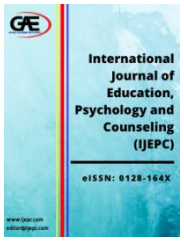
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TEACHER TURNOVER INTENTION IN THE POST-PANDEMIC ERA: A SCOPING REVIEW OF EVIDENCE (2021–2026)

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Abstract:

School productivity and teacher efficiency decline significantly due to rising teacher turnover intentions. Furthermore, teacher shortages compromise the quality of education and exacerbate both student learning deficits and teacher burnout. This scoping review aims to systematically assess current evidence regarding the influencing factors behind teacher turnover intention. Specifically, this study reviews literature published between 2021 and 2026 to investigate the primary drivers and underlying determinants of this phenomenon. A scoping review methodology was selected as it is uniquely suited for examining such complex and broad educational topics. Relevant literature was systematically retrieved from major electronic databases, including Scopus, ScienceDirect, and Web of Science. Following PRISMA-ScR guidelines 13 studies were included after screening 321 records, with data analysis to identify key patterns. Beyond identifying key drivers, this review highlights critical research gaps to provide a clearer understanding of the barriers within current literature. The findings indicates that teacher turnover intention influence by burnout, job demands, job satisfaction and organizational factors. These findings underscore the urgent need for a holistic approach to teacher job satisfaction and well-being. Addressing these factors is vital to increasing motivation, enhancing educational quality, cultivating supportive work environments, and mitigating the detrimental effects of burnout. Ultimately, this study provides valuable insights for stakeholders and institutional leaders, emphasizing the critical importance of developing targeted interventions for environments,

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teacher well-being, strategies to retain and policy frameworks to mitigate teacher turnover intention.

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Keyword:

Job Satisfaction, Scoping Review, Teachers, Turnover Intention, Well-Being

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Introduction

Despite the majority of educational establishments and institutions having almost fully back to face-to-face interactions, it is quite important to note that pandemic-related obstacles and challenges remain dominating teachers' professional personal accounts. The post-pandemic era refers to the acute emergency phase of the COVID-19 pandemic which by lifting of major public restrictions and the gradual resumption of normal educational, economic activities and social, (World Health Organization, 2023). Furthermore, the post-pandemic period categorically signifies few characteristics such as learning recovery effort, growing administrative expectations, limited staff, erratic and unpredictable students' behavior and continuing demand to help and pacify student's social-emotional growth. The continuing disputes and job demand increasingly lead to job dissatisfaction, lower concentration and focus and eventually, steer them to change their profession (Collie, 2023; Nguyen et al., 2022).

Universally agreed that COVID-19 hugely affected teachers' commitment, responsibilities and working environment. While personally facing their own personal life challenges, during the pandemic, teachers are then expected to instantly adapt to online and hybrid teaching methods while at the same time, they also have to endure increased workloads, technological difficulties, health uncertainties and emotional requirements (Kim & Asbury, 2020; Eblie Trudel & Sokal, 2023). All these new and unaccustomed environments lead to numerous difficulties including higher levels of stress, burnout, worries, agitations and emotional collapses faced by teachers all over the country (Sokal et al., 2022; Allen et al., 2020; Kim et al., 2021).

Turnover intention is defined as teachers' willingness to leave their workplace profession (Wang et al., 2022). Current research and studies have established that a number of reasons that led to teachers' turnover intention namely, burnout, work-related anxieties, organizational dependability, job fulfilment, leadership help and empathy, school environment, strength, persistence and personal sufficiency (Madigan & Kim, 2021; Pressley & Ha, 2022; Goldhaber, 2021; Lavery, 2020). It is extremely pertinent to note that notwithstanding all this research give invaluable information and observances, the evidence established is still sporadically spread all over countries, educational framework and traditional methodology. A number of analyses have investigated teachers' well-being, employment anxieties, depressive symptoms and burnout during the pre-pandemic and post-COVID-19 pandemic (Pellerone, 2021; Madigan &

International Journal of Education, Psychology and Counseling
IJEPC
EISSN : 0128-164X
Volume 11 Issue 64 (September 2026) PP. 1328-1346

Kim, 2021; Ozamis-Etxebarria et al, 2021). Nevertheless, despite the above analyses, they are still short of synthesis concentrating on teacher turnover intention in the educational context of post pandemic.

Additionally, in view of the increasing number of literatures published between 2021 and 2026, it is important to have an extensive mapping of established evidence to signify the most important themes, methodological approaches and information discrepancies. Scoping analysis is essential in identifying the incoming research areas particularly in multiple methodologies and conceptual strategies. This article aims to categorically identify and chart the empirical evidence on teacher turnover intention in the post-endemic timeline.

Comprehensively, it is paramount to note that teachers are one of the significant contributors in establishing educational quality, vindicating student's success and perfecting the function of the school. Nevertheless, in the case of teacher shortages and instability of the educational environment, related parties are focusing and wish to understand numerous factors that lead to teachers' decision to leave their profession (Sun et al., 2025). This study is trying to find the paramount factors that influence the teachers to have turnover intention and even to leave their profession. To prevent shortages and educational quality of education, understanding of the teacher turnover intention factors must be addressed, and this gap in synthesized knowledge obstructs our understanding. Existing research has predominantly relied on localized datasets, cross-sectional designs, limiting the ability to establish causal relationships and generalized finding over diverse educational contexts (Banata et al., 2023; Rasanen et al., 2022; Jensen, 2021).

Moreover, the complex nature of work environment specific antecedents' intention is affected by the interaction of multiple job demand and job resources; however, these factors have been examined in separation just focusing on specific antecedents such as workload, burnout, organizational support, emotional labour and quality of work life (Erturk, 2022; Sun et al., 2025; Yang et al., 2025, 2026; Hung et al., 2025). As a result, workplace factors collectively influence turnover intention and there remains limited understanding, which highlighted the necessary for more comprehensive utilizing broad and larger diverse datasets to provide a deeper understanding on turnover intention among teachers (Nogues & Tremblay, 2025; Arnold & Rahimi, 2025; Eckstein-Madry et al., 2025). Notwithstanding growing scholarly scrutiny, several studies have simultaneously integrated job demands and job resources within a comprehensive framework to explain across diverse educational settings about teacher turnover intention (Hung et al., 2025; Yang et al., 2026: Rahimi & Arnold, 2025).

Material and Methods

This scoping review utilizes a five-stage approach developed by Arksey & O' Malley (2005), which includes defining the research question, searching for relevant studies, selecting studies, charting data, and collating results. To further enhance the quality of the methodology this review incorporates recommendation from Levac et al. (2010). In addition, it adheres to the PRISMA-ScR guidelines for transparent and systematic reporting (Tricco et al., 2018). The PRISMA-ScR flowchart is presented in Figure 1.

Step 1 - Developing Research Question

This scoping review process involves the precise formulation of the overarching research question (Arksey & O' Malley, 2005; Levac et al., 2010). For this will serve as a foundational

International Journal of Education, Psychology and Counseling
IJEPC
EISSN : 0128-164X
Volume 11 Issue 64 (September 2026) PP. 1328-1346
guide throughout the review. The key research for this review is: What evidence exist regarding the influence factors on teacher turnover intention during post pandemic era? this question aims to thoroughly investigate the extent of the factors that influence teacher turnover intention. Additionally, the inquiry seeks to analyse the turnover intention variables most relevant to the teachers and to identify significant knowledge gaps and shortcomings in the existing literature.

Step 2 - Search Strategies

In the second step, a systematic literature search will be conducted to identify relevant studies which align to the goals of scoping review (Arksey & O' Malley, 2005; Levac et al., 2010). The search will include several reputable databases including Scopus, Web of Science and Science Direct. The search string to be used is: ("turnover intention' OR "intention to leave") AND ("teacher*" OR "educator*") AND ("factor*" OR "determinant*" OR "predictor*" OR "antecedent*" OR "influence*" OR "outcome*" OR "effect*" OR "impact*" OR "consequence*" OR "moderate*" OR mediate*")). Filters applied PUBYEAR >2021 AND PUBYEAR < 2026
· EXCLUDE DOCTYPE "bk" (books) and "no" (notes)
· LIMIT-TO LANGUAGE "English". This search term is designed to capture articles specifically discussing turnover intention or intention to leave among educators or teachers, which factors that influence their intention to leave or quit. Keywords will be tailored to match the index term used in each database to maximize the number of relevant studies retrieved.

Step 3 - Eligibility Criteria

In this step, the selection process will involve systematic screening of titles, abstracts, full texts of full articles to ensure meet specific requirements of scoping review (Arksey & O' Malley, 2005; Levac et al., 2010). Each article will be meticulously evaluated against pre-established inclusion and exclusion criteria to assess relevance and suitability for the analysis step. For final analysis, studies that meet the inclusion criteria will be selected for review, while the rest that do not fulfil the requirement will be excluded from the analysis. The inclusion and exclusion criteria are as stated in Table 1.

Step 4 - Charting the Data

Five column table designed to systematically capture key information from each study data exported. The table includes the title, publication details which include authors and publication year, variables or constructs and primary findings regarding the factors that influence teacher turnover intention. A fifth column was added to capture recurring themes, ideas, and important concepts that emerged from the discussions in the selected studies through thematic analysis. Continuous refinement of the columns to facilitate in depth and detailed data captured being involved in the charting process (Arksey & O' Malley, 2005; Levac et al., 2010).

Step 5 - Collating, Summarizing and Reporting

To create a comprehensive representation of the evidence, the accumulated data will be integrated through a combination of descriptive and narrative analysis (Arksey & O' Malley, 2005; Levac et al., 2010). This integration will map the distribution of the studies, which is by country and year of publication, highlighting patterns within the literature. This process will also critically examine the key determinants of turnover intention and the factors that influence teachers to leave their position. Furthermore, the review will identify common types of turnover

International Journal of Education, Psychology and Counseling
IJEPC
EISSN : 0128-164X
Volume 11 Issue 64 (September 2026) PP. 1328-1346

intention faced by teachers in numerous factors. Trends in this research and emerging patterns highlighted to clarify the current scope and focus in this area. The integration will identify existing research gaps and suggest areas for future investigation. The result such as thematic summaries, graphical charts to enhance transparency and ensure systematic reporting will be presented using tables.

Table 1: Eligibility Criteria for the Scoping Review

Criterion	Inclusion	Exclusion
Publication Type	Articles published in peer-reviewed journals (quantitative)	Annual reports, conference proceedings, grey literature, theses
Time Period	Studies published between the year 2021 and 2026	All studies published before year 2020
Population	School teachers, preschools, primary, secondary, private school, government school	Non-teaching professions. e. g., healthcare, nurses, etc.
Language	English language publications with accessible full text	Other than English language publications or inaccessible full text
Focus of Study	Articles discussing about the factors that influence teacher turnover intention	A related articles other than factors that influence teacher turnover intention
Relationship Direction	Studies examining factors that influence, determine, correlate with, predict and theoretically affect turnover intention	Studies where purposely predict other outcomes
Quality	Sufficient methodological studies in detail	<10 participants or insufficient methodological detail in case studies

This review focuses on quantitative empirical studies published in peer-reviewed journals between 2021 and 2026. Quantitative research provides empirical evidence on the direction's strength, prevalence and statistical relationship between turnover intention and factors. This emphasis is based on several key considerations. First, proceeding papers and no-peer-reviewed journals were excluded due to potential limitations in methodological rigor and a lack of systematic reporting, which could impair the reliability of findings (Hodgkinson & Ford, 2014). Second, the study of teacher turnover intention has accumulated significant scholarly attention and theoretical refinement in recent years, warranting a focus on contemporary literature (Nguyen et al., 2021; Li et al., 2022. Furthermore, teacher turnover intention has theoretically developed into a more research domain, justifying a focus on contemporary studies, suggested because of the increasing volume of empirical studies and evidence syntheses published in recent years (Yang et al., 2025; Sun et al., 2025). Consequently, the inclusion of recent, high-quality studies to ensure this review presents contemporary, relevant, and methodologically sound evidence for significant discussion. The steps involved in this review as suggested in PRISMA guideline in the Figure 1 below;

International Journal of Education, Psychology and Counseling
IJEPC
EISSN : 0128-164X
Volume 11 Issue 64 (September 2026) PP. 1328-1346

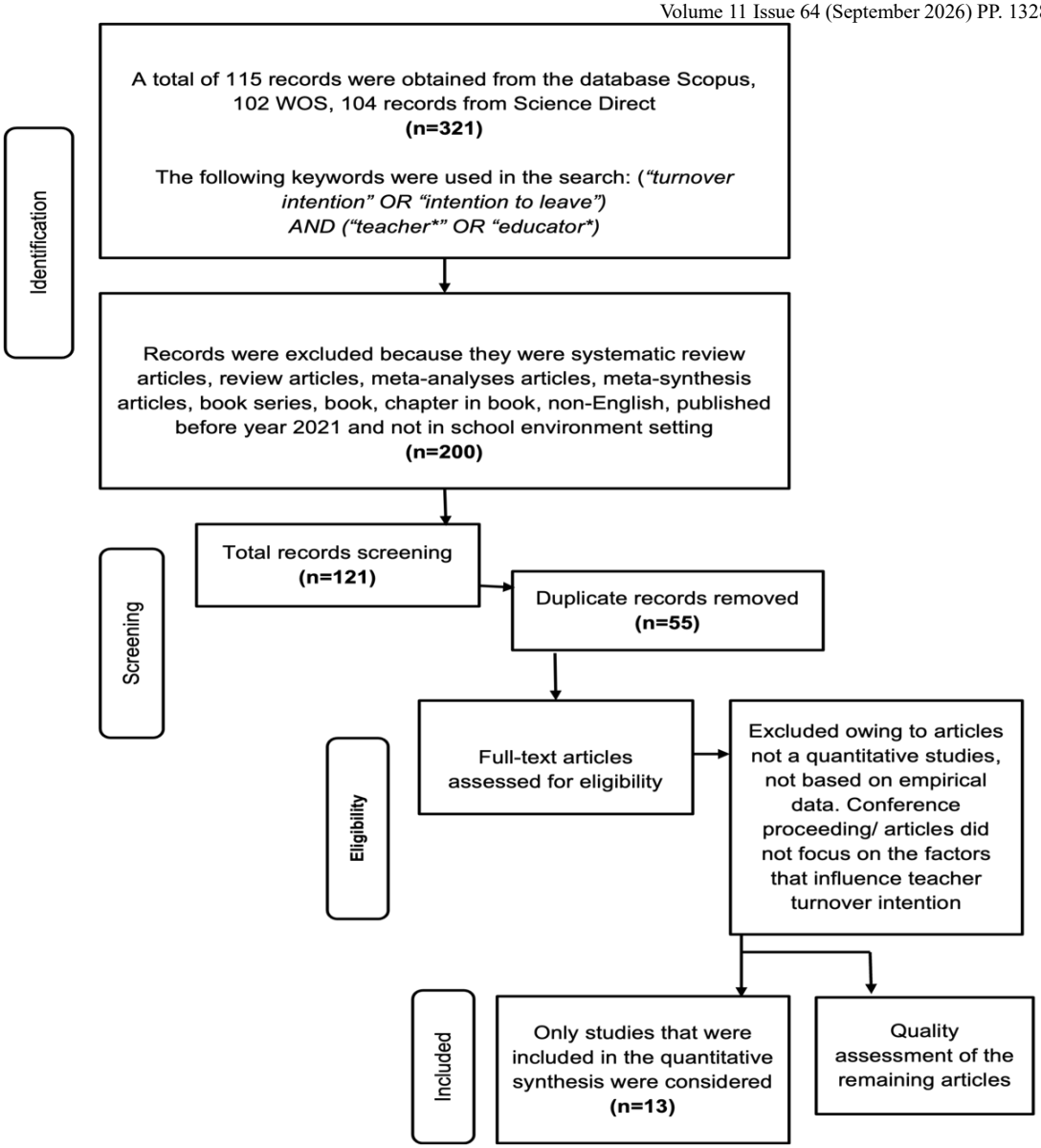


Figure 1: Flow Diagram for the Process as Suggested in PRISMA Guideline

Sources: Adapted from Moher et al. (2015)

Note: A total of 308 records were excluded due to its year publication, duplication, non- quantitative research, not empirical research, conference proceedings and articles that do not focus on the factors that influence teacher turnover intention.

Findings

Table 2 outlines 13 recent research papers included in this scoping review, as per the selection criteria in the Table 2 outlines. The studies were conducted by Banata et al. (2023), Nogues and Tremblay (2025), Erturk (2022), Eckstein-Madry et al. (2025), Mark Rahimi and Ben Arnold (2025), Ben Arnold & Mark Rahimi (2025), Sun et al. (2025), Yang et al. (2026), Rasanen et al. (2022), Jensen (2021), Alkan (2026). Each of these offers valuable insight about the factors that influence teacher turnover intention. From this scoping review, job demands, job resources and psychological strains mechanisms consistently explained on teachers' turnover intention. Stress and burnout increase among teachers due to work intensification, emotional labour, workload, discipline problems and work overload (Banata et al., 2023;

International Journal of Education, Psychology and Counseling
IJEPC
EISSN : 0128-164X
Volume 11 Issue 64 (September 2026) PP. 1328-1346

Nogues & Tremblay, 2025; Hung et al., 2025; Alkan, 2026; Jensen, 2021). These demands are consistently linked to emotional exhaustion and reduced commitment, which subsequently raise intention to leave the profession (Rasanen et al., 2022; Eckstein-Madry et al., 2025).

Contrary, Job resources such as job satisfaction, organizational support, professional self-efficacy and autonomy nurture to reduce turnover intention either directly or indirectly through enhanced well-being and reduced burnout (Erturk, 2022; Yang et al., 2026; Alkan, 2026). Yang et al. (2025) found organizational identity and support systems also play a mediating role in strengthening retention strategies. In this research burnout is the most frequently identified as mediator, transmitting the effects of job demands such as emotional demands, workload and emotional labour onto turnover intention (Hung et al., 2025; Sun et al., 2025; Eckstein-Madry et al., 2025). In addition, factors such as poor emotional climate, social support and job satisfaction or intensify these relationships depending on contextual conditions (Sun et al., 2025; Jensen, 2021). In summary, recent literature has a consistent pattern that high job demands increase burnout and turnover intention, while job resources buffer these effects and increase retention, the key psychological pathway consistently with burnout.

Table 2: Synthesis of Reviewed Articles and Identified Themes

No.	Article Title	Publication Details	Variables	Key Findings	Themes
1.	Teachers' turnover intention: the role of work motivation, job stress and organizational commitment	Banata et al. (2023) Indonesia Secondary School Teachers	IV: Work motivation, job stress, organisational commitment DV: Turnover intention	Work motivation, job stress, organisational commitment affect turnover intention among secondary school teachers.	Work motivation, job stress, organisational commitment, intention to leave
2.	Work intensification, work-life conflict and turnover intentions in the teaching profession: evidence from school teachers in Quebec, Canada	Nogues & Tremblay, (2025) Canada Preschool, Primary, Secondary School Teachers	IV: Work intensification, work-life conflict DV: Turnover intention	Work intensification and work-life conflict impact on intention to leave among secondary school teachers.	Job demands, work pressure, intention to leave
3.	The effect of the teacher's quality of work life on job satisfaction	Erturk, (2022) Turkey	IV: quality of work life Moderator:	The quality of work life and all the dimensions are the predictors of job satisfaction	Teachers wellbeing, job satisfaction,

International Journal of Education, Psychology and Counseling
IJEPC
EISSN : 0128-164X
Volume 11 Issue 64 (September 2026) PP. 1328-1346

	and turnover intention	Primary School teachers	Job satisfaction DV: Turnover intention	and turnover intention.	intention to leave
4.	Intention to leave, burnout and job satisfaction of Austrian early-career preschool teachers	Eckstein-Madry et al. (2025) Austria Preschool Teachers	IV: Burnout, job satisfaction DV: Intention to leave	Burnout and job satisfaction effects of intention to leave among preschool teachers.	Job demands and resources, intention to leave
5.	Understanding Australia's teacher shortage: the importance of psychosocial working conditions to turnover intentions	Mark Rahimi & Ben Arnold (2025) Australia Government School Teachers	IV: Burnout, job satisfaction DV: Turnover intentions	Burnout and job satisfaction effects on teacher intention to leave among government school teachers.	Job demands and resources, intention to leave
7.	How emotional labour leads to turnover intention: the mediating role of job burnout and the moderating role of social support among rural physical education teachers in China	Sun et al. (2025) China School Teachers	IV: Emotional labour Mediator: Job burnout Moderator: role of social support DV: Turnover intention	Job burnout mediated emotional labour and turnover intention and social support effects job burnout and turnover intention	Job demands, teachers wellbeing, intention to leave
8.	The impact of organizational support on turnover intentions among novice teachers in primary and secondary schools of less developed areas: the sequential mediating role of	Yang et al. (2026) China Primary and Secondary Schools	IV: Organizational support Mediators: Induction adaptation, job burnout DV: Turnover intention	Organizational support affecting teacher turnover intention and both induction and job burnout mediated effects between organizational support and turnover intention	Job demands, organizational support, teachers wellbeing, turnover intention

International Journal of Education, Psychology and Counseling
IJEPC
EISSN : 0128-164X
Volume 11 Issue 64 (September 2026) PP. 1328-1346

	induction adaptation and job burnout				
9.	Task performance, turnover intention, and their mechanisms in Chinese rural teachers	Yang et al. (2025) China School Teachers	IV: Task performance Mediators: Organizational identity, Job satisfaction DV: Turnover intention	Teachers task performance affected turnover intention and mediating effects of organizational identity was more significant.	Task performance, organizational identity, turnover intention
10.	Experienced risk of burnout among teachers with persistent turnover intentions	Rasanen et al. (2022) Finland School Teachers	IV: Job burnout DV: Turnover intention	Job burnout affect teachers on turnover intention	Job demands, turnover intention
11.	Pupil-teacher ratio, disciplinary problems, classroom emotional climate, and turnover intention: evidence from a randomized control trial	Jensen, (2021) Norway School Teachers	IV: Discipline problems Mediator: Classroom emotional climate DV: Turnover intention	Discipline problems and class emotional climate affects teacher turnover intention.	Discipline problems, class emotional climate, teacher turnover intention.
12.	Teachers' performance and turnover intention: the roles of workload, autonomy, and professional self-efficacy based on the JD-R theory	Alkan, (2026) Türkiye Preschool teacher	IV: Work overload, Autonomy, Professional self-efficacy Moderator: Performance DV: Intention to leave	Work overload was positively influence teachers intention to leave and self-efficacy moderate the association between teacher autonomy and intention to leave	Job demand, Professional self-efficacy, Performance, intention to leave

International Journal of Education, Psychology and Counseling
IJEPC
EISSN : 0128-164X
Volume 11 Issue 64 (September 2026) PP. 1328-1346

13.	The impact of workload and emotional demands on turnover intention: the mediating and moderating effects of job burnout	Hung et al., (2025) Taiwan Preschool teachers	IV: Workload, emotional demands Moderator: Job burnout Mediator: Job burnout DV: Turnover intention	Workload and emotional demands positively influence turnover intention through job burnout. Job burnout also affects workload on turnover intention	Job demand, emotional demands, turnover intention

Sources: Relevant Records Selected from Scopus, Web of Science and Science Direct

Background of the Studies Included in the Review

The following graph showing the distribution of the study included based on location;

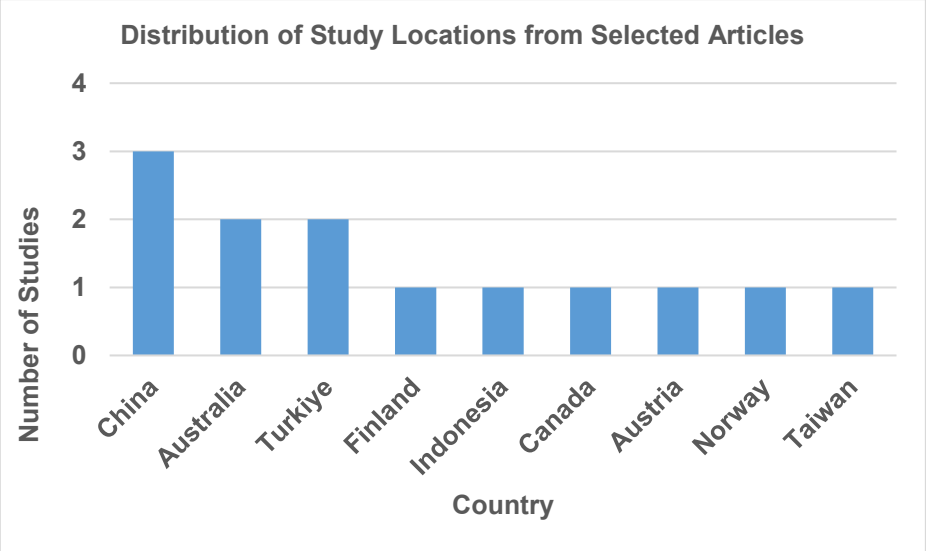


Figure 2: Distribution of the Study Location

Distribution of study locations from selected articles presented in Figure 2 highlights the global interest in exploring the factors that influence teacher turnover intention. The review indicates that most studies were conducted in China (Yang et al., 2025; Sun et al., 2025) deliberate a growing focus on factors that influence teacher turnover intention. Australia was the second studied context with two investigations from the same authors (Mark Rahimi & Ben Arnold, 2025) examining teachers' turnover intention which was conducted in government primary and secondary schools. Additionally, one study conducted in Finland (Rasanen et al., 2022) which highlighted job burnout affects teachers on turnover intention. Another study from Indonesia (Banata et al., 2023) found work motivation, job stress, organisational commitment affects turnover intention among secondary school teachers.

International Journal of Education, Psychology and Counseling
IJEPC
EISSN : 0128-164X
Volume 11 Issue 64 (September 2026) PP. 1328-1346

Next, in Canada (Nogues & Tremblay, 2025) studies emphasized work intensification and work-life conflict impact on intention to leave among secondary school teachers. Also studied in Turkey (Erturk, 2022) the quality of work life and all the dimensions are the predictors of job satisfaction and turnover intention among teachers in primary school teachers. Additionally, teachers faced work overload was positively influenced teachers' intention to leave and self-efficacy moderated the association between teacher autonomy and intention to leave (Alkan, 2026). Studies found by Alkan, (2026) work overload positively influenced teachers' intention to leave and self-efficacy moderate the association between teacher autonomy and intention to leave. Furthermore, burnout and job satisfaction affect the intention to leave among preschool teachers in Austria (Eckstein-Madry et al., 2025). Lastly, studies found that discipline problems and class emotional climate affect teacher turnover intention in Norway (Jensen, 2021), contributing profound knowledge into teacher turnover intention school settings.

These findings indicate that research on turnover intention offers a broad perspective on how job demand and job resources influence teachers' decision to leave in their profession. Cross-sectional representation enhances our organizational, cultural and policy context influence teacher turnover intention. These studies highlight the significance of well-being, school leadership and positive climates as essential factors in mitigating teacher burnout and remain with their position and delaying early retirement. Further suggested in this scoping review, teacher turnover intentions are increasingly recognized as a factor impacting teacher retention across variable education systems (Yang et al., 2026; Mark Rahimi & Ben Arnold, 2025). These observations emphasized the necessity of tailoring task management strategies to specific stakeholder circumstances (Nasir et al., 2023). By doing that, the organization is able to strengthen a healthy work environment, increase teachers' satisfaction, retention and finally, reduce turnover intention (Destini & Nurhayati, 2024). The following figure illustrates information in terms of publication years and the sources of the studies covered below;

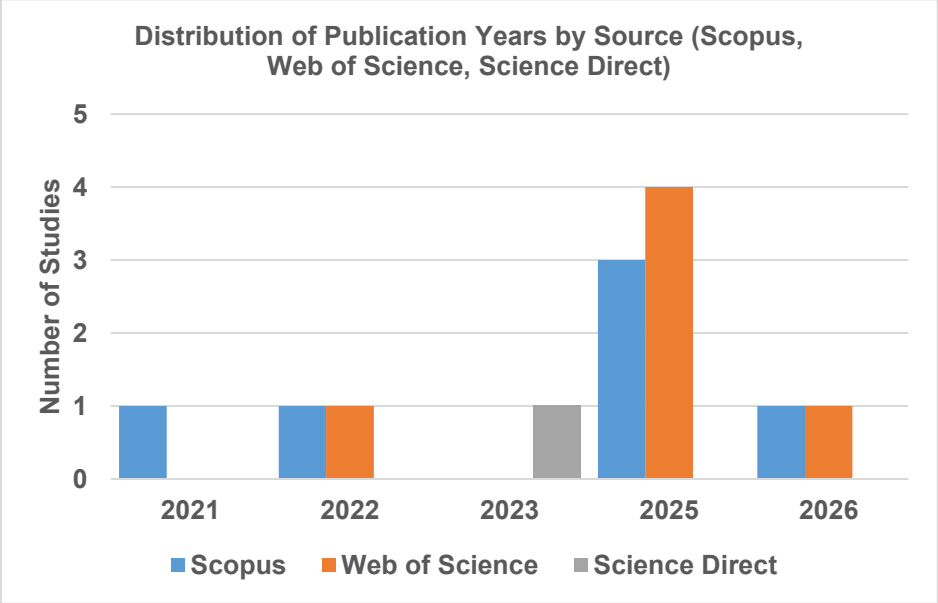


Figure 3: Year and Source of Publication

International Journal of Education, Psychology and Counseling
IJEPC
EISSN : 0128-164X
Volume 11 Issue 64 (September 2026) PP. 1328-1346

Figure 3 illustrates that the studies included in this selection were published from 2021 and 2026, research on teacher turnover intention has evolved from separated predictors studies to more integrated grounded mainly in Job Demand and Resources theories. Across diverse context, increasing job demands such as emotional labour, work intensification, workload and stress are the main factors influence turnover intention, through the mediating role of burnout, which has emerged as the most dominant psychological mechanism Rasanen et al., 2022; Banata et al., 2023; Hung et al., 2025; Sun et al., 2025).

Concurrently, job resources including, autonomy, job satisfaction, organizational support and social support are repeatedly found to decrease turnover intention by buffering the negative effects of job demands and elevating teachers' psychological well-being (Erturk, 2022; Yang et al., 2025; Yang et al., 2026). Recent studies also highlight a rising focus on organizational climate, work life balance and teacher well-being as critical contextual factors that shape retention decisions (Nogues & Tremblay, 2025; Jensen, 2021). Comprehensively, the trends indicate a shift towards more complex mediation and moderation models and stronger emphasis on well-being and mental health outcomes among teachers rather than simple direct relationship. Future research is expected to move toward multilevel analysis, intervention-based studies to better understand causality, longitudinal designs and develop practical strategies for reducing teacher attrition.

Discussion and Recommendation

This scoping review synthesizes the existing evidence on turnover intention among teachers and factors that influence their decision to leave the profession. Strong evidence in 13 selected quantitative studies shows in these reviews. The literature has a consistent theme across, which workload and job demand influenced teachers' turnover intention. Studies conducted in Australia, Turkey, Canada, Taiwan indicate that workload, work intensification, work overload and emotional demands increase teachers' intention to leave the profession (Hung et al., 2025: Nogues & Tremblay, 2025; Rahimi & Arnold, 2025: Alkan, 2026). Similarly, Jensen (2021) found that a negative classroom emotional climate and discipline problems contributed to turnover intention among teachers in Norway government schools. These findings align with the JD-R model, which posits that excessive job demands deplete employees psychological and physical resources, thereby increasing withdrawal behaviours such as turnover intention (Bakker & Demeroutie, 2017).

Following the literature scoping research, the most frequently examined predictors of turnover intention are burnout. Teachers have faced additional responsibilities including adapting to hybrid teaching and digital, supporting students social, emotional well-being and learning loss. This factor one of the strongest antecedents of turnover intention because of the expanded responsibilities have increased psychological strain and accelerated burnout among teachers (Pinheiro et al., 2023). Research studies from Austria, China, Taiwan and Finland consistently reported that burnout directly increases teachers' intention to leave (Rasanen et al., 2022; Eckstein-Madry et al., 2025; Arnold & Rahimi 2025). In addition, Burnout serves as an important mediating mechanism through workplace stressors. Sun et al. (2025) found that job burnout mediated the relationship between emotional labour and turnover intention, while Yang et al., (2026) stated burnout mediated effect of organizational support on turnover intention. Likewise, Hung et al. (2025) revealed that burnout mediated the relationship between emotional demands, workload and turnover intention. From these findings, burnout is shown

International Journal of Education, Psychology and Counseling
IJEPC
EISSN : 0128-164X
Volume 11 Issue 64 (September 2026) PP. 1328-1346
as a central psychological pathway linking adverse work conditions to teachers' intention to leave the profession.

Besides that, other factors also play a crucial role in influencing turnover intention among teachers. Banata et al. (2023) found job stress, work motivation and organizational commitment significantly affected turnover intention among secondary school teachers. Similarly, organizational support significantly reduced turnover intention both directly through induction adaptation and job burnout (Yang et al., 2025). Further reported that job satisfaction and organizational identity mediated the relationship between task performance and turnover intention. These findings indicate that technological adaptation, organizational support, work life balance is a concern primarily related to workload into multidimensional issue transformed teacher turnover intention in the post-pandemic era. Collectively, these studies highlight the essential of a supportive organizational climate in enhancing teacher retention and will decrease turnover intention.

Job satisfaction and quality of work life is another recurring theme that influenced teachers' decisions to remain in the profession. Turnover intention among preschool teachers is significantly predicted by quality of work life and both job satisfaction on turnover intention (Erturk, 2022). Additionally, Rahimi & Arnold (2025) and Eckstein-Madry et al. (2025) reported that lower levels of job satisfaction among teachers were associated with higher turnover intention. Effective retention strategy such as improving teachers overall work experiences and satisfaction levels is the best suggested for these findings (Steiner & Woo, 2021).

Furthermore, the importance of work-life balance and well-being in shaping turnover intention is also emphasized in this literature. Nogues and Tremblay (2025) studies work-life conflict significantly increased teachers' intention to leave. In Australia, stress, family-work conflict, depressive symptoms and poor well-being are identified as important predictors of turnover intention among teachers (Arnold & Rahimi, 2025). These findings indicate that critical factors affecting retention decisions among teachers are personal well-being and ability to balance professional and family responsibilities among them.

Numerous studies examined contextual resources and personal that may mitigate turnover intention. Studies by Alkan (2026) found that professional self-efficacy moderated the relationship between teacher autonomy and intention to leave, recommending that teachers with higher self-efficacy may be better provided to deal with workplace challenges. Similarly, social support impaired the effects of burnout on turnover intention (Sun et al., 2025). These findings are consistent with the Conversation of Resources (COR) theory which proposes that social resources and personal help individuals handle stress and reduce the likelihood of resource depletion (Hobfoll, 2018). Personal resources and stronger organizational support will decrease burnout and consequently less turnover intention among teachers.

Overall, in these studies, the evidence suggests that teacher turnover intention is influenced by a complex interaction of burnout, job demands, job satisfaction, organizational factors, work-life balance, identified predictor and mediator across studies. The findings also demonstrate that quality of work, autonomy, social support, self-efficacy, and organizational support can act as protective factors that reduce turnover intention among teachers. In addition, burnout represents the mechanism through which excessive job demands and not merely another predictor of turnover intention, this is proposed by JD-R model which supporting the health

impairment process. The need for comprehensive retention strategies to address both workplace demands and teacher well-being in order to sustain the educational workforce collectively support these themes.

Implication for School Leadership

The findings of this scoping review imply that teacher turnover intention is shaped by an interrelated set of job related, organizational support, psychological and work environment factors. Educational stakeholders should implement interventions and adopt integrated retention strategies from a practical perspective (Rasanen et al., 2022). Supportive work environments that not only mitigate the risks of stress and burnout, also contribute to overall health and well-being and retention of teachers in the profession (Rahimi & Arnold, 2025). These strategies should prioritize reduction of work intensification, workload management, and improvement of work life balance among teachers to address key job demands (Eckstein-Madry et al., 2025).

Simultaneously, strengthening organizational resources, such as teachers' job satisfaction, well-being, perceived support, and organizational commitment is crucial to decrease turnover intention (Banata et al., 2023). Furthermore, improving the overall quality of work life balance through professional development opportunities, supportive leadership and positive work environment may elevate teachers job satisfaction and for a long-term commitment (Yang et al., 2025). In addition, to strengthen teacher's professional capabilities and self-efficacy, school and stakeholder should give an opportunity for professional development which may contribute to improve well-being (Perveen et al., 2025). Concurrently, these measures can contribute to optimized teacher retention and also help address ongoing teacher shortages, where work pressures have intensified particularly in post pandemic educational settings.

Cultural Context

The examined research and pointed out a definitive cultural variation of how teacher turnover intention is formed and understood throughout the country. In some of the countries such as China, Indonesia and Taiwan, turnover intention is heavily determined by the factors in the organization, namely social support and methods in the organization factors while emotional labour and burnout plays a significant mediator's role (Sun et al., 2025; Yang et al., 2026; Banata et al., 2023; Hung et al., 2025). The above platforms signify relational predictions and organizational dependency in which support system portrays a fundamental element in retention.

On the other hand, research done from the perspective of an individual in Canada, Australia, Finland and Austria reflected heavier impact of individual well-being determinants including work-life conflict, job satisfaction and burnout on turnover intention (Nogues & Tremblay, 2025; Rahimi & Arnold, 2025; Rasanen et al., 2022; Eckstein-Madry et al., 2025). In this instance, turnover conclusions are personally derived and remotely attached to work life balance and individual mental strength. In general, cultural context determines whether job demands and job resources influence the turnover intention, with collectivist methods increasing the organizational weights and personal programs emphasizing individual well-being components.

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Implication for Practice and Policy Development

The discoveries of this scoping review indicate that teacher turnover intention is hugely determined by job resources and job demand, suggesting that policy administrators and schools are advised to consider a stable avenue in workforce governance. It is fundamentally pragmatic for administrators and schools to rectify and balance the increased workload, controlling emotional outbursts and refining work life uncertainties in order to achieve the decreasing of turnover intention among teachers (Hung et al., 2025; (Hung et al., 2025; Rahimi & Arnold, 2025; Nogues & Tremblay, 2025). Simultaneously, organizational support methods is to be perfected, job efficiency is to be amplified, and leadership performance is to be enhanced as all these factors and strategies will act as protective methods in curtailing burnout and reinforce retention (Yang et al., 2026; Eckstein-Madry et al., 2025). In the subject of policy enhancement, administrators and educational policymakers are obliged to concentrate on refining support systems including guidance policy, inauguration sessions and also uninterrupted personal improvisation in order to achieve the objective of having a personified teacher who is able to adapt in every teaching aspect and avoid burnout (Eblie Trudel & Sokal et al., 2023). Regular interference in identifying teacher well-being either to support their burnout or to ensure justifiable workload assignments are extremely important in managing and treating burnout related turnover intention (Arnold & Rahimi, 2025). Intrinsically, to attain an improved teacher retention, integrated method that approaches a positive workplace platform and individual psychological needs should be readily available at the schools.

Conclusion

The current scoping review indicates and emphasizes that teacher turnover intention in the post-pandemic era is heavily swayed by a complicated relationship between job demands, organizational factors, personal resources and psychological well-being and individual resources. Work-life conflicts, workload, burnout and emotional demands are continuously accepted as fundamental elements of turnover intention, whereas organizational support, job satisfaction, autonomy and social support are established as a protective factor (Hung et al., 2025; Sun et al., 2025; Yang et al., 2026: Rahimi & Arnold, 2025; Eckstein-Madry et al., 2025). Particularly when teachers experience excessive workload and sustained work-related pressures, job demands will increase teachers' turnover intention. In addition, emotional exhaustion and psychological are contribution factors because of prolonged exposure to demanding working conditions. Burnout emerged as a key mechanism linking job demands to turnover intention among teachers. Conversely, job resources were identified as protective factors that decrease turnover intention, particularly through organizational support, working environments and greater job autonomy. Overall, Job Demands-Resources (JD-R) model supports the relevance in explaining teacher turnover intention. Addressing burnout, reducing excessive job demands and strengthening job resources as complimentary strategies for supporting teacher retention are importantly highlighted in this review. Furthermore, these findings provide a theoretical foundation for future examining relationships among burnout, job demands, job resources and turnover intention particularly within the evolving conditions of the post-pandemic era in educational sector. These discoveries are derived exclusively from the research conducted in Europe, North America, Oceania and Asia. strongly suggesting that increment of global attention in comprehending teacher turnover intention from a unique and variable educational understanding. Longitudinal designs should be employed for future research to better establish causal relationships and integrate multiple job demand and job resources within comprehensive frameworks, which is suitable for JD-R and Conservation of Resources (COR) theories. Most studies rely on cross-sectional and geographically

concentrated samples, diverse population and involving larger sample from other countries particularly Latin America, Africa and the Middle East is needed to improve the generalizability of findings (Banata et al., 2023; Jensen, 2021; Rasanen et al., 2022; Nogues & Tremblay, 2025; Yang et al., 2025) Furthermore, a distinctive and better comparative cross-cultural research will vehemently signify a profound information as to the reason why contextual factors greatly leverage teacher turnover intention across different educational systems.

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