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Managing Attrition: A Teachers' Reflection in Sawata Ernandcor Central Elementary School

Jury C. Pontillas

Rizal Memorial College

1. The Problem and Its Setting

Over the last decade, the teaching workforce has experienced teachers leaving, entering, and moving within the profession to other schools (movers), while many countries experienced a demand for quality teachers. This movement affects the structure of teachers, the school's institutional stability, and the teacher workforce's demographics and qualifications.

A fast turnover of teachers can be seen in teacher attrition which sends a powerful and harmful message to students, parents, and other faculty members. Teachers' attrition and the loss of experienced teachers are seen as threats to instructional quality. It is also a waste of resources, and the investment is lost when teachers leave once trained; thus, teacher attrition burdens educational institutions with added recruiting and hiring costs.

In the US, school systems are challenged to build and maintain a high- quality teacher workforce and face significant teacher shortages with an attrition rate of 8% annually, according to (Sutcher, Darling-Hammond, & Carver-Thomas, 2019). Further, Sutcher et al. state that high-achieving nations such as Singapore and Finland have a 3% to 4% attrition rate annually, resulting in a shift in annual demand and a shortfall of fully prepared teachers. In mainland China, high rates of yearly turnover averaging fifteen to seventeen percent (15–17%) of school settings turnover are deemed to be problematic (Odland, G., & Ruzicka, M. (2019).

Similarly, some studies showed teachers turnover reached five (5%), reduced from a baseline of 30% (Steele, Murnane & Willett, 2010), thus demonstrating that a competitively allocated incentive scheme has a positive effect on attracting academically talented new teachers in North Carolina, while (Glazerman et al., 2013) examine the impact of a similar incentive scheme that offered Asubstantial but time-limited bonuses to talented teachers in California to work in low-performing schools. A positive effect was found on teacher recruitment and retention. Exploring various financial incentive schemes for shortage subject teachers in Florida, Feng & Sass (2017) show they reduce attrition rates by about 11%, 9%, and 11% for teachers in different disciplines, respectively.

In the Philippines, it has become a usual scenario that instead of more individuals joining the teaching profession amidst high demand for teachers, it increases the number of teachers leaving the job (Sarvi, Munger, and Pillay (2015). In the year 2016, the (Board of Directors, 2018) of Tandag Diocesan Catholic Schools Association member schools in Surigao del Sur, Caraga Region, registered 15% to 25% of teacher turnover yearly due to the exodus to the public school system (Cabigas, L.M., 2019). The Philippine Statistics Authority (2018) confirmed that the country faced a net loss of 132 teachers every year, which means that more individuals left the profession than those entering it.

Purpose of the Study

This study focuses on the conceptual understanding of managing the teacher attrition that affects the quality of education in Sawata Ernandcor Central Elementary School, San Isidro District, Davao del Norte Division. This study serves as an avenue to gather information on why teachers are leaving the schools, which leads to wastage because of losing employees whose performance, skills, and qualifications are valuable resources. Hence attrition causes drainage to schools and the whole education system. It further reduces the quality of teachers since the most competent teachers are most likely to leave. Lastly, this paper aims to capture teachers' ideas from those in the field regarding how the school programs are planned and designed to hold employees to stay. The study places its significance on capturing the voices of the teachers that highlight practical elements and characteristics that support attrition. It prompted the researcher to look into the other side of teacher attrition to determine possible reasons for leaving the school, hoping that the present study provides empirical evidence of teacher turnover and that more responsive teacher retention programs will be proposed.

Research Questions

This study delves into the factors influencing teacher attrition in Sawata Ernandcor Central Elementary School, San Isidro District, Davao del Norte Division. Specifically, this study seeks to answer the following research questions:

What factors contribute to teacher attrition in Sawata Ernandcor Central Elementary School?

How do the teachers manage the attrition for quality education in Sawata Ernandcor Central Elementary School?

What educational insights can be drawn to help reduce teacher attrition, improve quality education, and become better educators?

The information gathered from this study helped the following school officials formulate policies for the teaching personnel's welfare.

Department of Education. This study may serve as a reference for the department in crafting policies to develop possible teacher retention programs to retain teachers and achieve innovations for quality education in the education sector. This serves as the basis for formulating a sound maintenance and preservation program to maintain and hold teaching personnel.

Human Resource Director. This would help the human resource director recognize the teacher's present needs and create sound strategies for the maintenance and preservation program of the teaching personnel.

School Administrator. The findings of the study serve as a reference to identify the needs to be met for continuous improvement of the academe in terms of tangible and intangible areas in the system. The result also would become a challenge to come up with the right decision when dealing directly with the concerns of teaching personnel.

Principal. The result of the study would help the administrator identify the concerns and sentiments of the teaching personnel and determine the institution's strengths and weaknesses in meeting the teaching personnel's present needs. Furthermore, the result may become an eye-opener to revisit the existing retention program of the institution and look for possible options to protect the welfare of the faculty and the academe as a whole.

Teachers. The result of the study may remind the teachers that it is essential to consider the various ways to cope with the challenges encountered in the school environment to reduce the attrition rate.

Future Student Researchers. The results provide benchmark statistics on attrition faced by teachers to explore the nature of the problem and assess the current problem for further study.

The following are defined operationally to understand the terms used in this study fully.

Managing Teacher Attrition. Refers to the decision of teachers from public and private schools to move into another educational institution due to job dissatisfaction influenced by the attrition factors in school.

Sawata Ernandcor Central Elementary School. Refers to DepED Managed Elementary school in San Isidro district, Davao Del Norte Division, Region XI.

Review of Significant Literature

This section presents the literature and studies related to the present investigation in terms of areas of concern, nature of the study, and research design so that the readers would be given a clearer picture of what is being emphasized in the study.

Declining school quality and efficiency are two of the most severe school problems over the last decade. The teacher workforce experienced many teachers leaving (leavers), entering, and moving within the profession to other schools (movers). This movement affects the structure of teachers, the institutional stability of the campuses, and the qualifications of the teacher workforce as a whole. The teachers leaving the profession (leavers) leads to teacher attrition, which has a powerful and harmful effect on students, parents, and other faculty members.

Teachers Attrition

Teacher attrition is like a mass exodus in crisis, and great resignation to describe the current state of affairs in the teacher labor market. Teacher attrition is generally defined as teachers leaving the profession or those moving between schools (Carver-Thomas, D. et al., 2017). All identified teacher burnout andattrition as primary culprits in the staffing challenges that school districts face today. (Dill, 2022) define attrition as burned-out teachers leaving the classroom for jobs in the private sector, work in sales, and other fields. For (Cooper, J. et al., 2006), attrition refers to leaving teaching altogether, either to take another job outside teaching, for personal reasons such as child rearing, health problems, family moves, and retirement. Boyd et al. (2007) opine that teachers play vital roles in any organization. It ultimately contributes hugely to the performance and success of the school and is the most valuable resource that the school can rely on.

Attrition is caused by a discrepancy in what teachers value and what is given to them (Smith, 2021). Tomic and Tomic (2018) concluded that when teachers feel better about what they do, they want to continue what makes them happy and are more likely to stay. However, many teachers leave the teaching profession because they realize they do not like to teach once they start teaching. This discrepancy in what teachers thought and experienced can be a source of attrition because of unsatisfied existential fulfillment. Teachers' desire is often called values that can influence teacher satisfaction. Teacher satisfaction, or what they think about their teacher positions, is directly linked to attrition (Madigan & Kim, 2021). In contrast, Skaalvik & Skaalvik (2017) identified factors that lead to teacher attrition, such as poor working conditions, work overload, and lack of administrative support.

Burnout due to Work Overload

that the workplace cannot be provided (Demirel & Cephe, 2015). In the study (Desouky & Allam, 2017), teachers experience stress and exhaustion because of their workload, such as doing lesson plans, organizing activities, managing extra-curricular activities, and supervising classes. In addition,

researchers have found that there are many sources of teachers' exhaustion, to mention a few teaching unmotivated students, maintaining discipline, time pressures, and workload, coping with change, being evaluated by others, dealing with colleagues, self-esteem and status, administration and management, role conflict and ambiguity, and poor working conditions due to their societal roles (Alkahtani et al., 2016).

Stress and exhaustion in the teaching profession is an international phenomenon that negatively affects the teacher and the quality of education. Workload, according to Arnold et al. (2016), is the total of all activities that the teachers will undertake in the workplace. The workload can sometimes be heavy (overload or light (under load). Debra (2019) posited that work overload is when employees feel that they are being asked to do more than their time or ability permits. Debra further stated that working under time pressure can be stressful because people are anxious when they fail to do before the deadline and a feeling of exhaustion increases. In the study of Morgan M, Craith DN (2018) stated that role overload is a condition in which employees have too much work to do or a variety in their work. Morgan further emphasized that overwork can lead to passivity, low self-esteem, increased nervousness and complaints, lack of interest in social activity, and low work performance output. When teachers display signs of emotional exhaustion, they can no longer give their best to their students.These teachers experience depersonalization attitudes as they feel pessimistic, cynical, and sometimes callous toward students, parents, and colleagues (Burke et al.,2016). Further, teachers feel diminished personal accomplishment when they fail to help students learn and fulfill other schools responsibilities. When teachers are burnout, they are likely to be less sympathetic toward students, have a lower tolerance for classroom disruption, be less apt to prepare adequately for class, and feel less committed and dedicated to their work (Farber & Miller, 2018).

Exhaustion is aggravated by extended hours of teaching and the need for ideal conditions

Teachers' Stress

Teaching is a noble profession, shaping and molding the minds of future generations and it comes with its fair share of challenges. One significant but often overlooked aspect of the teaching profession is the daily stress teachers experience. Today's educational landscape needs highly skilled and motivated teachers to successfully implement blended learning with the diverse ability of students in an online class. Notwithstanding, teachers face students' challenging behaviors and disruption, which occur for numerous personal and social reasons. With this, not all teachers can cope with continuous distractions and students' challenging behaviors. Eventually, the aggregated effect of such daily hassles resulted in stress-related disorders and teacher attrition (Skaalvik et al. (2017

Excessive workload, long working hours, and limited resources are among educators' primary sources of stress. Preparing academic assignments and administrative work can consume a significant portion of a teacher's time, leaving little room for self-care or personal life. Additionally, the emotional strain of managing student behavior, addressing individual learning needs, and dealing with parents' expectations can affect teachers' mental well-being (Turner, E. (2022). Consequently, teacher stress not only affects educators personally but also influences their professional performance. Teachers' stress is a silent struggle that deserves attention and action.

Similarly, Polit DF, Hungler BP (2018) study reveals that teachers often have a stressful job, and fifty-eight percent of respondents cited poor mental health due to stress. Teaching demands multiple meetings with time preparation time and administrative paperwork and is subjected to constant reforms and changes that require re-organization of work and work tasks. Work-related emotions and motivations have important implications for both individuals and organizations. Highly motivated and less stressed employees can increase the productivity of organizations significantly, whereas negative emotions and low levels of motivation are associated with impairments in individual health and with increased costs for the organization (Brief & Weiss, 2020).

Teaching is a rewarding yet stressful and demanding career. With the heavy workload extended an hour without proper assistance, teachers become burnout and in danger of being overworked. According to Werang (2018), stress disturbs teachers' behavior and significantly affects their physical and psychological health. Creating a supportive and conducive work environment is vital for reducing teacher stress (Mitchelle, S., 2020). Nevertheless, schools should provide programs and strategies to promote teacher well-being. These include providing professional development opportunities focused on stress management and resilience-building, offering mentorship programs, and fostering a positive and collaborative school culture. Prioritizing self-care and work-life balance can also play a significant role in supporting teacher well-being.

Experiencing a high-stress level is detrimental to teachers' well-being (Harmsen et al., 2018). Moreover, it may indirectly harm students' achievement. It also influences teachers' intention to leave the profession, their decision to leave teaching, and their teaching quality (Newberry & Allsop, 2017). The current knowledge on teacher stress indicates stress factors' role in outcomes such as well-being, attrition, and the like.

Seminars and Training on Stress Management

Teaching has long been recognized as one of the most stressful occupations. It is interesting to note that working with people often leads us to exhaustion and stress or sometimes requires us to hide our emotions. Teaching carries high emotional labor and stress (Koehler, 2017). Stress management can be taught efficiently to teachers entering the profession that have either thrived or failed depending on their own inherent stress management abilities and their informal support networks (Maring & Koblinsky, 2015). It has been said that teaching is an inherently stressful profession; teachers who do not have the awareness or self-discipline to manage their stress often suffer burnout, ruminate about work during their time, become unable to switch off, or become depressed (Cropley & Purvis, 2016), awareness or self-discipline to manage their stress often suffer burnout, ruminate about work during their time, become unable to switch off, or become depressed (Cropley & Purvis, 2016),

Lack of Administrative Support

Teachers' work is impacted by school and district administrators (Johnson, 2016). Support from these administrators can vary substantially and influence how teachers feel about teaching, students, and all other aspects of their jobs (Guarino et al., 2016). Research has repeatedly found teachers' perception of administrative support's vital role in teacher retention (Gunther, 2019). He further said administrators whose goals align with teachers are essential in lowering teacher attrition. Craig (2014) added that if the administration is vague in their expectations for teachers, she felt the administrators were too proud to listen to teacher input. that no excellent schools are without excellent leaders. The principal is responsible for all the duties necessary to run an effective school, such as administering all policies and programs; making recommendations regarding improvements to the schools; planning, implementing, and evaluating the curricular and instructional programs; hiring, coordinating, and developing staff; organizing programs of study and scheduling classes; maintaining a safe school environment; providing stewardship for all school resources, and providing for co- curricular and athletic activities (Cunningham & Cordeiro, 2020).

Commitment to the Teaching Profession

Debra, E. (2016) defined commitment as the emotional connection to an organization regarding the goals and values without expecting any interest. Similarly, Celep (2016) also defines commitment as an individual's attitude towards organizational values and goals beyond an organization's formal and normative expectations. On the other hand, Altun (2017) handles the concept of commitment from a direct education perspective. He expresses that teacher commitment is considered a passion for the work. Passion is at the core of effective learning and teaching.

Passionate teachers are distinguished by their commitment to their students' achievement Mart (2013) and defines commitment as a dedication to the task and job. It can be a physical or non-physical effort; however, it requires the readiness of the mind to do the action. Mart added that committed teachers are physically and spiritually ready to do the act of teaching. In other words, the motivating power is the spirit to push the educator to take the necessary teaching steps. Here, the focal point is that the committed teacher is an educator with passion, desire, enthusiasm, and dedication.

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Teaching is a pedagogical phenomenon, and uncommitted teachers can only show sufficient achievement if the educator guides the learner to success. Teachers who lack commitment and the passion required, the learner will not yield as expected. As expected, there needs to be more dedication to the profession's job description, as Hargreaves (2017) suggested. Some studies have mentioned that such teachers equipped with the peculiarity of commitment, passion, and zeal can give enough courage to the learners to do better because their success is subject to the fact that they are keen, willing, and careful (Hansen, 2001).

One of the most essential elements in developing a passion for teaching is the commitment and dedication of teachers to students and their learning. Passionate teachers are firmly committed to their work and can inspire their students and awaken their desire to learn (Fox 2014. It further states that the power of a profession is measured by the commitment of those who do it, and he goes on to say that it is the same with teaching. Fox emphasizes that passion is a distinctive feature of teachers and positively affects student achievement. (Kushman, 2012) link teacher commitment to student achievement. It supports the idea by saying

Teacher's Work-life Balance

The role of teaching professionals in this modern world is ever-changing and evolving, putting heavy pressure on teachers in the new teaching-learning environment. This work pressure impacts teachers' personal lives and leads to an imbalance in their work and life. Hence, work-life balance is the most crucial aspect of the success and development of educational institutions. According to Tanvi and Fatima (2017), when work-life balance is the perception that human beings attach equal importance to their employment and private life, Subha (2018) defines it as the reconciliation between workers' professional work and personal life. Moreover, Muhtar (2019) noted that globally, work-life balance is considered the second most essential workplace aspect of teachers.

Theoretical Lens

This study is anchored on the Two Factor Theory popularized by Frederick Herzberg and his colleagues. This theory posits that a person's tendency to stay in their present organization or job is relative to the two categories of rewards called factors: motivation factors and dissatisfiers factors. According to Herzberg, Mausner & Snyderma (1962), the motivation factors, which include achievement, recognition, responsibility, the work itself, and opportunity for advancement, would lead to a person's satisfaction in the workplace. While dissatisfying factors include supervision, interpersonal relations, physical working conditions, salary, company policies and administrative practices, benefits, and job security. These factors do not promote job satisfaction but serve primarily to prevent job dissatisfaction. Herzberg refers to dissatisfiers or maintenance factors since the absence or inadequacy causes dissatisfaction

at work. Some factors are not true motivators but constant reinforcement. Additionally, these are regarded as rights to be expected rather than incentives for greater satisfaction and achievement.

Two-Factor Theory is closely related to Maslow's hierarchy of needs, but it introduced more factors to measure how individuals are motivated in the workplace. This theory argued that meeting individuals' lower-level needs (extrinsic factors) would not encourage them to exert effort but would only prevent them from being dissatisfied. To motivate employees, higher-level needs - intrinsic or motivation factors- should be supplied. It implies that the organization should meet employees' extrinsic factors to prevent employees from becoming actively dissatisfied and to contribute additional effort toward better performance. Hence, the organization should supply intrinsic or motivational factors to motivate employees (Robbins, 2009).

The presence of extrinsic and intrinsic factors was to prevent workplace

dissatisfaction. Extrinsic Factors also well known as job context factors, are extrinsic satisfactions granted by other people for employees (Robbins, 2009). These factors guide employers in creating a favorable working environment where employees feel comfortable working inside. When all these external factors are achieved, employees are free from unpleasant external working conditions, banish their dissatisfaction, and remain neutral in neither satisfied nor motivated; however, when employers fail to supply employees' extrinsic factors needs, employees' job dissatisfaction arises.

Intrinsic Factors are the essential factors that contribute to employees' job satisfaction. It has widely been known as job content factors aim to provide employees with meaningful work that can intrinsically satisfy themselves through their work outcomes, responsibilities delegated, experience learned, and achievements harvested (Robbins, 2009). Intrinsic Factors are very effective in creating and maintaining more long-lasting positive effects on employees' performance towards their jobs. These factors are basic human needs for psychological growth and propel employees to insert additional interest into their careers.

When employees are satisfied with motivational needs, their productivity and efficiency improve. This theory further proposed that Intrinsic and Extrinsic Factors are interdependent. Extrinsic Factors only eliminate employees' work dissatisfaction but will not provide job satisfaction. On the other hand, a sufficient supply of Intrinsic Factors will cultivate employees' inner growth and development, leading to higher productivity and performance; however, the absence of this factor will only neutralize their feeling neither satisfied nor dissatisfied with their jobs

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On the other hand, the fulfillment of motivation needs may create job satisfaction but not necessarily dissatisfaction if not fulfilled. However, it is fair to say that fulfillment or either factor can influence satisfaction and the person's desire to remain in the organization or profession. Hence, organizations should modulate their operations and procedures to satisfy their employees' intrinsic and extrinsic.
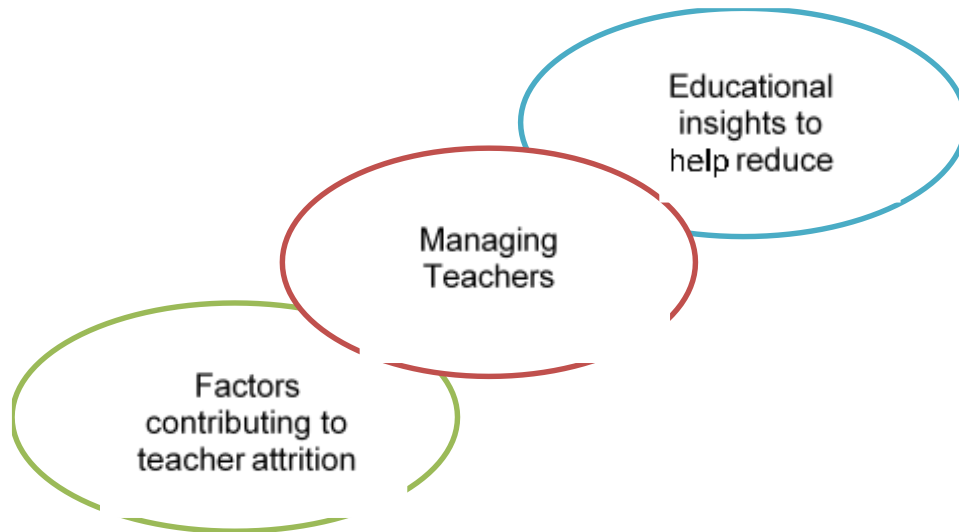
2. Method

This chapter indicates the methods used in conducting the study. It discusses the following sections: philosophical assumptions, the qualitative stance of the study, research design, participants of the study, ethical considerations, the role ofthe researcher, data collection, data, analysis, and trustworthiness of the study.

Philosophical Assumptions

The researcher used the three (3) basic assumptions in this study. First is the Ontology. This was used to reflect the challenges of the teacher's attrition based on what they see and observed. Teachers createdgood relationships and interactions in order to understand better their feelings and sentiments on the teacher's attrition in Sawata Ernandcor Central Elementary School. The realities experienced by the teachers are understood as being external to an

Axiological assumption addressed the teacher's challenges, whether they were the product of the environment or created by the teacher's experiences. This was more on the role of values in research. Therefore, the methodologies the researcher developed were influenced by these three (3) assumptions ontology, epistemology, and axiology. In the essence of philosophical beliefs is the modus operandi or paradigms that researchers use to gather, analyze and interpret data within theresearch.

Qualitative Stance of the Study

To understand the participants' challenges, it is necessary to capture the varied meanings and details of their experiences to view the teacher's challenges on teacher attrition. Merriam (2009) suggests that a basic, interpretive study is the most appropriate type of qualitative research for applied fields and is the most common type of qualitative research conducted in applied fields of practice such as education. The researcher used qualitative methods to explain, clarify and elaborate on the meanings of different aspects of the teacher's experiences in teacher attrition.The researcher can interpret people's experiences because they are involved in human activities.

The researcher anchored the study in constructionism, which underlies what calls an essential qualitative research study. It states that all qualitative research is interpretive, explaining that individuals construct reality through interactions withintheir social worlds. According to Crotty (1998), meanings are constructed as peopleengage with the world they interpret. As a research

various methods were used to collect qualitative data about participants' interactions and experiences related to a phenomenon. Consequently, data analysis happens throughout the data collection process and involves the identification of recurring patterns, or themes, that characterize the data (Merriam, 2009).

Qualitative researchers should be responsive to findings during the early stages of data analysis and willing to relinquish ideas that are weakly supported by the data (Morse et al., 2002). Gay et al. (2006) explain that researchers must be patient andreflective as they strive to make sense of multiple data

sources. During a qualitativestudy, the researcher attempts to narrow, and focus on gradually, critical aspects of the data. Using an inductive analysis process,

Sometimes a conflict between the right to know (defended based on benefits to society) and the right to privacy (advocated based on the rights of the individual) may happen (Bloor & Wood, 2006). However, several effective strategies to protect personal information in this study include secure datastorage methods, removal of identifier components, biographical details amendments, and pseudonyms (applicable to names of individuals, places, and organizations) (Bloor & Wood, 2006). The researcher is responsible for protecting all participants in a study from potentially harmful consequences that might affect them as a result of their participation. It is getting increasingly common for research ethics committees to seek documented proof of consent in a written, signed, and ideally witnessed form.

The researcher holds the information strictly confidential to protect the respondent's identity as there would be no guarantee otherwise (King, Henderson, Stein, 1999). Furthermore, written consent puts the informants at risk in investigating sensitive topics, and audio-recorded oral consent would be more appropriate (Brenner, 2006).

Development of personal relationships with participants may be inevitable while collecting specific data. Therefore, researchers should seriously consider the potential impact they may have on the participants and vice versa, and details of such interactions should be mentioned in research proposals. Overall, the role of the researcher as (a) stranger, (b) visitor, (c) initiator, (d) insider-expert, or other should be well defined and explained Mendieta et al., (2014). They further quoted that preparing an ethical protocol can cover issues in a qualitative researchproject, from planning to reporting

Research Design

To understand better the factors that influence teacher attrition, qualitative research employing a phenomenological design was used. This phenomenological research describes rather than explains the influence of attrition on teachers and to understand the reasons, whether it starts from a perspective free from hypotheses or pre-conceptions. Phenomenology begins with a condition or an experience and, through participants'narration; of either a shared single incident or shared condition, investigates the effects an

perceptions of those experiences. This method examines the phenomena through the subjective eyes of the participants. According to Willis, (2007) as cited by Bound (2011), phenomenology focuses on the subjectivity of reality, continually pointing out the need to understand how participants view themselves and the world around them.

In this study, I described the factors encountered by the teachers regarding attrition in Sawata Ernandcor Central Elementary. Further, it describes the interventions that can be proposed to retain teachers while upholding learner's integrity and the insights derived from the findings are vital to the researcher's decision.

Research Participants

The study participants were ten (10) teachers currently employed in Sawata Ernandcor Central Elementary School who are experiencing challenges in retaining qualified teachers due to attrition. The participants were chosen according to the following criteria: participants must be bona fide teachers in Sawata Ernandcor Central Elementary School, and they are willing to share their stories in teacher attrition. These criteria were selected to ensure that participants had plenty of opportunities and experiences in the phenomenon being studied. Collectively, participants had in-depth experience and challenges in teacher attrition in school.

The researcher utilized purposive sampling since the main interest of this study is to work with small samples to achieve an in-depth understanding of thephenomenon and to create rapport with the participants to obtain authentic, in- depthinformation (Hesse-Biber & Leavy, 2011). Likewise, Creswell (2013) and Lichtman(2012), pointed out that purposive sampling gives the researcher an opportunity tochoose the most effective informant available in the study.

Ethical Considerations

Qualitative research in general, requires the researcher's sense of accuracy and responsibility in managing the data. Bound (2012) as cited by Amorado &Talili,(2016) stated that in most cases, ensuring the data gathered by the researcher from the participants is notable to be self–reflective, have adequacy of data, and adequacy of data interpretation. Considering the nature of qualitative studies, the interaction between researchers and participants can be ethically challenging for the former, as they were personally involved in different stages of the study. Therefore, observation of the specific ethical guidelines in this respect is essential.

In the qualitative study, the individual to be studied need to be well informed of the purposes of the research study and how the results of the study were reported (Bogdan and Biklen, 1998 as cited by Alla 2008). They need to be aware of any burden that may be placed on them, such as the time required for participation withthe researcher in interviews. Teachers were asked to sign an informed consent form. Participants need to know of any potential risks involved in the study (Erickson, 1986).

As a researcher, all information I gathered from the participants should be taken with utmost confidentiality as agreed upon by the participants and the researcher during the study. The virtual meeting with the participants started with the researchers' introduction followed by a discussion and explanation of the purpose of the study. Inform the rights of the participants to participate to avoid misinterpretation of their responses as being affected by stress due to not being adequately prepared. A person's identity and privacy being used in the research can be personally and profoundly harmful, thus, to ensure confidentiality and protection. An informed consent would be necessary, signifying their willingness to share and participate in the research.

Confidentiality would also be maintained when examining the information used in the study, and extra care and anonymity would be taken to ensure the information collected would not harm any participants. Using pseudonyms was also applied to ensure identities were not divulged to the public.

Data Collection

At the outset of the data-gathering procedure, I drafted a letter addressed to the dean of the graduate school Dr. Pablo F. Busquit, asking for permission to conduct my study in Sawata Ernandcor Central Elementary, San Isidro District, Davao del Norte Division. After getting the approval, I forwarded my letter to the principal seeking permission to conduct my study.

Role of Researcher

The role of the qualitative researcher is to find the answers to the research questions proposed in the study through conversations with people. These conversations focus on what is taking place in a real-life setting of teacher attrition in Sawata Ernandcor Central Elementary School. In this endeavor, I explored

Role of Researcher

The teachers' difficulties in leaving and moving from one school to another. This study inspires me because I have been employed as a teacher and have encountered positive and negative experiences and challenges staying in the school, which motivates me to write this study. In qualitative research, my basic role as a researcher is to become the primary data collector and principal investigator. My responsibility is to facilitate and lead the semi-structured face-to-face interview. During the interview, the conversations were recorded with the consent of the participants to ensure actual responses were recorded verbatim. It is also my responsibility to observe the behavior of the participants and a note taker. The collected data was recorded and analyzed and themes came out reflecting the genuine ideas of the research participants.

I am aware of possible biases due to my current professional role and responsibilities as a teacher. However, I used the concept of bracketing, which means holding a phenomenon up for inspection while suspending presuppositions and avoiding interpretations (Hatch, 2002). Lichtman (2006) also said that researchers must place their thoughts in brackets to avoid influencing their thinking about the phenomenon. When words are put in brackets, they are to be set aside and treated as a unit. As a researcher, I am committed to putting my preconceived ideas about teacher attrition.

Data Analysis

For data analysis, I applied Colaizzi as cited by Suryani (2016) seven steps to analyze the data collected in the interview. In the first step, I read each participant's transcription several times to obtain a sense of the research participant's challenges and experiences. The face-to-face interviews were conducted in Tagalog and English. At the completion of the transcription exercises, I took time to reflect on the responses to both the face-to-face interview and the transcription processes. I was vigilant when coming to the analysis process so as not to include 'my story' as part of the findings of the study. Second step, once the revised transcripts of the face-to-face interview were completed, I read through each again to refresh my knowledge of their respective content after which I began identifying the significant statements of the perception, challenges, and experiences of the teacher and parent's untold story. This process involves identifying sentences and phrases that directly relate to the phenomenon under investigation.

Reflecting on the research data accurately, I directly quoted some significant statements from the participants and created meanings relevant to the perceptions, challenges, and experiences of the teacher attrition. Careful consideration of both the explicit and implicit meanings inherent in each statement until the accurate reflection of the intended meanings of the participants was created. To analyze the significant statements, I carefully organized the formulated meanings and created theme clusters that were common across all accounts, and classified them into categories. Finally, I integrated the results into a comprehensive description of the topic and returned it to each participant to verify and confirm the results.

Framework of Analysis

This study employs a qualitative research method. Rigorous and systematic steps are observed in analyzing the information gathered from the teacher participants. Data were analyzed following the steps outlined by O'connor and Gibson (2003) on qualitative data analysis

Organizing the Data. Data are organized in a way that is easy to look at, allowing the researcher to go through each topic to pick out concepts and themes.

Finding and Organizing Ideas and Concepts. Find specific words or ideas keep coming up then organize these ideas into codes or categories.

Building Over-Arching Themes in the Data. Each of the response categorieshas one or more associated themes that give a deeper meaning to the data. Different categories can be collapsed under one main over- arching theme.

Ensuring Reliability and Validity in the Data Analysis and in the Findings. It is more dependable when they can be confirmed from several independent sources. Their validity is enhanced when the formulated meanings and created theme clusters that were common across all accounts, and classified them into categories. Finally, I integrated the results into a comprehensive description of the topic and returned it to each participant to verify and confirm the results.

Framework of Analysis

This study employs a qualitative research method. Rigorous and systematic steps are observed in analyzing the information gathered from the teacher participants. Data were analyzed following the steps outlined by O'connor and Gibson (2003) on qualitative data analysis

Organizing the Data. Data are organized in a way that is easy to look at, allowing the researcher to go through each topic to pick out concepts and themes.

Finding and Organizing Ideas and Concepts. Find specific words or ideas keep coming up then organize these ideas into codes or categories.

Building Over-Arching Themes in the Data. Each of the response categorieshas one or more associated themes that give a deeper meaning to the data. Different categories can be collapsed under one main over- arching theme.

Ensuring Reliability and Validity in the Data Analysis and in the Findings. It is more dependable when they can be confirmed from several independent sources. Their validity is enhanced when the more than one "instrument" measuring the same thing.

The two others steps were done by the researcher in this study and they areWriting which is drafting the output of the data analysis by weaving story of the narratives and literatures and presentation, the thematic and comprehensive presentation of output in an artistic graphs and illustration.
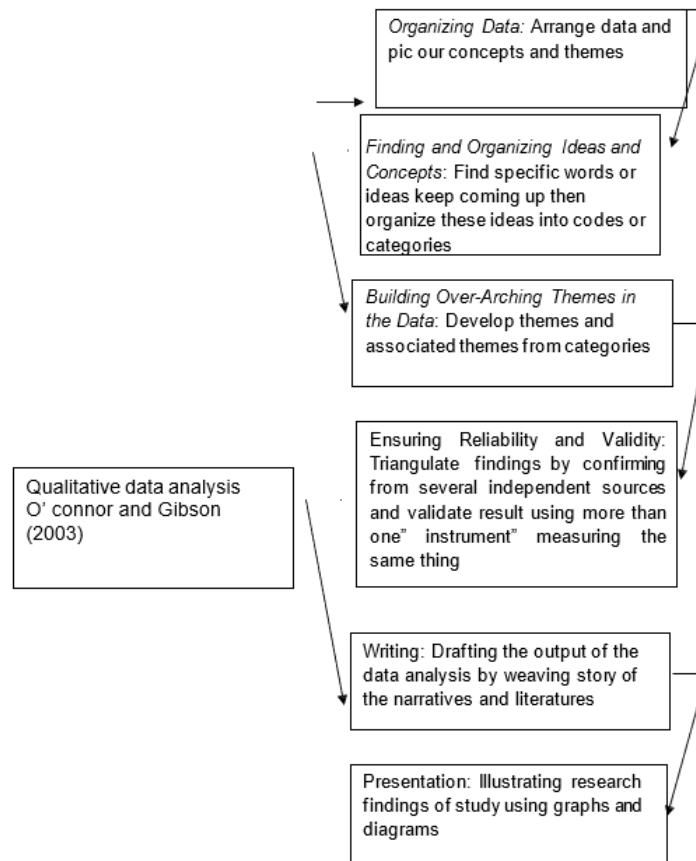
Figure 2: Analytical Framework of the Study

Trustworthiness of the Study

The trustworthiness of a qualitative study can be increased by maintaining high credibility and objectivity. A research definition of trustworthiness is the demonstration that the evidence for the results reported is sound and that the argument made based on the results is strong. In order to maintain high trustworthiness in a qualitative study,Denzin and Lincoln (2003) suggested four criteria to ensure a valid interpretation of data: credibility, transferability, dependability, and conformability.

Credibility contributes to a belief in the trustworthiness of the data through the following attributes: prolonged engagement, persistent observations, triangulations, and member checks. To attain this, I ensured triangulation andmembers checked because they were primary and commonly used methods to address credibility. Member's checks occur when the researcher asks participants to review both the data collected by the interviewer and the researcher's interpretation of that interview data. Participants were generally appreciative of themember check process, and knowing that they have a chance to verify their statements which tends to cause study participants to willingly fill its gaps from earliervirtual interviews. Trust is an important aspect of the member check process.

Transferability is the generalization of the study findings to other situations and contexts. Transferability is not considered a viable naturalistic research objective. The context in which qualitative data collection occurs defines the data and contributes to the interpretation of the data. For these reasons,

generalization in qualitative research is limited. Purposive sampling was used to address the issue of transferability since specific information was maximized in relation to the context in which the data collection occurs. That is, specific and varied information was emphasized in purposive sampling, rather than generalized and aggregate information, which would be the case, generally, in quantitative research.

Dependability is the process within the study that should be reported in detail,thereby enabling a future researcher to repeat the work, if not necessarily to gain the same results. Thus, the research design may be viewed as a "prototype model". Such in-depth coverage also allows the readers to assess the extent to which proper research practices have been followed. So to enable the readers of the research report developed a thorough understanding of the methods and their effectiveness, the text should include sections devoted to the research design and its implementation.

Confirmability is dependent upon the validity; therefore, many qualitative researchers believed that credibility has been demonstrated. It is not necessary to separate and demonstrate dependability. However, if the researcher permits to describe the terms, then credibility seems more related to validity and dependability seems more related to reliability. Sometimes data validity is assessed through the use of a data audit. A data audit can be conducted if the data set is rich-thick so that an auditor can determine if the research situation applies to their own circumstances.

3. Results and Discussions

This chapter presents the various demur, coping mechanisms, and insights of teachers experiencing demur in retaining qualified teachers due to attrition. These teachers are currently employed in Sawata Ernandcor. Their experiences were given meaning through the themes extracted from the transcribed narratives of the ten

(10) teachers as participants. It was summarized in figure form, followed by a comprehensive discussion of each category and theme. The related literature supports the participants' narrative expositions to strengthen the findings. Likewise, the participants' names were not used in this study; their identity was described as P1, P2, P3, and so on. Given these, I could categorize three (3) themes derived from the participant's responses: burnout due to work overload, stress, and lack of administrative support for teachers.

Teachers are front liners in the academe. They must be carefully chosen and recruited in consideration of their ability to contribute to realizing the school's mission and vision. and the Department of Education. However, many teachers leave (leavers), enter, and move within the profession to other schools (movers) teachers' attrition. The movement affects the structure of teachers, the institutional stability of the school, and the demographics and qualifications of the teacher workforce as a whole (Garcia, C, and Slate, J.,2018). Teachers leaving the profession sends a powerful and harmful message to students, parents, and other faculty members (Ingersoll, R., 2017).

Burnout due to workload

Teaching is a rewarding yet demanding career. With extended hours and a heavy workload, it is easy to fall prey to teacher burnout. Without proper assistance, teachers are in danger of being overworked and not taking care of their own mental and physical health needs, according to the American Federation of Teachers' 2017 Educator Quality of Work Life Survey (2017).

The teaching profession involves various job demands, such as multiple meetings that interfere with preparation time, administrative paperwork, and constant reforms and changes that demand re-organization of work tasks that often underpin a perception of a heavy workload. Consider the narrations of participants in the following:

Ok lang sa akoa mag tudlo pero sa kadaghang mga report na amo I submit murag ma libog na ko unsa akong unahon kay naa man due date. . (It is okay for me to teach, however we need to submit bulk of reports. Sometimes I do not know what shall I do first because all is needed on the due date). (P1 &5)

Pressure kayo ko sa deadlines. Sa kadag han trabaho usahay dili nako kakaon, dili ko katulog. (Due to work overload sometimes I could not sleep and eat. I am pressure with the deadlines). (P 2)

*Usahay tungod sa trabaho nako, mag sige ko ug yaw- yaw sa estudyante ug sa among balay. Maapektohan gyud ang akong trabaho. (*Due to work overload I keep on nagging to my students and at home. My work is really affected

Based on the participant's expositions, increased administrative work tasks added demands to a high workload. The high workload is not associated with the

work tasks. The narrations from my participants are anchored on the statements of (Arvidsson et al., 2019) that teachers had to deal with new systems of education and new requirements for educational planning to align the teaching with the goals. This was perceived to cause unplanned changes in the schedule and a higher workload for teachers, especially novice ones.

This further coincides with the idea of Morgan M, Craith DN (2018) who stated that teachers are bombarded with a variety of work can lead them to passivity, low self-esteem, increased frequency of nervous symptoms, and complaints, lack of interest in social activity, and low work performance output.

Teaching is truly a demanding profession. The experience of too much pressure and too few sources of satisfaction developed into a feeling of exhaustion, leading to burnout. During the interview, two participants expressed their sentiments about their perennial work issues to the point of losing self-confidence. They stated that:

Makaingon ko na mag resign nako tungod sa kakapoy. Makabati nako daghang sakit sa lawas. Sometimes I am thinking to resign due to tiredness and I feel body malaise. (P 2)

Bisan akong sarili usahay dili na nako maatiman. Dili nako maka relax uban sa akong pamilya. Usahay mapa sagdan nako akong anak. (Sometimes I cannot attend to myself and my family. I do not have time to relax with them

When the requirements exceed human boundaries and personal capabilities, it causes body malaise, nervousness, exhaustion, and frustration that would change the physical and mental conditions of a normal person as well as their behaviors. Marina (2012) added that workload originating from role overload in the competitive environment contributes to low emotion of employees, delaying work, low team atmosphere, and not obeying rules, further affecting the organizational performance and the employee's centripetal force.

Negative thinking gyud ko. Kanunay ko kabati ug kapoy, feeling nako unfair na kayo ang job sa teacher karon. I feel tired and exhausted thus made me feel think negatively. I feel unfairness in my work

*Sa sobrang trabaho, nawala na akong gana mag apil sa ubang mga activities in school ug sa balay. Nawag an ko ug gana. Mao nang ma apektuhan gyud akong work. (*Due to work overload, I failed to do some works at home and in school. I feel exhausted and no peep to work) .a teacher is clinically depressed, anxious, or experiencing physical illness, they are more likely to retire early.

It was also observed that when teachers display signs of burnout, they can no longer give their best to their students. Morgan M, Craith DN (2018) further emphasized that overwork can lead to passivity, low self-esteem, increased frequency of nervous symptoms and complaints, lack of interest in social activity, and low work performance output.

Aside from my teaching work, I still have to attend to other tasks, such as maintaining good relationships with my colleagues, parents, students, and administrators. Moreso, excessive amounts of paperwork and, at the same time, teaching children compromise the relaxation we need, and lead us to stress.

These teachers experience depersonalization attitudes such as developing pessimistic, cynical, and sometimes callous attitudes toward students, parents, and colleagues (Burke, et al.,2016). Further, they have feelings of diminished personal accomplishment when they fail to help students learn and fulfill other school responsibilities. When teachers are burnout, they are likely to be less sympathetic toward students, have a lower tolerance for classroom disruption, be less apt to prepare adequately for class, and feel less committed and dedicated to their work (Farber & Miller, 2018).

Stress. Teachers are the most important school-based factor in student success, impacting every aspect of students' achievement and overall development. Besides leading academic instruction, teachers create an environment where students interact, collaborate, and build meaningful

Wala ko kakita na importansya ang mga teachers sa school. Gamay ra gyud and supporta sa amoa Labi na sa among professional development. Bisan i recognize ang among accomplishment wala gyud. (I do not see importance from my administrators. Even giving us recognition for our work accomplishments. I received few support from them, especially in terms of our professional turmoil

Gitan-aw nila na maka human gyud ug mga paper works para masubmit on time. (They do not see the worth of the teachers but they concern only on the submission of reports)

The negative Interpersonal relationships from the job can damage the interpersonal relationships at a teacher's home. The participants said it affects them physically and mentally because they cannot leave the stress at work that impacts their life at home with their family. Tomic and Tomic (2018) claim that when teachers are unhappy and feel unsatisfied with the work environment, they prefer to leave their profession because they feel unworthy. This discrepancy in what teachers thought and experienced can be a source of attrition because of unsatisfied existential fulfillment. Likewise, (Demirel E, Cephe P. 2015) agreed that teacher stress affects personal disposition and professional performance.

Stress felt by the teachers means that they are worn out and drained due to accumulated work pressure. Espeland, W.N.; Sauder, M. (2016) elaborated that emotional labor has always been a characteristic of teaching. However, it is set to become even more critical during the new normal situation where the rapid expansion of the teaching service has resulted in shifting normative expectations for teachers. Moreover, (Morris, J.A.; Feldman, D.C. 2016) support that increasing worker engagement is more emotional during interpersonal interactions indicating

Lack of Administrative Support

Teachers are subject to high stress because of issues they experience in their work environment. Because education is a profession filled with relationship building, work overload can cause teachers undue stress. Administrative support is a crucial influence on teachers' psychological well-being. Frustrations and pressures to achieve in school are substantially lessened by social support from significant others, which has a favorable implication on the psychological well- being of teachers. Here are the participants' narration:

Wala man gud mga activities sa school para malingaw ang teacher sama sa team building. (There is no school activity such as team building to unwind from the bulk of work.) (P 6)

Sa akong mga kauban sa school, kami na lang usahay mag marites arong lingaw ug ang akong pamilya ang akong inspirasyon para mag pabilin sa school. (I got support from my colleague and my family that serves as my inspiration in staying in school). (P 5)

The teachers realize that they work because of their family and colleague support. Support and trust of the family are the foundations of a quality relationship. The optimistic and harmonious connection of the family can deepen the level of trust and support that lead to interpersonal attachment (DeAngelis et al., 2013). While praises and encouragement serve as the source e of motivation for teachers, it significantly influences psychological well-being to improve teachers' performance. Darling-Hammond confirmed this, L. (2016) affirms that social support helps individuals reduce the amount of stress experienced and help individuals cope better in dealing with stressful situations.

Managing teachers' attrition

(Maring & Koblinsky, 2015). It was emphasized by (Cropley & Purvis, 2016) that teaching is an inherently stressful profession. Teachers who do not have the awareness or self-discipline to manage their stress often suffer burnout, ruminate about work during their time, become unable to switch off, or become depressed in teaching.

Commitment to the Teaching Profession. Teachers' commitment plays a pivotal role in the effectiveness and success of educational institutions. Dedicated

Managing teachers' attrition

The participants narrated that training and seminars on stress

The key for teachers to have a successful professional life is when teachers can manage stress effectively. Teaching has numerous demands and difficulties to handle. Therefore, teachers must function amid interruptions, ambiguities, and conflicting demands. With the increasing number of mental health cases among teachers, the DepEd launched a series of Mental Health and Psychosocial Support Services (MHPSS) to remind teachers that "It is okay not to be okay" (DepEd et al. (2021). However, teachers were provided lectures and activities to learn more about normalizing feelings, recognizing common and extreme stress reactions, identifying and expressing needs, and guides to practicing positive coping strategies. It was reiterated that feeling anxious, stressed, and overwhelmed is normal and valid during these challenging times (Co of DepEd DRRMS (2020).

Too much pressure can be placed teachers in psychological imbalances as teachers emphasized that more information on positive behavior management training: They believed that: many cases of mental health could have been prevented if the seminars and training had been initialized. The working condition and mental state of teachers would have been great for teaching. Looking back, there were several obvious things I did wrong that might have been prevented with a little aid from training and seminars on stress management ..... maayo ug naay mga continues training on positive mental health management strategies para matabangan gyud ang teachers from work exhaustion. It would be helpful I think if there is continued training and seminars in mental health management to begin their careers successfully.

From the participants' declaration, it can be gleaned that it is vital for teachers to manage their own well-being. We cannot manage pupils and learning if we cannot manage ourselves. Managing stress is essential to teach effectively and help students with their stress around learning. Consequently, for teachers to understand their mental health status and psychological well-being, they must engage in seminars to acquire knowledge about the program (DepED Order No. 36, s. 2013). It can also be construed that workshops and training are essential in the development of a teacher. Professional training can be a mixed bag that often leaves teachers uninspired with no improvement in student learning. On the other hand, training is essential because it reflects the practices that can make a positive difference in student learning.

Considering the global environment, we viewed education not only as a

way of developing people's skills but also as a way of preparing our students to be globally competitive. If schools aim to produce quality graduates, they must develop their teachers to be in optimum health (Padolina, 2014). To do this, a teacher must be psychologically healthy. There are online workshops, training, and classes that teachers could attend as well as on-site workshops and classes (Hill, 2018).

Participants commented that:

... I think many of us were concerned about seminars and training so that we will be updated with the current strategies for coping in a stressful situation especially for us teachers in public schools. (P 6)

Sa trabaho karon sa maestra, need gyud ug stress management seminar para makabalo pud unsaon paghandle sa stressful na sitwasyon. (With our work today, we need more training about stress management so that we will know how to handle the stressful situation. (P 4,6).

With this scenario, DepEd endorses training and seminars to provide programs and support services to enrich teachers entering the profession that has either thrived or failed, depending on their inherent stress management abilities and informal support networks (Maring & Koblinsky, 2015). It was emphasized by (Cropley & Purvis, 2016) that teaching is an inherently stressful profession. Teachers who do not have the awareness or self-discipline to manage their stress often suffer burnout, ruminate about work during their time, become unable to switch off, or become depressed in teaching.

Commitment to the Teaching Profession. Teachers' commitment plays a pivotal role in the effectiveness and success of educational institutions. Dedicated

educators are the heart and soul of any school. Understanding and fostering commitment to the organization is of utmost importance. The participants said they would remain loyal to the school because of their passion for teaching. Here is their narration:

…Bisan sa kadaghan sa akong w*orkload, naa pa gihapon ang akong heart sa teaching. Dream man gud nako ang mahimong maestra. Nag struggle ko pero ganahan man ko, mao mo stay ko sa akong propesyon.* (I dream to become a teacher when I was a child. That is why even I am struggling about the workload, I still would like to stay. This is my passion) (P 3 &5).

Ako ilingaw ako kaugalingon para dili ko ma stress sa workload. Ako gakson ang akong dream of becoming a teacher. Wala koy pag hinulsol. (I just enjoy the moment of being a teacher. I will embrace my responsibility as a teacher. No regreats for me. This is my ambition and dream). P1, 4 &8

Commitment is a significant characteristic of a teacher and a paramount need for the profession of teaching. Teachers' commitment to their profession and the school is vital in mitigating attrition. Committed teachers are more engaged and find fulfillment in positively impacting students' lives. This sense of purpose and job satisfaction reduces the likelihood of seeking alternative career paths (Thompson, 2020). Likewise, committed teachers are better equipped to overcome the inevitable challenges of teaching. Their dedication to their students and profession enables them to persevere through difficult times, preventing burnout Celik and Yeldis (2017).

Teachers' Work-Life Balance. Teachers are bombarded with school works nowadays. The incompatibility between the demands from work and non-work domains resulted in conflict, and consequently, teachers experience a lack of work balance.

Teachers' Work-Life Balance. Teachers are bombarded with school works nowadays. The incompatibility between the demands from work and non-work domains resulted in conflict, and consequently, teachers experience a lack of work balance. Like the sentiments of the participants and said:

Na drain gyud ko. Di ko kabalo unsa ako himuon personal or professional responsibility. Nalibog ko. (I feel drain from my work. I do not know what will I do first. Personal or my professional responsibility?).

supportive and healthy work environment to enable them

Educational Insights

The spillover of the negative aspect of work into teachers' personal life could increase stress leading to job exhaustion, disruption of relationships with family and friends, and loss of enjoyment. Creating and maintaining a supportive, healthy work, family, and school enable teachers to have a balance between work, family, and personal responsibilities, thus strengthening loyalty and productivity. However, a common dilemma for many employees is managing all the competing demands of work and nonwork roles to avoid any adverse spillover effects on their personal lives. The study of Duxbury and Higgins (2015) posited that work responsibilities interfere with the ability to fulfill their duties at home. It further affirms that adequate balance is related to more commitment of workers to remain on jobs, less stress, lower absenteeism, and more job satisfaction for individual workers and the school. At the family level, effective conciliation promotes family cohesion and adaptation, positive parenthood, and satisfied family life. At the personal level, it means lower stress, less depressive mood, less tiredness, and more satisfied health status and life in general. Socially, it means less demand for healthcare for the benefit of individual workers and organizations because of a balance between work, family, and personal life.

The success of any educational organization depends on the teaching staff since the teacher is central to the learning process; hence, the teacher's position is sacred concerning the students and society. However, the teaching profession has been relegated to the background over the years due to the so-called 'greener pastures.'

4. Implications and Future Directions

Shown in this section are the recaps of the findings of the study. It delved into the attrition of public elementary school teachers at Sawata Ernandcor Central Elementary School. The primary part dealt with the factors, revealing that teacher burnout due to work overload, stress, and lack of administrative support for teachers. The imbalance and the incompatibility between the demands from work and family resulted in conflict. Consequently, teachers experience emotional exhaustion and struggles that sometimes lead to leaving the job as a teacher. Despite this, teachers said they chose their profession because of their dreams and passions. Self-acceptance plays an essential role in teachers' well-being. Continuing education opens developments, that reflect various experiences within their work, who can self-critique objectively, and finally, who make plans and evaluate the results of their programs.overcome the tensions and challenges that come across during their work at school during a stressful time to maintain teachers decisions to move out and leave their profession.

Implications

Teacher attrition burdens educational institutions with added recruiting and hiring costs. Teacher turnover has an enduring impact on the productivity of the school. It creates an urgent need for replacement, resulting in the organization incurring a certain amount of tangible expenditure. High rates of teacher attrition disrupt program continuity and planning. It creates significant decreases in student performance, indicates underlying problems, and disrupts the effectiveness of schools in a way that schools are having difficulty finding substitute teachers to fill in for teacher absences.

Future Directions

This study is conducted on a small scale or scope. It is encouraged that parallel studies may be performed in a broader range to verify their findings. A thorough and more in-depth inquiry into managing teachers' attrition is recommended to find meaning to the teachers on how they manage stress and work-related attrition with the challenges of ensuring among the teachers better work-related well-being to have more extraordinary adaptability and in a lesser degree of psychological collapse.

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