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Teachers and Education Staff Well-Being, Work Engagement, and Retention in Educational Institutions: A Systematic Literature Review with Evidence from Indonesia

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ABSTRACT

Educational institutions depend on the energy, commitment, and continuity of their teachers, lecturers, and administrative staff, yet many of these workers report stress, burnout, and a wish to leave the profession. This study aimed to synthesize what is known about the way employee well-being and work engagement relate to human resource retention in educational institutions, and to propose an integrative framework that can guide management practice. A systematic literature review was carried out following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses 2020 guideline. Peer-reviewed international and Indonesian journal articles, including empirical studies, meta-analyses, and earlier reviews, were identified through multiple databases, screened against explicit eligibility criteria, and analyzed through thematic synthesis. The synthesis produced four main findings. First, job resources and perceived organizational support, together with manageable demands, are the consistently identified antecedents of well-being and engagement. Second, well-being supports engagement through a motivational process in which personal resources such as self-efficacy, emotion regulation, and a sense of calling play a central role. Third, burnout, job dissatisfaction, and weak attachment to the organization predict the intention to leave, whereas engagement is linked to commitment and, indirectly, to retention. Fourth, Indonesian studies largely confirm the international pattern, but they are mostly small, cross-sectional, and focused on classroom teachers, and they rarely measure retention outcomes. The study concludes that retention in educational institutions is best treated as the cumulative result of a resource-rich work environment, and it offers practical guidance for school leaders, foundation managers, and policymakers, together with an agenda for longitudinal and multi-group research.

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1. INTRODUCTION

Educational institutions are people-intensive organizations. Whether they take the form of primary and secondary schools, madrasah, vocational schools, or universities, their capacity to deliver high-quality learning rests largely on the knowledge, motivation, and continuity of the people who

work in them. Research on teachers has repeatedly shown that the way educators experience their work does not remain private. Teachers' self-efficacy has been linked to classroom processes, student academic adjustment, and the teachers' own well-being [1], and the mental health and well-being of teachers is associated with the mental health and well-being of the students they teach [2]. For this reason, the human resource question in education is not only a matter of filling vacancies. It is a matter of sustaining a workforce that remains healthy, engaged, and willing to stay.

Retention, however, remains a persistent problem. Analyses of organizational conditions in schools have shown that a large share of teacher turnover reflects dissatisfaction with working conditions and the pursuit of better jobs rather than retirement alone [3], and meta-analytic evidence indicates that both teacher characteristics and school-level factors shape attrition and retention [4]. More recently, a meta-analysis of the teaching literature found that burnout and job dissatisfaction are associated with teachers' intentions to quit, and that these intentions are in turn related to actual attrition [5]. Intentions to leave are also fuelled by policy pressure. Teacher stress linked to educational accountability policies has been shown to predict turnover intentions [6].

These trends are connected to a broader deterioration of occupational well-being. A scoping review of studies on stress, burnout, anxiety, and depression among teachers documented substantial psychological strain in the profession across many settings [7], and a large study of English secondary school teachers linked poor well-being and depressive symptoms to a range of work-related and personal risk factors [8]. Profile-based research has also shown that teachers differ in their combinations of stress, burnout, self-efficacy, and coping, and that these profiles are associated with student outcomes [9]. Well-being itself is a multidimensional concept. It has been approached as psychological well-being, which encompasses autonomy, purpose in life, and personal growth [10], and as the result of satisfying the basic psychological needs for autonomy, competence, and relatedness [11]. A systematic review of the teacher well-being literature published between 2000 and 2019 concluded that the field is conceptually diverse and that contextual factors play an important role [12].

Work engagement is generally regarded as the positive counterpart of burnout. It is defined as a persistent, positive, and fulfilling work-related state characterized by vigor, dedication, and absorption [13], and it builds on the earlier idea that people invest their physical, cognitive, and emotional selves in work roles when they experience meaningfulness, safety, and availability [14]. Engaged employees tend to experience positive emotions, enjoy better health, create their own job and personal resources, and transmit their engagement to others [15]. In education, a study of Finnish teachers showed that job resources were the main predictors of engagement and that engagement was in turn related to organizational commitment [16]. Cross-national research has also produced instruments for assessing teachers' engagement in several countries, including Indonesia [17], and further studies show that teachers' self-efficacy is related to their engagement and job satisfaction [18], [19].

Retention, from a human resource perspective, is more than the absence of exits. Job embeddedness theory proposes that people stay when they have many links to colleagues and community, when the job fits the rest of their lives, and when leaving would involve sacrifices, and it predicted voluntary turnover beyond job satisfaction and commitment [20]. Perceived organizational support, the belief that the organization values employees' contributions and cares about their well-being, is a further bridge between the way an organization treats its people and their willingness to remain [21], [22]. School-based evidence is consistent with this view. In a study of Norwegian teachers, school context factors influenced job satisfaction and the motivation to leave through feelings of belonging and emotional exhaustion [23], and longitudinal evidence shows that the perceived school environment and motivation help to predict changes in teacher burnout [24].

Three theoretical lenses recur in this literature. The job demands–resources model argues that demands drain energy and lead to exhaustion, whereas resources foster motivation and engagement [25], [26], and the theory has since been extended to personal resources, job crafting, and reciprocal gain and loss spirals [27], [28]. Conservation of resources theory explains why people strive to obtain and protect resources and why resource loss is particularly stressful [29]. Self-determination theory explains how work environments that support autonomy, competence, and relatedness promote well-being and high-quality motivation [11]. In Indonesia, a growing number of studies using these lenses have examined teachers in foundation-run schools, vocational schools, and inclusive schools, and have

reported links between work–life balance, psychological well-being, perceived organizational support, self-efficacy, and engagement [30], [31], [32], [33].

Despite this progress, the literature is fragmented. Existing reviews tend to concentrate on one construct or one relationship, for example teacher well-being [12], emotional intelligence and burnout [34], or burnout, satisfaction, and intention to quit [5]. Few syntheses integrate employee well-being, work engagement, and retention into a single explanatory chain, and even fewer extend the focus beyond classroom teachers to the wider human resource base of educational institutions, such as lecturers [35] and administrative personnel. Moreover, Indonesian studies are published mostly in national journals and rarely enter international syntheses, so evidence from the local context is seldom compared with international findings. Retention itself is rarely measured in the Indonesian studies. Engagement and well-being are far more commonly studied than turnover intention or actual exits.

Teacher employment status and welfare in Indonesia are shaped by the government's policy of restructuring non-civil-servant personnel. Law No. 20 of 2023 on the State Civil Apparatus (ASN) abolishes the term "honorary" (*honorer*) staff and recognizes only two statuses, namely civil servants (PNS) and government employees under work agreements (PPPK), with honorary staff no longer permitted in government institutions from 2024 [49], [50]. Since selection was reopened in 2021 after a long moratorium, almost one million teachers have been appointed as PPPK, and the Ministry of Primary and Secondary Education (Kemendikdasmen) recorded 237,196 honorary teachers still teaching in public schools as of 30 December 2025 [51]. This figure is far below the 731,524 honorary teachers reported in Ministry of Administrative and Bureaucratic Reform data before the restructuring [52], yet the Strategic Plan of the Directorate General of Teachers, Education Personnel, and Teacher Education (Renstra GTKPG) 2025–2029 still reports 426,338 teachers (21.93%) in public schools with non-ASN status [53]. These figures come from different sources and data periods and should be interpreted with caution. As a transitional measure, Ministerial Circular Letter No. 7 of 2026, effective 13 March 2026, allows non-ASN teachers to continue teaching until 31 December 2026 [54]. Of the 237,196 teachers, 130,563 hold an educator certificate, while 99,431 do not (65,191 hold a bachelor's degree and 34,240 do not) [55]. Certification is central to welfare because uncertified teachers lose their entitlement to the professional allowance [53]. Under the current scheme, 137,764 certified non-ASN teachers who meet the workload requirement receive a professional allowance of IDR 2 million per month, and 99,432 other teachers receive an incentive of IDR 400,000 per month [56]. At the national level, the same strategic plan records a need for 3,249,356 teachers against 2,526,572 available, a shortage of 722,784, alongside a surplus of about 172,796 elsewhere that indicates uneven distribution, and about 35% of teachers remain uncertified [57]. In madrasahs, January 2026 EMIS data show that 652,246 of 803,251 teachers are still honorary or non-civil-servant staff [58]. Employment uncertainty, low pay, and unequal access to allowances therefore form the policy context for examining well-being, work engagement, and retention in this systematic review.

Therefore, this study aims to systematically review and synthesize international and Indonesian literature on employee well-being, work engagement, and human resource retention in educational institutions, in order to clarify how the three constructs are conceptualized, which factors shape them, how they are connected, and which gaps remain. Theoretically, the review offers an integrative framework that links the job demands–resources, conservation of resources, and self-determination perspectives with retention outcomes. Practically, it offers evidence-informed guidance for school leaders, foundation managers, and policymakers who are responsible for staff welfare and retention. The review is guided by three questions: (1) how are employee well-being, work engagement, and retention conceptualized and measured in educational institutions; (2) which antecedents and mechanisms connect well-being and engagement to retention outcomes; and (3) what do Indonesian studies add to, or lack in comparison with, the international evidence?

2. METHOD

This study is a systematic literature review. A systematic approach was chosen because it makes the selection, appraisal, and synthesis of evidence transparent and reproducible, and because it allows evidence-informed knowledge to be drawn from a heterogeneous body of studies [36]. Following guidance on literature reviews as a research methodology [37], the review was designed

as a systematic and integrative synthesis that combines quantitative and qualitative studies with earlier reviews and meta-analyses. The planning, reporting, and flow of the review follow the Preferred Reporting Items for Systematic Reviews and Meta-Analyses 2020 statement [38].

The search was organized around three concept blocks, namely well-being, work engagement, and retention, each combined with terms describing educational settings. The international search covered Scopus, Web of Science, ERIC, and Google Scholar, while national literature was searched through Garuda, SINTA-indexed journal portals, and Google Scholar. Search strings combined Boolean operators, for example ("teacher well-being" or "employee well-being" or "psychological well-being") and ("work engagement" or "employee engagement") and (retention or "turnover intention" or attrition or "intention to leave") and (school or teacher or lecturer or "higher education" or "educational institution"). Reference lists of key reviews were also screened through backward and forward citation searching so that foundational theoretical works could be identified.

Eligibility was determined by the criteria in Table 1. The criteria were applied first to titles and abstracts and then to full texts. Only peer-reviewed journal articles were retained, so that the quality control of editorial review could be assumed, and both international and Indonesian sources were admitted in order to answer the third review question.

Table 1. Eligibility criteria

Criterion	Inclusion	Exclusion
Source type	Peer-reviewed journal articles: empirical studies, meta-analyses, systematic and scoping reviews	Books, theses, conference abstracts, editorials, non-peer-reviewed reports
Population and setting	Teachers, lecturers, administrators, and other personnel in schools, madrasah, vocational schools, and universities	Other sectors, unless the work provides theory or measurement foundations
Focus	Well-being, burnout or stress, work engagement, retention-related outcomes (commitment, intention to leave, attrition), or their antecedents	No reference to any of these constructs
Language	English or Indonesian	Other languages
Period	Empirical studies published from 2000 to 2026; earlier foundational theoretical works	Empirical studies published before 2000

Screening proceeded through four stages, namely identification, screening of titles and abstracts, full-text assessment, and inclusion, as summarized in Table 2. Duplicate records were removed before screening, and reasons for exclusion at the full-text stage were recorded. Two kinds of sources were retained in the final corpus. The first kind comprises studies that directly address well-being, engagement, or retention in educational institutions. The second kind comprises foundational theoretical and methodological works, which were admitted because the review questions concern mechanisms that these works define.

Table 2. Stages of identification, screening, and inclusion

Stage	Activity	Records
Identification	Records retrieved from databases and citation searching	[n]
Screening	Records screened by title and abstract after removal of duplicates	[n]
Eligibility	Full-text reports assessed against the criteria in Table 1	[n]
Included	Sources retained in the final synthesis	[n]

Note. [n] = number of records, to be completed from the review search log.

For each included source, information was extracted on authors, year, country, type of institution, participants, research design, constructs and measures, principal findings regarding well-

being, engagement, and retention, and stated limitations. Methodological quality was considered narratively rather than through numerical scoring. Attention was paid to sampling, measurement, design (cross-sectional versus longitudinal), and the transparency of analysis, and these considerations informed how strongly each finding was weighed in the synthesis. Because the included studies differ in constructs, instruments, and designs, statistical pooling of effects was not attempted.

Data were synthesized thematically following the six phases of thematic analysis [39]: familiarization with the data, generation of initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. Codes were first generated inductively and then organized around the review questions and the theoretical lenses described in the introduction. Quantitative results were summarized descriptively, with attention to the direction and, where reported, the strength of relationships. Findings from international and Indonesian studies were coded separately and then compared, so that points of convergence and divergence could be identified. Trustworthiness was supported by documenting the search strings, applying the eligibility criteria consistently, and checking coding decisions against the extraction sheet. Because the review used published sources only, ethical clearance was not required.

3. RESULTS AND DISCUSSION

The synthesis is organized around the review questions. The characteristics of the reviewed literature are described first. The conceptualization of well-being, engagement, and retention is then discussed, followed by the antecedents of well-being and engagement, the pathways from well-being and engagement to retention, and the evidence from Indonesia. The section closes with an integrative framework, practical implications, and the limitations of the review together with suggestions for future studies.

3.1 Characteristics of the reviewed literature

The reviewed literature is dominated by studies of school teachers. Table 3 summarizes representative studies chosen because they illustrate the main designs and contexts. The international evidence draws on teachers in Finland [16], Norway [23], Canada [24], Croatia [18], Australia [19], Britain and Iran [40], the United States [6], and China [41], complemented by reviews and meta-analyses [12], [5]. Indonesian studies are mostly small-scale, cross-sectional, correlational studies that test the relationship between one resource and engagement among teachers in a specific school or foundation [30], [42], [32].

Table 3. Representative studies in the reviewed literature

Source	Participants and context	Design	Principal finding
Hakanen et al. [16]	Teachers, Finland	Cross-sectional survey	Job resources predicted engagement; engagement related to commitment; demands related to burnout
Skaalvik & Skaalvik [23]	Teachers, Norway	Survey	School context shaped job satisfaction and motivation to leave via belonging and emotional exhaustion
Fernet et al. [24]	Teachers, Canada	Longitudinal survey	Perceived school environment and motivation predicted changes in burnout
Ryan et al. [6]	Teachers, United States	Survey	Stress and accountability policies related to turnover intent
Burić & Macuka [18]	Teachers, Croatia	Two-wave cross-lagged	Self-efficacy, emotions, and engagement related over time
Granziera & Perera [19]	Teachers, Australia	Survey	Self-efficacy related to engagement and job satisfaction

Source	Participants and context	Design	Principal finding
Zeng & Xu [41]	University teachers, China	Survey, moderated mediation	Ethical leadership related to engagement
Greenier et al. [40]	English language teachers, Britain and Iran	Survey	Emotion regulation and psychological well-being related to engagement
Madigan & Kim [5]	Teachers, multiple countries	Meta-analysis	Burnout and dissatisfaction related to intention to quit; intention related to attrition
Fridayanti et al. [42]	Honorary primary teachers, Indonesia	Correlational survey	Perceived organizational support related to engagement
Al Maghfiroh & Mulyana [30]	49 teachers, public vocational school, Indonesia	Correlational survey	Perceived organizational support strongly related to engagement (r = .734)
Salsabilla & Izzati [32]	57 teachers, Islamic foundation school, Indonesia	Correlational survey	Work–life balance strongly related to engagement (r = .733)

Three patterns can be seen in Table 3. First, the dominant design is the single-occasion survey. Longitudinal evidence is available [18], [24], but it is the exception, which limits causal claims about the order in which well-being, engagement, and retention develop. Second, retention is represented almost entirely by proxies, namely organizational commitment, motivation to leave, and intention to quit, rather than by observed exits. Third, the Indonesian studies share a design logic that is quite different from the large-sample international studies, since they rely on purposive or saturated samples of fewer than sixty teachers from a single institution. These patterns shape how strongly the findings below can be interpreted. Table 3 presents a purposive subset of the included studies rather than all of them. Studies were selected to (a) cover well-being, work engagement, and retention outcomes, (b) reflect the range of study designs, and (c) represent both international and Indonesian teacher samples.

3.2 Conceptualizing well-being, engagement, and retention

The first review question concerns how the three constructs are understood. In the education literature, well-being is not a single construct. Some studies adopt a eudaimonic view of psychological well-being [10], others rely on need satisfaction [11], and many treat occupational well-being through its absence, namely stress, burnout, anxiety, and depression [7], [8]. A systematic review of two decades of research found that this diversity makes comparison across studies difficult [12]. Indonesian studies add further variants, including psychological well-being among vocational teachers [31], work–life balance and quality of work life [43], [32], and authentic happiness among teachers in inclusive schools [44]. For the purposes of this review, employee well-being is therefore understood broadly as the extent to which employees experience positive functioning, satisfaction, and low strain in relation to their work.

Engagement is more consistently defined. Most studies use the three-dimensional definition of vigor, dedication, and absorption and its associated instrument [13], and burnout is treated as a related but distinct state [26], [13]. A cross-national instrument for teachers broadens the concept to include engagement with students and colleagues in addition to cognitive and emotional engagement [17], which acknowledges that teaching is a relational activity. Retention, by contrast, is conceptualized in at least four ways. It appears as actual attrition and mobility [4], [3], as the intention or motivation to leave [5], [6], [23], as embeddedness in the job and the community [20], and as organizational commitment [16]. In Indonesia, the closest proxy found is organizational commitment among madrasah teachers [45]. The lack of a shared definition of retention is one of the main obstacles to integrating the evidence.

3.3 Antecedents: demands, resources, and organizational support

A consistent finding is that the work environment, rather than the individual alone, explains a large part of the variation in well-being and engagement. Studies of teachers identify demands such as workload, time pressure, and student misbehavior as sources of strain [24], [16], [23], and accountability policies add a further layer of pressure that is related to turnover intention [6]. Indonesian authors point to comparable demands, including curriculum change and administrative tasks [30], [32]. Within the job demands–resources model, such demands deplete energy and are the main route to exhaustion and disengagement [25], [26].

On the resource side, supervisor support and appreciation emerge as important resources for teacher engagement [16], and the school context, including belonging and the support of the principal, shapes satisfaction and the motivation to leave [23]. Perceived organizational support is perhaps the most frequently examined resource in Indonesian studies. Among vocational school teachers, perceived organizational support was strongly and positively related to engagement [30], and a comparable relationship was reported for honorary primary school teachers [42]. This is consistent with the broader literature in which fairness, supervisor support, and rewards build the perception that the organization cares about its members [22], a perception that translates into engagement partly by strengthening employees' self-efficacy [21].

Leadership and work–life arrangements are two further resources that deserve attention. Ethical leadership has been linked to the engagement of university teachers in China through a moderated mediation process [41], and authentic leadership has been studied as a predictor of lecturers' engagement in Indonesia, with self-efficacy as a mediator [35]. Work–life balance was strongly related to engagement among teachers of a foundation school [32] and has been examined in relation to the quality of teachers' work life [43]. The Indonesian study of job demands and resources among teachers applies the same logic to engagement [46]. Taken together, these studies suggest that the resources which matter most are those that can be shaped by institutional leaders, such as support, fairness, recognition, and manageable work arrangements, and that they matter in both school and university settings.

Personal resources add a second layer of explanation. Teachers' self-efficacy has been related to engagement and satisfaction [18], [19], [33], emotion regulation and psychological well-being have been associated with engagement among English language teachers [40], and emotional intelligence has been consistently linked with lower burnout [34]. Indonesian studies add a sense of calling and meaningful work as personal and motivational resources [47], [42], [48]. These personal resources are not fixed traits. In the extended job demands–resources theory, they are shaped by the work environment and can themselves be built through training and job crafting [27], [28].

3.4 From well-being to work engagement

The second review question concerns mechanisms. The job demands–resources model proposes two parallel processes. In the health impairment process, high demands and insufficient resources lead to exhaustion and, eventually, to disengagement and ill health, while in the motivational process, resources foster engagement and organizational commitment [25], [26]. The study of Finnish teachers supported both processes [16]. Conservation of resources theory offers a complementary explanation. People who possess resources are better able to invest them and to gain further resources, while those who lack them are vulnerable to loss spirals [29]. Self-determination theory adds a motivational explanation, arguing that work contexts which satisfy needs for autonomy, competence, and relatedness foster well-being and the quality of motivation [11].

Empirical studies on teachers are consistent with these explanations. Psychological well-being and emotion regulation were positive predictors of engagement among British and Iranian English language teachers [40], and a strong, positive relationship between psychological well-being and engagement has been reported for vocational teachers in Indonesia [31]. A two-wave study from Croatia showed that self-efficacy, emotions, and engagement are connected over time, which suggests reciprocal rather than one-directional relationships [18]. This is in line with the argument that engagement is not only an outcome of resources but also generates positive emotions, better health, and further resources, and can cross over to colleagues [15]. In the language of recent theory,

well-being and engagement form gain spirals when resources are available, and exhaustion and disengagement form loss spirals when they are not [28].

The dimensions of engagement do not necessarily move together. In the vocational school study, vigor had the highest mean score and absorption the lowest, and the authors attributed the low absorption to teachers having to give tasks to students while handling other work at the same time [30]. In the foundation school study, by contrast, dedication was highest and vigor lowest, which the authors linked to teachers' difficulty in finding alternative solutions to hard tasks [32]. These contrasts illustrate that the same overall level of engagement can conceal different profiles of strength and vulnerability, and that interventions should be tailored to the dimension that is weakest in a particular institution. They also remind us that the Indonesian studies are mostly cross-sectional. They show that well-being, resources, and engagement co-vary strongly, but they cannot establish that well-being comes first.

3.5 Well-being, engagement, and retention

The most consequential link for human resource management is the one between well-being, engagement, and the decision to stay. The strongest evidence concerns the negative side of well-being. Burnout, particularly emotional exhaustion, and low job satisfaction are associated with intentions to quit, and intentions to quit are associated with actual attrition [5]. School context affects the motivation to leave through belonging and emotional exhaustion [23], and teacher stress related to accountability pressure predicts turnover intention [6]. Longitudinal evidence indicates that changes in burnout can be predicted from the perceived school environment and from motivation [24], which means that the pathway to leaving begins with conditions that can be observed and modified well before a teacher resigns.

The evidence for the positive side, namely the role of engagement in retention, is thinner and more indirect. Engagement was related to organizational commitment among Finnish teachers [16], and perceived organizational support, a major antecedent of engagement, is associated with commitment and lower turnover in the wider organizational literature [22]. Job embeddedness theory suggests a further mechanism. Employees who are well and engaged are likely to build links with colleagues and the community, to experience a fit between their work and their lives, and to see leaving as costly, and embeddedness predicts voluntary turnover over and above satisfaction and commitment [20]. From this perspective, well-being and engagement are not retention outcomes in themselves, but they are the experiential foundations on which commitment and embeddedness are built. It should be emphasized that this chain is a plausible synthesis of separate findings and has rarely been tested as a whole in educational institutions.

Retention is also shaped by factors that psychological constructs cannot explain. Organizational analyses show that turnover is related to salaries, administrative support, discipline problems, and the degree of teacher influence in decision making [3], and meta-analytic evidence shows that teacher and school characteristics both matter [4]. Employment status and labor market alternatives are likely to be influential as well. The Indonesian studies examined here include civil servant teachers [30], foundation teachers [32], and honorary teachers [42], but they do not test whether the links between engagement and the wish to stay differ by employment status. This is an important omission, because security and exit options may moderate the relationship between well-being and retention.

Finally, retention has consequences beyond the workforce. Because teacher well-being is associated with student well-being [2] and because teacher self-efficacy is related to classroom processes and student adjustment [1], staff turnover and disengagement can erode the quality of the learning environment. Retention strategies should therefore be viewed not only as cost control but also as quality assurance for the educational mission.

3.6 Evidence from the Indonesian context

The third review question concerns what Indonesian studies add. They converge with the international literature on the central point that resources are related to engagement. Strong positive correlations were reported for work–life balance ($r = .733$) [32] and perceived organizational support ($r = .734$) [30], and a strong positive relationship was reported for psychological well-being [31]. Other studies examined job demands and resources [46], calling [47], [48], authentic happiness [44],

self-efficacy [33], and leadership among lecturers [35]. The consistency across such different resources supports the relevance of the job demands–resources logic in Indonesian educational institutions.

The Indonesian studies also contribute context that is rarely visible in international work. They cover foundation-run Islamic schools, vocational schools, honorary teachers, and inclusive schools, and they note demands that are tied to the local policy setting, such as curriculum change and administrative work [30], [32]. The inclusion of calling and meaningful work as engagement resources [47], [42], [48] probably reflects the value that teaching holds as a vocation in this setting, and it is a theme that international studies could examine more systematically.

At the same time, the Indonesian evidence has clear limitations. The correlations reported are large, but they come from samples of fewer than sixty teachers in a single institution, from self-report scales administered at one time point, and from analyses of simple bivariate relationships. Such conditions may inflate associations through common method variance and limit generalizability, so the coefficients should be read as indications of direction and relevance rather than as estimates of effect size. Retention is hardly measured at all, with organizational commitment among madrasah teachers being the nearest proxy [45]. Lecturers and administrative staff are largely absent apart from isolated work on lecturers [35]. These gaps indicate where national research should move next.

A further gap concerns the types of institutions and employees covered. Only a few of the reviewed sources deal with higher education, namely university teachers in China [41] and lecturers in Indonesia [35]. Academic work in universities combines teaching, research, and administrative duties and is organized differently from school teaching, so the demands and resources identified for schoolteachers may not transfer without adjustment. Administrative and support personnel, who are also part of the human resource base of every educational institution, are almost invisible in the evidence. This unevenness means that conclusions about “employees in educational institutions” are in practice conclusions about classroom teachers, and the wider claim should be tested rather than assumed.

3.7 An integrative framework

Bringing the strands together, Figure 1 proposes an integrative framework for well-being, engagement, and retention in educational institutions. Job demands reduce, and job and organizational resources increase, employee well-being. Personal resources such as self-efficacy, emotion regulation, and a sense of calling support both well-being and engagement. Well-being, in turn, fuels engagement through the motivational process. Engagement and well-being then contribute to retention by strengthening commitment, embeddedness, and the intention to stay, while their absence prepares the ground for exhaustion and intention to leave. A dotted feedback loop indicates that well-being and engagement help to build further resources, which is the gain spiral described in recent theory [28], whereas their erosion leads to loss spirals [29].

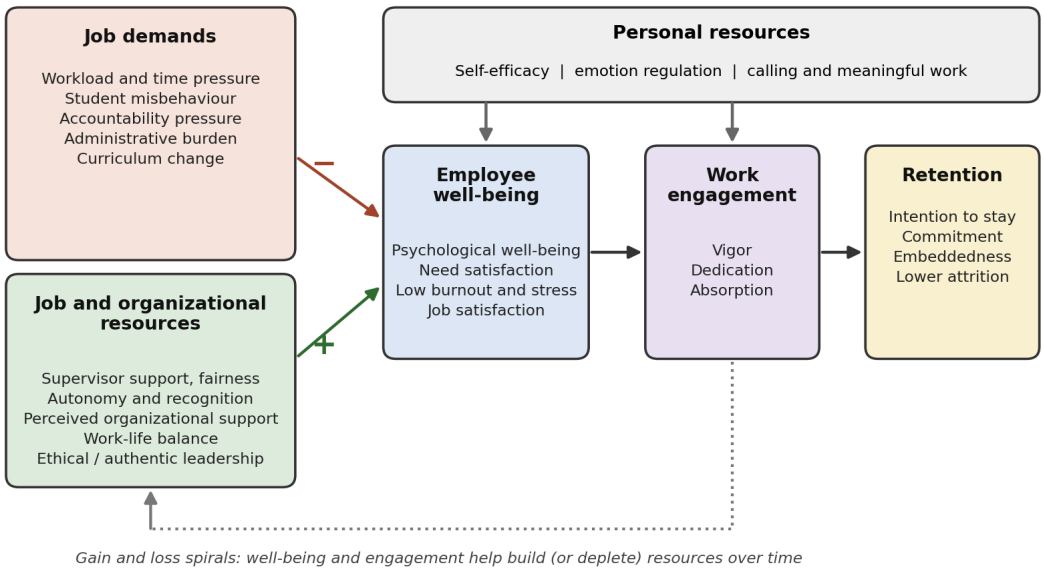


Figure 1. Integrative framework of well-being, engagement, and retention in educational institutions

The framework generates several propositions that can guide future testing. It is proposed that (1) job and organizational resources are positively, and job demands negatively, related to employee well-being; (2) well-being is positively related to work engagement, partly through personal resources; (3) well-being and engagement are positively related to commitment, embeddedness, and the intention to stay, and negatively related to the intention to leave; and (4) these relationships are reciprocal over time, so that engagement and well-being increase later resources, and resource loss increases later strain. A fifth proposition, which the reviewed studies have not yet examined, is that employment status and labor market alternatives moderate the link between engagement and retention.

Table 4 summarizes the five themes that underlie the framework, together with the mechanisms and the sources that support them. The table also indicates the strength of evidence, which is based on the number of sources, the use of longitudinal designs, and the degree to which findings were replicated across contexts. The framework should be read as a synthesis that generates testable propositions rather than as a validated model.

Table 4. Thematic synthesis of the reviewed literature

Theme	Core mechanism	Representative sources	Strength of evidence
Demands and strain	High workload, student misbehavior, and accountability pressure deplete energy and raise exhaustion	Fernet et al. [24]; Hakanen et al. [16]; Ryan et al. [6]	Moderate to strong
Resources and support	Supervisor support, fairness, recognition, leadership, and work–life balance foster well-being and engagement	Al Maghfiroh & Mulyana [30]; Rhoades & Eisenberger [22]; Salsabilla & Izzati [32]; Zeng & Xu [41]	Moderate, mostly cross-sectional
Personal resources	Self-efficacy, emotion regulation, and calling support well-being and engagement	Burić & Macuka [18]; Greenier et al. [40]; Pangesti & Riasnugrahani [48]	Moderate
Well-being to engagement	Motivational process and gain spirals link well-being to vigor, dedication, and absorption	Bakker & Demerouti [25]; Bakker et al. [28]; Safinaz & Izzati [31]	Moderate; causal order uncertain

Theme	Core mechanism	Representative sources	Strength of evidence
Pathways to retention	Burnout and dissatisfaction raise intention to quit; engagement builds commitment and embeddedness	Madigan & Kim [5]; Mitchell et al. [20]; Skaalvik & Skaalvik [23]	Strong for burnout; limited for engagement

3.8 Implications for human resource management in educational institutions

The synthesis has several practical implications for school leaders, foundation managers, and university administrators. First, because demands and resources are the main levers, institutions should audit workload, including administrative tasks and the effects of curriculum change, and reduce demands that do not contribute to learning [16], [6]. Second, leadership development matters. Supervisor support, ethical behavior, and authentic leadership are linked to engagement [16], [35], [41], and principals and deans should be trained to give feedback, appreciation, and support. Third, perceived organizational support can be built through fair distribution of tasks, transparent rules, recognition, and opportunities for development [30], [22].

Fourth, work–life arrangements such as realistic working hours and limits on after-hours work are relevant for engagement and for the quality of work life [43], [32]. Fifth, personal resources can be developed through programs that strengthen self-efficacy, emotion regulation, and emotional intelligence [40], [34], [1], and through attention to the meaning and calling that teachers find in their work [48]. Sixth, institutions should monitor well-being and engagement routinely, using validated instruments [17], [13], and should pay attention to early warning signs of burnout [5]. Seventh, retention strategies should go beyond psychological support to the creation of embeddedness, for example through collegial communities, career paths, and fair employment arrangements [3], [20]. Finally, at the policy level, accountability and evaluation systems should be designed with their effects on teacher strain in mind [6].

3.9 Limitations and directions for future research

This review has limitations that should be acknowledged. Only peer-reviewed journal articles in English and Indonesian were considered, so relevant work in other languages, gray literature, and unpublished studies may have been missed, and publication bias in favor of significant relationships may inflate the apparent consistency of the evidence. The heterogeneity of constructs and measures prevented statistical pooling, and the quality appraisal was narrative rather than scored. In addition, the strongest evidence concerns classroom teachers, so generalization to administrative staff and academic staff in higher education is tentative.

Future studies could address these limitations in several ways. Longitudinal and cross-lagged designs are needed to test the order of well-being, engagement, and retention and to identify gain and loss spirals. Studies should measure retention directly, through turnover intention, actual exits, and embeddedness, rather than relying on commitment as a proxy. Multilevel designs that follow teachers within schools would permit an analysis of the contribution of school-level resources, and larger and more representative samples from several regions of Indonesia would reduce the dependence on single-institution samples. Research on lecturers and administrative personnel, on honorary and permanent employment status as a moderator, and on interventions that build resources would extend the evidence base. Finally, a meta-analysis of the Indonesian engagement literature would be valuable once enough comparable studies have accumulated.

4. CONCLUSION

Employee well-being, work engagement, and retention in educational institutions are best understood as links in one chain rather than as separate topics. Well-being, shaped by manageable demands, rich job resources, and strong organizational support, feeds engagement; engagement and well-being together build commitment and embeddedness; and their absence prepares the way for exhaustion, intention to leave, and eventually exit. Evidence from Indonesia supports this logic and

adds the importance of calling and meaning in teaching, but it is thin on retention outcomes, longitudinal designs, and staff groups beyond classroom teachers.

The main contribution of this review to the study of educational management and human resource development is an integrative framework that connects three theoretical perspectives with retention outcomes. Its main implication for practice is that retention should be approached as the cumulative result of a work environment that protects and replenishes the resources of its people. Institutions that invest in supportive leadership, fair and transparent organizational practices, balanced work arrangements, and the development of personal resources are more likely to keep teachers and staff who are healthy, engaged, and committed to their institutions and to their students.

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