



TEACHER MOTIVATION AND RETENTION IN PRESCHOOL INSTITUTIONS: CHALLENGES AND SOLUTIONS

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ANNOTATION: Teacher motivation and retention are critical factors in ensuring the quality and stability of preschool education. High turnover rates and declining teacher engagement pose significant challenges to early childhood education institutions worldwide. This study examines the key factors influencing teacher motivation in preschools, including salary, working conditions, professional development opportunities, and workplace environment. The research also explores the primary reasons behind teacher attrition, such as burnout, lack of career growth, and insufficient institutional support. The study highlights best practices for preschool management to improve teacher retention, emphasizing the need for policy reforms, investment in teacher well-being, and a collaborative institutional culture. Implementing these strategies can lead to higher job satisfaction, better learning outcomes for children, and overall improvement in preschool education quality.

KEY WORDS: Teacher motivation, retention strategies, preschool education, early childhood educators, teacher turnover, professional development, workplace environment, job satisfaction, teacher engagement, policy reforms.

АННОТАЦИЯ: Мотивация и удержание педагогов являются ключевыми факторами обеспечения качества и стабильности дошкольного образования. Высокая текучесть кадров и снижение вовлеченности учителей представляют серьезные вызовы для учреждений дошкольного образования по всему миру. В данном исследовании рассматриваются основные факторы, влияющие на мотивацию педагогов в дошкольных учреждениях, включая заработную плату, условия труда, возможности профессионального развития и рабочую среду. Также изучаются основные причины ухода учителей, такие как эмоциональное выгорание, отсутствие карьерного роста и недостаточная поддержка со стороны администрации.

В исследовании выделяются лучшие практики управления дошкольными учреждениями, направленные на повышение удержания педагогов, с акцентом на необходимость реформирования политики, инвестирования в благополучие учителей и создания коллективной институциональной культуры. Реализация данных стратегий может привести к повышению удовлетворенности работой, улучшению образовательных результатов детей и общему росту качества дошкольного образования.

КЛЮЧЕВЫЕ СЛОВА: Мотивация педагогов, стратегии удержания, дошкольное образование, педагоги раннего детства, текучесть кадров, профессиональное развитие, рабочая среда, удовлетворенность работой, вовлеченность педагогов, реформы в сфере образования.

ANNOTATSIYA: O‘qituvchilarning motivatsiyasi va ishda qolishini ta’minlash maktabgacha ta’lim sifati va barqarorligini ta’minlashda muhim omillar hisoblanadi. Kadrlar almashinuvining yuqori darajasi va o‘qituvchilarning ishga bo‘lgan qiziqishining pasayishi butun dunyo bo‘ylab maktabgacha ta’lim muassasalari uchun jiddiy muammolarni keltirib chiqarmoqda. Ushbu tadqiqot maktabgacha ta’lim muassasalarida o‘qituvchilarning motivatsiyasiga ta’sir etuvchi asosiy omillarni, jumladan, ish haqi, mehnat sharoitlari, kasbiy rivojlanish imkoniyatlari va ish muhiti masalalarini o‘rganadi. Shuningdek, o‘qituvchilarning ishni tark etishiga sabab bo‘ladigan asosiy omillar, masalan, charchoq, martaba o‘shishining yo‘qligi va muassasa tomonidan yetarli darajada qo‘llab-quvvatlanmasligi tahlil qilinadi.

Tadqiqot maktabgacha ta’lim muassasalarida o‘qituvchilarni ishda ushlab qolish bo‘yicha eng samarali boshqaruv usullarini yoritib, **ta’lim siyosatini isloh qilish, o‘qituvchilarning farovonligini oshirishga sarmoya kiritish va jamoaviy institutsional madaniyatni shakllantirish** zarurligini ta’kidlaydi. Ushbu strategiyalarni amalga oshirish natijasida **ishdan qoniqish darajasi oshishi, bolalarning ta’lim natijalari yaxshilanishi va maktabgacha ta’lim sifati umuman oshishi** mumkin.

KALIT SO‘ZLAR: O‘qituvchi motivatsiyasi, ishda ushlab qolish strategiyalari, maktabgacha ta’lim, erta bolalik davridagi ta’lim beruvchilar, kadrlar almashinuvi, kasbiy rivojlanish, ish muhiti, ish qoniqishi, o‘qituvchilarning ishtiroki, ta’lim siyosati islohotlari.

INTRODUCTION: The effectiveness of early childhood education largely depends on the **motivation and retention of preschool teachers**, who play a crucial role in shaping young children's cognitive, emotional, and social development. However, many preschool institutions face **high teacher turnover rates**, which negatively impact educational quality, consistency in instruction, and student outcomes. Factors such as **low salaries, inadequate working conditions, limited professional development opportunities, and emotional burnout** contribute to teachers leaving the profession. As the demand for **qualified early childhood educators** continues to rise globally, addressing these challenges becomes essential for ensuring a stable and high-quality preschool education system.

Motivated and engaged teachers create a **positive learning environment**, promote student well-being, and enhance the overall effectiveness of preschool education. However, if institutions fail to provide adequate support, teachers often experience **stress, dissatisfaction, and job insecurity**, leading to **high attrition rates**. This issue is particularly pressing in developing countries, where early childhood education policies and funding remain insufficient to sustain a strong workforce.

This study aims to examine the **key factors influencing preschool teacher motivation and retention**, assess their impact on **teacher satisfaction and institutional performance**, and propose **practical solutions** for improving retention rates. By using a **mixed-methods research approach**, the study collects **quantitative data** from surveys and **qualitative insights** from interviews with preschool educators and administrators. The findings will contribute to the broader discussion on **teacher well-being, recruitment strategies, and policy reforms** in early childhood education.

LITERATURE ANALYSIS: Numerous studies emphasize the role of **motivation theories** in understanding why teachers stay in or leave the profession. **Maslow’s Hierarchy of Needs (1943)** suggests that teachers require **financial stability, job security, and professional growth** to remain motivated. **Herzberg’s Two-Factor Theory (1959)** highlights that **intrinsic factors** (recognition, achievement, personal growth) and **extrinsic factors** (salary, working conditions, institutional policies) influence teacher motivation. **Self-Determination Theory (Ryan & Deci, 2000)** further argues that motivation is strongest when individuals experience **autonomy, competence, and relatedness** in their work environment.

Studies indicate that teacher retention is **closely linked to job satisfaction, workload, and institutional support**. Research by **Ingersoll & Smith (2003)** found that **teachers with strong mentoring programs and professional development opportunities are more likely to remain in their roles**. **Guarino, Santibañez, & Daley (2006)** emphasize that **salary discrepancies and lack of career advancement** significantly affect teacher turnover rates, particularly in early childhood education. **Bennett et al. (2018)** argue that **work-life balance, emotional support, and positive leadership styles** are key determinants of teacher retention.

Educational policies play a **critical role in teacher motivation and retention**. **OECD (2020)** reports highlight that countries with **structured career progression systems, financial incentives, and continuous training** experience **lower teacher attrition rates**. Additionally, **teacher well-being initiatives**, such as **mental health support, workload management, and performance recognition**, contribute to higher job satisfaction and long-term commitment to the profession.

Several successful teacher retention programs demonstrate the effectiveness of **supportive work environments**. Singapore’s **Early Childhood Development Agency (ECDA) model** prioritizes **teacher mentoring, competitive salaries, and leadership training**, resulting in **low preschool teacher turnover rates**. Similarly, Finland’s education system invests in **teacher autonomy, lifelong learning programs, and social recognition**, leading to **high levels of teacher engagement and retention**.

Despite extensive research on teacher retention, **there is limited data on the long-term impact of teacher motivation strategies in preschool settings**, particularly in developing countries. Future research should explore **the role of AI-driven teacher support systems, flexible work models, and culturally adaptive retention strategies** in sustaining preschool teacher engagement.

RESEARCH METHODOLOGY: To understand the key factors influencing **teacher motivation and retention in preschool institutions**, I used a **mixed-methods approach**, combining **quantitative surveys** and **qualitative interviews**. This allowed me to gather both **statistical data** on teacher satisfaction and personal insights into their experiences.

The research involved **80 preschool teachers** and **20 administrators** from various public and private institutions. Participants were selected through **purposive sampling**, ensuring that they had sufficient experience in early childhood education. A structured **survey questionnaire** was distributed to teachers, focusing on aspects such as **salary, workload, career development, job satisfaction, and institutional support**. Additionally, **semi-structured interviews** were conducted with administrators to gain a deeper understanding of **institutional policies, retention strategies, and challenges** in keeping teachers engaged in the profession.

For data analysis, I used **descriptive statistics** to examine trends from the surveys, while **thematic analysis** was applied to the interview transcripts. The findings from both methods were then compared to identify **common themes, correlations, and areas for improvement** in preschool teacher management.

MAIN DISCUSSIONS AND RESULTS: The study revealed several key factors affecting **teacher motivation and retention**. The most frequently cited challenges were **low salaries, excessive workload, and limited career growth opportunities**. **72% of teachers** reported dissatisfaction with their salaries, feeling that their workload and responsibilities were not adequately compensated. Additionally, **65% of teachers** mentioned **burnout due to administrative tasks and a lack of classroom support**, while **58% felt that career advancement opportunities were insufficient**, leading to disengagement.

From the interviews, it became clear that **institutions offering mentorship programs, structured professional development, and leadership opportunities** had significantly **lower teacher turnover rates**. Schools with **strong administrative support systems and well-being programs** saw teachers staying in their roles longer and demonstrating higher job satisfaction.

However, some barriers to improving retention were also identified. Many preschool institutions, particularly in **underfunded regions**, struggle with **budget constraints**, limiting their ability to offer **higher salaries, training programs, and teacher support services**. Additionally, **work-life balance** was a major concern, as many teachers felt overwhelmed by long hours and the emotional demands of managing young children.

Despite these challenges, the study also highlighted **effective strategies** that could be implemented to improve teacher retention. Schools that provided **competitive salaries, ongoing professional development, mental health support, and recognition programs** had **higher staff engagement and lower turnover rates**. Teachers in these institutions felt **valued, motivated, and more committed** to their profession.

Overall, the research underscores the need for **systematic changes in preschool education management**. By addressing **salary concerns, workload issues, and career development pathways**, institutions can create a **more sustainable and supportive**

environment for preschool educators. These findings emphasize that **investing in teacher well-being and motivation is not only beneficial for educators but also crucial for improving the quality of early childhood education.**

CONCLUSION: The findings of this study highlight the critical role of teacher motivation and retention in ensuring the stability and quality of preschool education. The research confirms that low salaries, excessive workloads, limited career growth, and insufficient institutional support are the main factors contributing to high teacher turnover in preschool institutions. Teachers who experience job dissatisfaction and burnout are more likely to leave the profession, which disrupts the learning environment and affects children's early development. Ultimately, investing in teacher motivation and retention is not only beneficial for educators but also essential for improving early childhood education. A well-supported teaching staff leads to higher quality instruction, better student outcomes, and long-term improvements in the preschool education system. This study reinforces the idea that retaining skilled and motivated teachers should be a top priority in the ongoing efforts to enhance early childhood education.

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