

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

ON GRIT: UNDERSTANDING SCIENCE TEACHING IN CHALLENGED AREAS

A Dissertation Presented to the  
Faculty of the Graduate School  
College of Education  
West Visayas State University  
La Paz, Iloilo City

In Partial Fulfilment  
of the Requirements for the Degree  
Doctor of Philosophy in Science Education  
(Biology)

by

Jade Marie D. Dimzon

December 2022

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
GRADUATE SCHOOL  
Iloilo City

APPROVAL SHEET

A Dissertation for the Degree

Doctor of Philosophy in Science Education

(Biology)

by

Jade Marie D. Dimzon

Approved by the Research Committee:

---

VICENTE C. HANDA, Ph. D., Chairman

---

JEANNEMAR GENEVIVE Y. FIGUERAS, Ph.D., Member

---

ANTONIETTE D. CORTEZ., Ph.D., Member

---

IGNACIO S. TIBAJARES JR., Ph.D., Outside Expert

---

PETER ERNIE D. PARIS, Ph.D., Adviser

---

RICKY M. MAGNO, Ph.D.  
Dean

December 2022

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

Dimzon, Jade Marie D. "*On Grit: Understanding Science Teaching in Challenged Areas*", Unpublished Doctor of Philosophy in Science Education (Biology) Dissertation, West Visayas State University, La Paz, Iloilo City, December 2022.

**Abstract**

Teaching has always been a noble profession; to teach in challenged areas could then be the noblest. This study investigated science teachers who were teaching in challenged areas to generate theories that explain why they continued to teach under such circumstances. It focused on the factors that influenced them in their decision to stay and remain in geographically isolated and disadvantaged areas collectively called challenged areas. This qualitative study employed grounded theory. Data sources included transcripts from both online and face-to-face interview sessions, field notes, and photographs from observations and school visits. Recordings were transcribed and responses were coded. Data gathered were constantly compared and analyzed. Data gathering involved a theoretical sample composed of high school science teachers who were teaching in challenged areas – two high school science teachers from a geographically isolated island, one high school science teacher from a geographically isolated mountain, three high school science teachers from the conflicted barangays, and three high school science teachers from disadvantaged areas in the city. To attain triangulation, the researcher interviewed a co-teacher and a student of each participant were also interviewed as secondary informants, resulting in a total of 27 participants. Results revealed that high school science teachers taught in challenged areas due to intrinsic and extrinsic factors. Intrinsic factors included their personal choice to pursue

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

teaching, the calling for the profession, and the commitment to serve while extrinsic factors included compensation and convenience. The study also revealed that the participants manifested passion which was the driving force behind their persistence in their science teaching in challenged areas. The findings led to the emergence of a theoretical model on grit theory. Grit theory on science teaching in the challenged areas which was grounded on the passion for science teaching and persistence of the participants to remain in the challenged areas, was advanced.

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

TABLE OF CONTENTS

	Page
Title Page	i
Approval Sheet	ii
Acknowledgment	iii
Abstract	vii
Table of Contents	x
List of Figures	xiii
List of Tables	xv
List of Appendices	xvi
Chapter	
1 INTRODUCTION TO THE STUDY	1
Background and Theoretical Framework of the Study	2
Conceptual Framework	11
Epistemological and Theoretical Research Perspective	11
Statement of the Problem	13
Definition of Terms	13
Significance of the Study	15
Scope and Delimitation of the Study	17
2 REVIEW OF RELATED LITRATURE	19
The Teaching Profession	19

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

Teaching in Far-flung Areas	23
Teachers' Roles in Education	30
Policies and Programs	45
Summary	48
<b>3 RESEARCH DESIGN AND METHODOLOGY</b>	<b>50</b>
Research Design	50
Participants	52
Research Locale	58
Data Sources	73
Data Collection Procedure	75
Data Analysis	78
Ethical Considerations	82
Subjectivity Statement	83
<b>4 PRESENTATION OF RESULTS AND DISCUSSIONS</b>	<b>85</b>
Science Teaching in Challenged Areas	85
Passion and Persistence	150
The Postulated Theory	
Summary	170
<b>5 SUMMARY, CONCLUSION, IMPLICATIONS, AND RECOMMENDATIONS</b>	<b>172</b>
Summary of Findings	172
Concluding Statements	174
Implications	176

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

Recommendations	180
REFERENCES	183
APPENDICES	201

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

LIST OF FIGURES

Figure		Page
1	The conceptual research framework	11
2	The participants and their daily mode of transport in distributing modules to the community during the pandemic	56
3	The Locale of the Study	60
4	Map of the Islands Where the Island School is located	61
5	Map where the summit school is located	64
6	The overflow and the hanging bridge	66
7	Map where the city school is located	67
8	Map where the high school at the pine ridge is located	69
9	Map where the high school after the hanging bridge is located	71
10	The hanging bridge that connects the high school to the main road	72
11	The flow chart of the research process	76
12	Constructing Grounded Theory – Data Analysis	78
13	Coding in Constructivist Grounded Theory	80
14	Sample of Data Analysis Using Charmaz’ Constructivist Grounded Theory	81
15	Schematic Diagram 1 showing the reasons why high school science teachers teach in the challenged areas.	86
16	The “boti”	88
17	Photographs showing the trails or paths the high school science teachers take daily in going to and from their high schools	91



WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

18	Photographs showing the researcher as she conducted formal and informal interviews to the participants	93
19	Interview with some of the secondary participants	119
20	Teachers in the challenged areas (a) celebrating teachers' day (b) bonding over birthday celebration	135
21	Concept Map of the factors influencing the high school science teachers' decision to teach in the challenged areas classified as intrinsic and extrinsic	149
22	Diagram showing teaching persistence in challenged areas brought about by their passion in science teaching	164
23	"Panghimud-us kag Panikasog": Grit Theory on Science Teaching in Challenged Areas	167

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

LIST OF TABLES

Table		Page
1	The Primary Participants	53
2	The Summary of Participants	58
3	The High Schools and Their Classification under the Challenged Area	73

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

LIST OF APPENDICES

Appendix	Page
A Letter of Approval from the Regional Director	202
B Letter to the Superintendent, Schools Division of Iloilo	204
C Letter to the Superintendent, Schools Division of Iloilo City	204
D Letter to the Principals	210
E Profile Form	215
F Semi-Structured Interview Guide	217
G Informed Consent Form	219
H Parental Consent Form	221
I Photographs During Individual Interviews	224
J Photographs During Visits and Observation	228

### References

- Ackerman, C. E. (2020). Self-determination theory of motivation: Why intrinsic motivation matters. *Positive Psychology*.
- Alshmemri, M., Shahwaniakl, L., & Maude, P. (2017). Herzberg's two factor theory. *Life Science Journal*, 14(5), 12-16.
- Anna C. van der Want, G.L.M. Schellings & J. Mommers (2018). Experienced teachers dealing with issues in education: A career perspective, *Teachers and Teaching*, 24:7, 802-824, DOI: 10.1080/13540602.2018.1481024
- Aquino, Lorelei B. (2019) *In Far-flung Areas of Samar, Teachers are Modern-day Heroes*. <https://www.rappler.com/moveph/241837-far-flung-areas-samar-teachers-modern-day-heroes/> Lorelei B. Aquino, October 6, 2019.
- Argon T, Kaya A. Examination of grit levels of teachers according to personal variables. *Journal of Education and Training Studies*, 2018; 6 (3): 45-53.
- Araujo, M. C., Carneiro, P., Cruz-Aguayo, Y., & Schady, N. (2016). Teacher quality and learning outcomes in kindergarten. *Quarterly Journal of Economics*, 131(3), 1415e1453. <https://doi.org/10.1920/wp.ifs.2016.0916>
- Balyer, Aydin & Özcan, Kenan. (2014). Choosing Teaching Profession as a Career: Students' Reasons. *International Education Studies*. 7. 10.5539/ies.v7n5p104.
- Barcena, Nida Grace P., (2010). Learning insights on the work and life of a teacher. <http://www.piacaraga.com/2018/04/wednesday-april-11-2018.html>

- Barni, Daniela & Danioni, Francesca & Benevene, Paula. (2019). Teachers' Self-efficacy: The Role of Personal Values and Motivations for Teaching. *Frontiers in Psychology*. 10. 10.3389/fpsyg.2019.01645.
- Bilbao P, Corpuz B, Llagas A, Salandanan G. *The Teaching Profession*, Quezon City, Lorimar Publishing, Inc., 2015: 1 - 274.
- Bloom, L. R. (1996). Stories of One's Own: Nonunitary Subjectivity in Narrative Representation. *Qualitative Inquiry*, 2(2), 176-197. <https://doi.org/10.1177/107780049600200203>
- Blumer, Herbert (1969). *Symbolic Interactionism: Perspective and Method*, Prentice-Hall, Inc. Englewood Cliffs, New Jersey.
- Bulawat, Albert Cadiz. *Teachers' Turnover among Public Schools: Basis for Teachers' Retention Programs*, 2020.
- Burgess, RG. (1991). "Keeping field notes" (pp. 191-194). In RG Burgess (Ed.) *Field Research: A sourcebook and Field Manual*. London: Routledge.
- Baxter, J. A. (2013). Professional inspector or inspecting professional? Teachers as inspectors in a new regulatory regime for education in England. *Cambridge Journal of Education*, 43(4), 467e485. <https://doi.org/10.1080/0305764X.2013.819069>

- Bihler, L. M., Agache, A., Kohl, K., Willard, J. A., & Leyendecker, B. (2018). Factor analysis of the classroom assessment scoring system replicates the three-domain structures and reveals no support for the bifactor model in German preschools. *Frontiers in Psychology, 9*, 1232. <https://doi.org/10.3389/fpsyg.2018.01232>
- Bohanon, H., Gilman, C., Parker, B., Amell, C., & Sortino, G. (2016). Using school improvement and implementation science to integrate multi-tiered systems of support in secondary schools. *Australasian Journal of Special Education, 40*, 99e116. <https://doi.org/10.1017/jse.2016.8>
- Bolton, R. (2019, July 25). Ideology crushes teachers' ability to control classes. *Australian Financial Review*. Retrieved from <https://www.afr.com/policy/health-and-education/ideology-crushes-teachers-ability-to-control-classes-20190724-p52a6s>.
- Brandenburg, R., McDonough, S., Burke, J., & White, S. (Eds.). (2016). *Teacher education: Innovation, intervention, and impact*. Springer. <https://doi.org/10.1007/978-981-10-0785-9>.
- Brunetti, Gerald (2001). Why do they teach? A study of job satisfaction among long-term high school teachers SOURCE: *Teacher Education Quarterly* 28 no3 Summ 2001 WN: 0119605900006

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
GRADUATE SCHOOL  
Iloilo City

187

- Brunetti, Gerald. (2006). Resilience under fire: Perspectives on the work of experienced, inner city high school teachers in the United States. *Teaching and Teacher Education*. 22. 812-825. 10.1016/j.tate.2006.04.027.
- Buchanan, J., Prescott, A., Schuck, S., Aubusson, P., Burke, P., & Louviere, J. (2013). Teacher retention and attrition: Views of early career teachers. *Australian Journal of Teacher Education*, 38, 112e129.  
<https://doi.org/10.14221/ajte.2013v38n3.9>
- Bulawat, Albert, Teachers' Turnover among Public Schools: Basis for Teachers' Retention Programs (December 17, 2019). *International Journal of Scientific Research and Engineering Development*-- Volume 3 Issue 2, Mar-Apr 2020, Available at SSRN: <https://ssrn.com/abstract=3744193>
- Bullough, Robert V., Jr; Hall-Kenyon, Kendra M. (2012) *On Teacher Hope, Sense of Calling, and Commitment to Teaching*. *Teacher Education Quarterly*, v39 n2 p7-27
- Burbos-Gera, Yvonne (2019). The passion that lit a hundred burning passions: A teacher's story of toil and triumph <https://www.deped.gov.ph/2019/09/22/the-passion-that-lit-a-hundred-burning-passions-a-teachers-story-of-toil-and-triumph/>
- Carey, A. (2019, December 4). Australian students 'among the worst in the world' for class discipline. *The Sydney Morning Herald*. Retrieved from <https://www.smh.com.au/politics/federal/australian-students-among-the-worst-in-the-world-for-class-discipline-20191204-p53gwk.html>.

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
GRADUATE SCHOOL  
Iloilo City

188

- Celik, Bunyamin & Yildiz, Yunus. (2017). Commitment to the Teaching Profession. *International Journal of Social Sciences and Educational Studies*. 4. 93-97. 10.23918/ijsses.v4i2sip93.
- Charmaz, K. (Academic). (2017). *An introduction to grounded theory* [Video]. SAGE Research Methods. <https://dx.doi.org/10.4135/9781473991798>
- Charmaz, Kathy. "Grounded Theory." *The SAGE Encyclopedia of Social Science Research Methods*. 2003. SAGE Publications. 24 May. 2009
- Cherry, K (2022) What is Self-determination Theory – How Self-determination Influences Motivation <https://www.verywellmind.com/what-is-self-determination-theory-2795387>
- Chingos, M. M., & Peterson, P. E. (2011). It's easier to pick a good teacher than to train one: Familiar and new results on the correlates of teacher effectiveness. *Economics of Education Review*, 30(3), 449e465. <https://doi.org/10.1016/j.econedurev.2010.12.010>
- Chun Tie Y, Birks M, Francis K. Grounded theory research: A design framework for novice researchers. *SAGE Open Med*. 2019 Jan 2;7:2050312118822927. doi: 10.1177/2050312118822927. PMID: 30637106; PMCID: PMC6318722
- Churchward, P., & Willis, J. (2019). The pursuit of teacher quality: Identifying some of the multiple discourses of quality that impact the work of teacher educators. *Asia-Pacific Journal of Teacher Education*, 47(3), 251e264. <https://doi.org/10.1080/1359866X.2018.1555792>



WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

189

- Clement, A. & Rencewigg P, Roland. (2020). Qualities of Effective Teachers: Students' Perspectives. 2. 365. 10.35629/5252-0210365368.
- Clotfelter, T., Ladd, H. F., & Vigdor, J. L. (2006). Teacher-student matching and the assessment of teacher effectiveness. Cambridge, MA: National Bureau of Economic Research Working Paper No. 11936. <https://doi.org/10.3386/w11936>
- Cohen D, Crabtree B. "Qualitative Research Guidelines Project." July 2006.  
<http://www.qualres.org/HomeFiel-3650.html>
- Cortina, K. S., Miller, K. F., McKenzie, R., & Epstein, A. (2015). Where low and high inference data converge: Validation of CLASS assessment of mathematics instruction using mobile eye tracking with expert and novice teachers. *International Journal of Science and Mathematics Education*, 13(2), 389e403.  
<https://doi.org/10.1007/s10763-014-9610-5>
- Creswell JW. *Research design: qualitative, quantitative, and mixed methods approaches*. 4th ed. Thousand Oaks, CA: SAGE, 2013.
- Crotty, M. (2003). *The Foundations of Social Research: Meaning and Perspective in the Research Process*. SAGE Publications Ltd.
- Crotty, M. (1998). *The Foundations of Social Research: Meaning and Perspective in the Research Process*. Thousand Oaks, CA: SAGE.

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

190

- Daguplo, Marvin S. "Why Teaching? Reasons for Choosing Teaching as a Second Career." *Liceo Journal of Higher Education Research*, vol. 9, no. 1, Dec. 2013, pp. 108+. *Gale Academic OneFile*, link.gale.com/apps/doc/A512855470/AONE?u=anon~ee630d3a&sid=googleScholar&xid=f9b59a97. Accessed 8 Nov. 2022.
- Dambrun M. Self-centeredness and selflessness: happiness correlates and mediating psychological processes. *PeerJ*. 2017 May 11;5:e3306. doi: 10.7717/peerj.3306. PMID: 28507820; PMCID: PMC5429736.
- Dambrun, M., & Ricard, M. (2011). Self-centeredness and Selflessness: A Theory of Self-based Psychological Functioning and Its Consequences for Happiness. *Review of General Psychology*, 15(2), 138–157. <https://doi.org/10.1037/a0023059>
- Day, C., & Gu, Q. (2007). Variations in the conditions for teachers' professional learning and development: Sustaining commitment and effectiveness over a career. *Oxford Review of Education*, 33(4), 423–443.
- Day, C., & Gu, Q. (2009). Veteran teachers: Commitment, resilience, and quality retention.
- Day, C., & Gu, Q. (2010). *The new lives of teachers*. London: Routledge.
- Day, C., Sammons, P., Kington, A., Gu, Q., & Stobart, G. (2006). Methodological Synergy in a National Project: The VITAE Story. *Evaluation & Research in Education*, 19(2), 102–125.
- Day, C., Sammons, P., Stobart, G., Kington, A., & Gu, Q. (2007). *Teachers matter: Connecting lives, work, and effectiveness*. Berkshire: Open University Press.

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

191

- Deci, E. L., & Ryan, R. M., (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.
- Duckworth, A. (2016). *Grit: The power of passion and perseverance*. Scribner/Simon & Schuster.
- Duckworth, Angela & Peterson, Christopher & Matthews, Michael & Kelly, Dennis. (2007). Grit: Perseverance and Passion for Long-term Goals. *Journal of personality and social psychology*. 92. 1087-101. 10.1037/0022-3514.92.6.1087.
- Equipado, E & Gilbas, S. (2021). *Lived Experiences of the Elementary Teachers in a Remote School*. *International Journal of Science, Engineering and Technology*
- Esguerra, D.J. 2018. DepED urged to lighten teacher workloads following suicide reports. *Philippine Daily Inquirer*. August 27. <https://newsinfo.inquirer.net/1025288/deped-urged-to-lighten-teacher-workloads-following-suicide-reports> (accessed on October 2, 2018).
- Fabelico, Fitzgerald & Afalla, Bonimar. (2020). Perseverance and passion in the teaching profession: Teachers' grit, self-efficacy, burn-out, and performance. *Journal of Critical Reviews*. 7. 108-119. 10.31838/jcr.07.11.17.
- Flores, M. A. (2019). Unpacking teacher quality: Key issues for early career teachers. In A. Sullivan, B. Johnson, & M. Simons (Eds.), *Attracting and keeping the best teachers* (pp. 15e38). Singapore: Springer.
- Fried, R. L. (2001). *The Passionate Teacher: A Practical Guide*. Boston: Beacon Press

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
GRADUATE SCHOOL  
Iloilo City

192

- Gale, T., & Parker, S. (2017). The prevailing logic of teacher education: Privileging the practical in Australia, England, and Scotland. In M. A. Peters, B. Cowie, & I. Menter (Eds.), *A companion to research in teacher education* (pp. 521e535). Singapore: Springer. [https://doi.org/10.1007/978-981-10-4075-7\\_35](https://doi.org/10.1007/978-981-10-4075-7_35).
- Gallant, A., & Riley, P. (2014). Early career teacher attrition: New thoughts on an intractable problem. *Teacher Development*, 18(4), 562e580. <https://doi.org/10.1080/13664530.2014.945129>
- Garcia, E. & Weiss, E., (2019). *Challenging working environments ("school climates"), especially in high-poverty schools, play a role in the teacher shortage*. <https://files.eric.ed.gov/fulltext/ED598207.pdf>
- Gehrke, Rebecca Swanson (2005). *Poor schools, poor students, successful teacher*. Kappa Delta Pi Record, v42 n1 p14-17 Fall 2005  
<https://eric.ed.gov/?id=EJ724902>
- Glaser BG, Strauss AL. The discovery of grounded theory: Strategies for qualitative research. New York: Aldine de Gruyter, 1967.
- Gore, J. M. (2016). Reform and the reconceptualization of teacher education in Australia. In R. Brandenburg, S. McDonough, J. Burke, & S. White (Eds.), *Teacher education* (pp. 15e34). Singapore: Springer.  
[https://doi.org/10.1007/978-981-10-0785-9\\_2](https://doi.org/10.1007/978-981-10-0785-9_2).

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

193

- Graham, L. J. (2018). Student compliance will not mean “all teachers can teach”: A critical analysis of the rationale for “no excuses” discipline. *International Journal of Inclusive Education*, 22(11), 1242e1256. <https://doi.org/10.1080/13603116.2017.1420254>
- Guarino, C. M., Santibañez, L., & Daley, G. A. (2006). Teacher recruitment and teacher retention: A review of the recent empirical literature. *Review of Educational Research*, 76(2), 173–208.
- Hargreaves, A. (2005). Educational change takes ages: Life, career, and generational factors in teachers’ emotional responses to educational change. *Teachers and Teaching*, 21(8), 967–983.
- Hasa, (2020, May 13). *Difference between Selfish and Selfless*.  
<https://pediaa.com/difference-between-selfish-and-selfless/>
- Hayon, H. C. Vonk, & R. Fessler (Eds.), *Teacher professional development: A multiple perspective approach* (pp. 93–118). Amsterdam: Swets & Zeitlinger.
- Herzberg, F.I. (1966). *Work and the Nature of Man*
- Hipolito, M. F., (2022). Stories of Prevailing: Novice Teachers’ Journey in Far-flung Schools in the Time of COVID-19 Pandemic. *International Journal of Multidisciplinary: Applied Business and Education Research*. 3 (1) 12-18.[doi:10.11594/ijmabqr.03.01.02](https://doi.org/10.11594/ijmabqr.03.01.02)
- Hong, J. Y. (2010). Pre-service and beginning teachers’ professional identity and its relation to dropping out of the profession. *Teaching and Teacher Education*, 26, 1530–1543.

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
GRADUATE SCHOOL  
Iloilo City

194

Huberman, M. (1993). Steps toward a developmental model of the teaching career. In L. Kremer

Javilla, Mary Ann and Fabella, Frederick Edward, *Lived-Experiences of Mobile Teachers in Remote Schools in Antipolo City* (October 2019).

SSRN: <https://ssrn.com/abstract=3516399> or <http://dx.doi.org/10.2139/ssrn.3516399>

J. Clifford & GE Marcus (Eds.) Writing Culture: The Poetics and Politicals of Ethnography. Los Angeles, CA: University of California Press.

Lapuz, M.C., (2015). Delights and difficulties of multigrade teachers in rural schools. *International Journal of Engineering and Technical Research* 3 (7)

Legault, Lisa. (2017). Self-determination Theory. 10.1007/978-3-319-28099-8\_1162-1.

Lena, Perla (2020). EU Project to support Filipino teachers in challenged areas. <https://www.pna.gov.ph/articles/1094100>

Linda Darling-Hammond (2017). Teacher education around the world: What can we learn from international practice?, *European Journal of Teacher Education*, 40:3, 291-309, DOI: [10.1080/02619768.2017.1315399](https://doi.org/10.1080/02619768.2017.1315399)

Maksimović, Jelena & Osmanovic, Jelena. (2019). TEACHERS' SELF-CONCEPT AND ITS BENEFITS FOR SCIENCE EDUCATION. *Journal of Baltic Science Education*. 18. 105-116. 10.33225/jbse/19.18.105.

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
GRADUATE SCHOOL  
Iloilo City

195

- Max Roser (2017). "Teachers and Professors". *Published online at OurWorldInData.org*.  
Retrieved from: '<https://ourworldindata.org/teachers-and-professors>' [Online Resource]
- Mayan, Omar. (2019). Understanding Students' Experiences with E-learning 2.0 in Australian Higher Education: A Grounded Theory Study.
- Mercora, D. (2003). A qualitative study examining the motives and determinants of a voluntary career change into education . Unpublished Dissertation. Seton Hall University, USA.
- Nickerson, Charlotte (2021, November 16). *Herzberg's Motivation Two-Factor Theory* . Simply Psychology. [www.simplypsychology.org/herzbergs-two-factor-theory.html](http://www.simplypsychology.org/herzbergs-two-factor-theory.html)
- Novio, EB C. (2019). Teachers now joining diaspora of Filipinos seeking greener pasture. <https://globalnation.inquirer.net/180294/teachers-now-joining-diaspora-of-filipinos-seeking-greener-pasture>
- Orale, Ronald & Quejada, Ailyn. (2018). *Lived Experiences of Elementary Teachers in a Remote School in Samar, Philippines*.
- Peshkin, A. (1988). In Search of Subjectivity—One's Own. *Educational Researcher*, 17(7), 17–21. <https://doi.org/10.3102/0013189X017007017>
- Peterson, C., & Seligman, M. E. P. (2004). Character strengths and virtues: A handbook and classification. Washington, DC: American Psychological Association; New York: Oxford University Press.
- Pierson, Rita (2013). Every Kid Needs a Champion. TED Talk.

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
GRADUATE SCHOOL  
Iloilo City

196

- Preissle, J. (2008). Subjectivity statement. In L. M. Given (Ed.), *The SAGE encyclopedia of qualitative research methods* (pp. 845-846). SAGE Publications, Inc., <https://www.doi.org/10.4135/9781412963909.n439>
- Pianta, R. C., & Hamre, B. K. (2009). Conceptualization, measurement, and improvement of classroom processes: Standardized observation can leverage capacity. *Educational Researcher*, 38(2), 109e119. <https://doi.org/10.3102/0013189X09332374>
- Podolsky, A., Kini, T., & Darling-Hammond, L. (2019). Does teaching experience increase teacher effectiveness? A review of US research. *Journal of Professional Capital and Community*, 4(4), 286e308. <https://doi.org/10.1108/JPCC-12-2018-0032>
- Qureshi, Henna A., & Unlu, Zuleyha (2020) *Beyond the Paradigm Conflicts: A Four-Step Coding Instrument for Grounded Theory*. *International Journal of Qualitative Methods* Volume 19: 1-10. [sagepub.com/Journals-permissions](https://www.sagepub.com/Journals-permissions). [sagepub.com/home/ijq](https://www.sagepub.com/home/ijq)
- Reyes, M. R., Brackett, M. A., Rivers, S. E., White, M., & Salovey, P. (2012). Classroom emotional climate, student engagement, and academic achievement. *Journal of Educational Psychology*, 104(3), 700. <https://doi.org/10.1037/a0027268>
- Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2005). Teachers, schools, and academic achievement. *Econometrica*, 73(2), 417e458.
- Rogayan Jr, Danilo. (2018). Why Young Filipino Teachers Teach?. 5. 48-60.



WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
GRADUATE SCHOOL  
Iloilo City

197

- Sanjek, R. (1990). "A vocabulary for fieldnotes" (pp. 92-121) In R. Sanjek (Ed.) Fieldnotes: The Making of Anthropology. Ithaca, NY: Cornell University Press.
- Serafica, J. et.al. (2018). *Science, Technology, and Society*. Rex Printing Company, Inc., First Edition, 2018.
- Serin, Hamdi. (2017). The Role of Passion in Learning and Teaching. *International Journal of Social Sciences and Educational Studies*. 4. 60-64.  
10.23918/ijsses.v4i1p60.
- Shernoff, E.S., Mehta, T.G., Atkins, M.S. *et al.* A Qualitative Study of the Sources and Impact of Stress Among Urban Teachers. *School Mental Health* **3**, 59–69 (2011).  
<https://doi.org/10.1007/s12310-011-9051-z>
- Skaalvik, E. M., & Skaalvik, S. (2011). Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional exhaustion. *Teaching and Teacher Education*, 27(6), 1029–1038.
- Smith, T. M., & Rowley, K. J. (2005). Enhancing commitment or tightening control: The function of teacher professional development in an era of accountability. *Educational Policy*, 19(1), 126–154. *Teachers and Teaching: Theory and Practice*, 15(4), 441–457.
- Stanford, B. H. (2001). Reflections of Resilient, Persevering Urban Teachers. *Teacher Education Quarterly*, 28(3), 75–87. <http://www.jstor.org/stable/23478305>

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
GRADUATE SCHOOL  
Iloilo City

198

- Van Maanen, J. (1988). Tales of the field: On Writing Ethnography. Chicago: University of Chicago Press.
- Vasile, C., Margaritoiu, A., and Eftimie, S. Security Needs Among Teachers, 2011.
- Veldman, I., Van Tartwijk, J., Brekelmans, M., & Wubbels, T. (2013). Job satisfaction and teacher-student relationships across the teaching career: Four case studies. *Teaching and Teacher Education*, 32, 55–65.
- Verma, Shruti (2020). *Teaching as a Profession*.  
<https://idreamcareer.com/blog/teaching-as-a-profession/> Shruti Verma, March 27, 2020
- Vocke, David & Foran, James. (2017). Why Choose Teaching?. *Kappa Delta Pi Record*. 53. 80-86. 10.1080/00228958.2017.1299547.
- Webb, B. (1991). "The art of note-taking." (pp. 195-199). In RG Burgess (Ed.) *Field Research: A sourcebook and Field Manual*. London: Routledge.
- Wehrle, Katja & Fasbender, Ulrike. (2018). Self-concept. 10.1007/978-3-319-28099-8\_2001-1.
- Wheatley, Karl. (2002). *Teacher Persistence: A Crucial Disposition, with Implications for Teacher Education*. *Essays in Education*. 3.
- Woodworth K, Bland J, Guha R, Shields P, Wechsler M, Tiffany-Morales J, Tse V. *The status of the teaching profession 2009: Full report*. Santa Cruz, CA: The Center for the Future of Teaching and Learning, 2009: 1-150.

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
GRADUATE SCHOOL  
Iloilo City

199

**Online References**

ICH Harmonised Guideline. General Principles for Planning and Design of Multiregional Clinical Trials. 2017.

[https://nhts.ornl.gov/assets/2016/NHTS\\_Retrieval\\_Instrument\\_20180228.pdf](https://nhts.ornl.gov/assets/2016/NHTS_Retrieval_Instrument_20180228.pdf)

<https://pia.gov.ph/news/articles/1006534>

<https://psa.gov.ph/sites/default/files/Iloilo%20city.pdf>

<https://www.adb.org/sites/default/files/publication/28409/economics-wp199.pdf>

[https://www.teachermagazine.com/au\\_en/articles/supporting-teachers-in-developing-nations](https://www.teachermagazine.com/au_en/articles/supporting-teachers-in-developing-nations)

<https://www.outputeducation.com/education-developing-countries-problems-solutions/>

<https://globalnation.inquirer.net/180294/teachers-now-joining-diaspora-of-filipinos-seeking-greener-pasture>

<http://www.qualres.org/HomeGrou-3589.html>

<https://journals.sagepub.com/doi/pdf/10.1177/160940690600500103>

<https://www.deped.gov.ph/2019/09/22/the-passion-that-lit-a-hundred-burning-passions-a-teachers-story-of-toil-and-triumph/> Yvonne Burbos-Gera

<https://www.rappler.com/moveph/241837-far-flung-areas-samar-teachers-modern-day-heroes/> Lorelei B. Aquino, October 6, 2019.

<https://www.youtube.com/watch?v=SFnMTHhKdkw> TED Talk, Rita Pierson – Every Kid Needs a Champion, May 3, 2013

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
GRADUATE SCHOOL  
Iloilo City

200

<https://aboitizeyes.aboitiz.com/post/crossing-rivers-and-finding-their-true-passion-in-teaching> January 1, 2020

<https://idreamcareer.com/blog/teaching-as-a-profession/> Shruti Verma, March 27, 2020

<https://www.happyminds.com.au/single-post/2018/09/20/self-care-finding-a-balance-betweenselflessandselfish#:~:text=This%20is%20how%20I%20often,considerin g%20the%20impact%20on%20others.>

<https://pediaa.com/difference-between-selfish-and-selfless/> Hasa, 2020

<https://www.managementstudyguide.com/herzbergs-theory-motivation.htm> Prachi

Juneja

<https://doi.org/10.1037/0022-3514.92.6.1087>

<http://methods.sagepub.com/video/an-introduction-to-grounded-theory>

<https://www.allucent.com/resources/blog/intrinsic-and-extrinsic-factors-drug-development>

<https://whatalife.ph/a-quick-overview-of-filipino-teaching-abroad/>