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Contextualizing Albert Bandura's Social Cognitive Theory to Analyze the Resignation of Public School Teachers

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ABSTRACT

The resignation of teachers is a phenomenon of social cognition. Thus, I conducted this qualitative descriptive phenomenological study to contextualize Albert Bandura's Social Cognitive Theory in analyzing the resignation of public school teachers. Ten (10) resigned public school teachers from the Municipality of Alabel were purposively selected as participants. I used an in-depth interview and followed Colaizzi's methodological approach to analyze and interpret the data gathered. The themes that emerged after my thorough data analysis include the verbal instructional model, live model, symbolic model, mastery experiences, social modeling, social persuasion, psychological response, and personal, behavioral, and environmental factors. These themes form the contextualized Social Cognitive Theory explaining the phenomenon of the resignation of teachers. I used the data that were generated in my study to inform my recommendation. I recommend that school administrators and policymakers may conduct a comprehensive assessment to identify the environmental factors contributing to teacher resignation, such as parental permissiveness, lack of support, and inadequate professional development opportunities. Hence, a proposed contextualized Albert Bandura's Theory was recommended to the school administrators to explain the resignation of public school teachers.

INTRODUCTION

Public school teachers hold a unique and vital role in society, contributing significantly to the education and development of students within the public education system. Perez (2024) cited that an organization can influence teachers to remain with them by acknowledging their contributions and making them aware of their impact on the school's social context, including their relationships with learners, colleagues, and administrators. When teachers feel satisfied, they perceive administrators and peers as pillars of support and recognition, fostering greater job satisfaction and boosting retention rates.

Public education is a cornerstone of society, and this phenomenon has far-reaching implications for the educational system, affecting the continuity of teaching and the overall quality of education provided to students. However, based on my observation, I confirmed that the resignation of public school teachers has become increasingly common, and teacher attrition rates continue to rise alarmingly. The resignation of public school teachers in the municipality of Alabel reflects a multifaceted issue that warrants thorough examination. Job dissatisfaction is a significant factor, encompassing concerns such as inadequate salaries, heavy workloads, and substandard working conditions. This dissatisfaction has been exacerbated by limited career advancement opportunities within the education system, prompting teachers to seek better prospects elsewhere. Additionally, burnout seems prevalent, with educators feeling overwhelmed by the demands of their profession.

In a particular article, Ruby Bernardo, the spokesperson for the Alliance of Concerned Teachers (ACT)

Philippines, conveyed the distress of a group of education workers over the reported departure of more than a hundred teachers from the Visayas region seeking better job opportunities abroad. It emphasized that as this brain drain intensifies within the education system, it becomes increasingly challenging for education to recover from the ongoing learning crisis, potentially leading to significant consequences for the country in the years ahead. This call stems from a rising trend of educators leaving their roles to pursue better-paying job opportunities overseas (Malipot, 2022).

By applying Bandura's (1989) Social Cognitive Theory within this context, researchers and educators may discover strategies and interventions to reduce teacher turnover rates while enhancing job satisfaction among teachers within public school systems. Thus, my study on the resignation of public school teachers through contextualizing Albert Bandura's Social Cognitive Theory is still in need. In addition, this serves as a dynamic avenue in developing strategies to improve teacher retention and the overall quality of education. The result of my study may be well-thought-out by the school principals, administrators, and policymakers, aiming to foster and motivate teachers to stay in the department.

Research Questions

My study aimed to analyze the resignation of public school teachers by contextualizing Albert Bandura's Social Cognitive Theory with its three-factor framework: observational learning, self-efficacy, and reciprocal determinism.

Specifically, I sought answers to the following questions:

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1. What role does observational learning play in public school teachers' resignations?
2. What is the influence of self-efficacy among public school teachers' decisions to resign?
3. What reciprocal determinism factors affect teachers' cognitive processes and contribute to their decision to resign from public schools?
4. What contextualization of Bandura's Social Cognitive Theory can be proposed to explain teachers' resignation?

LITERATURE REVIEW

Albert Bandura's (1986) Social Cognitive Theory (SCT) emphasizes the role of observational learning, self-efficacy, and reciprocal determinism in shaping human behavior. It suggests that individuals learn by observing others, and their actions are influenced by a continuous interaction between personal factors (such as beliefs and cognitive skills), behavioral patterns, and environmental conditions (Schunk & Dibenedetto, 2020).

The study of Cahilog *et al.* (2023) delved into educators' motivations and challenges for leaving the Department of Education (DepEd) for overseas opportunities. Based on the findings, it emerges that both emotional and practical considerations influence teachers' decisions to migrate. Foremost among the concerns is the desire for financial stability, contrasted by their deep emotional connection to students and the local education system.

Teachers who consistently expressed intentions to leave their positions also exhibited symptoms of burnout. The rationales provided by teachers for their intentions to leave were linked to various burnout patterns. Those experiencing a moderate risk of burnout were notably more inclined to cite a lack of commitment to the teaching profession as a critical factor driving their intentions to leave, in contrast to individuals with higher burnout risk profiles (Räsänen *et al.*, 2022).

Teacher turnover is a significant challenge in education worldwide. This study explored the factors influencing Finnish teachers' intentions to leave their jobs and how these intentions persisted over five years. The findings revealed that 50% of the teachers considered leaving, with their reasons varying but remaining persistent over time. Key factors driving turnover included low professional commitment and challenges related to the school system and workload, highlighting the need for comprehensive improvements to enhance job satisfaction and retention (Räsänen *et al.*, 2020).

Theoretical Lens

My study was anchored on Albert Bandura's (1989) Social Cognitive Theory, which posits that human behavior results from the complex interaction of individual traits, external stimuli, and behavioral patterns. The resigned teachers underscored the significance of observational learning, self-efficacy, and reciprocal determinism in human conduct, positing that individuals are subject to external influences while exerting their impact on their surroundings. Analyzing the resignations of public school teachers through Albert Bandura's Social Cognitive

Theory framework may provide valuable insights into the complex interplay between individual and environmental factors that contribute to this phenomenon. Bandura's theory highlights the importance of observational learning, self-efficacy, and the reciprocal determinism between personal and environmental elements in influencing human behavior. When implemented within the context of teacher resignations, this theoretical framework provides a comprehensive viewpoint about the diverse elements that impact educators' choices to resign from their profession.

Observational Learning

Bandura's theory posits that individuals learn from observing the actions and experiences of others. In the context of teacher resignations, this theory allows us to explore how teachers observe and internalize the experiences of their colleagues who have left the profession. It includes witnessing their struggles, frustrations, or successes and how these observations influence their decisions regarding resignation (Nickerson, 2022).

Self-Efficacy

Bandura's theoretical framework on self-efficacy emphasizes the importance of an individual's belief in their ability to perform tasks and overcome challenges effectively. Educators who possess elevated levels of self-efficacy are more inclined to exhibit perseverance, whereas those with diminished self-efficacy are more susceptible to voluntary withdrawal from their profession (Nickerson, 2022).

Reciprocal Determinism

Bandura's theory underscores the bidirectional relationship between personal factors, behavior, and the environment. To analyze teacher resignations, we can explore how factors such as the school climate, administrative support, workload, and external stressors interact with teachers' cognitive processes and influence their choices to remain in or leave the profession (Nickerson, 2022).

MATERIALS AND METHODS

My research employed a qualitative approach using the descriptive phenomenological method. In applying phenomenology, I needed to possess a cognizance of fundamental assumptions to make significant methodological determinations. Therefore, comprehending the fundamental principles of the methodology employed is crucial (Iser, 2022).

Moreover, my study used open-ended semi-structured questions to analyze the resignation of public-school teachers through In-Depth Interviews (IDI). The In-Depth Interview (IDI) is a qualitative research method where the researcher conducts a one-on-one conversation with a participant to gather detailed and comprehensive information about a specific topic, allowing participants to express their thoughts, experiences, and perspectives profoundly and meaningfully (Rutledge & Hogg, 2020).

Thus, it was a suitable study design to match my goal of analyzing the resignation of public school teachers through contextualizing Albert Bandura's social cognitive theory. It aimed to provide significant insights that can shape policies and practices to enhance teacher retention in the public education system.

Data Collection

My study adhered to the established protocol when collecting the data. Before conducting the interview, a letter of permission was prepared by the Holy Trinity College with the signatories of the municipal mayor of Alabel, Sarangani where I conducted my study, and the Schools Division Superintendent of the Division of Sarangani for approval, I prepared the informed consent form for my participants. I created a schedule for in-person interviews with public school teachers who resigned and reside in the Philippines, I arranged online interviews for teachers who live and work abroad. During the conduct of the interview, I provided each participant with an Informed Consent Form, granting me permission for the recording and use of their responses in the study. Once all 10 participants agreed, I proceeded with data collection with an in-depth interview using an interview guide questionnaire that was validated by the panel to gather vital participant information. After the interview, the participants' responses through audio recording were transcribed verbatim following ethical standards or considerations in collecting data.

Data Analysis

I used the method proposed by Colaizzi (1978) in my study. This approach offers a rigorous and robust qualitative method, ensuring the legitimacy and trustworthiness of its findings. This methodology enabled me to uncover emergent themes and the interconnectedness between them.

This approach introduced a reliable mechanism for analyzing qualitative data that ensures the accuracy and reliability of the findings. The strategy offers researchers a systematic approach to identifying themes and their interconnected links (Praveena & Sasikumar, 2021).

The stages of Colaizzi's descriptive phenomenological methodology used in data interpretation are as follows: first, comprehending each transcript; second, identifying important statements; third, constructing interpretations; fourth, categorizing the interpretations into themes; fifth, summarizing the phenomena; sixth, defining the underlying structure; and lastly, sharing the findings with the participants (Cahapay, 2021).

Specifically, in thematic analysis, I identified and analyzed the responses of resigned public school teachers using Colaizzi's phenomenological methods in gathering the data. First, I familiarized myself with the participants' responses several times; second, I identified the statements related to the study; third, I identified meanings relevant to my research; and fourth, I clustered the identified meanings into themes. Since this

study aimed to contextualize Bandura's Social Cognitive Theory, the main components of such theory became the basis of themes.

Essentially, I employed Albert Bandura's Social Cognitive Theory executing seven distinct procedures. The approach depended on collecting comprehensive, firsthand testimonies of personal experiences through various means, including conducting in-person interviews, writing narratives, blogging, keeping research diaries, participating in internet forums, and more.

Ethical Considerations

I ensured that all ethical considerations were followed, as mandated by Holy Trinity College, to avoid engaging in practices that may implicitly or explicitly abuse or exploit those I sought to research with.

Informed Consent

My participants received informed consent forms before I conducted an In-Depth Interview (IDI) with them. The consent form provided a comprehensive overview of the research, including the methodological approach for the interviews. The resigned teachers utilized a semi-structured interview guide to capture essential information, ensuring a thorough transcript. I informed them of their right to withdraw from the study at any time. Additionally, I gave my participants advance notice before the scheduled interview dates.

Voluntary Participation

In my research, the participants were given information before the interview. I asked about their willingness to engage in the study after understanding the details in the informed consent.

Data Privacy

All information gathered during the interview process was treated with the utmost confidentiality. To protect the confidentiality of participants, pseudonyms were employed. As a result, all names and information were exclusively used for the scope of my study. Accordingly, the collected data was strictly solely utilized for academic and research purposes.

Cultural Sensitivity

I emphasized the need for a profound understanding and respect for the diverse cultural backgrounds of participants, which involves recognizing individuals bring unique perspectives shaped by their cultural contexts, beliefs, characteristics, attitudes, traditions, norms, and values. I committed to cultural sensitivity to create an inclusive and respectful environment throughout the research process.

RESULTS AND DISCUSSION

Role of Observational Learning in Public School Teachers' Resignations

The data in Table 1 presents the major themes and core

ideas that emerged from the research question that looked into the role of observational learning in the resignation of public school teachers. Albert Bandura’s models illustrate how different forms of modeling, whether through direct observation, symbolic representation, or verbal instruction, can influence, impact, and elicit the emulation of behaviors in individuals. These models demonstrate the importance of social learning and

cognitive processes in shaping human behavior, including the resignation of public school teachers. Teachers serve as crucial role models for their students, influencing them in ways that inspire and motivate children inside and outside the classroom. Like how students find inspiration in their teachers, educators are also influenced by their peers in every behavior they observe.

Table 1: Role of Observational Learning in Public School Teachers’ Resignations

Major Theme	Core Ideas	Frequency of Responses
Verbal Instructional Model	Hearing Colleagues Explore New Opportunities	Typical
	Sharing Experiences with Peers	Typical
	Colleagues Offering Support	Typical
Live Model	Observing Directly	Typical
	Comparing Experiences	Typical
	Compelling Influence	Typical
Symbolic Model	Witnessing Colleagues’ Success	Typical
	Emulating the Decision-making Process	Typical
	Drawing Source of Inspiration	Typical

Verbal Instructional Model

The first major theme that emerged under the role of observational learning to the resignation of public school teachers is a verbal instructional model. My participants shared that hearing colleagues exploring new opportunities through resigning signals a period of reflection, growth, and potential change in their professional journey. It is an exciting time that may involve uncertainty and risk but also presents opportunities for discovery, fulfillment, and advancement. When their colleague begins to explore new opportunities, it often sparks shared experiences and mutual growth within the professional community.

The study by Muria (2021) stated that the issue of teachers leaving their jobs has been a significant problem in the Philippines for an extended period. The primary reason for teachers resigning has been the availability of employment opportunities abroad.

Live Model

A live model is the second major theme that emerged under the role of observational learning to the resignation of public school teachers. Albert Bandura’s “live model” concept stands as a cornerstone in understanding how individuals learn and develop behaviors through observation and imitation.

The study of Kuzior *et al.* (2022) revealed a growing cohort of employees contemplating departure from their positions, especially after observing the experiences of their coworkers.

Symbolic Model

The third major theme that emerged under the role

of observational learning to the resignation of public school teachers is a symbolic model. The symbolic model posits that people can learn by observing others and internalizing the observed behaviors, even without direct reinforcement.

The resigned teachers’ decision can inspire or prompt other teachers to consider similar actions, especially if underlying issues such as workload, job satisfaction, or organizational culture are widespread. This emulation can lead to a ripple effect, potentially causing multiple resignations that exacerbate staffing challenges and disrupt educational continuity (Musengamana *et al.*, 2024).

Influence of Self-efficacy Among Public School Teachers’ Decisions to Resign

Table 2 presents the major themes and core ideas that emerged from the research question that looked into the influence of self-efficacy among public school teachers’ decisions to resign. Bandura (1994) defined self-efficacy as individuals’ confidence in their ability to achieve specific levels of performance that can influence events in their lives. These beliefs shape people’s emotions, thoughts, motivation, and actions. Strong feelings of self-efficacy among teachers correlate with improved performance and overall well-being. Those with high self-efficacy perceive challenges as opportunities for growth and approach them with determination, viewing them as avenues to acquire necessary skills and knowledge. Conversely, individuals with low self-efficacy tend to doubt their abilities, shying away from challenges, which results in limited aspirations and persistence in the face of adversity (Kelley *et al.*, 2020).

Table 2: Influence of Self-efficacy Among Public School Teachers' Decisions to Resign

Major Themes	Core Ideas	Frequency of Responses
Mastery Experiences	Managing the Classroom Competently	Typical
	Engaging Effectively and Efficiently in the Teaching-Learning Process	Typical
	Preparing Engaging Activities to Fit the Learners' Level	Typical
Social Modeling	Resigning Teachers as Role Models	Typical
	Seeing Former Colleagues Flourish New Endeavors	Typical
Social Persuasion	Receiving Verbal Encouragement to Take Risks from Colleagues and Loved Ones	Typical
	Granting Opportunities to Compensate their Efforts	Variant
	Providing Reassurance During Challenging and Comforting Moments	Typical
Psychological Response	Feeling Burnout from Uncontrolled Learners' Behavior	Typical
	Losing Enthusiasm Towards Teaching Due to Lack of Support and Opportunities	Typical
	Struggling to Maintain a Positive Learning Environment for Learners	Typical
	Feeling Frustrated and Ineffective due to Inadequate Resources	Variant
	Being Bombarded with Excessive Workload and Ancillary Tasks	Variant

Mastery Experiences

The first significant theme that emerged in the influence of self-efficacy among public school teachers' decisions to resign is mastery experiences. Mastery experiences are pivotal for teachers as they serve as the bedrock of their professional development and efficacy in the classroom. When a teacher decides to resign, their mastery experiences become especially relevant in understanding their impact and navigating the subsequent transitions within the educational institution.

The study by Tolibas and Lydia (2022) explored how elementary teachers manage the demands of multiple ancillary roles, revealing challenges related to time management, increased work stress, and reduced productivity. To cope, teachers reported strategies such as proactive planning, teamwork, and maintaining a positive attitude. Additionally, they emphasized the importance of building strong relationships with colleagues, staying optimistic, receiving financial assistance, and creating practical schedules to handle their workload more effectively.

Social Modeling

The second significant theme that emerged in the influence of self-efficacy among public school teachers' decisions to resign is social modeling. The participants shared that teachers who have resigned and transitioned to other professions or career paths outside of education have found success and relief from the excessive workloads and administrative tasks they faced while teaching.

The study by Ngudieh Njuakoh (2023) stated that teacher attrition, like many other countries, is caused by various

factors that appear rather context-specific. Respondents expressed a positive view of teachers' job prestige and workload. It shows that what positively influences teacher attrition in one country or region may be a model in another. Teachers recognized as role models, distinguished by their exceptional qualities, can set a standard for others to emulate, potentially mitigating attrition by fostering a supportive and aspirational work environment.

Social Persuasion

The third significant theme that emerged in the influence of self-efficacy among public school teachers' decisions to resign is social persuasion. My participants shared that their colleagues are encouraging them to take risks in the search for greener pastures. They are offered opportunities that will compensate them and reduce the hassle of their work. Their families and colleagues assured them they would be supported during challenging and comforting moments. By resigning, they shared that they could avoid the ancillary tasks and abrupt reports they encountered in the department.

The study by Pelington *et al.* (2024) emphasized the significance of sustaining collaboration and support among educators, administrators, and the broader school community to create an environment that prioritizes continuous learning and effective teaching practices. In addition, family and friend emotional support contributed significantly to the variation of emotional intelligence.

Psychological Response

The psychological response is the fourth significant theme that emerged in the influence of self-efficacy

among public school teachers' decisions to resign. They experienced exhaustion because of various challenges they encountered in their professional roles. Resigning from a teaching position can be a deeply personal and significant decision, often influenced by factors within and outside the professional realm. One crucial source of emotional exhaustion was the burnout from uncontrolled learners' behavior, which created difficulties in maintaining classroom order and fostering a conducive learning environment. Dealing with disruptive behavior and managing classroom dynamics can be emotionally and mentally taxing for teachers, contributing to frustration and overwhelm.

Mokhets'engoane and Pallai (2023) found that 21st-century teachers face a variety of challenges that hinder the effectiveness of the teaching and learning process. These challenges generally fall into three categories: technological difficulties, the need to constantly adapt to evolving demands, and a lack of adequate resources.

Reciprocal Determinism Factors that Influence Teacher Resignation Decisions

The data in Table 3 presents the major themes and core ideas from the research question that looked into

reciprocal determinism factors that influence teacher resignation decisions. Reciprocal determinism refers to the notion that a person's behavior is influenced by both personal factors and the environment, and in turn, the person's behavior also influences the environment and personal factors. The three factors of reciprocal determinism, such as behavior, environment, and personal factors, play a crucial role in the resignation of public school teachers. The decision of public school teachers to resign is a behavioral manifestation influenced by various factors, including job satisfaction, workload, compensation, administrative support, and opportunities for professional growth that lead them to be persistent in their decisions.

The work environment also plays a central role in shaping teachers' perceptions of their profession and their decision to remain or resign. Factors such as lack of support from administrators, inadequate resources, and disciplinary issues can contribute to stress, burnout, and disillusionment among educators. The personal factors also contributed to the resignation of public school teachers to be persistent in their decision to leave the department.

Table 3: Reciprocal Determinism Factors that Influence Teacher Resignation Decisions

Major Themes	Core Ideas	Frequency of Responses
Personal Factor	Persisting in Decision-making	General
	Prioritizing Mental Health and Well-being	Typical
Behavioral Factor	Exhibiting Unwavering Determination	Typical
	Practicing Self-reflection and Seeking Support	Typical
	Showing Symptoms of Burnout	Typical
Environmental Factor	Depriving Teachers of their Rights	Typical
	Prevailing Parental Permissiveness	Typical
	Toxicity of the Surrounding Community	Typical

Personal Factor

Personal factor is the first significant theme that emerged in the reciprocal determinism factors that influence teacher resignation decisions. Personal factors profoundly influence shaping individual behavior, decisions, and experiences. These factors encompass a wide range of internal characteristics including values, beliefs, motivations, personality traits, and life experiences, which collectively contribute to each person's unique identity. Participants are persistent and make a deliberate and sincere effort to prioritize their own mental health and well-being, even if it means leaving their teaching positions. They are eager to seize new opportunities that motivate them to seek growth, advancement, exploration, and fulfillment in their personal and professional lives.

The study by Saks *et al.* (2022) aimed to develop and validate an empirical model capable of forecasting teachers' intentions to stay or leave the profession. The findings revealed two primary factors influencing teachers' intentions to remain in their profession: the amalgamation

of perceived teaching competence, intrinsic motivation, and job security. Interactions with students and classroom management practices significantly influence perceived teaching competence and intrinsic motivation. Factors such as emotional exhaustion and workload, which impact these aspects, serve as predictors of attrition risk. Teacher persistence in decision-making regarding resignation has been a growing issue in recent decades, raising concerns about the sustainability of the teaching workforce, the professionalism of working teachers, and the preservation of educational quality.

Behavioral Factor

The second significant theme that emerged in the reciprocal determinism factors that influence teacher resignation decisions is behavioral factors. The participants revealed their determination to leave is rooted in a deep recognition of the limitations and challenges they face within their current professional context. Whether it be systemic issues within the

education system, organizational barriers, or personal circumstances, these teachers have carefully evaluated their options and concluded that resigning is the most viable path forward. In essence, resigned teachers who show unwavering determination to leave exemplify the courage to embrace change, prioritize self-care, and pursue new opportunities. Their decision to depart is not a sign of weakness but rather a bold assertion of agency and resilience in the face of adversity.

The study of Widodo (2021) aimed to determine the factors that influence company resignation decisions, which include company culture and career development. He defines employee resignation as the decision of an employee to cease working at their current company, typically prompted by factors such as workplace conditions, environment, and workload dissatisfaction prompting the determination to leave. His study reveals that company culture plays a significant role in influencing employee resignation decisions. Second, career development directly impacts employee resignation decisions, and third, corporate culture affects career development opportunities.

Environmental Factor

The third significant theme that emerged in the reciprocal determinism factors that influence teacher resignation decisions is the environmental factor. The participants revealed a challenging narrative marked by the pervasive pressure exerted within their teaching environment. This pressure, stemming from unsupportive parents complaining to the principal over perceived mistakes in their children's education, created a stressful atmosphere that ultimately contributed to their decision to resign. Additionally, the participants encountered injustices within the department, further dampening their motivation to remain in their roles. These cumulative experiences of external pressures, unjust treatment, and lack of support underscore the complex and emotionally taxing journey that led to their resignation from the teaching profession. The study by Farmer (2020) stated that teachers endure significant stress levels due to challenges within their work environment. Given the relational nature of the profession, problematic interactions with students and parents can amplify this stress. Educators encounter many issues, ranging from classroom violence to unrealistic workplace expectations exceeding their professional expertise. Constantly addressing the needs of students facing severe challenges can lead to compassion fatigue and burnout. Furthermore, unsupportive administrators and parents contribute to the stressful educational environment, fostering a culture that prompts teachers to exit the profession.

Proposed Contextualized Theory of Albert Bandura to Explain the Resignation of Teachers

To propose the contextualized theory and considering the research approach used in this study, the final stages of Colaizzi's descriptive phenomenological methodology were used in data interpretation as follows: summarizing

the phenomena, defining the underlying structure, and sharing the findings with the participants (Cahapay, 2021).

Summarizing the Phenomena

In this stage of analysis, I integrated all the generated ideas to craft a comprehensive depiction of the phenomenon. This involved merging the major themes, core ideas, and formulated meanings to construct an overarching structure. The contextualization of Albert Bandura's social cognitive theory to analyze the resignation of public school teachers revealed significant themes arising from the descriptions of the resigned public school teachers.

The theme "verbal instructional model" under the role of observational learning revealed that hearing colleagues exploring new opportunities through resigning signals a period of reflection, growth, and potential change in their professional journey. The second theme "live model" revealed that observing their colleagues experiencing burnout due to excessively heavy workloads left a profound imprint on their decision-making process, especially given their challenges. Observing their former colleagues lead comfortable lives after resigning prompts them to reconsider their decision to resign. As part of the role of observational learning in the resignation of public school teachers, the "symbolic model" also emerges as a significant theme. Witnessing the success and enhanced quality of life experienced by their colleagues acted as a catalyst, prompting deep reflection on the potential outcomes of pursuing similar opportunities.

By observing and emulating the experiences and choices of resigned teachers, the teachers recognize them as role models who have navigated similar paths and made significant career decisions. The influence of self-efficacy on the resignation of public school teachers raises significant themes.

The theme "mastery experiences" revealed that my participants know their role as teachers to provide an effective and efficient teaching-learning process. Effective classroom management strategies require a balance of discipline, rapport-building, and support from the school administration.

The participants possessed a strong sense of control and structure in the classroom, ensuring that students adhere to rules and expectations. Another theme that emerged is "social modeling". The participants shared that teachers who have resigned and transitioned to other professions or career paths outside of education have found success and relief from the excessive workloads and administrative tasks they faced while teaching.

Moreover, "social persuasion" emerged as one of the major themes in the influence of self-efficacy on the resignation of public school teachers. My participants shared that their colleagues are encouraging them to take risks in the search for greener pastures. They are offered opportunities that will compensate them and reduce the hassle of their work. In addition, "psychological response" emerged as another major theme in the influence of self-efficacy. The participants experienced exhaustion because of various challenges they encountered in their

professional roles. One significant source of emotional exhaustion was the lack of discipline among learners, which created difficulties in maintaining classroom order and fostering a conducive learning environment. Furthermore, the “personal factor” emerged as one of the major themes in the reciprocal determinism factors that influence the resignation of public school teachers. The participants shared that despite the challenges of being physically distant from their loved ones, their decision to resign remained resolute. Their determination to leave their previous roles led them to encounter a sense of fulfillment and reward for the efforts they invested in. Another major theme in reciprocal determinism factors is the “behavioral factor.” The participants revealed their determination to leave is rooted in a deep recognition of the limitations and challenges they face within their current professional context. In essence, resigned teachers

who show unwavering determination to leave exemplify the courage to embrace change, prioritize self-care, and pursue new opportunities. Lastly, the “environmental factor” theme revealed a challenging narrative marked by the pervasive pressure exerted within their teaching environment. The participants also shared that another factor that led them to resign was the deprivation of rights. The toxicity and unbiased decisions from above turn down their motivation to stay.

Structure of the Phenomenon

In this step, findings were reduced to avoid repetitions and to clearly and concisely describe the phenomenon. In my research study, drawing from the descriptions and review of the participant’s responses, I present the contextualized structure of Albert Bandura’s theory to analyze the resignation of public school teachers.

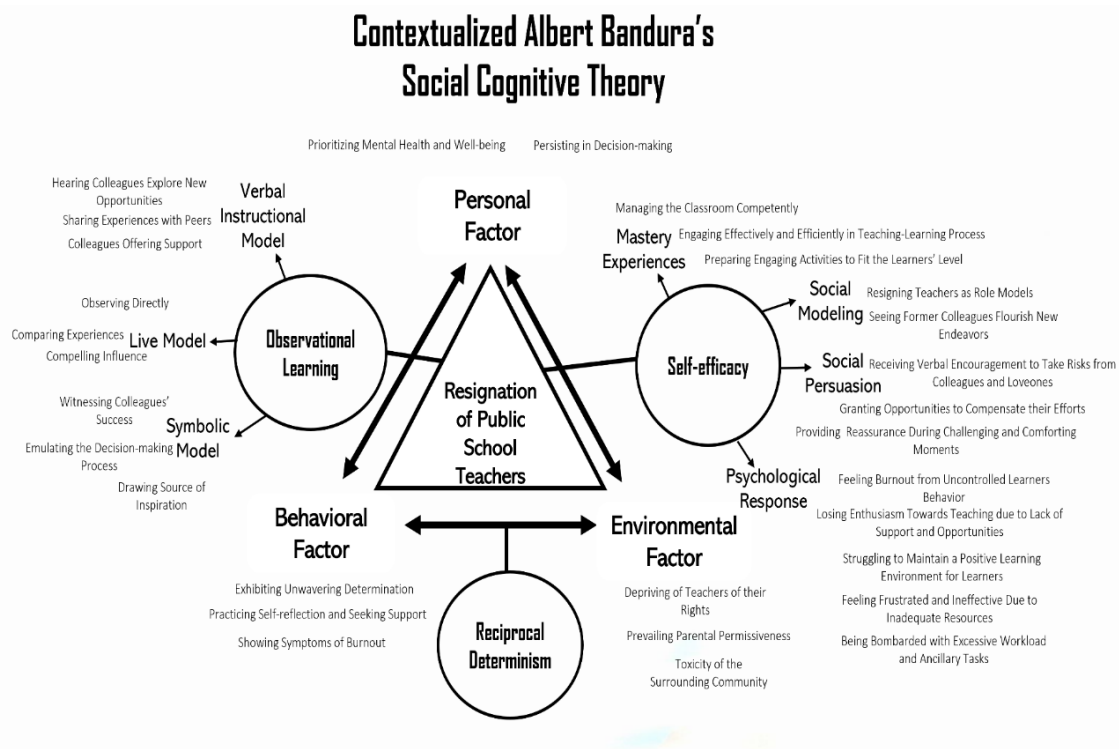


Figure 1: Contextualized Albert Bandura’s Social Cognitive Theory

Returning to the Participants to Validate the Findings from the Study

This step aimed to validate the findings of the study through member checking (Praveena & Sasikumar, 2021). It represents the final data analysis stage, which entails revisiting the participants for a follow-up interview to gauge how the emerging phenomenon aligns with their experiences. After the final defense, I revisited the participants who participated in my study to ensure that their conclusions accurately reflect their experiences or perspectives. I shared the study’s results with them and sought their feedback or confirmation. It helped me to ensure the credibility and validity of my research findings.

CONCLUSIONS

In conclusion, applying Albert Bandura’s Social Cognitive Theory to the resignation of public school teachers reveals three key factors: observational learning, self-efficacy, and reciprocal determinism. Observational learning through verbal instruction, live experiences, and symbolic models played a major role in influencing teachers to reflect on their careers and explore new opportunities. Participants shared that hearing about colleagues’ positive transitions inspired them to do the same, often resulting in greater happiness and fulfillment. Self-efficacy also emerged as a strong factor. Teachers who had mastered certain tasks or overcome challenges

felt empowered to aim higher and seek new professional goals. Their confidence not only fueled their personal decisions but also inspired those around them.

Lastly, reciprocal determinism the interaction of personal, behavioral, and environmental factors was evident in the participants' firm commitment to resign once better opportunities arose. This reflects a mindset focused on growth, optimism, and decisive action.

Overall, Bandura's theory provides a useful lens for understanding why teachers leave the profession. It highlights the influence of social environments, personal beliefs, and modeled behaviors. Future research may build on these insights to develop strategies that reduce teacher turnover and foster a more supportive educational environment.

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