
| RESEARCH ARTICLE

Assessment On Teachers' Turnover in the Context of Basic Education

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| ABSTRACT

This study assessed the factors affecting teacher turnover in selected public schools under the Cebu City Division during the school year 2022–2023 as the basis for developing a teacher retention action plan. Using a descriptive research design, the study gathered data from teacher respondents through a demographic profile checklist and questionnaires focusing on personal, institutional, and psychological factors influencing turnover. Frequency counts, percentages, weighted means, and Chi-Square tests were used to analyze the data. Findings revealed that personal factors moderately affect teacher turnover, with health concerns, travel distance, and workload emerging as the most influential contributors. Institutional factors showed a low level of influence, although issues such as heavy workload, limited training opportunities, and lack of recognition were noted as moderate concerns. Psychological factors had the least influence, reflecting that teachers generally maintain good morale, motivation, and healthy working relationships. The Chi-Square tests showed no significant association between turnover and teachers' demographic profile indicating that turnover tendencies are not dependent on background characteristics. The study concludes that teacher turnover is primarily driven by personal circumstances rather than institutional or psychological factors. Based on these results, a teacher retention program focusing on health and wellness support, workload management, recognition and motivation, continuous professional development, and travel-related assistance is recommended. Strengthening these areas may help enhance teacher satisfaction, stability, and long-term commitment to the school.

| KEYWORDS

Teacher turnover, personal factors, institutional factors, psychological factors, teacher retention, basic education teachers

| ARTICLE INFORMATION

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1. Introduction

Education plays a crucial role in improving the well-being and development of a nation's people. Teachers are central to this process as they guide learning and help shape students' behavior in positive ways ([McCray, 2017](#)). As a result, quality teaching can lead to better life outcomes for both individuals and society ([Ibragimov et al., 2021](#)). However, these benefits can be disrupted by teacher turnover, which takes time, money, and energy away from classroom teaching.

Over the years, high teacher turnover has become a serious issue around the world. The problem has been linked to poor workforce planning, low morale, and lack of motivation ([Martinez-Garcia & Slate, 2009](#)). Many teachers leave due to overwhelming workloads, limited administrative support, and more attractive job opportunities in other fields ([Guan, 2013](#)). Additional reasons include low pay, lack of career growth, and stressful working environments ([Farahmandpour & Voelkel, 2025](#)).

Research shows that teachers are the most important factor in student learning. However, high turnover rates hurt student achievement, especially in core subjects like math and language ([Ronfeldt, Loeb, & Wyckoff, 2011](#)). Schools serving more low-income or minority students tend to have higher turnover, which can widen the achievement gap ([Carver-Thomas & Darling-Hammond, 2019](#)). About 50% of new teachers leave within their first five years, and the average turnover rate has stayed around 16% annually ([Martinez-Garcia & Slate, 2009](#)).

The negative effects go beyond academics. For instance, high turnover can lead to a breakdown in school culture, cause discipline problems, and even make principals leave their jobs (Peist et al., 2020). When schools lose many teachers, they often have to hire less experienced or less qualified staff, which hurts student learning and raises training costs (Sorensen & Ladd, 2020). These challenges are even worse in underperforming or high-poverty schools (Carver-Thomas & Darling-Hammond, 2019). Teacher turnover can also make it harder for educators to work together to improve instruction. Studies have shown that schools with high turnover usually have lower student test scores (Dolton & Newson, 2003). In New York City, a study found that teacher turnover lowered student achievement in math and English, not just for students whose teachers left, but also for those whose teachers stayed (Ronfeldt, Loeb, & Wyckoff, 2011). This shows that turnover can cause disruptions across the entire school, regardless of the student population.

In the Philippines, as reported by the Philippine Statistics Authority (2018), the country faced a net loss of 132 teachers every year which meant that more individuals left the profession as compared to the ones entering it. Therefore, the Philippines was not only experiencing a shortage of teachers but it was also losing the professionals currently employed nationwide. The phenomenon above was known as Teacher Attrition (TA), and researcher

defined it as the decreasing number of teachers in the profession due to retirement, resignation, or death (Oke, Ajagbe, Ogbari, & Adeyeye, 2016). Numerous researchers have focused on teacher attrition, citing its multiple effects on not only the educational attainment of a nation's students but also the negative impact it held on the finances of the stakeholders involved. Mason (2015) described the consequences of teacher attrition to a country as both costly and dangerous to its national budget and academic achievements. Karsenti and Collin (2013) reinforced that quality of education suffered because an increasing rate of teachers leaving the profession disabled schools from establishing a cohesive team that would have allowed better training, recruitment, and professional development for teachers.

This review highlights research showing how teacher turnover affects students, teachers, and schools. It is important to understand these effects to support policies and actions that help keep good teachers in the classroom. This study focuses on learning more about what teachers at Gabi Elementary School feel they need to stay in their jobs. The researcher believes that any solution to teacher turnover must be fair and should also consider the thoughts and emotions of the teachers. Looking closely at the experiences of teachers in Gabi Elementary School, this study hopes to find better ways to support them and reduce turnover in the school.

Literature Review

Teacher turnover has been widely recognized as a persistent problem because it affects instructional continuity, school improvement, and student outcomes. A recent review of quantitative studies found that teacher turnover is shaped by a combination of individual and school-level factors rather than by a single cause, with compensation, working conditions, leadership, workload, and teacher characteristics repeatedly identified as major predictors (Borman et al., 2025). Likewise, a meta-analysis reported that burnout, workload, and stress were positively associated with teachers' turnover intention, while the effects of most demographic variables such as age and gender were generally smaller and less consistent than organizational and psychological conditions (Madigan & Kim, 2021). In another recent study, perceived stress and burnout were significantly associated with teachers' intention to leave, showing that psychological strain remains a strong factor in turnover decisions even when socio-demographic variables are considered (Martinsone et al., 2024). These findings suggest that profile variables such as age, gender, educational attainment, designation, years of service, and relevant trainings may provide useful background information about teachers, but turnover is often more strongly explained by the interaction of personal, institutional, and psychological factors (Borman et al., 2025).

Recent studies also show that institutional and psychological conditions are closely linked in shaping teachers' decision to stay or leave. Research on teachers' turnover intention has shown that reduced teaching autonomy and stronger work alienation are associated with higher turnover intention, indicating that school climate and organizational support matter greatly in retention (Liu et al., 2025). Similarly, evidence from kindergarten teachers found that negative workplace gossip increased turnover intention, while psychological safety and organizational identification helped explain how workplace conditions influence teachers' desire to remain in their jobs (Wang et al., 2025). A network analysis involving thousands of primary school teachers further showed that emotional exhaustion, depersonalization, and weakened dedication were directly connected with turnover intention, emphasizing the role of psychological well-being in employment decisions (Zhou et al., 2025). Taken together, these studies support the use of personal factors, institutional factors, and psychological factors as major dimensions in assessing teacher turnover. They also justify gathering relevant teacher information, since differences in career stage, work experience, and professional background may influence how teachers perceive workplace demands and respond to school conditions (Martinsone et al., 2024).

Methodology

This study employed a descriptive research method to examine the factors affecting teachers' turnover at Gabi Elementary School. This method was appropriate because it described the present condition of the respondents and determined the extent to which personal, institutional, and psychological factors influence teacher turnover. The study also utilized the Input–Process–Output (IPO) approach. The input included the teachers' demographic profile in terms of age, gender, highest educational attainment, designation, years of service, performance, and relevant trainings and seminars attended, as well as the factors affecting turnover. The process involved the preparation and administration of the questionnaire, securing permission from the proper authorities, conducting an orientation for the respondents, collecting the completed instruments, and organizing, presenting, analyzing, and interpreting the data using appropriate statistical tools. The output of the study was the identification of the major factors affecting teacher turnover, which may serve as basis for retention strategies and interventions. The research was conducted at Gabi Elementary School, which provides a nurturing yet challenging educational environment that shapes the professional experiences of teachers. The respondents were the basic education teachers of the school, as they are directly involved in the teaching-learning process and are most affected by turnover-related concerns. The research instrument was adapted from Santiago et al. (2022), which focused on the possible factors contributing to high teacher turnover. Data gathering followed three stages: pre-data gathering, data gathering, and post-data gathering, while frequencies, percentages, means, and inferential statistics were used to analyze the results.

Results

Table 1. Age and Gender

Age	Gender		f	Total	
	M	F			%
50 above	0	5	5		12.82
46-50	0	3	3		7.69
41-45	2	8	10		25.64
36-40	0	12	12		30.77
31-35	1	5	6		15.38
26-30	1	2	3		7.69
Total	4	35	39		100

The data in Table 1 presents the age and gender distribution of the 39 teacher respondents from Gabi Elementary School. The majority of the teachers fall within the 36–40 age group, comprising 12 respondents or 30.77% of the total, followed by those aged 41–45 with 10 teachers (25.64%). Teachers aged 31–35 account for 6 respondents (15.38%), while both the 26–30 and 46–50 age brackets each represent 3 teachers, making up 7.69% respectively. The smallest group consists of teachers aged 50 and above, with 5 respondents (12.82%). In terms of gender, the teaching force is predominantly female, with 35 female teachers compared to only 4 male teachers. This distribution shows that Gabi Elementary School is staffed mostly by women and that the majority of its teachers are in their mid to late career stages, specifically within the 36–45 age range.

Table 2. Highest Educational Attainment

Highest Educational Attainment	Frequency, f	Percentage (%)
Full pledge Doctorate	2	5.13
Full Pledge Master	7	17.95
With units in master	28	71.79
Bachelor degree holder	2	5.13
Total	39	100

The data in Table 2 shows the highest educational attainment of the 39 teacher respondents. A large majority, comprising 28 teachers or 71.79%, have units in a master's degree, indicating that most of the teaching staff are currently pursuing or have begun graduate studies. Seven teachers (17.95%) are full-fledged master's degree holders, demonstrating a significant portion who have already completed their advanced education. Additionally, two teachers (5.13%) hold a full doctorate degree, reflecting a small but notable group with the highest level of academic preparation. Another two respondents (5.13%) are bachelor's degree holders without graduate-level units. Overall, the data reveals that Gabi Elementary School has a highly educated teaching workforce, with the vast majority having advanced academic qualifications or actively pursuing higher studies.

Table 3. Years of Service

Years of Service	Frequency, f	Percentage (%)
26 or more	3	7.69
21-25	0	0.00
16-20	4	10.26
11-15	15	38.46
6-10	13	33.33
1-5	4	10.26
Total	39	100

The data in Table 3 presents the distribution of teachers according to their years of service. The largest group consists of teachers who have served for 11–15 years, comprising 15 respondents or 38.46% of the total. This is followed closely by those with 6–10 years of service, representing 13 teachers or 33.33%. Teachers with 16–20 years and 1–5 years of service each account for 4 respondents, both making up 10.26% of the group. A smaller portion, 3 teachers or 7.69%, have been in service for 26 years or more, while no respondents fall within the 21–25-year range. Overall, the data indicates that the teaching workforce at Gabi Elementary School is largely composed of mid-career teachers, with most teachers having accumulated between 6 and 15 years of professional experience.

Table 4. Designation

Designation	Frequency, f	Percentage (%)
Master teacher 1	2	5.13
Teacher 3	23	58.97
Teacher 2	1	2.56
Teacher 1	13	33.33
Total	39	100

The data in Table 4 presents the distribution of teacher respondents based on their current designation. The majority of the teachers hold the position of Teacher III, comprising 23 respondents or 58.97% of the total, indicating that a significant portion of the faculty has achieved a higher level within the career ladder. This is followed by Teacher I positions, with 13 teachers accounting for 33.33%, reflecting a substantial number who are in the early stages of their professional rank. Two teachers (5.13%) are designated as Master Teacher I, demonstrating a small group that has attained an advanced and specialized career level. Lastly, only one teacher (2.56%) holds the Teacher II position.

Table 5. Trainings and Seminars

Training and Seminars	Frequency, f
21 above	10
16-20	11
11-15	5
6-10	8
1-5	5

The data in Table 5 presents the number of trainings and seminars attended by the teacher respondents. The largest group consists of teachers who have participated in 16–20 trainings, totaling 11 respondents, indicating strong engagement in professional development activities. This is followed by 10 teachers who attended 21 or more trainings, showing a highly active group in continuous learning. Eight teachers have attended 6–10 trainings, while 5 teachers each fall within the 11–15 and 1–5 training categories. Overall, the distribution suggests that most teachers at Gabi Elementary School have participated in numerous professional development activities.

Table 6. Personal Factors

Indicators	Mean	VD
I need to address my health problem	4.68	SA

My residence is far from school.	3.93	A
I changed my residence.	2.20	D
I cannot cope with the demands of my work	2.70	MA
I want to seek greener pasture	2.97	MA
I want a change of environment.	2.23	D
I want a challenging job	3.15	MA
I was encouraged by my family to transfer to another job	1.94	SD
Grand Mean	2.98	MA

The results in Table 6 reveal that personal factors moderately influence teacher turnover at Gabi Elementary School, as reflected in the grand mean of 2.98 (Moderately Agree). Among the indicators, the need to address health concerns obtained the highest mean 4.68, suggesting that health-related issues are a major driver of turnover intention. This finding is consistent with recent studies indicating that physical well-being significantly affects teachers' ability to sustain long-term engagement in the profession (Torres, 2019; Kim & Loadman, 2020). Teachers also agreed that distance of residence influences turnover (3.93, Agree), aligning with literature showing that long commutes increase stress and absenteeism, ultimately contributing to resignation decisions (Sorensen & Ladd, 2020). Meanwhile, moderate agreement was observed on factors such as workload demands (2.70) and desire for greener pastures (2.97), supporting research that career advancement and manageable workload are key elements in teacher retention (Madigan & Kim, 2021). Conversely, respondents disagreed that changing residence (2.20) or wanting a new environment (2.23) were strong contributors, and strongly disagreed that family encouragement pushed them to leave (1.94).

Table 7. Institutional Factors

Indicators	Mean	VD
The class size is big, hence, so difficult to manage	2.33	D
I am overloaded with work	2.69	MA
The opportunities for training are limited	2.86	MA
Seldom receive recognition in the form of incentives	2.62	MA
The school policies are not well-implemented	1.95	D
The present residence is not conducive to facilitate my teaching.	1.87	D
The school climate is not healthy.	2.00	D
I find it difficult and tiring to discipline my students	2.00	D
Grand Mean	2.29	D

The findings in Table 7 indicate that institutional factors have a generally low influence on teacher turnover at Gabi Elementary School, as reflected by the grand mean of 2.29 (Disagree). Most indicators fall under "Disagree," suggesting that respondents do not strongly attribute their turnover intentions to institutional conditions. For instance, teachers disagreed that school policies are poorly implemented (1.95) and that the school climate is unhealthy (2.00), indicating a generally functional work environment. The difficulty in disciplining students (2.00) and residence-related constraints (1.87) was also perceived as weak contributors. However, moderate agreement was noted in areas such as workload (2.69), limited training opportunities (2.86), and lack of incentives (2.62), reflecting that these issues moderately affect retention. These results align with previous studies showing that while supportive environments reduce turnover, institutional challenges such as heavy workload and insufficient professional development remain persistent concerns in many schools (Ronfeldt et al., 2020; García & Weiss, 2021). Similarly, limited recognition and advancement opportunities have been documented as factors contributing to teacher dissatisfaction and eventual attrition (Sorensen & Ladd, 2020; Kraft & Papay, 2020). The disagreement regarding school climate and policy implementation, however, suggests that Gabi Elementary School maintains generally favorable institutional conditions compared to contexts where turnover rates are high due to administrative and organizational issues. The results imply that although institutional factors are not the primary drivers of teacher turnover in this school, targeted improvements can still strengthen retention.

Table 8. Psychological Factors

Indicators	Mean	VD
I feel demoralized	1.60	D
I am no longer motivated to work harder	1.62	D
I feel I do not get support from my family	1.60	D
I feel insecure about my colleagues	1.62	D
Grand Mean	1.61	D

The results in Table 8 show that psychological factors have a low influence on teacher turnover at Gabi Elementary School, as reflected by the grand mean of 1.61 (Disagree). All indicators fall under the “Disagree” category, suggesting that respondents generally do not experience psychological distress severe enough to influence their decision to leave the profession. Teachers disagreed that they feel demoralized (1.60), unmotivated to work harder (1.62), unsupported by family (1.60), or insecure about their colleagues (1.62). These findings suggest that the teachers maintain a healthy level of emotional stability and workplace confidence. This aligns with studies indicating that positive interpersonal relationships and supportive school environments significantly reduce psychological strain among teachers (Aldrup et al., 2020; Collie, 2023). Furthermore, research shows that when teachers perceive strong collegial support and manageable stress, their likelihood of turnover decreases (Kim & Loadman, 2020). The low mean scores across psychological indicators indicate that teachers in this school generally feel secure, supported, and motivated contrary to findings in environments where burnout and emotional exhaustion strongly predict turnover (Madigan & Kim, 2021). The results imply that psychological factors do not significantly contribute to teacher turnover in the school, suggesting that the emotional climate and peer relationships are generally positive.

Table 9. Significant Association of the Teachers Profile and teacher’s turnover

Profile Variable	Chi-Square Statistic Test	Degrees of Freedom (df)	P-Value	Results	Decision
Age	4.6252	5	0.1735	Not Significant	Do not Reject
Gender				Not Significant	Do not Reject
Highest Educational Attainment	0.1522	3	0.3891	Not Significant	Do not Reject
Years of Service				Not Significant	Do not Reject
Training and seminar Attended	2.0965	4	0.7610	Not Significant	Do not Reject
				Not Significant	Do not Reject

The Chi-Square analysis reveals that there is no significant association between any of the teachers’ profile variables and their level of turnover. Specifically, age showed no meaningful relationship with turnover ($\chi^2 = 4.6252$, $p = 0.1735$), indicating that teachers across different age groups exhibit similar tendencies to stay or leave. Gender likewise demonstrated no significant association ($\chi^2 = 0.1522$, $p = 0.3891$), suggesting that turnover intentions are comparable between male and female teachers. In terms of academic qualifications, highest educational attainment also did not significantly influence turnover ($\chi^2 = 5.0684$, $p = 0.2884$), implying that teachers with doctoral, master’s, or bachelor’s degrees share similar levels of commitment. Likewise, years of service were not linked to turnover levels ($\chi^2 = 1.0280$, $p = 0.1897$), showing that both newer and more experienced teachers exhibit comparable turnover tendencies. Finally, the number of trainings and seminars attended also showed no significant association with turnover ($\chi^2 = 2.0965$, $p = 0.7610$), indicating that professional development exposure does not significantly alter teachers’ decisions to stay or leave.

Table 10. Significant Association of the Teachers Profile and of teacher’s turnover

Profile Variable	Chi-Square Statistic Test	Degrees of Freedom (df)	P-Value	Results	Decision
Age	3.2833	5	0.3605	Not Significant	Do not Reject
Gender				Not Significant	Do not Reject
Highest Educational Attainment	0.8148	3	0.8404	Not Significant	Do not Reject
Years of Service				Not Significant	Do not Reject
Training and seminar Attended	4.470833333	4	0.346019915	Not Significant	Do not Reject
				Not Significant	Do not Reject

The Chi-Square results presented in Table 10 show that none of the teachers' profile variables are significantly associated with their level of turnover. Age yielded a Chi-Square value of 3.2833 with a p-value of 0.3605, indicating no significant relationship between age group and turnover tendencies. Similarly, gender produced a Chi-Square value of 0.8148 with a p-value of 0.8404, showing that male and female teachers do not differ in their likelihood of leaving or staying. The analysis likewise revealed no significant association for highest educational attainment ($\chi^2 = 1.0804$, $p = 0.5341$), suggesting that teachers' academic qualifications whether bachelor's, master's, or doctorate do not influence their turnover behavior. Years of service also showed no meaningful relationship with turnover ($\chi^2 = 0.0704$, $p = 0.2611$), indicating that marital conditions do not affect turnover decisions. Finally, years of teaching experience yielded a Chi-Square value of 4.4708 with a p-value of 0.3460, demonstrating that novice and veteran teachers alike exhibit similar turnover patterns. Taken together, these findings indicate that teacher turnover at Gabi Elementary School is not shaped by demographic or professional characteristics, but is instead influenced by other contextual or organizational factors beyond personal profile variables.

Table 11. Significant Association of the Teachers Profile and Teachers Turnover

Profile Variable	Chi-Square Statistic Test	Degrees of Freedom (df)	P-Value	Results	Decision
Age	1.2469	5	0.30968	Not Significant	Do not Reject
Gender	0.52137	3	0.3812	Not Significant	Do not Reject
Highest Educational Attainment	6.2751	5	0.2706	Not Significant	Do not Reject
Years of Service	6.2166	3	0.0927	Not Significant	Do not Reject
Training and seminar Attended	4.0983	4	0.3066	Not Significant	Do not Reject

The Chi-Square results in Table 11 reveal that none of the teachers' profile variables show a statistically significant association with their turnover. Age produced a Chi-Square value of 1.2469 with a p-value of 0.30968, indicating that turnover tendencies do not differ across age groups. Gender likewise showed no significant relationship with turnover ($\chi^2 = 0.52137$, $p = 0.3812$), suggesting that male and female teachers share similar levels of turnover intention. Highest educational attainment also demonstrated no meaningful association ($\chi^2 = 6.2751$, $p = 0.2706$), indicating that academic qualifications do not influence whether teachers stay or leave. Years of service, although closer to significance compared to the other variables, still did not reach the required threshold ($\chi^2 = 6.2166$, $p = 0.0927$), implying that marital status does not strongly affect turnover decisions. Finally, years of teaching experience yielded a Chi-Square value of 4.0983 with a p-value of 0.3066, demonstrating that turnover patterns are consistent regardless of teaching tenure. Overall, these findings indicate that teachers' demographic and professional characteristics do not significantly determine their turnover behavior, implying that turnover is likely influenced by other factors such as personal, institutional, or psychological aspects rather than by profile variables alone.

Conclusion

The findings of the study showed that teacher turnover is influenced more by personal reasons than by institutional or psychological factors. Personal concerns especially health issues, long travel distance, and work demand play a moderate role in shaping teachers' decisions to stay or leave. Institutional factors such as school climate, policy implementation, recognition, and training opportunities show minimal influence overall, indicating that teachers generally view their work environment positively despite some concerns about workload and limited development opportunities. Psychological factors contribute the least, as teachers report stable morale, motivation, and collegial relationships. The Chi-Square tests further confirm that teacher's demographic profile have no significant association with turnover. Overall, turnover is not driven by teacher profiles but by personal circumstances and selected workplace conditions that require focused interventions.

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