DEPARTURE DILEMMA: SYMPATHY ON THE RESIGNATION TRENDS OF TEACHERS IN THE DEPARTMENT OF EDUCATION

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ABSTRACT

The purpose of this study is to explore and understand the underlying factors contributing to the growing trend of teacher resignations within the Department of Education. It aims to examine the personal, professional, and systemic challenges that influence teachers' decisions to leave the profession, as well as the emotional, social, and institutional responses surrounding these resignations. This qualitative methodology involves several key components: The study utilizes qualitative data collection methods such as in-depth interviews, focus groups, and possibly ethnographic observations. A total of ten (10) participants are considered in this study, who will participate in both in-depth interviews (IDI) and focus group discussions (FGD). Five (5) of the participants will join the IDI, while the remaining five will take part in the FGD. The inclusion criteria for participants are that they must have more than three years of service with the Department of Education (DepEd) but have decided to leave the organization. Establishing realistic workload expectations, ensuring that teachers are not overloaded, and fostering a culture where boundaries are respected will help in preventing burnout. Schools should also offer training and guidance on time management and stress reduction, empowering teachers to set healthy boundaries between work and personal life. As the education sector continues to face challenges in teacher retention, burnout, and job satisfaction, it is essential to rethink the future trajectory of the teaching profession in the Philippines.

KEYWORDS- *Departure Dilemma, Sympathy on the Resignation Trends, Teachers in the Department of Education*

INTRODUCTION

The teaching profession is one of the cornerstones of education systems worldwide, playing a crucial role in shaping the future of society by imparting knowledge, skills, and values to students. However, in recent years, the Department of Education (DepEd) has been facing a significant challenge: a rising trend of teacher resignations. This phenomenon, termed the "departure dilemma," has raised concerns about its implications for educational quality, continuity, and workforce stability within the DepEd.

Understanding the factors contributing to teacher resignations is essential for addressing this issue effectively and developing strategies to mitigate its impact. The purpose of this study, titled "Departure Dilemma: Understanding the Resignation Trends of Teachers in the Department of Education," is to investigate the underlying causes, patterns, and consequences of teacher resignations within the DepEd.

Further, teacher resignations in the Department of Education (DepEd) has been limited, with some studies focusing on salary issues or workload, overlooking context-specific factors like workplace culture, leadership dynamics, professional development opportunities, and work-life balance. Regional disparities in teacher resignation trends are also lacking, limiting insights into localized challenges and intervention opportunities. Long-term impact of teacher turnover on educational outcomes, school climate, student achievement, and community engagement is also lacking. Intersectional analysis of factors influencing teacher resignations, such as gender, age, ethnicity, socioeconomic status, and teaching specialization, is lacking, limiting targeted interventions. Qualitative research approaches, such as in-depth interviews or focus groups, can provide nuanced insights into teachers' experiences, perceptions, and aspirations, providing a more holistic understanding of the departure dilemma.

In the United States of America, Tonya (2019) he trend of teacher resignations highlights the profound impact of neoliberal reforms and systemic constraints on the teaching profession. Addressing this issue requires a fundamental shift in educational policies and practices. It is essential to restore teachers' professional autonomy, expand curricular flexibility, and prioritize the socio-emotional needs of educators. By creating a supportive and empowering environment, it is possible to retain talented and dedicated teachers, thereby improving the overall quality of education.

Meanwhile in Misamis Oriental, a study explored the motivations and challenges faced by educators leaving the Department of Education (DepEd) for overseas opportunities, utilizing a descriptive qualitative approach. Findings reveal that both emotional and practical factors influence teachers' decisions to migrate. Key concerns include the pursuit of financial stability and a deep emotional connection to students and the local education system. Additional challenges identified are the need for comprehensive health and well-being provisions, operational efficiency, professional development, and an inclusive work environment. The study highlights the urgent need for DepEd reforms, advocating for competitive compensation, streamlined operations, continuous professional growth, and robust health provisions. Recommendations for DepEd include prioritizing educators' financial and holistic well-being through competitive salaries and regular professional development, streamlining administrative

processes, ensuring proper resource allocation, and integrating global educational insights to create a more efficient and attractive environment for educators (Cahilog et. al, 2023).

In Davao City, Tolentino (2016) the study highlights the inability of teachers to change due to a culture of corruption. It proposes removing corruption taints by empowering various sectors, including teacher groups, private stakeholders, and DepED officials, for sustained transparency and accountability,

Gaining insight into the patterns of teacher resignations within the Department of Education (DepEd) is essential for upholding and enhancing educational standards, ensuring a stable workforce, promoting fairness, and informing effective policy decisions. High teacher turnover rates are a critical concern, especially in locales like Digos City Division, where educational challenges are compounded by factors such as limited resources, inadequate infrastructure, and geographical barriers. Such turnover disrupts continuity in teaching, negatively impacts student learning outcomes, and undermines the overall effectiveness of schools.
In Digos City Division, a region where many schools face staffing shortages and resource constraints, teacher resignations present significant challenges. The frequent departure of teachers leads to difficulties in recruiting and retaining qualified staff, exacerbating the workload for remaining teachers, and causing disruptions in school operations. This instability affects not only the teachers but also the students who rely on stable, committed educators to guide their academic and personal development. Without an adequate number of experienced and skilled teachers, the quality of education suffers, and students may lose out on consistent learning opportunities.

LITERATURE REVIEW
The research result of Diliberti & Schwartz (2023) emphasized that the teacher resignation in Pennsylvania, focusing on predictors, workforce stability, and potential impacts on teacher shortages. Factors such as demographics, job-related variables, workplace conditions, and personal factors are likely to be examined. The report may also analyze the impact of teacher turnover on school staffing patterns and instructional continuity. It may also discuss the relationship between teacher turnover rates and the availability of qualified teachers, particularly in high-need areas or underserved regions. The report may offer policy recommendations to address teacher resignation, including improving recruitment and retention efforts, enhancing working conditions, and investing in professional development.

The analysis of why experienced teachers in Bhutan leave the profession reveals five key factors: gender, qualifications, work satisfaction, financial rewards, and support. The Ministry of Education should conduct surveys and focus groups to understand these factors and develop targeted support programs. Career development opportunities should be offered, and competitive compensation should be reviewed. Mentorship and professional development should be provided, and a positive work environment should be fostered. By addressing these factors, the Ministry can create a more attractive and supportive environment for experienced teachers, leading to increased retention and a stronger education system in Bhutan (Choden, 2019).

Additionally, The National Center for Education Statistics - NCES (2021), likely presents key findings and trends in various aspects of education in the United States. It may include data on student demographics, academic achievement, educational attainment, school financing, and other indicators of the state of education. The report likely provides insights into areas such as disparities in educational outcomes among different student groups, changes in enrollment patterns, trends in educational attainment levels, and challenges facing the education system. Overall, the report aims to provide policymakers, educators, and the public with valuable information to inform decision-making and improve educational opportunities for all students.

Further, the report analyze that the impact of the PSC on children's reading development, literacy outcomes, and overall educational progress. Additionally, the report may explore the implications of the PSC for teaching practices, curriculum design, and educational policy. Overall, the research aims to provide insights into the role of phonics assessments in supporting early literacy development and informing instructional strategies in primary education (Kersaint et.al 2007).

Research Questions
This study seeks to explore the lived experiences, challenges, and triumphs of teachers involved in the implementation of child protection policies.
1. What are the experiences that contribute to teachers' decisions to resign from positions in the Department of Education?
2. What challenges do teachers employ to address the challenges they face in their resignation from the Department of Education?
3. What lessons gained by the teachers who resigned from Department of Education?

METHODOLOGY
Research Design
In the study "Departure Dilemma: Understanding the Resignation Trends of Teachers in the Department of Education," the research methodology adopts a qualitative approach aimed at exploring and comprehensively analyzing the factors contributing to teacher resignation trends within DepEd.

This qualitative methodology involves several key components: The study utilizes qualitative data collection methods such as in-depth interviews, focus groups, and possibly ethnographic observations. These methods allow researchers to directly engage with teachers who have resigned or are considering resignation, gaining insights into their lived experiences, motivations, and perceptions.

Qualitative data analysis techniques, such as thematic analysis or narrative analysis, are employed to uncover patterns, themes, and meanings inherent in teachers' accounts of their resignation experiences. Researchers aim to identify commonalities and variations in teachers' narratives, providing a nuanced understanding of the departure dilemma.

The phenomenological approach adopted in the study focuses on exploring the subjective experiences and meanings that teachers attribute to their decision to resign from DepEd. This approach aligns with the philosophy that individuals construct their realities through lived experiences and perceptions. Researchers seek to delve deep into how teachers interpret and make sense of their professional circumstances, highlighting the subjective nature of their decision-making processes.

Research Participants
A total of ten (10) participants are considered in this study, who will participate in both in-depth interviews (IDI) and focus group discussions (FGD). Five (5) of the participants will join the IDI, while the remaining five will take part in the FGD. The inclusion criteria for participants are that they must have more than three years of service with the Department of Education (DepEd) but have decided to leave the organization.

Additionally, participants must be from the local Digos City Division, ensuring the study's relevance to the specific context. All data gathered during the IDI and FGD will be recorded and transcribed to summarize the responses in an organized and systematic manner.

Research Instrument
To gain a deeper understanding of how school heads perceive and influence the integration of educational technology in their respective schools, a semi-structured interview guide was developed as the primary research instrument for this qualitative study. The use of a semi-structured format allowed the researcher to explore key themes while maintaining the flexibility to probe further based on participants' responses, ensuring rich, nuanced data collection.

Each interview began with general, rapport-building questions, followed by core open-ended questions designed to elicit detailed narratives, opinions, and reflections.The instrument was validated through expert consultation involving two educational researchers and one experienced school administrator, who reviewed the guide for clarity, relevance, and alignment with the study's aims. Revisions were made based on their feedback to ensure the questions were contextually appropriate and capable of eliciting comprehensive insights from the participants.

To ensure ethical research conduct, participants were informed of the purpose of the study, their voluntary participation, and confidentiality measures. With consent, all interviews were audio-recorded and later transcribed for analysis.

This research instrument was vital in capturing the lived experiences and leadership perspectives of school heads, which ultimately provided meaningful insights into the development of a culture of innovation within educational institutions..

Data Analysis
The data that will be collected during the interview will be analyzed using phenomenological analysis techniques, which involve a systematic exploration of the lived experiences described by participants. Researcher engage in a process of bracketing, setting aside preconceptions and biases to focus solely on the participants' accounts. Through a process of thematic coding and interpretation, researchers identify common patterns, themes, and essences that emerge from the data, capturing the shared lived experiences of stakeholders.

Creswell (2013) outlines six crucial stages in qualitative data analysis that are necessary for assessing and interpreting published research findings in the realm of education. These stages provide a comprehensive framework for systematically analyzing qualitative data.

The first stage involves organizing and preparing the data for analysis, which includes transcribing interviews, scanning material, and sorting and arranging the data into different types depending on the sources of information. The second stage consists of reading through all the data to obtain a general sense of the information and reflect on its overall meaning.

In the third stage, a detailed analysis begins with the process of coding the data. Coding involves organizing the material into segments of text before bringing meaning to information.

RESULTS AND DISCUSSION
This chapter explores the broader implications of the findings discussed in the previous chapters and outlines potential directions for future research and practice in the field of child protection within educational settings. The insights gained from the study underscore the critical role of teachers, school administrators, and other stakeholders in safeguarding the well-being of children.

Implications
Main Theme 1: Positive Impact of Educational Technology on Teaching and Learning
The findings related to the positive impact of educational technology on teaching and learning carry significant implications for policy development, educational practice, and future research. From a policy perspective, decision-makers should prioritize evidence-based technology investments, focusing resources on solutions that demonstrably enhance teaching performance and improve student outcomes.

Main Theme 2: Enhancing the Integration of Educational Technology
The theme of enhancing educational technology integration highlights the need for systematic approaches to implementation at the policy, practice, and research levels. Policy implications include the establishment of comprehensive support systems that provide the necessary technical infrastructure, ongoing professional development opportunities, and responsive technical assistance. Funding models should evolve to encourage resource sharing and collaborative technology implementation across educational institutions, maximizing the impact of available resources. Clear standards for technology integration should be developed that align with teacher evaluation frameworks and professional growth pathways, providing coherent guidance for educators and administrators.

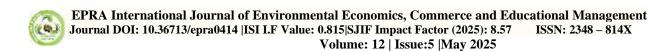Main Theme 3: Leading and Sustaining Technology-Driven Innovations in Education
The findings related to leadership and sustainability of technology innovations have profound implications for ensuring long-term success of educational technology initiatives. At the policy level, there is a need for requirements that mandate educational technology plans demonstrating clear alignment with broader educational objectives and institutional missions. Funding approaches should evolve to recognize technology as an ongoing operational expense rather than a one-time capital investment, providing sustainable resources for maintenance, upgrades, and continued professional development. Strategic investment in preparing school leaders with the knowledge and skills necessary to effectively lead technology implementation will be essential for widespread, successful integration.

Future Directions

As educational technology continues to evolve, it is crucial to explore innovative ways to enhance its integration across schools and institutions. Future research and practice should focus on addressing the barriers identified in current studies, such as inadequate infrastructure, insufficient training, and unequal access to resources, to ensure that all educators and students can fully benefit from the potential of technology. Additionally, as technology advances, the development of more personalized learning tools, AI-driven resources, and interactive platforms should be prioritized to cater to diverse learning needs and foster deeper engagement.

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