

# School Management And Its Influence On The Turnover Rate Among Teachers In Public Schools In The Municipality Of Três Rios/Rj

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**Abstract:** *The aim of this study was to analyze the influence of school management on the turnover rate among teachers in public schools in the municipality of Três Rios/RJ. To this end, a qualitative exploratory study was carried out with a sample of 23 teachers working in three public schools in Três Rios/RJ. Data collection involved in-depth interviews with the teachers, and the data was analyzed using the discourse analysis technique. The results showed the influence of school management on teacher turnover. The analysis showed a notable turnover, with the majority of teachers changing schools due to a lack of pedagogical support, a disconnect between management and their needs, a lack of support for students with difficulties and limited opportunities for professional development. Recognition, both professional and financial, emerges as a critical factor for educators' satisfaction and retention, with a lack of appreciation for their efforts and innovations leading to demotivation. The absence of merit-based rewards and opportunities for salary advancement negatively affects quality of life, encouraging the search for more valued environments. In addition, other factors such as distance to school, high pressure, relationship problems with management and stress also influence the decision to seek new opportunities*

**Keyword:** *School management; turnover; teachers.*

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## I. Introduction

School management is a fundamental element in the educational context, playing a decisive role in the efficiency and quality of the teaching offered by educational institutions. Management in education encompasses a series of activities and decisions aimed at creating a favorable learning environment, promoting operational efficiency and meeting the needs of students, teachers and other members of the school community (OLIVEIRA; VASQUES-MENEZES, 2018).

As Oliveira and Carvalho (2018) reiterate, school management involves leading and coordinating all activities related to teaching and learning. This includes allocating financial and human resources, developing and implementing educational policies, setting institutional goals and objectives, supervising teacher performance, maintaining school facilities and promoting a healthy school climate.

However, one of the pressing issues facing school management is the high turnover rate among teachers, a phenomenon that has profound implications for both educators and students. Excessive teacher turnover not only negatively affects the organizational climate of schools, but also undermines the continuity and quality of the teaching-learning process (SILVA et al., 2020).

Teacher turnover, defined as the frequency with which teachers leave their positions in a school or education system, is a growing concern around the world. Turnover is intrinsically linked to factors such as

working conditions, job satisfaction and, fundamentally, the way school management deals with these issues (OLIVEIRA et al., 2018).

From this perspective, teachers who face work overload, lack of institutional support, inadequate salaries or challenging working environments are more likely to seek opportunities at other institutions or even leave the profession, taking valuable knowledge and experience with them (PEREIRA-JUNIOR; OLIVEIRA, 2016).

The relationship between school management and teacher turnover is complex and multifaceted. Effective management can implement policies to encourage teachers to stay, offer professional support, promote a collaborative working environment and involve teachers in pedagogical and administrative decisions. On the other hand, poor management can contribute to increased turnover, undermining teacher motivation and satisfaction (ARRUDA, 2012).

In this context, understanding how school management can influence the turnover rate among teachers is essential for improving the educational system. The aim of this study was therefore to analyze the influence of school management on the turnover rate among public school teachers in the municipality of Três Rios, a city located in the interior of the state of Rio de Janeiro in Brazil.

## **II. Material And Methods**

This study consisted of practical, exploratory research with a qualitative approach, with the aim of investigating the influence of school management on the turnover rate among teachers in public schools in the municipality of Três Rios, located in the interior of the state of Rio de Janeiro, Brazil. The choice of a qualitative approach stemmed from the need to gain an in-depth understanding of the experiences, perceptions and opinions of the teachers and school managers involved, allowing for an in-depth and contextualized analysis of the phenomenon in question.

As this is a study with a qualitative approach, the research prioritized understanding the nuances and complexities inherent in school management and the phenomenon of teacher turnover, corroborating what Godoy (1995) suggests. The choice of this approach allowed for an investigation of organizational dynamics, interpersonal relationships and the individual experiences of the participants, making it possible to identify the underlying factors that can influence teachers' decisions to stay or leave their jobs.

The study was carried out in three public schools located in the city centre of Três Rios/RJ. The sample consisted of 23 teachers, who were selected on the basis of convenience, where the accessibility and availability of the participants played a fundamental role in selecting the sample.

As a research tool, in-depth interviews were carried out with the teachers, which are interviews that seek to deepen the participants' understanding of a given topic (SILVA; SEGGER; RUSSO, 2019). As pointed out by Simões and Sapeta (2018), this type of interview is especially suitable when you want to explore the participants' individual narratives in detail and allow them to express their views in an open and reflective way.

The interviews were recorded to ensure accurate data collection and subsequent transcription. The teachers were assured that their answers would be treated confidentially and that their identities would be kept secret, helping to create an environment conducive to honesty and openness.

In addition to the interviews, observations were carried out to enrich the data collection. Participant observation played a fundamental role in complementing the information obtained through the interviews, allowing us to immerse ourselves in the school environment of the five public schools selected.

After data collection, the data was analyzed using the discourse analysis technique. The discourse analysis technique is a qualitative method that focuses on the in-depth interpretation of the content of interviews and observations, seeking to identify underlying patterns and meanings present in the interviewees' discourses (SCHIAVINI; GARRIDO, 2018). Thus, the data went through an analysis process that encompassed integrated stages, including text selection, reading the transcripts, coding, data analysis and discourse analytical writing.

## **III. Result**

### **Profile of the interviewees**

After analysing the data, it was initially possible to ascertain the profile of the teachers. As a result, 65.22 per cent of the interviewees were women and 34.78 per cent were men, which shows that the sample was predominantly female. As for age, the teachers ranged from 24 to 54 years old, with the average age estimated at 34 years. With regard to the length of time the teachers had been working, there was a wide variation. Some teachers were at the start of their careers, with less than 2 years' experience, while others had decades of experience in teaching, with up to 20 years' experience.

As for the length of time they have been working at their current school, the time ranged from 5 months to 7 years, with an average duration estimated at 3 years. The length of time they have worked at their current school varies from 5 months to 7 years, with an estimated average duration of 3 years, suggesting a certain stability in their current job. This may indicate that once teachers have found a more satisfactory working environment or one that suits their needs, they tend to stay at that school for a substantial period of time.

With regard to marital status, it was found that the majority of teachers are married, with fourteen teachers reporting that they are in a stable union. In addition, six teachers emphasised that they were single, three said they were divorced and two claimed to be widowed.

### **School management and its influence on teacher turnover**

With regard to the central theme of this research, the teachers were asked about the number of schools they had worked in before taking up their current post. In response, it was possible to see that most of the interviewees, totalling 13 individuals, reported that they had worked in more than five schools before taking up their current posts. In addition, 6 teachers mentioned having experience in three previous schools, while 4 teachers reported having worked in two institutions. The following accounts describe what some of the interviewees said

It can be seen from these results that there is a significant turnover in the professional career of these educators, with many of them having worked in multiple schools before taking up their current positions. Teacher turnover, as evidenced by these reports, not only reflects the dynamics of the education market, but also highlights the importance of understanding whether school management has influenced these changes.

The teachers were asked whether the school management of their previous institutions had contributed to instability in their careers and their search for new opportunities in other schools. In response, it was observed that school management played a significant role in the teachers' decision to seek new career paths. The main factor cited by teachers, out of a total of eleven responses, was the lack of adequate pedagogical support from managers, as shown in the reports below.

In my previous schools, I felt that the management of the institutions wasn't interested in offering pedagogical support. We didn't have adequate resources or training to deal with specific challenges in the classroom. This left me with no option but to look for a more favorable environment (E16).

I believe that the management at my old school didn't understand the needs of teachers. We asked for guidance and support several times, especially in relation to students with learning difficulties, but our requests were often ignored. This left us frustrated and demotivated (E1).

In my experience, the lack of pedagogical support was one of the main reasons I went to another school. There was no meaningful professional development programme, and when we had questions or needed resources, the management was unwilling to help us. This made my job more difficult and less rewarding (E4).

In their statements, teachers express concerns about their previous experiences in schools. Teachers describe a reality in which management seems disconnected from the needs of educators and, consequently, the success of students. The lack of adequate resources, both material and training, is highlighted as a significant barrier to the quality of teaching. Not only does this make teachers' work more challenging, but it also affects the students' learning experience.

In addition, the lack of support to deal with students with learning difficulties is mentioned as a critical problem, thus demonstrating the importance of an inclusive approach and support for students' individual needs, something that teachers believe management has neglected.

The lack of professional development should also be emphasized, suggesting that teachers value the opportunity to improve their skills and knowledge, but did not find this support in their previous schools. This lack of professional growth has contributed to stagnation and job dissatisfaction, leading to professional turnover.

The respondents' statements reflect the perceived disconnect between school management and teachers' needs, as well as the importance of adequate resources, training and support for educational success. This shows the relevance of an inclusive approach and support for students' individual needs. The lack of professional development opportunities is also mentioned as a factor that contributes to dissatisfaction and, eventually, the search for new job opportunities.

The second factor linked to the influence of school management on the teacher turnover rate was the lack of recognition, which manifested itself in both professional and financial aspects. The lack of recognition was mentioned by 7 teachers, as the following reports show.

In other schools, I always endeavored to create a positive learning environment for my students. However, it seems that my dedication was not recognised by the management of the institutions. I worked overtime, took part in extracurricular activities and invested my time in developing innovative teaching methods. However, the pedagogical initiatives that my colleagues and I implemented were neither valued nor promoted by the school administration. This demotivated us, as we felt that our efforts made no difference to the development of the institution (E5).

Previously, I faced an additional challenge related to a lack of financial recognition. Despite years of experience and a track record of exceptional performance, my salary remained virtually unchanged over time. Meanwhile, the demands and responsibilities only increased. This not only affected my quality of life, but also made me question whether I was being valued as an educator. There was no merit-based reward system or meaningful salary advancement opportunities, which led me to consider looking for a new job at a school that properly recognised my commitment and experience (E7).

In light of the above, it can be seen that the lack of professional recognition manifests itself in the teachers' perception that their efforts, dedication and pedagogical innovations were not properly valued or promoted by the school administration. This lack of professional recognition generated feelings of demotivation and discouragement, as teachers realized that their efforts did not have a significant impact on the development of the institution. This lack of professional recognition damaged their self-esteem and their willingness to stay in the school where they worked.

On the other hand, the lack of financial recognition was reflected in the absence of a rewards system based on the quality of teachers' lives and the feeling of fairness in the workplace. As teachers felt that their salaries did not reflect their commitment and performance, they began to look for opportunities in other institutions that offer more adequate compensation.

Both types of lack of recognition, whether professional or financial, have contributed to teacher dissatisfaction and, ultimately, turnover in schools. Educators yearn to be valued for their work and effort, both in terms of public recognition for their pedagogical contributions and in the form of fair compensation for their hard work.

The other teachers cited different factors, such as distance from the workplace to the school, high demands, relationship problems with the head teacher and stress. These elements highlight the variety of challenges that educators can face in their work environment and emphasize the far-reaching influence that school management has on their professional lives.

I live in the neighborhood furthest from the city center. So the distance meant that I changed schools several times, as I always looked for the nearest place because I didn't have a car (E13).

The high demands of management contributed a lot to me looking for a new place to work. Being a teacher is stressful enough, imagine having to deal with the high demands of your superiors (E2).

In all the schools I've worked in, I've always had relationship problems with the bosses. This really discouraged me and made me look for opportunities in places where the climate is healthier (E8).

As a result, the distance between home and school has become a relevant factor in some teachers' decision to stay or look for new opportunities. This is because a long and tiring daily commute can negatively affect work-life balance, as well as motivation to continue in the same job.

Nevertheless, high demands, pressure for results or unrealistic targets have contributed to creating a stressful working environment for teachers. Prolonged stress can have a negative impact on teachers' physical and mental health, leading to exhaustion and a desire to seek a more favorable environment.

Relationship problems with management are also a significant concern, as the quality of the relationship with direct superiors plays a crucial role in job satisfaction. Because of the existence of a tense and conflictual relationship with management, some teachers felt a sense of dissatisfaction and, as a result, began to look for other opportunities where this dynamic was less problematic.

Thus, analysing the results reveals that school management plays a crucial role in teachers' career paths, directly influencing their decision to seek new opportunities in other schools and contributing to instability in their careers.

#### **IV. Conclusion**

Based on this exploratory, qualitative research, it was found that school management plays a fundamental role in teacher turnover and career stability. Firstly, an analysis of the teachers' profiles showed a notable turnover in their professional careers, with many educators having worked in multiple schools before taking up their current posts. The lack of adequate pedagogical support, the disconnect between management and teachers' needs, the absence of support for dealing with students with learning difficulties and the lack of professional development opportunities were identified as critical factors influencing teachers' decision to seek new opportunities in other schools.

In addition, the research highlighted the importance of recognition, both professional and financial, in teacher satisfaction and retention. The lack of valorisation of their efforts, dedication and pedagogical innovations by the school administration led to demotivation and discouragement among teachers. In addition, the absence of a merit-based reward system and significant opportunities for salary advancement has negatively affected educators' quality of life. Both types of lack of recognition contributed to teachers' decision to seek new job opportunities in schools that adequately valued their commitment and experience.

Finally, it's worth noting that other factors, such as distance from the workplace to the school, high demands, relationship problems with management and stress, were also mentioned by some teachers as influences on the decision to look for new job opportunities. These factors, although less prevalent, also play a role in teacher turnover.

Therefore, the results of this research highlight the need for school management that actively values and supports its teachers, providing the necessary pedagogical support, recognising their efforts and offering opportunities for professional development. This will not only promote teacher satisfaction and stability, but will

also contribute to the quality of teaching and, consequently, student success. Understanding these factors is essential to addressing the issue of teacher turnover and improving the educational environment as a whole.

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