The Perennial Exit of Teachers From Alaska and the Inadequacy of Herzberg Theory: A Follow-Up Qualitative Study

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Abstract: The researcher assessed the subject teachers' levels of satisfaction and/or dissatisfaction using the Herzberg Two-Factor Theory. The study assesses employee motivation and hygiene, as discussed in the first part of the study about exploring the socio-demographic profile and job satisfaction level among teachers in Alaska. Frederick Herzberg (1923–2000) was a well-known author, and his work was praised by the Harvard Business Review. His theory has been widely accepted by many different groups and studies, with many people adapting and applying the theory to business management. For many years, teachers have been leaving school districts, particularly in Alaska, and this project seeks to investigate the causes of this phenomenon. Running a school is like running a business, except your clients or customers are students and parents. You must be able to choose what type of education they require. Schools have a system structure that is like a business. A school district that oversees several schools is analogous to a conglomerate that oversees a group of businesses. The study was conducted in the Bering Strait School District, in northwest Alaska, which serves fifteen isolated villages and two islands. Various methods including survey questionnaires, interviews and data gathering, were used and implemented. Out of 30 targeted respondents, 13 had high hygiene and high motivator factor (HHHM) scores and were further analyzed through interviews, with the data gathered subjected to thematic analysis. It was noted that some of the factors that affected the respondents in leaving their school are professional-related reasons, professional growth, job stability, physiological growth, no consistent reliable childcare options or childcare, very cold weather, and emotional reasons. Lack of these factors can influence the participants to seek such services elsewhere—from another workplace that can provide them with these services, and thus give them comfort, and peace of mind as well.

Keywords: *Hygiene factors, job satisfaction, motivator factors, socio-demographics.*

Introduction

When we mention "education", instinctively, one thinks of various courses, fields of study from primary to tertiary levels, including graduate studies. It also encompasses technical or vocational courses and informal instructions (Jackson & Bruegmann, 2009).

As human beings, we cannot grow and be enlightened without knowledge. We rely on knowledge gained through both formal and informal instructions. Education opens our minds, allowing us to see beyond what we previously knew. Our world has grown and evolved so much from the ashes of primitive civilization that education is so necessary to at least keep pace or go along with it. It does not necessarily mean that everyone should get a Master's or a PhD, but at least be educated enough to know the basic working principles and mechanisms of our day-to-day modern world.

In the connection between education and students, teachers play a pivotal role as they bridge the gap between learners and knowledge. Learners acquire the knowledge, get educated, become skilled, and advance. The flow moves on, and teachers are in the middle of it. Teachers act as bridges over the waters of ignorance, leading students to the "land" of education (The Center for the Future of Teaching and Learning, 2001).

How then can we advance, if the "bridge" is not there? More specially, if the bridge is not there at the gates of education—at primary and secondary schools. In these modern times, the educational system in many parts of the world has greatly improved or become advanced. Some have even become completely sophisticated. Yet, in many places, they cannot even advance at the gates—the lowest level of education.

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The researcher focused particularly on the "bridges" or teachers in Bering Strait School District, Alaska. Why do they keep leaving and getting replaced? Those who have replaced their predecessors also keep getting replaced, and the cycle goes on and on. Worst, there are times replacements are hard to come by, or times when there are no replacements at all.

"Teacher satisfaction is the pivotal link in the chain of education reform" (Shann, 1998, p. 68). "The educational craft succeeds or fails depending on the way teachers feel about their work, and how satisfied they are with it" (Bogler, 2001, p. 6). Teachers who have a propensity to leave their teaching positions can be distinguished from those who plan to stay "by the pattern of their work-related attitudes, perceptions, and reactions" (Hall et al., 1992, p. 221).

With the rising level of employee job satisfaction in the respondent industry and the existence of some groups of unsatisfied employees, the researcher is motivated to uncover the elements and factors that lead to a high level of job satisfaction that results in employee performance and their commitment to stay on the job for long term. The main question is, if an employee shows high satisfaction in both hygiene and motivator factors, why are they still leaving their teaching jobs in Alaska? Alaska has experienced the highest teacher attrition rates in the last few years. This research is specifically focused on the underlying causes of these cases in the Bering Strait School District.

In light of the foregoing premises, the researcher believed that it was necessary to conduct follow-up in-depth interviews with the targeted participants who have High Hygiene, High Motivation (HHHM) job satisfaction. This situation represents an ideal scenario where employees are highly motivated and have few complaints, based on Herzberg's Two-Factor Theory, and aims to understand the reasons why they leave their teaching jobs in Alaska, particularly in the Bering Strait School District.

Hertzberg's two-factor theory discusses that employee satisfaction has two dimensions. Hygiene issues, such as salary and supervision, decrease dissatisfaction with the work environment. Motivators, such as recognition and achievement, make workers more productive, creative and committed to staying (Syptak et al. 1999). Hygiene issues, according to Herzberg, cannot motivate employees but can minimize dissatisfaction, if handled properly. In other words, they can only be dissatisfied if they are absent or mishandled. Hygiene topics include company policies, supervision, salary, interpersonal relations, and working conditions. They are issues related to the employee's environment. Motivators, on the other hand, create satisfaction by fulfilling individuals' needs for meaning and personal growth. They are issues such as achievement, recognition, the work itself, responsibility, and advancement. Once the hygiene areas are addressed, said Herzberg, the motivators will promote job satisfaction and encourage production.

Specifically, the study aimed to:

1. Describe the profile of the respondents.

2. Determine the reasons why teachers leave their teaching job.

3. Determine solutions that would have prevented the teachers from leaving.

4. Reconsiderations for leaving.

5. Advice for teachers that are interested in working in this district.

6. Determine the satisfaction of teachers in terms of the collective bargaining agreement.

7. Find how suggestions in the school are considered.

8. Ways on improving the community, work environment, and professional development.

Methodology

Locale and Time of Study

The study was conducted from February to April of the SY 2021–2022 in the public schools of the Bering Strait School District of Alaska. The Bering Strait School District is a public school district in rural Northwestern Alaska's Bering Strait region. Bering Strait School District serves approximately 1,700 Alaska Native students from three distinct cultural and linguistic groups in the Bering Strait Region. They are the Inupiat (primarily residing in the northern part of the school district near the Bering Strait and on Diomede Island); Central Yupik (primarily residing in the southern part of the school district near the southern shores of the Norton Sound); and Siberian Yupik (primarily residing in the southern part of the school district near the southern shores of St. Lawrence Island).

Recruiting new teachers, training new teachers, acclimating new teachers to their geographical and cultural surroundings, and assisting new teachers in developing relationships with students, parents, and the community that will allow them to be successful are all challenges that come with turnover in the school district. Every year, a plethora of educational, cultural, and community knowledge and skill depart from the school district and, in many circumstances, the state of Alaska. Thus, leaving their successors to fill the hole while adjusting to a new state, lifestyle, culture, and, in many cases, profession.

The district headquarters are in Unalakleet, Alaska. The district has over 170 certified teachers, 21 school principals and assistant principals, several district office administrators and program specialists, as well as several hundred classified support team members. The schools that are included in the study are: Aniquiin School, Anthony A. Andrews School, Brevig Mission School, Gambell School, Hogarth Kingeekuk Sr. Memorial School, James C Isabell School, Koyuk-Malimiut School, Martin L. Olson School, Shaktoolik School, Shismaref School, Tukurngailnquq School, Unalakleet School, Wales School, White Mountain School, and NACTEC. Figure 1 shows the map of Bering Strait where the respondent' schools are located.

Figure 1. The Map of the Bering Strait Showing Where the Respondents' Schools Are Located

Respondents of the Study

The respondents of the study were composed of 13 public school teachers in the Bering Strait School District in northwestern Alaska who have high job satisfaction levels based on the motivator and hygiene factors assessed during the quantitative part of the study. These targeted respondents filed for resignation or transfer during the school year 2021–2022 even with a high hygiene high motivator level of job satisfaction. The participants were chosen using purposive sampling. The researcher secured a list of teachers who filed for resignation from the District Page of Bering School District. The overall demographic profile of respondents subjected to the quantitative part of the study can be found in Table 2. Based on the table below, the respondents are 30 – 59 years of age. The majority of the respondents are female, married, non-US citizens and most of them are either PhD or EdD graduates with more than 5 years of teaching experience.

Brief Description of the Demographic Profile of the Respondents

Table 2. Demographic Profile of the Respondents

Respondent	Age	Sex	Marital Status	Citizenship	Highest Educational Attainment	Length of Teaching in Years	Years Working in BSSD
A	39	F	M	Non-US Citizen	PhD/EdD	14	1
B	54	M	M	Non-US Citizen	PhD/EdD units	32	1
C	33	F	M	US Citizen	MA/MS units	7	1
D	44	F	M	Non-US Citizen	MA/MS units	6	6
E	30	F	M	Non-US Citizen	PhD/EdD units	8	5
F	28	M	M	Non-US Citizen	Bachelors	4	4
G	54	M	M	Non-US Citizen	PhD/EdD	7	7
H	59	F	M	Non-US Citizen	PhD/EdD units	9	5
I	28	F	S	Non-US Citizen	Bachelors	5	2
J	35	F	S	Non-US Citizen	MA/MS units	14	4
K	39	F	M	US Citizen	MA/MS units	18	2
L	36	F	M	US Citizen	PhD/EdD	9	1
M	31	M	M	Non-US Citizen	MA/MS units	7	7

Research Design

The study utilized a qualitative method design by using in-depth interviews and thematic analysis. The methodological underpinning of the qualitative part of this study was a phenomenological research design, which is a theoretical perspective that aims to develop an understanding of how people experience things (Khan, 2014). Furthermore, a phenomenological study aims to understand the participants' reasons why they leave their school by examining 'the lived experience' of a person or several people in relation to a concept or phenomenon of interest. A case study method was employed using in-depth interviews.

In-depth analysis of reasons for leaving of the respondents who got the HHHM (high hygiene and high motivation) were explored using in-depth interview method or qualitative research design. The facilitator creates an environment that encourages participants to share their perceptions and points of view.

Thematic analysis is a method of analyzing qualitative data that is usually applied to a set of texts, such as interviews or transcripts. The researcher can closely examine the data to identify common themes—topics, ideas, and patterns of meaning that come up repeatedly (Caulfield, 2019).

Instrumentation

The qualitative research method of research using in-depth interviews was used to generate the maximum amount of respondents' opinions and discussion emphasizing job satisfaction and reasons why they are leaving their school. The questionnaire for the interview was validated and quality assured by three teachers/administrators with Doctor of Education degrees. The questionnaire obtained a validity rating of 4.3, which signifies high validity.

It was conducted as a semi-structured interview by the researcher with the identified group of respondents to elicit responses on the subject being investigated that substantiated the findings of the quantitative analysis from the survey questionnaire. This tool explored the findings from the survey that cannot be explained statistically and to gather a range of views from the set of respondents having similar experiences and backgrounds. The questions included in the questionnaire were as follows:

1. What is the primary reason that you have chosen to leave your school? (e.g., housing, salary)

2. What are some solutions that would have prevented you from leaving?

3. If those solutions that you suggested were implemented, would you reconsider your decision?

4. What advice would you give teachers that are interested in working in this district?

5. Considering the collective bargaining agreement, are you satisfied with the benefits and compensation that your district offers? (e.g., additional duty contract, housing, tuition reimbursement)

6. When making suggestions to improve your school environment or instruction, how are suggestions in your school considered?

7. Considering your community, work environment, and professional development, what can be done to improve these areas?

Data Gathering

After the interview questionnaire was approved, the researcher sought out permission from the different school heads of the schools involved in the study through emails and virtual meetings or short briefings about the purpose of this study. After the approval from the school management, the in-depth interview was administered by the researcher to the respondents.

The in-depth interviews to selected participants were done thru phone calls. The interviews were arranged by follow-up letters to the respondents and were conducted three days after the Z-scores were obtained. The thirteen selected respondents (who were previously classified as with High Hygiene High Motivator) were interviewed for ten to twenty minutes via their given contact details. The researcher assured confidentiality of the survey answers since the study was intended for academic purposes only.

Methods of Data Analysis

To analyze and interpret the reasons of teachers for leaving their teaching job, thematic analysis was used. The various approaches done in conducting thematic analysis followed a six-step process: familiarization, coding, generating themes, reviewing themes, defining, and naming themes (Caulfield, 2019), and writing up which is done by a statistician. Reliability testing is done using split-half reliability where the terms on the scale are divided into two halves and the resulting half scores are correlated in reliability analysis. High correlations between the halves indicate high internal consistency in reliability analysis. The scale items can be split into halves, based on odd and even numbered items in

reliability analysis. The limitation of this analysis is that the outcomes will depend on how the items are split. The result of the Cronbach Alpha is 0.9 which interprets as highly reliable.

Findings/Results

This chapter presents the data in answer to the problems of the study and their subsequent analyses and interpretation. It presents the summary of the result and the data gathered from the in-depth interviews regarding the reasons why teachers leave their jobs in the Bering Strait School District, Alaska.

Table 1 presents the summary of job satisfaction of teachers in terms of the four classifications: High Hygiene High Motivator (HHHM), High Hygiene Low Motivator (HHLM), Low Hygiene High Motivator (LHHM), and Low Hygiene Low Motivator (LHLM).

Table 1. Summary of Job Satisfaction of Teachers in Terms of Motivator and Hygiene Factors

	Job Satisfaction Level	**Frequency**	**Percentage**
Valid	High hygiene high motivator (HHHM)	13	43.3
	High hygiene low motivator (HHLM)	4	13.3
	Low hygiene high motivator (LHHM)	3	10.0
	Low hygiene low motivator (LHLM)	10	33.3
	Total	30	100.0

Based on Table 1, out of 30 targeted respondents, 13 (43.3%) have high hygiene and high motivator factor (HHHM). Three of the respondents have high hygiene and low motivator factor (HHLM), four have low hygiene and high motivator factor (LHHM) and 10 respondents have low hygiene and low motivator factor (LHLM).

In-Depth Interview of Respondents With High Hygiene and High Motivation.

The respondents who have been classified as those with high hygiene and high motivator factor (HHHM) were subjected to in-depth interviews in which the data gathered were then subjected to thematic analysis. The researcher decided to choose this group because neither the motivator nor hygiene factors of job satisfaction were a problem for them, but they still chose to go and leave their teaching job. There must be other underlying reasons for their decision to leave the BSSD despite being satisfied with the job. Below are the different questions and discussions during the interview sessions with the target respondents.

A. Reasons for Leaving School

The impacts of teacher attrition broadly impact all students and all classrooms. Studies show that having high turnover and high attrition of teachers negatively affects the achievement of all students in a school and diminishes teacher effectiveness and overall quality of instruction even for those teachers that remain in the classroom (Jackson & Bruegmann, 2009; Kraft & Papay, 2014; Ronfeldt et al., 2013; Sorensen & Ladd, 2020). When faced with teacher attrition schools and students also experience a wide range of deleterious effects such as reduced instructional improvements across the school and fewer class offerings for students (Carver-Thomas & Darling-Hammond, 2017). The following tables presented the major and sub-themes that emerged from the conducted in-depth analysis of the study when the target participants were asked about their reasons for leaving school.

Table 3. Professional-Related Reasons for Leaving School

Themes	**Sub-themes**	**Sample Codes**
Professional	Relationship with colleagues	Dealing with the attitude of my co-workers
	Professional growth	Better opportunities
	Lack of professional growth and development	Mismatch of core skills and under-utilized clinical skills; stagnation; lack of professional development/enhancement outside of educational related

Based on the conducted in-depth interview of the participants, it can be noted that in terms of their professional-related reasons for leaving school, there were also several sub-themes that were found to be contributing to it. For instance, there is the relationship with their colleagues, which, according to some of the participants, had been a factor especially if they tend to have a rather unpleasant relationship or dealings with them.

It can be noted that for some of the participants, dealing with such difficult attitudes can have an impact on their willingness to stay in a working environment for a long time. In fact, according to Hilverda et al. (2018), both the employee and the employer gain from a positive mindset. It makes you happier, more fulfilled, and more productive. Employers

should promote and support positive attitudes in the workplace, but employees must ultimately bring positive attitudes to work.

On the other hand, another sub-theme that has also emerged from the conducted in-depth interviews was related to professional growth, based on the responses elicited from the participants. Professional growth for them is mainly related to seeking "better opportunities". Professional development in the twenty-first century provides educators with the resources and skills they need to stay current with students' requirements and to plan for changing educational trends; and can also help them to recognize areas of strength and areas that require attention for progress (Washington, 2019).

Finally, still in terms of professional-related reasons, another key sub-theme that emerged was the lack of professional growth and development. Such can be related to the sub-theme—how some participants seek to have professional growth can be traced first to the lack of professional growth and development opportunities for them in their schools. According to some participants, the lack of professional growth and development was mainly due to a "mismatch of core skills", and due to "under-utilized clinical skills and stagnation". When such factors started to affect them, this accounted for the lack of professional growth or development being provided for the participants. Thus, when not addressed properly and immediately, can cause them to inevitably leave the school and seek such enhancement they wanted elsewhere.

Table 4. Physiological Related Reasons for Leaving School

Themes	Sub-themes	Sample Codes
Physiological	Housing Benefits	Proper housing for the family. We want to start a family, but the biggest housing in Brevig is two-room places, not enough to have more than one child. No housing options with at least 3 bedrooms
	Lack of basic services	Water and sewer issues Another reason for leaving is there are no childcare options. If we were to start a family, one of us would have to be a stay-at-home parent (we both are teachers). There are no consistent reliable childcare options. No dependable childcare
	Weather	Too cold Very cold weather
	Health and Safety	For safety and security

On the other hand, another sub-theme that also emerged from the conducted in-depth interview was related to physiological growth—there were water and sewer issues; no consistent reliable childcare options or childcare; very cold weather; and safety/security is very minimal. According to some participants, their current situation in their housing or living quarters, which they perceived as inconvenient for them and their family, can also have an impact on the way they see themselves to be staying further in the school. Based on their responses— "forced sharing of the living quarter", "no housing options with at least three bedrooms", as well as the need for "proper housing for family", all indicated the need of the participants for a larger and more adequate living space that can accommodate themselves and their families more. Housing aid or benefits can obviously help families make the transition from welfare to work (Baker et al., 2013).

Furthermore, there were also problems concerned with the lack of basic services being provided to the participants and their families. Some of these services lacking include: "lack of internet at home"; "lack of medical facilities"; "water and sewer issues"; and "having no childcare options", or "no dependable childcare". An analysis of the participants' responses can be noted that these basic services are mostly concerned with the need for the Internet, which is probably for personal or work-related aspects, as well as concerns for childcare, health, safety, and sanitation aspects. The lack of these basic services can influence the participants to seek such services elsewhere—from another workplace that can provide them with these services, and thus give them comfort, and peace of mind as well.

On the other hand, another key concern, or reason for leaving school was related to climate; as well as concerning the environment, health, and safety aspect of their school. Extreme weather conditions during wintertime were considered by the participants as influencing them to leave the school, as they perceived that this can have an adverse impact on their health. In addition, in terms of the environment, health, and safety of the participants, one of them described their work environment as a "toxic community". This can be related to the way they perceive their community or environment and can be a contributing factor for threatening their sense of safety and security, which can affect the way they perform their work and responsibilities.

Table 5. Emotional Related Reason for Leaving School

Theme	Sub-theme	Sample Code
Emotional	Closer to family	To be closer to family

With regards to the emotional-related reasons for leaving school by the participants, it can be noted that one sub-theme emerged from this aspect. For instance, there is the separation from family which was a particularly challenging aspect for them to continue working in the present school that they're in. Their families will be much closer to them if they will transfer to another school district. Due to these reasons, many of the respondents depend on the district's care for the teachers as well as their families. Work-family balance is crucial for both individuals and organizations. According to research, it helps to influence job satisfaction, organizational dedication, productivity, performance, efficiency, and employee retention (Žnidaršič & Bernik, 2021).

B. Solutions That Would Have Prevented the Respondents From Leaving

To reduce teacher turnover, authorities should explore strengthening the primary elements linked with turnover: salary, teacher training and support, and school leadership that impacts teaching conditions (Carver-Thomas & Darling-Hammond, 2017). To address these issues, policymakers should provide compensation packages that are equitable across districts and competitive with those of other occupations requiring similar levels of education (Boser & Straus, 2014).

The research of Guin (2004) studied district climate surveys spanning a 3-year period and focused on six climate measures: school climate, teacher climate, principal leadership, teacher influence, feeling respected, and teacher interactions. According to Guin's research, when districts hire new teachers, they must offer the same onboarding and professional development (PD) programs each year, resulting in limited PD opportunities for continuing teachers or for school-wide, comprehensive PD that can help to unify staff (The Center for the Future of Teaching and Learning, 2001).

The survey results revealed that, with the exception of "teacher interactions," these climate measures have a significant negative correlation to teacher turnover. The surveys were supplemented by interviews, which revealed several trends across the five schools. Teachers discuss how turnover causes disruptions in teaching and instructional programming, ineffective professional development, a general lack of collaboration, and feelings of frustration. When teacher turnover is high, veteran teachers express resentment about the frequent chaos in classrooms and having to rescue inexperienced teachers from the chaos. As schools operate in a circular pattern of constantly rebooting initiatives after staff is replaced, instructional programming loses momentum. The same professional development opportunities are presented on a regular basis so that new employees can have the same experiences as returning employees.

The same professional development opportunities are presented repeatedly in order for new employees to have the same experiences as returning employees, rendering those trainings ineffective and stale. Experienced or returning teachers discuss how they place little value on investing time and energy in getting to know new staff because they assume the new teachers will be replaced again the following year, resulting in a breakdown in collaboration and teamwork. Teachers describe their workplace as "tense," with an air of uncertainty about what each day will bring. Teachers express feelings of stability, trust in their colleagues, and higher levels of satisfaction with their school climate in schools with low teacher turnover.

Table 6. Professional Related Solutions That Would Have Prevented Teachers From Leaving BSSD

Themes	Sub-themes	Sample Codes
Professional	Relationship with colleagues	Open-forum, the administration/s do[es] something about the situation involving staff and community in decisions creating buy-in
	Professional growth	Recognition that sabbaticals are useful tool to retain, rejuvenate, and improve the workforce. If afforded the ability of a sabbatical that was not a detriment to seniority and incentives would allow for me to continue to improve my professional development later to return to BSSD.
	Job stability	Assurance of my security and wage

The school administration should consider an open forum session for their teachers to discuss their concerns, both professional and personal. Suggestions and decisions should also be participated by teachers as well by assigning polls or surveys.

Study leave should also be given to teachers who are pursuing graduate studies because they can also be considered part of the school's achievements. There is the need to address the relationship with their colleagues, specifically in mending and improving interactions with co-workers who are found to have a rather difficult attitude. According to the participants, several ways can be implemented to address this such as "HR listening to issues early on"; conducting an "open forum"; and implementing an "open-door policy" which is related to the aspect or idea of "involving staff and community in decisions creating buy-in".

It can be noted that from the responses of the participants, the HR or human resource department plays a significant role in strengthening the relationship between the employees for them to achieve improved work performance and attain healthy professional relationships. In fact, according to Aslam et al. (2013), this is a way to develop trust, enhance morale,

and foster healthy workplace relationships. HR professionals must maintain an open channel of communication with their employees—thus creating an open-door policy, which is highly recommended to encourage employees to come with questions, problems, and support.

Moreover, there is also the need to effectively address professional growth, which according to the participants, can be done by means of "recognition that sabbaticals are useful tools to retain, rejuvenate, and improve the workforce". This, they deemed as essential to help continuously motivate the employees to do better and to contribute their knowledge and skills to the organization that they are working for. Furthermore, according to Nobes (2021), when employees receive recognition, they can understand that their organization values them and their contributions to the success of their team and the firm. This is especially important as organizations grow and evolve, as it helps employees feel secure in their value to the organization, which motivates them to continue doing excellent work.

On the other hand, job stability was also taken into consideration by the participants of the study. For them, this can be enhanced through "assurance of my security and wage", or "being hired as an admin here at my site", thus showing how they highly perceived the security of their position and salary, which can motivate them to continue to work and stay in their workplace. While every job has its share of daily challenges, having a secure career can help reduce overall stress by providing a predictable schedule and salary or income. It is a known fact that secured or stable jobs are frequently positions that can be held for a long time. Having this alleviates the stress of needing to locate new work (Nemteanu et al., 2021).

Table 7. Physiological Related Solutions That Would Have Prevented Teachers From Leaving BSSD

Themes	Sub-themes	Sample Codes
Physiological	Housing Benefits	Having better teacher housing for families Housing beside the school Housing for teachers
	Basic services	Having childcare options for teachers' children
	Weather	Warmer weather
	Better and affordable transportation	Easier travel to and from the village

The participants of the study emphasized the importance of addressing the physiological aspect of their concerns to prevent them from leaving the school district. Specifically, they expressed the need for "having better teacher housing for families" and "housing beside the school." According to them, having improved housing options, especially in close proximity to the school, would offer better and quicker access to their homes or personal spaces after work. This, in turn, would help them save a significant amount of time spent on travelling back to their homes, which they could use for rest, attending to other chores, or even working on their take-home tasks.

Another key solution that needs implementation was concerned with "having childcare options for teachers' children" aimed at securing the well-being of the teachers' children. The availability of childcare options would relieve teachers of the worry about their children's care during work hours.

Furthermore, the climate and recurring weather conditions are other concerns that discourage the participants from staying for the long term in their schools. If only the area or environment were a bit warmer, they could probably stay longer, indicating that improving the living conditions in terms of climate could have a positive impact on teacher retention. Regarding better and affordable transportation, several solutions were brought up by the participants, like "at least thrice transportation in a week"; "could negotiate cheaper fares with Bering for the employees"; and "easier travel to and from the village". These show how difficult it is for the participants to commute, and how they perceived it as something that is taking a toll on their well-being and safety. In fact, according to Akpinar et al. (2020) employees who have access to company transportation produce higher-quality work and are less likely to seek other employment alternatives, boosting employee morale and retention and when the employer provides employee transportation, better time management and flexibility are available.

Table 8. Emotional Related Solutions That Would Have Prevented Teachers From Leaving BSSD

Themes	Sub-themes	Sample Codes
Emotional	Having family members as companion	Perhaps, having a family member with me
	Leisure or recreational activities	Teacher support club
	Social relationships	My relationship with community and students

When it comes to the emotional related solutions that are deemed essential by the participants of the study and which they think can help to prevent them from leaving, includes having their family members as companions. They take into consideration the importance of having emotional support from their family members. They feel that whenever the family is by their side, they can conquer anything. Knowing that there is someone or some persons, especially family, who

will be around to support them, helps a lot in their endeavors at school. This gives them the much-needed emotional stability.

Moreover, another key solution related to the emotional well-being of the participants, was to provide them with leisure or recreational activities— "activities to do outside of school that are not affiliated to the school or my job"; and maybe a "teacher support club". These show how the participants need activities that can help them to enhance both their personal and professional lives to help them achieve work-life balance and overall development. A healthy work environment requires a good work-life balance. Because chronic stress is one of the most common health conditions in the workplace, maintaining a work-life balance can help reduce stress and prevent burnout (Kohll, 2018).

Continuously improving their social relationships was also identified by the participants as an important aspect that can help prevent them from leaving. The aspect of "my relationship with community and students", according to them are needed to be enhanced to deepen their connection with the community; and can help them to identify better their purpose and contribution to the district.

C. Reconsideration of Decisions if Suggestions Were Implemented

Table 9. Reconsideration of Teachers for Not Leaving Their Schools

Question 3	Yes	No
If those solutions that you suggested are implemented, would you reconsider your decision?	11	2

Based on Table 9, the majority of the target respondents (11) or equivalent to 85% will reconsider if the suggested solutions were to be implemented by the district for their teachers, as compared to 2 respondents or 15% who answered no. This means that this can also improve the retention rate of teachers in the BSSD. According to O'Donnell (2020), employees who are aware that their voices are being heard are more engaged and productive. When employees have a voice, they are more likely to use it. As such, according to one survey, while businesses are seeking for new methods to improve, about 82% of their employees have suggestions that could help them reach their objectives.

D. Approaches for Improving Professional Development

When educators learn new teaching strategies through professional development, they can return to the classroom and modify their lecture styles and curricula to better meet the needs of their students. These changes, however, are difficult to assess because they are typically implemented gradually. Professional development for teachers improves presentation and course evaluation efficiency by exposing educators to new delivery methods, evaluation styles, and record-keeping strategies. In addition to the hours spent presenting in the classroom, teachers spend a significant amount of time on student evaluations, curriculum development, and other paperwork. Professional development training can help teachers improve their time management and organization skills. This ultimately makes teachers more efficient and allows them to devote more time to students rather than paperwork.

Professional development also fosters the talents of teachers who want to be educational leaders, and teachers must learn from other experienced leaders in order to become effective future leaders themselves. Implementing professional education development benefits both teachers and students, but most importantly, it assists teachers in becoming better educators and future school administrators (Queens University of Charlotte Online, 2020).

Table 10. How the Number of Trainings and Seminars Improve PD of Respondents

Themes	Sub-themes	Codes
Professional Development	Send teachers to trainings	Afford professional development stipend for tenured certified staff that is not limited to education. This is addition to the tuition reimbursement.
	Conduct face-to-face seminars and trainings	More in person training session and less zoom Use one Friday staff meeting per month or per quarter as district in-service time instead of all the Saturday PD
	Provide more specialized professional development opportunities	More PD on effective data collecting and interpreting. Paraprofessionals ' PD on how to assist students Attending trainings about laws related to teaching in Alaska Learning about the community where you assign
Pedagogy Enrichment	Apply learning from the trainings and seminars	Applying it to class Be able to integrate cultural experience By applying what I've learned from the PDs/Seminars
	Conduct specialized instruction	Don't do it in a crowded gym where it is hard to hear. Pull each grade band in for a few days rather than everyone at once. Grade band meetings are the most useful

Based on Table 10, the respondents have discussed that most of the seminars that they attend involved Zoom meetings and fall on Saturdays when teachers are doing their lesson plans and laundry, making it difficult for them to concentrate on the seminar itself. Also, the seminars that they attend are focused mainly on teaching methods only, and not on enhancing their relationship as teachers to their students. There is also a lack of training that can enable them to better integrate their cultural experiences into their classrooms. The application of the seminars should be also assessed, and these seminars should also be in varied areas, such as laws related to teachers teaching in Alaska.

With regard to the approaches for continuously improving professional development of the participants, several key themes emerged. They include sending teachers to trainings, conducting face-to-face seminars and trainings; and providing more specialized professional development opportunities available for the teachers. They consider these as ideal approaches that can help them to achieve overall professional development. Through the help of providing and integration to various trainings and seminars programs, it can provide the teachers with plenty of opportunities to learn more about their profession, and at the same time, allow for their difficulties to be known and to be addressed; and improve other aspects of their personal and professional lives as well.

Instructors or teachers can keep up to speed on curricular requirements and teaching practices through professional development. When it comes to school-wide efforts, professional (PD) improves individual skill sets, which in turn improves the total worth of departments and grade-level groups (Mizell, 2010).

Moreover, with regards to the facilitation of the teaching and learning process, another key theme was concerned with pedagogy enrichment. This is particularly in terms of applying what they have learned from the attended seminars and trainings, which include developing instructional materials or resources; and allowing them to conduct specialized instruction for their students. As such, according to Pompea and Walker (2017), improving the teachers' pedagogy allows them to use more effective pedagogical approaches, which helps students achieve better learning outcomes and reach their full educational potential. The foundations for learning are laid by good teaching pedagogy. It facilitates the development of sophisticated concepts and talents in students.

E. Satisfaction of Respondents' With BSSD Offers & Benefits

Table 11. Satisfaction of Respondents' With BSSD Offers & Benefits

Considering the collective bargaining agreement, are you satisfied with the benefits and compensation that your district offers? (e.g., additional duty contract, housing, tuition reimbursement)	Frequency	Percentage (%)
Satisfied	7	54
Partially Satisfied	3	23
Not Satisfied	3	23
Total	13	100

Based on Table 11, Five (7) of the targeted respondents are satisfied with the benefits and offers in the BSSD area in Alaska. However, there is still consideration that needs to be given about the three (3) respondents that are partially satisfied or and three (3) respondents that are not satisfied at all.

F. Consideration of Suggestions to Improve School Environment or Instruction

Table 12. Consideration of Suggestions to Improve School Environment or Instruction

Themes	Codes
Suggestions are considered but not implemented	The school is supportive and considerate The principal takes a suggestion into consideration They are valued and considered They are received well, heard, and considered. Noted and taken into consideration
Suggestions are not taken seriously	I don't often feel my suggestions are seriously considered. They listen but sometimes they don't consider

Based on Table 12, most of the respondent's suggestions are considered by their schools. Meanwhile, respondents mentioned that their school do not take their suggestions seriously. In terms of making suggestions to improve school environment or instruction, and how are their suggestions being considered, several key themes had emerged: the participants' "suggestions are considered but not implemented; or "noted and taken in consideration", implicating how little action is being taken for the suggestions provided by the participants on improving their school community and instruction. On the other hand, another key theme was that suggestions are not taken seriously. This can be noted as

some of the participants claimed that even when they made or provided suggestions, no action or act of consideration was taking place.

G. Ways to Improve the Community, Work Environment and Professional Development

Alaska's schools have long struggled to attract and retain teachers and support staff. That was the case even before COVID-19 hit and upended education worldwide. The Kenai Peninsula Borough School District is among the many districts in Alaska having trouble filling open jobs and keeping current staff (Poux, 2022). Hence, the teachers' suggestions should be considered and given priority to reduce the rate of teacher turnover.

Table 13. Ways to Improve the Community, Work Environment, and Professional Development

Themes	Sub-themes	Sample Codes
Professional	Create better work environment	Help your employees find a comfortable work environment
	Provide better salaries and benefits to employees	Allowances Pay us more
	Conduct capacity and team-building activities	More in-person guidance during the school year such observations and guidance throughout the school year from site staff and district office staff Conduct regular check-ins
	Lessen teacher's academic load	Be careful not to overload teachers with non-academic activities I wish that there were more than 2–3 "go-to" staff here, and that more ideas would be heard
Physiological	Provide better services	Improve on transportation, shops Better facilities and housing
Emotional	Establish a support center and system for teachers	Have a solid support center for teachers
Social	Develop and maintain constant communication with stakeholders	Constant communication with parents and community officials Heard and considered Allow more voice in what happens

Based on Table 13, most of the respondents suggested the following: (1) Professional – an improvement of the work environment; added benefits for teachers such as compensation benefits and salaries; and capacity or team building activities to enhance relationships with co-workers. (2) Physiological – provide better services and housing facilities. (3) Emotional – enhance teacher-support system. (4) Social – allow constant communication with parents and community officials.

Finally, with regards to the ways or approaches that can help improve the community, work environment and professional development of the participants, they also shared some responses in which several key themes and sub-themes had emerged and discussed. For instance, in terms of professional aspects, this includes creating better work environment, providing better salaries and benefits to employees; conducting capacity and various team-building activities; and lessening teachers' academic load. According to Kuncoro and Dardiri (2017), an engaged learning environment has been demonstrated to boost students' attention and focus, promote meaningful learning experiences, support greater levels of student achievement, and push students to practice higher-level critical thinking abilities.

The physiological aspect specifically that of providing better services to teachers was also taken into consideration by the participants. In addition, according to them, there was also the need to consider the emotional aspects specifically in terms of establishing support centers and systems for teachers. Lastly, in terms of social aspects, suggested approaches also include developing and maintaining constant communication with stakeholders. Abou-Moghli (2015) stated that when employees realize that emotional assistance is accessible, supportive settings can also help them manage better with stress. Employees can lessen psychological stressors that lead to concerns like burnout and anxiety with the correct services and support.

Furthermore, studies have shown that having a good support system has numerous benefits, including increased happiness, better coping abilities, and living a longer and healthier life. As it is well known that stress can often be reduced with the help of a good support system, social support has been found in studies to alleviate depression and anxiety.

H. Advice to Teachers Interested in Working in the District

Table 14. Teachers' Advice for Those Interested Working in BSSD

Themes	Codes
Learn to adapt and be flexible	Learn to adapt to the environment and consider the place you are into Be patient as living in the village is not easy. This is the best job ever if you have the right mindset. You are a guest on indigenous land. If you come with the mindset that you are just as much student as teacher, and you show a willingness to learn about and experience the culture and be part of the community, you'll do fine. Be flexible Be tough enough in dealing with the co-workers. They should be well adapted to being alone and the cold
Participate in community activities	Become involved with community activity Become involved in the community and remember that the school is a community center
Practice self-care	Self-care is important and they should grow to understand themselves fully. Provide time for self-care.

Based on the gathered responses from the participants of the study, when asked what advice they would give to other teachers who might be interested in working in this particular district, several key themes had emerged based from the conducted in-depth interviews. One of the main pieces of advice is the importance of learning to adapt and be flexible. The participants emphasized the need to adapt to the environment and consider the unique aspects of the place they would be working in. They also advised aspiring teachers to be patient, particularly as living in a village setting may present challenges. Additionally, being well-adapted to solitude and cold weather was highlighted as essential.

These sentiments underscore the significance of future teachers being flexible and adaptable to maintain a healthy work-life balance. Hempsall (2021) pointed out that learning adaptability involves continually monitoring personal and professional development, enabling individuals to effectively handle future changes and obstacles proactively. This ties in with the theme of "be prepared," which serves as advice to incoming teachers, helping them cope with the experience of solitude. It is also recommended for teachers to make the most of their personal time and space, while establishing a robust support system to handle the diverse challenges they may encounter in their workplace or work environment.

Furthermore, incoming teachers are encouraged to familiarize themselves with the community and environment they will be in, actively participating in various community activities to establish a deeper connection with the locals.

In terms of the participants' personal aspect, their advice includes the importance of traveling during breaks to rejuvenate, practicing self-care for personal growth, and finding ways to be helpful to others. They stressed that unaddressed stress and strain can lead to serious mental and physical health problems. People in "helping" professions may tend to prioritize the needs of others over their own well-being (Lichner et al., 2018).

Discussion

Further analysis of the causes and reasons for leaving teaching jobs in Alaska, specifically in the Bering Strait School District, is crucial due to the low teacher retention rate in the area. Findings from the study indicate that many respondents, despite being satisfied with their current jobs, still consider leaving the school district due to professional, physiological, and emotional issues. These issues prompt them to seek better offers and opportunities in other districts or states.

It is noteworthy that one of the primary reasons for leaving the school, based on the responses provided by the participants, is when their needs are not considered or addressed adequately. This increases their tendency to seek employment elsewhere. Solutions need to be implemented to address these inadequacies, ensuring stability and improved services and benefits for teachers, thus reducing their inclination to leave their current positions.

Previous studies, such as those by Kleinfield and McDiarmid (1986), have also shown that rural teachers in Alaska express dissatisfaction with the challenges of living in isolated arctic communities. Concerns about the availability of medical care, especially during emergencies, and frustrations related to academic progress and community support for education contribute to their dissatisfaction, leading some teachers to transfer to other states or districts.

The frequent departure of a considerable portion of teachers takes a toll on the functionality of Alaska's rural schools and their ability to deliver quality education to students. High turnover rates in schools hinder their capacity to support new teachers, leading to a loss of institutional knowledge and reduced performance. Furthermore, teacher turnover disrupts trust and collaboration among schools, teachers, students, and community members, perpetuating a cycle of instability (Burton et al., 2013; Goldhaber & Cowan, 2014; Ronfeldt et al., 2013).

Addressing teacher attrition is essential as it significantly impacts all students and classrooms. High turnover and attrition rates negatively affect student achievement and teacher effectiveness, even for those who remain in the school (Jackson & Bruegmann, 2009; Kraft & Papay, 2014; Ronfeldt et al., 2013; Sorensen & Ladd, 2020). This results in reduced instructional improvements across the school and fewer class offerings for students (Carver-Thomas & Darling-Hammond, 2017).

Conclusions

Based on the summary of findings, the researcher has come up with the following conclusions: Herzberg's theory, which may be genuinely true to some degree, cannot be applied universally. While it may be applicable in some situations, it cannot be applied everywhere. It cannot be utilized as a "standard" tool for finding out or measuring the satisfied or dissatisfied position of employees. The inadequacy stems from its limited scope, especially in the hygienic aspect.
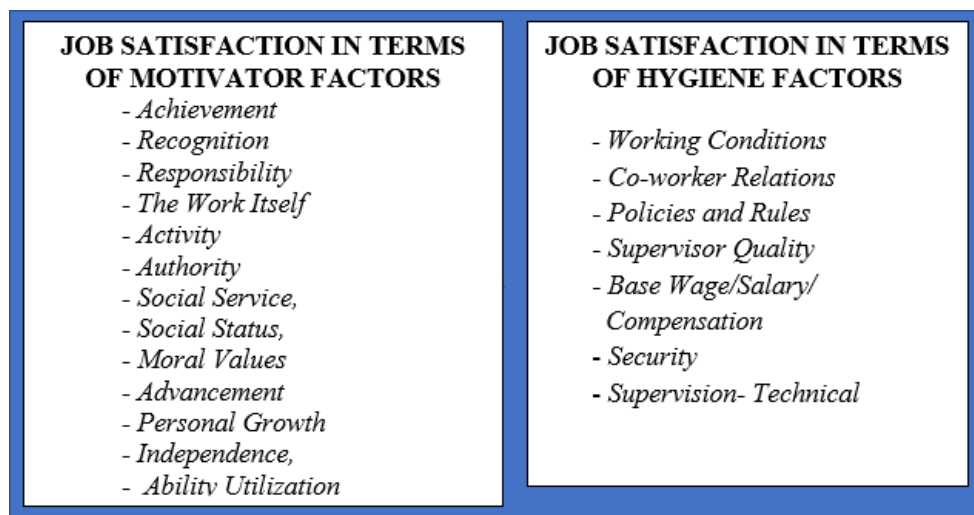

JOB SATISFACTION IN TERMS OF MOTIVATOR FACTORS	JOB SATISFACTION IN TERMS OF HYGIENE FACTORS
- *Achievement* - *Recognition* - *Responsibility* - *The Work Itself* - *Activity* - *Authority* - *Social Service,* - *Social Status,* - *Moral Values* - *Advancement* - *Personal Growth* - *Independence,* - *Ability Utilization*	- *Working Conditions* - *Co-worker Relations* - *Policies and Rules* - *Supervisor Quality* - *Base Wage/Salary/ Compensation* - *Security* - *Supervision- Technical*

Figure 2. Job Satisfaction in Terms of Motivator and Hygiene Factors

As we can see from the Figure 2, the Hygiene Factors covered only what are "within" the workplace and its environment. In case of Bering Strait School District, the scope would then be limited to within the school and its immediate surroundings only. How about when they leave school after work?

As we have gathered, most of the complaints are about things "outside" the school and its surroundings. When they leave work, the first thing that they will encounter is the transportation problem, which we kept hearing over and over. Next is what? Housing/accommodation and the not so agreeable living conditions that come with it follows. Basic services, including facilities for childcare, recreational services, and others all compound to their discontentment, which adds more weight to overall dissatisfaction, outweighing whatever satisfaction they might have at work. It is as simple as that.

What did the researcher learn from this? For one thing, we cannot use generalized questionnaires, or standard questions and surveys to find out overall satisfaction/dissatisfaction levels to assess workers or employees. In other words, we cannot always formulate or postulate a general philosophy, or use an already existing one, and always make it applicable to all.

Pardon my going deeper, but I remember a line of thought from Henri Bergson (1859–1941), a French philosopher. In his opinion, "philosophy, like science, can only progress by disregarding general theories and universal systems and devoting attention to problems, each of which demands its own point of view. The solution of any of these does not necessarily involve an analogous solution of the others".

Bering Strait School District is in the United States, but is not like a school district in, say California or maybe New York. This is not to say though, that we can use the same assessment theory in the latter aforementioned places, because each may have its own problems in detail. Likewise, a school situation in the Philippines, or Pakistan and India perhaps, are not comparably the same.

The point is, as the researcher has realized, each workplace, or in this case, a school, merits looking into on its own. Teachers' situation in a certain school must be assessed independently of other schools. If we are to retain teachers, we need specific solutions to specific problems in specific situations or locations.

Geographic location is a God-given situation. Alaskan natives, which comprise the majority of the student population were born and grew up in this remote, rural areas, which happens to have cold climate and weather conditions. This is where they live, and so their schools are here. They are not going to move to the big cities and enroll their children there.

They have their own distinct race and culture, and these places are their natural habitat. The problem is, most of the teachers are not from here, and this place is not their natural habitat.

Another thing that the researcher wants to add is how can Bering Strait be a better place for teachers. This is really the biggest question the researcher has seen. So, what then do the managers, administrations, superintendents, and the powers that be (including government officials) need to do? If Bering Strait School District can be a "better place" to be, then maybe (or hopefully), the teacher retention rate will go up gradually.

In conclusion, understanding the causes of teacher attrition in Alaska's Bering Strait School District and implementing solutions to enhance teacher satisfaction can help reduce turnover rates and improve overall educational outcomes for both teachers and students.

Recommendations

The recommendation that the researcher could give to everyone concerned, is to "start acting". It is recommended that the authorities engage in further discussions, surveys, or studies, and start addressing the problems one by one. The researcher has covered Bering Strait School District only, but similar issues might be happening in other places in Alaska, too, with teachers exiting.

Bering Strait School District, as well as Alaska, is in the United States, and the researcher does not think money is the problem. According to national statistics, this state ranks number 4 (out of 50) in terms of revenues making it the fourth richest state. Imagine outgunning 46 other states in terms of money with billions of dollars are made from its vast oil and gas reserves.

Development in airports, roads, infrastructures, facilities, transportation means, housing, etc. is what needs to be addressed to compensate for the location and area's remoteness and loneliness. Having sports complexes or indoor recreational houses with pool tables, darts, or chess boards and a swimming pool would be a good plan.

It is recommended, then, that the issue be taken up to the state's legislature, or if need be, further up to the national legislature or Congress. The intention is to enact laws to make the development of native school districts, whether in Bering Strait School District or anywhere else, a priority. If there are already existing laws, they should be amended and put a tone of "urgency" in them.

Whatever changes, or positive developments/progress that could possibly happen in native school districts (not only in Bering Strait School District) and its surrounding areas as a whole, would surely benefit the students in terms of better access and advancement in education. In the end, teachers might have a second thought on leaving Alaska. Finally, what good is a classroom without a teacher?

For future researchers, it is recommended to focus on the proposal of immediate programs and interventions and assess their effectiveness in decreasing the teacher attrition rate. It is also highly recommended to test the ability of the supervisors in each school district in the implementation of remediation projects that targets to increase the satisfaction of teachers based on the results of this study.

Limitations

This study was conducted primarily among teachers in the Bering Strait School District, Alaska. Out of 30 teachers who filed for transfer and resignation for the Academic Year 2022–2023, 13 of them were classified as teachers who have high hygiene and high motivation in terms of job satisfaction. A total of thirteen teachers participated in the study. This study analyzed the reasons for leaving the teachers in Bering Strait School District, Alaska via the use of a self-structured and quality-assured questionnaire through in-depth interviews.

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