

Factors Influencing Teachers' Turnover Intention in Private Schools and Islamic Private School: A Systematic Literature Review

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ABSTRACT

This systematic literature review aimed to synthesize existing research on factors influencing teacher turnover intentions in private schools, focusing on the cultural and religious contexts that distinguish them from public schools. This systematic review used the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) criteria. A total of 510 studies were identified from five significant databases, namely Scopus, Web of Science, Science Direct, ProQuest, and Sage Journal, with 10 articles meeting the inclusion criteria. The Covidence tool was used for the screening and data extraction process. The results of this review revealed five main themes that significantly influence teachers' turnover intention in private schools: (1) individual and psychological factors, (2) contextual and organizational factors, (3) leadership and managerial factors, (4) socio-cultural and religious factors, and (5) external and socio-economic factors. By understanding these factors, this study aimed to provide evidence-based insights to assist policymakers, school managers, and stakeholders in developing strategies to improve teacher retention in private schools. Ultimately, the results of this study was expected to contribute to improving educational outcomes and the overall sustainability of Private schools.

INTRODUCTION

Private schools have emerged as a response to the government's limited capacity to provide equitable education services across all levels of society. To broaden access and improve educational quality, governments in various countries have encouraged private sector participation in managing educational institutions (Churngchow & Sittichai, 2014). Among these are Islamic private schools, which have grown rapidly in some regions by integrating Islamic values into their curriculum and school life (Sheikh & Hussain, 2022). While this study broadly focuses on private schools, references to Islamic-based schools are included where relevant to provide deeper contextual insight.

Private schools differ significantly from public schools, especially in leadership and management structures. While public schools follow centralized and standardized policies, private schools (including Islamic-based ones) tend to have greater managerial flexibility (Williamson, 2011). In many private institutions, school principals or foundation leaders not only act as academic managers but also hold central authority over institutional decisions (Sumarni, 2018). Leadership styles in these schools may vary, from administrative and democratic to more paternalistic forms in Islamic private schools (Soleh & Supardi, 2023).

Despite their flexibility and idealistic values, private schools, including Islamic private schools, face serious challenges in human resource management, notably high teacher turnover rates. Teacher turnover disrupts the learning environment and results in the loss of experienced educators, which ultimately diminishes educational quality. Although teacher turnover is a concern across both public and private schools, its specific dynamic and impacts within private schools remain underexplored, and less well-documented, particularly in developing countries (Tarkhnishvili et al., 2022). Teacher turnover in various educational institutions has attracted much attention in recent years, especially the study of turnover in private schools. The study by Gundlach et al. (2024) stated that teacher turnover problems occur in many countries. Supported by the study of Tongchao et al. (2022), there was a spike in the percentage of teacher turnover in W schools, from 4.55% in 2015, it jumped to 8.48% in 2018.

This phenomenon was also evident in Indonesia. Data from the Indonesian Central Bureau of Statistics indicate a consistent decline in the number of private school teachers under the Ministry of Education, Culture, and Research, from 194,563 in 2020/2021 to 191,032 in 2023/2024, while public school teachers have steadily increased. Many Islamic private schools, such as Muhammadiyah schools, have reported losing a significant number of professional teachers due to appointments to civil service positions (Afandi, 2023). Similarly, private schools in Aceh have faced teacher shortages as educators transfer to public schools (Diansyah, 2024,). This trend has been linked to government recruitment policies aimed at improving education quality (Chetty et al., 2014), but indirectly causes private schools to lose experienced teachers (Dhamayanti & Santosa, 2024). This situation underscores the urgent need to understand the key factors influencing teacher turnover in private schools to develop more effective retention strategies that are tailored to the unique context of these schools.

Despite the growing recognition of teacher turnover as a critical issue, research focusing explicitly on private schools remains limited. Most studies concentrate on public schools, and many others are situated in corporate and healthcare settings, and there is a notable scarcity of comprehensive investigations into turnover factors in private schools within non-western and developing country contexts. Furthermore, specific factors such as organizational culture, religiously based leadership, and foundation teacher relationships which may uniquely influence teacher retention in private and Islamic schools are insufficiently explored. This lack of focused research creates a critical knowledge gap that hinders the development of effective, context-sensitive teacher retention strategies tailored to private educational institutions. Addressing this gap is essential not only for advancing theoretical understanding of teacher turnover but also for informing practical interventions. Without insight into the specific drivers of turnover in private schools, policymakers and school leaders may struggle to implement sustainable retention strategies that consider cultural and organizational nuances.

This systematic literature review aimed to synthesize the current body of knowledge on factors contributing to teacher turnover in private schools. While the primary focus is on general private schools, selected insights from Islamic private schools are included to broaden the contextual lens, particularly when discussing culturally or religiously relevant factors. The review seeks to provide both theoretical and practical contributions toward the development of more targeted and sustainable teacher retention strategies in private education by answering the following research questions:

1. What factors are correlated with teachers' intention to leave private schools?
2. How can the findings inform policy and practice to strengthen teacher retention in private educational institutions?

METHODS

This study is a systematic literature review focusing on synthesizing quantitative studies that produce numerical estimates of how much variables influence Teacher turnover intention. We adopted the PRISMA standard (Page et al., 2021) to identify, select, and define which primary studies are eligible for inclusion, search the literature, analyze the data, summarize the research, and report the results.

Identification of literature

The databases used in this study were sourced from five different internet databases: Web of Science, Scopus, Science Direct, ProQuest, and Sage Journal. The data sources were limited to articles published from 2015 to 2024. Keyword assignments were made to explore previous research. The keyword strings used were: ("teacher" OR "educator" OR "instructor") AND ("turnover" OR "retention") AND ("private school" OR "private Islamic school" OR "independent school"). Before exporting the database, the author created inclusion and exclusion criteria used as filters in the initial screening. These criteria include:

Table 1. Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Timeline	2015 to 2024	Any Study outside these dates
Language	English	Other language
Type of articles	The original research article or editorials were published in a peer-reviewed journal.	Systematic reviews, meta-analysis, unpublished research.
Content	Factors Associated with Teacher's Turnover Intention in Private School	Does not address factors associated with teacher turnover intention in private schools
Setting	Private school, Private islamic school	Public schools
Sample	Private school teachers only	Non-private school teachers and corporate employees.

Initial filtering results from the Web of Science database obtained five articles, Scopus database as many as 18 articles, Science Direct as many as 246 articles, ProQuest as many as 220 articles, and Sage Journal as many as 21 articles. The total articles obtained were 510 and then imported into the Covidence software for filtering and screening.

Eligibility and Screening

Covidence software was used as a tool to assist the literature screening process. In the first stage, relevant articles were selected based on a review of the title and abstract. Articles were further screened for inclusion and exclusion criteria (table 1). Literature that met the criteria was included in the review. The inclusion criteria were as follows: (1) articles were written in English to prevent bias in language barriers or translation, (2). The second inclusion criterion was that articles were only from 2015 to 2024, (3) Furthermore, only articles that specifically addressed teacher turnover intention in private schools and its related determinants were selected. Setting for the initial filtering process, only articles that discuss teacher turnover in private schools will be taken. Articles focusing solely on public school contexts, or unrelated topics such as general workforce turnover or student outcomes, were excluded.

To aid the screening of titles, abstracts, and full text, all publications collected were exported into a reference manager (RIS) and imported into Covidence software for further review. Two-stage screening was conducted: first, titles and abstracts were reviewed for preliminary relevance, followed by full-text screening to assess alignment with eligibility criteria. Covidence automatically detected

17 duplicate entries, leaving 493 studies for initial screening. In this phase, a single reviewer conducted the screening due to resource constraints, and 459 articles were excluded based on the title and abstract. This led to 34 articles undergoing full-text review, from which 24 were excluded for not meeting the inclusion criteria. Finally, 10 studies were selected and included in the systematic review. The risk of bias of the included studies was assessed using the AXIS tool, which is specifically designed for appraising the quality of cross-sectional studies. Each study was evaluated based on 20 items covering study design, reporting quality, and potential biases (Downes et al., 2016). The screening process is illustrated in the PRISMA diagram show in Figure 1.

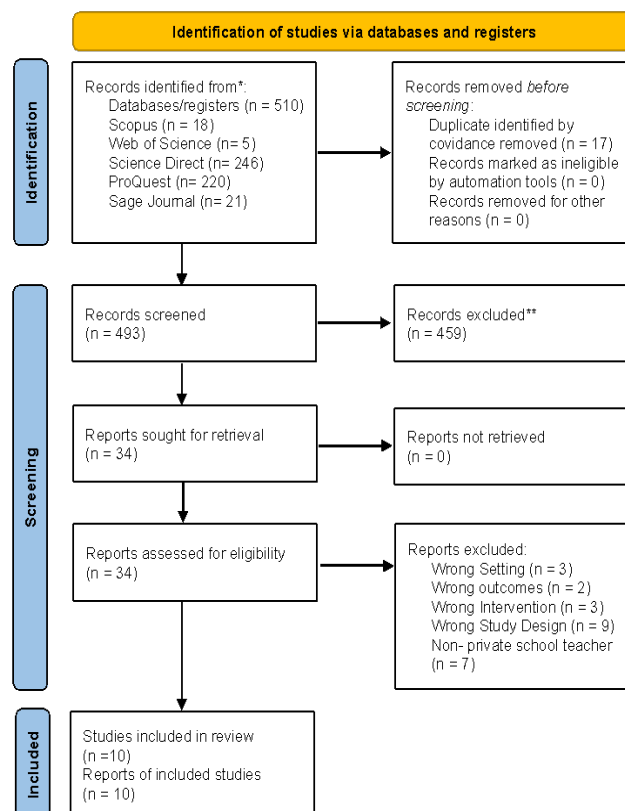


Figure1. Flowchart of PRISMA by Covidence software

Quality Assessment and Risk of Bias

To evaluate the methodological quality of the included studies, the AXIS tool (Appraisal Tool for Cross-Sectional Studies) was utilized in conjunction with the Covidence platform. The AXIS tool is a structured and validated instrument specifically designed to assess cross-sectional study designs, making it particularly suitable for examining determinants of turnover intention among private school teachers. It comprises 20 evaluative items that cover key methodological domains, including clarity of study objectives, appropriateness of sample selection, measurement validity, robustness of data analysis, and transparency in reporting (Downes et al., 2016). Each of the 10 included studies was assessed using the AXIS tool within the Covidence system. The reviewer independently conducted the quality assessment to minimize evaluator bias. Discrepancies in scoring were resolved through discussion until a consensus was reached. To systematically identify and address potential sources of bias, both AXIS criteria and Covidence features were employed for tracking bias-related concerns. Specific types of bias evaluated included:

- Selection bias (e.g., unrepresentative sample or unclear inclusion criteria),

- Performance bias (e.g., inconsistent implementation of interventions or settings),
- Detection bias (e.g., reliance on unvalidated instrument or self-reported data),
- Attrition bias (e.g., incomplete reporting of sample size or drop-outs), and
- Reporting bias (e.g., selective outcome reporting or lack of clarity in findings)

The structured nature of the AXIS tool and the collaborative review of evidence contributed to a consistent and transparent risk of bias evaluation. This process helped ensure the reliability and trustworthiness of the synthesized findings in this review.

RESULTS AND DISCUSSION

Characteristic of Study

After a series of screening processes, 10 articles meeting the inclusion were identified. Most of the studies in this review used quantitative approaches with cross-sectional or survey research designs, reflecting a general focus on statistically measuring relationships between variables. Sample sizes in these studies varied from a small sample of 34 participants in the United Arab Emirates (Mohammad & Borkoski, 2024) to a large sample of 3779 teachers in Lebanon (Fekih-Romdhane et al., 2024). The countries where the research was conducted include Asia and the Middle East, such as Oman, Pakistan, Lebanon, Indonesia, Malaysia and the United Arab Emirates. Most research has been conducted in the private education sector, particularly on private school teachers and Islamic schools. The determinants studied vary but are generally related to job well-being and intention to stay in the profession, such as job satisfaction (salary, promotion, supervision, communication), burnout, organizational commitment, embeddedness, work engagement, and principal leadership. Some studies also highlighted the influence of contextual and cultural factors such as Islamic moderation (*Wasatiah*) and value congruence with Islamic school practices. Overall, these studies showed a strong interest in the issue of teacher retention and turnover intention in diverse social and economic contexts. General information about the studies is summarized in Table 2, while Table 3 show the results of the studies:

Table 2. General description of the study

No	Title	Reference	Rating (Scimago)	Study Design	Sample Size and Country	Determinant Factor
1	Association between motivation to leave the teaching profession profiles and job satisfaction among Omani teachers: A latent profile analysis	Al'Abri et al. (2022)	Q1	Quantitative Research	1625 teachers in the Sultanate of Oman	job satisfaction (pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work, and communication)
2	Effect of Psychological Capital on Burnout: Mediation Effect of Organizational Commitment	Baloch et al. (2021)	Q2	Cross-sectional Study	324 private school teachers of the Khyber Pakhtunkhwa, Pakistan	- Burnout - Psychological Capital - Organizational Commitment
3	Mediating and moderating factors between economic pressure and turnover intention among school	Fekih-Romdhane et al. (2024)	Q1	Quantitative Research	3779 teachers in public and private schools in Lebanon	- Teaching characteristic (Employment sector) - Economic pressure - job satisfaction scale

	teachers in Lebanon during the ongoing crisis era					<ul style="list-style-type: none"> - Three-dimensional work fatigue inventory - psychological distress
4	How Principals' Visionary Leadership Practice Reducing Indonesian Teachers' Turnover Intention?	Sulistiasih & Widodo (2023)	Q4	Quantitative Research	439 honorary teachers from private schools in Indonesia	Principal visionary Leadership (PVL) (school governance, reward system)
5	Enhancing Teacher Retention through Teacher Work Engagement and Islamic Moderation (Wasatiah) on Private Islamic School Ahlussunnah Waljama'ah in Indonesia	Putra et al. (2024)	Q3	Quantitative Research	146 teachers working in Ahlussunah Waljama'ah Islamic private schools in Indonesia	<ul style="list-style-type: none"> - School culture - Perceived Organizational Support - work environment - teacher job Demand - teacher work engagement - The Islamic Moderation (Wasatiah)
6	Job embeddedness and retention: A study among teachers in private Islamic schools in Malaysia	Juhdi et al. (2018)	Q4	Quantitative Research	390 teachers in Islamic private schools in Malaysia	<ul style="list-style-type: none"> - job embeddedness (Organizational-related sacrifices, Fit to Islamic School Practices, Links to School, Fit to Community, Fit to Organization)
7	The secret of reducing turnover intention: Evidence from Indonesia	Ali Yusuf & Widodo (2023)	Q2	Quantitative Research	439 private school honorary teachers in Indonesia,	<ul style="list-style-type: none"> - Psychological Capital - Emotional Intelligence - Organizational Commitment
8	The ramification of COVID-19: How work Satisfaction Mediates the perceived Work Stress with Turnover Intention and gender differences among Knowledge Workers in developing Country	Zaheer et al. (2022)	Q4	Quantitative Research	269 private school teachers of the Federal Capital Territory of Pakistan	<ul style="list-style-type: none"> - Perceived work Stress - Work satisfaction - Gender Differences
9	Organizational conditions and teacher turnover in private schools of the United Arab Emirates	Mohammad & Borkoski (2024)	Q2	Cross-sectional Study	34 participants from K to 12 teachers with different private schools across the UAE	Organizational Conditions (Faculty involvement in decision-making, Professional collaboration, Supportive environment, workload)
10	Relationship between job satisfaction and Turnover Intention of private Secondary School Teachers	Shah & Jumani (2015)	Q3	Quantitative Research	860 private secondary school teachers in Islamabad and Rawalpindi, Pakistan	Job Satisfaction (salary, promotion, work itself, supervision)

Table 3. Findings of Study

No	Title	Reference	Result	Limitation
1	Association between motivation to leave the teaching profession profiles and job satisfaction among Omani teachers: A latent profile analysis	Al Abri, et al. (2022)	<ol style="list-style-type: none"> 1. Three Identified Teacher Profiles: Profil 1 is Highly Engaged Teachers (Teachers showed low motivation to leave teaching (MLT); Profile 2 is Moderately Engaged Teachers (Moderate motivation to leave teaching); Profile 3 is Quitters (Teachers exhibited high motivation to leave teaching). 2. In gender: Female teachers were likelier to belong to Profile 1 (odds ratio: 2.66). Male teachers were likelier to belong to Profile 3 (odds ratio: 0.66). 3. In Age: Teachers aged 30–39 years and 40–49 years were more likely to belong to Profile 3, with odds ratios of 3.27 and 3.22, respectively. 4. Category 1 (Overall satisfaction, work nature, communication): Profile 1 had the highest satisfaction, and Profile 3 had the lowest satisfaction compared to Profiles 1 and 2. 5. Category 2 (Pay, contingent rewards, operational conditions): Profile 3 reported the lowest satisfaction, and no significant differences were observed between Profiles 1 and 2. 6. Category 3 (Promotion): Profile 3 had the lowest satisfaction, and Profile 2 slightly outperformed Profile 1 in this category. 7. Category 4 (Supervision and coworkers): Profile 1 reported the highest satisfaction, and no significant differences were found between Profiles 2 and 3. 	This study has some limitations. It focuses only on Omani teachers, so the findings may not apply to other regions. It examines three teacher-related factors—gender, age, and experience—ignoring other personal or contextual factors like family or workplace influences. The cross-sectional data gives only a single-time snapshot and doesn't show how MLT changes over time. Without a longitudinal approach or nested data collection (e.g., teachers within schools, schools within regions), it misses the chance to analyze broader factors like school or regional effects. Lastly, the recommendations mainly target specific groups, such as male or older teachers, leaving out wider needs. Future research should include more variables, use a long-term approach, and gather nested data for a deeper understanding.
2	Effect of Psychological Capital on Burnout: Mediation Effect of Organizational Commitment	Baloch, et al. (2021)	<ol style="list-style-type: none"> 1. Psychological Capital has a significant positive relationship with Burnout BO ($b=.411$, $p=.000$) and $R^2 = .180$, $F=32.6$, $p=.000$, 2. Organizational commitment has a positive significant relationship with burnout = .244, $p=.0001$) with $R^2 = .248$, $F= 29.0$, $p=.000$). 3. Organizational commitment partially mediates between Psychological Capital and Burnout ($b= .239$, $p=.0001$). The indirect effect was checked and found to be significant, while the Sobal test is also statistically significant at $p=.001$. 	The first limitation is that this study adopts a cross-sectional design, so future research should consider using a longitudinal approach. Secondly, the research population is limited to teachers in KPK, suggesting that future studies should expand to a national level across various sectors. Lastly, additional variables, such as "organizational support" or "leadership style," could be explored as mediators alongside organizational commitment to assess their effects more comprehensively.
2	Mediating and moderating factors between economic pressure and	Fekih-Romdhane et al. (2024)	<ol style="list-style-type: none"> 1. Higher physical (Beta = 0.05), mental (Beta = 0.03), and emotional (Beta = 0.04) work fatigue, depression (Beta = 0.32), household crowding index 	Mediation analyses in this study are limited by its cross-sectional design, which cannot determine causality or the

	turnover intention among school teachers in Lebanon during the ongoing crisis era		(Beta = 0.21), economic pressure (Beta = 0.61), teaching in public schools (Beta = 0.99) and having another job than teaching (Beta = 0.62) were significantly associated with more turnover intentions.	direction of the observed relationships. Furthermore, we only assessed teachers' perceived economic pressure, which may not accurately represent their actual financial status. The Cronbach's alpha for the job turnover intention scale was below the 0.7 threshold. Although the sample was randomly selected, there is a possibility of selection bias, as the sample, despite being large enough, may not be fully representative of all teachers.
			2. Older age (Beta = - 0.04), female gender (Beta = - 0.71), and teaching at the kindergarten level (Beta = - 0.56) were significantly associated with less turnover intentions.	
			3. Physical/mental/emotional work fatigue (M1), psychological distress (M2), and job satisfaction (M3) mediated the association between economic pressure and turnover intentions among Lebanese teachers.	
			4. The moderating effect of the teachers' employment sector (Private versus public) was not significant.	
4	How Principals' Visionary Leadership Practice Reducing Indonesian Teachers' Turnover Intention?	Sulistiasih, & Widodo (2023)	PVL significantly influences school governance, reward systems, and teachers' turnover intentions. School governance and reward systems have been identified as mediators in the relationship between PVL and teacher turnover intentions. A new empirical model was established, demonstrating the impact of PVL on turnover intentions through the mediating roles of school governance and reward systems.	-
5	Enhancing Teacher Retention through Teacher Work Engagement and Islamic Moderation (Wasatiah) on Private Islamic School Ahlussunnah Waljama'ah in Indonesia	Putra et al (2024)	1. School culture indirectly affects teacher retention through teacher work engagement (Path Coefficient = 0,066, t = 2,457; p-value = 0,014). 2. The work environment has an indirect effect on teacher retention through teacher work engagement. (Path Coefficient = 0,141 t = 3,483 ; p-value = 0,001). 3. Teacher job demand indirectly affects teacher retention through teacher work engagement. (Path Coefficient = 0,054 t = 2,575 ; p-value = 0,010). 4. Perceived organizational support indirectly affects teacher retention through Islamic moderation (Path Coefficient = 0,105 t = 2.467 ; p-value = 0,014). 5. Teacher job demand has an indirect effect on teacher retention through Islamic moderation (Path Coefficient = 0,158, t = 3,839 ; p-value = 0,000). 6. The work environment has an indirect effect on teacher retention through Islamic moderation. (Path Coefficient = 0,104 t = 3,439 ; p-value = 0,001)	-
6	Job embeddedness and retention: A study among teachers in private	Juhdi et al. (2018)	1. The five variables collectively accounted for 52.6 percent of the variance in retention (F=87.244, p<.05), which indicated that the remaining 47.4 percent of the	The regression analysis of all job embeddedness variables and retention showed an R-squared value of only 52.6%. This indicates that job

	Islamic schools in Malaysia		variance was influenced by other factors.	embeddedness can account for just 52.6% of the variance in retention, leaving 47.4% unexplained.
			<ol style="list-style-type: none"> 2. When all job embeddedness variables were included in the model simultaneously, "fit to the community" was no longer a significant predictor of retention. 3. The most significant predictor of retention had been "organization-related sacrifices" ($\beta=0.372$, $p=0.000$), followed by "fit to Islamic school practices" ($\beta=0.232$, $p=0.000$) and "links to school" ($\beta=0.197$, $p=0.000$). Meanwhile, "fit to organization" had emerged as the weakest predictor of retention ($\beta=0.111$, $p=0.040$). 	
7	The secret of reducing turnover intention: Evidence from Indonesia	Ali Yusuf, F.; Widodo, W. (2023)	<ol style="list-style-type: none"> 1. EI and OC have a negative direct effect on TI, 2. PsyCap has a positive direct impact on OC, 3. PsyCap has a negative indirect effect on TI mediated by OC. 4. In addition, PsyCap has no negative direct effect on TI, 5. EI has no positive direct impact on OC, 6. EI has no negative indirect effect on TI mediated by OC 	This study only focuses on private schools with a limited unit of analysis for Indonesian honorary teachers in the provinces of West Java, Central Java, DKI Jakarta, Banten, Riau Island, East Kalimantan, and East Nusa Tenggara.
8	The ramification of COVID-19: How to work satisfaction mediates the perceived work stress with turnover intention and gender differences among knowledge workers of developing Country	Zaheer et al. (2022)	<ol style="list-style-type: none"> 1. Perceived work stress significantly and positively influences turnover intention among teachers. 2. Perceived work stress negatively influences work satisfaction and work satisfaction influences turnover intention 3. the mediation analysis reveals that WS partially mediates the relationship between PWS and TI 	The primary limitation of this study is that it was conducted in the federal capital territory of Pakistan, an urban area with one of the highest rates of Corona cases. As a result, the research is limited to this specific region.
9	Organizational conditions and teacher turnover in private schools of the United Arab Emirates	Mohammad, A.; Borkoski, C. (2024)	<ol style="list-style-type: none"> 1. The subscale faculty influence in decision-making did not indicate a significant correlation between teacher turnover intention or job satisfaction. 2. The subscale supportive environment and leadership dispositions showed a significant correlation to the choice to become a teacher at Spearman rho of .389 ($p = .045$) and job satisfaction at Spearman rho of 0.636 ($p < .001$). 3. The subscale of professional and leadership dispositions showed a significant correlation with job satisfaction at a Spearman rho of .551 ($p = .001$). 4. The subscale teachers' time spent on nonteaching support and management activities significantly correlated to teachers' staying intention in their current school at a Spearman rho of .400 ($p = .043$). 	First, it relied on a small sample size, which may limit the generalizability of the findings. Additionally, the results are based on self-reported data from a cross-sectional survey, which can introduce bias or inaccuracies. Using snowball sampling could also cause sample bias, as initial participants may influence subsequent ones. Moreover, the correlational design of the study restricts the ability to draw causal conclusions. The study also lacked an in-depth qualitative exploration of teachers' experiences, which could have provided more detailed insights. Lastly, while focused on UAE private schools, the

			study does not address broader contexts like charter schools or labor market factors that could influence teacher turnover.
10	Relationship between job satisfaction and Turnover Intention of private Secondary School Teachers	Shah, N.H.; Jumani, N.B. (2015)	75% independent variable (job satisfaction: pay, promotion, work itself, Supervision) prophesied the dependent variable (turnover intention). Linear regression ($\beta = 0.869$; $p = 0.00$)

Synthesized findings

Determinant Factors of Teacher Turnover Intention in Private School and Islamic Schools

After going through the process of reviewing the literature in its entirety of 10 articles, the researcher found determinant factors related to teacher turnover intention in private schools. The selected studies reveal a variety of determinants that influence teachers' decisions to leave, ranging from individual and psychological aspects to organizational, managerial, and socio-cultural contexts. Several articles also highlight contextual uniqueness in Islamic private schools, particularly concerning Islamic values and foundation teacher dynamics, although these findings remain limited in number. Therefore, the synthesis primarily focuses on generalizable themes across private school contexts while noting distinct issues in Islamic schools as considerations for future research.

The synthesis of findings was conducted using a thematic synthesis approach by categorizing the factors influencing teacher turnover intention into five main themes: (1) individual and psychological factors, (2) contextual and organizational factors, (3) leadership and managerial factors, (4) socio-cultural and religious factors, and (5) external and socio-economic factors. This approach aims to provide a comprehensive and structured understanding of the multifaceted determinants contributing to teacher turnover intentions in private schools. The discussion of each theme includes relevant findings from private school contexts where applicable and highlights gaps for future research.

This approach aims to provide a comprehensive and structured understanding of the multifaceted determinants contributing to teacher turnover intentions in private schools. The discussion of each theme includes relevant findings from both general private and Islamic private school contexts where applicable and highlights gaps for future research.

Individual and Psychological factors

Studies consistently show that individual and psychological factors significantly influence teachers' turnover intention in private schools, including Islamic-based schools. Demographic characteristics such as age and gender affect turnover intention. Female teachers tend to have lower turnover intention than male teachers, indicating that gender acts as a protective factor against leaving the profession (Al'Abri et al., 2022; Fekih-Romdhane et al., 2024). The relationship between age and turnover intention is context-dependent; for example, Al'Abri et al. (2022) found that older teachers are more likely to leave, whereas (Fekih-Romdhane et al., 2024) reported that younger teachers show higher turnover intention, suggesting a non-linear and contextual effect.

Psychological capital, which includes self-efficacy, optimism, hope, and resilience directly reduces turnover intention by enhancing organizational commitment among teachers (Baloch et al.,

2021). However, psychological capital can also increase burnout, likely due to internal pressures to maintain high performance, which consequently raises turnover intention (Baloch et al., 2021). This indicates a complex role of psychological capital, acting both as a buffer and a potential risk factor depending on the burnout level.

Another factor that is closely related to the decision to stay or leave the teaching profession is job satisfaction, which is a strong negative predictor of turnover intention. Teachers who report higher satisfaction with salary, promotion opportunities, supervision, rewards, working conditions, and collegial relationships are significantly less likely to consider leaving their jobs (Al'Abri et al., 2022; Shah & Jumani, 2015). Conversely, low job satisfaction increases the risk of turnover intention by reducing teachers' attachment and commitment to their workplace.

Furthermore, job stress and psychological distress also significantly elevate turnover intention by lowering job satisfaction and increasing burnout. Excessive workload, limited resources, and challenging student behavior trigger anxiety and emotional exhaustion, which strongly predict teachers' desire to leave the profession (Smith & Fredricks-Lowman, 2020; Zaheer et al., 2022). Similarly, job fatigue including physical, mental, and emotional exhaustion acts as a critical mediator between economic pressure and turnover intention, amplifying the negative effect of financial stress on teachers' decisions to quit (Fekih-Romdhane et al., 2024).

Finally, emotional intelligence serves as a psychological resource that mitigates job stress and enhances social support and organizational commitment, thereby reducing turnover intention (Ali Yusuf & Widodo, 2023). Teachers with higher emotional intelligence are better equipped to manage workplace stressors and maintain their engagement, which decreases their likelihood of leaving (Arthi & Sumathi, 2018).

Contextual and organizational factors

Contextual and organizational factors are pivotal in shaping teachers' daily work experiences and significantly influence their intention to remain in or leave an educational institution. In private Islamic schools, organizational characteristics such as involvement in decision-making, professional collaboration, a supportive work climate, and balanced workload management have been consistently associated with higher levels of job satisfaction and lower turnover intention. While teacher involvement in decision-making does not always show a direct correlation with turnover intention, it contributes to a broader organizational climate that fosters psychological ownership and engagement. More crucially, a study by Mohammad and Borkoski (2024) demonstrates that a supportive environment and positive leadership practices significantly enhance job satisfaction and increase teacher retention, underscoring that relational and environmental quality often outweigh procedural participation in influencing retention decisions.

A recurring source of dissatisfaction is the imbalance in workload, particularly the burden of excessive administrative tasks that divert teachers' time and energy from core instructional duties. The allocation of substantial time to non-teaching responsibilities not only reduces teaching efficacy but also undermines teachers' professional fulfillment, thereby increasing their intention to leave. This makes workload management a critical organizational strategy for retaining teaching staff (Spicksley & Brady, 2024).

Organizational culture and perceived organizational support are also fundamental to teachers' psychosocial experiences. A positive culture characterized by shared values, appreciation for teachers' contributions, and open, respectful communication can foster emotional attachment and institutional loyalty. The results in the Mohammad & Borkoski (2024) indicate that perceived support

may not always directly predict turnover intention, its presence lays the foundation for a conducive and affirming work environment. Supporting this, Putra et al (2024) found that a healthy organizational culture significantly promotes teacher retention, especially when mediated by work engagement.

The work environment encompassing physical comfort, psychological safety, and the quality of interpersonal relationships among teachers and school leaders also plays a central role in teacher retention. A climate that ensures safety, support, and participatory openness increases teachers' sense of belonging and their willingness to remain in the profession. One particularly influential factor is organizational commitment, which has been consistently found to inversely relate to exit intention. Affective, normative, and continuance components of commitment all contribute to reducing teachers' desire to leave the institution (Ali et al., 2014; Imran et al., 2017; Maryam et al., 2021; McInerney et al., 2015; Zhu et al., 2022). In the context of Islamic private schools, this commitment not only directly reduces turnover intention but also mediates the relationship between emotional intelligence and the decision to stay (Ali Yusuf & Widodo, 2023)

Nevertheless, job demands including physical emotional, and cognitive pressures remain potent factors influencing turnover intention, even in supportive environments. The study by Putra et al (2024) underscores that high job demands, if unmanaged, can diminish work engagement and drive attrition. However, their findings also reveal an important nuance: job demands can have a positive effect on retention when mediated by the application of Islamic moderation principles ($\beta = 0.158$; $t = 3.839$; $p = 0.000$). Values such as modesty, balance, and responsibility appear to help teachers reframe occupational stressors as meaningful challenges aligned with religious and moral purposes. This reappraisal fosters resilience and strengthens their intention to stay in their roles.

Leadership and managerial factors

Leadership and managerial factors exert a substantial influence on teachers' intention to remain in or leave educational institutions, particularly in private Islamic schools where organizational culture is often closely tied to leadership values and practices. Among these, visionary leadership defined by the ability of school principals to articulate a compelling vision, empower staff, and drive innovation in management has emerged as a critical determinant of school climate and teacher retention. According to Sulistiasih & Widodo (2023), visionary leadership has a significant direct impact on multiple organizational components: school governance ($\beta = 0.69$; $p = 0.01$), reward systems ($\beta = 0.23$; $p = 0.01$), and teacher exit intention ($\beta = -0.11$; $p = 0.01$). More importantly, school governance and reward systems themselves significantly affect teachers' decisions to leave, with $\beta = -0.49$ and $\beta = -0.15$ respectively ($p = 0.01$). These findings indicate a dual pathway through which leadership influences turnover both directly and indirectly through the enhancement of managerial mechanisms.

Effective school governance refers to transparent administrative practices, clearly defined evaluation systems, inclusive decision-making, and optimal resource allocation (Almomani, 2019; Sulistiasih & Widodo, 2023; Volosnikova et al., 2025). When principals demonstrate trust in teachers, offer autonomy and actively involve them in governance, this fosters a sense of ownership and professional fulfillment (Oosterhoff et al., 2019). Such an environment not only enhances job satisfaction but also strengthens teachers' organizational commitment, which is a key protective factor against exit intention. Conversely, leadership styles that are authoritarian, opaque, or indifferent to teachers' needs often result in dissatisfaction, disengagement, and increased desire to leave.

The reward system also plays a vital role, particularly when it extends beyond monetary compensation to include non-material incentives such as recognition, opportunities for career advancement, professional development, and public appreciation. Teachers who perceive that their contributions are genuinely valued are more likely to develop affective ties to the institution and demonstrate long-term loyalty (Price & Weatherby, 2018). While both governance and reward systems are important mediators, the findings by Sulistiasih dan Widodo (2023) suggest that school governance serves as a more dominant channel through which leadership impacts teacher retention highlighting the centrality of fair and participatory management structures.

Therefore, reducing teacher turnover requires a strategic investment in leadership development, particularly in cultivating principals as transformational leaders who can inspire, involve, and sustain their teaching staff (Thomas et al., 2020). This effort should be supported by a comprehensive overhaul of school management systems emphasizing participation, fairness, and equitable reward mechanisms, schools are more likely to foster an environment where teachers are engaged, motivated, and committed to staying.

Socio-cultural and religious factors

Socio-cultural and religious factors constitute a distinctive and influential dimension in shaping teachers' intention to stay or leave, particularly within private Islamic schools, where the integration of religious values into the educational environment is a defining characteristic. These factors operate not only at a personal and ideological level but also structurally, through the ways in which values are embedded into school culture and daily practices.

A central concept in this regard is the principle of *wasatiyyah* or Islamic moderation, which emphasizes balance, tolerance, and contextual wisdom in both thought and action. Research by Putra et al (2024) demonstrates that Islamic moderation significantly moderates the relationship between organizational support, work environment, and workload on teacher retention. Specifically, teachers have greater emotional and spiritual resonance with their workplace. This value congruence fosters a sense of meaning, belonging, and loyalty, thereby reducing their exit intention even under demanding work conditions.

Beyond *wasatiyyah*, the concept of cultural value fits particularly in terms of religious and social values and emerges as another key determinant of teachers' job embeddedness. When there is alignment between a teacher's personal beliefs and the broader cultural-religious orientation of the school, it creates a deeper emotional attachment. The study by Juhdi et al. (2018) found that job embeddedness measured through dimensions of links (social ties), fit (value alignment), and sacrifice (perceived loss from leaving) significantly influenced teachers' decisions to remain in private Islamic schools in Malaysia. This suggests that teachers are more likely to stay when they not only feel socially connected but also perceive that leaving the institution would mean losing a meaningful and value-aligned environment.

Moreover, a culturally inclusive, respectful, and spiritually supportive school culture enhances teachers' work engagement, which in turn reinforces retention. Putra et al (2024) found that a positive school culture significantly increased teacher retention via the mediation of work engagement, indicating that socio-religious values become impactful when they are internalized and experienced emotionally. This implies that a school culture rooted in respect, participation, and shared Islamic principles can boost intrinsic motivation and commitment, especially when it nurtures a sense of belonging.

An inclusive work environment that accommodates teachers' socio-religious needs is also vital in promoting emotional attachment and organizational commitment. This includes not only physical conditions and institutional policies but also interpersonal relationships and the spiritual climate of the school. Teachers who feel that their spiritual well-being is acknowledged and supported report higher levels of institutional commitment. However, interestingly, the same study Putra et al (2024) revealed that perceived organizational support alone does not significantly influence retention unless it is mediated by work engagement. This suggests that support must be tangible, effectively resonant, and experientially meaningful in order to reduce exit intention.

In conclusion, socio-cultural and religious factors offer a powerful explanatory framework for understanding teacher retention in private Islamic schools. When schools cultivate a culture that is value-congruent, spiritually meaningful, and socially cohesive, they not only enhance teacher satisfaction and embeddedness but also strengthen their identity as institutions that foster both professional development and moral-spiritual growth. Integrating the principle of Islamic moderation and emphasizing cultural fit should thus be key strategies in reducing teacher turnover and sustaining a committed educational workforce.

External and socio-economic factors

External and socio-economic factors are pivotal in influencing teachers' turnover intentions, especially within the context of private schools such as private Islamic schools that frequently operate under financial limitations. These factors often lie beyond the immediate control of teachers or school administrators, yet they profoundly shape the realities of teacher retention and professional sustainability.

A key external determinant is economic pressure, which encompasses low salaries, rising living costs, and financial instability conditions that become particularly pronounced during periods of global economic uncertainty, when teachers are unable to meet their basic needs, their intention to leave the profession increases significantly. Fekih-Romdhane et al (2024) demonstrated that economic pressure has a direct and substantial impact on teachers' desire to change jobs. This finding affirms that financial insecurity is not merely a background stressor but a decisive factor in shaping professional continuity, even for those who are intrinsically motivated or value-aligned.

Closely related to economic strain is the issue of work fatigue or burnout, a multidimensional condition comprising emotional, mental, and physical exhaustion. As conceptualized by Frone et al (2018), burnout reflects a progressive decline in psychological energy, which not only reduces work motivation but also undermines teachers' resilience and emotional connection to their role. In the study by Fekih-Romdhane et al (2024), burnout emerged as a critical mediator in the relationship between economic stress and turnover intention. This suggests that economic hardship indirectly intensifies exit intentions through the mechanism of psychological depletion, making it harder for teachers to sustain their commitment in the face of prolonged adversity.

Furthermore, external socio-economic constraints such as the lack of career mobility, insufficient social security, and the absence of external professional support system further compound teachers' dilemmas. Even teachers who are personally committed or guided by religious values may find themselves compelled to seek alternative employment opportunities that offer better economic stability and work-life integration. These systemic limitations often force teachers into a conflict between idealistic commitment and pragmatic necessity, highlighting the need for broader structural support.

Crucially, while schools may have limited influence over macroeconomic conditions, institutional responses to these external pressures matter. Schools that recognize and actively address financial stressors through fair compensation, workload adjustments, or access to well-being programs can buffer the negative effects of the external environment. Therefore, teacher retention strategies must include deliberate efforts to mitigate socio-economic stress, especially in value-oriented institutions like private Islamic schools, where the alignment between mission and welfare is essential. In conclusion, external and socioeconomic factors are not peripheral to the issue of teacher retention: they are central, structural forces that directly and indirectly shape teachers' professional choices. By understanding the ways in which economic hardship, burnout, and systemic inadequacies interact, educational leaders can design more realistic, compassionate, and sustainable retention strategies that honor both the moral purpose of teaching and the material conditions necessary to support it.

Practical Implications and Future Research Directions

This systematic literature review offers both theoretical and practical insights into the factors influencing teachers' turnover intentions in private schools. Drawing on findings from various studies, several key retention strategies can be proposed for school leaders and policymakers, particularly in the general context of private schools:

- Foster supportive work environments by ensuring reasonable workload distribution, reducing administrative burdens, and cultivating collaborative and respectful professional cultures.
- Strengthen organizational commitment through participatory decision-making, fair reward systems, and transparent governance structures.
- Develop transformational leadership capacities among school principals to promote vision-driven, inclusive, and empowering leadership styles that increase teacher engagement.
- Address external stressors by providing fair financial compensation, offering mental health and well-being programs, and facilitating access to career development.
- Promote value alignment by ensuring that school culture, norms, and vision align with teachers' personal and professional identities, which can foster long-term emotional attachment and loyalty.

Although several studies highlight unique socio-cultural and religious elements within Islamic private schools, such as the application of *wasatiyyah* (Islamic moderation) or the influence of Islamic work values on job embeddedness, it is important to recognize that the literature on this topic remains limited. Only two articles in the reviewed corpus focused specifically on private Islamic school contexts. Consequently, the evidence is insufficient to draw generalizable conclusions or clear distinctions between Islamic and non-Islamic private schools.

Therefore, this study recommends that future research explore in greater depth the unique organizational, cultural, and religious dynamics within Islamic school environments. Qualitative or mixed-methods exploratory studies could be valuable in unpacking how Islamic values interact with professional identity, retention motivation, and workplace experiences. This would enrich both the scholarly understanding of value-based leadership and retention, and the practical application of culturally and religiously responsive management strategies. By highlighting this gap, the current review not only maps out what is known but also identifies what remains to be discovered, paving

the way for future inquiry that could benefit both educational scholarship and the management of diverse schooling contexts.

CONCLUSION

This systematic literature review identified multidimensional factors that influence teachers' exit intentions in private schools, which can be classified into five main categories: individual-psychological, contextual-organizational, leadership, socio-cultural-religious, and socio-economic factors. The results show that teachers' exit intentions are not only influenced by general factors such as job satisfaction, burnout, workload, and organizational commitment but also by contextual factors specific to the Islamic school environment. In particular, moderate Islamic values (*wasatiyyah*), cultural and religious value compatibility, and an inclusive and supportive school culture are important aspects that enhance teachers' job attachment and loyalty. In addition, effective leadership styles and alignment of personal and institutional values also strengthen teacher retention. The findings provide a deeper understanding of the dynamics of teachers' exit intentions in the context of private Islamic education, which demands a retention approach that integrates structural and spiritual aspects.

The implications of this research are highly relevant in addressing the challenge of teacher shortages in private schools, which is currently a concern for the government. By understanding the specific factors that influence turnover intention, especially religious values, and moderate work culture, policymakers and school managers can design more targeted retention strategies. An approach that strengthens value compatibility increases teacher engagement, and builds a supportive and inclusive work culture will not only reduce teacher turnover but also sustainably strengthen the quality of education in private schools. One key recommendation for government stakeholders is to consistently prioritize teacher welfare. This includes implementing equitable certification policies that do not solely benefit teachers in public schools but also extend to those in private and Islamic-based private schools, as a form of recognition for their dedication and achievements. This recommendation is supported by the findings of Budiman (2018), which indicate that teacher certification positively influences both teacher performance and well-being.

Firstly, the number of studies on teacher turnover in private schools, especially Islamic-based private schools, is still very limited. Therefore, in this study, researchers only managed to find ten relevant articles. Secondly, of these articles, only three studies specifically discuss teacher turnover intention in Islamic-based schools, considering socio-cultural factors in depth. Therefore, there is still a need for further research that expands the study of the social and cultural context of teacher turnover in Islamic schools. Finally, most of the reviewed studies used a cross-sectional research design, so there are limitations in interpreting the cause-and-effect relationship between the variables studied. Further research using longitudinal or mixed-method approaches is recommended to gain a more comprehensive and dynamic understanding of teacher turnover intention in a more holistic context.

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