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TEACHER RETENTION AND WELL-BEING: SUPPORTING EDUCATORS IN A CHANGING LANDSCAPE

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Abstract

The present paper deals with the most crucial issues of teacher well-being and staff retention in the new school environment. This article brings into perspective the new issues of teachers' worries, i.e., workload pressure, curriculum change, computerization, and social pressures, and consequent high staff turnover and low job satisfaction. Step back from practice and scholarship for a moment, and this review identifies some of the sources of well-being in teachers, including burnout, stress, and inadequate support networks. The article suggests that a multi-faceted solution might be engineered to build a support culture among teachers through bridging professional development approaches, mental health intervention, workload, and policy reform. Finally, it highlights that investment in teachers' well-being and fact-based retention is of highest importance to realize a high-quality, sustainable education system, which will be able to respond to the emerging needs of the future.

Keywords: Teacher Retention, Teacher Well-being, Educational Landscape, Teacher Attrition, Burnout in Teachers.

1. Introduction

The profession of teaching, social progress's foundation, is changing in revolutionary terms. Teachers across the globe are being challenged to incorporate new technology, develop new pedagogies, and meet growing pressures from society (OECD, 2020). Though as much as these changes bring new possibilities and new paths for innovation, they also come with challenges that have profound implications for teacher well-being and retention. This has led

to frustration from the educational sector and increased retirements of veteran teachers, placing the issue of calling for a plan for the development and advancement of this valuable profession into the limelight (Ingersoll, 2001). This paper, "Teacher Retention and Well-being: Supporting Educators in a Changing Landscape," addresses such timeliness in addressing teacher retention and overall improvement of their well-being.

Teacher Retention: Successful retention is having teachers teach and remain in schools over the long term. Turnover, or "attrition," introduces instability, expense, and potentially disrupts student learning (Borman & Dowling, 2008). Successful retention, on the other hand, enables teachers to achieve mastery and contribute toward a successful, stable learning community.

- **Well-being:** Overall physical and emotional health of teachers.
- **Mental health:** Low stress, not burned out, and low on emotional exhaustion.
- **Physical health:** A well-working environment and an equitable workload.
- **Professional health:** Respected, valued, and room for professional growth.
- **Changing Landscape:** The Indian education landscape is especially in flux, and the essential changes are:
 - **Technological changes:** Digital technologies and AI need new pedagogical abilities and practices.
 - **Pedagogical reforms:** Emphasis on learner-centric learning, critical thinking, and all-round development (e.g., social-emotional learning, project work).
 - **Policy reforms:** Paving the way for the rollout of new national education policies (e.g., NEP 2020).
 - **Social reform:** Redefining parent and teacher expectations, and putting increasing social pressures on the profession.

2. Aims of the Study

Based on the above extract, the study aims to:

- To map the principal reasons for teacher turnover, i.e., workload, non-autonomy, and low pay.
- To investigate how the new education climate-policy reform and technology, and its implications influence teachers' morale and daily professional practice.
- To identify the most significant variables that affect teacher well-being, i.e., burnout, support, and work-life balance.
- To develop a multi-dimensional plan with practical recommendations to build a positive culture to support teacher retention and well-being.

3. Methodology

The paper is a literature review, synthesizing recent studies of teachers' well-being and retention in various academic and government reports. The study methodology is a thematic analysis of second-order qualitative data. The methodology includes:

- **Literature review:** Building upon early work on teacher turnover (Ingersoll, 2001), burnout (Maslach & Leiter, 2016), and job satisfaction (Skaalvik & Skaalvik, 2017).
- **International report integration:** Synthesizing from observation and reports of bodies such as the OECD (2020) to offer a global perspective and summary.
- **Theme identification and categorization:** Focusing analysis on the themes such as reasons for turnover, effect of transition on the environment, and determinants of well-being, as noted in the given text.
- **Synthesis of evidence:** Integrating the evidence from the sources into an equalized perspective of the issues and presenting evidence-based intervention.

4. Source of Data

Secondary evidence for this review is our synoptic review of published literature. Sources are:

- Academic journal publications and research articles.
- Educational administration and psychology textbooks and classic texts.
- Government reports and school publications.

5. Analysis and Interpretation

Analysis is derived from the literature review and the purpose of the book. Analysis is what is shown by argument and discovery with quoted sources.

Causes of Teacher Turnover

Teacher turnover is shaped by a mix of professional and personal stressors. Among the most significant causes are the long work hours for the instructors, generally because they have too many students and fewer hours to prepare (Borman & Dowling, 2008). The greatest indicator of burnout is chronic stress because it is defined by emotional exhaustion, cynicism, and lower personal accomplishment (Maslach & Leiter, 2016). Secondly, also at the root of professional dissatisfaction is the lack of autonomy and support in decision-making and mentoring (Skaalvik & Skaalvik, 2017). Low pay and disrespect are the most prevalent reasons that push teachers out of the teaching profession (Guarino et al., 2006). All of these

added up form a professional life with a monstrous face that is unsustainable for long-term career development.

New Educational Landscape's Impact on Teachers

The modern education system, especially in India, has imposed a series of new demands on teachers' morale and day-to-day survival. Application of technologies like AI demands perennial professional development and imposes an unconscionable intellectual burden unless directed along the correct direction. Transition to new pedagogies and curricula demands perennial relearning and reskilling, which cannot be sustained unless directed and guided along the correct direction. Administrators also have bureaucratic workloads, engaging in non-teaching activities that are time and energy-intensive. Overwhelming pressure tension is developed through enormous social pressure and accountability through measurement and performance expectations, also resulting in low professional self-esteem. Lastly, increased diversity of students' needs within the classroom demands individualized support, which is time-intensive on teachers' resources and ability (OECD, 2020).

Teacher Well-being Influencing Factors

Teacher well-being is a complex phenomenon vulnerable to the negative impact of many interconnected variables. Overwork stress, emotional labor, and helplessness (Maslach & Leiter, 2016) are some of the most salient ones in terms of precedence. Teachers also resent the lack of support systems, i.e., the absence of adequate mentorship and inadequate access to specially designed mental health care. Work-life balance is a significant one, with work demands so intense that it is not possible to be in a position to switch off and make needs secondary. This is then combined with the price of below-par wages. Autonomy and voice in school policy and curriculum will likely take professionals down the path of disillusionment and disempowerment. Whole-School Strategy for Developing a Nurturing Environment analysis. Literature renders a whole-school approach necessary in addressing teacher retention and well-being.

6. Conclusion

Professional Development: Training for resilience, stress management, and workload management (Kyriacou, 2001). Pedagogy innovation and technology integration decrease the pressure to innovate.

- **Mental Health Services:** Accessible and anonymous counseling services and the promotion of Employee Assistance Program (EAP). Systematic peer support systems and mentoring programs make one part of something.

- **Policy Reforms:** Having reasonable administrative expectations, offering incentives for small class sizes, and mandating buffered planning time can go a long way in alleviating the workload of a teacher. Equal compensation is also owed in an attempt to attract and retain the best professionals (Guarino et al., 2006).
- **Positive school culture:** Trusting and respected leadership is the anchor (Leithwood & Jantzi, 2006). Frequent acknowledgment and appreciation of the work of the teachers and greater autonomy at the professional level might increase job satisfaction and morale.
- These are the habits, if undertaken together by policymakers, school leaders, and individuals, that will be attributed to creating an encouraging environment in which teachers feel valued and empowered and therefore end up taking care of themselves better and lead to a vibrant education system.

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