

New Horizons: Challenges, Adaptations, and Motivators of Teachers Deployed in Remote Schools in Zone II, Division of Zambales

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ABSTRACT

This study investigated the challenges, adaptations, and motivations of teachers deployed in remote schools within Zone 2, Division of Zambales, and to develop a relevant pre-deployment training program. Employing a descriptive quantitative research design, the study involved teachers assigned to geographically isolated and underserved areas. Findings revealed that the teaching force in remote schools is primarily composed of young, early-career, female educators with limited experience. Teachers generally encountered moderate challenges, particularly in social and environmental adaptation, while issues related to well-being, living and teaching conditions, and connectivity were also prevalent. Despite these challenges, respondents demonstrated resilience by maintaining a positive attitude, resourcefulness, and fostering stakeholder collaboration. Their motivation to remain in remote postings was rooted in a strong sense of satisfaction, commitment, and purpose. Additionally, years of teaching experience and civil status significantly influenced teachers' ability to adapt and find meaning in their roles. Significant positive correlations were observed between challenges and both adaptation and motivation, indicating the proactive responses and intrinsic drive of teachers under challenging contexts. The study ended in the development of the TEACH-READY Pre-Deployment Training Program, designed to equip teachers with the necessary skills, mindset, and support systems for effective and sustained teaching in remote areas.

Keywords – Challenges, Adaptations, Motivations, Teaching in Geographically Isolated and Disadvantaged Areas, Remotes Schools, Public School Teachers

INTRODUCTION

Education serves as one of the most important foundations of social development and economic progress because it equips individuals with knowledge, skills, and competencies necessary for personal growth and societal advancement. High-quality education contributes significantly to reducing inequalities, improving economic opportunities, and promoting sustainable development. However, despite international efforts to strengthen educational systems, disparities in educational access and quality continue to exist, particularly among learners in geographically isolated and underserved communities. Educational inequalities remain a persistent issue in many countries, where rural and remote schools frequently experience limited resources, inadequate infrastructure, insufficient educational support, and unequal opportunities compared to urban schools. These disparities continue to affect not only student outcomes but also the experiences and performance of teachers assigned to these areas (UNESCO, 2020).

Globally, teachers working in remote schools encounter multiple challenges associated with both professional responsibilities and environmental conditions. Compared with teachers in urban settings, those assigned to geographically isolated areas often work under difficult circumstances characterized by inadequate facilities, limited instructional materials, poor transportation systems, and restricted access to professional development opportunities. In many instances, teachers in remote communities perform roles extending beyond classroom instruction by serving as counselors, social workers, community facilitators, and advocates for learners and

families. Such expanded responsibilities may place additional demands on teachers that contribute to stress, fatigue, and emotional exhaustion (OECD, 2020). Studies have shown that teachers experiencing prolonged occupational demands without adequate support are more likely to experience burnout, reduced job satisfaction, and decreased motivation, all of which may influence instructional effectiveness and retention (Skaalvik & Skaalvik, 2017).

Teacher well-being has increasingly become an important concern in educational research because it directly influences teaching effectiveness, classroom performance, and long-term commitment to the profession. Well-being encompasses teachers' emotional, psychological, social, and professional functioning within their work environments. McCallum and Price (2020) emphasized that teacher well-being is not merely an individual concern but also a critical component of educational quality and institutional effectiveness. Teachers who experience supportive working conditions and positive emotional well-being tend to demonstrate higher levels of motivation, resilience, and professional engagement. Conversely, inadequate support systems and persistent workplace challenges may negatively affect teachers' mental health and professional commitment.

The emergence of the COVID-19 pandemic further intensified existing educational challenges worldwide. The pandemic disrupted educational systems and forced schools to transition to alternative learning modalities that required significant adjustments from teachers and learners alike. The abrupt shift exposed technological inequalities and emphasized challenges associated with limited internet connectivity, insufficient access to learning resources, and increased work demands among teachers (Azorín, 2020). Although educational institutions have gradually resumed face-to-face instruction, the long-term effects of the pandemic continue to shape educational practices and teacher experiences. Research indicates that the pandemic has contributed to increased stress levels, workload pressures, and concerns related to teacher well-being and professional adaptation (Kim & Asbury, 2020).

In the Philippine setting, these educational concerns become more evident in geographically isolated and disadvantaged areas (GIDAs), where teachers frequently experience unique professional and environmental challenges. Remote schools often operate under limitations related to transportation accessibility, communication infrastructure, and availability of teaching resources. Teachers assigned to these areas are commonly required to adjust to unfamiliar cultural environments while balancing instructional responsibilities with broader community-related roles. In addition to professional challenges, they may experience emotional strain arising from separation from family members and social support systems. Such circumstances may influence teachers' adaptability, job satisfaction, and willingness to remain in remote assignments.

Within the Division of Zambales, particularly in Zone 2, remote schools continue to operate under conditions that present challenges for teachers and learners alike. Schools in geographically isolated communities may encounter difficulties related to accessibility, availability of facilities and instructional resources, and contextual realities that influence educational delivery. Teachers assigned to these schools frequently face situations that require resourcefulness, adaptability, and resilience in addressing learners' needs despite environmental and institutional limitations. Although teachers continue to demonstrate commitment and dedication in performing their responsibilities, the realities of working in remote areas may affect their professional experiences and overall well-being.

While previous studies have examined educational challenges in rural and underserved communities, much of the existing literature primarily focuses on general concerns related to school resources, educational inequalities, and teacher performance. Limited attention has been given to understanding how teachers assigned to specific remote contexts adapt to these challenges and what factors sustain their motivation to continue serving despite difficult circumstances. Moreover, studies examining teachers' challenges, adaptive strategies, and motivators within the context of remote schools in Zone 2, Division of Zambales remain scarce. Understanding these experiences is important because teachers play a critical role in ensuring educational continuity and promoting quality learning experiences among students in geographically isolated communities.

Given these circumstances, this study seeks to examine the challenges, adaptations, and motivators of teachers deployed in remote schools in Zone 2, Division of Zambales. Specifically, it aims to determine the challenges encountered by teachers, identify the adaptive mechanisms they employ in responding to these challenges, and

explore the factors that motivate them to remain committed to their profession despite difficult working conditions. Through a deeper understanding of teachers' experiences, the study intends to contribute to the development of responsive interventions, teacher support programs, and policies that promote teacher well-being, strengthen professional resilience, improve teacher retention, and enhance educational delivery in remote school settings.

METHODS

The study employed a descriptive-correlational research design to examine the challenges encountered, adaptation strategies employed, and motivating factors influencing public school teachers assigned to remote schools. The respondents of the study consisted of all 172 teachers deployed in remote schools in Zone 2, Division of Zambales. The study utilized a total population sampling technique (total enumeration), wherein all teachers assigned to remote schools within the identified area were included as respondents. This approach was considered appropriate because the target population was manageable and accessible, allowing the researchers to gather comprehensive data from all qualified teachers. By including the entire population, the study ensured broader representation and generated more accurate and meaningful insights into the challenges encountered, adaptations employed, and motivations of teachers serving in geographically isolated and underserved school settings.

The study adhered to ethical considerations throughout the research process. Prior to participation, respondents were provided with informed consent forms explaining the study's purpose, procedures, potential risks and benefits, and their right to withdraw at any time without penalty. Participation was strictly voluntary. To ensure confidentiality and privacy, all responses were treated with discretion, data were stored in password-protected files accessible only to the researchers, and results were presented in aggregate form to protect respondents' identities.

To develop the survey questionnaire, the researchers reviewed relevant literature to identify appropriate items and indicators. The questionnaire consisted of four (4) parts: (1) respondents' profile in terms of sex, age, civil status, teaching position, highest educational attainment, employment status, and years of teaching in remote schools; (2) identified the various obstacles faced by teachers in terms of physical and mental well-being, connectivity issues, living and teaching conditions, and socio-environmental adaptation; (3) explored the adaptations employed by teachers to navigate these challenges in terms of positive attitude towards work, availability of resources, and collaboration of stakeholders; and (4) perceived motivations of teachers in staying to these remote schools in terms of sense of satisfaction, sense of commitment, and meaning of teacher's life.

The study utilized a researcher-made survey instrument developed from concepts and indicators adapted from the works of Biernacki and Brzozowska (2020), Darling-Hammond et al. (2017), Ingersoll (2001), Richardson and Watt (2010), and UNESCO (2021). The instrument underwent content validation by the research adviser and panel members to assess clarity, relevance, and alignment with the study objectives. It was subsequently pilot-tested among teachers with characteristics similar to the target respondents, and revisions were made based on feedback. Reliability was established using Cronbach's Alpha, which yielded coefficients ranging from 0.817–0.895 for Teachers' Challenges, 0.959–0.978 for Adaptations Made by Teachers, and 0.960–0.985 for Motivators for Remaining in Remote Schools, indicating good to excellent internal consistency. Thus, the instrument was considered valid and reliable for data collection. Collected data were analyzed using percentage, weighted mean, ranking, ANOVA, Pearson's r , and Likert scale interpretation.

DISCUSSION

Perceived Challenges Encountered by the Teachers Deployed in Remote Schools

Well-being and Connectivity

Table 1 presents the perceived challenges encountered by teachers deployed in remote schools in terms of well-being and connectivity, obtaining an overall weighted mean of 2.78, interpreted as "Agree." This indicates that teachers generally experience moderate challenges related to maintaining their well-being and accessing

communication and transportation resources while assigned in remote areas. The findings suggest that despite teachers' adaptive efforts, limitations in infrastructure and support systems continue to affect both their professional responsibilities and personal welfare.

Table 1. Perceived Challenges Encountered by the Teachers Deployed in Remote Schools in Terms of Well-being and Connectivity

Statement	Mean	Descriptive Equivalent	Rank
1. I have easy access to healthcare services in my area.	2.10	Disagree	10
2. I frequently experience stress or anxiety due to my working conditions.	2.47	Disagree	9
3. I have adequate mental health support while deployed in a remote area.	2.49	Disagree	8
4. The physical demands of working in a remote area negatively impact my health.	2.63	Agree	7
5. I have sufficient opportunities to engage in physical exercise to maintain my well-being.	2.66	Agree	6
6. I encounter difficulties in maintaining communication with family and friends.	2.99	Agree	4
7. The availability of reliable internet and phone services is limited in my area.	3.47	Strongly Agree	1
8. I face challenges in contacting my colleagues for work-related matters.	2.92	Agree	5
9. The lack of reliable transportation affects my ability to access resources and services.	3.10	Agree	2
10. Communication with the school administration is challenging due to the remoteness of my location.	3.00	Agree	3
Weighted Mean	2.78	Agree	

Among the indicators, the most significant challenge was the limited availability of reliable internet and phone services ($M = 3.47$), followed by difficulties related to transportation access ($M = 3.10$). These findings indicate that communication and transportation infrastructure remain major concerns among teachers assigned to remote schools. Reliable internet and communication systems are increasingly important in facilitating instructional delivery, access to educational resources, professional collaboration, and communication with school administrators and support networks. Similarly, transportation accessibility affects teachers' mobility, access to essential services, and participation in professional activities.

These findings are consistent with recent literature emphasizing that inadequate infrastructure continues to affect teachers working in rural and underserved educational settings. According to UNESCO (2023), the digital divide remains a significant barrier in geographically isolated communities, limiting teachers' access to instructional resources and professional development opportunities. Likewise, the Organisation for Economic Co-operation and Development (OECD, 2021) emphasized that access to communication technologies has become increasingly important in sustaining effective teaching and learning practices. Difficulties in transportation and communication may also contribute to professional isolation and reduced access to support systems, thereby affecting teachers' overall work experiences.

Conversely, easy access to healthcare services ($M = 2.10$) and frequent experiences of stress or anxiety ($M = 2.47$) obtained the lowest ratings. While these findings suggest that respondents perceived these concerns as relatively less immediate compared with connectivity and transportation issues, they should be interpreted cautiously. Lower perceived stress levels do not necessarily indicate the absence of psychological burdens, as teachers may develop coping mechanisms and resilience strategies to manage challenging working environments. Research suggests that teacher well-being involves not only minimizing stress but also

maintaining adaptive capacities and professional engagement despite difficult circumstances (McCallum & Price, 2020; Agyapong et al., 2022).

Overall, the findings suggest that connectivity and transportation limitations represent the most prominent challenges affecting teachers deployed in remote schools. These concerns emphasize the need for stronger infrastructure support and accessible communication systems to improve teachers' well-being and strengthen instructional effectiveness in geographically isolated areas.

Living and Teaching Conditions

Table 2 presents the perceived challenges encountered by teachers deployed in remote schools in terms of living and teaching conditions, with an overall weighted mean of 2.66, interpreted as "Agree." This finding indicates that teachers generally experience moderate challenges associated with their living environments and instructional conditions. Although teachers demonstrate adaptability in managing remote assignments, limitations in resources, facilities, and access to essential services remain concerns that may affect both their welfare and teaching effectiveness.

Table 2. Perceived Challenges Encountered by the Teachers Deployed in Remote Schools in Terms of Living and Teaching Conditions

Statement	Mean	Descriptive Equivalent	Rank
1. The availability of basic amenities (such as water, electricity, and sanitation) is consistent.	2.41	Disagree	8
2. My living conditions are comfortable and suitable for my needs.	2.50	Disagree	7
3. I have easy access to essential goods and services like food and medicine.	2.33	Disagree	9
4. I face frequent shortages of essential amenities in my remote location.	2.91	Agree	2
5. The quality of housing provided for teachers is adequate for long-term living.	2.27	Disagree	10
6. The school lacks adequate teaching materials and resources.	2.84	Agree	3
7. I do not have access to modern technology to support my teaching.	2.69	Agree	6
8. The school facilities (e.g., classrooms, furniture, etc.) are in poor condition.	2.83	Agree	4
9. There are frequent shortages of essential resources like textbooks and learning aids.	3.00	Agree	1
10. The school does not have sufficient resources to meet the educational needs of students.	2.77	Agree	5
Weighted Mean	2.66	Agree	

Among the indicators, the highest-rated challenge was frequent shortages of essential instructional resources such as textbooks and learning aids ($M = 3.00$), followed by shortages of essential amenities ($M = 2.91$). These findings suggest that resource constraints continue to affect teachers' instructional delivery and daily living conditions. The lack of adequate teaching materials may require teachers to rely heavily on improvisation and locally available resources, increasing both preparation time and workload.

This finding is consistent with recent literature emphasizing that resource inequalities remain a major concern in geographically isolated and underserved schools. According to UNESCO, disparities in educational resources and infrastructure continue to contribute to unequal teaching and learning opportunities in remote communities. Likewise, studies indicate that insufficient instructional resources may increase teachers' workload and influence perceptions of instructional effectiveness and job satisfaction.

The findings may also be explained by work-related burdens experienced by teachers in difficult educational contexts. Recent studies by Magtalas and Eduvala (2025) found that excessive workload demands and challenges related to instructional preparation significantly contribute to teacher stress and burnout. In remote schools, shortages of teaching materials may further intensify these demands because teachers often need to develop contextualized instructional materials and alternative learning resources.

Conversely, the lowest-rated indicators were adequacy of teacher housing for long-term living ($M = 2.27$) and easy access to essential goods and services ($M = 2.33$), both interpreted as “Disagree.” Although these ranked lowest, the results still suggest that deficiencies in housing conditions and access to basic necessities remain concerns among teachers assigned to remote areas.

Overall, the findings indicate that teachers in remote schools continue to experience challenges related to instructional resources and living conditions. While teachers demonstrate resilience and adaptability, strengthening school facilities, instructional support, and basic living provisions may help improve teacher well-being and instructional effectiveness.

Social and Environmental Adaptation

Table 3 presents the perceived challenges encountered by teachers deployed in remote schools in terms of social and environmental adaptation, with an overall weighted mean of 3.07, interpreted as “Agree.” This indicates that teachers generally experience moderate challenges related to emotional, social, and cultural adjustment in remote settings. The findings suggest that aside from instructional and logistical concerns, teachers also encounter psychosocial demands that require emotional resilience and adaptation.

Table 3. Perceived Challenges Encountered by the Teachers Deployed in Remote Schools in Terms of Social and Environmental Adaptation

Statement	Mean	Descriptive Equivalent	Rank
1. Being away from my family has a significant emotional impact on me.	3.21	Agree	5
2. I frequently struggle with feelings of isolation due to being separated from my loved ones.	2.97	Agree	8
3. I have opportunities to visit my family during breaks or vacations.	3.38	Strongly Agree	1
4. The school administration supports teachers in maintaining family connections.	3.34	Strongly Agree	4
5. I am able to manage the emotional challenges of living away from my family.	3.36	Strongly Agree	2
6. I face difficulties adapting to the local culture and customs.	2.52	Agree	10
7. The local community is supportive of teachers from different cultural backgrounds.	3.00	Agree	7
8. I struggle with language barriers in the remote location.	2.54	Agree	9
9. There are opportunities for cultural exchange and learning with the local community.	3.02	Agree	6
10. I have adjusted well to the working environment in a remote area.	3.35	Strongly Agree	3
Weighted Mean	3.07	Agree	

Among the indicators, the highest-rated statement was opportunities to visit family during breaks or vacations ($M = 3.38$), followed by ability to manage emotional challenges associated with living away from family ($M = 3.36$) and successful adjustment to the working environment in remote areas ($M = 3.35$). These findings suggest that family support and personal coping strategies serve as important protective factors that help teachers adapt

to the demands of remote assignments. Maintaining family connections appears to reduce emotional strain and strengthen teachers' capacity to manage the challenges associated with separation and isolation.

The findings are supported by recent studies emphasizing the importance of social support and resilience in promoting teacher well-being. Agyapong et al. (2022) reported that strong social support systems significantly contribute to reducing stress and emotional exhaustion among educators. Similarly, Collie (2021) emphasized that supportive personal and professional relationships enhance teachers' psychological well-being and workplace adjustment. Teachers who maintain positive support systems are generally better able to manage work-related pressures and sustain professional engagement despite difficult circumstances.

The results may also be associated with teachers' adaptive capacities developed through prolonged exposure to challenging work environments. Kim and Asbury (2020) found that teachers facing difficult conditions often develop coping mechanisms and emotional regulation strategies that strengthen resilience and support continued professional functioning.

Conversely, the lowest-rated indicators were difficulties adapting to local culture and customs ($M = 2.52$) and language barriers in remote locations ($M = 2.54$), although both remained within the "Agree" category. These findings suggest that while teachers generally adapt successfully over time, cultural and linguistic differences continue to present adjustment challenges in remote communities.

Cultural adaptation remains important because it affects teachers' interactions with learners, parents, and community members. Teachers who understand local practices and communication patterns may establish stronger relationships and create more responsive learning environments. Recent literature emphasizes that culturally responsive educational environments contribute positively to teacher adjustment and school-community relationships.

Overall, the findings indicate that teachers in remote schools experience challenges related to social and environmental adaptation, but they also demonstrate considerable resilience and adjustment capabilities. Strengthening emotional support systems, community integration programs, and teacher support mechanisms may further enhance teachers' well-being and long-term commitment in remote school settings.

Perceived Adaptation on the Challenges Encountered by the Teachers Deployed in Remote Schools

Positive Attitude Towards Work

Table 4 presents the perceived adaptation of teachers deployed in remote schools in terms of Positive Attitude Towards Work, with an overall weighted mean of 3.57, interpreted as "Strongly Agree." This indicates that teachers demonstrate a high level of positive outlook and resilience despite the challenges associated with teaching in remote settings. The findings suggest that teachers possess adaptive psychological characteristics that enable them to sustain commitment, maintain motivation, and effectively respond to difficult working conditions.

Table 4. Perceived Adaptation on the Challenges Encountered by the Teachers Deployed in Remote Schools in Terms of Positive Attitude Towards Work

Statement	Mean	Descriptive Equivalent	Rank
1. I maintain a positive attitude even when faced with difficulties in my teaching environment.	3.49	Strongly Agree	8
2. Despite the challenges, I continue to motivate my students to do their best.	3.52	Strongly Agree	6.5
3. I approach every challenge in my work with a solution-focused mindset.	3.47	Strongly Agree	9
4. I consistently exhibit enthusiasm and dedication in my role as a teacher, regardless of the challenges.	3.42	Strongly Agree	10

5. I believe that my positive attitude helps improve the learning experience for my students.	3.52	Strongly Agree	6.5
6. I stay committed to my responsibilities even when I feel discouraged.	3.60	Strongly Agree	5
7. I remind myself of my passion for teaching to keep myself motivated.	3.63	Strongly Agree	4
8. I strive to be a role model for my students by demonstrating resilience and perseverance.	3.65	Strongly Agree	2.5
9. I view challenges as opportunities for professional and personal growth.	3.71	Strongly Agree	1
10. I find ways to maintain a work-life balance to keep a positive mindset in my teaching career.	3.65	Strongly Agree	2.5
Weighted Mean	3.57	Strongly Agree	

Among the indicators, the highest-rated statement was “I view challenges as opportunities for professional and personal growth” ($M = 3.71$), followed by “I strive to be a role model for my students by demonstrating resilience and perseverance” ($M = 3.65$) and “I find ways to maintain a work-life balance to keep a positive mindset in my teaching career” ($M = 3.65$). These findings indicate that teachers adopt a growth-oriented mindset and consciously use positive coping strategies in dealing with professional demands.

The findings support recent studies emphasizing the role of positive psychological resources in teacher adaptation. Research on growth mindset suggests that individuals who perceive challenges as opportunities for learning and development demonstrate greater resilience, persistence, and adaptability in demanding situations (Yeager & Dweck, 2020). Likewise, Collie (2021) emphasized that optimism, emotional regulation, and adaptive thinking contribute significantly to teachers’ well-being and professional engagement. In remote educational settings where teachers frequently encounter resource limitations and environmental constraints, maintaining positive attitudes becomes an important mechanism for sustaining effectiveness and motivation.

The results further indicate that teachers recognize the importance of balancing professional responsibilities and personal well-being. Studies have shown that teachers who engage in self-care and maintain work-life balance demonstrate greater resilience and lower risks of emotional exhaustion (Pressley, 2021). In addition, teachers in remote communities often function not only as educators but also as role models and mentors; consequently, demonstrating perseverance and resilience may positively influence students’ attitudes and behaviors.

Conversely, the lowest-rated statement was “I consistently exhibit enthusiasm and dedication in my role as a teacher, regardless of the challenges” ($M = 3.42$), although it remained within the “Strongly Agree” category. This suggests that maintaining consistent enthusiasm may become more difficult when teachers experience prolonged exposure to workplace demands and environmental challenges. Research indicates that persistent stressors and limited support systems may gradually affect teachers’ emotional well-being and workplace engagement (Kim & Asbury, 2020; Pressley, 2021).

Overall, the findings indicate that teachers deployed in remote schools demonstrate strong positive attitudes toward their profession. Their tendency to perceive challenges as opportunities for growth, maintain personal well-being, and model resilience reflects adaptive capacities that support sustained professional functioning. These findings highlight the importance of strengthening teacher support initiatives that promote well-being, resilience, and long-term professional engagement.

Availability of Resources

Table 5 presents the perceived adaptation of teachers deployed in remote schools in terms of Availability of Resources, yielding an overall weighted mean of 3.43, interpreted as “Strongly Agree.” This indicates that teachers demonstrate a high level of adaptability despite limitations in instructional materials, technological tools, and school resources. The findings suggest that teachers employ flexible and resourceful approaches to sustain instructional delivery in resource-constrained environments.

Table 5. Perceived Adaptation on the Challenges Encountered by the Teachers Deployed in Remote Schools in Terms of Availability of Resources

Statement	Mean	Descriptive Equivalent	Rank
1. I find creative ways to deliver lessons even when resources are limited.	3.62	Strongly Agree	2
2. I actively seek external resources and support to enhance my teaching.	3.51	Strongly Agree	4
3. I adapt my teaching methods to make the most of the limited resources available.	3.67	Strongly Agree	1
4. The scarcity of resources does not significantly hinder my teaching effectiveness.	3.41	Strongly Agree	6
5. I feel resourcefulness is key in overcoming the challenges posed by the lack of educational tools.	3.52	Strongly Agree	3
6. I maximize the use of locally available materials to supplement my lessons.	3.48	Strongly Agree	5
7. I make use of digital platforms when possible to access additional teaching materials.	3.28	Strongly Agree	8
8. I encourage students to engage in alternative learning strategies when resources are lacking.	3.24	Agree	9.5
9. I collaborate with colleagues to share teaching materials and best practices.	3.37	Strongly Agree	7
10. I participate in programs or initiatives that provide additional teaching resources for remote schools.	3.24	Agree	9.5
Weighted Mean	3.43	Strongly Agree	

Among the indicators, the highest-rated statement was “I adapt my teaching methods to make the most of the limited resources available” ($M = 3.67$), followed by “I find creative ways to deliver lessons even when resources are limited” ($M = 3.62$). These findings indicate that teachers actively modify instructional practices and use creative approaches to address resource limitations. Rather than allowing shortages to disrupt learning processes, teachers demonstrate flexibility by adjusting teaching strategies according to available resources and contextual realities.

The findings support recent literature emphasizing adaptability and innovation as important competencies among teachers working in challenging environments. Kim and Asbury (2020) explained that teachers confronted with difficult conditions frequently develop alternative instructional approaches and innovative practices to sustain learning continuity. Similarly, König et al. (2020) emphasized that adaptability enables teachers to respond effectively to changing educational demands and maintain instructional quality despite constraints. In remote educational contexts, such flexibility becomes essential because teachers often face limited access to technology, instructional materials, and infrastructure.

The findings also suggest that teachers maximize locally available resources and contextualize learning experiences according to students’ needs. Context-responsive instructional practices have been recognized as effective approaches for improving learner engagement and making instruction more meaningful in underserved educational settings. Recent reports indicate that teachers in resource-limited environments frequently rely on innovative and localized strategies to support teaching and learning continuity.

Conversely, the lowest-rated indicators were “I encourage students to engage in alternative learning strategies when resources are lacking” ($M = 3.24$) and “I participate in programs or initiatives that provide additional teaching resources for remote schools” ($M = 3.24$), both interpreted as “Agree.” Although these findings remain positive, the lower ratings may suggest institutional and contextual limitations that affect teachers’ participation in support initiatives and implementation of alternative learning approaches.

Studies indicate that access to professional support opportunities and resource-enhancement programs may be constrained by workload demands, geographic isolation, and limited institutional assistance (Pressley, 2021). Teachers assigned to remote schools may encounter difficulties accessing training opportunities and support services because of transportation and infrastructure limitations, thereby reducing opportunities for additional instructional support.

Overall, the findings indicate that teachers deployed in remote schools demonstrate strong adaptability in managing resource-related challenges. Their ability to modify teaching strategies, employ creativity, and maximize available resources reflects commitment and professional flexibility. These findings highlight the need for continued institutional support and strengthened resource systems to further enhance instructional effectiveness in remote educational settings.

Collaboration of Stakeholders

Table 6 shows that teachers deployed in remote schools demonstrated a high level of adaptation in terms of collaboration of stakeholders, with an overall weighted mean of 3.27, interpreted as “Strongly Agree.” The findings suggest that collaboration among teachers, school leaders, parents, and community stakeholders serves as an important support mechanism that helps teachers manage the demands of remote teaching assignments.

Table 6. Perceived Adaptation on the Challenges Encountered by the Teachers Deployed in Remote Schools in Terms of Collaboration of Stakeholders

Statement	Mean	Descriptive Equivalent	Rank
1. I collaborate with other teachers to share resources and teaching strategies.	3.39	Strongly Agree	2
2. I receive adequate support from school administrators in addressing challenges.	3.30	Strongly Agree	4.5
3. Local community members provide valuable assistance in teaching and school activities.	3.16	Agree	9
4. Collaboration with local organizations has helped improve my teaching experience.	3.31	Strongly Agree	3
5. I actively seek partnerships with stakeholders (e.g., parents, community leaders) to improve my teaching.	3.14	Agree	10
6. Parents and guardians are actively involved in their children’s education.	3.20	Agree	6
7. The school regularly engages with local authorities to improve teaching conditions.	3.17	Agree	7.5
8. I feel that teamwork among stakeholders positively impacts student learning outcomes.	3.58	Agree	1
9. Stakeholders contribute resources or services to support teachers and students.	3.17	Agree	7.5
10. I actively communicate with stakeholders to create a more supportive teaching environment.	3.30	Agree	4.5
Weighted Mean	3.27	Strongly Agree	

Among the indicators, “I feel that teamwork among stakeholders positively impacts student learning outcomes” obtained the highest mean (3.58), indicating that teachers strongly recognize the value of collective efforts in improving learner outcomes. Likewise, collaboration with fellow teachers through sharing of resources and instructional strategies also received high ratings (3.39), suggesting the presence of professional cooperation and collegial support within remote school settings. These findings indicate that teachers rely heavily on interpersonal and professional networks to address limitations in resources and instructional challenges.

The results support recent studies emphasizing that collaborative school cultures strengthen teacher effectiveness and educational outcomes. Research has shown that collaboration among teachers and stakeholders promotes

shared responsibility, improves access to resources, and creates supportive learning environments that benefit both teachers and learners (OECD, 2021; Trust & Whalen, 2020). Similarly, supportive professional relationships contribute positively to teacher well-being and engagement, particularly in challenging work contexts (Collie, 2021).

However, the lowest-rated indicators involved partnerships with parents and community leaders (3.14) suggests that while collaboration within schools is relatively strong, broader stakeholder engagement outside the school environment may still be limited. Geographic isolation, communication barriers, and multiple teaching responsibilities may reduce opportunities for sustained community participation.

Overall, the findings suggest that stakeholder collaboration functions as an important adaptive strategy among teachers in remote schools. While internal collaboration among educators appears strong, strengthening community and parental engagement may further enhance support systems and contribute to improved instructional effectiveness.

Perceived Teachers' Motivation to Stay in Remote Schools

Sense of Satisfaction

Table 7 presents the perceived motivation of teachers to remain in remote schools in terms of sense of satisfaction, with an overall weighted mean of 3.60, interpreted as "Strongly Agree." This finding indicates that teachers assigned to remote schools experience high levels of personal and professional satisfaction, suggesting that intrinsic rewards significantly influence their motivation to remain in challenging teaching environments.

Table 7. Perceived Teachers' Motivation to Stay in Remote Schools in Terms of Sense of Satisfaction

Statement	Mean	Descriptive Equivalent	Rank
1. I feel a deep sense of satisfaction knowing that I am making a difference in the lives of my students.	3.51	Strongly Agree	8
2. The challenges I face in remote teaching are rewarding because of the positive impact I see in students' development.	3.73	Strongly Agree	1
3. My work gives me a sense of fulfillment that motivates me to continue teaching in a remote area.	3.38	Strongly Agree	10
4. The progress and achievements of my students provide me with personal satisfaction.	3.70	Strongly Agree	3.5
5. Despite difficulties, I am satisfied with my decision to teach in a remote school.	3.60	Strongly Agree	7
6. I take pride in my ability to adapt to the challenges of remote teaching.	3.66	Strongly Agree	5
7. The gratitude and appreciation from students and their families increase my job satisfaction.	3.63	Strongly Agree	6
8. I feel that my efforts as a teacher are valued by the school and community.	3.70	Strongly Agree	3.5
9. I find joy in creating a meaningful and engaging learning environment for my students.	3.72	Strongly Agree	2
10. My experiences in a remote school have enriched my personal and professional growth.	3.44	Strongly Agree	9
Weighted Mean	3.60	Strongly Agree	

Among the indicators, "The challenges I face in remote teaching are rewarding because of the positive impact I see in students' development" obtained the highest mean (3.73), followed by "I find joy in creating a meaningful and engaging learning environment for my students" (3.72). These findings suggest that teachers derive strong satisfaction from witnessing student progress and creating meaningful learning experiences. The results indicate

that despite resource limitations and environmental challenges, teachers perceive student growth and classroom engagement as important sources of fulfillment that reinforce their commitment to service.

The findings support recent studies emphasizing that teachers' perceptions of meaningful contributions to students positively influence motivation and professional satisfaction. Teachers who view their work as purposeful tend to demonstrate greater engagement, stronger well-being, and higher professional commitment (Collie, 2021). Likewise, the framework of self-determination theory suggests that fulfillment of intrinsic needs such as competence, relatedness, and purpose enhances motivation and satisfaction (Ryan & Deci, 2020). In remote educational settings, where external rewards may be limited, intrinsic satisfaction gained from student development and positive classroom experiences becomes particularly important.

Meanwhile, the lowest-rated indicators involved personal fulfillment in continuing remote teaching (3.38) and professional growth derived from remote teaching experiences (3.44), although both remained within the "Strongly Agree" category. This suggests that while teachers experience strong day-to-day satisfaction from their work, opportunities related to long-term professional growth and career advancement may be perceived less strongly. Limited access to professional development opportunities and institutional support in remote areas may contribute to this perception.

Overall, the findings indicate that teachers' motivation to remain in remote schools is strongly associated with satisfaction gained from student development, meaningful learning experiences, and a sense of purpose in teaching. Strengthening professional development opportunities and institutional support systems may further enhance teacher satisfaction and sustain long-term commitment in remote school settings.

Sense of Commitment

Table 8 presents the perceived motivation of teachers to remain in remote schools in terms of sense of commitment, with an overall weighted mean of 3.40, interpreted as "Strongly Agree." This finding indicates that teachers assigned to remote schools generally demonstrate strong commitment to their professional responsibilities, students, and the broader goal of providing quality education despite the demands associated with geographically isolated assignments.

Table 8. Perceived Teachers' Motivation to Stay in Remote Schools in Terms of Sense of Commitment

Statement	Mean	Descriptive Equivalent	Rank
1. I feel a strong commitment to my students and their educational needs.	3.42	Strongly Agree	4
2. I am dedicated to fulfilling my responsibilities as a teacher in a remote area.	3.44	Strongly Agree	2
3. I am committed to staying in this remote school to help improve the local education system.	3.40	Strongly Agree	8
4. My commitment to the educational mission drives me to overcome the challenges of remote teaching.	3.41	Strongly Agree	6
5. I believe my dedication to my students helps me endure the hardships of living and working in a remote location.	3.43	Strongly Agree	3
6. I take pride in being a reliable and consistent figure in my students' education.	3.30	Strongly Agree	9
7. My passion for teaching motivates me to remain committed despite obstacles.	3.41	Strongly Agree	6
8. I actively seek ways to improve my teaching skills to better serve my students.	3.55	Strongly Agree	1
9. I am willing to go beyond my assigned duties to provide the best education for my students.	3.41	Strongly Agree	6
10. I view teaching in a remote school as a long-term commitment rather than a temporary assignment.	3.24	Agree	10
Weighted Mean	3.40	Strongly Agree	

Among the indicators, “I actively seek ways to improve my teaching skills to better serve my students” obtained the highest mean (3.55), followed by “I am dedicated to fulfilling my responsibilities as a teacher in a remote area” (3.44). These findings suggest that teachers’ commitment is strongly associated with continuous professional development and dedication to meeting learners’ needs. The results indicate that teachers not only perform their assigned responsibilities but also make proactive efforts to improve instructional effectiveness despite environmental and resource constraints.

The findings support previous studies emphasizing that professional growth and commitment to learning contribute positively to teacher effectiveness and resilience. Teachers who actively engage in improving their competencies are more likely to demonstrate adaptability, stronger work engagement, and sustained instructional quality despite challenging conditions (Kim & Asbury, 2020; Collie & Martin, 2020). In remote school contexts where teachers often encounter limited resources and diverse learner needs, commitment to professional growth may strengthen self-efficacy and support continued teaching effectiveness.

Meanwhile, the lowest-rated indicators were “I view teaching in a remote school as a long-term commitment rather than a temporary assignment” (3.24) and “I take pride in being a reliable and consistent figure in my students’ education” (3.30). Although these indicators remained within positive interpretations, the relatively lower ratings suggest that some teachers may have reservations regarding long-term retention in remote assignments. Factors such as working conditions, access to professional opportunities, and quality-of-life concerns may influence teachers’ long-term decisions while maintaining commitment to their present responsibilities.

Research suggests that sustained teacher commitment and retention are influenced by supportive working environments, professional development opportunities, and institutional support systems (OECD, 2021). Teachers may remain highly committed to their learners while simultaneously experiencing uncertainty regarding future professional trajectories, particularly in demanding educational environments (Kim & Asbury, 2020).

Overall, the findings indicate that teachers in remote schools possess a strong sense of commitment rooted in professional growth, responsibility toward learners, and dedication to educational goals. Strengthening institutional support and providing continuous professional development opportunities may further enhance teachers’ long-term commitment and retention in remote school assignments.

Meaning of Teacher’s Life

Table 9 presents the perceived motivation of teachers to remain in remote schools in terms of the meaning of teacher’s life, yielding an overall weighted mean of 3.47, interpreted as “Strongly Agree.” This indicates that teachers assigned to remote schools possess a strong sense of meaning and purpose in their profession. Despite the challenges associated with remote teaching, teachers continue to perceive their work as personally significant and socially valuable.

Table 9. Perceived Teachers’ Motivation to Stay in Remote Schools in Terms of the Meaning of Teacher’s Life

Statement	Mean	Descriptive Equivalent	Rank
1. My role as a teacher in a remote school gives me a sense of purpose in my life.	3.73	Strongly Agree	1
2. I believe that teaching in a remote area is a meaningful contribution to society.	3.60	Strongly Agree	2
3. Being a teacher in a remote location aligns with my values and life goals.	3.45	Strongly Agree	6
4. The work I do in a remote school gives me a greater sense of identity and fulfillment.	3.33	Strongly Agree	10
5. Teaching in a remote school helps me realize the true meaning and significance of my life’s work.	3.49	Strongly Agree	3.5

6. I see teaching as a calling rather than just a profession.	3.42	Strongly Agree	7.5
7. My work in a remote area has given me a deeper understanding of social responsibility.	3.49	Strongly Agree	3.5
8. The relationships I build with students and the community enrich	3.34	Strongly Agree	9
9. I find purpose in helping underprivileged students gain access to quality education.	3.47	Strongly Agree	55
10. Teaching in a remote school has strengthened my belief in the power of education to change lives.	3.42	Agree	7.5
Weighted Mean	3.47	Strongly Agree	

The highest-rated indicator was “My role as a teacher in a remote school gives me a sense of purpose in my life” ($M = 3.73$), followed by “I believe that teaching in a remote area is a meaningful contribution to society” ($M = 3.60$). These findings suggest that teachers derive motivation from a strong sense of purpose and from recognizing the broader impact of their work on learners and communities. Previous studies indicate that teachers who perceive meaning and purpose in their profession demonstrate stronger commitment, motivation, and resilience in difficult work environments (Collie & Martin, 2017; Kim & Asbury, 2020). In remote school contexts, teaching is often viewed as more than an occupation; it becomes a form of service and contribution toward reducing educational inequalities.

Conversely, the lowest-rated indicators were “The work I do in a remote school gives me a greater sense of identity and fulfillment” ($M = 3.33$) and “The relationships I build with students and the community enrich me” ($M = 3.34$), although both remained within the “Strongly Agree” category. These relatively lower ratings suggest that while teachers strongly perceive purpose in their work, aspects related to personal identity and emotional connectedness may be influenced by challenges such as isolation and limited social support.

Overall, the findings indicate that teachers’ motivation to remain in remote schools is strongly driven by intrinsic factors, particularly their sense of purpose and belief in the value of education. Strengthening psychosocial support and community integration initiatives may further enhance teachers’ personal fulfillment and long-term motivation.

Test of Significant Relationship Between the Perceived Challenges Encountered by the Teachers in the Remote Schools and Their Adaptations

Table 10 presents the Pearson correlation analysis between the perceived challenges encountered by teachers in remote schools and their adaptations. The computed Pearson correlation coefficient yielded an r -value of 0.537 with a p -value of .000, indicating a statistically significant moderate positive relationship at the 0.01 level (2-tailed). Therefore, the null hypothesis stating that there is no significant relationship between teachers’ challenges and their adaptations is rejected.

Table 10. Pearson r to Test the Significant Relationship Between the Perceived Challenges Encountered by the Teachers in the Remote Schools and Their Adaptations

		Teachers’ Challenges in Remote Schools	Interpretation
Adaptations Made by Teachers	Pearson Correlation	.537**	Moderate Positive Relationship Statistically Significant
	Sig. (2-tailed)	.000	
	N	172	
**. Correlation is significant at the 0.01 level (2-tailed).			

The findings indicate that teachers experiencing greater challenges in remote school environments also tend to exhibit higher levels of adaptation. While the relationship is moderate rather than strong, the result suggests that challenges play a meaningful role in encouraging adaptive practices among teachers. Specifically, teachers may

respond to difficult conditions by modifying instructional approaches, utilizing locally available materials, and employing context-based teaching strategies.

The findings support the concept of adaptive expertise, which explains how educators modify and innovate their practices in response to complex situations. Teachers in resource-constrained environments often develop instructional flexibility and problem-solving skills to sustain effective learning experiences (Darling-Hammond et al., 2020). Similarly, evidence from educational systems during periods of disruption showed that teachers increasingly relied on contextualized teaching methods, collaboration, and alternative learning approaches to address limitations in resources and learning access (Reimers & Schleicher, 2020; UNESCO, 2021).

Within the Philippine setting, the Department of Education recognizes contextualized instruction and flexible teaching approaches as important mechanisms in addressing learning inequities in geographically isolated and disadvantaged areas (Department of Education [DepEd], 2022). However, the moderate strength of the relationship also indicates that adaptation is not explained solely by challenges and may be influenced by other factors such as institutional support, professional development opportunities, leadership practices, and individual teacher characteristics.

Overall, the findings suggest that challenges can stimulate adaptive behaviors among teachers; however, strengthening institutional support remains essential to reduce unnecessary burdens and enhance teachers' capacity to respond effectively.

Test of Significant Relationship Between the Perceived Challenges Encountered by the Teachers in the Remote Schools and Their Motivations to Stay

Table 11 presents the Pearson correlation analysis between the perceived challenges encountered by teachers in remote schools and their motivation to remain in these areas. Results revealed an r-value of 0.446 and a p-value of .000, indicating a statistically significant moderate positive relationship at the 0.01 level (2-tailed). Therefore, the null hypothesis is rejected.

Table 11. Pearson r to Test the Significant Relationship Between the Perceived Challenges Encountered by the Teachers in the Remote Schools and Their Motivations to Stay

		Teachers' Challenges in Remote Schools	Interpretation
Motivations for Staying in Remote Schools	Pearson Correlation	.446**	Moderate Positive Relationship Statistically Significant
	Sig. (2-tailed)	.000	
	N	172	
**. Correlation is significant at the 0.01 level (2-tailed).			

The findings indicate that teachers who encounter greater challenges in remote school settings also tend to demonstrate higher levels of motivation to remain in these environments. However, the moderate magnitude of the relationship suggests that challenges alone do not strongly determine motivation to stay.

This finding implies that teachers may interpret challenges as meaningful professional experiences rather than purely as barriers. Research on teacher motivation suggests that intrinsic factors such as autonomy, competence, and a sense of purpose can sustain motivation even under difficult circumstances (Ryan & Deci, 2020). Likewise, teachers working in challenging contexts often maintain strong commitment when they perceive their work as socially valuable and personally meaningful (OECD, 2020).

Recent studies also emphasize the role of resilience in sustaining motivation among educators. Teachers who view difficulties as opportunities for learning and professional growth are more likely to maintain engagement and commitment despite adverse conditions (Mansfield et al., 2021). In remote educational contexts, educators frequently develop stronger professional identities through their efforts to address educational inequalities and serve underserved communities (UNESCO, 2021).

In the Philippine context, teachers assigned to geographically isolated and disadvantaged areas continue their service because of strong intrinsic motivation, commitment to learners, and a sense of public service (DepEd, 2022). Nevertheless, the moderate correlation indicates that motivation is also shaped by other factors such as institutional support, incentives, family considerations, and career opportunities.

Overall, while challenges may reinforce teachers' motivation through strengthened purpose and commitment, sustained motivation requires adequate support systems that protect teachers from excessive stress and burnout.

CONCLUSION

Based on the findings of the study, teachers deployed in remote schools generally experience moderate challenges related to social and environmental adaptation, well-being and connectivity, and living and teaching conditions. Among these dimensions, social and environmental adaptation emerged as the most significant challenge, indicating that emotional adjustment, cultural adaptation, and integration into unfamiliar communities remain important concerns among teachers assigned to remote settings.

Despite these challenges, teachers demonstrate a high level of adaptability through maintaining positive work attitudes, maximizing available resources, and engaging in collaborative practices. The findings indicate that teachers possess resilience and resourcefulness that enable them to continue delivering quality instruction under constrained conditions.

Teachers also exhibit strong motivation to remain in remote schools, primarily driven by satisfaction with their work, commitment to their professional responsibilities, and a sense of meaning and purpose in teaching. However, certain factors affecting long-term retention remain evident, particularly those associated with the demanding nature of remote teaching assignments.

The study further established statistically significant moderate positive relationships between challenges and teachers' adaptations, as well as between challenges and teachers' motivation to stay. These findings suggest that challenges may encourage teachers to develop adaptive strategies and strengthen their professional commitment. Nonetheless, the moderate relationships indicate that other contextual and personal factors may also influence adaptation and motivation.

Finally, the proposed TEACH-READY Pre-Deployment Training Program is considered a potentially valuable intervention for strengthening teachers' preparedness, resilience, and long-term effectiveness in remote school assignments.

Based on the conclusions drawn from the study, the following recommendations are proposed:

- The Department of Education, in collaboration with local government units and school divisions, may strengthen teacher support programs through cultural orientation, mentoring systems, and psychosocial support initiatives to facilitate teachers' adjustment in remote areas.
- Schools may enhance stakeholder engagement by promoting stronger partnerships with parents, community leaders, and local organizations to support instructional activities and learner development.
- Teacher retention initiatives may be strengthened through continuous professional development opportunities, mental health support services, and appropriate incentives such as housing assistance, transportation support, and career advancement opportunities.
- The proposed TEACH-READY Pre-Deployment Training Program may be implemented as a preparatory intervention for teachers assigned to remote schools to improve readiness and long-term adaptability.
- Future researchers may examine additional factors affecting teachers' adaptation and motivation, particularly resilience mechanisms, organizational support, and contextual influences in remote teaching environments. The use of qualitative research designs, such as phenomenological studies, case studies, or

in-depth interviews, may also be considered to further delve into teachers' lived experiences, coping strategies, and personal perspectives regarding teaching in remote schools.

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