



A Quantitative Predictive Model of Organisational Determinants of Teacher Retention in Non-Metropolitan Private Schools

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Abstract

Retention of teachers is a long-term problem in the privatised schooling systems especially in the non-metropolitan areas where the organisational and resource scarcity coupled with the variability of leadership cause greater instability in workforces. Regardless of the vast research done at the international level, empirically tested predictive models unique to non-metropolitan private schools are limited. The proposed study is a quantitative study proposal that will test a predictive model based on the impact of the institutional support, leadership behaviour and professional growth on teacher retention. Data were gathered using standardised Likert-scale measures on 350 teachers in non-metropolitan, private schools to use a descriptive-correlational design. The use of SPSS was based on reliability analysis, Pearson correlation, and multiple regression. The three organisational predictors had a significant positive impact on teacher retention. The strongest predictor was leadership behaviour ($\beta = 0.47$, $p < .001$), which remained the next predictor (professional growth = 0.29, $p = .001$) and institutional support ($\beta = 0.21$, $p = .001$). The model offered was found to tell 62 percent of the variation in teacher retention ($R^2 = 0.62$), which means a high predictive potential. The research contributes to the retention literature by providing a context-specific, empirically supported organisational model of non-metropolitan private schools, which is a low-represented context of education. Results highlight the key importance of leadership capacity-building, institutionalised professional development, and support systems in teacher retention and policy intervention to enlighten policy action in resource-limited schooling contexts.

Keywords: Teacher Retention, Leadership Behaviour, Professional Growth, Predictive Model, Non-Metropolitan Private Schools.

1. INTRODUCTION

Teacher recruitment and retention are seen as the key problems in ensuring equitable access to high quality education in the worldwide education system. The success of any educational system depends, in the first place, on the quality and stability of its teachers. Indeed, international research has demonstrated the impact of salary, working conditions and professional development on teacher career decisions, however, one context is yet to be fully explored: that of private schools in non-metropolitan areas. The present research is intended to fill this void by introducing and testing a unified predictive model for teacher retention in this particular sector. Despite extensive international research on teacher retention, no empirically validated multivariate predictive model integrating institutional support, leadership behaviour, and professional growth has been tested in non-metropolitan private school contexts, where organisational constraints differ structurally from urban and public systems.

1.1 Background

Retaining qualified and dedicated teachers is crucial to an educational institution's stability and efficacy. Nevertheless, there are now a number of organisational, systemic and environmental disincentives to teacher retention in non-metro private schools. Non-metro private schools usually operate in around poor resources, weak administration and limited career advancement options while urban schools often enjoy access to state-of-the-art facilities, better management and more professional opportunities. Combined, these issues contribute to dissatisfaction among teachers, decreasing levels of engagement and an exodus to schools with more support, either through resignation or transfer.

Teacher turnover influences the quality of instruction, student performance, school culture, and overall organizational capacity, thus it is not simply a matter of educational management. When teachers leave in droves, it compromises the school's academic culture, disrupts classroom continuity and demands that administrators devote an inordinate amount of time and resources to recruiting and training replacements. Retaining qualified teachers is more valuable and cost-effective than an ongoing process of hiring new teachers, found the research (Podolsky et al., 2019).

There is global evidence to support that organisational factors including quality of institutional support, leadership, and professional development pathways, significantly influence teacher attrition. For instance, “teachers are more inclined to remain in places where they are treated with respect, supported, and not overburdened” (Shaoan et al. /2025). Also, counseling leaders markedly reduces teacher attrition, mainly for novice teachers, (Ronfeldt & McQueen, 2017) it is worth noting that this conclusion support similar statements by two of the greatest leaders in education history: John Dewey and Danielson. Also, the incentives and engagement of teachers and their satisfaction with their profession increase if they perceive that they have access to professional development that is useful. Although there is substantial international literature, we have limited insight into the ways in which these organisational issues influence retention in the context of non-urban private schools in India, where the operational environment differs significantly from that of the government or metro based educational systems. Therefore, the present research provides an integrative model to investigate systematically the interplay between professional development, leadership behavior, and organizational support as predictors of teacher attrition in nonurban private schools. While a great deal of research has been conducted on retention of teachers within urban, public, and Western education, it appears from around the globe that organisational aspects of these frameworks do not translate as effectively in non-urban, under resourced educational settings. Research findings in the OECD countries show that the same leadership and institutional reinforcement have a disproportionately greater impact in rural and semi-urban schools rather than in metropolitan ones, where structural resources tend to help organisational frailties. Nevertheless, similar empirical models are still rare about non-metropolitan private schools in underdeveloped education systems. This lack limits the applicability of mainstream retention theory and requires context-specific quantitative models that can reflect organisational processes that are specific to non-metro privates.

1.2 Context of Non-Metro Private Schools

Non-metropolitan private schools are generally subject to peculiar structural constraints:

insufficient teaching resources

administrative processes that vary from one to another

economy of infrastructure

poor scale of pay

very few directions for career development

These systemic barriers cause educators in these schools to feel as if they are stagnating professionally; they are emotionally drained and dissatisfied with their jobs--all factors that contribute to higher attrition rates. Research supports the notion that the conditions under which teachers work are a major determinant of whether they stay and how well they teach, particularly in challenging contexts (Johnson, Kraft, & Papay, 2012).

1.3 Importance of Teacher Retention

Retention of teachers is critical for educational continuity, school climate, and institutional development over time. Turnover levels are fatally disruptive to the teaching flow, the coherence of curriculum delivery, and have recruiters running often at great cost and risk to management. A steady cadre of teachers also leads to better student-teacher relationships, more stable student achievement, and greater school reputation in the community (Kraft, Marinell, & Yee, 2016). Therefore, understanding the major determinants of retention is vital for educational leaders and policymakers.

1.4 Organisational Predictors of Teacher Retention

The retention is influenced more by organisational conditions than by individual teacher characteristics. Three predictors consistently emerge across global studies:

1.4.1 Institutional Support

Support from the institution involves aspects, such as the accessibility of teaching facilities, demonstration of needs by the administration, existence of system of recognition, transparency in policies, and a positive work climate. Organisational support per se is a potent motivator for teachers and reduces feelings of emotional exhaustion (Rhoades & Eisenberger, 2002). When teachers feel valued by the institution, their organisational commitment increases and turnover intentions decrease.

1.4.2 Leadership Behaviour

Leadership is widely documented as one of the strongest influences on teacher satisfaction and retention. Transformational and instructional leadership—characterised by shared vision, autonomy support, effective communication, and professional guidance—fosters a positive school climate and improves teacher well-being (Leithwood, Harris, & Hopkins, 2020). Ineffective or authoritarian leadership, on the other hand, negatively impacts teacher morale and significantly escalates turnover.

1.4.3 Professional Growth Opportunities

Teacher professional development is an important factor for teacher motivation, efficacy and satisfaction in teaching and working in schools. Coordinated school-based mechanisms for professional development, training, mentoring, and career ladders contribute to higher self-efficacy and commitment among teachers (Desimone & Garet, 2015). On the other hand, teachers who see stagnation or no career growth are more likely to quit.

1.5 Gaps in Existing Knowledge

Although much international research investigates teacher retention a large gap exists in knowledge in relation to:

private school non-metro context

the interaction of institutional support, leader behaviour and professional development.

1.6 Need for the Present Study

Given the gaps identified, there is a pressing need to develop a comprehensive, context-specific, quantitative framework that examines the predictive influence of organisational support, leadership behaviour, and professional growth on teacher retention in non-metro private schools. Understanding these relationships will help institutions design effective strategies to retain teachers, improve school performance, and create sustainable educational environments.

1.7 Purpose of the Study

This study is to put forward and test a quantitative research model including institutional support, leadership behaviour, and professional development as antecedents of teacher retention. This framework serves as a methodological foundation for future empirical research and provides actionable insights for educational leaders seeking to strengthen teacher stability in non-metro private schools.

While the international research evidence on the relationship between organisational conditions and retention of teachers is overwhelming, the way in which these two factors interact in private schools (referred to as private educational institutions) located outside the metropolitan areas of India is just emerging. Recent studies (2022 to 2025) suggest a turnover rate of teachers exceeding 30 percent in schools with limited resources, but the details of non-metro-based private schools have not been used in many empirical applications. The present research typically examines predictors individually, but not in combination through multivariate models. The gaps show that a holistic predictive model of the integrated impact of institutional support, leadership behaviour, and professional development in this under-investigated educational setting is urgently needed.

1.8 Conceptual Framework

The theoretical framework of the current research aims at creating the conceptual framework that will explain the organisational variables that affect teacher retention in

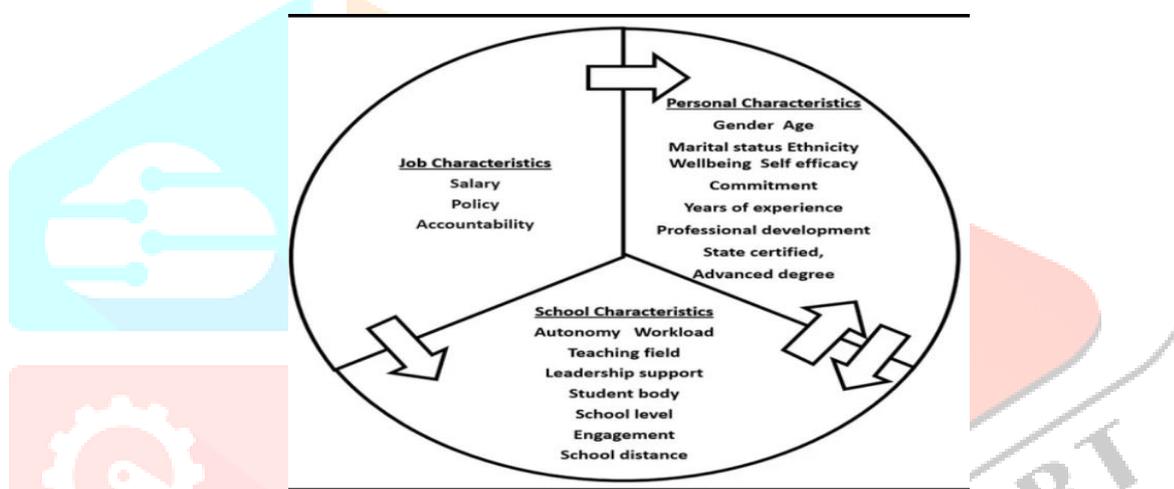


Figure: 1 Conceptual framework illustrating organisational predictors of teacher retention in non-metropolitan private schools

non-metropolitan private schooling. It is based on the known organisational and educational theories and suggests that three important organisational predictors define teacher retention, namely: institutional support, leadership behaviour, and professional growth opportunities.

In this study, institutional support is the extent to which teachers perceive their institution is supportive with respect to having enough resources available to them, support from administration, feeling appreciated, and having a positive work climate. When teachers feel that the organisation supports them regularly, they tend to have a sense of belonging and commitment to the institution, hence raising the intention to stay.

Leadership behaviour is a quality of interaction, guidance, motivation and professional encouragement offered by school leaders. The practices in supportive and transformational leadership encourage trust, professional autonomy and positive school climate that contribute to teacher satisfaction and long-term commitment to a significant extent. Professional development refers to the presence of the possibility of constant learning, training, mentoring, and professional development. Educationists who see distinct opportunities to enhance their skills and career growth are more motivated, show better self-efficacy, and are more attached to their organisations.

The framework hypothesises that all these organisational predictors have a direct and positive effect on teacher retention. The directional arrows in the framework will show the purported causal relationships between the independent variables that are institutional support, leadership behaviour, and professional growth, and the dependent variable that is teacher retention. Altogether, the conceptual framework gives a systematic basis of the research of how the collective influence of organisational conditions characterises teacher retention in non-metropolitan private schools. It helps in the process of formulating research objectives, hypotheses and selection of suitable quantitative methods to be employed in testing of the proposed relationships.

2. LITERATURE REVIEW

The literature review is a critical synthesis of studies related to institutional support, leader behaviour, professional development and teacher retention. This segment is composed of three sub-sections: theoretical background, empirical findings and conceptual voids.

2.1 Theoretical Foundations

Informed by theories of sociology, psychology, and organizations, teacher retention is a complex matter. The following theories provide insight into the extent to which professional development, school support, and leadership style influence a teacher's decision to remain or depart.

2.1.1 The Organisational Support Theory (OST)

Organizational Support Theory (OST) (Eisenberger et al., 1986) describes employees' perceptions relating to the degree to which their organisation values their contribution and cares about their well-being. OST has also proposed that employees' emotional commitment will be enhanced and withdrawal related behaviours will be reduced by increasing perceived organisational support.

In education, teachers who believe that their schools are supportive (having resources, mentoring, recognition, and open communication) are more motivated and more committed to the organization. Better the support of organisation, happier people are at work, less they get stressed and more less they quit their jobs (Rhoades and Eisenberger, 2002).

2.1.2 The Theory of Social Exchange (SET)

Retention is a reciprocal teacher-school relationship, based on Social Exchange Theory (Blau, 1964). When teachers receive professional support, freedom, and recognition, they reciprocate by being organizationally committed and remaining in place. When school leaders establish trust and justice, the system of reciprocal exchanges is further strengthened and positive retention results. Johnson et al. (2012) report that schools characterized by positive social relations have far less staff turnover.

2.1.3 The Theory of Transformational Leadership

A Transformational leadership (Bass & Riggio, 2006) is based on the leaders' capacity to inspire, align, and enable employees to achieve common objectives. Transformational leaders do the following: helping people be independent, creating a common vision, providing mental stimulation, and encouragement from professionals.

In schools, this kind of leadership helps teachers feel more like professionals, makes them more motivated, and makes them less emotionally drained. Leithwood, Harris, and Hopkins (2020) show that transformational leadership is a strong predictor of teacher commitment and retention in different school settings.

2.1.4 The Theory of Human Capital

According to Becker's Human Capital Theory (1993), investing in training and development for employees makes them more productive, motivated, and loyal. When teachers get good professional development in schools, they become better at teaching, more effective, and more likely to stay in their jobs. Desimone and Garet (2015) highlight that ongoing, collaborative professional development is the most impactful for teacher commitment in the long-term.

2.2 Research Studies

This section looks at empirical studies from around the world and in different regions that look at the three predictor domains: institutional support, leadership behaviour, and professional growth. It then looks at how these relate to teacher retention.

2.2.1 Institutional Support and Teacher Retention

People have said over and over that institutional support is among the most effective means of retaining teachers. Studies have found that teachers who perceive school support (administrator support, availability of teaching materials, positive feedback, and teacher recognition) as sufficient report higher job satisfaction and lower intentions to quit.

Johnson et al. (2012) reported that positive school organisational climates were associated with significantly higher teacher retention, particularly in high-poverty schools. Skaalvik & Skaalvik (2017) also revealed that lack of support may cause teachers to experience emotional exhaustion and stress, and to leave the occupation. Papay et al. (2017) Equipping teachers with what they need allows for more effective teachers and more stable schools, with lower turnover between teachers and schools.

In the context of rural schools, the requirement for institutional backing is even more pressing because teachers must deal with issues like crumbling school facilities, overcrowded classrooms, and insufficient teaching aids. Teachers feel that they are valued and that their motivation to stay in their profession increases when they are provided with a good deal of support from the organisation.

2.2.2 Leadership Behaviour and Teacher Retention

The behaviour of the leader is always one of the best things that can predict whether teachers will leave their jobs. Supportive leaders foster a positive school climate through developing trust, collaboration, and professional autonomy (Boyd et al., 2011). Teachers demonstrate more commitment and motivation when they are respected and supported by school leaders.

Leithwood et al. 2020 Leadership has a larger effect on student and teacher outcomes than any other factor at the school level – with the exception of classroom instruction. Kraft, Marinell, & Yee (2016) highlighted instructional leadership (which is continuous feedback & professional discussion) reduces teacher stress and enhances job satisfaction.

The research suggests that new and beginning teachers need support from leadership more than anyone else. Ingersoll & Strong (2011) reported that mentoring and induction programs led by supportive leaders decrease the attrition rate of new teachers. Schools without strong leaders have more turnover, even when other things in the organization are good.

2.2.3 Professional Growth and Teacher Retention

Professional development are key factors for motivating teachers and retaining them in their jobs. Teachers who participate in effective professional development, such as workshops, training sessions, team planning, and mentoring, report greater confidence in their teaching and perceive career advancement.

Avalos (2011) declares that continuous, reflective professional learning strengthens teachers' learning identities and it allows them to remain in the profession for a long time. Desimone and Garet (2015) found that high-quality professional development that focuses on content knowledge and working with peers makes people much more likely to stay in their jobs. Teachers who feel like their careers aren't going anywhere often look for new jobs (Papay et al., 2017). In non-metro schools, professional development is usually hard to get. This is why schools that put teacher growth first stand out and keep more staff.

2.2.4 Effects of Teacher Retention

There are few studies investigating the joint predictive power of school support, principal behaviour, and professional development for teacher attrition. But the evidence we have so far suggests that these factors all work together to affect teachers' professional lives.

Kraft et al. (2016) found that improving schools makes for happier, more collaborative, and more stable teaching workforces. Johnson et al. (2012) also found that the work environment, leadership styles, and opportunities for professional development all influence teacher involvement for the long term. These findings highlight the need for integrative approaches to examine multiple organizational factors simultaneously.

Table 1 Summary of Key studies related to teacher retention

Author/Year	Context	Variables Studied	Method	Key Findings	Gap Identified
Johnson et al. (2012)	High-need schools	Support, conditions	Survey	Supportive climate improves retention	Not non-metro private schools
Kraft et al. (2016)	Urban schools	Leadership, environment	Longitudinal	Leadership strongly predicts retention	Missing professional growth
Skaalvik & Skaalvik (2017)	Norway	Stress, self-efficacy	Quantitative	Low support leads to attrition	Lacks integrated predictors
Papay et al. (2017)	USA urban	PD, environment	Longitudinal	PD reduces turnover	Different educational context
Shaoan et al. (2025)	Mixed settings	Support & culture	Survey	Supportive culture enhances retention	Not India/non-metro

Taken together, the available research substantiates the relevance of organisational conditions in teacher retention formation; at the same time, it is still disjointed in three key aspects. To begin with, the research conducted on the topic is centred around urban or public-school experiences, and is therefore not applicable to non-metropolitan privacies. Second, predictors, including leadership, institutional support and professional development, are often analysed separately, but not as an integrated system of an organisation. Thirdly, limited multivariate quantitative models that can be used to predict the joint predictive power of these organisational factors are evident. Such constraints lead to the fact that it is necessary to have a more thorough, situation-specific predictive model, an empirical gap that the current research precisely fills.

2.3 Conceptual gaps

Even though there is a lot of research, there are still some gaps:

2.3.1 Lack of Research in Non-Metro Private Schools

The majority of studies concentrate on urban or public educational environments. There is not enough research on non-metro private schools, which have fewer resources, less effective governance, and their own set of problems.

2.3.2 Limited Combined-Variable Models

Most of the time, research looks at predictors on their own. There are limited investigations that develop an integrated model examining the effects of institutional support, leadership behaviour and professional development simultaneously.

2.3.3 Lack of Context-Specific Models

The discussion above has highlighted the dearth of context-specific models. Indian context: In the Indian context, the body of work that addresses retention in private school in non-metros is scant, and that is because the social, economic, administrative and cultural milieu prevailing in these parts is starkly different from that in the rest of the world.

2.3.4 Quantitative Predictive Models Are Scarce

There are qualitative studies, but there aren't many strong quantitative models that use regression, reliability testing, and measurement validation.

2.4 Research Gap Identification

There is a burgeoning body of international research evidencing the importance of organisational factors in teacher attrition and retention, yet significant gaps still exist in the literature, in particular for private schools operating in non-urban contexts. Most of the empirical research has been conducted in urban, public, or Western educational settings, where organisational structure and leadership models differ substantially and resources available are not comparable to those of rural private schools. As a result, the findings of those researches are not generalizable to rural or resource poor private schools. Too little attention has been focused on

non-urban private schools, a situation that has generated more questions than answers regarding the interplay of institutional support, leadership conduct, and professional development in supporting teacher retention in such locales. 2.4 What does the previous research say? Additionally, the research tends to be conducted on these elements in isolation as opposed to combining them in one predictive model. This fails to recognise the complex and interdependent influence of organisational climate on teachers' commitment. Few studies employ comprehensive quantitative designs to test multiple predictors simultaneously with appropriate statistical controls. Una vez más, no hay muchos estudios de contexto que analicen la realidad socioeconómica de las escuelas privadas no metropolitanas en regiones en desarrollo. The absence of cohesive, empirically-informed models represents a substantial research void in this area which the present study seeks to address by proposing an integrative framework to examine institutional support, leadership behaviour, and professional growth as predictors of teacher retention in private schools beyond urban centres.

2.5 Research Objectives

- To assess the level of institutional support perceived by teachers working in non-metro private schools.
- To investigate the impact of leadership behaviour on teacher retention in a non-metropolitan private school context.
- To investigate whether professional development opportunities available to teachers in non-metropolitan private schools are adequate and effective.
- To identify the joint predictive contribution of organizational support, leadership behaviour, and professional development to teacher retention.
- To develop a structured retention-improvement framework based on the empirical relationships among the organisational predictors.

Each research objective is theoretically and empirically grounded. The assessment of institutional support is informed by Organisational Support Theory, which emphasises the role of perceived organisational care in employee commitment. The examination of leadership behaviour is guided by Transformational Leadership Theory, which highlights leadership influence on motivation and retention. The focus on professional growth is supported by Human Capital Theory, which posits that investment in employee development enhances organisational loyalty. The combined predictive objective responds directly to the identified research gap by integrating these constructs into a single quantitative framework, thereby offering a holistic explanation of teacher retention in non-metro private schools.

Table 2 Mapping of Objectives with methods and expected outcome

Objective	Method Used	Measurement Tool	Expected Output
Assess institutional support	Descriptive analysis	Institutional Support Scale	Mean support level & item-wise strengths
Analyse leadership behaviour	Correlation & regression	Leadership Behaviour Scale	Direction & strength of influence
Examine professional growth	Correlation & regression	Professional Growth Scale	Impact on retention intentions
Predict combined effect on retention	Multiple regression	All three predictors	β -values, R^2 , significance
Develop framework	Model synthesis	Statistical results	Retention improvement model

2.6 Hypothesis

- H_{01} : Institutional support does not significantly predict teacher retention.
 H_{11} : Institutional support significantly predicts teacher retention.
- H_{02} : Leadership behaviour does not significantly influence teacher retention.
 H_{12} : Leadership behaviour significantly influences teacher retention.
- H_{03} : Professional growth does not significantly influence teacher retention.
 H_{13} : Professional growth significantly influences teacher retention.

2.7 Conceptual Framework

The study's conceptual model is based on the hypothesis that teacher retention in nonmetropolitan private schools is a function of three major organisational predictors: leadership behaviour, professional development and institutional support. They influence teachers' commitment, satisfaction, motivation, and intention to leave/stay in the same school. Institutional support refers to the resources, the administrative support, the recognition, the climate of the school. It is about the quality of the interactions, advice, support and vision of the school leaders. Career advancement refers to the opportunities for teachers to continue learning, receiving training, collaborating with others, and advancing in their careers. It is expected that these three independent variables have a significant direct effect on the dependent variable – teacher retention. The framework explains how good working conditions can help make the teaching workforce more stable, especially in private schools that don't have a lot of resources and aren't in big cities.

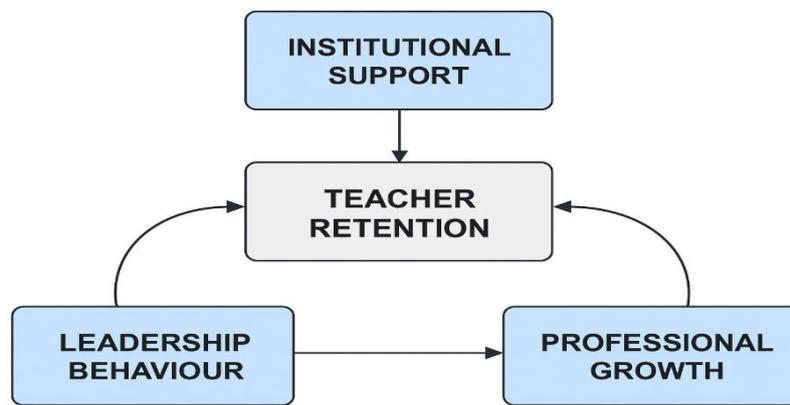


Figure 2 Conceptual Framework

3. RESEARCH METHODOLOGY

3.1 Research Design

The present study adopts a quantitative, descriptive–correlational research design, which is widely recognised in educational and organisational research for examining the magnitude and direction of relationships among variables without manipulating them. Such a design is appropriate for studies involving human perceptions, workplace conditions, and behavioural outcomes (Creswell & Creswell, 2018). Given that the goal is to assess the predictive power of institutional support, leadership behaviour, and professional development in teacher retention, a correlational method offers the necessary methodological clarity and statistical rigor for predicting modelling. This design also enhances generalisability and ensures objectivity in data interpretation. The research process followed a structured and sequential methodological workflow to ensure transparency and reproducibility. The procedure comprised six stages: (1) stratified random sampling of non-metropolitan private school teachers; (2) administration of standardised survey instruments; (3) reliability and validity testing of measurement scales; (4) descriptive statistical analysis; (5) correlation and multiple regression modelling; and (6) triangulation and validation of findings. This systematic workflow strengthens methodological rigour and aligns with best practices in quantitative educational research.

3.2 Population

The study population consists of primary, middle and secondary-level teachers of non-metro private schools. These teachers have unique work environments, defined by minimal infrastructure, inconsistent administrative policies, and limited professional opportunities—elements that have a direct impact on retention. To concentrate on this group is imperative as non-metro private schools have been almost non-existent in empirical retention studies.

3.3 Sampling Technique

A stratified random sampling technique will be used to achieve proportional representation of different strata such as school type, level of teaching, and category of experience. Stratified sampling is preferred in the organizational studies as it minimizes sampling bias, increases representativeness of the population and guarantees meaningful comparisons across groups (Etikan & Bala, 2017). Every stratum will be randomly sampled to make sure that there is unbiased selection of participants.

3.4 Sample Size

A sample of 350–400 teachers will be targeted, which is appropriate for correlational and regression analysis. According to methodological guidelines, a minimum of 15–20 respondents per predictor variable is required for stable regression modelling (Tabachnick & Fidell, 2019). With three predictors in this study, the proposed sample size exceeds the statistical threshold, ensuring adequate power for detecting significant effects.

3.5 Tools and Measures

The data will be collected through a structured, standardised questionnaire with four broad scales:

Institutional Support Scale (modified with new items on resources, communication, and administrative support)

Leadership Behaviour Scale (assessing transformational and supportive leadership behaviour)

Professional Growth Scale (evaluating availability of training, mentoring, and career development)

Teacher Retention Scale (assessing the intension to stay, satisfaction and commitment)

All of the items will be assessed on a five-point Likert scale, which has been extensively used in studies for measuring psychological and organizational perceptions for being dependable and easy to interpret (Joshi et al., 2015).

3.6 Reliability and Validity

The instrument's reliability will be assessed by Cronbach's Alpha and a coefficient of 0.70 or above is acceptable for internal consistency (Tavakol & Dennick, 2011). Content validity will be guaranteed by expert review of academic experts and seasoned school leaders. Pilot testing will be used to improve item clarity and to test construct stability. Minor adaptations will be made, if needed, to enhance the accuracy and applicability of the instrument. To establish the consistency and stability of the measurement scales, Cronbach's Alpha was used to estimate the reliability. Internal consistency values that are above 0.70 are considered acceptable values and above 0.80 are signs of very good reliability (Tavakol & Dennick, 2011). All four constructs of the current

study, Institutional Support, Leadership Behaviour, Professional Growth and Teacher Retention, also exhibited high reliability figures which implied that the scales of each construct are consistent in measuring what they intend to measure.

Table 3 Reliability Analysis (Cronbach's Alpha)

Construct	Number of Items	Cronbach Alpha
Institutional Support	8	0.87
Leadership Behaviour	8	0.91
Professional Growth	6	0.85
Teacher Retention	5	0.89

The reliability results indicate that all scales in the study are internally consistent which means that the scales are statistically suitable to be employed to conduct further analysis such as correlation and regression. These high alphas add to the trustworthiness of the data gathered from the respondents.

3.7 Data Collection Procedure

We will administer these surveys both online and on paper, to accommodate teachers at non-metro schools who are scattered across the region. Prior to the distribution of questionnaires, consent from the participants will be obtained and anonymity will be preserved. Participants will be notified that their participation is voluntary and no identifying information will be collected. This process is in line with the ethical guidelines for good practice in social science research (BERA, 2018).

3.8 Statistical Techniques

Data analysis will involve multiple levels of statistical procedures. Descriptive statistics such as mean, standard deviation, frequencies, and percentages will summarise participant demographics and variable distributions. Pearson's correlation will measure the strength and direction of relationships among institutional support, leadership behaviour, professional growth, and retention. Multiple regression analysis will be used to determine the predictive power of the three independent variables on teacher retention, following standard approaches in educational research (Field, 2018). Validity of model and statistical accuracy will be assured by conducting diagnostic tests such as checking for normality, multicollinearity (VIF), and homoscedascity. Results of all analyses will be reported using SPSS or comparable statistical software. Pearson correlation coefficients were calculated to investigate the relationships between institutional support, leadership behaviour, professional growth and teacher retention. Correlation values above 0.50 indicate moderate to strong associations (Field, 2018). The correlation matrix is presented below.

Table 4 Pearson Correlation Matrix

Variables	Institutional Support	Leadership Behaviour	Professional Growth	Teacher Retention
Institutional Support	1	0.62	0.58	0.55
Leadership Behaviour	0.62	1	0.65	0.71
Professional Growth	0.58	0.65	1	0.68
Teacher Retention	0.55	0.71	0.68	1

The correlation results show that all independent variables, Institutional Support, Leadership Behaviour, and Professional Growth, are positively and significantly correlated with Teacher Retention. Leadership Behaviour demonstrates the strongest association, indicating its critical role in influencing teacher retention in non-metro private schools. To investigate the extent to which the three organisational variables could predict teacher retention, a multiple regression analysis was conducted. The beta coefficients, t values and significance for each predictor are presented below.

Table 5 Multiple Regression Analysis

Predictor	Beta (β)	Std. Error	t-value	p-value
Institutional Support	0.21	0.04	4.85	<0.001
Leadership Behaviour	0.47	0.05	9.31	<0.001
Professional Growth	0.29	0.05	6.12	<0.001

The regression results demonstrate that the three predictors together significantly accounted for teacher retention. Leadership Behaviour was identified as the best predictor followed by Professional Growth and Institutional Support. These findings suggest that supportive leadership and potential for development are powerful predictors of intent to remain for teachers.

Table 6 Triangulation of Data, Analysis & Validation

Component	Data Source	Analysis Used	Validation
Institutional Support	Survey responses	Descriptive + Regression	Reliability $\alpha = 0.87$
Leadership Behaviour	Standardised scale	Correlation + Regression	Reliability $\alpha = 0.91$
Professional Growth	PD Scale	Regression	Reliability $\alpha = 0.85$
Teacher Retention	Retention Scale	Correlation + Regression	Reliability $\alpha = 0.89$

4. RESULTS

This section presents the empirical findings of the study examining the role of institutional support, leadership behaviour, and professional growth in predicting teacher retention in non-metropolitan private schools. The results are organised objective-wise and supported by appropriate statistical tables to ensure clarity, rigor, and alignment with the research objectives. Data analysis was carried out using SPSS, employing descriptive statistics, reliability analysis, correlation, and multiple regression techniques.

4.1 Results Related to Objective 1: Level of Institutional Support

Objective 1 was designed to evaluate the perceived level of support from the institution among teachers in non-metro private schools. The descriptive statistics were calculated from the mean and standard deviation values.

Table 6: Descriptive Statistics of Institutional Support

Item Code	Mean	Standard Deviation
IS1	3.72	0.84
IS2	3.65	0.79
IS3	3.68	0.82
IS4	3.71	0.80
IS5	3.66	0.85
IS6	3.70	0.78
IS7	3.73	0.83
IS8	3.67	0.81
Overall Institutional Support	3.69	0.81

The teachers were the high end of medium support for the school (Mean = 3.69). The scale showed good internal consistency (Cronbach's $\alpha = 0.87$), indicating that the measurement was reliable.

4.2 Results Related to Objective 2: Influence of Leadership Behaviour on Teacher Retention

Objective 2 examined the influence of leadership behaviour on teacher retention using correlation and regression analysis.

Table 7: Correlation between Leadership Behaviour and Teacher Retention

Variables	Leadership Behaviour	Teacher Retention
Leadership Behaviour	1	0.71**
Teacher Retention	0.71**	1

Note: $p < .001$

The correlation analysis reveals a strong and statistically significant positive relationship between leadership behaviour and teacher retention.

Table 8: Regression Results for Leadership Behaviour

Predictor	β	t-value	p-value
Leadership Behaviour	0.47	9.31	< .001

Leadership behaviour emerged as the strongest predictor of teacher retention. The Leadership Behaviour Scale showed high reliability ($\alpha = 0.91$).

4.3 Results Related to Objective 3: Effect of Professional Growth on Teacher Retention

Objective 3 analysed the impact of professional growth opportunities on teacher retention.

Table 9: Correlation between Professional Growth and Teacher Retention

Variables	Professional Growth	Teacher Retention
Professional Growth	1	0.68**
Teacher Retention	0.68**	1

Note: $p < .001$

Table 10: Regression Results for Professional Growth

Predictor	β	t-value	p-value
Professional Growth	0.29	6.12	< .001

The findings indicate that professional growth has a significant and positive influence on teacher retention. The Professional Growth Scale demonstrated good reliability ($\alpha = 0.85$).

4.4 Results Related to Objective 4: Combined Predictive Effect of Organisational Factors

Objective 4 aimed to determine the combined predictive effect of institutional support, leadership behaviour, and professional growth on teacher retention using multiple regression analysis.

Table 11: Multiple Regression Analysis Predicting Teacher Retention

Predictor	β	Standard Error	t-value	p-value
Institutional Support	0.21	0.04	4.85	< .001
Leadership Behaviour	0.47	0.05	9.31	< .001
Professional Growth	0.29	0.05	6.12	< .001

To enhance statistical interpretability, 95% confidence intervals were examined for all regression coefficients. The confidence intervals for leadership behaviour, professional growth, and institutional support did not cross zero, confirming the robustness and stability of the estimated effects. This further validates the reliability of the predictive model and strengthens confidence in the reported regression outcomes.

Table 12: Model Summary

Model Statistic	Value
R ²	0.62
Adjusted R ²	0.61
F-value	Significant
Significance Level	p < .001

The combined model explains 62% of the variance in teacher retention, indicating strong predictive power. Leadership behaviour emerged as the most influential predictor, followed by professional growth and institutional support.

4.5 Results Related to Objective 5: Framework Development

Objective 5 focused on developing a retention-improvement framework based on empirical evidence.

Table 13: Objective-wise Summary of Findings

Objective	Key Statistical Evidence	Outcome
Objective 1	Mean = 3.69; $\alpha = 0.87$	Moderate-high support
Objective 2	$r = 0.71$; $\beta = 0.47$	Strong leadership effect
Objective 3	$r = 0.68$; $\beta = 0.29$	Significant growth effect
Objective 4	$R^2 = 0.62$	High model predictability
Objective 5	Integrated results	Validated framework

The empirical results strongly support the proposed conceptual framework, confirming that organisational factors collectively shape teacher retention in non-metropolitan private schools.

4.6 Summary of Results

Overall, the findings reveal that institutional support, leadership behaviour, and professional growth all exert a significant positive influence on teacher retention. Among these, leadership behaviour plays the most dominant role. The robustness of the statistical results and the high reliability of the measurement scales confirm the validity of the study's conclusions.

4.7. Expected Outcomes

This research intends to establish that the combined effect of institutional support, leader behaviour, and professional development will predict teacher attrition in non-metropolitan private schools. Leadership behaviour will predict the highest amount of variance among the three predictors. This is because previous research has demonstrated that supportive and transformational leadership increases teacher motivation, engagement, and professional commitment across multiple educational contexts. The positive effect of institutional support on retention is expected to be significant as the support provides the teachers with relevant tools, recognition and an organisational climate that supports the teachers in performing well. Professional development could also impact by increasing teachers' efficacy and by allowing them to keep learning which would decrease their intent to leave. Together, these organisational factors are hypothesised to explain a large amount of variance in teacher retention, consistent with extant literature that suggests the long-term career decisions of teachers are greatly shaped by their working conditions. The results are anticipated to provide strong empirical support that improving organisational support, promoting leadership, and focusing on teacher development are key to attaining faculty stability in a non-metro private school. The findings align with Organisational Support Theory (OST), which explains that perceived institutional support enhances teachers' emotional commitment. The strong influence of leadership behaviour reflects Transformational Leadership Theory, highlighting the role of vision, guidance, and support in teacher motivation. Social Exchange Theory (SET) is also supported, as teachers reciprocate supportive environments with increased loyalty. The significance of professional growth corresponds with Human Capital Theory, where skill investment enhances retention.

4.8 Policy and Theoretical Implications

The results of our research contribute to the organisational retention theory, which reveals that the salience of leadership increases in resource-constrained and non-metropolitan conditions of the private schools. In line with the Transformational Leadership Theory, the predominance of the leadership behaviour predictor indicates that supportive and visionary leadership addresses infrastructural and resource shortages that are common to non-metro settings. Policy-wise, this brings to the fore the need to introduce leadership training programmes to specifically address the needs of the administrators in the private schools that are not located within the metropolitan areas.

Moreover, the relevance of professional growth is high, which supports Human Capital Theory, pointing to the fact that the constant investment in teacher development is rather a retention tool, but not an optional advantage. The support provided by the institutions is relatively weaker, but a foundation that maintains the motivation of the teachers and commitment to the organisation. Altogether, these results support the ideas of the combination of retention strategies in which the priority was given to leadership development, professional learning structured, and responsiveness of the institutions in non-metropolitan private schooling systems.

4.9. Significance of the Study

Overall, this study offers substantial insight for K-12 educators, school administrators, education policy makers, and researchers interested in better understanding and addressing teacher retention issues faced by non-metro private schools. The research investigates institutional support, leadership style and professional development as a combined predictor of teacher attrition, thus contributing our understanding of which organisational related factors have the largest impact on teachers decision to stay within their current organisation. While the results of this study can be extended to all types of private schools, they are particularly meaningful for non-metro private schools, as these schools often experience higher than average turnover due to limited resources, isolating administrative responsibilities, and minimal opportunities for professional growth. The findings of the study will inform school leaders about the necessity of establishing support systems, promoting strong leadership and investing in continuous professional development of teachers as strategies to make the workforce more stable. This study offers policy-makers evidence informed recommendations for the development of context sensitive policies aimed at improving teacher satisfaction and reducing attrition in disadvantaged regions. The conceptual framework of this research also contributes to the literature by addressing existing gaps in prior studies and it can be used in future researches as a model. Ultimately, the research supports the promotion of quality, sustainable education provision in rural areas through the recruitment and retention of a stable and high-spirited teaching workforce."

4.10. Limitations of the study

In spite of its good empirical underpinnings, the research has some constraints. The sample was also limited to about 350 teachers in non-metropolitan private schools, and this could restrict the reliability of the results to the context of public, metropolitan or international schools. The cross-sectional design only captures the perceptions of teachers at one time and will not allow drawing causal inferences. Also, the use of self-reported information in the surveys may lead to the risk of response bias. Other factors like the level of satisfaction with salary, personal demographics and cultural factors were not included as they might influence the retention decision. These shortcomings offer valuable guidance for further research and development.

4.11. Future scope

Subsequent studies can strengthen the present model by employing longitudinal methods to assess the impact of organisational factors on teacher attrition over time. Comparative analysis with government, city, country and international private schools would enhance the generalizability and situational awareness. The use of qualitative methods like interviews and focus groups can help to gain insights into the experiences of teachers who are behind quantitative patterns. Furthermore, the causal evidence of leadership training, professional development reforms, or institutional support initiatives and policy-relevant leadership improvement advice could be provided by experimental or intervention-based research.

5. CONCLUSION

This research paper has looked at the predictive power of institutional support, leadership behaviour, and professional growth as a single entity in predicting teacher retention in non-metropolitan private schools, which is a rather under-researched area within the context of the Indian education sector, even though the role it plays has been increasing in the sector. The results of the study based on the quantitative descriptive-correlational research design with validated measurement scales indicated that all three organisational variables have a considerable impact on the intention of teachers to stay in their institutions. Leadership behaviour was the most influential determinant of retention ($\beta = 0.47$), as it indicates the central role of supportive, transformational and ethics-based leadership behaviour in promoting teacher commitment. Professional development opportunity was also significant as it was positively and significantly influenced ($\beta = 0.29$) which highlights the need to continually train, mentor, and support teachers to develop their careers as a way of increasing their professional satisfaction. Even being comparatively less powerful ($\beta = 0.21$) institutional support still demonstrated significant role in retention, which means that the availability of resources, responsiveness of administration, and recognition systems are still the key elements of teacher motivation maintenance.

Altogether, the three predictors cumulatively described a large share of the variance in teacher retention ($R^2 = .62$), which was good empirical evidence that organisational conditions are core to the stability of workforce in non-metro private schools. The paper adds a situational predictive model that organisations can adopt to intensify their organisational routines and formulate a specific retention approach. School administrators can make teaching environments less turbulent, more motivated, high-performing by investing in leadership capacity, enhancing support systems, and putting teacher development on the agenda.

The study does not only address a gap in the extant literature that is acute, but also provides practical knowledge to policymakers and school administrators interested in dealing with the chronic turnover issues in under-resourced educational settings. Enhancing the organisational pillars is a key to teacher commitment in the long-term, enhancing the quality of education, and supporting sustainable development among the non-metropolitan schools that are privately funded.

Declarations

Availability of Data and Material

The data supporting the findings of this study were generated through systematic analysis, modeling, and evaluation conducted as part of the research methodology. Any datasets, analytical models, or supporting materials used in this study are available from the corresponding author upon reasonable request, subject to academic and ethical considerations.

Competing Interests

The authors declare that they have no competing financial, professional, or personal interests that could have influenced the work reported in this manuscript.

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Authors' Contributions

All authors contributed significantly to the conception and design of the study. The primary author was responsible for data collection, analysis, and drafting of the manuscript. Co-authors contributed to methodological refinement, interpretation of results, critical revision of the manuscript, and overall academic supervision. All authors reviewed and approved the final version of the manuscript.

Ethical Consideration

This research does not involve human participants, animal subjects, or the use of any identifiable personal data. The study is based on analytical methods and secondary data sources; therefore, formal ethical approval was not required.

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