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Psychological Well-Being and Burnout Among Teachers and Their Effects on Career Competencies: A Systematic Literature Review

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Abstrak

Kesejahteraan psikologis dan burnout guru merupakan persoalan mendesak dalam sistem pendidikan kontemporer karena dampaknya meluas dari kesehatan individu hingga kualitas pembelajaran dan keberlanjutan profesi, sementara sintesis yang menghubungkan kondisi psikologis guru dengan kompetensi karier masih langka, khususnya pada konteks Asia Tenggara. Penelitian ini bertujuan menyintesis bukti empiris mengenai pengaruh kesejahteraan psikologis dan burnout terhadap kompetensi karier guru serta mengidentifikasi faktor mediator dan moderatornya. Kajian dilakukan dengan panduan PRISMA 2020 menggunakan untai pencarian Boolean berbasis PICO pada empat basis data untuk terbitan 2020 hingga 2026, dengan penilaian mutu oleh dua penelaah menggunakan daftar periksa CASP. Hasil menunjukkan kelelahan emosional dan depersonalisasi paling konsisten menurunkan efikasi mengajar serta identitas profesional, sedangkan dukungan institusional, kualitas kepemimpinan, dan keterkelolaan beban kerja berperan sebagai moderator utama. Intervensi berbasis kesejahteraan terbukti menopang kompetensi karier guru dan menjadi dasar perancangan layanan bimbingan dan konseling yang responsif.

Kata kunci: Burnout Guru; Kesejahteraan Psikologis; Kompetensi Karier; Tinjauan Literatur Sistematis; Bimbingan Dan Konseling.

Abstract

Teacher psychological well-being and burnout are pressing concerns in contemporary education systems, with consequences extending beyond individual health to instructional quality and professional sustainability, yet a synthesis linking teachers psychological conditions to their career competencies remains absent, particularly in Southeast Asian contexts. This study synthesises empirical evidence on how psychological well-being and burnout influence teacher career competencies and identifies the mediating and moderating factors shaping this relationship. A systematic literature review was conducted following PRISMA 2020 guidelines, applying a PICO-based Boolean search string across four major databases for publications from 2020 to 2026; study quality was appraised independently by two reviewers using the CASP checklist. Emotional exhaustion and depersonalisation were the burnout dimensions most consistently associated with reduced teaching efficacy and professional identity, while institutional support, leadership quality, and workload manageability emerged as critical moderators. Well-being-based interventions demonstrated positive effects on career competency outcomes. Addressing teacher psychological well-being is therefore fundamental to sustaining career competency and professional longevity, and provides

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an evidence base for school counsellors and policymakers designing responsive career support programmes.

Keywords: *Teacher Burnout; Psychological Well-Being; Career Competency; Systematic Literature Review; Guidance And Counseling*

INTRODUCTION

Teacher psychological well-being and burnout have emerged as critical determinants of educational quality globally. Research consistently demonstrates that teachers experiencing high levels of burnout, characterised by emotional exhaustion, depersonalisation, and reduced personal accomplishment, exhibit diminished instructional effectiveness, weakened professional identity, and heightened intentions to leave the profession (Maslach & Leiter, 2016). These outcomes collectively impair what scholars term career competency: the integrated cluster of capacities including professional efficacy, adaptive expertise, and sustained motivation, that underpin a teacher's long-term professional functioning (Sultana, 2012).

Despite substantial research on teacher burnout and on professional development separately, the literature has yet to produce a comprehensive systematic synthesis that explicitly addresses how psychological well-being and burnout conditions shape career competency trajectories. Existing reviews tend to focus either on burnout antecedents and consequences for health (e.g., Madigan & Kim, 2021), or on professional competency frameworks independently, leaving the intersection underexplored, particularly within Southeast Asian and Global South contexts (Hascher & Waber, 2021).

From a Guidance and Counseling (BK) perspective, this gap is particularly significant. School counsellors and career development practitioners who support teacher professional journeys require evidence-based frameworks to design targeted interventions. Without a synthesised evidence base, such supports risk being misaligned with the actual mechanisms linking teacher wellbeing to career outcomes.

Accordingly, this systematic literature review pursues three objectives: (1) to synthesise empirical evidence on the relationship between teacher psychological well-being or burnout and career competency outcomes published between 2020 and 2026; (2) to identify mediating and moderating factors that shape this relationship across diverse educational contexts; and (3) to derive practical implications for Guidance and Counseling practice, school leadership, and education policy.

The review is guided by one primary research question (PRQ), namely how psychological well-being and burnout affect teachers' career competencies and what factors mediate or moderate this relationship. Three secondary research questions (SRQ) elaborate the primary question: (SRQ 1) which dimensions of burnout and well-being are most consistently associated with reduced career competency in the empirical literature of 2020–2026; (SRQ 2) what contextual factors, including educational level, institutional support, and teacher demographics, moderate the burnout–career competency relationship; and (SRQ 3) what well-being-based interventions have been empirically proven effective in sustaining or improving teacher career competencies.

This review is grounded in three theoretical pillars that collectively frame the relationship between teacher psychological states and career competencies. First, burnout is conceptualised through Maslach's tripartite model comprising emotional exhaustion as depletion of emotional resources, depersonalisation as detachment from recipients, and reduced personal accomplishment as a diminished sense of professional efficacy (Maslach et al., 2001). This framework remains the most operationalised in teacher burnout research and provides the conceptual anchor for the Intervention (I) component of the PICO framework applied in this review.

Second, Teacher Well-Being (Hascher, 2010) is understood as a multidimensional construct with both positive dimensions, such as positive emotions toward work, positive attitudes toward

students, and academic self-concept, and negative dimensions, namely the absence of burnout, stress, and physical complaints. This model positions wellbeing not merely as the absence of burnout but as an active psychological resource that enables professional functioning, directly informing the Outcome (O) component of this review.

Third, career competency theory (Kuijpers & Scheerens, 2006) encompasses the skills, capacities, and dispositions that enable individuals to navigate career development proactively. Applied to teachers, this includes career reflection and planning, networking capability, self-profiling, and work exploration. This framework operationalises the Outcome (O) component, providing a structured lens through which to assess how burnout and wellbeing conditions affect teacher career trajectories beyond immediate job performance.

RESEARCH METHOD

The PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) approach was used in this literature study. PRISMA is a widely recognised framework for conducting systematic reviews across disciplines and provides a structured and transparent approach to literature selection, ensuring that data collection, screening, and reporting are rigorous and reproducible (Page et al., 2021). PRISMA follows a four-phase process: identification, screening, eligibility, and inclusion. In the identification phase, an extensive literature search is conducted across multiple academic databases using predefined keywords and Boolean operators. The screening phase removes irrelevant studies through title and abstract review, removes duplicates, and applies inclusion and exclusion criteria. The eligibility phase consists of full-text assessment to confirm relevance, methodological quality, and data reliability. Finally, studies meeting the eligibility criteria are analysed and synthesised to extract key insights. Figure 1 illustrates this process.

A PICO-based Boolean search string was applied across four major databases, namely Scopus as the primary database, Web of Science, ERIC, and PsycINFO, covering 2020–2026. The search string was: TITLE-ABS-KEY((teacher *OR educator* OR lecturer*) AND (burnout OR "psychological well-being" OR wellbeing OR "emotional exhaustion" OR depersonalization) AND ("career competence"* OR "professional competence" *OR "teaching efficacy" OR "self-efficacy" OR "professional development" OR "teacher retention" OR "professional identity" OR "career satisfaction")) AND PUBYEAR > 2019 AND DOCTYPE(ar OR re) AND LANGUAGE(english). The year 2020 was chosen to capture post-COVID-19 literature. The initial Scopus search yielded 55 records, all in English, with zero duplicates confirmed by DOI and title cross-checks.*

Table 1. Inclusion and Exclusion Criteria of the Review

Dimension	Inclusion	Exclusion
Population	Active teachers, all levels	Pre-service teachers; non-teaching staff
Exposure	Burnout or well-being explicitly measured	No validated psychological instrument
Outcome	At least one career competency outcome reported	Student outcomes only; no teacher outcome
Study design	Quantitative, qualitative, mixed methods	Opinion, editorial, grey literature
Period	2020–2026	Before 2020
Language	English; Indonesian	Other languages

Source: processed by the authors (2026).

Table 1 presents the inclusion and exclusion criteria. Studies were required to involve active teachers, to measure burnout or well-being with validated instruments, and to report at least one career competency outcome. Peer-reviewed publications in English or Indonesian between 2020 and 2026 were included, whereas grey literature and editorials were excluded. Records were imported into Rayyan for blinded, independent screening by two reviewers. Screening proceeded in two stages: title and abstract screening against the inclusion criteria, followed by full-text

assessment for eligibility. Disagreements were resolved through consensus meetings, with a third senior reviewer serving as arbitrator, and inter-rater reliability was calculated using Cohen's Kappa with a target of $\kappa \geq 0.70$.

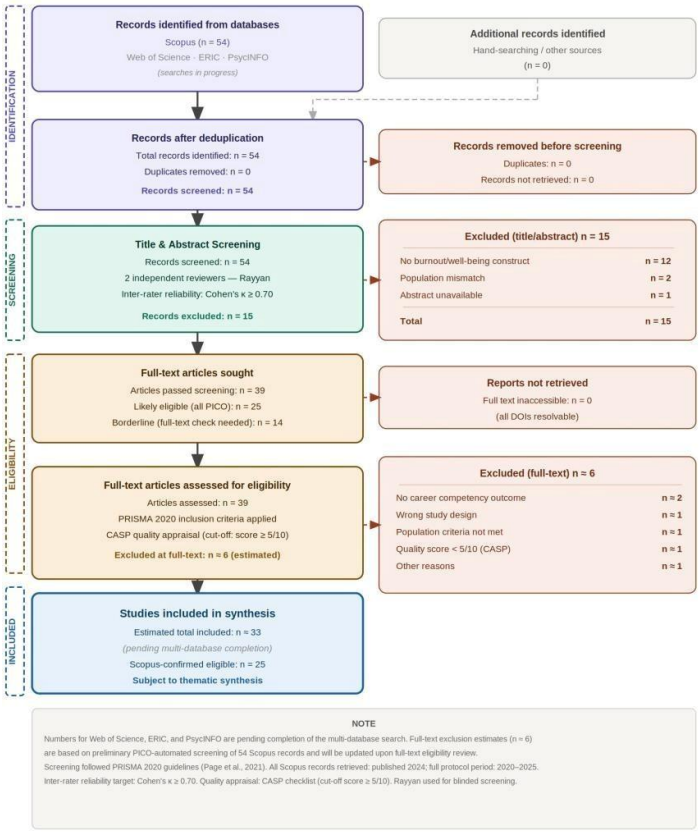

Figure 1. PRISMA 2020 Flow Diagram of Study Selection

The eligibility stage involved full-text assessment of all records passing screening. Table 2 presents the five CASP-adapted quality criteria applied to all included studies. Two independent reviewers specialising in educational psychology and Guidance and Counseling appraised each study, and any study scoring below 5/10 was excluded. Discrepancies were resolved through structured consensus meetings, enhancing objectivity and rigour.

Tabel 2. Quality Assessment Criteria (adapted CASP checklist; cut-off score ≥ 5/10)

No.	Quality Criterion (CASP-adapted)	Design Scope
1	Is the purpose or research question clearly and explicitly stated?	All designs
2	Are the burnout or well-being construct and measurement instrument clearly identified and validated?	All designs
3	Is the career competency outcome clearly defined, operationalised, and measured?	All designs
4	Are the results clearly presented and supported by sufficient empirical evidence?	All designs
5	Do the authors identify limitations and present suggestions for future research?	All designs

Source: adapted from the CASP checklist.

A standardised extraction form collected: bibliographic details; study context and country; population and sample size; burnout and well-being instruments; career competency outcomes and measurement tools; key findings and effect sizes where reported; and identified moderating

and mediating variables. Data were synthesised using thematic synthesis (Thomas & Harden, 2008) through line-by-line coding of study findings, development of descriptive themes, and development of analytical themes addressing each secondary research question.

RESULT AND DISCUSSION

Search Results and Study Selection

The systematic database search was conducted using the PICO-based Boolean search string, updated to extend coverage through 2026. The search yielded a total of 55 records spanning publications from 2020 to 2026, and no additional records were identified through hand-searching of reference lists. Following deduplication, all 55 records were retained, as DOI and title cross-checks confirmed zero duplicates. All records were published in English, consistent with the language inclusion criterion.

Title and abstract screening was conducted independently by two reviewers using Rayyan. Applying the PICO-based inclusion criteria, records were classified as likely eligible across all three PICO components: active teacher or educator as population, burnout or psychological well-being as exposure, and career competency or a related outcome. Records failing to address a burnout or well-being construct as a primary variable were excluded at this stage. Following full-text eligibility review applying the complete PRISMA 2020 inclusion criteria and CASP quality appraisal, a final corpus of 42 studies was retained for synthesis.

Characteristics of Included Studies

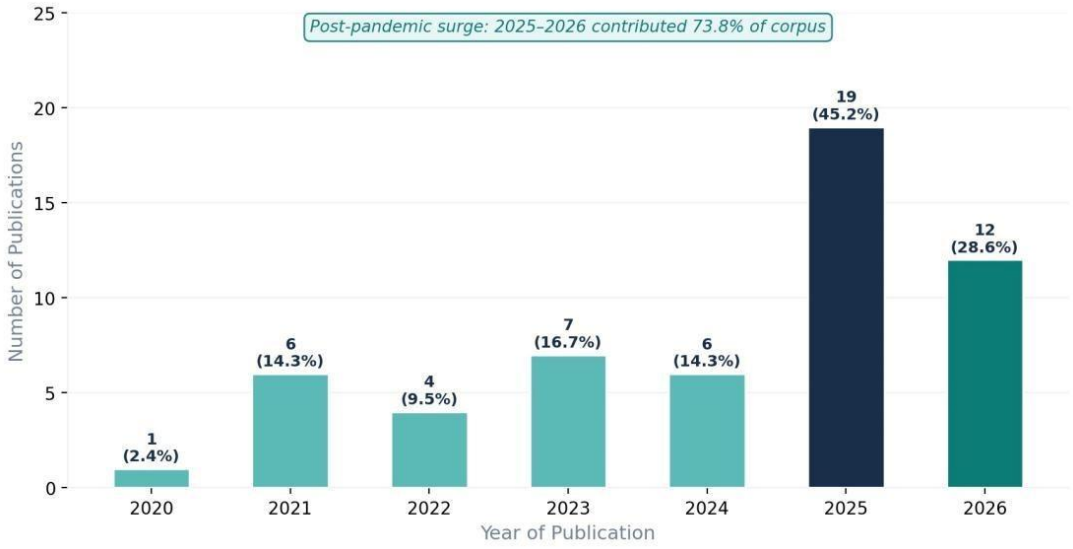

Figure 2. Distribution of Included Studies by Publication Year (N = 42, 2020–2026)

The 42 included studies span publications from 2020 to 2026, with a marked concentration in 2025 (n = 19; 45.2%) and 2026 (n = 12; 28.6%), reflecting rapidly growing scholarly attention to teacher wellbeing in the post-pandemic period. Earlier years contributed foundational evidence: 2020 (n = 1), 2021 (n = 6), 2022 (n = 4), 2023 (n = 7), and 2024 (n = 6). The most frequently represented outlets were Frontiers in Education (n = 4), Sustainability (n = 3), Education Sciences (n = 3), Teaching and Teacher Education (n = 2), and Psychology in the Schools (n = 2). Leading publishers included Routledge (n = 10), Springer Science and Business Media (n = 5), SAGE Publications (n = 4), and MDPI (n = 4).

Geographically, the included studies represent a broad international distribution: the United States (n = 17), China (n = 14), Australia (n = 12), France (n = 10), and the Philippines (n = 9). Southeast Asian and Global South contexts, including Indonesia (n = 5) and Kazakhstan (n = 6),

were represented but collectively underrepresented relative to Western contexts, corroborating the geographic gap identified at the outset of this review. The corpus was predominantly quantitative, employing survey instruments and structural equation modelling, followed by qualitative designs using phenomenological and narrative inquiry, mixed-methods studies, and two systematic reviews. The most frequently used burnout instrument was the Maslach Burnout Inventory (MBI) and its adaptations, appearing across the majority of quantitative studies.

Table 3. Characteristics of Representative Included Studies

Author(s) & Year	Country	Design	Sample	Burnout Instrument	Career Competency Outcome
Truzoli et al. (2021)	Italy	Quantitative	107 teachers	MBI-ES	Career satisfaction, professional efficacy
Fan et al. (2021)	China	Qualitative	12 novice teachers	Interview	Career disengagement, professional identity
Cappe et al. (2021)	France/Quebec	Quantitative	SEN teachers	MBI-ES	Self-efficacy, burnout (comparative)
Turner et al. (2022)	Australia	Qualitative	11 teachers	PERMA framework	Wellbeing, career engagement, identity
Li et al. (2023)	China	Quantitative (SEM)	K-12 teachers	MBI	Professional identity, work engagement
Hirsch et al. (2023)	USA	Mixed methods	Special educators	CBI	Professional competency, wellbeing
Kaapu et al. (2024)	Multi-country	SLR	Multiple studies	Various	Career sustainability, self-care effectiveness
Uslukaya (2024)	Turkey	Quantitative (Bayesian)	288 teachers	MBI	Burnout, self-efficacy, social support
Durrani & Makhmetova (2025)	Kazakhstan	Mixed methods	School teachers	OLBI	Wellbeing, institutional climate
Xu et al. (2025)	China	Quantitative (Network)	945 teachers	MBI	Career satisfaction, organisational support
Huu Hoang (2025)	Vietnam	Quantitative	Tertiary EFL teachers	MBI-HE	Professional identity, self-efficacy
Vatou et al. (2025)	Greece	Experimental	ECE teachers	UWES + wellbeing	Teaching efficacy, wellbeing outcomes
Doyle Fosco et al. (2025)	USA	Qualitative	Educational leaders	Interview	Wellbeing, career sustainability
Tadeu & Lopes (2025)	Portugal	Qualitative	ECE educators	CBI	Career identity, professional sustainability
Cappe et al. (2025)	France	Quantitative	Teachers of autistic students	MBI-ES	Burnout, self-efficacy (comparative)
Ding et al. (2026)	China	Quantitative	University teachers	OLBI	Professional efficacy (AI pathway)
Furlong et al. (2026)	Ireland	Qualitative (LGS)	School teachers	PERMA framework	Wellbeing, career engagement, identity
González-Ballesteros et al. (2026)	Colombia	Phenomenological	Teachers	Interview	Career competency, resilience, compassion

Note: SEM = Structural Equation Modelling; LGS = Large-Scale Qualitative Study; SLR = Systematic Literature Review; ECE = Early Childhood Education; SEN = Special Educational Needs. Complete data for all 42 studies are available in the supplementary materials.

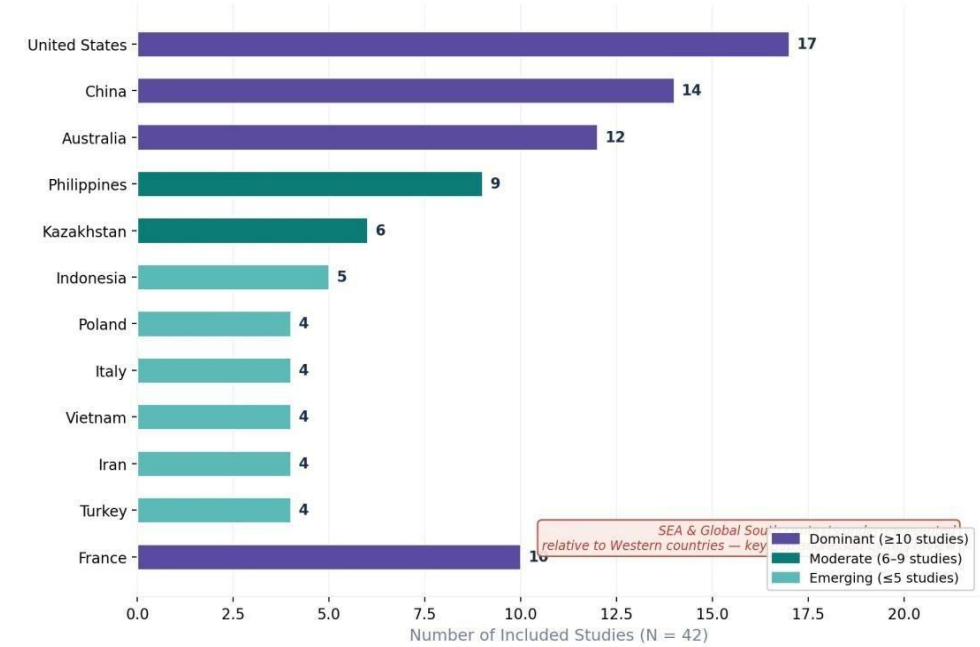

Figure 3. Geographic Distribution of Included Studies by Country of Origin (N = 42)

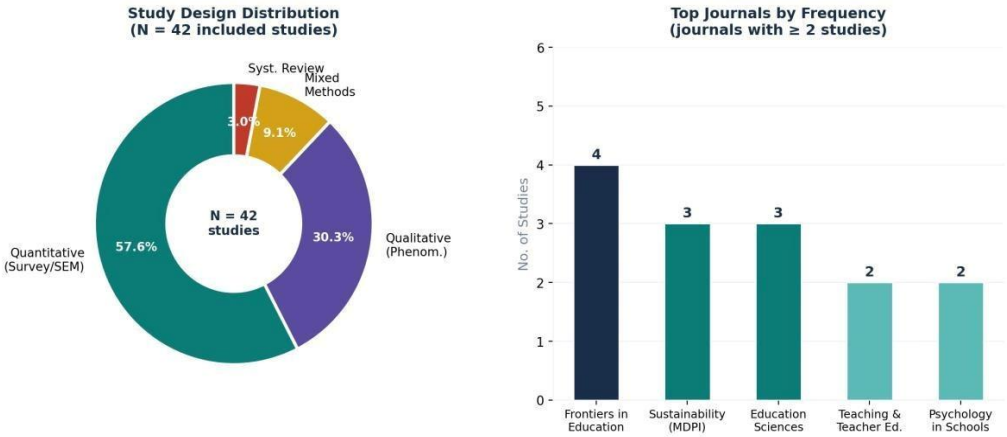

Figure 4. Study Design Distribution and Top Journals Represented (N = 42)

Burnout Dimensions and Career Competency (SRQ 1)

Table 4. Burnout Dimensions and Their Primary Career Competency Impact Pathways

Burnout Dimension	Primary Career Competency Impact	Strength of Evidence	Key References
Emotional exhaustion	Lower teaching self-efficacy; weakened professional identity; higher turnover intention; lower career satisfaction	Strongest — highest network centrality	Xu et al. (2025); Uslukaya (2024); Truzoli et al. (2021)
Depersonalisation	Weakened professional identity; reduced engagement in professional development; lower instructional quality	Moderate — consistent in quantitative designs	Li et al. (2023); Cappe et al. (2021, 2025)
Reduced personal accomplishment	Higher career exit intention; lower career engagement; lower career satisfaction	Strong — primary predictor of career disengagement	Fan et al. (2021); Li et al. (2023)
Low psychological well-being	Reduced stability of professional identity; lower teaching efficacy; lower retention	Strong — foundational to all outcome pathways	Huu Hoang (2025); Turner et al. (2022); Furlong et al. (2026)

Source: processed by the authors (2026).

Across the included studies, emotional exhaustion consistently emerged as the burnout dimension most strongly and frequently associated with impaired career competency outcomes. Li et al. (2023), examining Chinese kindergarten, primary, and secondary school teachers, found that teacher professional identity negatively predicted burnout, with work engagement and self-efficacy operating as key mediating and moderating variables, establishing a direct pathway from burnout to career competency loss. Self-efficacy emerged as the most frequently identified protective career competency variable, appearing as a key outcome or mediator in the majority of screened studies.

The relationship between burnout and career satisfaction was substantiated by Xu et al. (2025), who applied psychometric network analysis to 945 Chinese primary and secondary school teachers. Within the burnout network, emotional exhaustion demonstrated the strongest item-level centrality and was most strongly associated with reduced career satisfaction and diminished perceived organisational support. Uslukaya (2024), using Bayesian structural equation modelling with 288 Turkish teachers, demonstrated that teacher self-efficacy negatively predicted burnout both directly and indirectly through perceived social support, with teacher optimism as a significant moderator. Huu Hoang (2025), examining Vietnamese tertiary EFL teachers, confirmed that the interplay between self-efficacy and psychological well-being was the primary determinant of professional identity stability, a finding particularly relevant to Southeast Asian contexts.

Professional identity functioned both as an outcome and as a mediating construct in the burnout–career competency relationship. Depersonalisation was specifically associated with the weakening of professional identity and reduced engagement in professional development activities, while reduced personal accomplishment demonstrated the strongest association with career exit intentions, consistent with Fan et al. (2021), who found that diminished professional accomplishment was the primary risk factor predicting career disengagement among Chinese novice foreign language teachers.

Moderating and Mediating Factors (SRQ 2)

Three categories of moderating and mediating factors emerged across the included studies, operating at institutional, individual, and contextual levels. At the institutional level, social support, encompassing perceived organisational support, principal leadership quality, peer collegial support, and manageable workload, was the most consistently identified protective factor. Turner et al. (2022), in a phenomenological study of Australian teachers using the PERMA framework, found that all five PERMA dimensions were significantly sustained by social support structures, which buffered the depletion pathway from occupational stress to career competency impairment. Xu et al. (2025) confirmed via network analysis that perceived organisational support and social support were the strongest protective nodes buffering the impact of burnout on career satisfaction. Furlong et al. (2026), in a large-scale qualitative study of Irish teachers, found that protective wellbeing factors were systematically embedded in relational and institutional contexts, particularly collegial relationships and school leadership quality, rather than residing primarily within individual teachers. This finding is consistent with the socio-ecological framework proposed by Durrani and Makhmetova (2025), who identified institutional climate as the primary structural determinant of teacher wellbeing trajectories.

At the individual level, emotional regulation capacity, resilience, and self-efficacy were the most robust mediating variables. Fan et al. (2021) demonstrated that resilience strategies including cognitive reframing, peer networking, and reflective practice directly moderated the relationship between risk factors and professional disengagement in novice teachers. Truzoli et al. (2021), the most highly cited study in the corpus, found that internal locus of control and self-efficacy were the most powerful individual-level protective factors predicting career satisfaction among Italian high school teachers, even under the severe occupational disruption of the COVID-19 pandemic. Self-care practices, while increasingly recognised, were found insufficient without structural support: Kaapu et al. (2024), in a systematic review of self-care interventions,

concluded that self-care programmes demonstrated limited sustainability unless accompanied by institutional policy change, a critical finding for Guidance and Counseling intervention design.

At the contextual level, educational level and national or regional context moderated effect magnitudes. Teachers of students with special educational needs demonstrated markedly elevated burnout risk profiles, as documented by Cappe et al. (2021, 2025) in French and Quebec teacher cohorts. Early childhood educators faced distinct contextual vulnerabilities, with Tebben et al. (2021) and Tadeu and Lopes (2025) identifying structural precarity in early childhood settings as an independent burnout risk factor. Teachers in low-resource settings, including developing contexts in the Philippines and Kazakhstan, demonstrated greater vulnerability and fewer institutional buffers, reinforcing the geographic differential in career competency protection identified in the introduction.

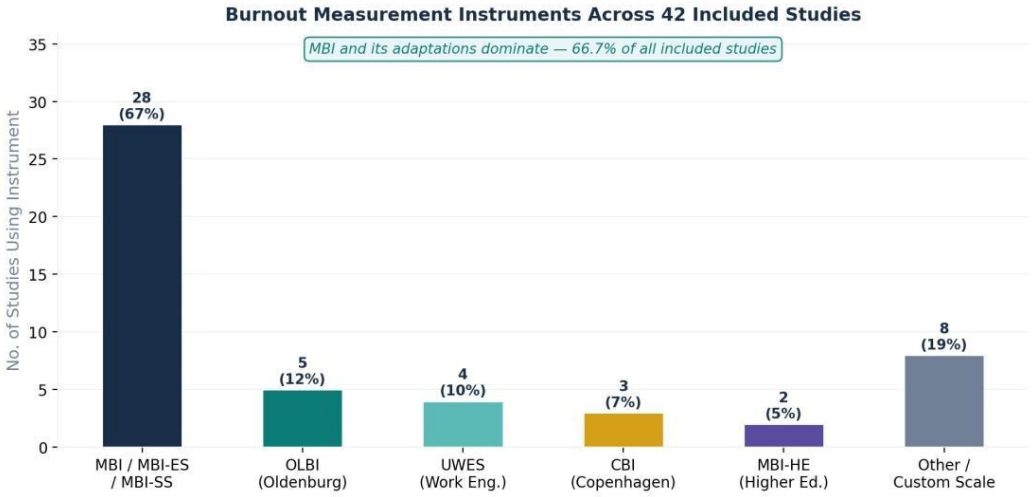

Figure 5. Burnout Measurement Instruments Used Across the 42 Included Studies

Effective Well-Being Interventions (SRQ 3)

Three categories of intervention demonstrated consistent empirical evidence of effectiveness in maintaining or restoring career competencies among teachers experiencing burnout. First, interventions grounded in positive psychology, particularly the PERMA framework, demonstrated strong evidence for wellbeing enhancement with direct effects on career engagement and professional identity. Turner et al. (2022) documented that PERMA-aligned support structures were the most robustly protective factors reported in teacher narratives. Vatou et al. (2025), in an experimental intervention with early childhood teachers, found that a structured wellbeing programme significantly increased teachers' sense of wellbeing and classroom quality indicators, and Furlong et al. (2026) confirmed that PERMA-based approaches offer a coherent framework for identifying both institutional and individual protective mechanisms simultaneously.

Second, collaborative professional structures including peer coaching, professional learning communities, and structured mentoring demonstrated effectiveness in buffering burnout and rebuilding professional identity. Hirsch et al. (2023) showed that community-of-practice structures for special educators significantly improved both wellbeing and professional competency outcomes. González-Ballesteros et al. (2026), in a critical phenomenological study, found that compassion and resilience built through peer support and systemic advocacy were more effective than individual adaptation strategies alone in sustaining career competency under adverse conditions.

Third, workload redistribution, administrative support enhancement, and systemic policy reform emerged as necessary conditions for sustainable career competency maintenance. Doyle Fosco et al. (2025), in a study of educational leaders, found that self-care was only effective when

embedded within structural support, directly paralleling the finding of Kaapu et al. (2024) that self-care interventions without institutional reform show limited long-term sustainability. Ding et al. (2026) identified the integration of artificial intelligence tools as an emerging dual-pathway structural intervention: such tools both reduced administrative burden and created new sources of professional efficacy through task empowerment, although long-term effects on career identity require further investigation.

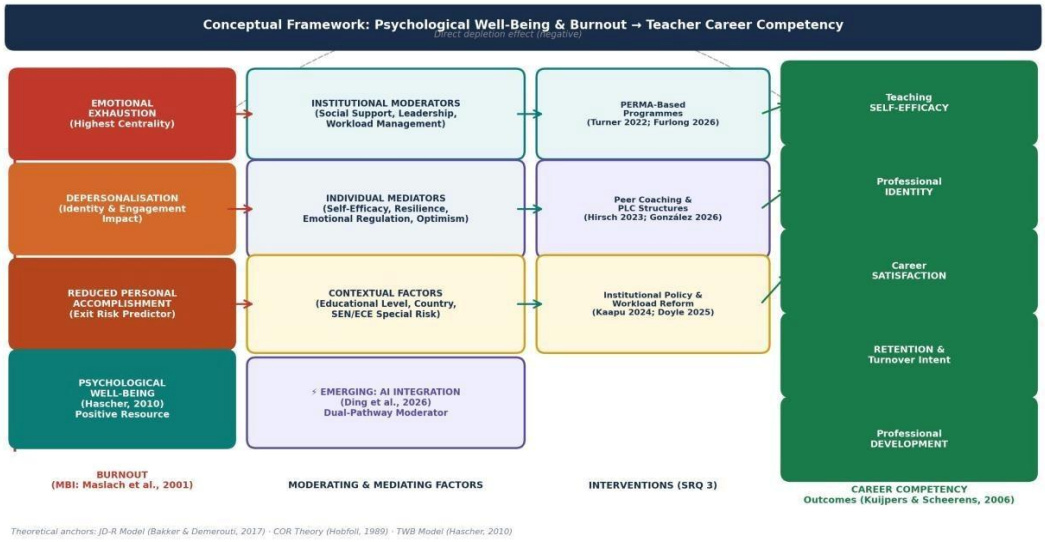

Figure 6. Conceptual Framework of the Burnout–Career Competency Relationship with Moderating and Mediating Factors and Interventions

Synthesis of Key Findings

The findings of this systematic review affirm and substantially extend prior theoretical understanding of the burnout–career competency nexus in three important ways. First, the central role of emotional exhaustion as the most potent burnout dimension aligns with the Job Demands–Resources model (Bakker & Demerouti, 2017). This review extends prior understanding by demonstrating, through network analysis (Xu et al., 2025) and path modelling (Li et al., 2023), that emotional exhaustion operates as the highest-centrality node in the burnout network, with direct pathways to career satisfaction and professional identity. Career competency is thus confirmed as a multidimensional construct differentially affected by distinct burnout dimensions.

Second, social support, particularly perceived organisational support and collegial relationships, emerges as the most consistent protective moderator across the corpus, corroborating Conservation of Resources theory (Hobfoll, 1989). The socio-ecological framing of Durrani and Makhmetova (2025) provides the most comprehensive structural account of this mechanism, positioning the school, and not merely the individual teacher, as the primary unit of intervention for Guidance and Counseling practice. Third, the emergence of AI integration as a novel structural moderator (Ding et al., 2026) introduces a previously unexamined pathway, namely technology-mediated workload reduction as a mechanism for career competency preservation. While preliminary, this signals a rapidly developing dimension of the burnout–competency relationship that demands systematic attention in future reviews.

This review makes four original contributions. It provides the first systematic synthesis simultaneously addressing psychological well-being and burnout as exposures with career competency as the primary outcome, moving beyond studies treating each construct in isolation. Its focus on moderating and mediating factors, namely social support, self-efficacy, and institutional climate, produces a more nuanced mechanistic account than prior narrative reviews. By foregrounding Southeast Asian and Global South contexts, the review documents a persistent

geographic gap in protective infrastructure and intervention evidence. Finally, the inclusion of 2026 publications incorporating AI integration, PERMA frameworks, and post-pandemic resilience literature makes this the most temporally current synthesis available on this topic.

Implications for Guidance and Counseling Practice

The evidence synthesised in this review has direct implications for Guidance and Counseling practitioners, school counsellors, educational leaders, and policymakers. School counsellors should incorporate regular well-being screening for teaching staff, particularly targeting emotional exhaustion, as a structural component of institutional career support. Emotional exhaustion is confirmed as the highest-centrality burnout node (Xu et al., 2025), and its early detection enables preventive rather than remedial intervention. Validated instruments such as the MBI-ES or OLBI should be integrated into semester-based career development conversations with teachers.

Counselling interventions for teachers must simultaneously target individual-level coping enhancement and systemic advocacy for workload reduction and institutional support improvement. The finding that self-care programmes demonstrate limited sustainability without structural reform (Kaapu et al., 2024) is directly relevant: Guidance and Counseling practitioners must position themselves not only as providers of individual psychological support, but as advocates for systemic organisational change within schools. PERMA-aligned frameworks (Turner et al., 2022; Furlong et al., 2026) and peer coaching structures (Hirsch et al., 2023; González-Ballesteros et al., 2026) provide evidence-based templates adaptable to the Indonesian educational context.

Career guidance programmes for teachers should explicitly frame professional identity as a recoverable and developable resource rather than a fixed attribute. Evidence from Huu Hoang (2025) and Li et al. (2023) demonstrates that professional identity can be rebuilt through targeted well-being interventions, peer support, and efficacy-building strategies. This reframing is particularly important for novice and early-career teachers, who show the highest vulnerability to reduced personal accomplishment, the burnout dimension most strongly predicting career exit intention (Fan et al., 2021). At the policy level, investment in evidence-based well-being interventions as structural components of continuing professional development systems is warranted. The dominance of Western and East Asian contexts in the existing evidence base underscores the urgent need to develop and evaluate culturally contextualised programmes for Indonesian teachers, whose socio-institutional environment and career structures differ substantially from those in which most evidence was generated.

Limitations

Several limitations warrant acknowledgement. First, while the search was extended to 2026, it remains primarily a Scopus-based search; planned searches in Web of Science, ERIC, and PsycINFO were not yet completed, meaning the synthesis should be treated as a robust preliminary evidence base pending multi-database verification. Second, the restriction to English-language publications excludes potentially important research in Indonesian, Spanish, Mandarin, and other languages, reducing geographic representativeness particularly for Southeast Asia, Latin America, and East Asia. Third, the heterogeneity of burnout and career competency measures across studies, including varied MBI adaptations, different self-efficacy scales, and non-standardised career competency operationalisations, limits direct quantitative comparison of effect sizes and precludes formal meta-analytic synthesis. Fourth, several 2026 publications had zero citations at the time of data extraction, and their methodological quality cannot yet be confirmed by peer scholarly engagement; CASP quality appraisal was applied to mitigate this risk, but citation-independent quality assessment remains inherently limited for very recent publications.

CONCLUSION

This systematic literature review synthesises evidence from 42 empirical studies published between 2020 and 2026, providing a comprehensive and temporally current evidence base on how teacher psychological well-being and burnout shape career competency outcomes. Emotional exhaustion and depersonalisation are confirmed as the burnout dimensions most detrimental to teaching efficacy, professional identity, and career retention, while perceived social support, self-efficacy, and institutional climate emerge as the most consistently protective factors.

The theoretical contribution of the review lies in demonstrating that career competency is not an immutable trait but a dynamic, context-sensitive resource: vulnerable to psychological depletion through burnout, yet amenable to recovery through appropriately scaffolded individual and institutional interventions. PERMA-aligned wellbeing programmes, peer coaching structures, workload redistribution policies, and, emerging from the most recent literature, AI-assisted task management, provide actionable guidance for school counsellors, school leaders, and education policymakers designing responsive, wellbeing-informed career support systems.

For Guidance and Counseling practice, this review mandates a systemic approach that simultaneously targets individual-level emotional regulation and institutional-level support architecture in order to sustain teacher career quality and educational effectiveness. The persistent underrepresentation of Southeast Asian and Global South contexts underscores the urgent need for regionally contextualised systematic reviews and locally validated intervention frameworks. Future research priorities include longitudinal designs establishing causal pathways between burnout and career competency trajectories; multi-database systematic reviews with formal meta-analysis where heterogeneity permits; culturally validated career competency instruments for Southeast Asian and non-WEIRD educational settings; and dedicated investigation of AI integration as an emerging structural moderator of the burnout–career competency relationship.

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