

The Changing (?) Face of Teacher Attrition: A Systematic Review of Studies from Top Journals

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Abstract

Teacher attrition has not only captured the attention of scholars and policy-makers alike for decades, but has also continued to strain school systems and institutions that deal with recurring training costs and inconsistency of teacher quality. Against the backdrop of an even more connected world recovering from a crippling pandemic, teacher attrition has again been raised as a serious issue, with UNESCO forecasting that over 40 million teachers needed in five years. Apart from simply measuring how much teacher attrition has been reported, it is important to understand how and why attrition takes place given the nuances of recent events. This systematic review addresses that need by looking at research articles published by top-tier journals over the 2015-2024 period. Following a multi-step selection process, a total of fifteen articles forms the basis of the review. The findings paint the picture of modern teacher attrition and are contrasted with past reviews done on the same phenomenon prior to 2015.

Keywords: post-COVID-19 pandemic; educational issue; teacher mobility; teacher shortage; teacher staffing