education teacher", "teacher", and "retention intention". Cross-referencing was also performed. A total of 10 master's theses and 5 journal articles were obtained, comprising 15 journal articles in total.

Content Analysis of Retention Intention Literature

Categorizing by authors' academic disciplines, there were 4 articles from management, 7 from education, and 4 from other disciplines. Content analysis was applied to analyze the findings of each article. The results are compiled in Tables 1 and 2 by author, topic, and methodology and sample. Furthermore, the results of each study will be presented in paragraph form.

Table 1. Retention Intention Related Journal Articles

Author/Year	Institution	Topic	Methodology Sample
Po-Hua Hou Hsin-Yi Kung 2019	Professor, Graduate Institute of Education, National Changhua University of Education (Corresponding author)	Will You Come Back after Summer Vacation? The Influence Factors of Retention of Rural Area Elementary School Teachers in Taichung, Changhua, and Nantou	The purpose of this study was to explore the influence factors of retention of 326 rural area elementary school teachers in Taichung, using questionnaire.
Hsiu-Yin Lin Yi-Hsing Liao 2014	Master, Department of Public Administration, Chung Hua University	The Work Stress and Desire to Continue in the Position of Information Technology Coordinators at Elementary Schools	Questionnaire with 679 teachers
Chen Shiu-an-Kang; Li Chin-Ting; Ho Kao-Chih 2020	Jen-Teh Junior College of Medicine, Nursing and Management	A Study on the Correlation Between Transformational Leadership of Junior High School Principals and Willingness to Stay for Teachers Doubling as School Administrators	Questionnaire with 320 teachers
戰寶華;黃婉禎 2017	Graduate Institute of Educational Administration, NPTU	專業學習社群對偏鄉教師留任意願之影響	Academic discourse
Shu-Yu Chiu · Chia-Hsin Chou · Pei-Chen Wu · Hsiao-Feng Hsia · Shu-Hsien Chen 2017	Nurse of Surgical intensive Unit, Keelung Chang Gung Memorial Hospital	Promoting the Retaining Rate of New Nurses in a District Teaching Hospital	Questionnaire Survey with 15 resigned nursing staff

The study by Po-Hua Hou and Hsin-Yi Kung (2019) investigated the influence factors of retention among 326 rural area elementary school teachers in Taichung, Changhua, and Nantou, employing descriptive statistics, independent sample t-tests, one-way ANOVA, and multiple regression analysis. The findings revealed that teachers perceived a moderate level of retention overall. Concerning voluntary retention, the scores were significantly higher for

teachers over 51 years old, married individuals, those in Nantou, those with more than 11 years of teaching experience, those holding administrative positions, and local residents. Regarding involuntary retention, scores were significantly higher for teachers aged 31 to 40 and those with less than 5 years of experience, as well as for non-resident teachers. Furthermore, marital status, city, and school identification emerged as significant predictors of retention, with school identification being the strongest factor. The authors provided suggestions based on these findings for educational authorities, rural area elementary schools, and future researchers.

The study by Hsiu-Yin Lin and Yi-Hsing Liao (2014) investigated the relationship between work stress and the desire to continue as information technology coordinators in elementary schools. Utilizing a self-developed questionnaire titled "Survey for Information Technology Coordinators at Elementary Schools about the Relationship of Work Stress and the Desire to Continue in the Position," the researchers found that information technology coordinators experienced average to high levels of job stress. Significant correlations were observed between work stress and the desire to remain in the coordinator position, with professional competence and intrinsic conflict exhibiting moderate negative correlations with willingness to stay. Furthermore, the desire to continue as an information technology coordinator was moderate overall. Notably, professional competence and intrinsic conflict, two sources of job stress, emerged as significant predictors of coordinators' willingness to remain in their positions. The study's findings shed light on the interplay between work-related stress factors and retention intentions among elementary school information technology coordinators.

Chen Shiuan-Kang, Li Chin-Ting, and Ho Kao-Chih (2020) explored the correlations between transformational leadership of junior high school principals and the willingness of teachers to remain in administrative roles. Targeting junior high school teachers in Taoyuan, Hsinchu, and Miaoli, the researchers collected 320 valid questionnaires and analyzed the data statistically. The findings revealed that teachers were satisfied with the current transformational leadership and exhibited a willingness to stay in administrative positions. Furthermore, a strong positive correlation was observed between transformational leadership and the willingness of administrative teachers to remain in their roles. Notably, transformational leadership exerted a positive influence on the retention of administrative teachers. Based on these results, the study concluded by offering concrete suggestions for relevant authorities to develop policies and for schools to promote transformational leadership practices.

Zhan Bao-Hua and Huang Wan-Zhen (2017) posited that while enhancing work environments or increasing salaries and benefits may produce short-term results, such measures cannot generate long-term motivational effects for teachers in rural areas. The researchers argued that a comprehensive solution to the shortage of teachers in remote regions necessitates a focus on leveraging intrinsic motivational factors. By considering strategies to tap into intrinsic motivations, educational institutions can foster increased job satisfaction and a sense of accomplishment among teachers in rural settings, ultimately addressing the persistent challenge of teacher shortages in these areas. The study highlighted the importance of examining intrinsic motivational factors as a means to promote long-term teacher retention and commitment in underserved rural communities.

Shu-Yu Chiu, Chia-Hsin Chou, Pei-Chen Wu, Hsiao-Feng Hsia, and Shu-Hsien Chen (2017) investigated the factors contributing to low retention rates of new nurses in 2012, identifying lack of problem understanding, intravenous infection management, consultation resources,

support groups, standardized handover modes, and inadequate shuttle bus services as key issues. Aiming to promote new nurse retention, the researchers implemented intervention strategies, including objective structured clinical examination (OSCE) programs, standardized ISBAR handover modes, support groups, senior nurse mentorship through the "Holding Hands" caring activity, shuttle bus coordination, and regular monitoring of new nurse and clinical teacher schedules. Following the interventions, the new nurse retention rate increased from 69.9% to 84.3%. The study's findings and successful interventions offer valuable insights for other hospitals grappling with nurse retention challenges, highlighting the importance of addressing multifaceted factors through comprehensive strategies.

Analyzing the journal articles in Table 1 and their findings, in terms of authors' academic disciplines, there were two from management, two from education, and one from medicine. Regarding research on teachers in rural areas, there were two articles. The results show that teachers with higher voluntary retention intentions tend to be older and married teachers. This finding resonates with the conclusion of another article which utilized intrinsic motivational factors. There were two articles on concurrent teacher administrators. Both workload and principals' leadership styles influenced the retention intentions of administrator teachers. One article focused on healthcare professionals. The results identified management issues as the main reason for resignation, as well as not knowing how to reflect on or consult about problems. Among the five articles, four used questionnaire surveys for data collection. Regarding retention intentions, two articles found moderate levels, while another two mentioned that improving the internal work environment positively impacted retention intentions.

Table 2. Retention Intention Related Theses

Author/Year Institution	Topic	Methodology Sample
Ya-Chin Huang 2018 Department of Educational Policy and Administration, College of Education, National Chi Nan University	A Study of the Causes and Strategies of the Loss of Teachers in the Remote Elementary and Junior High Schools in Nantou County	Questionnaire survey of 353 elementary and middle school teachers.
Hao-Lin Yuan 2017 Graduate Institute of National Policy and Public Affairs, NCHU	The Willingness of Junior High School Teachers to Retain as Part-Time Administrators in Miaoli County	Questionnaire survey of 324 middle school teachers
Che-Hung Chu 2011 Graduate School of Business and Administration Shu-Te University In Partial Fulfillment of the Requirements	The Study of Intention to Stay of the Teacher Charged with Administrative Tasks from the Public Junior High School — Example of Kaohsiung City	Questionnaire survey of 336 middle school teachers..
Pei-Tsen Liao 2017 Department of Industrial Design Shu-Te University In Partial Fulfillment of the Requirements	Exploring on Teachers' Intention to Stay in the Decentralized Resource Room of Elementary School	This research used the qualitative research methods.
Ya-Chi Huang 2020 Department of Education and Learning Technology	A Study of the Relationship Between Teacher-Librarians' Job Characteristics and Intention to Stay at Elementary School	This study was conducted adopting questionnaire survey from 298 teacher librarians at elementary schools of school year 107.

Chen, Chang-Ting 2020 Continuing Education Program of School Administration Department of Education College of Education National Taiwan Normal University	A Study on Working Stress and the Willingness of Reappointment as the Section Chief Administrators of Junior High School Teachers in Taipei City	The population was targeted at the section chief administrators of junior high school teachers in Taipei city in the academic year of 2019 and use of Questionnaire survey.
Chang, Chia-Chi 2020 Graduate Institute of Educational Administration and Policy	A Study on the Relationship between School Organizational Climate and Teachers' Retention of Elementary Schools in Rural Areas of Central Taiwan	The study conducted a questionnaire survey on 450 teachers from 200 elementary schools in rural areas of central Taiwan.
Chou, Chih-Ying 2018 Graduate Institute of Educational Administration and Policy	A Study of Relationships among School Climate, Organizational Commitment and Teachers' Retention in Rural Areas of Northern Taiwan	This study conducted a questionnaire survey on 720 teachers from 90 schools in rural areas of northern Taiwan.
Chien-En Huang 2018 Graduate Institute of National Policy and Public affairs, NCHU	A Study of the Relationships among Leadership Styles and Teacher Intent to Stay – The Case of Changhua National High School	The research process is mainly based on literature analysis and questionnaire survey method.
Chiao, Li-Hua 2017 Department of Political Science College of Social Science National Taiwan University	Nursing Staffs' Willingness of Job Retention – A Case Study on a Religious Hospital in Taiwan	Maslow Demand theory of the six levels to design the questionnaire, in a religious hospital issued 759 questionnaires.

Ya-Chin Huang (2018) investigated the causes and strategies related to teacher attrition in remote areas. The study found that the primary causes of teacher loss were lack of authorized staffing leading to increased workloads, threats to career advancement, time-consuming commutes for advanced study, inconvenient transportation, and additional administrative responsibilities exacerbating workloads. However, interpersonal relationships among teachers and living expenses were not identified as major factors. To enhance teacher retention in remote regions, the research highlighted the importance of fostering a harmonious school atmosphere, providing a conducive teaching environment, improving salaries and remote area allowances, and ensuring a positive overall school environment. Interestingly, factors such as a sense of accomplishment, utilizing expertise and abilities, and improving overall job satisfaction had relatively little impact on teachers' willingness to remain in remote schools. The study also revealed differences in the causes of teacher attrition based on age, marital status, teaching load, years of service in remote areas, local residency status, and whether teachers had applied for transfers. Additionally, differences emerged in strategies to address attrition between substitute teachers and those who had requested transfers.

Hao-Lin Yuan (2017) explored the degree of attention and satisfaction towards part-time administrative duties among teachers in Miaoli County, Taiwan. Following the enactment of the Teacher Education Act in 1994, which introduced multiple pathways for teacher

recruitment, the study aimed to understand the willingness of teachers to remain in administrative roles. The research findings led to the following recommendations:(1) Enhancing incentives for experienced teachers to undertake part-time administrative duties; (2) Ensuring comprehensive policies and orders are in place before implementation to avoid frequent changes, coupled with strengthening training for part-time administrative teachers; (3) Clearly delineating the distinct roles and responsibilities of government employees and teachers, thereby reducing administrative pressure and financial burdens on teachers.

Che-Hung Chu (2011) investigated the perceptions of role conflict, work stress, and organizational climate among teachers charged with administrative tasks in public junior high schools. The findings revealed moderate degrees of perceived role conflict and work stress, while the organizational climate was close to an open environment. Role conflict exhibited a significant negative influence on teachers' intentions to remain in administrative roles, coupled with a significant positive impact on work stress levels. Furthermore, work stress had a significant negative effect on intentions to stay, with work stress partially mediating the influence of role conflict on retention intentions. Notably, organizational climate did not moderate the relationship between work stress and intentions to remain in administrative positions. Based on these results, the study offered suggestions to address the challenges faced by teachers juggling administrative responsibilities.

Pei-Tsen Liao (2017) investigated the factors influencing the retention of resource room teachers in decentralized settings within Kaohsiung. The study identified three major factors affecting teacher retention: teachers' personal factors, internal school factors, and external school factors. These three factors interacted to shape resource room teachers' willingness to continue in their roles. Among these factors, administrative support, teaching achievement, and classroom management emerged as having the greatest impact on resource room teachers' retention intentions. Liao's findings highlighted the critical importance of providing sufficient administrative support to resource room teachers, enabling them to focus on classroom operations and achieve teaching success. Consequently, the study recommended that relevant authorities at all levels prioritize offering robust administrative backing to resource room teachers, empowering them to concentrate on their instructional responsibilities and experience a sense of teaching achievement, which is crucial for their retention in these specialized roles.

Ya-Chi Huang (2020) examined the job characteristics and intentions to stay among elementary school teacher librarians. The findings revealed a high degree of perceived job characteristics overall and across the four roles analyzed, with skill variety rated highest and task identity and significance lowest. Teacher librarians' intentions to stay were also highly rated, with personal factors scoring highest and organizational environmental factors lowest. Job characteristics differed significantly based on age, marital status, seniority as a teacher librarian, professional background, and school size, but not gender, highest academic degree, or position-in-charge. Intentions to stay varied by age, marital status, and seniority but not gender, education level, background, position, or school size. A significant canonical correlation existed between job characteristics and retention intentions. Task feedback emerged as most influential for job characteristics, while personal factors were key for retention. Regression analyses showed task feedback, autonomy, and significance predicted intentions to stay overall and role-specifically.

Chen, Chang-Ting (2020) investigated the working stress and willingness for reappointment among junior high school teachers with section chief administrative positions in Taipei City.

The findings revealed a moderate degree of overall working stress, with workload rated highest and superior pressure lowest. Similarly, the overall willingness for reappointment was moderate, with organizational identity scoring highest and salary and benefits lowest. Working stress levels varied based on age, educational background, years of service, years in an administrative role, and highest education level attained. Willingness for reappointment differed according to gender, age, educational background, years of service, years in administration, position held, and highest education. Notably, a low negative correlation was observed between working stress and willingness for reappointment among these section chief administrators. The study's findings highlighted factors influencing the work experiences and retention intentions of junior high school teachers juggling instructional and administrative responsibilities. Chen proposed recommendations to address the working stress and reappointment considerations for this crucial segment of the educational workforce.

Chang, Chia-Chi (2020) examined elementary school teachers' perceptions of organizational climate and retention in rural areas of central Taiwan. Employing descriptive statistics, t-tests, ANOVA, correlation, and regression analyses, the study yielded several key findings. Teachers perceived a medium level of organizational climate, with principal supportive behavior rated higher and restrictive behavior lower. Retention levels were also moderate, with voluntary retention higher than involuntary retention. Perceptions of organizational climate differed significantly based on age, teaching experience, educational background, degree level, and remoteness. Similarly, retention varied by age, years of teaching, education, and remoteness. Certain dimensions of organizational climate exhibited significant positive correlations with teacher retention. Furthermore, some background variables and organizational climate dimensions emerged as significant predictors of retention. Based on these findings, Chang proposed suggestions to inform education administration authorities, rural school principals, and future research efforts aimed at fostering favorable organizational climates and promoting teacher retention in rural elementary schools.

Chou, Chih-Ying (2018) investigated teachers' perceptions of school climate, organizational commitment, and retention in rural areas of northern Taiwan. The findings revealed a medium-high level of perceived school climate, with teacher commitment behavior rated highest and principal restrictive behavior lowest. Teachers' organizational commitment was also medium-high, with emotional commitment being strongest and continuance commitment lowest. Retention levels among rural teachers were close to medium-low, with voluntary retention higher than involuntary retention. Perceptions of school climate differed significantly based on gender, age, education level, teaching experience, years at the current school, position, school type, and district. Organizational commitment varied by gender, age, hometown, teaching experience, years at the current school, position, school type, district, and size. Furthermore, retention was influenced by age, hometown, education level, teaching experience, years at the current school, school type, district, and size. Notably, the positive impact of favorable school climate on teacher retention was moderated by high organizational commitment. Chou's study provided insights into the complex interplay between rural school environments, organizational factors, and teacher retention.

Chien-En Huang (2018) investigated the influence of principals' transactional and transformational leadership styles on teacher retention intentions in vocational high schools in Taiwan. Through analysis of questionnaire data, the study concluded that transactional leadership factors affecting teacher retention intentions were ranked from highest to lowest as follows: active management by exception, contingent reward, and passive management by

exception. Regarding transformational leadership, the factors impacting retention intentions were ordered from most to least influential: intellectual stimulation, inspirational motivation, individualized consideration, idealized influence, and idealized attributes. Furthermore, the study found a moderate positive correlation between transactional leadership and teacher retention intentions, as well as a moderate to high positive correlation between transformational leadership and retention intentions. Huang's research highlighted the crucial roles played by principals' leadership approaches, particularly transformational leadership practices, in shaping vocational high school teachers' decisions to remain in their positions. These findings offer valuable insights for educational administrators and policymakers seeking to promote teacher retention through effective leadership strategies.

In the 2017 study by Chiao, Li-Hua, a reevaluation of Maslow's hierarchy of needs within the context of job satisfaction among nursing staff was conducted. Contrary to the traditional placement of physiological needs at the base of Maslow's pyramid, this study identifies self-actualization needs and beyond, such as a sense of accomplishment and a positive working environment, as primary motivators for job retention. The research highlights the effectiveness of medical humanities education in the studied hospital, showcasing how activities like the Newcomer's Love camp, rural medical care, and volunteer services can invigorate the nursing staff's spirit. The findings recommend several strategies to enhance nursing staff retention, including implementing a regular day shift system, providing foundational education and training, fostering a lifelong learning environment, creating customized promotional pathways, enhancing communication skills among clinical instructors and head nurses, and offering financial support for further education. Additionally, it suggests adjusting medical humanities education to include necessary training during official leave and tailoring programs to meet the specific needs of staff with varying lengths of service, enhancing receptivity among nursing staff.

Analyzing the theses in Table 2 and their findings, in terms of authors' academic disciplines, there were two from management, five from education, two from public affairs, and one from political science. Regarding research on rural elementary and middle school teachers, there were three articles. All three mentioned that the organizational climate within schools impacts teacher retention. There were four articles on concurrent administrator teachers. Among the three focusing on middle school teachers, two found that workload was negatively correlated with retention intentions. One article examined healthcare professionals, finding that family factors were the top reason for resignation, followed by workplace atmosphere. One article looked at vocational high school teachers and found moderately high correlation between principals' leadership styles and teacher retention intentions. One article on special education resource room teachers discovered that administrative support, teaching accomplishment, and class management had the greatest influence on resource room teachers' retention intentions. Additionally, eight out of ten articles used questionnaire surveys for data collection. One resource room teacher study utilized in-depth interviews, while one healthcare worker study used both questionnaires and interviews. Among the ten studies, nine on retention intentions indicated that school leadership styles and organizational climate positively impacted or predicted retention intentions. Only one study, on middle school concurrent administrator teachers, found that organizational climate did not moderate the relationship between workload and retention intentions.

Results and Discussion

Researchers' Academic Disciplines

Reviewing the literature on teacher retention intentions in the past decade, 7 out of the 15 articles were from education-related departments, with 4 from management-related departments ranking second. This shows that in addition to education departments, management departments also pay close attention to teacher retention. Cross-disciplinary collaboration is recommended to enable teachers to serve long-term and utilize their expertise to enhance student abilities.

Research Methodology Analysis

Among the 15 articles, 12 used questionnaire surveys, accounting for 80% of the total. One study on special education resource rooms utilized in-depth interviews, while another on healthcare professionals used both questionnaires and interviews. One article was professional commentary. In summary, studies on retention intentions are mainly concentrated on questionnaire surveys, with questionnaires and interviews being the primary mixed methods. Questionnaire surveys are easy to implement for simultaneously investigating many subjects. Adding qualitative methods like in-depth interviews could provide further insights into teachers' work environments.

Table 3. Research Methodology Analysis

Method	Number of Articles
Questionnaire Surveys	12
In-depth Interviews	1
Mixed (Questionnaires and Interviews)	1
Professional Commentary	1

Table 4. Researchers' Academic Disciplines

Academic Disciplines	Number of Articles
Education	7
Management	4
Others	4

Research Sample Analysis

Among the 15 articles, 6 focused on concurrent administrator teachers, 5 on rural elementary/middle school teachers, 2 on healthcare professionals, 1 on vocational high school teachers, and 1 on special education resource room teachers.

Looking at academic disciplines, among the 6 administrator teacher studies, 3 were from management and 2 from education. Among the 5 rural teacher studies, 4 were from educational administration. Regarding methodology, questionnaires were used in all 6 administrator teacher studies, while 4 out of 5 rural teacher studies used questionnaires.

Research Findings Analysis

Among the 15 journal articles, 7 mentioned correlation between school climate and teacher retention intentions. This indicates that school climate is a major factor influencing retention.

Table 5. Research Findings Analysis

Finding	Number of Articles
School Climate and Retention	7
Special Education Teacher Retention	1
Others	7

In summary, current prominent issues related to teacher retention focus on administrator and rural teachers, aligning with the present education situation. Only 1 study examined special education teacher retention intentions, reflecting not only the small special education teacher population but also lack of attention to relevant issues. Retention intentions of special education teachers deserve more focus in the future.

Suggestions for Future Retention Intention Research Directions

Based on the analysis of domestic journal articles on retention intentions, the author believes that in addition to continuing in-depth research on retention intentions of different teacher types, future research should focus on the following aspects:

Researchers' Academic Disciplines

Reviewing the literature in the past decade, 7 out of 15 articles were from education-related departments, with 4 from management-related departments ranking second. This shows management departments also value teacher retention, in addition to education departments. Cross-disciplinary collaboration is recommended to enable long-term service and enhance student abilities.

Research Methodology

Among the 15 articles, 12 used questionnaire surveys. Questionnaire surveys are easy to implement for large samples. Adding qualitative methods like interviews could provide deeper insights into teachers' work environments.

Research Sample

Among the 15 articles, 6 focused on administrator teachers, 5 on rural teachers, 2 on healthcare professionals, 1 on vocational high school teachers, and 1 on special education teachers. Current prominent retention issues are administrator and rural teachers, aligning with the education situation. Only 1 study examined special education teacher retention, reflecting the small population and lack of attention. Retention intentions of special education teachers deserve more focus.

Conclusion

This paper reviewed domestic journal articles from 2011-2020 on teachers and retention intentions, hoping to envision other potential research directions through literature review. In summary, existing journal articles mainly adopted quantitative research designs, with some minor differences depending on research topics and subjects. Future research should give equal weight to qualitative and quantitative methods, opening another window of knowledge. Most researchers were from education departments, followed by management departments, leading to a focus on general education teachers. However, teachers are not limited to general education, but also include special education, which is an integral part of teacher retention research. Retention intentions of special education teachers warrant more research attention.

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