

## Factors affect Vietnamese high school teachers' intention to quit the teaching profession

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**Abstract:** This study investigates five factors influencing teachers' intention to leave among high school teachers in Ho Chi Minh City, Vietnam: family, salary and benefits, time, colleagues, and superiors. This study uses quantitative methods; data were collected through surveys and analyzed using correlation and regression methods. The study was conducted as a cross-sectional examination of the population of high school teachers in Vietnam. The study's participants were selected using convenience sampling. The investigation included 324 teachers from middle and high schools in the central districts of Ho Chi Minh City. The survey period was from September to December 2022. The results show that all four factors significantly impact teachers' intention to leave, with "superiors" being the most influential and "family" having the weakest effect. The study highlights the importance of addressing these factors: "family," "salary and benefits," "time," and "supervisors" to improve teacher retention and create a positive work environment to retain secondary school teachers. Practical implications: The study recommends that policymakers, educational leaders, and school administrators use these findings to implement targeted interventions to improve job satisfaction, work-life balance, and effective leadership practices to retain secondary school teachers and ensure the stability and quality of the education system.

**Keywords:** Family, High school teacher, Intention to quit, Job, Superior.

### 1. Introduction

Secondary education plays a pivotal role in the development of individuals and societies by imparting essential knowledge, skills and values necessary for the advancement of both individuals and societies. Secondary education provides students with a basic understanding of core subjects, including mathematics, science and literature, thus facilitating their progression into higher education or the labour market with a strong sense of preparation. Additionally, secondary education promotes the development of critical thinking, problem-solving capabilities, and collaborative skills, which are indispensable for success in contemporary society. The effectiveness of high school education is significantly influenced by the professional dedication and pedagogical commitment of educators. However, the intention of high school teachers to quit their jobs has become a significant concern in Ho Chi Minh City, posing challenges to the stability and effectiveness of the education system. The factors influencing the intention of high school teachers in Ho Chi Minh City to resign encompass inadequate compensation, excessive workload, and restricted opportunities for professional advancement. This issue affects the education system and raises concerns about the potential impact on student learning outcomes and the overall educational experience. Implementing targeted interventions to mitigate these challenges and provide adequate support and motivation for high school teachers to sustain their crucial role in shaping future generations is imperative. A comprehensive understanding of the factors

influencing teachers' intention to resign is essential for developing effective retention strategies and enhancing the overall quality of education.

## 2. Theoretical Basis

### 2.1. Theoretical Background for the Research Model

Job satisfaction and dissatisfaction are the most studied work attitudes and are among the most studied subjects in Industrial/Organizational psychology [1]. Several work motivation theories have attested to the critical role of job satisfaction and dissatisfaction. There are many research theories about job satisfaction and dissatisfaction, such as Maslow [2]; Adams [3] and Porter and Lawler [4] revised version of Vroom [5] VIE Model, Locke [6]; Hackman and Oldham [7] Job Characteristics Model, Locke [8] Sphere of Influence Theory, Bandura [9] Social Learning Theory, and Landy [10] Adversarial Process Theory, have attempted to explain job satisfaction and its effects.

Extensive empirical research and theoretical advances have established correlations between job satisfaction and dissatisfaction and a variety of occupational and personal outcomes, including productivity, motivation, absenteeism, lateness, workplace accidents, mental health, physical health, and overall life satisfaction [10]. A widely accepted theory in organizational psychology holds that an individual's emotional state is, to some extent, shaped by their interactions in the work environment. Because individuals often define their identity through their occupation—such as doctor, lawyer, or teacher—their well-being at work constitutes an important area of academic research [11].

Two researchers, Henne and Locke [12] researched and provided a model to illustrate dissatisfied individuals' behavioral or psychological choices at work. When job dissatisfaction occurs, it is merely an emotional state; in response, people will devise an alternative plan that depends on their estimates and speculations about their situation and abilities or aspirations. The alternative plan would be psychological or behavioral changes (actions). That psychological action is to change perception, changes in value, change response, and tolerance. The behavioral action is to reduce work efficiency, rebel against the company or manager, and quit the job. In this topic, we are especially interested in quitting a job. According to Henne and Locke [12] quitting is another form of action that a dissatisfied employee can use, which is protest. Collective work stoppages or individual quits are often an attempt to change the cause of current job dissatisfaction [13].

According to the two-factor theory, two factors affect employees: Retention and motivation. These two groups of factors influence the direction in which the more they are met, the higher the level of job satisfaction is, and the more likely employees are to stick with the organization. Moreover, vice versa, the level of job satisfaction of employees will be low, leading to them leaving the organization [14]. Leave includes two aspects: voluntary and forced leave. Compulsory leave, including job transfer and layoff. These HR functions are within the organization's or company leadership's control. In contrast, voluntary turnover is not within the organization's or company leadership's control function [15].

According to a study conducted by Räsänen, et al. [16] the main factors contributing to teachers' intention to leave are lack of professional commitment and other issues related to the school system and workload. In their study, Conley and You [17] used structural equation modeling to investigate a conceptual framework outlining the proposed relationships between teachers' perceptions of various organizational aspects within schools, such as classroom context and role stress, and their levels of commitment, satisfaction, and intention to leave. Conley and You [17] observed that three study variables, namely class size, student behavior, and role stress, influenced individuals' intention to leave. Furthermore, the authors found that satisfaction and commitment acted as mediators for the relationship between school organizational factors and intention to leave. In addition, Janik [18] posits that work-role fit, job enrichment, co-worker relationships, and supervisor relationships indirectly impact teachers' intention to go through the mediating factor of psychological meaningfulness.

## 2.2. The Relationships in the Research Model

Intention to quit is the intention to leave the current workplace to go to another, stemming from the employee's subjective perception. Intention to stop is the final cognitive stage leading to the actual act of quitting. It is critical in deciding whether an employee leaves or stays with the organization. The intention to stop is the employee's intention before officially quitting the job. This intention includes readiness, ability, and planning for leaving the organization. Although turnover intention is not a natural behavior, through research on turnover intention, managers can understand and predict actual turnover behavior to arrange for employees to leave the organization's positions or reallocate personnel [19].

Family dynamics are crucial to high school teachers' intention to leave the profession. Empirical research indicates that the family environment and the extent of support provided significantly influence teachers' job satisfaction and organizational commitment Yucel and Bektas [20]; Anand and Vohra [21] and French, et al. [22]. Polat and İskender [23] demonstrated that teachers who receive strong familial support exhibit a greater propensity to remain in their teaching positions, emphasizing the role of a supportive family environment in enhancing job satisfaction and professional commitment. Furthermore, these findings highlight the need to address the needs of teachers' families as a strategic approach to improving teacher retention and well-being. Family support acts as an important moderator that helps alleviate job stress, promote work-life balance, and reduce the risk of burnout [23, 24]. Therefore, understanding the influence of family dynamics on teachers' intention to leave is important to develop interventions that promote a supportive family environment and promote teacher retention.

Salary and benefits significantly influence secondary school teachers' job satisfaction and intention to leave. Fair and competitive salary structures and comprehensive benefits packages contribute to teachers' overall satisfaction and commitment to their profession [25, 26]. Empirical research by Nguyen, et al. [27] highlights the important role of adequate financial compensation in reducing secondary school teachers' intention to leave the profession. Furthermore, non-monetary benefits, such as health insurance, professional development opportunities, and retirement plans, play an essential role in creating job satisfaction and teacher retention [28]. Therefore, a comprehensive analysis of the impact of employee salary and benefits structures on teacher turnover can provide policymakers with valuable insights for developing effective compensation strategies. Another important determinant of teachers' intention to leave is time allocation, particularly in relation to workload management and work-life balance Ademola, et al. [29]. Naylor [30] suggested that excessive professional demands, including long teaching hours and administrative responsibilities, contribute to increased occupational stress and job dissatisfaction. Empirical evidence suggests that excessive workload and poor work-life balance are correlated with decreased job satisfaction and a higher likelihood of voluntary resignation [31, 32]. Therefore, a deeper understanding of the relationship between time-related job stressors and teacher turnover is essential to design strategies that promote optimal workload allocation, enhance work-life balance, and support teachers' overall well-being.

Collegial relationships within the professional environment have also been widely recognized in educational research as a key factor influencing teachers' intention to resign. The quality of peer interactions within the workplace significantly impacts teachers' job satisfaction, professional development, and overall occupational experience [33-35]. Positive workplace relationships and a collaborative work culture have been associated with higher job satisfaction and reduced turnover intentions. Conversely, adverse peer interactions and a toxic work environment have been linked to increased teacher attrition. Thus, fostering a supportive and collegial professional environment is imperative for enhancing teacher retention and well-being. Research has shown that when teachers feel unsupported or experience conflicts with their colleagues, they are more likely to consider leaving their current job. Therefore, fostering positive relationships and creating a supportive work environment among colleagues is crucial in retaining teachers and reducing turnover rates in the education sector. Previous studies have highlighted the importance of collegial support and collaboration among teachers.

Leung and Lee [36] found that teachers who perceived a high level of collegial support were likelier to exhibit higher levels of job satisfaction and lower intentions to quit.

The relationship between secondary school teachers and their supervisors, including principals and administrators, is an important factor influencing job satisfaction and retention. Empirical research has demonstrated that effective leadership practices, particularly supportive and transformational leadership styles, significantly increase teachers' intentions to remain in their roles Callender [37] and Hyeon and Lee [38]. Krasnoff [39] highlights essential leadership qualities that contribute to a positive work environment, including clear communication, collaborative decision-making, and professional support. Furthermore, transformational leadership, which emphasizes inspiration and motivation, has been identified as particularly effective in increasing teachers' job satisfaction and organizational commitment [40, 41]. Additionally, effective leadership promotes professional growth and career advancement by creating opportunities for continuous learning and skill development [42]. Given these findings, an in-depth examination of the impact of teacher-supervisor relationships on turnover intentions is essential to develop evidence-based leadership strategies to improve teacher retention and enhance organizational effectiveness in secondary schools.

### 2.3. The Research Hypothesizes

Family dynamics represent a crucial determinant in shaping individuals' career trajectories and overall job satisfaction [43]. Within the context of secondary education, the availability of familial support and the capacity to maintain a balanced work-life dynamic are essential in influencing educators' decisions to persist in or exit the profession. Empirical research indicates that high school teachers who receive substantial familial support experience heightened job satisfaction and demonstrate a lower propensity for attrition [44]. Furthermore, achieving a sustainable work-life balance is important for educators, as it facilitates the effective management of personal and professional responsibilities, which in turn influences their career-related decisions and overall professional well-being. Klassen and Chiu [45] found that teachers who benefit from strong family support reported higher job satisfaction and significantly lower turnover. Their findings further emphasize the importance of work-life balance, highlighting that allocating adequate time to family and personal obligations positively contributes to educators' job satisfaction. These insights underscore the important role of family support systems in shaping teachers' career stability and psychological resilience. A supportive family environment, characterized by understanding and encouragement from family members, acts as a protective factor against occupational stress and burnout, ultimately reducing teachers' intention to leave the profession [46-48].

*Hypothesis 1 (H1): There is a negative correlation between family support and teachers' intention to leave the profession.*

Beyond familial influences, financial remuneration and employment benefits constitute fundamental determinants of job satisfaction and teacher retention in secondary education. Competitive salary structures and comprehensive benefits packages are integral to recruiting and retaining highly qualified educators. Adequate salaries not only enhance teachers' intrinsic and extrinsic motivation but also contribute to improved pedagogical effectiveness and student learning outcomes. Liu [49] found that educators who perceive their salaries as fair and competitive are more likely to retain their positions, highlighting the importance of financial incentives in reducing turnover. Furthermore, professional development opportunities and supportive institutional environments are essential to promoting teacher commitment and longevity in the profession, highlighting the multidimensional nature of factors influencing job satisfaction in education. When teachers have access to ongoing training and feel supported by colleagues and administrators, they are more likely to retain their positions over the long term. This highlights the importance of creating a positive and nurturing work culture in schools to promote teacher satisfaction and improve student success. Adequate salaries and benefits recognize the value of teachers' work and promote continued commitment to the profession [50]. In addition to a positive work culture and adequate salaries and benefits, professional development opportunities also

play an important role in teacher retention. Ongoing professional development is essential for teachers to refine their pedagogical competencies and stay abreast of evolving educational methodologies, thereby fostering a sense of professional engagement and recognition. Institutional support from colleagues and administrators in accessing professional development opportunities facilitates a collaborative work environment, which in turn enhances job satisfaction and promotes long-term retention within the teaching profession. Conversely, dissatisfaction with financial compensation and employment benefits has been identified as a critical demotivating factor, significantly contributing to increased turnover intentions among educators [51].

*Hypothesis 2 (H2): Lower income levels are positively associated with teachers' intention to leave the profession.*

The allocation of work-related time, particularly regarding workload distribution and work-life balance, represents another key determinant of high school teachers' retention. Research by Blagoev, et al. [51] emphasizes the importance of providing educators with adequate time for lesson planning and personal obligations, as insufficient preparation time can elevate stress levels and diminish instructional effectiveness. Moreover, an imbalance between professional responsibilities and personal well-being is a major contributor to teacher burnout and occupational dissatisfaction, thereby increasing attrition rates within the profession [52]. Addressing these challenges through workload regulation and institutional support is essential for ensuring teacher retention. Excessive administrative burdens, extended working hours, and limited personal time exacerbate burnout, thereby intensifying turnover intentions.

Additionally, the continuous pressure to meet academic performance standards and the expectation of availability beyond contractual obligations further exacerbate teachers' challenges in maintaining a sustainable work-life balance. Implementing structured support systems, such as supplemental instructional resources and professional development initiatives, can help alleviate these burdens and contribute to a more sustainable work environment. Equitable workload distribution and policies that promote work-life balance are therefore crucial for improving job satisfaction and reducing attrition among high school educators.

*Hypothesis 3 (H3): Extended professional working hours are positively correlated with teachers' intention to leave the profession.*

Interpersonal relationships in the workplace, particularly collegial interactions, play a significant role in teacher retention. Zhou, et al. [53] found that conflicts among educators considerably increase turnover intentions, highlighting the detrimental impact of negative collegial relationships on job satisfaction. Beyond social support, professional collaboration fosters a work environment conducive to meaningful pedagogical discourse and continuous professional growth. Studies by Shi, et al. [54] and Xiu, et al. [55] suggest that engaging in collaborative teaching activities, knowledge exchange, and joint problem solving will enhance educators' professional development and commitment to the teaching profession.

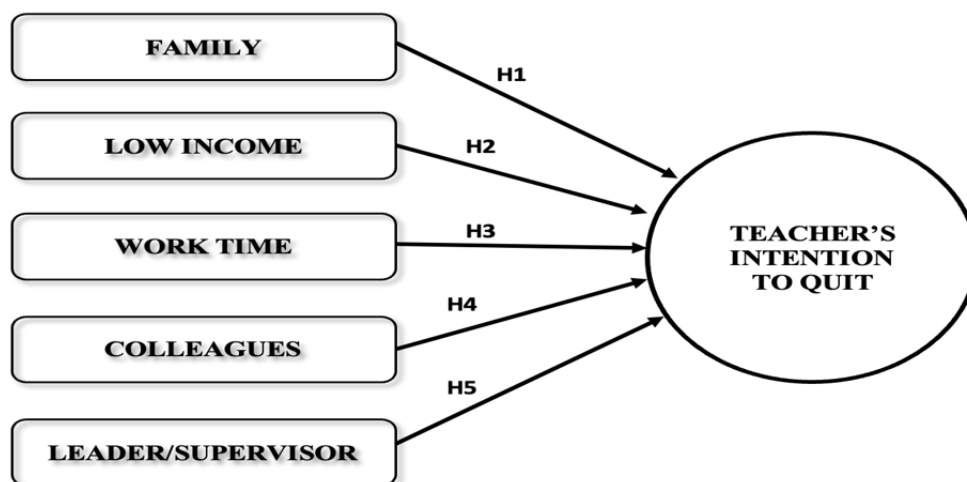
*Hypothesis 4 (H4): Positive collegial relationships are negatively associated with teachers' intention to quit.*

In addition to peer interactions, the relationships between secondary school teachers and their supervisors, including principals and administrators, are important factors influencing job satisfaction and retention. Effective leadership practices, characterized by transparent communication, organizational support, and participative decision-making, have been identified as important contributors to promoting a positive work environment and reducing teacher turnover [56]. Teachers who perceive their leadership roles as supportive and empowering report higher levels of job satisfaction and lower turnover. Conversely, ineffective leadership practices and tense hierarchical relationships are associated with increased job dissatisfaction and higher turnover rates among educators.

*Hypothesis 5 (H5): Poor relationship with leadership has a positive impact on teachers' intention to leave*

Understanding the determinants of teachers' intention to leave in high school in Ho Chi Minh City is essential to address the challenges associated with teacher turnover and ensure the stability and effectiveness of the education system. The objective of this study is to investigate a range of factors that

impact the propensity of high school teachers to resign from their positions. This study examines the influence of many factors on teachers' job satisfaction, commitment, and intentions to leave. Specifically, it will explore the effects of professional commitment, school system concerns, workload, work-role fit, job enrichment, co-worker and supervisor relationships, family dynamics, income and benefits, and time allocation on these outcomes. The aim is to develop a comprehensive understanding of these components to develop effective approaches to increase teacher retention, improve educational quality, and minimize negative consequences for student achievement and the overall educational journey. The study then focuses on five key influencing factors: family, salary and benefits, time, colleagues, and supervisors. By investigating the impact of these factors on teachers' intention to leave, policy makers, educational leaders, and school administrators can develop targeted interventions and strategies to improve job satisfaction, improve working conditions, and promote teacher retention in high schools in Ho Chi Minh City.



**Figure 1.**  
The research model proposed by the authors.

### 3. Methods

#### 3.1. Participants

The study was conducted as a cross-sectional examination of the population of high school Vietnamese teachers. The purpose was to gather volunteers willing to provide informed consent and actively participate in the research. The study's participants were selected using convenience sampling. The investigation included 324 teachers from middle and high schools in the central districts of Ho Chi Minh City as participants. The survey period is from September to December 2022. Table 1 presents an overview of the respondent's socio-demographic characteristics in the study. The data includes information on gender, knowledge levels, school types, and years of experience. Regarding gender, the study included 155 male respondents, accounting for 48% of the total sample, and 169 female respondents, making up 52%. The types of schools represented in the study were charter schools, with 66 respondents (20%); public schools, with 154 respondents (48%); and private schools, with 58 respondents (18%); 46 respondents did not know the type of school they were teaching at, accounting for 14%. Lastly, the respondents' experience, with two respondents (1%) having less than 3 years of experience; 160 respondents (49%) having 3-5 years of experience; 66 respondents (20%) having 5-10 years of experience; 51 respondents (16%) having 10-20 years of experience; 45 respondents (14%) having more than 20 years of experience. These socio-demographic characteristics provide valuable insights into the composition of the respondents in the study, allowing for a better understanding of the sample and its representation of the research topic.

**Table 1.**

An overview of respondents.

Socio-demographic variable	Category	Frequency (n)	Percentage (%)
	Male	155	48%
	Female	169	52%
	Total	324	100
Types of school	Missing	46	14%
	Charter school	66	20%
	Public school	154	48%
	Private school	58	18%
	Total	324	100%
Experience	Less than 3 years	2	1%
	3-5 years	160	49%
	5-10 years	66	20%
	10 -20 years	51	16%
	More than 20 years	45	14%
	Total	324	100%

### 3.2. Measure

The survey instrument was developed to examine the primary determinants influencing the intention of high school teachers to leave their positions in Ho Chi Minh City, Vietnam. A comprehensive questionnaire consisting of 28 items was utilized to assess the factors influencing the intention to quit among high school teachers. The questionnaire consisted of five subscales: family, benefits and salary, time, colleagues, and superiors. These subscales were designed by Huong, et al. [57] for the family subscale, Gregson [58] for income and benefits, Dunnette, et al. [59] for time, Zhou and George [60] for colleagues, and Weiss, et al. [61] for superiors.

### 3.3. Analysis

Following receiving an informative letter detailing the purpose of the study, all participants provided their informed consent. Data were processed using SPSS 20 software. The analysis involved several steps. First, the data were cleaned to ensure the completeness and accuracy of the responses. Next, reliability testing was performed using Cronbach's Alpha, with all subscales exceeding the recommended threshold of 0.7, confirming internal consistency. Correlation analysis used Pearson correlation coefficients to determine the relationships between the independent variables (family, salary and benefits, time, coworkers, and supervisors) and the dependent variable (intention to leave). Pearson correlation coefficients were used to measure linear relationships, with significance levels set at 0.05 and 0.01 for two-tailed tests. These results established the foundation for further regression analysis by indicating significant relationships between the variables. Finally, a multiple linear regression model was applied to examine the separate contributions of each independent variable to the dependent variable. The choice of statistical methods for this study was motivated by the need to investigate the relationships between several independent variables (family, pay and benefits, time, co-workers, and supervisors) and the dependent variable (intention to quit). The study began with a correlation analysis to assess the strength and direction of the linear relationships between these variables. Correlation analysis is particularly valuable in exploring whether and how variables move together, serving as an essential first step in identifying potential associations. Specifically, Pearson correlation was chosen because it is appropriate for continuous variables, measuring the strength of their linear relationship. By calculating the Pearson correlation coefficient ( $r$ ), the study was able to determine whether any of the independent variables had a significant association with intention to quit. This initial analysis also helped to identify which variables were most strongly associated with the outcome, providing a foundation for subsequent analyses.



Once significant relationships have been identified, multiple linear regression is applied to examine the separate contributions of each independent variable to the dependent variable. The choice of multiple regression is based on the ability to analyze the simultaneous effects of multiple predictors on a single outcome while controlling for the effects of other variables. This approach allows the study to isolate the separate effects of factors such as salary, time, and co-workers on turnover intentions while accounting for the presence of other predictors. Multiple regression is important in complex models where multiple factors may interact to influence the outcome, making it ideal for isolating the specific effects of each variable. Moreover, this method enables the calculation of regression coefficients, providing insights into how the dependent variable changes with each unit increase in an independent variable, while holding other factors constant.

Together, these methods offer a thorough and nuanced understanding of the relationships between the variables. Correlation analysis identifies significant associations, while multiple regression clarifies how each predictor uniquely influences the outcome. This two-step approach ensures a robust and comprehensive analysis, yielding deeper insights into the factors that influence the intention to quit.

### 3.4. Procedure

This study examines the relationship between the five dimensions of intention to quit the job and the mean scores of job satisfaction. The regression model was applied to explore the contributions of each dimension, including family, salary and benefits, time, colleagues, and superiors, in explaining the variance in the intention to quit the job. The regression model can be represented as:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \varepsilon \quad (1)$$

where the dependent variable (Y) represents the intention to quit the job, capturing employees' likelihood of leaving their positions. The independent variables reflect five dimensions contributing to this intention:  $X_1$  corresponds to family-related factors,  $X_2$  to salary and benefits,  $X_3$  to time,  $X_4$  to relationships with colleagues, and  $X_5$  to interactions with superiors. Each of these independent variables was included in the regression model to explore its unique contribution to the intention to quit. The term  $\beta_0$  is the intercept, which indicates the expected value of Y when all independent variables are zero, essentially setting a baseline level for the dependent variable. The regression coefficients ( $\beta_1, \beta_2, \beta_3, \beta_4, \beta_5$ ) quantify the strength and direction of the relationship between each independent variable and the dependent variable. A positive coefficient indicates that an increase in the corresponding factor is associated with a higher intention to quit, while a negative coefficient suggests the opposite. By estimating these coefficients, the analysis determines the relative impact of each dimension on employees' intentions to quit.

## 4. Results

The survey instrument was developed to examine the primary determinants influencing the intention of high school teachers to leave their positions in Ho Chi Minh City, Vietnam. Participants provided their responses using a 5-point Likert scale, which offered five distinct levels of agreement or disagreement [62]. A Likert scale is technically ordinal, but there is consistent support for using these variables as being approximately continuous [63]. For this reason, Likert scale data might conform to a normal distribution Murray [64]. Murray [64] demonstrated that results from the parametric and nonparametric tests for correlation on Likert scale data do not affect the conclusions of the hypothesis. This scale allowed participants to express their opinions or attitudes by selecting a response that best represented their viewpoint on the given statements or items. The reliability of the observed variables was assessed using Cronbach's Alpha coefficient test (Table 2). The results indicate that all coefficients exceeded the recommended threshold of 0.7, indicating good internal consistency among the variables [65]. Additionally, the correlation coefficients between the observed variables and the total variable were more significant than 0.3, further confirming the suitability and reliability of the findings. These



results provide confidence in the reliability of the measured variables and support the validity of the study's findings.

**Table 2.**  
Reliability statistics.

Factor	Cronbach's Alpha
Family	0.713
Salary and benefits	0.783
Time	0.858
Colleagues	0.711
Superiors	0.843

The correlation matrix in Table 3 shows the relationships between variables  $X_1$ ,  $X_2$ ,  $X_3$ ,  $X_4$ ,  $X_5$ , and  $Y$ . Significant correlations are denoted by \*\* for a significance level of 0.01 (2-tailed). Variable  $X_1$  has a strong positive correlation with  $X_2$  ( $r = 0.615$ ,  $p < 0.01$ ),  $X_3$  ( $r = 0.213$ ,  $p < 0.01$ ),  $X_4$  ( $r = 0.716$ ,  $p < 0.01$ ), and  $X_5$  ( $r = 0.657$ ,  $p < 0.01$ ), while it has a weaker positive correlation with  $Y$  ( $r = 0.143$ ,  $p < 0.05$ ). Variable  $X_2$  also shows a strong positive correlation with  $X_1$  ( $r = 0.615$ ,  $p < 0.01$ ),  $X_3$  ( $r = 0.211$ ,  $p < 0.01$ ),  $X_4$  ( $r = 0.754$ ,  $p < 0.01$ ), and  $X_5$  ( $r = 0.695$ ,  $p < 0.01$ ), and a moderate positive correlation with  $Y$  ( $r = 0.278$ ,  $p < 0.01$ ). Variable  $X_3$  has a weak positive correlation with  $X_1$  ( $r = 0.213$ ,  $p < 0.01$ ),  $X_2$  ( $r = 0.211$ ,  $p < 0.01$ ),  $X_4$  ( $r = 0.269$ ,  $p < 0.01$ ), and  $X_5$  ( $r = 0.202$ ,  $p < 0.01$ ), as well as a weak positive correlation with  $Y$  ( $r = 0.216$ ,  $p < 0.01$ ). Variable  $X_4$  shows a strong positive correlation with  $X_1$  ( $r = 0.716$ ,  $p < 0.01$ ),  $X_2$  ( $r = 0.754$ ,  $p < 0.01$ ),  $X_3$  ( $r = 0.269$ ,  $p < 0.01$ ), and  $X_5$  ( $r = 0.737$ ,  $p < 0.01$ ), and a weak positive correlation with  $Y$  ( $r = 0.224$ ,  $p < 0.01$ ). Variable  $X_5$  has a strong positive correlation with  $X_1$  ( $r = 0.657$ ,  $p < 0.01$ ),  $X_2$  ( $r = 0.695$ ,  $p < 0.01$ ),  $X_3$  ( $r = 0.202$ ,  $p < 0.01$ ), and  $X_4$  ( $r = 0.737$ ,  $p < 0.01$ ), and a moderate positive correlation with  $Y$  ( $r = 0.325$ ,  $p < 0.01$ ). Finally, variable  $Y$  has a weak positive correlation with  $X_1$  ( $r = 0.143$ ,  $p < 0.05$ ),  $X_2$  ( $r = 0.278$ ,  $p < 0.01$ ),  $X_3$  ( $r = 0.216$ ,  $p < 0.01$ ),  $X_4$  ( $r = 0.224$ ,  $p < 0.01$ ), and  $X_5$  ( $r = 0.325$ ,  $p < 0.01$ ). These results indicate significant correlations between the variables, suggesting associations among the examined factors.

**Table 3.**  
Correlation matrix of variables.

		$X_1$	$X_2$	$X_3$	$X_4$	$X_5$	$Y$
$X_1$	Pearson Correlation	1	0.615**	0.213**	0.716**	0.657**	0.143*
	Sig. (2-tailed)		0.000	0.000	0.000	0.000	0.010
	N	324	324	324	324	324	324
$X_2$	Pearson Correlation	0.615**	1	0.211**	0.754**	0.695**	0.278**
	Sig. (2-tailed)	0.000		0.000	0.000	0.000	0.000
	N	324	324	324	324	324	324
$X_3$	Pearson Correlation	0.213**	0.211**	1	0.269**	0.202**	0.216**
	Sig. (2-tailed)	0.000	0.000		0.000	0.000	0.000
	N	324	324	324	324	324	324
$X_4$	Pearson Correlation	0.716**	0.754**	0.269**	1	0.737**	0.224**
	Sig. (2-tailed)	0.000	0.000	0.000		0.000	0.000
	N	324	324	324	324	324	324
$X_5$	Pearson Correlation	0.657**	0.695**	0.202**	0.737**	1	0.325**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000		0.000
	N	324	324	324	324	324	324
$Y$	Pearson Correlation	0.143*	0.278**	0.216**	0.224**	0.325**	1
	Sig. (2-tailed)	0.010	0.000	0.000	0.000	0.000	
	N	324	324	324	324	324	324

**Note:** \*\*. Correlation is significant at 0.01 (2-tailed).

\*, Correlation is significant at the 0.05 level (2-tailed).

The findings presented in Table 4 reveal several essential results. The adjusted coefficient of determination (Adjusted  $R^2$ ) is reported as 0.139, indicating that approximately 13.9% of the variation in the dependent variable, namely the intention to quit the job, can be explained by a one-unit change in the independent variables. Furthermore, the Durbin-Watson value is noted as 1.338, which is statistically significant. This suggests that the regression model adheres to the assumption of independent errors, indicating a lack of autocorrelation.

**Table 4.**  
Model Summary.

Model	R	R	Adjust $R^2$	SE of the Estimate	Durbin-Watson
1	0.390 <sup>a</sup>	0.652	0.139	0.70849	1.338

Note: a. Predictors: (Constant), X5, X3, X1, X2, X4

b. Dependent Variable: Y.

In our study, we assessed the normality of the data distribution. This was done using the Shapiro-Wilk test, as well as visual inspection (Q-Q plots). The results from both methods indicated that the data followed a normal distribution, which is a key assumption for using ANOVA. Thus, we can confidently state that the normality assumption was met. The results in Table 5 showed that the Sig value of the F-test was 0.001 ( $p < 0.05$ ), indicating that the linear regression model was suitable for the whole. A significant regression equation was found ( $F(5, 318) = 11.437$ ,  $p < 0.01$ ).

**Table 5.**  
ANOVA.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28.704	5	5.741	11.437	0.000 <sup>b</sup>
	Residual	159.623	318	0.502		
	Total	188.327	323			

Note: a. Dependent Variable: Y

b. Predictors: (Constant), X5, X3, X1, X2, X4.

Table 6 provides the statistical analysis results, where p-values less than 0.05 are considered statistically significant.

**Table 6.**  
Coefficients.

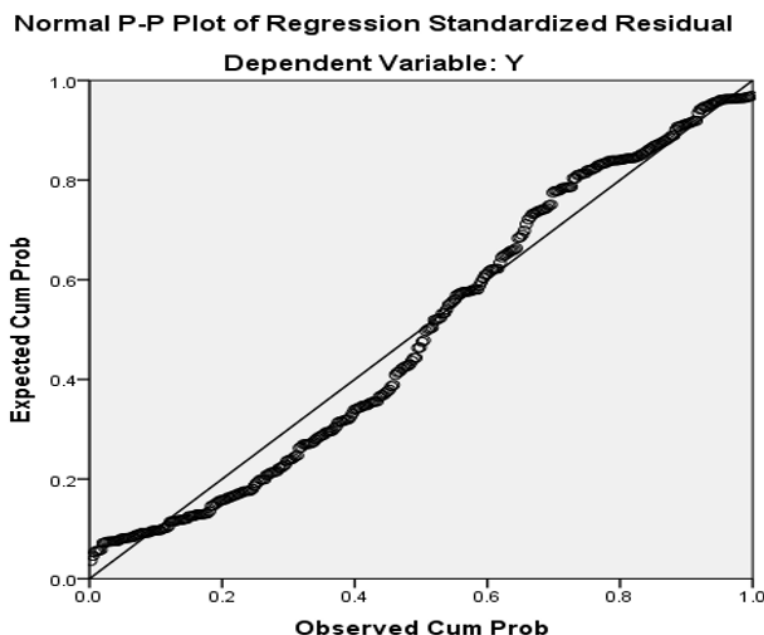
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std.Error	Beta			Tolerance	VIF
1	(Constant)	1.895	0.305		6.218	0.000		
	X1	0.182	0.088	-0.161	-2.079	0.038	0.447	2.237
	X2	0.178	0.089	0.166	1.995	0.047	0.386	2.593
	X3	0.191	0.061	0.169	3.142	0.002	0.927	1.079
	X4	0.103	0.117	-0.084	-0.878	0.381	0.290	3.444
	X5	0.376	0.091	0.344	4.148	0.000	0.389	2.574

Note: a. Dependent Variable: Y

The examination of the standardized regression coefficients (Beta) in Table 6 reveals the following degrees of influence of the independent variables on the dependent variable: “Family” ( $\beta = -0.161$ ,  $p < 0.05$ ), “Salary and benefits” ( $\beta = 0.166$ ,  $p < 0.05$ ), “Time” ( $\beta = 0.169$ ,  $p < 0.05$ ), and “Superiors” ( $\beta = 0.344$ ,  $p < 0.01$ ). These findings indicate that the “Superior” factor has the strongest impact on the intention to quit the job, while the “Family” factor has a weaker impact. Consequently, variables X1, X2, X3, and X5 are deemed acceptable. Additionally, the Variance Inflation Factor (VIF) coefficients in Table

6 demonstrate no multicollinearity issue, as the values are all less than 10. Therefore, the official regression equation can be expressed as:

$$Y = -0.161 * \text{Family} + 0.166 * \text{Salary and benefits} + 0.169 * \text{Time} + 0.344 * \text{Superiors}$$



**Figure 2.**  
Normal P-P Plot of Regression Standardized Residual

## 5. Discussion

The findings of this study have revealed some important insights regarding the factors influencing the turnover intention of high school teachers in Ho Chi Minh City. Regression analysis demonstrated significant relationships between four influencing factors, namely “Family”, “Low Income”, “Working Time” and “Relationship with Leaders/Supervisors” on teachers’ turnover intention. The discussion will delve into the implications of these findings and their relevance to the retention and well-being of high school teachers.

Firstly, the results indicated a significant negative relationship between the “Family” factor and teachers’ intention to quit. This finding suggests that a supportive and understanding family environment can contribute to teachers’ job satisfaction and commitment to their profession. It aligns with previous research by Polat and İskender [23] emphasizing the importance of family support in teacher retention. Therefore, interventions that promote family engagement provide resources for work-life balance. Enhancing family support networks can help mitigate teachers’ intention to quit and foster a more supportive environment for educators.

Secondly, the “Salary and Benefits” factor positively correlated significantly with teachers’ intention to quit. This finding underscores the significant influence of salary and benefits on teachers’ job satisfaction and their decision to remain in the profession. This relationship can be attributed to the perception that educators’ skills and efforts are not adequately compensated, leading to job dissatisfaction. Consistent with the findings of Hee, et al. [26] sufficient financial remuneration serves as a key factor in mitigating teachers’ intentions to leave the profession. Consequently, policymakers and educational administrators should prioritize the development and implementation of competitive salary structures and comprehensive benefits packages to enhance teacher retention and attract highly qualified educators in Ho Chi Minh City.

Teachers who rate higher salaries are indeed more likely to leave the profession. This is primarily because they may feel that their skills and efforts are not being adequately compensated, leading to job dissatisfaction. Ingersoll [66] found that teachers who were dissatisfied with their salary were more likely to leave the profession.

The analysis also revealed a significant positive relationship between the factor “Working Time” and teachers’ turnover intention. This finding suggests that excessive workload and poor work-life balance may contribute to teachers’ dissatisfaction and tendency to leave their jobs. Similar to the findings of Ademola, et al. [29] these results highlight the importance of optimizing workload allocation, reducing administrative burden, and promoting work-life balance for secondary school teachers. Implementing strategies such as effective time management, professional development opportunities, and supportive policies may help alleviate the negative impact of time-related factors on teachers’ turnover intention. Furthermore, the factor “Supervisor” strongly influenced teachers’ turnover intention. This finding underscores the important role of leadership in shaping teachers’ job satisfaction and retention. Consistent with Leithwood [56] study, supportive and hands-on leadership practices significantly influenced teachers’ intention to stay in their positions. Therefore, school administrators and educational leaders should focus on improving leadership qualities, promoting open communication, and providing professional support to create a positive and conducive work environment that promotes teacher satisfaction and commitment. In addition, the study suggests that more research is needed on the relationship between peer relationships and teachers’ intention to leave the profession in the education sector. This finding supports the view that, unlike some other professions, peers do not play a major role in promoting job satisfaction and commitment, factors that are often associated with the decision to leave.

The findings of this study highlight the importance of the “Leader/Superior” factor as the strongest influencer of high school teachers’ intention to quit their jobs in Ho Chi Minh City. The weaker impact of the “Family” factor also suggests its significance in supporting teachers’ well-being and job satisfaction. The study identified the factors “Income” and “Working hours” as important determinants of teachers’ intention to leave. These findings highlight the need for comprehensive strategies that address these factors to improve teacher retention and promote a supportive and conducive work environment. By understanding and addressing these determinants, policy makers, educational leaders and school administrators can implement effective interventions to enhance teachers’ job satisfaction, well-being and commitment, ultimately improving the quality of education in Ho Chi Minh City.

## 6. Implications

The findings of this study have important implications for various stakeholders in the education sector. Firstly, policymakers and educational leaders should recognize the significance of the identified factors, namely “Family,” “Salary and Benefits,” “Time,” and “Superiors,” in influencing high school teachers’ intention to quit. Addressing these factors can contribute to improving teacher retention and reducing turnover rates.

To enhance the “Family” factor, it is essential to establish comprehensive support systems, work-life balance initiatives, and resources to help teachers effectively manage their personal and professional responsibilities. This support may include implementing flexible work arrangements, adopting family-friendly policies, and providing access to counseling or support services to promote well-being and reduce occupational stress.

Regarding “Income,” education and maintenance facilities should regularly review and adjust their student salary structures to ensure they are competitive and reflect the demands and responsibilities of the profession. Providing equitable salary packages, performance-based bonuses, and additional benefits can significantly improve job satisfaction, motivation, and retention among secondary school educators. The “Work Time” factor emphasizes the need for effective time management and workload allocation. School administrators should implement strategies to streamline the task of creating lesson plans, reduce the burden of principals, and provide professional development opportunities that do not intrude

too heavily on teachers' time. Establishing a supportive work environment that allows adequate time for instructional preparation, student assessment, and ongoing professional development can enhance teachers' job satisfaction, well-being, and long-term commitment to the profession.

Finally, the "Leader/Supervisor" factor emphasizes the importance of strong leadership and supportive supervision within the school setting. School administrators and supervisors should provide positive relationships with teachers, provide mentoring opportunities, and ensure that lines of communication remain open. Encouraging feedback, recognizing teacher contributions, and addressing concerns quickly and supportively can generate opinions about the value and appreciation of high school teachers.

Explaining these practices can help education stakeholders create a more supportive and challenging work environment for secondary school teachers in Ho Chi Minh City. This, in turn, can contribute to increased job satisfaction, improved teacher retention, and ultimately improved overall student education.

## 7. Conclusion

This study examined the determinants of high school teachers' intention to quit their jobs in Ho Chi Minh City, focusing on the factors of "Family," "Salary and Benefits," "Time," and "Superiors." The findings revealed that these factors significantly influence teachers' intention to quit, with the "Superiors" factor having the most substantial impact and the "Family" factor having a weaker effect. The study emphasizes the importance of addressing these factors to improve teacher retention and create a supportive work environment. Policymakers, educational leaders, and school administrators can utilize these findings to implement targeted interventions to enhance job satisfaction, work-life balance, and effective leadership practices to retain high school teachers and ensure the stability and quality of the education system.

## 8. Limitations

This study has several limitations that must be described in order to interpret its results correctly. First, the nature of the study must be considered, as it was cross-sectional and provided only a general overview of the participants. This may influence the response when they respond, meaning a cause-and-effect relationship cannot be created. Second, we used snowball sampling, a non-probability sampling method with inherent limitations in representing the entire population. Finally, we collected data from September to December 2022, exactly six months after schools in Ho Chi Minh City opened for students to return to school after two years of closure due to Covid 19; this could also affect the survey and research results.

## Institutional Review Board Statement:

This study was conducted by the Declaration of Helsinki and the ethical guidelines set by the American Psychological Association (APA) for research involving human participants. Ethical approval was obtained from the Institutional Review Board of Hung Vuong University of Ho Chi Minh City, Vietnam, on September 1, 2023 (Ref. No. [IRB-DHV-2023-052]). Before giving their consent, all participants were informed about the purpose of the study and their rights. Written informed consent was obtained from all participants, ensuring their voluntary participation. The study maintained strict confidentiality and anonymity, and no personally identifiable information was collected or disclosed. Participants had the right to withdraw at any stage without any consequences.

## Transparency:

The authors confirm that the manuscript is an honest, accurate and transparent account of the study that no vital features of the study have been omitted and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

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