SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 3 | March 2025 - Peer Reviewed Journal

UNVEILING THE STRATEGIES OF SCHOOL HEADS IN ADDRESSING RESIGNATIONS OF TEACHERS

Jessa Mae A. Lacaden
Master of Arts in Educational Management, St. Mary's College of Tagum, Inc.
Graduate School Department, Tagum City, Philippines

Article DOI: https://doi.org/10.36713/epra20710
DOI No: 10.36713/epra20710

ABSTRACT

The purpose of this qualitative-phenomenological study was to unveil and understand the School Heads lived experiences in addressing teacher resignations, divulge the experiences, coping mechanisms and insights of public-school heads having experience teacher resignations. It comprised of ten (10) participants selected using a purposive sample technique, with (10) public school heads in an in dept interviews. The data analysis employed data coding and thematic analysis. For the public-school heads, there were issues emerged from the problem namely: understanding teacher departure, managing teacher resignation and retention, teacher resignation management and support, managing transitions and communicating effectively when teachers resign, and challenges and concerns during teacher resignation and transition. To address the issues, school heads mentioned ways: enhancing workplace conditions and career growth, support and feedback, teacher retention and well-being strategies, teacher professional development and growth, and administrative support for teachers. They also cited insights that they could share to others, namely: supporting teacher well-being and success, strategies for teacher retention and satisfaction, creating a positive and sustainable teaching environment, fostering a supportive and collaborative work environment for teacher retention, and teacher welfare and compensation reforms. The results are deemed significant to teachers, learners, DepEd officials, administrators, and future researchers to give awareness and to develop best practices in accomplishing the dual roles of being a teacher and a district coordinator to attain high quality teaching and leadership development.

KEYWORDS: *School Heads, Strategies, Leadership Practices, Qualitative-Phenomenological, New Corella, Davao Del Norte.*

INTRODUCTION

The resilience of educators in the face of adversity stands as a cornerstone of educational stability and quality. The shortage of new licensed educators is a global problem that depletes the pool of future leaders and skilled workers in national labor markets. Therefore, to address problems, there is a critical need to comprehend how school heads, as frontline leaders, adapt and build resilience in the face of this recurring issue. It seeks to uncover the strategies they employ to retain teachers, mitigate the negative effects of their departures, and ensure the smooth operation of their schools despite these staffing challenges.

In Malaysia, according to the most recent Programmed for International Student Assessment (PISA) research, Malaysia ranks 52nd out of 70 Organization for Economic Co-operation and Development (OECD) nations. As stated by Martinez and Villar (2020), low educational quality in Malaysia can be attributed to concerns with teacher retention and competency. In Israel, some experts have proposed that principals' behaviors can be a significant factor influencing teachers' intention to leave (Johnston, 2021). Intent to quit closely correlates with turnover, making it a useful indication of organizational stability and performance

Furthermore, in the United States, around 8% of the workforce exits the teaching career (Goodwin, 2020). A severe scarcity of competent instructors exists worldwide, according to a 2020 report published by the United Nations Educational, Scientific, and Cultural Organization (UNESCO).

In the Philippines, the Department of Education also noted to be dealing with a teacher resignation crisis. In Cagayan, as stated by Pitpit (2020) since 2016, 162 teachers, or more than 63% of new instructors, have left the school district annually. School Heads on high teacher turnover will not only costs school districts additional funds but according to Earl (2021), fulfilling duties can have a negative impact on school atmosphere, culture, and student learning.

Moreover, the impact of the situation is keenly felt within the local setting of the Division of Davao del Norte, particularly in the District of New Corella. Through personal observations and discussions with school heads, it becomes evident that the resignation of teachers has imposed significant burdens and emotional distress. These conversations illuminate the struggles faced by schools

SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 3 | March 2025 - Peer Reviewed Journal

as they grapple with the loss of educators, highlighting the ripple effects that extend beyond mere vacancies to encompass both logistical challenges and emotional strains within the educational community.

PURPOSE OF THE STUDY

The purpose of this phenomenological study was to unveil and understand the School Heads lived experiences in addressing teacher resignations in New Corella District, Division of Davao del Norte. The study explored the leadership practices, resource allocation strategies, and collaborative approaches utilized by school heads to mitigate the impact of teacher attrition and foster a stable and effective teaching workforce.

At this stage of research, the central phenomenon of "addressing teacher resignations" refers to the multifaceted strategies, actions, and approaches employed by school heads, in responding to and managing the resignation of teachers within their educational institution.

Research Questions

1. What are the strategies of school heads in addressing teacher resignations?
2. What are the lived experiences of school heads in utilizing strategies in addressing resignations of teachers?
3. How do school heads cope with challenges they encountered in addressing resignations of teachers?
4. What are the insights of school heads on addressing resignations of teachers that can be shared with others?

METHODS

This study had used a qualitative research design with phenomenological approach. Creswell (2018) stated that the term "qualitative research" encompasses a range of theoretical perspectives, including but not limited to narrative, phenomenology, grounded theory, action research, case studies, ethnography, historical research, and content analysis.

Participants in this study were 10 school heads in New Corella District from various educational institutions that have experienced and managed teacher resignations. The number of participants chosen for the study adhered to Creswell and Poth's (2017) advice of having a minimum of three and a maximum of fifteen participants for a phenomenological investigation. Moreover, quality—rather than quantity is thought to be the most pertinent and significant factor in qualitative research. Therefore, in this study, there were 10 participants who has been interviewed.

REVIEW OF RELATED LITERATURE

Resignations of Teachers

According to Pagani et al. (2021) Resignation is the final step in a process that involves various types of leave, from short absences like absenteeism to longer periods without pay within the teaching network, leading up to a transfer request to another school within the same network. Chowdhury (2020), highlighted that stress caused by resignation is a psychological constraint that arises from negative emotions experienced in a stressful work environment.

On the other hand, Cunha (2021) explained that a high turnover rate has a negative impact on the pedagogical organization of schools, making it challenging to arrange lessons and consolidate group projects effectively. This has an impact on the educational process. Barbosa et al. (2020), stated that given the complex demands of their professional performance, teachers are working more, both in and outside of the classroom, with lower wages and in more precarious conditions.

Factors Affecting Teachers' Resignation

School administrators can affect teachers' decisions to stay in school and in the profession by assisting them in overcoming instructional obstacles and appreciating the joy of teaching their students (Kindall et al., 2020).

According to Asenso-Okyere (2023) Diverse employment, a culture that values work-life balance, competitive pay, and chances for career advancement are just a few of the elements that help create a welcoming workplace environment. Additionally, Aulia and Haerani (2023) talk about how instructors require flexible work arrangements to increase retention, pointing out that a lack of flexibility is one of the reasons why teachers quit their jobs. Furthermore, some worry that demanding work environments may discourage some aspiring teachers from pursuing a career in education (Carver et al, 2021; Steiner & Woo, 2022). This emphasized how important it is to deal with the causes of school heads' and teachers' work-related stress in order to enhance their wellbeing

Effects of Teacher's Resignation

The resignation of teachers in a school can have significant effects on both students and the overall educational environment. It often leads to disruptions in the continuity of instruction, as finding suitable replacements may take time, causing gaps in learning (Walker, 2023). This turnover can also impact student morale and engagement, as relationships with teachers play a crucial role in

SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 3 | March 2025 - Peer Reviewed Journal

academic success and social development (DeMatthews et al., 2022). Overall, teacher resignations can strain resources, disrupt routines, and potentially hinder the quality of education provided to students.

Strategies of School Heads in Dealing with Teachers' Resignation

Yasyakur (2019) exhibited democratic leadership by acting and making decisions slowly and by always consulting others. In this case, the school head of an educational institution needs to have a plan in place for how he will fulfill his duties as a leader. Also, Chakanyuka (2022) explained that the ability to use contingent plans to effectively run schools by implementing strategies that promote teaching and learning is one of the core qualities of effective school leaders. Sims and Allen (2019), stated that a supportive school head leadership is critical in creating favorable work environment and changing school culture so that teachers feel empowered to develop resilience. Ghasemi (2024) emphasizes the need for strategic task reallocation and schedule adjustments to balance workloads. Additionally, Levin et al. (2020) identify supportive leadership and collaborative school culture as key factors in improving teacher attendance.

RESULTS AND DISCUSSIONS

Table 1
Major Themes and Core Ideas on The Strategies of Public-School Heads in Addressing Resignations of Teachers

MAJOR THEMES	CORE IDEAS
Enhancing Workplace Conditions and Career Growth	• searching for a better opportunities and better compensation • experiencing excessive workload • prioritizing personal and family needs • lacking career growth • struggling with student behavior • dealing with workplace conflicts
Support and Feedback	• constant open communication and conduct regular meetings • holding a regular survey and conduct checking on teachers • annual Gathering and Team building • mentoring and Coaching in a face-to-face approach
Teacher Retention and Well-being Strategies	• building a good relationship with teachers and provide a healthy atmosphere in school • conducting a team- building and wellness program • taking proactive steps and providing fair and clear workload distribution • promoting open communication by listening to teachers and recognizing their efforts • reminding the culture of respect
Teacher Professional Development and Growth	• encouraging teachers to pursue further studies • care receive the proper training and provide financial assistance or sponsorships for seminars and workshops • include their professional growth goals in the individual development plan and have a mentoring program • supporting action research projects or programs implemented by teachers and conduct school-based training • making it a point to recognize teachers who show effort
Administrative Support for Teachers	• using of school MOOE fund and management workshop • providing office supplies for teachers • giving a clear guidelines and priorities • mental health support and counselling services and wellness program

Enhancing Workplace Conditions and Career Growth

I have a teacher who resigned, and the main reason was to search for a greener pasture. As we all know, opportunities abroad often offer more compared to what is available here in our country. They also have the right to choose what is best for them and what will benefit their future. IDI-01

SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 3 | March 2025 - Peer Reviewed Journal

One major reason teachers resign is burnout from excessive workloads and long hours. The overwhelming amount of paperwork, often with urgent deadlines, adds to the stress. On top of that, additional requirements are sometimes expected even on weekends, leaving teachers with little time to rest and recharge. IDI-02

Teachers resign due to insufficient opportunities for professional growth and career advancement. And, of course, the biggest factor is salary, which remains a major concern. IDI-06

Many educators sought better opportunities due to low salaries and limited career advancement, while excessive workloads and student behavior challenges contribute to stress and burnout. Teachers' job satisfaction was strongly correlated with their professional performance, including absenteeism and turnover intentions, according to a study by Wartenberg et al. (2023).

Also, Anog et al. (2024) investigated the connection between teachers' retention, job satisfaction, and school dedication in Cebu, Philippines. The study found that while pay, administrative assistance, and opportunity for professional development were important factors, working circumstances had a significant impact on teachers' decisions to remain.

Support and Feedback

I communicate with my teachers through regular one-on-one meetings and maintain an open-door policy for approachable and honest discussions. IDI-01

I treat them as family, so I ensure an open-door communication policy so my teachers can approach me anytime they have a problem. IDI-03
We organize team-building activities to create a comfortable space for open communication. IDI- 07

Support and feedback played crucial role in teachers' decisions to stay in or leave their profession. Base from the responses of the school heads, they emphasized crucial tactics for creating a cooperative and encouraging work environment for educators.

Meanwhile, the significance of organizational support in improving teachers' job happiness and well-being had seen highlighted by recent studies. According to a Wang (2024) teachers' commitment and job satisfaction are greatly influenced by their perceptions of organizational support, which included elements like peer and supervisor support. Also, the associations among social support climates, teacher self-efficacy, emotional tiredness, and job satisfaction were also examined by Gonzales et al. (2020) that claims, higher teacher self-efficacy, work happiness, and less emotional weariness are linked to a supportive environment from peers and supervisors

Teacher Retention and Well-being Strategies

We regularly conduct team-building activities to strengthen the camaraderie and teamwork among our staff. I find this very effective because it allows us to see their enthusiasm and willingness to work both as a team and as individuals. IDI-02
Handling a big school, I ensure fair and clear workload distribution, of course, to avoid burnout among teachers IDI-06
In our school, we organize wellness programs such as Stress Management workshops, with our mental health coordinator taking the lead to promote teachers' well-being. IDI-10

According to Collie (2023) a positive relationship with students and leadership that support autonomy significantly impact a number of elements of teacher well-being, such as vitality, engagement, and professional development. According to the study, school administrators can improve teachers' sense of support and agency at work and, consequently, their general well-being by encouraging teachers' self-initiative and empowerment and excellent teacher-student connections.

Furthermore, teachers are more likely than other working adults to experience job-related stress and burnout, according to Avola et al. (2025). In order to increase teacher retention and well-being, the poll highlights the necessity of structural reforms, such as lowering workload and enhancing support networks

Teacher Professional Development and Growth

Tteachers are encouraged to pursue further studies. In fact, some of my teachers have already enrolled in their master's degrees after being motivated to do so. I also send them to trainings and seminars that help enhance their skills and knowledge. IDI-01

We include their professional growth goals in the Individual Development Plan (IDP) to ensure that their direction is clear and for me to be aware of their aspirations. I also thoroughly review the Part 4 of their IPCR, reading it carefully to understand their strengths, weaknesses, and goals.IDI-06

SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 3 | March 2025 - Peer Reviewed Journal

I make it a point to recognize teachers who show effort in their professional growth and innovation. I also consistently encourage them to keep their doors open to opportunities, such as pursuing graduate studies or participating in coaching and training program. IDI-10

The value of organized professional development in improving instructors' teaching methods and general efficacy has been emphasized by recent studies. The International Journal of Advanced Academic Studies released a survey by Mammadov (2024) that looked at the effects of professional development programs on instructors' teaching strategies, classroom management, and student involvement. According to the research, teachers must have access to continual professional development opportunities in order to improve classroom procedures and student outcomes.

In the same way, Esguerra and Quinito's (2025) study in the International Journal of Research and Scientific Innovation investigated the connection between school leadership management and teachers' professional growth. According to the study, favorable professional development opportunities influence instructional methods, job satisfaction, and professional development.

Administrative Support for Teachers

At the beginning of the school year, we establish clear guidelines and priorities to avoid overwhelming administrative tasks, especially when it comes to the coordinatorships that have been assigned. IDI-06

We provide wellness programs, such as Zumba sessions and stress management workshops, to maintain their mental health. This is made possible through the help of the mental health coordinator in line with the mental health program in our school. IDI-07

Toropova et al. (2020) investigated how administrative assistance affected teachers' job satisfaction and intention to stay in the field. According to the study, teachers' intentions to remain in the classroom were influenced by administrative support, which was the most important predictor of job satisfaction. Moreso, the importance of administrative support in improving teachers' job happiness and well-being has been highlighted by recent studies by Tosun and Bostancı (2024) that looked at the role of administrative support as a mediator in the relationship between teachers' leadership levels and their views of organizational support.

Table 2
Major Themes and Core Ideas on The Lived Experiences of School Heads in Utilizing Strategies in Addressing Resignations of Teachers

Major Themes	Core Ideas
Understanding Teacher Departure	• challenging and often struggle to find replacements • successfully convinced a teacher not to resign • feeling disappointed of losing excellent teachers • combining classes to manage the workload and conduct exit interview
Managing Teacher Resignation and Retention	• looking for replacement, show empathy and listen to understand • conducting exit interviews, review and improve policies • managing the impact and ensure classes and operation are un affected • recommending advancement opportunities and offer guidance and advices
Teacher Resignation Management and Support	• holding one-on-one meeting and engage to have stand-by teacher ready • weighing options and conduct exit interviews • implement mentoring programs and recognize teachers' effort • addressing work-life balance issues and workload concerns
Managing Transitions and Effective Communication	• involving clear, open and, transparent communication • discussing the resignation in the PTA meeting • coordinating and collaboration • conducting of consultation meetings
Challenges and Concerns During Teacher Resignation and Transition	• hardship in finding a qualified replacement • balance workloads, coordinatorship and no immediate replacement • addressing the root cause and maintaining the morale • finding suitable replacement

SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 3 | March 2025 - Peer Reviewed Journal

Understanding Teacher Departure

I often struggle to find replacements, especially for specialized subjects or majors, particularly when I've already seen the teacher's capabilities. However, being proactive is essential. IDI-02

I always make sure to conduct exit interviews to understand the root causes of the resignation and work to prevent similar issues in the future. IDI-10

Developing successful retention strategies requires an understanding of the causes of teacher departures. The creation of a standard exit survey to determine why instructors leave the field was the subject of a study by Naff et al. (2022). Retirement, personal reasons, teacher preparation, pay and benefits, career development or higher education, community, district, and accountability contexts were among the major reasons for teacher attrition identified by the study.

Similarly, Ismail and David (2024) explored the role of school support systems in promoting teacher retention through professional development plans. The study emphasized that a comprehensive support system, including benefits, career growth opportunities, mentoring, and a conducive work environment, enhances teacher job satisfaction and long-term commitment.

Managing Teacher Resignation and Retention

I ensure a smooth transition by delegating the resigning teacher's tasks to other staff or immediately looking for replacements, such as LSB teachers or substitute teachers IDI-03

One of my responsibilities is conducting exit interviews to understand the reasons behind their resignation and gain insights to improve the school environment. IDI-02

My responsibility also includes recommending and supporting career advancement opportunities to prevent other teachers from leaving. IDI- 09

In order to determine the reasons why teachers quit their jobs, Räsänen et al. (2020) looked at the creation of a standard exit survey. According to the study, retirement, personal reasons, teacher preparation, pay and benefits, career development or higher education, community, district, school, and testing and accountability contexts are among the common causes of teacher attrition. Also, the function of school support systems in encouraging teacher retention through professional development plans was also investigated by Olsen and Huang (2020). According to the study, a full support system that includes mentorship, career progression possibilities, benefits, fair pay, and a positive work atmosphere improves teachers' job satisfaction and long-term dedication

Teacher Resignation Management and Support

I hold one-on-one conversations with teachers who are planning to resign to explore what can be done to prevent their decision IDI-02

I implement mentoring programs for new teachers to reduce turnover, especially during the early stages of their careers. IDI-06I prioritize addressing workload concerns and providing additional support when this is the reason for a teacher's resignation. IDI-04

In order to determine the reasons why instructors quit their jobs, Amitai and Van Houtte (2021) looked at the creation of a standard exit survey. According to the study, retirement, personal reasons, teacher preparation, pay and benefits, career development or higher education, community, district, school, and accountability contexts are among the common causes of teacher attrition.

Furthermore, the function of school support systems in encouraging teacher retention through professional development plans was also investigated by Booth et al. (2021). According to the study, a full support system that includes mentorship, career progression possibilities, benefits, fair pay, and a positive work atmosphere improves teachers' job satisfaction and long-term dedication

Managing Transitions and Effective Communication

I ensure transparent communication with teachers, administrators, and parents by sharing necessary information about the resignation and its impact. IDI-02

I conduct consultation meetings with the admin team, our District Supervisor, and the division to identify immediate solutions and avoid disruptions. IDI-09

I discuss the resignation with parents during PTA meetings in a way that doesn't cause worry or confusion. FGD-04

SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 3 | March 2025 - Peer Reviewed Journal

A solid learning environment depends on managing teacher resignations well and making sure that transitions go smoothly. According to a study by Nguyen et al. (2021), teachers' well-being, job satisfaction, intentions to leave, and actual resignations are all strongly correlated with the conditions under which they operate.

Furthermore, the importance of interpersonal communication and conflict resolution in raising teacher job satisfaction is shown by research by Andoko et al. (2023). Resignation rates can be decreased by fostering a good work environment by implementing mentoring programs and acknowledging teachers' efforts. Additionally, Anastasiou and Garametsi (2021) shows that job satisfaction is greatly impacted by good leadership and conflict management, indicating that resolving workload and work-life balance issues might help retain teachers.

Challenges and Concerns During Teacher Resignation and Transition

As experienced, I sometimes struggle to balance the workload of the remaining teachers so they don't get overworked after a resignation. Because replacements don't come in right away. IDI-04

I guess one of the challenges for me is feeling disappointed when the teacher who resigns is really good at mentoring and teaching. IDI-07

When a teacher resigns, the school head faces several challenges. First, time and effort must be spent finding a replacement. Second, if the division's planning section determines that the teacher-to-pupil ratio does not justify hiring a new teacher, it becomes a bigger problem. In such cases, the school head may be forced to implement multigrade classes to manage the situation. IDI-08

Finding a suitable successor is challenging, which emphasizes the continuous teacher shortage and the challenge of preserving the caliber of instruction. The difficulty of successfully managing teacher turnover is illustrated by the emotional toll of losing cherished teachers and the pressing need to find a qualified replacement

According to a study by Fazackerley (2025), high rates of ongoing teacher turnover make it difficult for schools to establish and maintain crucial organizational characteristics like a supportive school climate, trust, and a common goal. According to Webster (2024), in order to control their costs, schools want to fire instructors and teaching assistants, undercutting initiatives to raise student achievement through teacher recruitment. This problem is made worse because many instructors quit their jobs within three years, which puts more strain on the remaining employees and increases their risk of burnout.

Table 3
Major Themes and Core Ideas on the Coping Strategies of School Heads in Facing the Challenges Encountered in Addressing Resignations of Teachers

Major Themes	Core Ideas
Employing Educational Management	• conducting a regular feedback session • creating school action plan • implementing mentoring program • aligning interests and actual needs of teachers • contacting division office to ensure teacher replacement
Enhancing Workforce Stability Through Strategic Planning	• improving policies and institutional support • providing professional growth development • enhancing work-life balance and flexibility • fostering collaboration and team engagement • encouraging continuous communication and improvement
Managing Teacher Workload and Absence	• reassigning task and reorganize class schedules • making sure that teachers are not overworked • assisting in teaching and handle the class • creating wellness program and support groups • combining of classes • creating replacement process and strengthen teamwork
	• approving of our school-based programs and LAC sessions. • holding professional development programs support • funding wellness programs for teachers • sharing of best practices • LGU provide resources and technical assistance.

SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 3 | March 2025 - Peer Reviewed Journal

Providing Support Systems for Teachers and Schools	• providing moral support by stepping in to mentor and guide them • collaborating with the community by sharing our post, and the barangay included this request in their meetings
Engaging with the Stakeholders and Partners	• holding regular meetings and collaborate with department heads • conducting PTA meetings and remain open to all stakeholders • listening to suggestions from stakeholders, such as community leaders • having a regular sessions and meetings with the BLGU and work with our local government offices • communicating with division administrators to get approval for action plans, policies, and strategies

Employing Educational Management

I conducted regular feedback sessions to assess whether the retention strategies are effective. IDI-01
We implemented mentoring programs focused on helping new teachers so, they don't struggle. IDI-05
We organize team-building activities to improve morale and teamwork among teachers. We also get approval for training designs from the division to secure a budget for our programs. IDI-10

School policies and practices are sure to be responsive to the realities of teaching when interests and actual needs are aligned. Positive school culture, encouraging administration, robust professional development, mentorship programs, and classroom autonomy are the five in-school elements that Flores and Shuls (2024) identify as impacting teacher retention.

Furthermore, Grissom and Bartanen's (2019) study emphasizes principal leadership as a strong predictor of teacher retention, pointing out that stable teaching workforces result from good leadership practices

Enhancing Workforce Stability Through Strategic Planning

I introduced flexible work arrangements so that teachers can better manage their personal and professional lives. IDI-09
We organize team-building activities to improve morale and teamwork among teachers. We also get approval for training designs from the division to secure a budget for our programs. IDI-10
I make sure that there is open communication with everyone to provide immediate solutions to any problems that arise. IDI-07

Positive school culture, encouraging administration, robust professional development, mentorship programs, and classroom autonomy are the five in-school elements that Flores and Shuls (2024) identify as impacting teacher retention. They propose that school administrators can improve teacher retention by concentrating on these areas.

Additionally, Aulia and Haerani (2023) talk about how instructors require flexible work arrangements to increase retention, pointing out that a lack of flexibility is one of the reasons why teachers quit their jobs. These studies highlight how crucial strategic planning is to establishing a positive workplace culture that improves teacher retention.

Managing Teacher Workload and Absence

I collaborate with department heads to check and reorganize class schedules and ensure that no subjects are left unassigned. IDI-03
I personally handle the class if there are no available teachers or if there is a gap while waiting for a replacement. It's less than ideal, but I use this opportunity to collaborate with parents to manage their expectations during this transition period. IDI-09

I always remind my teachers that work-related or even personal stress can be reduced through wellness programs and support groups, since we have a Mental Health Coordinator who is willing to assist or help. IDI-07

Recent studies by Ghasemi (2024) emphasizes the need for strategic task reallocation and schedule adjustments to balance workloads. Additionally, Levin et al. (2020) identify supportive leadership and collaborative school culture as key factors in improving teacher attendance. The study suggests that administrative support and fostering teamwork can lead to reduced absenteeism.

Furthermore, X. Wang et al. (2024) study on teachers' instructional workload management found that effective workload management positively impacts teaching efficacy. The research indicates that strategies such as task reallocation and administrative support can enhance teachers' instructional effectiveness.

SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 3 | March 2025 - Peer Reviewed Journal

Providing Support Systems for Teachers and Schools

The administrative staff from the district and some division office members actively helped organize training sessions and implement new policies, which also sped up the approval of our school-based programs and LAC sessions. IDI-02

The local government, our LGU here, has provided resources and technical assistance. That's why the LSB (Local School Board) teachers are funded by them, to help address the concerns of the schools.IDI-07

Through online platforms, we post updates on our page, especially when we're looking for additional teachers or those willing to join LSB at our school, which is a bit far from the center. The community helped by sharing our post, and the barangay included this request in their meetings. IDI- 10

A collaborative atmosphere is created by exchanging best practices, and ongoing development is promoted by candid criticism. External support methods are highlighted by the participation of local government entities that provide resources and technical assistance.

This comprehensive strategy guarantees that teachers have the instructional direction and emotional support they need to succeed in their positions. Schools may create cultures where instructors and students flourish intellectually and personally by incorporating these components into their learning environments (Franklin & Harrington, 2019).

Engaging with the Stakeholders and Partners

Here, we engage the parents during PTA meetings to discuss their concerns and inform them of our plans to maintain quality education despite teacher resignations. IDI-02

I ask for support, especially from floating teachers and those who are not advisers, to volunteer for non-teaching tasks like organizing events. IDI-04

I consistently communicate with division administrators to get approval for action plans, policies, and strategies that can improve the whole school system and enhance teacher retention. IDI-10

Current studies underscore these topics' importance by emphasizing how cooperative endeavors impact learning settings. Collaborative methods highlight how student participation in various circumstances is impacted by perceived teacher support (Fong et al., 2019).

Also covered by Popova et al. (2021) are more general trends in education, such as the value of outside collaborations for teachers' professional growth. These studies show how incorporating community participation and partnerships into school operations can improve student outcomes and teacher well-being by offering the resources and moral support required for efficient education delivery.

Table 4
Major Themes and Core Ideas on the Insights of School Heads in addressing resignations of teachers

Major Themes	Core Ideas
Prioritize Teachers' Well-Being	• building a good relationship towards teachers and stakeholders • prioritizing the mental health and well-being of teachers is truly essential • organizing wellness activities, like stress management workshops, plays a big role in teacher retention • fostering a supportive school environment • flexibility and work-life balance • providing regular mental health support services and wellness programs
Provide Professional Development Opportunities	• providing professional development opportunities to teachers • providing opportunities for professional growth, such as workshops and training, is a significant factor in encouraging teachers to stay • Investing in professional development opportunities • providing opportunities for professional growth
	• giving regular recognition to the achievements of teachers really helps in retaining them • offering competitive salaries and benefits from the DepEd agency is a major factor in retaining teachers in the institution

SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 3 | March 2025 - Peer Reviewed Journal

Enhance Teacher Satisfaction and Retention	• creating a good and collaborative work atmosphere, and mentorship program. • encourage teachers not to resign is by taking key actions • DepEd should consider giving teachers a more flexible workload
Create Positive and Sustainable Teaching Environment	• mentoring programs for new teachers are effective • fostering a positive and collaborative work environment, along with open communication, makes teachers feel valued and supported • Involving teachers in the decision-making process • sharing best practices and collaborating with other schools can strengthen the educational community
Provide Opportunities for Open Communication among Teachers	• open communication at all levels is very crucial • open to suggestions and feedback • open communication and listening to teachers • open communication and showing empathy to your teachers are very important
Foster Supportive and Collaborative Work Environment for Teacher Retention	• focus on creating a supportive work environment • much as possible, we must provide our teachers with the support system • hold regular meetings and collaborate with stakeholders • implement programs that include stress management and wellness activities for teachers
Improve Teacher Salaries	• review the salary scale and benefits and aligning teachers' compensation with the current inflation rate • increase funding for school facilities and resources, including salaries • salaries should be increased to compensate for the workload

Prioritize Teachers' Well-Being

As a school head, we should really build a good relationship with the teachers, parents, and all stakeholders. We should also check on them from time to time to ensure there is open communication. This way, we can be aware if they have certain plans. Or perhaps they are already feeling stressed because the school head is being too strict, which is not good. IDI-01

It is important to have a support system and always encourage your teachers. I have also seen that it is really necessary to prioritize the mental health and well-being of the teachers. IDI-04

(I have seen that flexibility in work and providing a balance between work and life have a huge impact on a teacher's decision to stay. IDI- 07

According to Smith and Gillespie's (2023) research, teacher assistance is essential for fostering students' engagement and well-being in the classroom. For example, studies show that fostering teachers' social and emotional competencies can improve their motivation, job satisfaction, and ability to establish supportive learning environments. Further, the importance of these themes is further highlighted by recent research that shows how different factors affect teachers' well-being. According to Wong et al. (2023), there is a greater emphasis on comprehending instructors' abilities to control their emotions and how these affect their job satisfaction and students' academic performance.

Provide Professional Development Opportunities

I learned that providing professional development opportunities, giving recognition, and emphasizing open communication will significantly help in retaining teachers. IDI-03

I realized that providing opportunities for professional growth, such as workshops and training, is a significant factor in encouraging teachers to stay IDI-05

Invest in professional development opportunities for your teachers without favoritism, so they feel valued and supported in their growth. IDI-06

Providing professional development opportunities is essential for both employee satisfaction and organizational success. Engaging in continuous learning allows employees to acquire new skills, stay updated with industry trends, and advance in their careers (Sorn et al. 2023). Organizations that invest in their employees' development foster a culture of continuous improvement and innovation. Such investments lead to increased employee engagement, loyalty, and overall productivity

SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 3 | March 2025 - Peer Reviewed Journal

Enhance Teacher Satisfaction and Retention

For me, I learned that giving regular recognition to the achievements of teachers really helps in retaining them. It's about letting them feel valued and supported. IDI-02

I learned that fostering a positive and collaborative work environment, along with open communication, makes teachers feel valued and supported. IDI-06

The only way a school head can encourage teachers not to resign is by taking key actions. First, listen to the teachers. Second, provide them with the support they need. Third, as a leader, ensure that you create a healthy organizational structure. I always emphasize the importance of balancing workloads, managing coordinatorships, and providing flexibility. These are essential to avoid burnout and to help teachers feel more motivated and supported. IDI-08

According to Sahito and Vaisanen (2019), sustaining teachers requires a variety of factors, including incentives, working environment, professional development opportunities, job dedication, and job happiness. For example, studies show that workplace conditions significantly impact teacher retention. Improving teacher retention and satisfaction requires effective leadership techniques, including fostering teacher capability and offering assistance.

Additionally, by enhancing work-life balance, flexible scheduling choices can help districts attract and retain teachers (Morton & Maresh, 2024). Together, these results show that schools can increase teacher retention by attending to the requirements of individual well-being through opportunities for professional development and supportive environments.

Create Positive and Sustainable Teaching Environment *I learned that fostering a positive and collaborative work environment, along with open communication, makes teachers feel valued and supported IDI-06*

I have learned that involving teachers in the decision-making process, building good relationships with them, and maintaining constant communication, even as simple as asking, 'How are you? helps them feel valued and motivates them to stay. IDI-10

I realized that sharing best practices and collaborating with other schools can strengthen the educational community in addressing teacher retention. IDI- 09

Mentoring programs and professional development opportunities are crucial for improving teacher retention and job happiness. Effective mentoring, especially for teachers of color, offers crucial assistance that promotes their performance and retention (White, 2024). Similarly, Briscoe (2019) discovered that mentorship programs greatly enhance professional growth, mental health support, and teacher retention rates.

Toropova et al. (2020b) suggest that improving teachers' working conditions, including enhancing collaboration and participation in school decisions, can effectively address teacher turnover. Furthermore, Belay et al. (2022) highlight that collaborative professional learning, where teachers work together and share best practices, is linked to improved teaching efficacy and increased job satisfaction.

Provide Opportunities for Open Communication among Teachers

I really realized that open communication at all levels is very crucial in preventing teacher resignations. IDI-02
This happened with one of my teachers who planned to resign. I talked to her privately about the risks of going abroad and encouraged her to think it through. Thankfully, she changed her mind. It proved to me that open communication and listening to teachers' concerns can prevent potential resignations. IDI- 01

Based on my experience, my advice is, never forget that open communication and showing empathy to your teachers are very important. Because in that way, it helps address their concerns. Open communication is really a must. IDI-09

Open communication and robust support systems are essential for retaining teachers and creating a healthy work environment. When educators feel heard, appreciated, and supported by school administration, they are more likely to remain motivated and devoted to their jobs. A study published in the Journal of Educational Leadership and Policy Studies by Shuls and Flores (2020) found that successful school districts often implement policies promoting teacher voice and providing strong induction and development programs, leading to increased teacher retention. Moreover, research highlights that teachers who feel supported by their administration are more likely to remain in the profession, emphasizing the critical role of school leadership in teacher retention.

SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 3 | March 2025 - Peer Reviewed Journal

Foster Supportive and Collaborative Work Environment for Teacher Retention

My advice to them is learn to prioritize teacher well-being, by implementing programs that promote work-life balance and stress management. Also, give some time to listen to your teachers—let's not give them a reason to feel that we're the cause of their resignation. IDI-03

All I can say is, focus on creating a supportive work environment to minimize teacher resignations and boost the team's morale. IDI-02

Implement programs that include stress management and wellness activities for teachers. During MPRE, I always include at least a one-day topic on stress management. IDI-10

Supportive working environments are crucial for improving teacher retention. According to Stacey et al. (2023), collaborative school cultures, administrative support, and manageable workloads greatly influence teachers' decisions to stay in their jobs. According to the report, district administrators should create plans to enhance these elements to promote teacher retention. Opportunities for professional growth are also important factors in keeping teachers on staff. According to Pan et al. (2022), excellent professional learning opportunities improve teaching strategies and raise teachers' job satisfaction and dedication.

Improve Teacher Salaries

DepEd should review the salary scale and benefits to ensure they match the workload and sacrifices of the teachers. IDI-01
I suggest highlighting mental health programs for teachers, and it is important to improve the teacher-to-student ratio so teachers won't struggle with their work IDI-09

So, DepEd should provide more opportunities for our teachers, for professional growth, such as scholarships and local or international trainings. And also, increase the benefits and, of course, the salary IDI-04

School administrators stressed that to guarantee teachers' financial security and job happiness, pay scales must be reviewed and adjusted to reflect inflation. In order to increase retention rates, recent research has shown how critical it is to address teacher pay and mental health. According to Steiner et al. (2023), improving teacher retention mostly depends on more significant salary increases and sufficient perks. Teachers' well-being depends on wellness initiatives, mental health care, and pay. As Cavallari et al. (2024) pointed out, in the U.S., According to data from the Department of Education, 60% of teachers express burnout, and 59% indicate frequent job-related stress. The research highlights the necessity of consistent wellness initiatives and mental health support services to address these issues

IMPLICATION FOR TEACHING PRACTICE

Educational administrators must understand how important competitive pay and benefits are to keeping teachers on staff and guaranteeing job happiness. School administrators must also put teachers' health first by putting strong mental health and wellness initiatives in place. Stress and teacher burnout are common problems that can significantly affect retention and performance.

Based on the findings of this phenomenological study, significant implications emerge for educational leadership. The study underscores that, Leaders should set up opportunities for ongoing education, like mentorship programs, workshops, and career promotion schemes. Maintaining a healthy school culture and raising teacher morale, must put teachers' health first by putting strong mental health and wellness initiatives in place, And, must aggressively push for legislative changes and obtain the required resources.

CONCLUSION

After reading the talks on leadership techniques, well-being, and teacher retention, I saw how important supportive leadership and sufficient funding are to establishing a long-lasting and successful learning environment. It is evident that opportunities for professional growth, mental health assistance, and teacher pay are essential to ensuring that educators stay dedicated to their jobs. Teachers confront several obstacles to retention, such as a heavy workload and stress, but these can be lessened with deliberate and careful leadership techniques. I now have a better grasp of the significance of addressing teacher needs holistically. Although crucial, monetary compensation is only one component of the picture. Teachers also require opportunities for professional development, emotional support, and a respectful and cooperative work atmosphere.

My conviction that education systems need to give teachers well-being insights regarding the importance of mental health and wellness initiatives has strengthened my attention. Focusing only on academic results is insufficient; teachers' emotional and psychological well-being directly impacts their capacity to give their best work. Regular wellness initiatives and support services are essential, not optional, particularly given the enormous demands placed on educators. I firmly believe that teachers are better

SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 3 | March 2025 - Peer Reviewed Journal

equipped to significantly contribute to their students and their schools' academic achievement when they feel physically and emotionally supported.

In conclusion, I firmly believe that the solution to the problems associated with teacher retention lies in creating a collaborative and encouraging work atmosphere, offering sufficient pay, and offering opportunities for professional development. As school administrators, we are responsible for funding our teachers' welfare, developing policies that meet their requirements, and pushing for the funding required to guarantee their success. Doing this will make the educational system more robust, benefiting instructors and students. My comprehension and dedication to assisting the educators who mold our society's future have grown due to our conversations on these important topics.

REFERENCES

1. *Amitai, A., & Van Houtte, M. (2021). Being pushed out of the career: Former teachers' reasons for leaving the profession. Teaching and Teacher Education, 110, 103540. https://doi.org/10.1016/j.tate.2021.103540Adu-*
2. *Anastasiou, S., & Garametsi, V. (2021). Perceived leadership style and job satisfaction of*
3. *teachers in public and private schools. International Journal of Management in Education, 15(1), 58-77.*
4. *Andoko, B. W., Prawoto, N., Wahyuningsih, S. H., & Susilowati, I. (2024). The future of leadership:exploring the relationship between transformational leadership and organizational performance. Revista de Gestão Social e Ambiental, 18(7), 1-26.*
5. *Anog, M. D. I., De Vera, J. V., & De Luna Peteros, E. (2024). Examining Teacher Retention through the Lens of Job Satisfaction and Commitment in a Philippine Private School. International Journal of Learning Teaching and Educational Research, 23(9), 242–264. https://doi.org/10.26803/ijlter.23.9.13*
6. *Asenso-Okyere, K. A. (2023). Servant Leadership in African Christian Immigrants as An Organizational Strategy to Mitigate the Great Resignation (Doctoral dissertation, Liberty University*
7. *Aulia, N., & Haerani, I. (2023). Teacher Retention and Turnover: Exploring the Factors that Influence Teacher Decision-Making. Journal of Education Review Provision, 2(2), 36–42. https://doi.org/10.55885/jerp.v2i2.155*
8. *Avola, P., Soini-Ikonen, T., Jyrkiäinen, A., & Pentikäinen, V. (2025). Interventions to Teacher Well-Being and Burnout A scoping review. Educational Psychology Review, 37(1). https://doi.org/10.1007/s10648-025-09986-2*
9. *Barbosa, A., Jacomini, M. A., Fernandes, M. J. S., Santos,J. B. S., & Nascimento, A.P.S. (2020). Relações e condições de trabalho dos professores paulistas (1995-2018). Cadernos de Pesquisa, 50(177). https://doi.org/10.1590/1980531471" . https://doi.org/10.1590/198053147105*
10. *Belay, S., Melese, S., & Seifu, A. (2022). Elevating Teachers' professional capital: Effects of teachers' engagement in professional learning and job Satisfaction, Awi District, Ethiopia. SAGE Open, 12(2) https://doi.org/10.1177/21582440*
11. *Booth, J., Coldwell, M., Müller, L., Perry, E., & Zuccollo, J. (2021). Mid-Career Teachers: A mixed methods scoping study of professional development, career progression and retention. Education Sciences, 11(6), 299. https://doi.org/10.3390/educsci11060299*
12. *Briscoe, P. (2019). Virtual mentor partnerships between practising and preservice teachers. International Journal of Mentoring and Coaching in Education, 8(4), 235–254. https://doi.org/10.1108/ijmce-02-2019-0023*
13. *Cavallari, J. M., Trudel, S. M., Charamut, N. R., Suleiman, A. O., Sanetti, L. M. H., Miskovsky, M. N., Brennan, M. E., & Dugan, A. G. (2024). Educator perspectives on stressors and health: a qualitative study of U.S. K-12 educators in February 2022. BMC Public Health, 24(1). https://doi.org/10.1186/s12889-024-20167-8*
14. *Chakanyuka, V. B. (2022). From Gender Disparity to Gender Parity in School Leadership: Narratives of Female School Heads from Harare Province, Zimbabwe (Doctoral dissertation, University of Witwatersrand, Johannesburg).*
15. *Chowdhury RA (2020) Burnout and its Organizational Effects: A Study on Literature Review. J Bus Fin Aff 7: 353. doi: 10.4172/2167-0234.*
16. *Collie, R. J. (2023). Teacher well-being and turnover intentions: Investigating the roles of job resources and job demands. British Journal of Educational Psychology, 93(3), 712–726. https://doi.org/10.1111/bjep.12587*
17. *Creswell, J.W., & Creswell, J. D. (2018). Research Design: qualitative, quantitative, and mixed methods approach (5th Ed).*
18. *Creswell, J. and Poth, C. (2017) Qualitative Inquiry and Research Design: Choosing among Five Approaches. Sage, London.*
19. *Cunha, M. B. (2021). Rotatividade docente na rede municipal de ensino do Rio de Janeiro. Educação e Pesquisa, 45. https://doi.org/10.1590/s1678- 4 634201945192989*
20. *DeMatthews, D. E., Knight, D. S., & Shin, J. (2022). The principal-teacher churn: Understanding the relationship between leadership turnover and teacher*
21. *attrition. Educational Administration Quarterly, 58(1), 76-109.*
22. *Earl, F. (2021). Reverse the trend: National education groups are collaborating with states to address teacher shortages. Principal, 98(4), 60.*
23. *Esguerra, R. A., & Quinito, D. I. (2025). Teachers' professional development and school leadership management. International Journal of Research and Scientific Innovation, XII(I), 1–16. https://doi.org/10.51244/ijrsi.2025.12010001*
24. *Fazackerley, A. (2025, February 9). Cash-strapped schools plan to lay off teachers in blow to Labour's promise. The Guardian. https://www.theguardian.com/education/2025/feb/09/cash-strapped-schools-plan-to-lay-off-teachers-in-blow-to-labours-promise?utm_source=*
25. *Flores, J., & Shuls, J. V. (2024). The Five Factors: How School Leaders Can Improve Teacher Retention. Journal of Educational Leadership and Policy Studies, 8(1), n1*

SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 3 | March 2025 - Peer Reviewed Journal

26. *Fong, C. J., Dillard, J. B., & Hatcher, M. (2019). Teaching self-efficacy of graduate student instructors: Exploring faculty motivation, perceptions of autonomy support, and undergraduate student engagement. International Journal of Educational Research, 98, 91–105. https://doi.org/10.1016/j.ijer.2019.08.018*
27. *Franklin, H., & Harrington, I. (2019, December 1). A Review into Effective Classroom Management and Strategies for Student Engagement: Teacher and Student Roles in Today's Classrooms. Research UNE. https://rune.une.edu.au/web/handle/1959.11/27556*
28. *Ghasemi, F. (2024). A systematic narrative review of teachers' occupational stressors and coping strategies: A bioecological systems perspective. Research Papers in Education, 1–30. https://doi.org/10.1080/02671522.2024.2381142*
29. *Gonzales, G., Gonzales, R., Costan, F., & Himang, C. (2020). Dimensions of Motivation in Teaching: Relations with Social Support Climate, Teacher Efficacy, Emotional Exhaustion, and Job Satisfaction. Education Research International, 2020, 1–10. https://doi.org/10.1155/2020/8820259*
30. *Goodwin, A. D. (2020). Exploring The Acculturation of Teachers from Spain Working in A US Urban Dual Language Immersion Elementary School*
31. *Grissom, J. A., & Bartanen, B. (2019). Strategic retention: Principal effectiveness and teacher turnover in multiple-measure teacher evaluation systems. American Educational Research Journal, 56(2), 514-555..*
32. *Ismail, S. M. M., & David, S. A. (2024a). The Impact of School Leadership Support on Teacher Retention: A Study among School Leaders and Teacher. ijedal.com. https://doi.org/10.52380/ijedal.2024.3.1.26*
33. *Johnston SM (2021) The great resignation in teaching: servant leadership impact on teacher retention, job satisfaction, and principal efficacy during the COVID 19 pandemic. PhD Thesis, Southeastern University*
34. *Kindall, H. D., Crowe, T., & Elsass, A. (2020). The principal's influence on the novice teacher's professional development in literacy instruction. Professional Development in Education, 44(2), 307-310.*
35. *Levin, S., Leung, M., Edgerton, A. K., & Scott, C. (2020, October 21). Elementary School Principals' professional learning: Current status and future needs. https://eric.ed.gov/?id=ED610880*
36. *Mammadov, N. (2024). Teacher professional development and its impact on classroom practices. International Journal of Advanced Academic Studies, 6(9), 36–38. https://doi.org/10.33545/27068919.2024.v6.i9a.1275*
37. *Martínez, R., & Villar, A. (2020). Educational Achievements in The OECD According to Pisa 2018. Advances in Social Sciences Research Journal, 7(9). https://doi.org/ 10.14738/assrj.79.9076.*
38. *Morton, B., & Maresh, J. (2024). Teacher Retention Challenges: What we learned before and after COVID-19. Northwest Journal of Teacher Education, 19(2). https://doi.org/10.15760/nwjte.2024.19.2.5*
39. *Nguyen, H., Ahn, J., Belgrave, A., Lee, J., Cawelti, L., Kim, H. E., ... & Villavicencio, A. (2021). Establishing trustworthiness through algorithmic approaches to qualitative research. In Advances in Quantitative Ethnography: Second International Conference, ICQE 2020, Malibu, CA, USA, February 1-3, 2021, Proceedings 2 (pp. 47-61). Springer International Publishing.*
40. *Olsen, A., & Huang, F. (2020). Teacher job satisfaction by principal support and teacher cooperation: Results from the Schools and Staffing Survey. Education Policy Analysis Archives, 27, 11. https://doi.org/10.14507/epaa.27.4174*
41. *Pagani, G., Fernandes, M. J. D. S., & Barbosa, A. (2021) When teachers drop out: a study on resignation in the state public school system in São Paulo. Pro-Posições, 34, e20210055.*
42. *Pan, H. W., Chen, C., & Wiens, P. D. (2022). Teacher Professional Development and Practice of Project-Based Learning in Taiwan: The Moderating Effect of Self-Efficacy. Asia Pacific Journal of Education, 1–16. https://doi.org/10.1080/02188791.2022.2114423*
43. *Pitpit, G. M. (2020). Elementary school principals' instructional leadership practices to retain novice teachers in the Philippines (Doctoral dissertation, Walden University).*
44. *Popova, A., Evans, D. K., Breeding, M. E., & Arancibia, V. (2021). Teacher Professional Development around the World: The Gap between Evidence and Practice. The World Bank Research Observer, 37(1), 107–136. https://doi.org/10.1093/wbro/lkab006*
45. *Räsänen, K., Pietarinen, J., Pyhältö, K., Soini, T., & Väisänen, P. (2020). Why leave the teaching profession? A longitudinal approach to the prevalence and persistence of teacher turnover intentions. Social Psychology of Education, 23, 837-859.*
46. *Sahito, Z., & Vaisanen, P. (2019). A literature review on teachers' job satisfaction in developing countries: Recommendations and solutions for the enhancement of the job. Review of Education, 8(1), 3–34. https://doi.org/10.1002/rev3.3159*
47. *Sims, S. and Allen, R., 2019. Identifying schools with high usage and high loss of newly qualified teachers. National Institute Economic Review, 243, pp. R27- R36*
48. *Shuls, J. V., & Flores, J. M. (2020). Improving teacher retention through support and development. Journal of Educational Leadership and Policy Studies, 4(1), n1*
49. *Smith, C., & Gillespie, M. (2023). Research on Professional Development and Teacher Change: Implications for Adult Basic Education. In Routledge eBooks (pp. 205–244). https://doi.org/10.4324/9781003417996-7*
50. *Sorn, M. K., Fienena, A. R., Ali, Y., Rafay, M., & Fu, G. (2023). The effectiveness of compensation in maintaining employee retention. Open Access Library Journal, 10(7), 1-14.*
51. *Stacey, M., Gavin, M., Fitzgerald, S., McGrath-Champ, S., & Wilson, R. (2023). Reducing teachers' workload or deskilling 'core' work? Analysis of a policy response to teacher workload demands. Discourse Studies in the Cultural Politics of Education, 45(2), 187–199. https://doi.org/10.1080/01596306.2023.2271856*
52. *Steiner, E. D., Doan, S., Woo, A., Gittens, A. D., Lawrence, R. A., Berdie, L., & Schwartz, H. L. (2022). Restoring teacher and principal well-being is an essential step for rebuilding schools. RAND Corporation. https://www.org/pubs/research_reports/RRA1108-4. html.*
53. *Steiner, E. D., Woo, A., & Doan, S. (2023). All Work and No Pay – Teachers' Perceptions of Their Pay and Hours Worked. RAND Corporation, September*

SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 3 | March 2025 - Peer Reviewed Journal

54. *Toropova, A., Myrberg, E., & Johansson, S. (2020b). Teacher job satisfaction: the importance of school working conditions and teacher characteristics. Educational Review, 73(1), 71–97. https://doi.org/10.1080/00131911.2019.1705247*
55. *Tosun, A., & Bostancı, A. B. (2024). The role of administrative support in the relationship between teachers perceptions of organizational support and teacher leadership levels. Journal of Pedagogical Research. https://doi.org/10.33902/jpr.202428306*
56. *Walker, F. D. (2023). Educators' Perceptions of Teacher Continuity in Public Primary Schools in a British Overseas Territory (Doctoral dissertation, Walden University).*
57. *Wang, X., Gao, Y., Wang, Q., & Zhang, P. (2024). Relationships between Self-Efficacy and Teachers' Well-Being in Middle School English Teachers: The Mediating Role of Teaching Satisfaction and Resilience. Behavioral Sciences, 14(8), 629. https://doi.org/10.3390/bs14080629*
58. *Wang, Y. (2024a). Exploring the impact of workload, organizational support, and work engagement on teachers' psychological wellbeing: a structural equation modeling approach. Frontiers in Psychology, 14. https://doi.org/10.3389/fpsyg.2023.1345740*
59. *Wartenberg, G., Aldrup, K., Grund, S., & Klusmann, U. (2023). Satisfied and High Performing? A Meta-Analysis and Systematic review of the correlates of teachers' job satisfaction. Educational Psychology Review, 35(4). https://doi.org/10.1007/s10648-023-09831-4*
60. *Webster, R. (2024). Teaching on the cheap? The extent and impact of teaching assistants covering classes and leading lessons. British Educational Research Journal. https://doi.org/10.1002/berj.4043*
61. *White, D.M. (2024). Teacher retention: Building self-efficacy to keep educators in the classroom [Doctoral dissertation, Sacred Heart university]. https://digitalcommons.sacredheart.edu/edd/41/*
62. *Wong, Z. Y., Liem, G. a. D., Chan, M., & Datu, J. a. D. (2023). Student engagement and its association with academic achievement and subjective well-being: A systematic review and meta-analysis. Journal of Educational Psychology, 116(1), 48–75. https://doi.org/10.1037/edu0000833*
63. *Yasyakur, Moch. (2019). Strategi Kepala Sekolah dalam meningkatkan kinerja guru di SMA YANIIC (Yayasan Nurwulan Iqra Islamic Center) Jakarta Utara. Bina Ilmu , Jurnal Pendidikan. Vol.2,*