

Relationship between Turnover Rate and Job Satisfaction of Foreign Language Teachers in Macau

Luis Miguel Dos Santos¹

¹ Faculty of International Tourism and Management, School of Continuing Studies, City University of Macau, Macau, China

Correspondence: Luis Miguel Dos Santos, Faculty of International Tourism and Management, School of Continuing Studies, City University of Macau, Macau, China. E-mail: luismiguel dossantos@yahoo.com

Received: July 26, 2016

Accepted: August 9, 2016

Online Published: September 19, 2016

doi:10.5539/jedp.v6n2p125

URL: <http://dx.doi.org/10.5539/jedp.v6n2p125>

Abstract

Teachers' satisfaction and turnover rate are directly connected. Using the Model of Retention, Turnover and Attrition by Gardner (2010), this work analyzed about four Japanese language teachers at extension school and educational learning center in Macau. The data concluded the participants felt unsatisfied because of unrelated assignments, limitation of career development, and anxiety and unsteady of employment. The results showed that respondents had negative feelings towards their job responsibilities and employers. Accordingly, teachers usually face long-term stress and burnout because of multiple responsibilities. Therefore, the unsupportive school context could create a negative effect on job satisfaction and retention of teachers. The theoretical model suggests that negative job attributes have a direct relationship with teacher status and job satisfaction.

Keywords: extension school, job satisfaction, Macau, teachers' professional development, turnover

1. Introduction

One of the careers that have a high turnover rate is teaching (Harris & Adams, 2007; Kersaint, Lewis, Potter, & Meisels, 2007; Watlington, Shockley, Guglielmino, & Felser, 2010). In the K-12 scenario, teachers face demanding workloads, high expectations from parents, daily accidents, preparation of teaching and learning materials, distance from industries, and few opportunities (Odland & Ruzicka, 2009). These factors characterize the reasons why some teachers choose not to continue with their teaching careers. In North America, more than 25% of new teachers resign from their posts within three years. Whereas more than 33% of new teachers switch their career path before the completion of five years (Chang, 2009). The high turnover rates in North America, Asia-Pacific regions, and Europe indicate a similar experience (Hong, 2010). In Macau, where this study was conducted, the government agency concerned had no reports of the retention rate of teachers at all teaching levels.

For decades, motivation has been believed to be the most important factor in encouraging the learning outcomes of students (Bandura, 1977; Christophel, 1990). Motivation affects the academic direction and selection of courses, as well as learning styles and behavior of learners. In educational psychology, teachers with positive and influential motivation towards their subject have higher chances of achieving their goals as well as that of student outcomes (Dornyei, 2005). The researcher further claimed that student achievement depended on its direct relationship with motivation and behavior of teachers. For instance, students who are taught by teachers with positive motivation for teaching and learning have higher chances of success.

Teachers of extension schools and educational learning centers outside the normal system face three key issues. First, teachers within the K-12 system receive a variety of support. For example, K-12 full-time teachers with a bachelor's degree, teaching qualification, but are not employed within the government system could receive at least \$5,750 MOP or \$720 USD per month as stipend (Gabinete do Secretário para os Assuntos Sociais e Cultura Governo da Região Administrativa Especial de Macau, 2015). Second, a government agency manages K-12 teachers, who are listed in the database of teachers (Education and Youth Affairs Bureau, 2016a). Third, because of the lack of teachers in the region, termination of qualified teachers is not common. However, the guidelines of teaching qualifications at extension schools and educational learning centers are not strict for learning centers outside of the system. Nonetheless, the lack of regulations and full support from the government result in the

lack of stability in employment, and the jobs of teachers outside the K-12 system do are not as stable as teachers within the K-12 system. Therefore, part- and full-time teachers could be hired by employers from extension schools and educational learning centers according to the enrollment and available courses for the teaching term. Hence, teachers belonging to this sector do not have a sense of security for their post. Consequently, these teachers have negative job satisfaction.

In Macau, considerable government funding and research directions are focused toward K-12 and higher education institutions (Bray & Hui, 1989; Luk, Chan, Cheong, & Ko, 2010). Gaps are seen within extension schools and educational learning centers outside the normal system. As of August 2016, 272 extension schools and educational learning centers are registered in the government system (Education and Youth Affairs Bureau, 2016b). The teaching subjects of these institutions involve from home economic to translation studies. However, only a very few research and studies focus on the contemporary situations for extension schools and educational learning centers. Therefore, further research should be conducted on these gaps to understand the high turnover rate in teaching for these targeted institutions. It is important to understand the issues and difficulties of teachers at these types of school as they usually do not receive assistance from the government agency.

The present study aims to analyze the connection between job satisfaction and motivation among professional teachers in extension schools and educational learning centers. First, this study looks into the relationship between the school environment and job satisfaction of teachers. If the connection is determined, school employers should implement new leadership style to improve the current school situation. Second, this study aims to understand the link among turnover rate, job satisfaction, motivation of teaching of teachers, and learner achievement. The results will be beneficial for government leaders, policy makers, teachers, students and even human resource professionals for further planning.

1.1 Research Question

The central research question for this study was the following: what are the connections between the school context and job satisfaction of teachers?

2. Literature Review

The first part of this section introduces the theoretical framework, and is followed by a review of relevant literature on job satisfaction and turnover rate of teachers. In response to the research questions, the literature review begins with a discussion of studies focusing on job satisfaction and reasons teacher leave their posts. Then, a discussion on the turnover issue will focus on the effects of high turnover rate on school development and student achievement.

2.1 Theoretical Framework

The study was guided by the Model of Retention, Turnover, and Attrition by Gardner (2010). The model defines teacher and job attributes, teacher opinions, and perceptions of workplace. The discussion connects these factors to job satisfaction and teacher status. Figure 1 shows the framework, which indicates the strong link between job satisfaction and teacher commitment to the post. The model in the current study analyzes the direct link of job satisfaction with professional teaching status and the direct link of teacher status with teacher and job attributes, as well as teacher opinions and perceptions of the workplace. The model advocates that teacher attributes, job attributes and teacher opinions & perceptions of workplace can influence the job satisfaction and teachers' status. For example, if teachers' job attributes are negatively shown, it will influence their job satisfaction and status of being teachers. In short, negative feelings and job satisfaction will create bad outcomes of teachers' professional status.

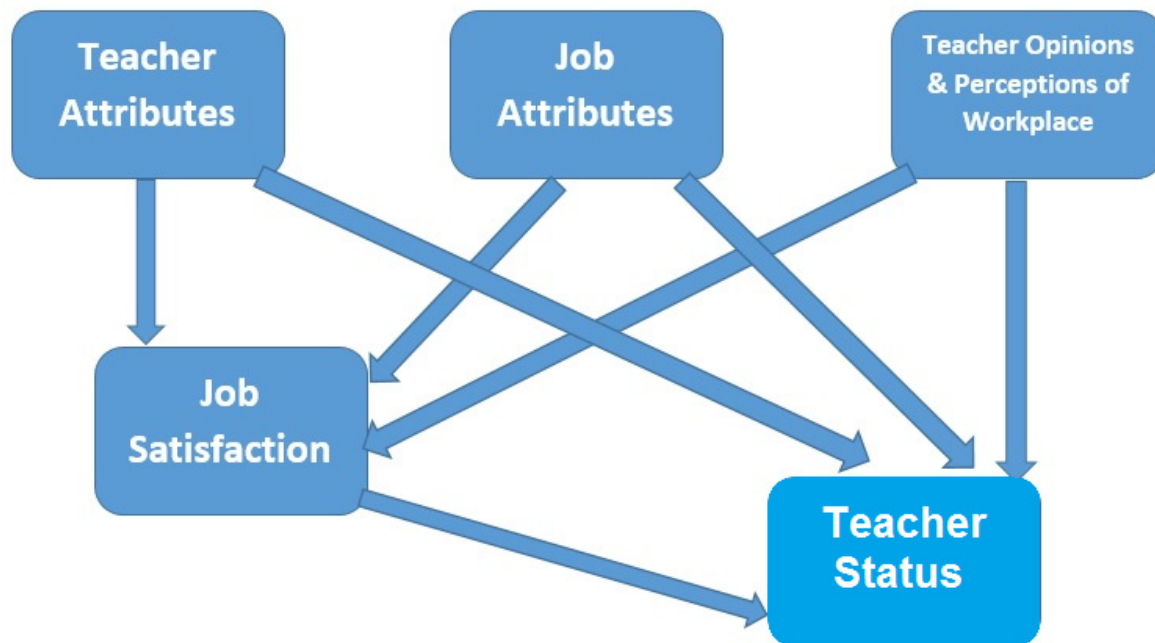


Figure 1. Model of retention, turnover, and attrition

2.2 Job Satisfaction

Weiskopf (1980) believed that teachers face stress from different directions. The sources of stress include excessive workload, lack of job appropriation, unreasonable interactions of students, rigid working schedules, take-home assignments, high student-teacher ratio, unstructured curriculum, poor school leadership, and demanding expectations from parents and societies. Kyriacou and Sutcliffe (1978) report that changing standards from the government, negative student behaviors, unrelated responsibilities, and substituting for classes of other teachers could increase the stress level and decrease job satisfaction among school teachers. Job satisfaction often includes personal feelings with respect to classroom activities (Schleicher, Hansen, & Fox, 2011). High stress levels consistently result in low level job satisfaction.

Several studies indicate that teachers commonly experience long-term occupational stress and emotional burnout. According to Hanif, Tariq, and Nadeem (2011), stress levels significantly affect the performance of teachers. The project obtained data from 400 teachers from a Middle East country. The school system, gender, job experience, number of family members, and number of students were the five most significant sources of stress for teachers. Among the five elements, gender had the highest percentage in creating stress, accounting 15.2%, and the school system was the second highest at 13.2%. Further, female teachers do not receive the same amount of attention as male teachers, especially in Asia and Middle East, as females' status in the Middle East is relatively low. Therefore, supporting from the government, social status and social perspective of females are usually negative.

However, a study concerned about early childhood education teachers indicating male teachers have similar stress level as female teachers. A study that investigated 1,119 early childhood education teachers working with children from three to six years old indicated that male teachers encountered more personal stress with the number of emotional disorders than female teachers did in general. Low salaries, cultural bias, family expectations, and negative emotions were faced by early childhood male teachers. Hence, they were most likely to quit their position within five years because of social expectations and mental disorder. Although females were more likely to serve as early childhood teachers, they still face the same levels of stress and low salaries. Therefore, as the income of being a teacher is not in balance with the job responsibilities and stress levels, many junior teachers resign from their posts within five years of being hired (Chang, 2009; Erdiller & Dogan, 2015). Regardless gender issue, both male and female teachers also face different types of stress and problem in educational field.

Collie, Shapka, Perry, and Martin (2015) investigated the relationship among social-emotional learning beliefs, stress, and job satisfaction of teachers. The research was conducted in British Columbia and Ontario. The result

of this research came from two different projects with 1,267 participants. A social-emotional learning beliefs scale was used to measure teacher beliefs, whereas a five-point scale measured the stress level of being a teacher at school. To measure the levels of job satisfaction among the participants, the researchers employed two types of scale: a three-item based scale with one-to-six numerical selections and a three-item based scale with one-to-seven numerical selection. The research found out that job satisfaction was strongly linked to the social-emotional learning beliefs of teachers. Hence, teachers with positive feelings on their jobs will have higher job satisfaction. However, if teachers do not receive sufficient support or advancement from the school, stressful and dissatisfaction are more likely to worsen.

2.3 Turnover Rate

A teacher's decision to leave a school could be the result of a personal issue. Specifically, teachers leave their schools could stem from isolation, lack of career advancement, no appropriation from employers, mental disorder, overload responsibilities, and negative outcome expectations. Hardman (2001) collected data from 30 teachers at international schools in Southeastern Asia, Africa, and South America. These teachers indicated that working at international schools overseas could facilitate their professional advancement. Further, teachers continued to stay at the school because of "a happy working climate.....as feeling appreciated and respected by colleagues and administration, a sense of security, and strong relationship with colleagues and students" (p. 7). However, less than half of the teachers at the international center will renew their initial two-year contract after completion. Odland and Ruzicka (2009) conducted research to clarify the factors influencing teachers at the international school to leave their position after the first two-year initial contract. The majority of the participants expressed that administrative leadership is the first consideration for them to stay or leave the school. Hence, leadership style and career advancement have important roles for teacher turnover rate.

Teacher turnover can be very costly. Currently, teacher turnover is a vital issue that school administrators need to manage in terms of cost control, especially in the urban setting. During the 2000s, 44% of junior teachers left their schools within three years of hiring, and 25% of novice teachers left their positions as teachers in Illinois (Aud, Hussar, Bianco, Frohlich, Kemp, & Tahan, 2011; DeAngelis & Presley, 2007). Training a teacher from the junior to senior levels could be as costly as studying nursing. Once a teacher is recruited, the school district needs to provide on-going resources as well as in-house training to ensure that they meet quality and government standards. In addition to technique standards, career development and job satisfaction should also be considered. Costs would be expensive if teachers leave the school district after the completion of development programs. Levy, Joy, Ellis, Jablonski, and Karelitz (2012) conducted 31 interviews from central offices and science department staff from 20 districts in Boston to investigate teacher turnover rate. According to their findings, the school should spend an average of \$18,910 USD to hire a teacher or an administrator. The school would lose such fees if the teacher decides to leave the school district in the following year. The report showed that high turnover rate of a school may result in a disadvantage of school development, student achievement, and financial budgeting. Therefore, teacher retention is a necessary and highly relevant topic in education research at present.

3. Methodology

Using qualitative research method, this research studied a group of Japanese language teachers at extension schools and educational learning centers in Macau. The tool for this study was the Interpretative Phenomenological Analysis (IPA), which determines how individuals make sense of their personal and social worlds (Smith, Flowers, & Larkin, 2009). The sample comprised one part-time and three full-time participants. These Japanese language teachers are teaching at four different extension schools and educational learning centers in Macau. IPA concentrates on providing detailed descriptive and interpretative comments of individual narratives.

The IPA inquiry, however, has its limitations. Smith et al. (2009) suggested a smaller population group may result to bias. However, the current study overcame these limitations by the following ideas. First, a small population with four participants in this study, allowed the researcher to understand each participant's in-depth understanding, feeling, and experience (Smith & Osborn, 2003). As this study aimed for the psychological beliefs of each individual, the IPA inquiry totally satisfied with the requirement.

3.1 Site and Participant Biography

The section will outline the working site and necessary personal information of each participant. All participants are local-born Macanese and in their 20s. Unlike the K-12 system, teachers in extension school and educational learning center are allowed to teach any levels as assigned. No additional restrictions for particular level of

teaching. In addition, teachers at extension schools and educational learning centers do not need to have a bachelor's degree in education and/or teaching qualification for teaching. Professional experiences and relevant professional certificates, such as language testing score, and professional certificates, were appropriate for teaching activities. The following sections contain the individual descriptions of the participants.

Amy is working as a full-time teacher in her mid-20s. She starts working for this position since her university graduation for 2 years. Besides working as a full-time teacher, she needs to in-charge all types of administrative responsibilities for the school, such as registration, enrollment, phone-answering, accounting and household duties. Before Amy began this position, she worked as a part-time saleslady in a cosmetic shop. She graduated with her Bachelor of Art in Japanese Studies at a local university in Macau.

Betty is working as a full-time teacher in her late-20s. She starts working for this position for 10 month due to economic difficulties of the business industry. Besides working as a full-time teachers, she also needs to take care of all office affairs at the school. She worked as a human resource executive before joining this school. She has a one-year academic exchange experience with a Japanese university during her university period. She graduated with her Bachelor of Art in Japanese Studies at a local university in Macau.

Cindy is working as a full-time teacher in her mid-20s. She starts working for this position 2 years ago as her first full-time position. Like the other two participants, Candy also needs to handle all of the office affairs for the school. She did not have any former working experiences before this position. However, she did not any tertiary qualifications but a Japanese-Language Proficiency Test (JLPT) N1 level qualification. She has an 18-month studying experience in a language school in Akita, Japan.

David is working as a part-time teacher in her late 20s. He starts working for this position for 2.5 years. He does not need to handle any types of office affairs. He only needs to come to the school for the teaching sections. Besides the class periods, he would be on campus. His full-time position is an office assistant manager for a Japanese-based organization in Macau. Using Japanese language to communicate with co-workers and customers are needed for his position. He graduated with his Bachelor of Business Administration at a local university in Macau. Besides the academic qualification, he has a Japanese-Language Proficiency Test (JLPT) N1 level qualification.

3.2 Data Collection

The researcher was the primary tool for data collection and analysis. Semi-structured one-on-one, face-to-face interviews were conducted with the respondents. A member checked the section after data analysis. Interviews were conducted mainly in Chinese with a certain amount of Japanese. The semi-structured interview hosted between 40 to 60 minutes for each participant. The member checking interview hosted after the data analysis progress, which hosted around 30 minutes for each. All interview transcripts were first marked in Chinese and Japanese, and then translated into English for data analysis. The participants were allowed to use both Chinese and Japanese to express their feelings, as Chinese is their native language. The use of Japanese was welcomed whenever the participant felt that speaking in Japanese would allow them to describe a situation better. Being knowledgeable in Chinese and Japanese, the researcher did not have any difficulties in understanding the participants. The purpose of member checking was to ensure the accuracy of the data after translation. Pseudonyms were assigned to each participant to protect their privacy given that their interview contains information related to their employment.

3.3 Procedure

Macau is a tiny city and finding a place to conduct the interview was not difficult. Initially, the researcher contacted and invited administrators of extension schools and educational learning center to participate in the study. All administrators of the four extension schools and educational learning center concurred with the proposed data collection process. The researcher then contacted each participant with an in-person letter stating the data collection process, purpose of this study, and analysis of the findings. All personal information was in pseudonym. All teachers agreed with the research study and to the one-on-one meeting time within a private room. Data collection was conducted in April 2016, including member checking.

4. Findings

The results revealed three themes, which were mentioned in each of the narratives. However, these themes were experienced in similar or different ways by the respondents. The themes were (1) teachers are required to perform multiple tasks, (2) limitations of career development, and (3) employment is unstable because of dependence of enrollment. This section explores these themes alongside a summary and description of the

responses of the participants. The findings are supported by verbal quotations from interview transcripts, which might contain significant grammatical and syntactic issues, as the original transcripts are in either Chinese or Japanese.

4.1 Teachers Are Required to Do Multiple Tasks

Teachers usually interact with their students inside and outside classroom. Besides classroom interactions, test paper designs, extracurricular activities, teaching material preparations and teaching qualification enhancement courses are some of the tasks that teachers would have to do outside of normal school hours. Even teaching responsibilities are demanding, all of the teachers expressed their passionate of being a teacher. For example, according to Amy, "I have the passionate to work as a Japanese language teacher. I understand many people who can speak Japanese do not have the ability to teach the language. So I decide to join this career." However, unlike K-12 setting where schools always employ academic teachers, administrative supporting staff and academic supporting staff, teaching staff work for the extension schools and educational learning centers may even need to prepare responsibilities of the administrators and marketing promoters. The data found that all of the full-time teachers at the extension school and educational learning center dissatisfied with their current position due to unrelated tasks were assigned during their working hours. The researcher also noticed the angry tempers and vocal variations from these full-time participants. Amy expressed her feeling about the exceed workload as follows:

"Just like what I mentioned above, I do have the passionate of being a Japanese language teacher. But I believe teacher, teacher should focus on teaching activities and classroom activities. I don't have, or I am not ready to do the office assignments. I don't understand why I have to do this? I studied Japanese Studies with a focus on business communication. These jobs are very similar to my previous saleslady position. I wish I can do what I am, or what I should do as a teacher. If the situation does not change, I cannot promise anything in fact."

Betty also stated a similar dissatisfaction about her position, as follows:

"If possible, I hope I can teach instead of handle office affairs. But I understand the economic is very difficult now. It is also very hard for extension school to hire another full-time administrative assistant for office affairs. This is how it works now. Of course, in the best case, I hope I can just conduct teaching instead. But as I am employed as a full-time staff. I have no choice."

For both experience of Amy and Betty, their feelings of dissatisfaction mainly came from their partial unrelated office tasks. Cindy also expressed a similar situation. However, Cindy's situation was more extreme than the other two participants, as follows:

"I have the only full-time staff in this language school. Yes, I am the only one. Two years ago the school employed me as a Japanese language teacher. I was very happy about this position. However, time flies, as the enrollment of the school has decreased significantly. My boss terminated all the administrative staff. Now I have to do all their jobs. I would say doing their jobs are fine as I like to learn new things. But I have to work from 12PM to 10PM from Monday to Saturday and Sunday afternoon occasionally. If these exceed schedules only happen once a month or so, I can accept that. But this really happens around 1 year ago. But my salary did not increase. But more importantly, my boss employed several part-time language teachers to replace my teaching duties. I don't have any teaching duties but only administrative duties now. But my contract stated that I am employed as a Japanese language teacher. Based on this schedule, I cannot even go to evening school for my bachelor's degree. I hope I can escape from this situation as soon as possible."

All of the three participants expressed a similar situation regarding to their job dissatisfaction. They were firstly employed as an academic language teacher. As their job requirement did not list any administrative responsibilities during their pre-employment interview, their career expectations were not the same as their position outcome expectations. However, all of them claimed that a significant amount of administrative duties have been assigned. Since the daily activities departed from their expectations, all of them had different level of dissatisfaction of their current position. David works as a part-time language teacher with a full-time position in his career field, he did not express much dissatisfaction toward administrative assignments. However, David claimed that the school leadership forces him to promote the language courses in order to continue his contract, as follows:

"I pretty like this job because it can help me to make extra money at night. But the leadership orders me to introduce five students per year in order to continue my teaching. I understand this is a private school with

no funding from the government. But the marketing promotion and enrollment management should be handled by the school administrators but not the part-time teachers, isn't it? I guess this is my last term in this school as I did not introduce enough students. I somehow feel unhappy about this practice because I have a full-time position. How can I contribute my day time to this part-time job? I am seeking a new part-time position in town. At least I don't need the money from this school for living. This is just some extra cash."

The first theme found that all teachers at the extension school and educational learning center regardless of their employment status have different levels of job dissatisfaction due to unrelated job responsibilities. It is surprise that teachers at such schools have to do significant amount of responsibilities on top of their normal position. One of the teachers expressed exceed working hours could against her professional development and personal life balance. Nevertheless, high levels of job satisfaction could significantly impact the organizational operation and development negatively.

4.2 Limitation of Career Development

According to Chen, Wang and Chu (2010), providing career advancement opportunities for employees could positively impact the retention rate. Teachers are less likely to continue their two-year initial contract if they believe the school cannot provide advancement to their career (Odland & Ruzicka, 2009). In fact, having additional responsibilities can help the participants for career development. Except for one teacher, everyone commented negative credit to their additional administrative responsibilities in their school. Amy said:

"I don't mind doing additional responsibilities in teaching duties. However, the enrollment, the telephone marketing and so. This is not something that I am looking forward for sure." Betty also expressed similar ideas: "I am a little bit disappointed because of the office tasks that I don't want to do. I quitted my previous job because I want to be active. But somehow I am wrong, I am thinking should I change my job or what if the economy is getting better? I planned to be a teacher, but I cannot see I have a future in this professional pathway here."

Cindy expressed her idea about the limitation of her career development as well, said:

"I was planning to do balance my job responsibilities with my education at first. But I was wrong. I planned to, and even applied to the evening program in Bachelor of Education for secondary school teaching at a university. I wish I can stay in this position for my first two years for tuition payment. Working in a school is my dream since I was a child. Working in this school at first because I believe this school can provide me the opportunity for teaching, or may be school related works and experience. But somehow, this idea is not able to achieve. This school cannot achieve the goal of their students. How can this school achieve their teachers and staff's goal as well? I am very confused for sure. I am not young anymore, I want to learn something that can build up my career."

During the interview, David did not express much negative idea about his career development as a teacher due to the part-time status. However, three of the full-time teachers expressed high level of negative feelings and understandings about their limited career development as a teacher with multiple unrelated responsibilities at their workplace.

4.2.1 Repeating the Same Tasks

Two teachers recalled how they were benefited from their current position with administrative responsibilities. But the tasks were not the same as their expectation. Betty decided to switch her career from administration to teaching because she believed her administrative duties could continue to assist her in various aspects. She said:

"I worked in a very large organization in hospitality. I did not seek another position in administration because I want to do something different. I worked as a supervisor at the HR department Payroll section. Everything in that department is rotated so I want to leave. But right now, I am doing something similar. Registration, copying, calling students. I cannot see any new things that I can learn."

Cindy also expressed her dissatisfaction of repeating responsibilities. "I just want to teach. I don't want to do some duties, like making calls to students, paper works for governmental approval, facebook promotion, scheduling."

4.2.2 No Appreciations from Employers

All teachers stated no appreciations from their employers were the significant element for resignation. Amy said: "I called, I registered, I enrolled, and I scheduled, but my boss still yelled at me. I am slow, I am stupid. I don't like people call me stupid girl. At least I am a teacher." Betty also experienced similar situation, said: "At least I tried my very best. Making facebook promotions and calling students are not my expertise in my previous job. But my boss blamed at me. I was ready to argue with him." Cindy stated an extreme situation, said: "My boss called me lazy little girl at school even in first of prospective students. Don't you think it is very ugly? What will these student think? Are they going to be taught by a stupid girl?" David said that his boss treated him like a junior trainee, said: "He asked me to recruit students which I understand the situation of the school. But he asked me to ask my sister, my brother even my girlfriend for the language course. I asked my co-worker to join the course once. But my boss felt discourage because only one."

4.3 Anxiety and Unsteady of Employment

Three of the teachers mentioned that the school would terminate their contract due to enrollment. Also, under their current contract, all of the three full-time teachers had to renew their contract every six month. The full-time teacher expressed their anxiety of their employment. Amy said: "There are two full-time staff and three or four part-time teachers in the school. My co-worker Sally did not receive the contract for the coming half year. I am very afraid. I really dislike the idea of half year contract. It seems like I will say good every half year." Betty had similar situation as Amy, said: "I just don't understand why the school uses such duration. We usually renew someone's contract every three year. I am not an oversea worker, I am a local resident. I feel the school does not respect me. No appreciations with anxiety of contract." Cindy had the same situation as Betty saying:

"Again, I am the only full-time staff. All the others are part-time teachers. There are no administrative staff. No, I am the one. Some part-time teachers will not receive contract due to enrollment. But my boss never tells them until last minute. I think that is a very bad practice. At lease he should inform the teacher about the contract or class. But I don't have a stabled contract too. My contract is a half-year based contract. This is the first time I heard about this type of contract. I am not sure is it legal or not."

As David was a part-time teacher, he did not have a very strong feeling about the half year contract. However, he expressed another type of concern about the employment saying: "I understand language school nowadays is hard to enroll students, especially this is not an English language school. But I think the school can inform me when the class will start and what class I will teach. Teaching level 1 and level 10 is totally different. But I cannot say no to the class or I will not receive a contract next time."

5. Discussion and Conclusion

The sample size of the participants is a limitation of this study. Moreover, because Macau has low demand for Japanese language, very few language schools provide Japanese language learning programs. Hence, the researcher could only find a small number of participants for this study. However, school administrators and leaders could use the findings of this study for specific training purposes. Another limitation is the age and years of work experience of the participants. All the teachers were in their 20s. Therefore, no one could account for the feelings and understanding of mid- and senior-level teachers. However, because the city does not have many Japanese language schools, the findings of this study could represent the current situation of language schools in low demand in Macau.

In response to the theoretical framework in this study, teacher and job attributes as well as teacher opinions and conceptions of the workplace are found to be highly related to job satisfaction. Moreover, these factors affect the decision of teachers to stay in the post.

The results show that respondents had negative feelings towards their job responsibilities and employers. Accordingly, teachers usually face long-term stress and burnout because of multiple responsibilities. Unlike K-12 teachers, teachers at private extension schools usually do not receive support from the governments and their employers. Therefore, the unsupportive school context could create a negative effect on job satisfaction and retention of teachers. The theoretical model suggests that negative job attributes have a direct relationship with teacher status and job satisfaction. One participant strongly expressed that if she continues to receive extra unrelated office tasks, she will soon leave her school. Hence, even if teachers are strongly passionate about teaching, when job satisfaction is low, they will still be more likely to leave.

In addition, all teachers identified career advancement as the major consideration to stay or switch workplace. One teacher said that working as a teacher could enhance her chances of becoming a K-12 teacher in the future.

However, the current position is unable to extend help. The inability to meet expectations and potential career advancements could lead to negative teacher status (Gardner, 2010).

Lastly, appreciation of employers and language usage as well as enrollment management could negatively affect job satisfaction and retention of teachers. For example, all teachers understood that the school could not continue their contracts with low enrollment. Further, the indefinite duration of their contracts could affect their retention. Consequently, all full-time teachers believe they could be terminated at any time. For the theoretical framework, negative teaching and job attributes are negatively connected to teacher status. Teacher turnover is important to consider because of the high costs incurred by the school. No school can afford frequent teacher turnover, and thus, employers, school leaderships, and administrators should focus on ensuring that a balance between job satisfaction and retention of teachers can be attained.

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