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Exploring the Interplay Between Teacher Retention and Job Satisfaction: Insights from Kalleberg and Skaalvik Models

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Abstract

This article explores the complex relationship between teacher retention and job satisfaction, drawing insights from Kalleberg's (1977) and Skaalvik and Skaalvik's (2017) models. It examines key factors influencing teacher satisfaction, including work values, job demands, psychological factors, supportive environments, and autonomy. Kalleberg's model emphasises the alignment of work values and job rewards, highlighting intrinsic rewards, convenience, financial stability, career advancement, and resource adequacy. Skaalvik and Skaalvik's model focuses on balancing job demands and resources to prevent burnout and enhance retention. Autonomy emerges as a crucial factor, empowering teachers through decision-making freedom and self-development opportunities. By understanding these elements, educational institutions can develop strategies to improve teacher retention, ultimately benefiting the educational system. The insights from these models provide valuable guidance for fostering a dynamic and effective educational environment.

Keywords: Autonomy, Job demands-resources, Job satisfaction, Teacher retention, Work values

Introduction

Teacher retention is a pressing issue in the field of education, and it is strongly linked to job satisfaction. Understanding this relationship requires an extensive look into various theories and models of job satisfaction, particularly those developed by Kalleberg (1977) and Skaalvik and Skaalvik (2017). Mainly because these models, which emphasise work values and rewards, job demands and resources, psychological aspects, supportive environments, and autonomy, offer insightful information about the variables influencing teacher satisfaction and retention. Kalleberg's (1977) theory of job satisfaction emphasises the alignment of work values and job rewards as key determinants of job satisfaction (Kalleberg, 1977; Kirazci & Buyukgoze-Kavas, 2024). Kalleberg identifies several dimensions of job rewards that influence satisfaction, and these include intrinsic rewards, convenience, financial compensation, career opportunities, and resource adequacy (Kalleberg, 1977; Skaalvik & Skaalvik, 2017). Together, these dimensions shape an individual's job satisfaction by fulfilling both personal and professional needs. Intrinsic rewards, for instance, relate to how stimulating a task is and how it allows individuals to develop and apply their abilities to excel (Blain et al., 2023; Kalleberg, 1977). Convenience factors, such as flexible working hours and a conducive work environment, also play a crucial role in enhancing job satisfaction (Gašić & Berber, 2023; Kalleberg, 1977; Shifrin & Michel, 2022). The same applies to financial rewards, such as salary and job security, which enhance employees' satisfaction and commitment (Bolatito & Mohamoud, 2024; Kalleberg, 1977).

Drawing on the Job Demands-Resources (JD-R) model, Skaalvik and Skaalvik (2017) examine the teaching profession with a focus on the balance that exists between the job demands and resources (Skaalvik & Skaalvik, 2017). Their model identifies job demands, such as time pressure and discipline issues, as potential sources of burnout and turnover (Skaalvik & Skaalvik, 2017). On the flip side, job resources such as supportive work environment and a shared culture can boost job satisfaction and retention in the workplace (Alahiane et al., 2023; Koekemoer & Masenge, 2024; Skaalvik & Skaalvik, 2017). To keep teachers content and committed to their jobs, Skaalvik and Skaalvik's model stresses the need to manage expectations and maximise resources (Skaalvik & Skaalvik, 2017). A key component of both theories, and especially of Skaalvik's and his work, is autonomy, which entails giving teachers greater control and more chances to grow professionally, boosting morale and productivity

in the classroom (Skaalvik & Skaalvik, 2017; Tarisayi, 2024). Having the freedom to make decisions about how and what students learn promotes flexibility and originality in the classroom, which is crucial for students' development and enjoyment of school (Kleinkorres et al., 2023; Skaalvik & Skaalvik, 2017). Autonomy promotes lifelong learning and career advancement, increasing contentment in one's work and dedication to one's chosen field (Skaalvik & Skaalvik, 2017; Xia et al., 2023; Yang, 2024). The insights offered by Kalleberg and Skaalvik and Skaalvik therefore become invaluable when it comes to creating a more engaging and productive learning environment.

Within this context, there are several elements that impact the symbiotic link between teacher retention and job satisfaction. These factors include work values, job demands, psychological factors, supportive environment, and autonomy, among others. Educational institutions can enhance teacher retention by gaining a better understanding of and tackling these factors. This, in turn, would help the educational system holistically.

Work Values and Rewards: Kalleberg's Theory of Job Satisfaction

Understanding the retention of teachers necessitates a grasp of how job satisfaction is influenced by the alignment between work values and rewards. Kalleberg's Theory of Job Satisfaction (1977) offers a comprehensive framework for this understanding. This theory posits that job satisfaction arises when there is a match between workers' values and the rewards they receive. It emphasises the significance of intrinsic rewards, particularly in the context of job engagement and recognition. These rewards include participation in key decisions, recognition for achievements, and opportunities for career advancement (Alotaibi, 2024; Blain et al., 2023; Diagne, 2023; Kalleberg, 1977). In the teaching profession, where making a positive impact on students can provide profound personal satisfaction, these rewards are especially crucial. Teachers seek meaning in their work beyond financial incentives, and intrinsic rewards contribute to their sense of accomplishment and personal growth (Alotaibi, 2024; Diagne, 2023). Furthermore, when teachers feel valued and recognised, they are more likely to stay committed to their roles, and this in turn boosts retention rates.

Also highlighted in Kalleberg's theory is the convenience dimension, which addresses the importance of a pleasant work-life balance (Diagne, 2023; Gašić & Berber, 2023; Kalleberg, 1977; Shifrin & Michel, 2022). The dimension points out aspects such as flexible working hours and a supportive work environment. For teachers, this dimension encompasses manageable class sizes, sufficient preparation time, and strong administrative support. It plays a crucial role in reducing teacher burnout, a frequent challenge in the profession, by ensuring teachers have adequate time and space to rest, reflect, and maintain their enjoyment of the job. Consequently, teachers are more inclined to remain in school that help them achieve balance between their personal and professional lives (Diagne, 2023). There is also the financial dimension that emphasises how crucial monetary compensation and job security are for job satisfaction. Despite the perception of teaching as a calling, many teachers are still concerned about their financial security (Bolatito & Mohamoud, 2024; Diagne, 2023). Teachers tend to be more satisfied and committed to their schools when they receive adequate pay, benefits, and job security (Alotaibi, 2024; Bolatito & Mohamoud, 2024; Diagne, 2023). Therefore, offering competitive salaries is vital for attracting and retaining talented teachers. Moreover, financial stability enables teachers to concentrate on their educational goals without the burden of financial (Bolatito & Mohamoud, 2024; Diagne, 2023).

In addition to these is the career dimension of job rewards which encompasses opportunities for advancement and recognition of one's contributions. Diagne (2023) emphasises that teachers should be given the chance to progress in their careers, take on leadership roles, and work in areas they are passionate about. Recognition and praise, whether through awards or public acknowledgment, also seem crucial for achieving career goals. This dimension highlights the importance of providing teachers with a clear path for professional growth, which can significantly impact their long-term commitment to the profession. Consequently, schools that invest in career development initiatives often experience improved morale and reduced turnover rates among teachers. There is also the aspect of resource adequacy, which is vital for effective teaching. This dimension involves ensuring that all necessary resources and support are available for teachers. These include opportunities for professional development, access to technology, and sufficient teaching materials (Diagne, 2023; Keller et al., 2022). When teachers have access to such resources, they are able to perform their jobs more effectively, leading to reduced frustration (Diagne, 2023). The resource dimension also encompasses support from colleagues and supervisors, highlighting the importance of a collaborative and supportive work environment (Cui & Suntrayuth, 2023; Diagne, 2023). Teachers who are given such are more likely to experience high levels of competence and job satisfaction.

Kalleberg's theory of job satisfaction explores how various work values and rewards influence job satisfaction and teacher retention. By addressing factors such as intrinsic rewards, financial stability, convenience, career advancement opportunities, and adequate resources, education institutions can create a supportive environment that enhances teacher satisfaction and retention. This alignment not only boosts teachers' job satisfaction but also

contributes to the smooth and efficient operation in schools. When these dimensions are effectively understood and implemented, both students and the broader educational community can benefit.

Job Demands and Resources: A Critical Examination

Understanding teacher retention and job satisfaction through Skaalvik and Skaalvik's (2017) approach involves exploring the relationship between job demands and resources within the framework of the job demands-resources (JD-R) model. This approach examines how teachers' well-being influences their decision to remain in the profession (Bakker & Demerouti, 2018; Schaufeli, 2021).

Understanding Job Demands

Job demands create both physiological and psychological costs that require ongoing mental or physical effort. In the teaching profession, these demands include various challenges such as time constraints, disciplinary issues, and unmotivated students, all of which contribute to stress and burnout in different ways (Hakanen et al., 2021; Skaalvik & Skaalvik, 2020). Some of the services rendered by teachers, including grading and administrative tasks, can also cause significant time pressures (Haneda & Gardner, 2023; Keller et al., 2022). For instance, heavy workloads and short school days can lead to emotional exhaustion, a key indicator of burnout (Hakanen et al., 2021). When teachers are overloaded, they may become disengaged from their work and even consider leaving the profession altogether (Schaufeli, 2021).

Managing student behaviour is another major challenge that teachers often encounter (Herman et al., 2020). Teachers who face frequent disruptions may find it difficult to maintain a conducive learning environment, leading to increased stress and dissatisfaction (Wang et al., 2022). This can diminish their sense of achievement and heighten the risk of burnout (Skaalvik & Skaalvik, 2020). Additionally, engaging disinterested students requires extra effort and creativity (Klassen & Tze, 2019). When these efforts do not yield positive outcomes, teachers' self-efficacy and job satisfaction may decline (Haneda & Gardner, 2023). Therefore, addressing these challenges is essential for reducing burnout and improving teacher retention (Bakker & Demerouti, 2018). Schools need to acknowledge these issues and implement strategies to mitigate their impact (Hakanen et al., 2021).

Exploring Job Resources

Job resources are the physical, psychological, social, and organizational aspects of a job that help achieve work goals, mitigate demands, and encourage personal development (Schaufeli, 2021). In most fields, including teaching, these resources include supportive colleagues, supervisory support, and a collaborative culture (Herawati et al., 2023; Herman et al., 2020; Öksüz et al., 2023). The presence of supportive coworkers and the camaraderie among teachers create a nurturing environment within schools (Klassen & Tze, 2019). Meaning that sharing experiences and strategies can reduce stress and build a sense of community, ultimately boosting job satisfaction (Alahiane et al., 2023; Koekemoer & Masenge, 2024; Skaalvik & Skaalvik, 2020).

Furthermore, teacher satisfaction is significantly impacted by supervisory support (Keller et al., 2022). Meaning that leaders can offer guidance, constructive feedback, and encouragement to help teachers feel valued and motivated (Wang et al., 2022). Similarly, a school culture that promotes collaboration and shared goals can enhance teachers' commitment and satisfaction (Hakanen et al., 2021). When teachers feel they are part of a cohesive community, their motivation and the retention rates improve (Schaufeli, 2021). Therefore, optimising these resources is crucial for boosting teacher satisfaction (Bakker & Demerouti, 2018). Schools should prioritize creating robust support networks and cultivating a positive organizational culture (Herman et al., 2020).

Balancing Demands and Resources

The JD-R model emphasises the need for a balance between job demands and resources to maintain teachers' job satisfaction and commitment (Skaalvik & Skaalvik, 2020). When demands outweigh resources, teachers are more prone to experiencing stress and burnout (Haneda & Gardner, 2023). Conversely, an abundance of resources can alleviate stress related to job demands and enhance overall job satisfaction (Bakker & Demerouti, 2018). Therefore, schools have a crucial role in equipping teachers with necessary tools, such as classroom supplies, technology, and opportunities for professional development (Keller et al., 2022). Providing adequate resources enables teachers to perform their roles more effectively and reduces their stress levels (Skaalvik & Skaalvik, 2020).

Research suggests that time management training and administrative support are effective strategies for managing workload and can reduce time pressure (Haneda & Gardner, 2023). Schools should therefore explore methods to distribute workloads more evenly and offer more flexible scheduling to prevent teacher burnout (Schaufeli, 2021). Furthermore, educational institutions that encourage lifelong learning can enhance teachers'

skills and confidence (Klassen & Tze, 2019). By investing in professional development, schools can increase teachers' intrinsic motivation, which in turn boosts their job satisfaction (Keller et al., 2022).

It is evident from above that the model proposed by Skaalvik and Skaalvik offers valuable insights for schools aiming to improve teacher satisfaction through effective resource management and expectation handling (Skaalvik & Skaalvik, 2020). Implying that an alignment between teachers' job demands and the resources provided to them can significantly influence their decision to remain in the teaching profession (Herman et al., 2020). Schools that understand and maintain this balance can therefore create environments that enhance teachers' satisfaction and commitment (Bakker & Demerouti, 2018). Hence, establishing a supportive and well-balanced workplace is essential for retaining dedicated teachers and ensuring a high-quality educational system (Alahiane et al., 2023; Koekemoer & Masenge, 2024; Schaufeli, 2021).

Psychological Factors in Teacher Retention and Job Satisfaction

There is a significant psychological link between teacher retention and job satisfaction. Research, including studies from decades ago (Friedman & Farber, 1992; Skaalvik & Skaalvik, 2017), indicates that teachers' psychological well-being greatly influences their job satisfaction and likelihood of staying in the teaching profession. Two essential psychological factors, self-concept and burnout, are critical in shaping a teacher's experience and job satisfaction. The term self-concept refers to how teachers view themselves and their performance at work. Their self-worth enhances when they receive constructive feedback, praises, opportunities for professional development, and student achievements. When teachers feel competent and valued, their job satisfaction rises (González et al., 2020). Research has also shown that teachers with regular positive feedback and recognition from colleagues and supervisors report increased levels of self-confidence and job satisfaction (Fives & Buehl, 2009). Moreover, opportunities for professional growth improve teachers' perception of their work, boosting their enthusiasm and commitment to the teaching profession (Fu et al., 2021).

Burnout, on the other hand, is a major factor contributing to job dissatisfaction and high turnover rates among teachers, and it is characterised by emotional exhaustion, depersonalisation, and diminished personal accomplishment (García-Arroyo et al., 2019). Stress and high demands can also emotionally deplete teachers, leading to decreased motivation and enthusiasm for their work (Ung, 2023). Teachers' dissatisfaction worsens when they feel disconnected from their students and their subject matter. Also, when teachers feel their efforts are yielding fewer results, their self-esteem suffers, which exacerbates a cycle of negativity and dissatisfaction (Galindro-Domínguez et al., 2020).

Maintaining teacher motivation and reducing turnover rates are closely tied to addressing their mental health needs. Leaders can, for example, alleviate stress and prevent burnout in teachers by fostering a trusting and collaborative work environment. Some effective strategies can also include offering psychological health services, building peer support networks, encouraging work-life balance and providing supportive leadership (Grey et al., 2020; Heinemann, 2023). This supports findings indicating that teachers' well-being and job satisfaction improve with increased schedule flexibility and manageable workloads (Gholami, 2015). Understanding the connection between teacher retention and job satisfaction thus involves a thorough examination of the psychological factors of self-concept and burnout. By nurturing teachers' self-concept and implementing strategies to alleviate burnout, schools can create supportive environments that enhance teachers' psychological well-being. This approach not only boosts teachers' job satisfaction but can also help to reduce their turnover levels.

Supportive Environments in Teacher Satisfaction and Retention

The significance of a positive school climate in enhancing teacher satisfaction and retention is emphasised in research (Skaalvik & Skaalvik, 2017). A strong sense of community with shared values fosters an environment where employees feel valued and appreciated, and this in turn elevates their morale and productivity (Collie, 2021; Holmes et al., 2020; Leithwood et al., 2021). These elements are essential for reducing the likelihood of teachers leaving the teaching profession (Beltman et al., 2022; Parker et al., 2022). Given that teaching is often a collaborative endeavour, having social support is crucial. Therefore, building friendships among teachers and administrators becomes an effective way to offer social support within schools. Teachers depend significantly on this network for emotional and practical assistance (Kaden et al., 2020). During challenging times, teachers are more likely to feel satisfied with their jobs when they know they have the backing of their colleagues and superiors (Skaalvik & Skaalvik, 2021). Such a support network can help reduce the stress and loneliness that many teachers face (Richardson et al., 2022). Teachers can therefore manage the challenges of their profession more effectively when they can collaborate with colleagues and share ideas, resources and strategies (Wang et al., 2023). Also, when their supervisors are supportive, and they feel recognised and valued for their contributions, teachers experience higher job satisfaction (Alahiane et al., 2023; Collie, 2021; Koekemoer & Masenge, 2024). This shows

that praise and encouragement from higher-ups motivate teachers to strive for excellence both academically and personally (Holmes et al., 2020).

Furthermore, teachers are more inclined to collaborate and work towards shared goals when a school cultivates a strong collective culture. This culture is founded on mutual respect and a common understanding of working towards the same educational objectives (Kaden et al., 2020). Embracing a community-oriented mindset encourages teachers to support one another, exchange ideas, and tackle challenges collectively (Beltman et al., 2022). This sense of belonging can enhance teachers' engagement with the school's mission, motivating them to put in more effort and, consequently, deepening their personal commitment to the school's success (Parker et al., 2022; Richardson et al., 2022). To nurture this culture, school leaders should therefore provide more opportunities for teachers to collaborate on projects, participate in decision-making, and engage in professional development (Leithwood et al., 2021).

Additionally, supportive work environments are crucial for retaining teachers as they address key factors that contribute to teacher turnover (Wang et al., 2023). Teachers who work in supportive environments are more likely to stay because they find their work fulfilling (Alahiane et al., 2023; Koekemoer & Masenge, 2024; Skaalvik & Skaalvik, 2021). Conversely, when they feel unsupported or disconnected from their colleagues, they are more likely to leave their jobs (Collie, 2021). The benefits of a positive work environment extend beyond individual teachers; schools that retain a high percentage of experienced teachers generally see better academic performance (Leithwood et al., 2021). Therefore, to enhance teacher satisfaction and retention, schools need to cultivate supportive environments. By fostering a culture that emphasises social support and a sense of community, schools can help teachers thrive (Collie, 2021). This approach benefits both teachers and the school community, contributing positively to the field of education. As such, school management should prioritise creating such supportive workspaces to ensure the long-term success and stability in their schools (Parker et al., 2022).

Autonomy in the Teaching Profession: A Critical Examination of its Impact on Job Satisfaction and Retention

Autonomy is a fundamental determinant of job satisfaction, especially within the teaching profession. Recent studies emphasise the importance of autonomy, noting that it involves both decision-making freedom and opportunities for self-development. These aspects empower teachers, thereby significantly enhancing their job satisfaction and commitment to their roles (Collie et al., 2022; Han et al., 2021). For instance, teachers need autonomy in decision-making to tailor their lessons to the unique needs of their students. This independence is crucial for several reasons: firstly, granting teachers greater autonomy to experiment with diverse approaches and resources enables them to cultivate more dynamic and engaging classroom environments. Teachers experience greater professional satisfaction when they can creatively engage with their subject matter, which enriches both their students' learning and their own sense of fulfilment (Klusmann et al., 2023; Tarisayi, 2024). Having more discretion in their roles enables them to be more innovative, which in turn enhances their overall job satisfaction (Skaalvik & Skaalvik, 2020). Secondly, in today's dynamic educational landscape, the ability to adjust pedagogical approaches is essential. Autonomy therefore allows teachers to adapt to changing conditions, such as integrating digital resources and meeting diverse learning needs. As teachers are increasingly required to adopt new technologies and methods, autonomy plays a crucial role in supporting their adaptability (Jensen et al., 2021). Lastly, teachers take pride in their work when they have the authority to make decisions that impact their teaching. They also become deeply invested when they are held accountable for the outcomes of their lessons (Van Droogenbroeck & Spruyt, 2022). This sense of ownership is associated with higher job satisfaction and a stronger commitment to the teaching profession.

Another crucial aspect of autonomy is self-development, which fosters continuous improvement through learning and experience. For instance, by engaging in professional development, such as opportunities for further education, workshops, and training sessions, teachers can enhance their knowledge and skills. Ongoing professional development helps maintain teacher motivation and reduces the risk of burnout (Sims & Jerrim, 2020). Furthermore, such teachers are generally more satisfied and therefore likely to remain in the profession (Bakker et al., 2021). Also, the freedom to pursue professional development can enhance job prospects for teachers. Teachers who obtain additional degrees or take on leadership roles often experience improved recognition and career advancement, leading to higher job satisfaction (Ford et al., 2020). Therefore, offering opportunities for career advancement is a key strategy for retaining talented teachers. Additionally, autonomy encourages reflective practice, where teachers assess their teaching methods based on student outcomes. This reflection supports both their personal and professional growth (Toropova et al., 2021). So, integrating autonomy with reflective practice can enable teachers to continually refine their teaching methods, resulting in enhanced student performance and increased job satisfaction.

Moreover, autonomy empowers teachers by giving them control over their professional lives. This empowerment leads to several positive outcomes. For example, teachers are more likely to experience job satisfaction when they are empowered through autonomy, as it facilitates the alignment of their professional roles with their personal values (Leroy et al., 2021; Tarisayi, 2024). This sense of empowerment contributes to a more fulfilling work experience and enhances overall job satisfaction. Consequently, motivated teachers, who benefit from such alignment, exhibit a lower propensity to leave their positions, demonstrating greater overall satisfaction with their work. Also, teachers' commitment to their jobs and the education field increases when they have a sense of control and responsibility. They are less likely to leave their positions if they feel respected and trusted in their roles (Ainley & Carstens, 2022). Therefore, fostering a strong sense of professional commitment is key to retaining a stable and effective teaching staff. Autonomy can furthermore mitigate the effects of burnout by allowing teachers to manage their workloads and stress levels. When teachers have control over their work environment, they are likely to experience less emotional exhaustion (Skaalvik & Skaalvik, 2021). Autonomy therefore can help protect teachers from negative health effects, keeping them more committed to their work.

While autonomy presents numerous advantages, it also introduces certain challenges that require attention. First, teachers must strike a balance between autonomy and accountability to ensure that educational standards are upheld. Establishing clear expectations and receiving robust support from school management are critical for maintaining this balance (Goodwin et al., 2021). Second, autonomy should be accompanied by comprehensive support structures, such as mentorship and collaborative opportunities. These systems provide essential guidance and encouragement, thereby amplifying the positive effects of autonomy (Vangrieken et al., 2021). Lastly, educational institutions should recognise individual preferences and offer varying levels of autonomy to accommodate different needs, as teachers may have differing desires for autonomy (Richardson & Watt, 2022). Since autonomy is a significant determinant of teacher satisfaction and retention, educational institutions can therefore enhance teacher job satisfaction and commitment by providing opportunities for self-development and decision-making autonomy. Nonetheless, to fully capitalise on the benefits of autonomy, it is crucial to address and mitigate its potential challenges. By cultivating an environment that supports autonomy while also considering its limitations, schools can create a more dynamic and effective educational system and ultimately improve teacher retention.

Conclusion

Addressing teacher retention and job satisfaction necessitates a thorough understanding of the multifaceted factors involved. Theoretical frameworks, such as those developed by Kalleberg (1977) and Skaalvik and Skaalvik (2017), provide valuable insights into these factors, including job demands, psychological considerations, supportive environments, autonomy, and work values. Kalleberg's model, as discussed by Bakker and Demerouti (2021) and Hong (2022), highlights the importance of aligning work values with job rewards, putting more emphasis on intrinsic rewards, convenience, financial stability, career advancement, and resource adequacy. These factors collectively address the professional and personal needs of teachers, thereby influencing their overall job satisfaction. Therefore, to enhance the stability and effectiveness of the educational system, it is imperative for schools to focus on these critical areas (Fernet et al., 2020; Simbula et al., 2023).

The model created by Skaalvik and Skaalvik, on the other hand, highlights the importance of aligning job demands with available resources, drawing on the job demands-resources framework. This model illustrates how the presence of supportive colleagues, supervisory support, and a collective culture can enhance employee retention and job satisfaction, whereas excessive job demands can result in burnout and turnover (Llorens et al., 2021; Skaalvik & Skaalvik, 2020). The model further emphasises the essential role of autonomy, highlighting how it empowers teachers by granting them decision-making authority and opportunities for personal growth (Collie, 2022; Skaalvik & Skaalvik, 2021; Tarisayi, 2024). The interplay of these factors highlights the complexity of improving teacher retention and satisfaction. By gaining a deep understanding and strategically addressing these elements, schools can develop effective strategies that enhance teachers' job satisfaction and foster a more dynamic and productive learning environment (Ryan & Deci, 2023; Wang et al., 2023).

In conclusion, school leaders and policymakers stand to gain significantly from the insights shared by Kalleberg and Skaalvik and Skaalvik. Through prioritising supportive environments, balancing job demands and resources, and fostering autonomy, they can improve teacher retention and ensure a high-quality education system that benefits both teachers and students (Schaufeli, 2022; Zhou & Ye, 2023).

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