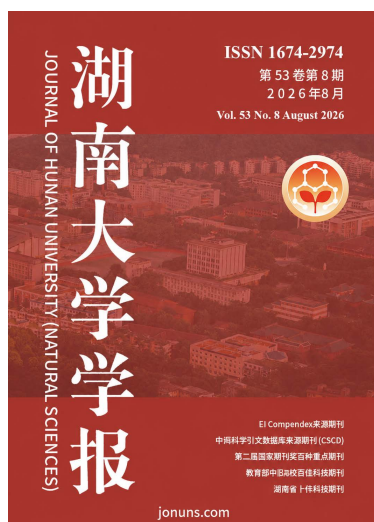




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Challenges in Teacher Recruitment, Development, and Retention: A Systematic Literature Review in Educational Institutions

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Abstract: This systematic literature review synthesizes evidence on the challenges affecting teacher recruitment, professional development, and retention across educational institutions. Findings from 20 eligible studies were analyzed to identify recurring barriers and proposed responses across different institutional and regional contexts. The synthesis revealed persistent teacher shortages, particularly in high-need fields such as science, technology, engineering, and mathematics (STEM) and special education. Low compensation, limited access to meaningful professional development, and the low perceived status of the teaching profession were frequently identified as barriers to attracting and retaining qualified teachers. Teacher preparation programs were also commonly described as insufficiently aligned with the practical demands of classroom teaching. Moreover, professional development often consisted of isolated, short-term activities that lacked sustained support and relevance to teachers' day-to-day professional needs. Retention was particularly challenging in underserved regions, where high turnover was associated with burnout, unfavorable working conditions, and inadequate institutional support. The findings highlight the need for flexible and inclusive recruitment practices, continuous and job-embedded professional development, and supportive school environments that prioritize teacher well-being and



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career advancement. Addressing these interconnected challenges requires a coordinated and context-sensitive strategy that accounts for regional and institutional differences and supports the long-term sustainability and quality of the teaching workforce.

Keywords: teacher recruitment; teacher professional development; teacher retention; teacher shortages; teaching workforce; systematic literature review.

教师招聘、发展与留任面临的挑战：教育机构相关研究的系统性文献综述

摘要：

本系统性文献综述综合分析了不同教育机构在教师招聘、专业发展和留任方面所面临的挑战。研究对20篇符合纳入标准的文献进行了分析，以识别不同机构和地区背景下反复出现的障碍及相应的解决方案。综合分析结果显示，教师短缺问题仍然普遍存在，尤其是在科学、技术、工程和数学（STEM）以及特殊教育等需求较高的专业领域。薪酬水平偏低、缺乏有实际意义的专业发展机会，以及教师职业社会认可度不高，经常被认为是吸引和留住合格教师的主要障碍。现有教师培养项目也普遍被认为未能与课堂教学的实际需求充分衔接。此外，教师专业发展活动往往表现为孤立的短期培训，缺乏持续支持，并且与教师的日常专业需求关联不足。在服务资源不足的地区，教师留任问题尤为突出，高离职率通常与职业倦怠、不利的工作条件以及机构支持不足有关。研究结果表明，有必要采取灵活且具有包容性的招聘方式，开展持续且融入实际工作的专业发展活动，并营造重视教师福祉与职业发展的支持性学校环境。应对这些相互关联的挑战，需要制定协调一致且符合具体情境的综合策略，充分考虑地区和教育机构之间的差异，从而保障教师队伍的长期稳定与质量。

关键词： 教师招聘；教师专业发展；教师留任；教师短缺；教师队伍；系统性文献综述。

1. Introduction

Teacher recruitment, development, and retention are critical pillars for the sustainability and growth of educational institutions worldwide. A well-qualified and motivated teaching workforce plays a significant role in improving educational outcomes and ensuring the success of any educational system. However, challenges in attracting, training, and retaining teachers persist across various contexts, often leading to a detrimental impact on educational quality [1]. This issue is particularly pressing in low-resource settings, where systemic barriers such as inadequate compensation, lack of professional development opportunities, and poor working conditions further exacerbate the crisis. The persistent gaps in teacher workforce management have become a focal point of research, yet significant issues remain unresolved [2]. Therefore, a comprehensive understanding of the challenges involved in teacher recruitment,

development, and retention is paramount to inform policy and practice.

One of the primary challenges in teacher recruitment is the imbalance between demand and supply. In many regions, there is a growing shortage of qualified teachers, especially in high-demand subject areas such as STEM (science, technology, engineering, and mathematics), special education, and languages. Additionally, teacher recruitment efforts are often undermined by societal perceptions of the profession and the relatively low status and remuneration associated with teaching compared to other professions [3]. Inadequate recruitment strategies further contribute to the widening gap, limiting the ability of educational institutions to meet the growing need for qualified educators. Understanding these recruitment challenges requires a nuanced analysis of both external (e.g., societal attitudes) and internal (e.g., institutional practices) factors that influence teacher attraction.

Professional development, often seen as a critical solution for enhancing teacher quality, presents its own set of challenges. In many institutions, teacher training programs are either insufficient or poorly aligned with the real-world demands of the classroom [4]. Moreover, continuous professional development opportunities are often limited, resulting in stagnation and disengagement among teachers. While some regions have made strides in offering more targeted professional development programs, there is still a lack of robust, research-driven initiatives to support teachers in adapting to the evolving needs of students [5]. This situation is further exacerbated by the growing demand for teachers to be not only educators but also counselors, social workers, and mental health advocates. Consequently, the professional development frameworks in place are often insufficient in equipping teachers with the diverse skills required for modern classrooms [6].

Retention is another major concern for educational institutions. High teacher turnover rates, especially in marginalized or rural areas, disrupt student learning and add strain to already overstretched systems. The decision to leave the profession is often influenced by a combination of low job satisfaction, burnout, lack of career progression, and insufficient support from school leadership [7]. Teachers who feel undervalued or overworked are more likely to leave, contributing to a cycle of recruitment and training that fails to address the root causes of turnover. Research shows that institutional support, job security, and recognition are critical factors in teacher retention, yet many educational institutions fail to adequately address these needs [8].

Despite an increasing body of research on teacher recruitment, development, and retention, there remain several gaps in the literature. Much of the existing research is fragmented, often focusing on one aspect of the teacher lifecycle in isolation. Few studies offer a holistic, integrated approach that considers how recruitment, development, and retention intersect and affect one another. Additionally, much of the literature is geographically focused on specific regions, particularly Western countries, with limited attention to the challenges faced in low- and middle-income nations. This lack of cross-regional analysis hinders the development of universal frameworks that can be applied to diverse educational contexts.

This study aims to address these gaps by conducting a systematic literature review that synthesizes existing research on the challenges in teacher recruitment, development, and retention across a broad range of educational settings. The novelty of this review lies in its comprehensive scope, encompassing not only studies from diverse geographical contexts but also integrating findings on the interconnections between recruitment,

development, and retention. By examining the broader picture, this review will provide a deeper understanding of the systemic factors at play and offer valuable insights into the development of more effective, evidence-based policies and strategies for improving teacher workforce management. This approach will not only fill the gaps in existing literature but also pave the way for future research directions in teacher workforce sustainability.

This study will offer critical insights into the multifaceted challenges faced by educational institutions in recruiting, developing, and retaining qualified teachers. The findings will be of interest to policymakers, school leaders, and researchers, contributing to the growing body of knowledge aimed at creating sustainable, high-quality educational environments. Through a comprehensive examination of the available literature, this study seeks to highlight both the persistent barriers and the emerging opportunities for addressing teacher workforce issues, ensuring that educators are supported and valued throughout their careers.

2. Literature Review

2.1. Challenges in Teacher Recruitment

Teacher recruitment has been a persistent issue across various educational systems globally, with significant disparities in teacher supply and demand. Research highlights that the shortage of teachers, particularly in specific subject areas like STEM, special education, and rural regions, continues to worsen. In many countries, there is a growing mismatch between the number of qualified teachers available and the growing demand for quality education [9]. This shortage is exacerbated by factors such as low salaries, inadequate resources for teaching, and societal undervaluation of the teaching profession. Studies suggest that these external factors, including economic conditions and the status of teaching within society, influence individuals' decisions to enter the profession. As a result, many educational institutions face difficulties attracting qualified candidates, especially in regions with higher socio-economic challenges.

In addition to societal and economic influences, institutional factors also play a crucial role in recruitment. Research indicates that educational institutions often lack effective recruitment strategies or fail to attract diverse pools of candidates. For example, rigid hiring processes and a lack of flexible pathways into the profession deter potential teachers from applying. Furthermore, institutions tend to focus recruitment efforts on traditional pathways, such as university-trained educators, ignoring other potential sources like career changers or individuals with non-traditional qualifications. Effective recruitment strategies require a more inclusive and diverse

approach, ensuring that institutions can attract the right talent to meet their educational needs.

2.2. Professional Development for Teachers

Once teachers are recruited, professional development becomes a critical factor in their ability to meet the diverse needs of students. Existing literature suggests that many professional development programs remain ineffective due to their limited scope, lack of practical application, and insufficient follow-up support. Traditional professional development models often focus on one-time workshops or seminars that fail to address the long-term growth of teachers [10]. Research shows that ongoing, job-embedded learning opportunities are essential for teachers to continuously develop their skills. These programs should be tailored to teachers' specific needs, including subject matter expertise, classroom management, and the integration of technology in teaching. However, in many cases, there is a disconnect between the professional development offered and the actual classroom challenges teachers face, leading to disengagement and underutilization of the skills gained from these programs.

The lack of support for continuous professional growth can lead to teacher dissatisfaction and burnout. Many studies have shown that when teachers do not feel supported in their development, they are less likely to remain motivated or effective in their roles. Teachers often report that professional development opportunities are not aligned with their career goals or classroom realities, resulting in wasted resources and missed opportunities for improvement [11]. In particular, the shift towards more inclusive and technology-driven teaching practices requires educators to be continually updated on new methods and tools. Schools and institutions that fail to offer targeted, ongoing development run the risk of stagnation and reduced educational quality, leading to higher turnover and decreased teacher retention rates.

2.3. Teacher Retention and Institutional Support

Teacher retention is inextricably linked to job satisfaction, career progression, and institutional support. Existing research consistently highlights that high levels of teacher turnover have detrimental effects on student learning outcomes and the overall stability of educational systems. Teachers who experience burnout, lack of recognition, and limited career advancement opportunities are more likely to leave the profession. Studies indicate that

retention is highly influenced by factors such as administrative support, the availability of mentorship programs, and a positive school climate [12]. In many cases, teachers report feeling undervalued or unsupported by school leadership, which negatively impacts their job satisfaction and commitment to staying in the profession. Furthermore, inadequate compensation and poor working conditions, especially in rural or underserved areas, contribute to teacher attrition.

Efforts to improve teacher retention must therefore address these systemic challenges by focusing on the holistic needs of teachers. Research underscores the importance of providing teachers with supportive work environments that promote collaboration, provide adequate resources, and offer opportunities for career growth. Some studies suggest that creating a culture of recognition within schools where teachers feel appreciated and valued is essential for fostering long-term commitment. Additionally, offering competitive salaries, job security, and opportunities for professional advancement can help retain experienced educators. Ultimately, improving teacher retention requires a multifaceted approach that combines institutional support with tangible incentives to keep teachers motivated and engaged in their work.

3. Methods

This study employs a qualitative systematic literature review (SLR) approach to explore the challenges in teacher recruitment, development, and retention in educational institutions. A systematic literature review is an established research method for identifying, evaluating, and synthesizing all available research relevant to a particular research question, area of study, or phenomenon of interest. By focusing on qualitative data, this study aims to gain a deeper understanding of the underlying factors and patterns that influence teacher workforce management across different educational settings. The following steps outline the methodology used to conduct the review.

3.1. Research Question and Inclusion Criteria

The primary research question guiding this systematic review is: "What are the challenges in teacher recruitment, development, and retention in educational institutions?" To address this question, the study focused on qualitative research articles published in peer-reviewed journals. The inclusion criteria for selecting articles were as follows:

- a. The study must address teacher recruitment, development, or retention, either individually or in combination.
- b. The study must present qualitative data or qualitative insights, including interviews, focus groups, case studies, or ethnographies.
- c. The articles must be published in academic journals between 2000 and 2025 to ensure the relevance of the findings.

Studies must be conducted in diverse geographical contexts to ensure the inclusion of various educational systems.

Exclusion criteria involved studies that:

- a. Were not peer-reviewed or published in reputable journals.
- b. Did not focus on the three core areas of recruitment, development, and retention.
- c. Were solely quantitative or mixed-methods studies without qualitative insights.

3.2. Literature Search and Database Selection

A comprehensive search was conducted across multiple academic databases, including Google Scholar, Scopus, ERIC (Education Resources Information Center), and JSTOR. The search utilized a combination of keywords such as "teacher recruitment," "teacher development," "teacher retention," "challenges in education," "teacher workforce," "education policy," and other relevant terms. Boolean operators (AND, OR) were used to refine the search and ensure the inclusion of studies that addressed various aspects of teacher workforce issues. The search process was iteratively refined to exclude irrelevant results and focus only on articles that met the inclusion criteria.

3.3. Data Extraction and Synthesis

Once the initial search results were obtained, each article was screened for eligibility based on the inclusion and exclusion criteria. The full-text of eligible articles was reviewed to extract key data, including the research objectives, methods, findings, and conclusions. A data extraction matrix was created to organize the information from each study. This matrix included details such as the study's

geographical context, the sample size, the key challenges identified, and the specific focus on recruitment, development, or retention.

Thematic synthesis was employed to analyze and integrate the findings from the selected studies. This method involved identifying recurring themes, patterns, and insights related to the challenges of teacher recruitment, development, and retention. By systematically categorizing these findings, the study aimed to provide a comprehensive understanding of the current state of knowledge on these issues and highlight areas that require further exploration.

3.4. Quality Assessment

To ensure the validity and reliability of the findings, each study was evaluated for methodological rigor and quality. A quality assessment tool was applied to assess aspects such as the clarity of the research question, the appropriateness of the data collection methods, and the depth of analysis. This evaluation allowed for the inclusion of studies with strong methodological frameworks and ensured that the final synthesis was based on high-quality evidence.

3.5. Synthesis and Reporting

The final step involved synthesizing the results of the reviewed studies into a cohesive narrative that addressed the key research question. The synthesis highlighted common challenges and identified gaps in the literature, which were used to inform recommendations for future research and policy development. The review was structured around the three main themes: teacher recruitment, development, and retention.

Based on the systematic literature review process, 20 articles were selected and included in the final analysis. The findings from these articles were then presented in a manner that allows for the identification of both common challenges and region-specific nuances that influence teacher workforce management.

Here is a visual representation of the stages involved in conducting a systematic literature review:

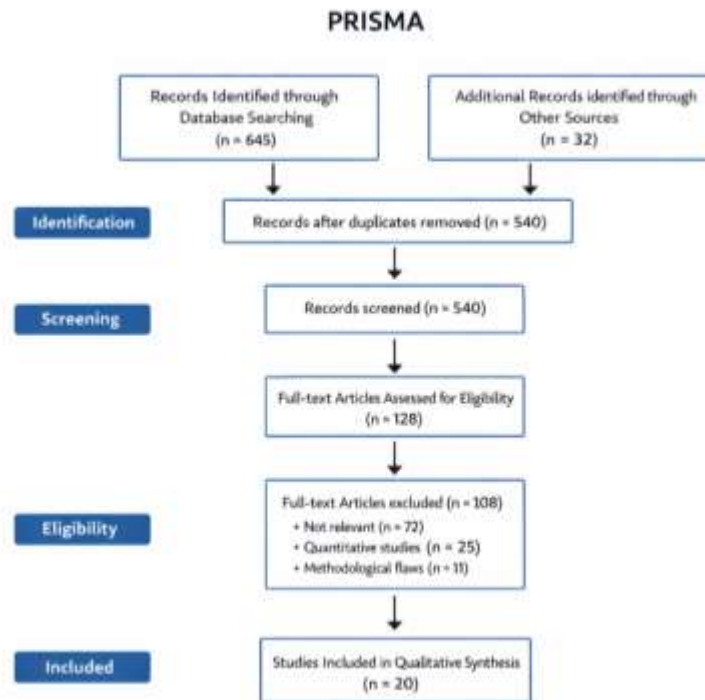


Figure 1. PRISMA Flowchart

4. Results

This section presents the findings from the 20 selected articles included in the systematic literature review. The studies were analyzed to explore the challenges in teacher recruitment, development, and retention across educational institutions worldwide. The synthesis of the literature revealed recurring themes and challenges, which are discussed below.

4.1. Challenges in Teacher Recruitment

A significant number of studies highlighted challenges in recruiting qualified teachers, particularly in underserved regions, subject areas, and rural locations. One of the most prominent issues identified was the global shortage of teachers, especially in critical areas such as STEM education, special education, and foreign languages [13]. Studies from both high-income and low-income countries reported difficulties in attracting qualified teachers, and the shortage was exacerbated in schools located in rural, low-income, and marginalized communities. Many of these regions struggled to attract and retain highly qualified educators due to a combination of factors such as low salaries, inadequate infrastructure, and limited professional support.

Another issue was the perception of teaching as a low-status profession. The literature identified that, in many countries, the teaching profession is perceived as less prestigious compared to other occupations, which contributes to the lack of interest in pursuing a teaching career. This perception is

particularly pronounced in regions with rapidly growing private sector opportunities that offer higher-paying, more prestigious roles [14]. Studies also pointed to the gendered nature of the teaching profession, particularly in primary education, where teaching is often seen as a "female" profession, resulting in fewer male candidates applying for teaching positions. This gender imbalance, along with low status, creates challenges in attracting a diverse and qualified pool of candidates.

The recruitment process itself was found to be a significant barrier. Many articles indicated that traditional recruitment methods are often too rigid and outdated, failing to tap into diverse and non-traditional talent pools. Some studies suggested that recruitment policies often prioritize candidates with formal educational credentials rather than those with alternative qualifications or practical experience. As a result, alternative routes into the teaching profession, such as lateral entry or certification programs for career changers, were proposed as potentially effective strategies to address the recruitment crisis.

4.2. Challenges in Teacher Development

Professional development is considered one of the key solutions for addressing teacher shortages and improving teacher quality. However, the reviewed literature revealed that many teachers face significant barriers to accessing high-quality, relevant professional development. A key challenge identified

in the studies was the lack of alignment between teacher training programs and the actual needs of teachers in the classroom [15]. Many teacher preparation programs were criticized for being too theoretical and not sufficiently focused on practical teaching skills. Teachers often reported feeling unprepared to handle classroom management, address diverse student needs, or integrate technology effectively into their teaching.

Professional development opportunities available to in-service teachers were found to be limited and inconsistent. A significant number of studies revealed that many teachers, particularly in rural areas or in lower-income regions, had little access to continuous professional development opportunities after initial certification. In cases where professional development was available, it was often one-off workshops or seminars that lacked follow-up support or meaningful engagement with teachers. Several studies emphasized the need for continuous, long-term professional development programs that are contextually relevant, hands-on, and focused on specific pedagogical needs such as inclusive teaching practices, differentiated instruction, and the integration of educational technology.

Another significant barrier to effective teacher development was the lack of time for teachers to engage in professional learning. The studies noted that many teachers struggled to find time within their already demanding schedules to participate in professional development programs. Additionally, the quality and effectiveness of these programs were often hindered by the lack of collaboration or peer learning opportunities. Research indicated that when professional development was collaborative and involved peer-to-peer learning, teachers were more likely to feel engaged and apply new knowledge in their classrooms.

4.3. Challenges in Teacher Retention

Teacher retention emerged as one of the most significant issues in the reviewed literature, with high turnover rates reported as a serious concern in many countries. The studies revealed that teacher attrition negatively impacts student outcomes, disrupts the learning environment, and increases the costs of recruiting and training new teachers [16]. High turnover was particularly prevalent in schools located in underfunded or rural areas, where teachers often faced difficult working conditions, large class sizes, and lack of resources.

Burnout was identified as a critical factor contributing to high turnover rates. Teachers often reported feeling overwhelmed by the demands of their job, which included not only teaching but also managing student behavior, addressing students' socio-emotional needs, and dealing with

administrative tasks. Several studies highlighted the emotional toll of teaching, with teachers in low-income schools particularly vulnerable to stress and burnout due to the challenging work environment [15]. As a result, teachers often leave the profession after only a few years of service, leading to a revolving door of new educators who are not given enough time to establish themselves or to see the long-term impact of their work.

Another key issue contributing to teacher attrition was a lack of support and recognition from school leadership. Teachers who did not feel supported by their administrators or colleagues were more likely to leave their schools. Many studies pointed out that school leadership plays a crucial role in fostering a positive work environment that encourages teacher retention. Teachers in schools with supportive leadership, professional mentorship, and opportunities for collaboration were more likely to stay in their positions for longer periods.

Inadequate salaries and lack of career advancement opportunities were frequently cited as contributing factors to teacher turnover. The studies found that in many regions, teachers are not compensated adequately for the amount of work they do, which diminishes their job satisfaction and makes the profession less appealing. Several studies emphasized that offering competitive salaries, better working conditions, and professional growth opportunities, such as leadership roles or career progression, could significantly reduce turnover rates and improve teacher retention.

The studies revealed the importance of creating a positive school culture to improve teacher retention. Teachers who felt valued and appreciated by their peers, students, and administrators were more likely to stay in the profession. Several studies emphasized the significance of fostering a sense of community within schools, where teachers feel that they are part of a team and have a shared mission to improve student outcomes.

4.4. Regional and Contextual Variations

While many of the challenges in teacher recruitment, development, and retention are shared across global educational contexts, several studies highlighted the regional and contextual variations that influence these issues [17]. For example, in high-income countries, the focus is often on attracting teachers to underserved urban and rural areas, whereas in low-income countries, the primary challenge is addressing widespread teacher shortages in both urban and rural settings. Additionally, in some regions, political instability or lack of educational infrastructure complicates efforts to improve teacher recruitment and retention. In these areas, teachers may face unsafe working conditions or lack the

resources to deliver quality education, further exacerbating turnover rates and impacting overall educational quality.

Cultural and societal attitudes toward education and teaching also play a role in shaping the recruitment and retention landscape. In some regions, teaching is highly respected, and there is a steady flow of candidates entering the profession [18]. In other areas, particularly where teaching is seen as a less prestigious career, efforts to recruit and retain teachers face significant obstacles. These regional differences underscore the need for tailored strategies to address the specific challenges faced by different educational contexts.

5. Discussion

The findings from this systematic literature review reveal a multifaceted set of challenges in teacher recruitment, development, and retention, each of which significantly impacts the quality of education worldwide. While there are commonalities across different educational systems, such as teacher shortages, inadequate professional development, and high turnover rates, the studies also highlighted the importance of considering the unique contextual and regional factors that influence these issues. Understanding these challenges is essential for developing effective policies and interventions that can ensure a sustainable and high-quality teaching workforce.

One of the most striking issues identified in the review was the global teacher shortage, which is exacerbated by the imbalanced demand and supply of qualified teachers, particularly in high-need areas such as STEM and special education [19]. Low salaries, limited job security, and a lack of respect for the teaching profession were consistently cited as major barriers to attracting individuals to the field. These findings align with previous research that highlights the low status of teaching compared to other professions, particularly in countries with rapidly growing private sectors. Therefore, improving the societal perception of the teaching profession is crucial to attracting a more diverse and qualified pool of candidates. Governments and educational institutions must work together to improve the value placed on teachers by offering better compensation, job security, and social recognition.

Another key finding from the review is the gap between initial teacher preparation and the real-world needs of teachers in the classroom. Many studies pointed out that teacher training programs often fail to equip teachers with the practical skills necessary to handle the complexities of modern classrooms. This misalignment between theory and practice leaves teachers unprepared to manage diverse classrooms, integrate technology, or address the varying needs of

students [20]. To address this, it is crucial for teacher education programs to focus more on hands-on, context-specific training that mirrors the realities teachers will face. Furthermore, continuous professional development (CPD) should be made more accessible and relevant to teachers, particularly in areas such as classroom management, differentiated instruction, and the use of digital tools for learning.

Professional development emerged as another critical area for improvement. The literature consistently emphasized that many in-service teachers lack adequate opportunities for ongoing learning and growth. The one-size-fits-all nature of many CPD programs, combined with a lack of follow-up support, results in limited impact on teaching practices. A more effective approach would be to offer personalized, job-embedded learning experiences that address the specific challenges faced by teachers in their respective classrooms [21]. Additionally, creating collaborative professional learning communities within schools could provide teachers with the opportunity to share best practices, engage in peer mentoring, and develop a sense of collective responsibility for improving educational outcomes.

Teacher retention is perhaps the most urgent issue highlighted in this review. High teacher turnover, particularly in underserved and rural areas, is detrimental to student learning and places an immense burden on educational institutions. The factors driving teacher attrition are multifaceted, including burnout, lack of institutional support, and poor working conditions. Teachers who feel unsupported by school leadership or lack opportunities for career progression are more likely to leave the profession. The review found that schools with strong leadership, supportive mentoring programs, and a positive school climate were more successful in retaining teachers. In addition to addressing these issues, offering competitive salaries, job security, and opportunities for professional growth were identified as crucial for improving retention rates.

The regional and contextual variations observed in the studies further underscore the need for localized solutions to teacher workforce challenges. While high-income countries tend to focus on improving recruitment in rural or low-income urban areas, low-income countries often face more fundamental challenges, such as a lack of infrastructure, educational resources, and overall teacher supply [22]. These contextual differences suggest that policies and strategies must be tailored to the specific needs of each region. For example, in low-resource settings, improving working conditions, providing professional support, and ensuring teachers

have access to basic resources may be more critical than recruitment alone. Conversely, in wealthier regions, strategies to increase teacher status and prestige may be more effective.

Addressing the challenges in teacher recruitment, development, and retention requires a multifaceted, context-specific approach that takes into account both local and global factors. Policymakers must prioritize improving teacher status, offering competitive compensation, and developing comprehensive, relevant professional development programs [23]. Furthermore, school leaders must foster supportive environments that encourage teacher retention and ensure that educators feel valued and motivated. By addressing the root causes of these challenges and implementing evidence-based policies, educational systems can build a sustainable, high-quality teacher workforce capable of meeting the demands of modern education.

6. Conclusion

This systematic literature review has examined the significant challenges in teacher recruitment, development, and retention across various educational systems. The findings highlight that while these issues are prevalent worldwide, they are shaped by unique regional and contextual factors. Teacher shortages, particularly in critical areas such as STEM and special education, remain a pressing concern, exacerbated by low salaries, inadequate professional development, and the undervaluation of the teaching profession. Additionally, the review emphasizes the need for educational institutions to adopt more inclusive and diverse recruitment strategies, which would help attract qualified candidates, especially in underserved regions.

Professional development and retention emerged as key areas needing urgent attention. Many teachers reported a lack of relevant, ongoing professional development opportunities, which limits their ability to effectively address the diverse needs of students. Continuous, job-embedded learning, focused on classroom management, differentiated instruction, and technology integration, is essential for enhancing teaching quality. Moreover, teacher retention remains a critical issue, with high turnover rates attributed to burnout, lack of institutional support, and poor working conditions. The review underscores the importance of creating supportive school environments, offering competitive compensation, and providing opportunities for career advancement as strategies to retain experienced educators.

Addressing these challenges requires a multifaceted approach that takes into account the specific needs of each educational context. Policymakers, educational leaders, and teachers must collaborate to implement solutions that improve

recruitment, provide relevant professional development, and create supportive environments that foster teacher retention. By focusing on these interconnected areas, educational systems can strengthen their teaching workforce and ensure high-quality education for all students.

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