THE TOLL OF FREQUENT TEACHER TURN OVER

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It has been a normal occurrence in the human resource department in every school that a teacher would then file for a request for transfer. This happens due to several reasons. One of which is the assigned school for a teacher is very far from his/her abode. This happens because at the beginning of the teaching career where the teacher applicant, during interviews, when asked if he/she is willing to report to a school distant from his/her house, the teacher applicant will outright agree. There is a provision that a teacher once assigned to a specific post can only apply for transfer after three years of service. But then again there are instances that if given the chance, sometimes just after a year the teacher files a request for transfer right away. As mentioned earlier, the primary reason for such is logistics. This may be the most used justification for transfer but this is only one of them.

Another reason is more on the personal matter. There might be an instance where the teacher had trouble with another colleague and formed a lasting grudge. This affects the harmonious relationship in the school in a negative way. Since reconciliation is difficult to achieve the teacher tends to choose to leave.

Furthermore, another situation may arise that results to teacher transfer. Employees who happen to get married and wish to go to a single school opts to file for transfer depending on which school proves to have better benefits for the relationship.

Additional reason may be that the teacher no longer feels the support of the administration, that there are opportunities missed due to the lack of care of a superior which leads to a teacher looking for greener fields to graze.
These teachers turn overs might be justified and allowed in the human resource section of the department of education but this occurrence also has its toll. Regular turnover of school employees may be a sign that there is a prevailing problem that is not addressed appropriately. As the reasons stated above may be the case, the performance of the school is being placed at risk. A skillful teacher that leaves a school may be a huge loss. An asset that is not that really easy to find. The contributions the teacher may provide to the school may be the gain of other schools. In the end the students who are looking forward to studying under the teacher’s guidance now becomes disheartened in discovering the fact that a very good teacher is going away.

What can be done to augment this situation? Five tips were provided by Aguilar 2018 in her blog post. She encouraged administrators to communicate regularly to the teachers to know their sentiments and conditions. Make sure that efforts of the staff are appreciated and well considered. This will give the staff a good sense of belonging, that they develop the sense of achievement in their own little ways. Acquire support from comrades who have been in the system for quite some time and has proven to be successful in their field. Their coaching and advices are very helpful to the retention of good roster of faculty members. Continue developing others. By giving other staff the opportunity to perform tasks and hold capabilities of handling committees, the administrator provides an in-house training ground for the teachers. Cultivate emotional stability. Teaching can be very tiring and frustrating, but if the administrator knows how to reverse the negative effects of getting burned out from work, the teachers will always have the energy to take on the tasks of the next day.

These steps might be very simple yet they yield great results. If the administrator wishes to have a growing community of professional and productive faculty, then it’s about time to think things over and start working of strengthening the foundation of the school – the teachers.
Reference: