

Review Article on Career Success, Collegiality, and the Attrition and Retention of New Teachers in the Teaching Profession

Basanta Prasad Adhikari¹, Mathias Urban², Thomas Koehler³

¹Assoc. Prof., Department of Research, Oxford College of Engineering and Management, Nawalparasi, Nepal

²Prof., Desmond Chair of Early Childhood Education | Early Childhood Research Centre | Dublin City University

³Prof. and Chair of Educational Department, Technical University, Dresden, Germany

ORCID: ¹<https://orcid.org/0009-0003-1969-2086>, ²<https://orcid.org/0000-0002-0921-7252>, ³<https://orcid.org/0000-0002-9438-5786>

Corresponding email: adhikaribasantaprasad@gmail.com

Abstract

Quality teaching and higher-level student performance are both positive indicators of quality education worldwide. Conversely, new teachers and low student performance are both negative aspects of quality education. A significant gap remains between improved student performance and new teacher attrition in the profession. The primary objective of this study was to examine the literature of selected articles and summarize the key information to inform future primary research. The literature review served as the research methodology in this study, where thirty-five articles were selected based on the keywords “new teacher attrition, collegiality, mentorship, new teacher retention, teacher commitment, workplace support.

Primary finding indicates that collegial support and positive workplace perceptions are pivotal to teacher retention. Robust support systems such as mentoring, career guidance, and professional networks foster early-career commitment and sustainability. In contrast, inadequate support, heavy workloads, and low job satisfaction drive attrition. Enhanced autonomy and professional mastery further bolster long-term retention. For teachers in challenging, particularly urban, contexts, resilience and a strong professional identity are essential. Early career support strengthens both effectiveness and retention, while limited proficiency in emerging classroom technologies can undermine motivation and contribute to early departure from the profession. Finally, a lack of skills in applying emerging technologies in classroom teaching activities can demotivate new teachers and push them to quit the profession.

This study has significant implications for future educators, researchers, teachers, and advanced students, as it highlights the research gaps between the challenges faced by new teachers and the pursuit of high-quality education. Additionally, it serves as a valuable resource for reviewing literature on new teacher retention and attrition in educational institutions.

Keywords: *collegiality, mentorship, new teacher attrition, new teacher retention, teacher commitment, workplace support*

Received: March 5, 2025
Revised: March 25, 2025
Accepted: April 1, 2025
Published: April 25, 2025



How to cite this paper:

Adhikari, B. P. & Urban M., Kohler, T. (2025). Review Article on Career Success, Collegiality, and the Attrition and Retention of New Teachers in the Teaching Profession. *Valley State Research Review*, 1(1), 4-35.

1. INTRODUCTION

Teaching is a noble profession that shapes the minds of future generations, yet new teachers often face numerous challenges that can lead to attrition in the field. Career success and collegiality are critical in determining whether educators remain committed to their teaching careers (Adhikari, 2022; Adhikari & Adhikari Rajak, 2024). As we examine these factors, it becomes evident that they work synergistically to foster an environment conducive to retention and satisfaction among newly minted educators. Career success encompasses not only awards and promotions but also personal fulfillment and achieving one's professional goals. When new teachers feel they are progressing in their careers, they are more likely to develop a positive view of their profession. According to Ingersoll and Strong (2011), educators who perceive themselves as successful are more likely to remain in the profession, indicating that early career accomplishments—such as effective classroom management and positive student interactions—significantly contribute to teacher retention (Adhikari, 2022).

Collegiality is another crucial component, defined as the mutual support and friendship among colleagues. A supportive

professional community can provide many new teachers with experience (Borko et al., 2013). When new teachers engage with experienced colleagues through mentorship and collaboration, they gain invaluable insights and support that reinforce their resolve to continue in the profession. Research indicates that teachers with strong ties to their colleagues tend to experience greater job satisfaction and commitment, which in turn enhances their intentions to remain within the educational system (Johnson et al., 2012).

Many new teachers are leaving the profession after only five years of teaching, which means that many students are compelled to listen to the voices of inexperienced teachers, missing the comprehensive content of their lessons, as well as the love and affection that experienced teachers once offered. Importantly, students are compelled to remain silent, despite not understanding the instructions given by the new teachers. High attrition rates among new teachers worldwide contribute to challenges such as overcrowded classrooms, excessive workloads for educators, widening educational inequalities, and financial burdens on education systems, all of which negatively affect the quality and accessibility of education (Adhikari, 2025;

Ingersoll & Smith, 2011; Madigan & Kim, 2021).

We can conclude that a new teacher's journey is marked by numerous experiences that shape their professional trajectory. Fostering career success through meaningful achievements, coupled with the development of a network, significantly bolsters the persistence of new teachers in the vocation. As leaders who create optimal working conditions, attention to these elements is essential for nurturing a robust teaching workforce.

Among different factors related to schools, the quality of teaching plays the most crucial role in determining student achievement (Chetty, Friedman, & Rockoff, 2014; Hanushek, 2011; Buchanan, 2013). Teacher experience is widely regarded as a key component of effective teaching (Chiong, Menzies & Parameswaran, 2017; Papay & Kraft, 2015). However, this relationship raises significant equity issues, as students from historically underserved communities are more likely to be taught by early-career teachers, who generally have less impact on academic improvement (Adhikari, 2022, 2023, 2024; Cowan & Goldhaber, 2015; Goldhaber, Lavery, & Theobald, 2015).

The high concentration of early-career <https://www.valleystatecollege.edu np/research>

teachers in particular educational settings has a significant impact on learning stability, particularly for students in underserved areas. Compared to their more experienced counterparts, novice teachers tend to have higher rates of attrition and mobility. Research indicates that nearly 10% of teachers leave the profession within their first year, and 20% exit within five years (Adhikari, 2022; Gray & Taie, 2015). This turnover disrupts school communities and has a negative impact on student learning, often leading to declines in standardized test scores (Hanushek, Rivkin, & Schman, 2016).

Studies conducted in North Carolina and New York City further confirm these patterns. Sorensen and Ladd (2020) found that teacher turnover negatively impacts instructional quality and has a significant adverse effect on student achievement. Similarly, Ronfeldt, Loeb, and Wyckoff (2013) found that turnover among fourth- and fifth-grade teachers in New York City led to lower student performance in mathematics and English language arts. Consequently, marginalized students, including those from low-income backgrounds, students of colour, and academically struggling learners, face even greater disadvantages due to both unstable teaching and teacher turnover, deepening existing educational inequities.

These findings underscore the importance of ongoing research on how a collegial school climate affects teacher retention and which social interactions most effectively foster long-term commitment to the profession.

To address these challenges, policymakers and education professionals worldwide are actively working to improve students' access to high-quality instruction by providing targeted support for early-career teachers (Adhikari, 2022). The early years of teaching are particularly crucial, as professional effectiveness tends to grow over time, with the most significant improvements occurring in the initial stages of a teacher's career (Kini & Podolsky, 2016). While new teachers complete formal training programs, ongoing professional development and structured support systems are essential to ensuring their long-term success.

Identifying exactly thirty-five studies from 2006 to 2025 with the specific title "*Career success, collegiality, and the attrition and retention of new teachers in the teaching profession*" is difficult due to the topic's specificity and the limited number of directly related studies. However, the author has gathered several relevant studies from this time frame that explore the relationship between professional

development and teacher retention.

New teacher attrition remains a significant challenge for school leaders in most countries, with notable exceptions including Finland, Norway, Singapore, Germany, Canada, Japan, and South Korea. High attrition rates among new teachers deprive students at various educational levels of access to quality instruction (TES, 2022). Additionally, students must frequently adapt to different teaching styles and instructional methods, often encountering gaps in subject knowledge. Emerging technologies have significantly transformed the educational landscape, impacting both formal and informal learning environments while raising important discussions about their broader implications. Recent technological advancements, such as blockchain, non-fungible tokens (NFTs), the Internet of Things (IoT), augmented reality (AR), virtual reality (VR), mixed reality (MR), extended reality (XR), 5G, machine learning, robotics, deep learning, and artificial intelligence (AI), have revolutionized various sectors, including the economy, financial services, industry, social interactions, healthcare, tourism, and education (Chiu et al., 2023). These innovations have reshaped how people interact, communicate, work, and acquire knowledge, particularly in informal

learning settings, where their influence is increasingly evident. However, their integration into formal education remains relatively underdeveloped, leaving much of their potential untapped in structured learning environments. The adoption of these advanced technologies in education can significantly enhance the learning experience. For example, chatbots and virtual assistants support self-directed learning by providing personalized guidance and feedback, allowing learners to engage more effectively with educational content (Shrivastava, 2024).

Due to the emerging technological innovation, the teaching profession has become more challenging and overwhelming for new teachers, especially in underdeveloped countries like Nepal (Hennessy et al., 2022). Unfortunately, the ongoing issue of teacher attrition has contributed to a continuous decline in national academic performance at the secondary and higher education levels in developing countries, such as Nepal (Adhikari, 2022; Adhikari & Adhikari Rajak, 2023).

The primary goal of this study was to analyse existing literature on career success, collegial relationships, and the intentions of new teachers to remain in the profession. Specifically, the study aimed

to identify articles focusing on the three areas of career success, collegiality, and teacher retention within various academic journals. Research spanning the years 2006 to 2025 was retrieved using key terms such as new teacher retention and attrition, collegiality, mentorship, teacher commitment, and workplace support. The study aimed to categorize article topics, identify the primary sources of the selected 35 articles, examine the research methodologies used, and analyse key findings. Additionally, it aimed to highlight significant findings from the selected studies and identify research gaps to inform future studies on career success, collegiality, and new teacher retention. The findings contribute to updating the existing literature on teacher retention and attrition (see Table 1).

2. METHOD

This study applied a systematic quantitative literature review to analyse research findings on career success, collegiality, and the intentions of new teachers to remain in the teaching profession. A total of thirty-five peer-reviewed articles published in high-impact journals between 2006 and 2025 were examined, retrieved from reputable sources such as *Teaching and Teacher Education*, *A Review of*

Educational Research, Australian Journal of Teacher Education, International Journal of Educational Management, International Journal of STEM Education, American Journal of Education, Teachers and Teaching, Asia-Pacific Journal of Teacher Education, and the British Educational Research Journal.

The selection process followed a structured and replicable approach to ensure credibility and relevance, involving a database search from Scopus, Web of Science, and academic journal archives using targeted keywords such as career success of teachers, collegiality in education, teacher retention, early-career teachers, professional development, and job satisfaction in teaching. Articles were included if they were published between 2006 and 2025, focused on career success, collegiality, or teacher retention, provided empirical findings relevant to early-career teachers, and appeared in peer-reviewed, high-impact educational journals.

Studies lacking empirical data, unrelated to teacher career development, or focusing on non-educational professions were excluded from further analysis. A systematic quantitative approach was applied to extract, categorize, and analyse data from the selected articles. Descriptive statistical analysis involved frequency

distributions to categorize research themes, along with measures of central tendency to summarize the primary categories of the article's topic, objectives, research method, key results, and key future research areas. These were analysed using quantitative procedures. Meanwhile, representative analyses examined variations in findings of previous studies due to contextual factors, including policy changes and school environments (see Table 1). Reliability and validity measures were ensured through cross-checking of data extraction by researchers and triangulation of findings with previous meta-analyses. Empirical data were processed using SPSS for statistical and thematic analysis. The first subsection presents a tabulated summary of the selected 35 articles, highlighting essential information. The second subsection visually represents the primary categories, utilizing graphical illustrations to elaborate on the findings.

3. RESULTS

The results of this study are primarily based on the information recorded in a tabulated format. This section has three subsections. The first, second, and third sections cover key information from the thirty-five articles, research gaps in the thirty-five articles, and a graphic

presentation (see Table 1).

Table 1: Summary of the literature of Twenty previous studies on career success, collegiality, and the intentions of new teachers to remain in the teaching profession

Author (years)	Objectives	Research methods	Key results	Research gaps
Reid et al. (2023)	To explore the connection between novice teachers' views of the collegial environment and their intention to stay at their current schools.	Survey data from novice teachers across ninety-nine schools; multilevel regression analysis.	A positive collegial climate, characterized by a professional fit and collective responsibility, is associated with a higher intention to remain in teaching.	Additional research is needed to investigate how specific aspects of the collegial climate impact teacher retention.
Struyve, Daly, ndelaere, and De Fraine (2016)	To investigate the disparities in the distribution of teachers and their impact on student outcomes.	A social network analysis and multilevel moderated mediation analysis were conducted with 736 teachers in Flanders, Belgium.	Social connectedness reduces the intention to leave, mediated by job attitudes, with a more substantial effect on early career teachers.	We need to explore specific types of social interactions that most effectively enhance retention.
Allen and Sims (2018)	To explore the relationship between faculty collegiality, defined as prosocial behaviours, and job satisfaction among tenured faculty.	Quantitative analysis of teacher distribution data	Identified significant gaps in teacher quality across schools, affecting student performance	Limited focus on retention strategies
Victorino, Nylund-Gibson, and Conley (2018)	To examine how early-career teachers' perceptions of their professional networks influence their career commitment.	Multi-level structural equation modelling with nationally representative faculty data.	Faculty collegiality is strongly linked to job satisfaction both individually and institutionally; however, tenured women and faculty of colour tend to report lower levels of collegiality.	There is a need to explore interventions that embed prosocial behaviours into faculty activities to enhance collegiality and job satisfaction.
Jones et al. (2013)	To analyse how workplace perceptions influence the retention of beginning teachers.	Quantitative analysis of survey data	Positive workplace perceptions linked to higher retention	Did not isolate the impact of collegiality
Guarino, Santibañez and Daley (2006)	To investigate the factors that contribute to teachers leaving the teaching profession	A meta-analysis and narrative review of thirty-four studies on teacher attrition and retention.	Salary, administrative support, and collegiality play a crucial role in influencing teacher retention.	Further research is needed to investigate the interaction of multiple factors that affect retention.

Pogodzinski et al. (2013)	To investigate the connection between novice teachers' perceptions of the collegial climate and their intention to remain in their schools.	An Analysis of Perceived Network Bridging and Career Commitment among Early-Career Teachers: A Survey Data Study	Teachers with higher perceived network bridging report more substantial career commitment; professional networks play a crucial role in retention.	Further research is needed to identify specific network characteristics that most effectively support teacher retention.
Kraft and Papay (2014)	To investigate the relationship between career success, collegiality, and the intent of early-career academics to continue in the academic field.	Analysis of teacher performance data from a large urban district in the United States.	Supportive professional environments are associated with more significant improvements in teacher effectiveness over time.	Need to identify specific elements of professional environments that most impact development.
Chiong, Menzies, and rameswara (2017)	To investigate the reasons why teachers with ten or more years of experience choose to stay in the profession.	Mixed methods: Surveys (n=900) and interviews (n=14)	Identified professional mastery and altruistic reasons as key retention factors; motivations evolve over time	Focused on experienced teachers; applicability to new teachers is uncertain
Pogodzinski, Youngs, Frank and Belman. (2012)	To explore how the professional environments of schools affect teacher development and effectiveness over time.	Survey data from novice teachers across ninety-nine schools; multilevel regression analysis.	A positive collegial climate, characterized by a professional fit and collective responsibility, is associated with a higher intention to remain in teaching.	Further research is needed to investigate how specific aspects of collegial climate impact retention.
Ingersoll and Strong (2011)	To critically review the research on the effects of induction and mentoring programs for beginning teachers.	Review of fifteen empirical studies on teacher induction and mentoring.	Induction and mentoring programs have a positive impact on teacher retention, enhance classroom practices, and improve student achievement.	More rigorous research designs are needed to assess program effectiveness.
Schaefer, Long, and Clandinin (2012)	To compare the challenges faced by new teachers in urban versus suburban school settings.	Comparative case study	Urban teachers face more significant challenges, impacting retention	Limited to specific geographic areas
Kelly, Cespedes, Clarà, and Danaher (2019).	To examine the connections between preservice education, early-career support, and job satisfaction about teachers' intentions to leave the profession.	Quantitative analysis of survey data from early career teachers	Insufficient support during the early stages of a career and low job satisfaction are key factors that predict the intention to leave the profession.	Limited to the Australian context; may not be generalizable globally.

Owusu-Agyeman (2024)	To examine the relationship between faculty collegiality, conceptualized as prosocial behaviours, and job satisfaction among pre-tenured faculty members.	Surveys were administered to sixty-eight early-career academics and 219 other academics in South Africa, and bivariate correlation and hierarchical multiple regression analysis were employed.	Career advising, opportunities for learning and development, rewards and recognition, and socialization all contribute to the intention to stay in the profession, with collegiality acting as a moderating factor in the connection between career advising and retention.	Further research is needed to generalize findings beyond the South African context.
Borman and Dowling (2008).	To integrate research on teacher attrition and retention and identify the factors affecting teachers' career decisions.	A meta-analysis and narrative review of thirty-four studies focusing on teacher attrition and retention.	Salary, administrative support, and collegiality play a crucial role in influencing teacher retention.	Further research is needed to investigate the interaction of multiple factors that affect retention.
Worth, and Van den Brande (2020)	To investigate how early-career teachers' views of their professional networks affect their career commitment decisions.	Data analysis from England's Teacher Voice Omnibus Survey and School Workforce Census.	Greater teacher autonomy is associated with higher job satisfaction and a lower likelihood of leaving the profession.	Further research is needed on how several types of autonomy impact retention.
Victorino and Conley (2018)	To explore the relationship between teacher autonomy, job satisfaction, and retention in the teaching profession.	Multi-level structural equation modelling with nationally representative faculty data.	Faculty collegiality is closely connected to job satisfaction at both personal and institutional levels, with tenured women and faculty of color reporting lower levels of collegiality.	Exploring interventions that embed prosocial behaviours into faculty activities to enhance collegiality and job satisfaction is needed.
Cece, Guillet-Descas, and Lentillon-Kaestner (2021)	To examine whether teachers' prosocial behaviors correlate with their work well-being, and how family-school partnerships influence this relationship.	Survey Data from Early-Career Teachers: An Analysis of Perceived Network Bridging and Career Commitment.	Teachers with higher perceived network bridging report more substantial career commitment; professional networks play a crucial role in retention.	Further research is needed to identify specific network characteristics that most effectively support teacher retention.
Buchanan et al. (2013)	To explore how early-career teachers in remote schools manage the challenges of their work environments.	Mixed-methods study with surveys and interviews.	Identified ongoing challenges, such as workload and support, despite new initiatives	Regional focus limits generalizability.

Dettmers, Jonkmann and Yotyodying (2023).	To examine whether teachers' prosocial behaviours correlate with their work well-being, and how family-school partnerships influence this relationship.	Survey data from 502 Italian teachers; mediation analysis.	Teachers' prosocial behaviours are positively linked to job satisfaction and work-related self-esteem, with involvement in family-school partnerships partially mediating these connections.	We need to explore causal relationships and interventions to enhance prosocial behaviours.
Buchanan (2010)	To review existing research on teacher attrition and retention and identify factors that influence teachers' career choices.	Interviews with twenty-one former teachers in Australia.	Workload, lack of support, and work-life balance contribute to teachers leaving the profession.	There is a need for strategies to address the identified factors and improve retention.
Adhikari (20022)	To investigate the impact of key components of the induction program on the retention intentions of new teachers in Nepal.	Mixed Methods design	The results indicate that retention was negatively impacted by task-oriented principal management and high-performance expectations; however, it improved with collegial support, a positive work environment, and effective observation mechanisms.	Future research involving a larger sample and a broader scope of the Nepalese context is required.
Gu (2014)	To explore resilience in teachers as a relational factor and its link to student achievement.	Semi-structured, in-person interviews were conducted with 300 teachers over a period of three years.	Relational resilience is crucial for sustaining commitment and effectiveness; supportive relationships enhance resilience.	Focused on experienced teachers; implications for new teachers need further exploration
Kelly, Cespedes, Clarà, and Danaher (2019)	To examine the connections between preservice education, early-career support, and job satisfaction about teachers' intentions to leave the profession.	Quantitative analysis of survey data from early career teachers	Insufficient support during the early stages of a career and low job satisfaction are key factors that predict the intention to leave the profession.	Limited to the Australian context; may not be generalizable globally.
Sullivan and Johnson (2012)	Examine how early-career teachers in remote school cope with the negative aspects of their work environment.	A qualitative study with interviews of teachers in remote areas	Found that personal support and identity construction play a role in teacher retention	Focused on remote schools; findings may not apply to urban settings

Schuck et al. (2018)	To explore the challenges that early-career teachers face and evaluate the effectiveness of support programs in addressing these challenges.	Mixed methods: Surveys and interviews with early career teachers	Found persistent challenges such as workload and classroom management issues; support initiatives had varying effectiveness	Focused on specific regions; broader applicability is uncertain
Hudson (2012)	To examine the role of induction and mentoring in supporting the professional development of new teachers.	Qualitative study involving interviews with beginning teachers	Emphasized the significance of timely induction and effective mentoring in retaining teachers.	The study, conducted over a decade ago, may not accurately reflect current challenges.
Karsenti and Collin (2013)	To assess the factors contributing to new teacher attrition in Canada.	Nationwide survey of new teachers	Identified that work-life balance, classroom management, and lack of support are significant factors contributing to attrition.	Results specific to the Canadian context may not apply elsewhere.
Gallant and Riley (2014)	To examine the causes of early-career teacher attrition and suggest potential solutions.	Qualitative interviews with early career teachers	It was discovered that insufficient support and professional isolation contribute to teacher attrition.	Did not extensively examine collegiality
Heikonen et al. (2017)	To explore the impact of teacher education on the development of professional agency.	Longitudinal study with surveys and interviews	Professional agency development linked to retention intentions	Focused on pre-service teachers
Hong (2012)	To investigate the factors contributing to teacher resilience and retention.	Qualitative case studies	Resilience factors include personal traits and supportive environments	Limited generalizability due to small sample size
Lindqvist and Nordänger (2014)	To identify the reasons behind teacher attrition over time.	Longitudinal survey study	Found that job dissatisfaction and lack of collegial support are key factors	Focused on the Swedish context
Skaalvik and Skaalvik (2011)	To explore the factors influencing teacher job satisfaction and their motivation to leave the profession.	Survey-based quantitative study	Identified collegial support as crucial for job satisfaction and retention	Cross-sectional design limits causal conclusions.

Gilles, Wang, Fish and Stegall (2018)	To assess the impact of induction and mentoring programs on the success and retention of new teachers.	Mixed-methods study	Effective mentoring is linked to increased retention	Variability in program implementation affects outcomes
Kelchtermans (2017)	To consider the significance of studying teachers' professional lives and their impact on retention.	Autobiographical analysis	Emphasized the role of collegial networks in teacher retention	Lacked empirical data

Identify research gaps in the selected thirty-five articles.

The existing literature on career success, collegiality, and new teachers' intentions to remain in the profession highlights several gaps that warrant further investigation. There is a lack of research on concrete, practical retention strategies, such as integrating prosocial behaviours into faculty interactions or identifying key elements of a supportive collegial climate. Many studies are region-specific, focusing on countries such as South Africa, Australia, or Canada, which makes it difficult to generalize their findings to other educational contexts. Furthermore, much of the existing research centers on experienced teachers, often overlooking the distinct challenges faced by new teachers in terms of collegiality and career success.

The impact of social interactions and collegial climate on teacher retention also remains underexplored, particularly in

terms of their direct influence on long-term commitment. Methodologically, many studies rely on cross-sectional designs, limiting their ability to establish causal relationships, and often use small or region-specific samples, further restricting their applicability. The lack of empirical data and inconsistencies in program implementation also weaken the reliability of existing findings. Key knowledge gaps include a limited understanding of which aspects of professional networks and autonomy are most effective in supporting teacher retention, as well as how multiple factors interact to influence career decisions. Furthermore, additional research is necessary to investigate the impact of professional identity, resilience, and prosocial behaviors on the retention of new teachers, particularly in high-need school environments.

A new teacher support platform

Teacher retention, job satisfaction, and career commitment are influenced by

a different of interconnected factors, including collegial climate, mentorship, professional networks, and school leadership. Supportive collegial relationships and a positive professional environment play a crucial role in enhancing job satisfaction and retaining teachers, particularly during the early years of their careers. Effective mentorship programs and social support systems, such as structured induction programs, are essential in reducing turnover and fostering long-term commitment to the profession.

To address teacher shortages and improve retention, it is important to consider both workplace and psychological factors, particularly when comparing urban and rural school settings. Strong professional networks and collaborative opportunities significantly contribute to teachers' career commitment and sustained engagement. Additionally, a positive school climate and

supportive leadership are vital in helping new teachers remain in the profession.

Other key factors that directly impact retention include access to professional development, teacher autonomy, and opportunities for career advancement. Furthermore, resilience, well-being, and maintaining a healthy work-life balance play a crucial role in preventing burnout and ensuring long-term job satisfaction. Lastly, fostering teacher engagement and promoting social integration within professional learning communities are effective strategies for enhancing career longevity and sustaining retention in the field.

Graphical presentation on the primary categories

The results show that the thirty-five topics from the chosen articles were organized into six major categories, with the highest category focused on teacher retention and

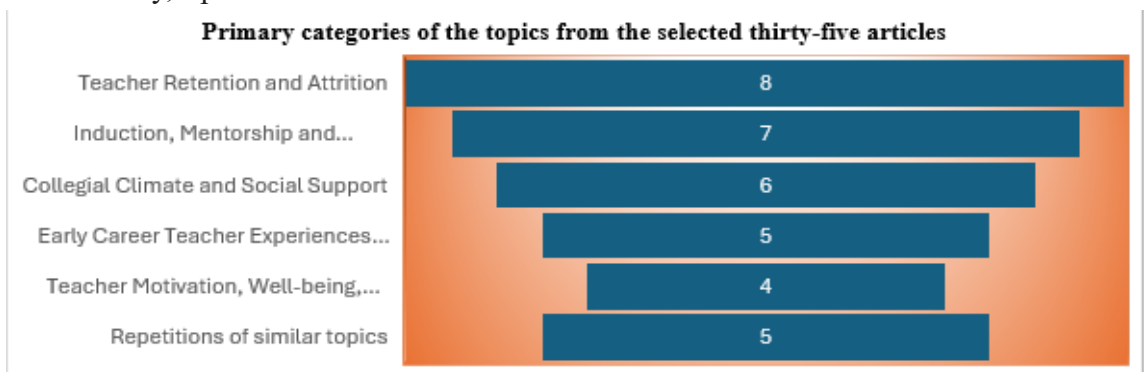


Figure 1: The main categories of the selected thirty articles are based on the topics of the selected thirty-five articles.

attrition, which includes eight topics. These topics address various issues, including the intentions of early-career teachers to leave the profession, the reasons behind teacher attrition, factors that cause new teachers to exit, and reviews of studies on teacher retention. This category also includes a longitudinal study on teacher attrition, an analysis of the relationship between job satisfaction, motivation to leave, school context, sense of belonging, and emotional exhaustion, as well as insights into early-career teacher attrition and the ongoing teacher shortage.

The second-largest category deals with induction, mentorship, and professional development. It encompasses several studies on the impact of induction and mentoring programs on the retention of new

teachers. This includes a critical review of research, an exploration of key elements of induction programs in Chitwan District, Nepal, and studies on the conditions and environments that support new teachers. This category also examines how schools can better support new educators, whether professional environments promote teacher development, the value of teaching experience, and reflections on teachers' professional journeys, including autobiographical insights and the views of teacher students on developing professional agency. The third-largest category focuses on collegial climate, social support, teacher motivation, well-being, autonomy, and the challenges faced by early-career teachers. Five topics from the selected articles represent each of

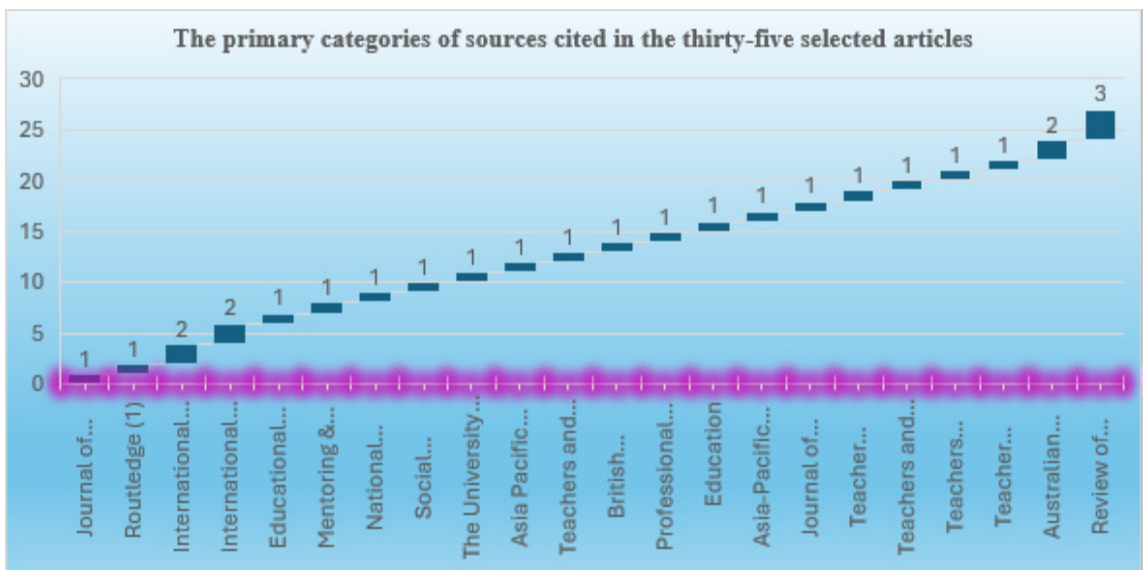


Figure 2: The primary sources of the selected thirty articles

these areas.

Lastly, the fourth category, which covers teacher motivation, well-being, and autonomy, includes four articles. These studies examine the impact of teacher autonomy on job satisfaction and retention, the role of teacher engagement in building family-school partnerships and promoting well-being, the motivations behind long-serving teachers' commitment to the profession, and the reliance on individual resilience among teachers in remote schools (see Figure 1).

Primary categories of sources cited

The findings reveal that the primary journal sources for the thirty-five selected articles include the *American Journal of Education*, the *International Journal of Educational Management*, the

International Journal of STEM Education, the *Review of Educational Research*, the *Australian Journal of Teacher Education*, and *Teaching and Teacher Education* (see Figure 2). Among these, the most frequently cited sources are the *American Journal of Education*, the *International Journal of Educational Management*, and the *International Journal of STEM Education* (see Figure 2).

Primary categories of objectives

The findings reveal that the objectives of the thirty-five selected articles can be grouped into 12 primary categories. A key focus of these studies is the connection between collegial climate, faculty collegiality, and job satisfaction, as well as the roles of social connectedness, professional networks, and autonomy in teacher

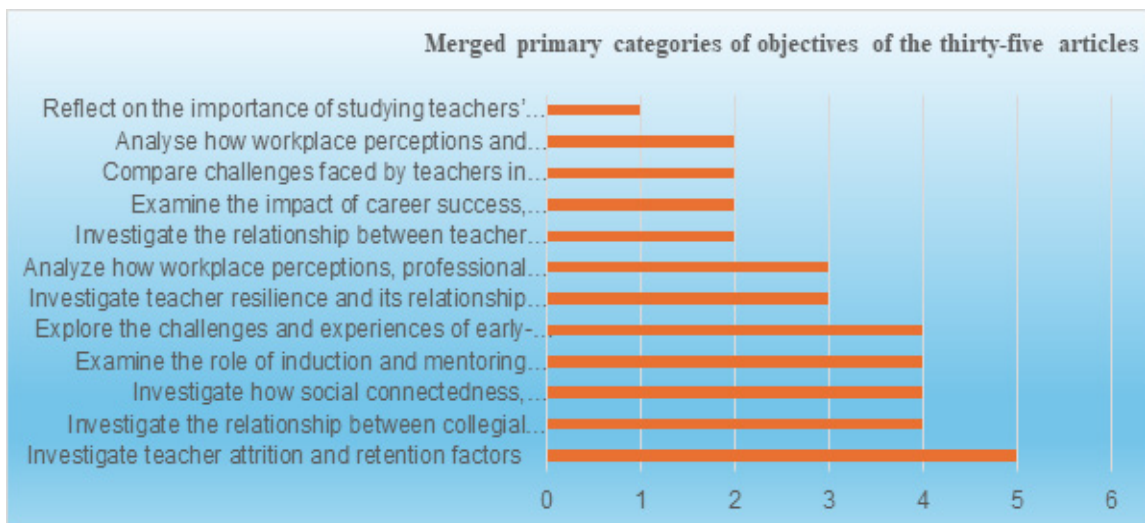


Figure 3: Research themes of the selected thirty-five articles based on objectives

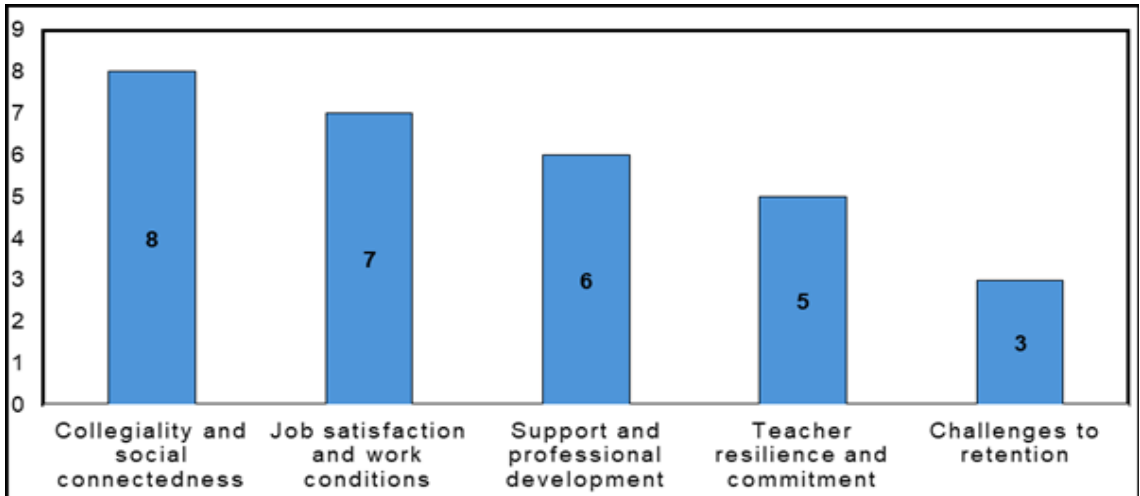


Figure 4: The results summary of the selected thirty-five articles

retention. The research also investigates teacher attrition, career decision-making, and the impact of induction and mentoring programs on early-career teachers.

Additionally, the challenges and experiences of early-career teachers are examined in terms of teacher resilience and its impact on job satisfaction. Workplace perceptions, professional environments, and school support are examined to determine their influence on teacher effectiveness and retention. The studies further investigate how teacher education and early career support influence job satisfaction, as well as the impact of career success, collegiality, and professional growth on academic retention.

Comparative research sheds light on the difficulties teachers faces in various contexts, including urban and suburban environments, while examining the

impact of workplace perceptions and teacher preparedness on retention. Finally, the importance of understanding teachers' professional lives is emphasized, highlighting the need for ongoing research in this field (see Figure 3).

Summary of the significant findings on key themes

The results highlight that collegial support and positive workplace perceptions are widely acknowledged as essential factors in promoting teacher retention. Strong support systems, including mentoring, career guidance, and professional networks, are essential for supporting new teachers and fostering their commitment to the profession. On the other hand, insufficient support, heavy workloads, and low job satisfaction are significant contributors to teacher burnout. Research also suggests that increased teacher

autonomy and professional expertise are linked to higher long-term job satisfaction and improved retention rates. Additionally, resilience and the development of a strong professional identity are crucial for teachers in challenging school environments, especially in urban areas. Early career support further enhances teachers' commitment and effectiveness, making it less likely for them to leave the profession (see Figure 4).

4. DISCUSSION

New teacher attrition is a significant issue in many countries with notable exceptions, including Finland, Germany, Canada, Switzerland, Singapore, the United Arab Emirates, Norway, South Korea, and Japan (Adhikari, 2022).

This study examined the relationship between career success, collegiality, and the intentions of new teachers to remain in the teaching profession, by analysing thirty-five peer-reviewed articles published in high-impact journals between 2006 and 2025. The selected articles were retrieved from reputable sources, including *Teaching and Teacher Education*, *A Review of Educational Research*, *Australian Journal of Teacher Education*, *International Journal of Educational Management*, *International Journal of STEM Education*,

American Journal of Education, Teachers and Teaching, *Asia-Pacific Journal of Teacher Education*, among others.

The objective of this review was to explore the factors influencing early-career teachers' decisions to remain in the profession, with a particular focus on how career success and collegial relationships contribute to retention intentions. The study also aimed to compare the impact of professional development programs and mentoring on the career success of new teachers, and to investigate how individual characteristics, such as prior teaching experience and professional knowledge, influence the likelihood of teachers' continued engagement in the profession. By analysing these articles, the study aims to gain a deeper understanding of the dynamic interplay between career success, collegial support, and teacher retention, as well as how these factors collectively influence new teachers' long-term commitment to the profession (see Table 1).

The review found that collegial support and positive workplace perceptions are strong predictors of teacher retention. Effective support systems, such as mentoring, career advising, and professional networks, are essential in retaining new teachers and strengthening their commitment to the

profession (Ingersoll & Strong, 2011; Johnson et al., 2012; Karsenti & Collin, 2013). On the other hand, inadequate support, heavy workloads, and low job satisfaction are key factors contributing to teacher attrition. Additionally, greater teacher autonomy and professional expertise are linked to higher long-term job satisfaction and retention. Resilience and professional identity development are essential for teachers in challenging school environments, particularly in urban areas. Early career support plays a significant role in strengthening teachers' commitment and effectiveness, thus reducing the likelihood of them leaving the profession (Jones, Youngs, & Frank, 2013).

Collegiality and social networks as retention factors

The research reveals that several studies emphasize the importance of a positive collegial climate, which fosters professional alignment and shared responsibility, in increasing retention (Pogodzinski, Youngs, & Frank, 2013; Buchanan et al., 2013; Cece, Guillet-Descas & Lentillon-Kaestner, 2021; Skaalvik & Skaalvik, 2011). Social support and robust networks are also found to help reduce attrition, especially for early-career teachers (Struyve, Daly, Vandecandelaere,

& De Fraigne, 2016; Schuck, Aubusson, Buchanan, Varadharajan & Burke, 2018; Wang, Odell & Schwille, 2015; Jones, Youngs & Frank, 2013). Moreover, teachers who perceive strong network connections are more committed to their careers, highlighting the importance of professional networks in retention (Kraft & Papay, 2015; Victorino & Conley, 2018).

The role of induction, mentoring, and professional support

A consistent finding across the studies is the positive effect of induction and mentoring programs on teacher retention, as they enhance teaching practices and job satisfaction (Ingersoll & Strong, 2011; Karsenti & Collin, 2013; Hudson, 2012; Schaefer et al., 2012; Johnson et al., 2012). Additionally, career advising, professional development, and recognition play a role in retention, although these impacts are influenced by collegiality (Owusu-Agyeman, 2024; Worth & Van den Brande, 2020; Gu, 2014).

Work conditions and job satisfaction

Several studies (e.g., Borman & Dowling, 2008; Buchanan, 2010; Cece, Guillet-Descas, & Lentillon-Kaestner, 2021; Polizzi, Ray, & Williams, 2023; Adhikari, 2022) stress that salary, administrative

support, and collegiality are all closely linked as crucial factors in retention. High workloads, inadequate support, and an unbalanced work-life balance are significant contributors to teacher attrition. In contrast, other researchers (e.g., Allen & Sims, 2018; Skaalvik & Skaalvik, 2011; Schuck et al., 2017) have found that greater autonomy is associated with higher job satisfaction and lower rates of attrition.

Teacher resilience and professional identity

Research by several scholars (e.g., Kraft & Papay, 2014; Gallant & Riley, 2014; Chiong, Menzies, & Parameswaran, 2017; Hong, 2012) indicates that relational resilience, personal mastery, and professional identity are important factors in retaining new teachers. Further studies (e.g., Heikonen et al., 2017; Lindqvist et al., 2014; Jones et al., 2013; Kelly et al., 2019) suggest that higher perceived preparedness is associated with stronger intentions to remain in the profession.

New teachers' teaching behaviour development through different training packages

A study by Ingersoll and Smith (2004) on teacher induction programs found that programs incorporating mentoring and

professional development have a positive impact on the teaching practices of new teachers. These programs led to improved classroom management and instructional effectiveness. Teacher induction has been shown to support new teachers in adapting to the classroom environment and refining their teaching strategies.

Similarly, Darling-Hammond and McLaughlin (1995) examined professional development programs, highlighting that new teachers who participate in comprehensive training experience increased confidence and growth in their teaching practices, particularly in areas such as lesson planning, classroom management, and student engagement.

Vescio, Ross, and Adams (2008) investigated collaborative professional development activities, including peer learning and collaborative planning. Their findings suggest that these activities foster a positive environment for new teachers, enhancing their instructional strategies and teaching behaviours. Furthermore, Farrell (2004) highlighted the importance of teacher reflection for professional growth. The study revealed that regular reflective practices, such as journaling and peer observations, help new teachers develop more effective teaching techniques, enhance their self-awareness, and refine

their instructional methods.

Classroom management training has also been identified as crucial for the development of teaching behaviour in new teachers. Emmer and Stough (2001) found that new teachers who participated in targeted classroom management training exhibited stronger classroom control and created a more positive learning environment. This training, especially in the early years of teaching, was deemed vital for fostering effective teaching practices. Pearson and Moomaw (2006) examined the role of teacher autonomy in professional development. Their research showed that programs emphasizing teacher autonomy and decision-making improve new teachers' confidence and their ability to design and implement effective instructional strategies.

Grossman, Hammerness, and McDonald (2009) investigated the impact of teacher education programs on student learning. Their findings indicated that new teachers who received intensive training in both pedagogical theory and practical teaching techniques demonstrated improved student learning outcomes, particularly when they implemented best practices in instructional design. In line with this, Zeichner (2010) found that early career teachers who participated in well-

structured teaching experience programs as part of their preparation had a smoother transition into the classroom and exhibited better pedagogical practices.

Wayne, Youngs, and Fleischman (2005) focused on teacher professional development and its impact on student achievement. Their study revealed that professional development, mainly when focused on content knowledge and teaching strategies, led to improvements in both teacher performance and student academic achievement. Finally, Smith and Ingersoll (2004) investigated the impact of teacher induction and mentoring on novice teachers. They found that teachers who underwent formal induction programs with targeted support in instructional skills experienced significant improvements in teaching behaviours, including lesson clarity, student interaction, and assessment strategies.

Previous research on the impact of practical phases on student teachers' self-efficacy is inconclusive. Some studies have found that self-efficacy increases for student teachers after engaging in practical phases (Eisfeld et al., 2020; Ronfeldt & Reininger, 2012), while others suggest that self-efficacy does not improve when student teachers have limited teaching experience during these phases (Schüle

et al., 2017). As such, the design of the practical phase, including its duration and scope, may play a key role in determining its effectiveness. For example, when student teachers are given opportunities to teach and reflect on their teaching during school internships, their self-efficacy for reflection tends to increase over the semester (Hußner et al., 2022). However, it remains unclear whether self-efficacy also improves during university studies when no practical phases are involved.

Some research suggests that self-efficacy can increase even in the absence of practical experiences, especially during the first semester of teacher education (Lamote & Engels, 2010). Overall, student teachers' self-efficacy grows during their studies, particularly after engaging in a practicum or benefiting from vicarious learning experiences such as case studies.

If real-life teaching experiences are unavailable, there may be other opportunities that contribute to the development of self-efficacy for reflection in student teachers. One possibility is prior pedagogical experiences outside of university. These experiences, often involving daily social interactions, can trigger reflection processes that influence the development of teaching competence (Fend, 1998; Wyss, 2008). However,

most studies focus on the impact of prior pedagogical experiences on general self-efficacy, rather than reflection-specific self-efficacy. For example, research has shown that student teachers with prior pedagogical experience may perceive a more minor increase in competence regarding their professional activities as teachers (Cramer, 2012).

What remains unclear is how prior teaching experiences influence self-efficacy related explicitly to reflection on teaching. Another indirect way of gaining pedagogical experience is through reflecting on classroom videos. Studies suggest that video reflection can enhance the development of self-efficacy for student teachers (Gold et al., 2017; Naidoo & Naidoo, 2021). From a theoretical standpoint, videotaping one's own teaching behaviour can contribute to self-efficacy through mastery learning (Gold et al., 2017). Research has shown a positive trend in the self-efficacy of teachers who reflected on their own or others' teaching behaviours based on video analysis, compared to those who did not engage in video-based reflection (Gröschner et al., 2018). Additionally, Karsenti and Collin (2011) found that pre-service teachers who used simulated video recordings in their training experienced an increase in self-efficacy, as measured by an adapted

version of Friedman and Kass's (2002) scale.

Key concepts in new teacher contexts

Effective mentoring for new teachers is a globally demanding issue in the educational sector. Effective mentoring and induction depend on mentors being accessible and supported by appropriate services, resources, and opportunities. Mentors must be available to their mentees and willing to share their knowledge, experiences, and feedback. Since developing skills requires significant support, mentors are chosen based on qualities such as their openness to mentoring (Jacobsen & Lejonberg, 2024). Pairings are made using factors such as personality, teaching grade, subject area, location, and shared identities (e.g., race, gender). However, inconsistent mentoring, lack of access, and unmet needs can lead to frustration and even cause new teachers to leave the profession. These challenges, along with systemic inequities, can hinder the growth and well-being of new teachers. On the other hand, when policies, schedules, and observation structures ensure mentoring is truly accessible, all new teachers benefit, without reinforcing white privilege or exclusion (Hudson, 2012; Mullen, 2025).

To effectively support new teachers, a strong and intentional mentoring framework—

<https://www.valleystatecollege.edu.np/research>

referred to by Cunningham (2007) as a “supportive institutional architecture”—is essential. This framework begins with an institutional commitment to mentoring, where the role is recognized through promotion pathways, dedicated time is allotted for mentoring activities, and supportive scheduling and resources are provided. A supportive institutional ethos further reinforces success by fostering a collaborative, collegial environment, visibly prioritizing professional development and learning (PDL), and aligning mentoring with the school's broader mission and policies. Adequate physical and technological resources, such as private meeting spaces, remote communication tools for mentoring, and access to professional materials, are also crucial for retaining new teachers (Hobson & Maxwell, 2020).

Mentors benefit from structured induction, ongoing training, and support from a designated lead mentor or coordinator. The selection and accreditation of mentors follow rigorous criteria, highlighting the benefits of mentoring and offering formal recognition of their contributions. Clarity and consistency in mentoring roles are achieved through clearly defined responsibilities and formal agreements that encourage shared ownership and

accountability. Effective mentor–mentee pairing is based on subject expertise, shared interests, and identity considerations, with opportunities for the mentee to provide input and enhance compatibility. Finally, mentees are supported in developing the skills and mindsets needed for productive participation in mentoring, fostering ownership of their growth and professional journey (Hobson & Mullen, 2023).

Contradictions in results among the selected articles

Effectiveness of support programs

Some researchers (e.g., Ingersoll & Strong, 2011; Karsenti & Collin, 2013; Hudson, 2012) argue that induction, mentoring, and career advising have a positive effect on teacher retention. However, other studies (e.g., Buchanan et al., 2013; Schuck et al., 2019; Wang et al., 2015) suggest that challenges like workload and classroom management continue to persist despite these support efforts, undermining their overall effectiveness.

Impact of salary and administrative support

Some researchers (e.g., Borman & Dowling, 2008; Cece et al., 2021; Buchanan, 2010) argue that salary is less significant than factors such as workload, job satisfaction, and collegiality. However, other scholars

(e.g., Karsenti & Collin, 2014; Skaalvik & Skaalvik, 2011; Pogodzinski et al., 2012; Schuck et al., 2018; Lindqvist et al., 2014) argue that higher salaries and more substantial administrative support are linked to better retention rates, with workload, job satisfaction, and collegiality playing a more substantial role than salary alone.

Collegiality and its variability across groups

Several studies (e.g., Pogodzinski, Youngs, & Frank, 2023; Struyve et al., 2016; Gu, 2014) offer different interpretations of collegiality and its variation across different groups. Faculty collegiality is crucial for job satisfaction and retention, yet some studies (e.g., Schuck et al., 2012; Victorino & Conley, 2018; Hudson, 2013; Johnson et al., 2012) point out that tenured women and faculty of colour report lower levels of collegiality, indicating disparities in experiences within schools.

Urban vs. general retention trends

Different studies (e.g., Allen & Sims, 2018; Jones et al., 2013; Worth & Van den Brande, 2020) highlight that urban teachers face more significant challenges due to larger workloads, fewer resources, and less support, which contribute to higher attrition rates. However, other studies

(e.g., Guarino et al., 2006; Kelchtermans, 2017; Nguyen, 2020) suggest that retention factors such as work conditions, collegiality, and support remain consistent across various school environments.

Evolution of teacher motivation over time

Studies by Chiong, Menzies, and Parameswaran (2017), Gu (2014), and Heikonen et al. (2017) argue that prosocial behaviour, professional mastery, and identity are key drivers of retention, with motivations evolving over time. However, other researchers (e.g., Buchanan, 2010; Skaalvik & Skaalvik, 2011; Kelchtermans, 2017; Wang et al., 2015) argue that external support systems, workload, and job satisfaction are more significant predictors of retention than intrinsic motivations indicated earlier, the findings of different authors suggest that new teachers are experiencing a lack of collegial support, professional development, administrative support, and competitive salaries, as well as inadequate induction support, particularly in the form of mentoring, which leads to new teachers leaving the profession. We agree that these issues are all highlighted by the authors mentioned in the earlier paragraphs. However, there is always a question about what happens to those teachers who never receive any

of the types of support mentioned earlier in private educational institutions (e.g., Nepal, India, Sri Lanka, Pakistan) but still remain in the profession (Adhikari, 2022).

New teachers must learn to apply emerging technologies in education, which can significantly transform the educational landscape, impacting both formal and informal learning environments while sparking important discussions about their broader implications. Recent technological advancements, such as blockchain, non-fungible tokens (NFTs), the Internet of Things (IoT), augmented reality (AR), virtual reality (VR), mixed reality (MR), extended reality (XR), 5G, machine learning, robotics, deep learning, and artificial intelligence (AI), have revolutionized in education, which have reshaped how people interact, communicate, work, and acquire knowledge, particularly in informal learning settings, where their influence is increasingly evident. However, teachers find it challenging to integrate their skills into formal education, which remains relatively underdeveloped, leaving much of their potential untapped in structured learning environments (Samala et al., 2024). The adoption of these advanced technologies in education has significantly enhanced the learning experience. For

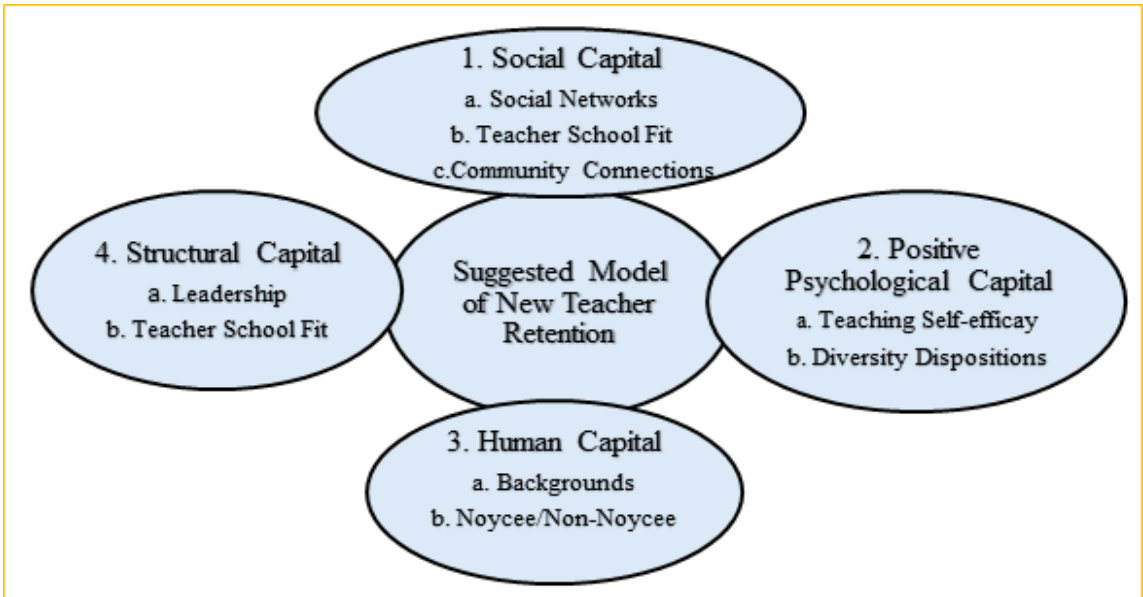


Figure 6: Proposed teacher retention model

example, chatbots and virtual assistants support self-directed learning by providing personalized guidance and feedback, allowing learners to engage more effectively with educational content. Here, if teachers are not updated with these emerging technologies, their technological limitations push them to attrition from the profession.

It is a massive surprise that nobody opens their lens to understand this hidden fact. Therefore, researchers, academicians, educators, school administrators, and policymakers need to expand and redirect their research scope to these countries to gain new insights into teacher retention and attrition in underdeveloped countries. My experience as a schoolteacher, headteacher, researcher, and social worker

differs from that of the previous findings, which were conducted in other contexts. Our context is distinct from all those other contexts, including new teacher retention, attrition, and support mechanisms. Many new teachers are dissatisfied with their profession, but they still remain in the field due to the limited job options available.

New teacher retention model

Based on previous studies on new teacher attrition and retention, social and structural capital can play a significant role in teacher retention, particularly in influencing how teachers engage in leadership activities and their perceptions of a good school fit. Teachers who actively participate in leadership programs are more likely to transition from classroom teaching to administrative roles. This finding is

consistent with previous studies that emphasize the importance of professional growth opportunities in retaining educators (Eboreime et al., 2024; Mason & Matas, 2015; Polizzi et al., 2021).

Additionally, this study concludes that teachers' perceptions of their school environment, the level of support they receive from administrators, and their sense of autonomy influence their decision to remain in or leave the profession. This study further highlights the role of teacher networks in career transitions. Teachers with more extensive professional networks and those who hold bridging roles—where they connect different groups within the education system—are more likely to transition into leadership positions. While early-career teachers benefit from professional connections that support retention, experienced educators who serve in bridging roles may be more inclined to leave classroom teaching. This could be due to their expanded sense of agency or a desire to facilitate leadership transitions within their networks. Consequently, efforts to retain teachers should focus on fostering a sense of belonging and purpose for those in bridging positions (Eboreime et al., 2024; Mason & Matas, 2015; Polizzi et al., 2021).

This study also suggests that factors such as

teacher-school fit, leadership engagement, and network characteristics could serve as diagnostic tools to identify teachers at risk of leaving the classroom. However, these findings should not be used to screen teachers during hiring but rather to support their professional development and guide their transition into leadership roles. One proposed solution is the creation of hybrid positions that allow teachers to balance leadership responsibilities while continuing to teach, aligning with teacher leadership models that promote career growth without complete separation from the classroom (Eboreime et al., 2024; Mason & Matas, 2015; Polizzi et al., 2021).

A key area of focus in the study is the impact of the National Science Foundation (NSF) Noyce programs, which aim to enhance teacher retention and recruitment through the NSF. While the programs are designed to retain teachers in high-need schools, findings suggest that Noyce Master Teacher Fellows (MTFs) are more likely to transition into leadership roles than their non-Noyce peers. These teachers exhibit greater self-efficacy, stronger leadership networks, and more bridging roles, which accelerate their movement into administrative positions. This trend raises questions about whether Noyce programs unintentionally encourage teachers to

leave full-time teaching rather than retain them in the classroom (see Figure 6).

To address this, policymakers and school leaders should consider restructuring leadership programs to emphasize retention within classroom roles. Strategies such as strengthening professional networks, enhancing teacher-school fit, and promoting mentorship opportunities can help sustain teachers in both instructional and leadership roles. Additionally, school systems should develop pathways that allow teacher leaders to contribute administratively while maintaining a presence in the classroom. By implementing these strategies, educational institutions can create a more sustainable model for teacher leadership and long-term retention (Ekmekeci et al., 2025; Mason & Matas, 2015; Polizzi et al., 2021).

Future recommendations

Future research on teacher retention should focus on practical strategies that integrate prosocial behaviors, such as collaboration and mutual support, into faculty activities to enhance collegiality and job satisfaction among new teachers. Comparative studies across different countries can help establish universal teacher retention frameworks, identifying common strategies that transcend regional contexts. Additionally,
<https://www.valleystatecollege.edu.np/research>

examining the role of collegial climate and social interactions can provide deeper insights into how peer support networks and collaborative practices influence new teachers' decisions to stay in the profession. To establish causal relationships between key retention factors, longitudinal and experimental studies should be conducted, pinpointing the most impactful elements that contribute to career success and job satisfaction.

5. REFERENCES

- Adhikari, B. P. (2022). An investigation into the impact of key components of the induction program on new teacher retention in Chitwan District, Nepal. In Erepo.uef.fi. Itä-Suomen Yliopisto. <https://erepo.uef.fi/items/714c6a5f-1ad1-4e05-b7e2-7dadd693ab77>.
- Adhikari, B. P., & Adhikari Rajak, N. (2024). The Impact of the Induction Programme on New Teachers' Retention Intention in Chitwan District, Nepal. *The OCEM Journal of Management, Technology, and Social Sciences*, 3 (1), 56–71. <https://doi.org/10.3126/ocemjmtss.v3i1.62226>
- Adhikari, B. P., & Kafle, S. C. (2023). Performance Analysis of Students in Nawalparasi Based on SEE Results in 2078 BS. *The OCEM Journal of Management, Technology, and Social Sciences*, 2 (1), 1–14. Retrieved from <https://journal.oxfordcollege.edu.np/index.php/ojmts/article/view/15>.
- Allen, R., & Sims, S. (2018). *The Teacher Gap*. London, Routledge.
- Auletto, A. (2021). Making sense of early-career teacher support, satisfaction, and commitment. *Teaching and Teacher Education*, 102, 103321. <https://doi.org/10.1016/j.tate.2021.103321>
- Auletto, A., Cowen, J., & Robinson, J. (2018). Preparing Michigan's Teachers: How Teacher Training Predicts Job Placement and Mobility. *Educa-*

- tion Policy Innovation Collaborative. <https://epicedpolicy.org/staging/5300/wp-content/uploads/2018/10/EPIC-Policy-Brief-Preparing-Michigan-Teachers.pdf>.
- Borman, G. D., & Dowling, N. M. (2008). Teacher Attrition and Retention: A Meta-Analytic and Narrative Review of the Research. *Review of Educational Research*, 78(3), 367–409. <https://doi.org/10.3102/0034654308321455>.
- Buchanan, J. (2010). May I be excused? Why teachers leave the profession. *Asia Pacific Journal of Education*, 30(2), 199–211. <https://doi.org/10.1080/02188791003721952>.
- Buchanan, J., Prescott, A., Schuck, S., Aubusson, P., Burke, P., & Louviere, J. (2013). The Experiences of Early-Career Teachers: New Initiatives and Old Problems. *Asia-Pacific Journal of Teacher Education*, 41(1), 20-34. <https://doi.org/10.1080/1359866X.2012.753985>
- Cece, V., Guillet-Descas, E., & Lentillon-Kaestner, V. (2021). The longitudinal trajectories of teacher burnout and vigour across the scholar year: The predictive role of emotional intelligence. *Psychology in the Schools*. <https://doi.org/10.1002/pits.22633>.
- Chetty, R., Friedman, J. N., & Rockoff, J. E. (2014). Measuring the Impacts of Teachers II: Teacher Value-Added and Student Outcomes in Adulthood. *American Economic Review*, 104(9), 2633–2679. <https://doi.org/10.1257/aer.104.9.2633>.
- Chiong, C., Menzies, L., & Parameswaran, M. (2017). Why do long-serving teachers stay in the teaching profession? Analyzing the motivations of teachers with 10 or more years of experience in England. *British Educational Research Journal*, 43(6), 1083-1110. <https://doi.org/10.1002/berj.3302>
- Chiu, T. K. F., Xia, Q., Zhou, X., Chai, C. S., & Cheng, M. (2023). Systematic Literature Review on opportunities, challenges, and Future Research Recommendations of Artificial Intelligence in Education. *Computers and Education: Artificial Intelligence*, 4(100118), 100118. <https://doi.org/10.1016/j.caeai.2022.100118>
- Cowan, J., & Goldhaber, D. (2015). National Board Certification and Teacher Effectiveness: Evidence from Washington State. *Journal of Research on Educational Effectiveness*, 9(3), 233–258. <https://doi.org/10.1080/19345747.2015.1099768>.
- Cunningham, B. (2007). All the right features: Towards an ‘architecture’ for mentoring trainee teachers in UK further education colleges. *Journal of Education for Teaching*, 33(1), 83–97. <https://doi.org/10.1080/0260747060109835>.
- Darling-Hammond, L., & McLaughlin, M. W. (1995). Policies that support professional development in an era of reform. *Phi Delta Kappan*, 76(8), 597-604. <https://doi.org/10.1177/003172171009200804>
- Emmer, E. T., & Stough, L. M. (2001). Classroom management: A critical part of educational psychology with implications for teacher education. *Educational Psychologist*, 36(2), 103–112. https://doi.org/10.1207/S15326985EP3602_5.
- Dettmers, S., Jonkmann, K., & Yotyodying, S. (2023). Teachers’ prosociality and well-being at work: The mediating role of teacher engagement in family-school partnerships. *Social Psychology of Education*, 27. <https://doi.org/10.1007/s11218-023-09873-0>.
- Eisfeld, M., Raufelder, D., & Hoferichter, F. (2020). How teacher education students differ in the development of their professional self-concept and self-efficacy expectations in new reflective practice formats compared to students in traditional school internships: – Empirical results from a nationwide study in Mecklenburg-Vorpommern. *Challenge Teacher Education - Journal for the Conceptualization, Design, and Discussion.*, 3(1), 48–66. DOAJ (DOAJ: Directory of Open Access Journals). <https://doi.org/10.4119/hlz-2535>.
- Ekmekeci, A, Aqazade, M, McGraw, R., Rushton, G., Gibson, D. J., Cerosaletti, C., Daley, M., & Burak Kucuk. (2025). Using human, social, structural, and positive psychological capital to explore science and mathematics teacher retention. *International Journal of STEM Education*, 12(1). <https://doi.org/10.1186/s40594-024-00523-1>
- Farrell, T. S. C. (2004). Reflective practice in action: A case study of a teacher learning to teach English as a second language. *Teaching and*

- Teacher Education, 20(3), 271-282. <https://doi.org/10.1016/j.tate.2004.02.007>
- Gallant, A., & Riley, P. (2014). Early career teacher attrition: new thoughts on an intractable problem. *Teacher Development*, 18(4), 562–580. <https://doi.org/10.1080/13664530.2014.945129>.
- Gilles, C., Wang, Y., Fish, J., & Stegall, J. (2018). “I learned by watching my mentor.” Nurturing teacher leadership with an induction program. *Mentoring & Tutoring: Partnership in Learning*, 26(4), 455–475. <https://doi.org/10.1080/13611267.2018.1530174>.
- Goldhaber, D., L. Lavery, and R. Theobald (2015). Uneven playing field? Assessing the teacher quality gap between advantaged and disadvantaged students. *Educational Researcher* 44(5), 293–307.
- Gray, L., & Taie, S. (2015). Public School Teacher Attrition and Mobility in the First Five Years: Results from the First through Fifth Waves of the 2007-08 Beginning Teacher Longitudinal Study. First Look. NCES 2015-337. In ERIC. National Center for Education Statistics. <https://eric.ed.gov/?id=ED556348>.
- Grossman, P., Hammerness, K., & McDonald, M. (2009). Redefining teaching, re-imagining teacher education. *Yearbook of the National Society for the Study of Education*, 108(2), 1-27. <https://doi.org/10.1111/j.1744-7984.2009.01113.x>
- Ingersoll, R. M., & Smith, T. M. (2004). Do teacher induction and mentoring matter? *National Education Association*, 48(2), 58–62.
- Gu, Q. (2014). The role of relational resilience in teachers’ career-long commitment and effectiveness. *Teachers and Teaching*, 20(5), 502–529. <https://doi.org/10.1080/13540602.2014.937961>.
- Guarino, C., Santibañez, L., & Daley, G. (2006) Teacher Recruitment and Retention: A Review of the Recent Empirical Literature. *Review of Educational Research*, 76, 173-208.
- Hanushek, E. A. (2011). The economic value of higher teacher quality. *Economics of Education Review*, 30(3), 466–479. <https://doi.org/10.1016/j.econedurev.2010.12.006>
- Heikonen, L., Pietarinen, J., Pyhältö, K., Toom, A., & Soini, T. (2017). Early career teachers’ sense of professional agency in the classroom: Associations with turnover intentions and perceived inadequacy in teacher–student interaction. *Asia-Pacific Journal of teacher education*, 45(3), 250-266.
- Heikonen, L., Toom, A., Pyhältö, K., Pietarinen, J., & Soini, T. (2017). Teachers’ Perceptions of Their Students’ Development of Professional Agency During Teacher Education. *Teaching and Teacher Education*, 63, 36-46.
- Hobson, A. J., & Maxwell, B. (2020). Mentoring sub-structures and superstructures: An extension and reconceptualisation of the architecture for teacher mentoring. *Journal of Education for Teaching*, 46(2), 184–206. <https://doi.org/10.1080/02607476.2020.1724653>
- Hobson, A. J., Mullen, C. A. (2023). Co-mentoring amongst teachers and leaders in transnational schooling contexts. In C.J. Craig, J. Mena, & R.G. Kane (Eds.), *Studying teaching and teacher education* (pp. 193–212). *Advances in research on teaching* (Vol. 44). Emerald Publishing.
- Hong, J. Y. (2012). Why do some beginning teachers leave the school, and others stay? Understanding teacher resilience through psychological lenses. *Teachers and Teaching*, 18(4), 417–440. <https://doi.org/10.1080/13540602.2012.69604>.
- Hudson, P. (2012). How can schools support beginning teachers? A call for timely induction and mentoring for effective teaching. *Australian Journal of Teacher Education*, 37(7), 71–84. <http://ro.ecu.edu.au/ajte/vol37/iss7/6>
- Hudson, P. (2013). Mentoring as Professional Development: Growth for Both the Mentor and the Mentee. *Professional Development in Education*, 39(5), 771–783. <https://doi.org/10.1080/19415257.2012.749415>
- Ingersoll, R. M., & Strong, M. (2011). The Impact of Induction and Mentoring Programs for Beginning Teachers. *Review of Educational Research*, 81(2), 201–233. <https://doi.org/10.3102/003465431140332>.
- Jacobsen, H. M., & Lejonberg, E. (2024). Organizing mentoring and induction practices: Insights from the perspective of newly qualified teachers. *Mentoring & Tutoring*, 32(4), 395–418. <https://doi.org/10.1080/13611267.2024.23606>

03.

- Johnson, B., Down, B., Le Cornu, R., Peters, J., Sullivan, A., Pearce, J., & Hunter, J. (2012). *Early-Career Teachers: Stories of Resilience*. Australian Institute for Teaching and School Leadership. <https://www.aitsl.edu.au/docs/default-source/research-evidence/spotlight/spotlight-early-career-teachers-stories-of-resilience.pdf>.
- Jones, N. D., Youngs, P., & Frank, K. A. (2013). The Importance of Workplace Perceptions in Retaining Beginning Teachers. *American Educational Research Journal*, 50(4), 626–654.
- Jones, N. D., Youngs, P., & Frank, K. A. (2013). The role of school-based colleagues in shaping the commitment of novice special and general education teachers. *Exceptional Children*, 79(3), 365–383.
- Karsenti, T., & Collin, S. (2013). Why are new teachers leaving the profession? Results of a Canada-wide survey. *Education*, 3(3), 141-149. <https://doi.org/10.5923/j.edu.20130303.01>
- Karsenti, T., & Collin, S. (2014). The Impact of Mentoring on Beginning Teachers: A Canadian Study. *International Journal of Mentoring and Coaching in Education*, 3(3), 168-184. <https://doi.org/10.1108/IJMCE-06-2013-0031>
- Kelchtermans, G. (2017). Studying teachers' lives as an educational issue: Autobiographical reflections from a scholarly journey. *Teacher Education Quarterly*, 44(4), 7-26.
- Kelly, N., Cespedes, M., Clarà, M., & Danaher, P. A. (2019). Early career teachers' intentions to leave the profession: The complex relationships among preservice education, early career support, and job satisfaction. *Australian Journal of Teacher Education (Online)*, 44(3), 93-113.
- Kraft, M. A., & Papay, J. P. (2014). Can Professional Environments in Schools Promote Teacher Development? Explaining Heterogeneity in Returns to Teaching Experience. *Educational Evaluation and Policy Analysis*, 36(4), 476–500. <https://doi.org/10.3102/0162373713519496>
- Lentillon-Kaestner, V., Cece, V., & Guillet-Descas, E. (2023). Perceived expertise among physical education teachers: the role of personal and contextual factors. *Teacher Development*, 28(1), 44–62. <https://doi.org/10.1080/13664530.2023.2291052>.
- Lindqvist, P., & Nordäng, U. K. (2014). Stayers, leavers, and shifters: A longitudinal study of teacher attrition and retention. In ECER 2014, The Past, the Present and Future of Educational Research in Europe, Porto, September 1-5, 2014.
- Lindqvist, P., Nordäng, U. K., & Carlsson, R. (2014). Why Teachers Leave the Profession: A Longitudinal Study of Teacher Attrition. *Teaching and Teacher Education*, 43, 37-45.
- Mason, S., & Matas, C. (2015). Teacher Attrition and Retention Research in Australia: Towards a New Theoretical Framework. *Australian Journal of Teacher Education*, 40(40).
- Mullen, C. A. (2025). *Equity in School Mentoring and Induction*. Switzerland, Springer Nature.
- Orland-Barak, L., & Wang, J. (2021). Teacher mentoring in service of preservice teachers' learning to teach: Conceptual bases, characteristics, and challenges for teacher education reform. *Journal of teacher education*, 72(1), 86-99.
- Owusu-Agyeman, Y. (2024). Career success, collegiality, and the intentions of early-career academics to remain in the academic profession. *Mentoring & Tutoring: Partnership in Learning*, 32*(4), 440-465. <https://doi.org/10.1080/13611267.2024.2360377>
- Papay, J. P., & Kraft, M. A. (2015). Productivity returns to experience in the teacher labour market: Methodological challenges and new evidence on long-term career improvement. *Journal of Public Economics*, 130, 105–119. <https://doi.org/10.1016/j.jpubeco.2015.02.008>.
- Pearson, P. D., & Moomaw, W. (2006). The impact of teacher autonomy on professional development and student success. *Teaching and Teacher Education*, 22(5), 611–621. <https://doi.org/10.1016/j.tate.2006.03.003>
- Smith, T. M., & Ingersoll, R. M. (2004). What are the effects of induction and mentoring on beginning teacher turnover? *American Educational Research Journal*, 41(3), 681–714. <https://doi.org/10.3102/0002831204100368>
- Podolsky, A., Kini, T., Bishop, J., & Darling-Hammond, L. (2017). Sticky schools: How to find and keep teachers in the classroom. *Phi Delta Kappan*, 98(8), 19-25. <https://doi.org/10.1080/00310002831204100368>

- org/10.1177/0031721717708290 (Original work published 2017).
- Pogodzinski, B., Youngs, P., Frank, K. A., & Belman, D. (2012). Administrative Climate and Novices' Intent to Remain Teaching. *The Elementary School Journal*, 113(2), 252–275. <https://doi.org/10.1086/667725>
- Polizzi, S. J., Jablonski, E. S., & Deckman, S. L. (2023). Perceived network bridging influences the career commitment decisions of early career teachers. **International Journal of STEM Education*, 10*(17). <https://doi.org/10.1186/s40594-023-00408-9>
- Polizzi, S. J., Zhu, Y., Reid, J., Ofem, B., Salisbury, S. L., Beeth, M. E., Roehrig, G. H., Mohr-Schroeder, M. J., Sheppard, K., & Rushton, G. T. (2021). Science and mathematics teacher communities of practice: social influences on discipline-based identity and self-efficacy beliefs. 8(1). <https://doi.org/10.1186/s40594-021-00275->
- Reid, J. W., Polizzi, S. J., Zhu, Y., Jiang, S., Ofem, B., Salisbury, S., Beeth, M. E., Mohr-Schroeder, M. J., Sheppard, K., Roehrig, G. H., & Rushton, G. T. (2023). Perceived network bridging influences the career commitment decisions of early career teachers. *International Journal of STEM Education*, 10(1). <https://doi.org/10.1186/s40594-023-00408-9>
- Ronfeldt, M., & Reininger, M. (2012). More or better student teaching? *Teaching and Teacher Education*, 28(8), 1091–1106.
- Ronfeldt, M., Loeb, S., & Wyckoff, J. (2013). How Teacher Turnover Harms Student Achievement. *American Educational Research Journal*, 50(1), 4–36. <https://doi.org/10.3102/0002831212463813> (Original work published 2013).
- Samala, A. D., Rawas, S., Criollo-C, S., Bojic, L., Prasetya, F., Ranuharja, F., & Marta, R. (2024). Emerging Technologies for Global Education: A Comprehensive Exploration of Trends, Innovations, Challenges, and Future Horizons. *SN Computer Science*, 5(8). <https://doi.org/10.1007/s42979-024-03538->
- Schaefer, L., Long, J. S., & Clendinin, D. J. (2012). Questioning the Research on Early Career Teacher Attrition and Retention. *Alberta Journal of Educational Research*, 58(1), 106–121. <https://doi.org/10.11575/ajer.v58i1.55559>.
- Schaefer, L., Long, J. S., & Clendinin, D. J. (2012). The Challenges of New Teachers in Urban Settings: A Comparative Study of Urban and Suburban Teachers' Perceptions. *Urban Education*, 47(6), 1055–1080.
- Schuck, S., Aubusson, P., Buchanan, J., & Russell, T. (2012). *Becoming a teacher: Stories from the classroom*. *Springer Science & Business
- Schuck, S., Aubusson, P., Buchanan, J., Varadharajan, M., & Burke, P. F. (2017). The experiences of early career teachers: new initiatives and old problems. *Professional Development in Education*, 44(2), 209–221. <https://doi.org/10.1080/19415257.2016.1274268>
- Schuck, S., Aubusson, P., Buchanan, J., Varadharajan, M., & Burke, P. F. (2018). The experiences of early career teachers: New initiatives and old problems. *Professional development in education*, 44(2), 209–221.
- Schüle, C., Besa, K.-S., Schriek, J., & Arnold, K.-H. (2017). Die Veränderung der Lehrerselbstwirksamkeitsüberzeugung in Schulpraktika. *Zeitschrift für Bildungsforschung*, 7(1), 23–40.
- Shrivastava, A. (2024). Transformative landscape of ChatGPT in higher education: unveiling the academic discourse. *Global Knowledge, Memory, and Communication*. <https://doi.org/10.1108/gkmc-02-2024-0068>.
- Skaalvik, E. M., & Skaalvik, S. (2011). Teacher job satisfaction and motivation to leave the profession: Relations with school context, feeling of belonging, and emotional exhaustion. *Teaching and Teacher Education*, 27(6), 1029–1038.
- Sorensen, L. C., & Ladd, H. F. (2020). The Hidden Costs of Teacher Turnover. *AERA Open*, 6(1). <https://doi.org/10.1177/2332858420905812> (Original work published 2020).
- Struyve, C., Daly, A., Vandecandelaere, M., Meredith, C., Hannes, K., & De Fraine, B. (2016). More than a mentor. *Journal of Professional Capital and Community*, 1(3), 198–218. <https://doi.org/10.1108/jpcc-01-2016-0002>.
- Sullivan, A., & Johnson, B. (2012). Questionable practices? Relying on individual teacher resilience in remote schools. *Australian and International Journal of Rural Education*, 22(3), 101–116.

- TES. (2022). Why is France so good at keeping its teachers? TES. <https://www.tes.com/magazine/analysis/general/teacher-retention-why-france-so-good-keeping-its-teachers>.
- Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and Teacher Education*, 24(1), 80-91. <https://doi.org/10.1016/j.tate.2007.01.004>
- Victorino, C., Nylund-Gibson, K., & Conley, S. (2018). Prosocial behaviour in the professoriate. *International Journal of Educational Management*, 32(5), 783–798. <https://doi.org/10.1108/ijem-09-2017-0258>.
- Wang, J., Odell, S. J., & Schwille, S. A. (2015). Beginning Teacher Induction and Mentoring: Considering the Contexts and Conditions of Support. *Teachers College Record*, 110(3), 1-36.
- Wayne, A. J., Youngs, P., & Fleischman, S. (2005). The impact of teacher education on student achievement: A review of the evidence. *Review of Educational Research*, 75(2), 121-157. <https://doi.org/10.3102/00346543075002121>
- Worth, J., & Van den Brande, J. (2020). Teacher Autonomy: How Does It Relate to Job Satisfaction and Retention? In ERIC. National Foundation for Educational Research. <https://eric.ed.gov/?id=ED604418>.
- Zeichner, K. M. (2010). *Preparing teachers for a changing world: What teachers should learn and be able to do*. John Wiley & Sons.