

Teacher Commitment and Perceived Challenges as Predictors of Well-Being in Geographically Isolated and Disadvantaged Areas: Basis for a Teacher Well-being Support Framework

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Abstract. Teacher well-being and commitment are critical factors in sustaining effective instruction, particularly in geographically isolated and disadvantaged (GIDA) schools. This study aimed to determine whether teacher commitment and perceived challenges predict the well-being of GIDA teachers, considering the demanding and resource-limited contexts in which they work. Using a descriptive-correlational design with multiple linear regression, data were collected from 37 GIDA teachers through complete enumeration. Findings revealed that GIDA teachers were predominantly young, female, and early in their careers, with modest qualifications and short tenure in remote assignments. Despite experiencing very high perceived challenges ($M = 4.23$, $SD = 0.49$), teachers reported very high levels of commitment ($M = 4.23$, $SD = 0.64$) and well-being ($M = 4.52$, $SD = 0.50$). Correlation analysis indicated a low positive relationship between teacher commitment and well-being ($r = 0.124$, $p = 0.004$) and a moderate negative relationship between perceived challenges and well-being ($r = -0.362$, $p = 0.001$). Multiple linear regression analysis showed that teacher commitment significantly predicted well-being ($\beta = 0.313$, $p = 0.045$), whereas perceived challenges did not remain significant when both were included simultaneously. These results suggest that commitment plays a crucial role in maintaining teacher well-being, even in the presence of significant occupational challenges. Based on these findings, structured support interventions, such as *Project CARE* (Community, Assistance, Resources, and Empowerment), may be implemented to enhance teacher well-being, reduce stress, and sustain professional effectiveness in remote schools. Future research may explore additional factors influencing teacher resilience and examine the long-term effects of targeted interventions on well-being and instructional quality in geographically isolated schools.

Keywords: Teacher well-being; Teacher commitment; Perceived challenges; GIDA schools; Predictive analysis; Philippines.

Teachers working in geographically isolated and disadvantaged contexts routinely experience demanding conditions that challenge their capacity to sustain personal well-being and professional commitment. These settings often require teachers to cope with limited resources, physical hardships, and emotional strain while continuing to ensure learning continuity for students in marginalized areas. Understanding how teachers navigate these realities is essential for promoting meaningful and equitable educational experiences. Globally,

teacher well-being has become a key area of concern due to rising stressors and increased work expectations. In China, university teachers have reported reduced job satisfaction and decreased teaching engagement because of intensified work pressures and hindrance stressors (Xu et al., 2023). In Canada, teachers have exhibited high levels of stress, burnout, anxiety, and depression, reflecting a global pattern of deteriorating well-being among educators (Agyapong et al., 2022). Studies from international organizations also highlight that teachers worldwide face emotional strain, excessive workload, and insufficient institutional support, all of which hinder their well-being and effectiveness (OECD, 2021).

Scholars in Southeast Asia have also emphasized the difficulties faced by teachers in remote and resource-constrained settings. In Indonesia, limited infrastructure, inaccessible learning resources, and community isolation have been shown to adversely affect teacher motivation and overall well-being (Dahlan et al., 2025). Research on global teacher experiences further shows that insufficient support systems, unclear professional expectations, and limited development opportunities can influence job satisfaction and long-term commitment across various educational contexts (Chen & Lee, 2024). These international findings highlight a shared global challenge in sustaining teacher well-being, especially among those working in disadvantaged or isolated environments. In the Philippines, teachers serving in geographically isolated and underserved schools continue to face significant barriers that undermine their morale and performance. National reports emphasize the need for improved school infrastructure, access to technology, and better support systems to address long-standing issues in teacher health and well-being (Department of Education, 2022). Filipino teachers experiencing burnout and emotional fatigue have shown decreased psychological well-being, underscoring the need for interventions that strengthen resilience and work-life balance (Orines et al., 2023).

Furthermore, teachers in remote communities often face insufficient instructional materials, multi-grade teaching assignments, and the need to use personal resources to sustain classroom operations. These demanding conditions impose additional emotional and physical strain on educators and underscore the importance of understanding their lived experiences in challenging contexts (Fabrigas & Paglinawan, 2025). Despite these hardships, many teachers demonstrate commitment and perseverance in serving marginalized learners, yet these learners continue to require adequate institutional support. In the Davao Region, teachers working in remote and far-flung schools face challenges related to limited access, resource scarcity, and limited participation in professional development activities. Studies conducted in Davao City indicate that some teachers experience role mismatches and context-specific instructional difficulties, which contribute to stress and reduced well-being (Orville, 2024). Research in other areas of Davao has shown that teachers in isolated communities must navigate daily physical challenges and limited teaching support, which shape their professional practices and influence their overall well-being (Salazar & Plaza, 2025).

These concerns underscore the need to examine further the relationship among teacher commitment, perceived challenges, and well-being in geographically isolated and disadvantaged areas. Although previous studies have examined teacher stress, burnout, motivation, and related challenges, few have investigated how these factors simultaneously influence well-being in GIDA schools. This gap reveals the need for an integrative study that captures both the professional and personal dimensions of teacher experience. Addressing this gap contributes to the goals of Sustainable Development Goal 4, which promotes inclusive and equitable quality education by ensuring that teachers in marginalized settings receive appropriate support. This study addresses these needs by examining how teacher commitment and perceived challenges predict educators' well-being in GIDA schools and by providing a foundation for a teacher well-being support framework.

Methodology

Research Design

The study employed a descriptive quantitative research design to examine the relationships among teacher commitment, perceived challenges, and teachers' well-being in geographically isolated and disadvantaged areas (GIDAs) in Kiblawan. This design enabled the study to describe and analyze levels of teacher commitment, perceived challenges, and well-being, and to explore associations among these variables using survey-generated numerical data. A structured questionnaire was used to collect quantitative responses, enabling statistical analysis of relationships among variables. Through this approach, the study aimed to generate empirical insights to inform evidence-based policy development and targeted support programs for teachers serving in remote and marginalized communities.

Respondents of the Study

The study was conducted in selected public elementary and secondary schools located in geographically isolated and disadvantaged areas (GIDAs) within the Kiblawan South District, Kiblawan Municipality, Davao del Sur. These schools exemplify the typical context of remote schools in the Philippines, characterized by limited infrastructure, scarce instructional resources, challenging terrain, difficult access, and constrained support systems. Teachers in such contexts often face significant obstacles, including inadequate resources, hazardous transportation routes, isolation, and minimal institutional support, yet they frequently demonstrate resilience and strong professional commitment. This setting provided a relevant and representative context for investigating how geographical isolation intersects with teachers' professional commitment and well-being, to generate empirical insights to inform educational policies and support programs tailored to remote and marginalized communities. The participants consisted of six (6) school heads and thirty-one (31) teachers from the identified GIDA schools, selected through complete enumeration based on having at least one year of teaching experience in their current assignments to ensure familiarity with contextual challenges. Both male and female teachers from elementary and secondary levels were included to capture diverse experiences and perspectives. Inclusion criteria required participants to be currently employed in GIDA-designated public schools, have a minimum of one year of teaching experience in their current GIDA assignment, handle either elementary or secondary level classes, voluntarily participate in and complete the survey, and provide complete questionnaire data to support valid quantitative analysis. Teachers who did not meet these criteria or failed to complete the survey were excluded. Participation was voluntary, with ethical safeguards such as informed consent, confidentiality, and the right to withdraw upheld throughout the study.

Research Instrument

To gather data for this study, a structured survey questionnaire was administered, incorporating instruments from Meyer and Allen (1991) and Ortan et al. (2021) to assess teacher commitment and well-being in geographically isolated and disadvantaged areas of Kiblawan. The study employed established, previously validated scales to assess key dimensions, including professional commitment, job satisfaction, and overall well-being. Because these instruments have documented reliability and validity from prior empirical studies (Creswell & Creswell, 2018; DeVellis, 2017), additional validation and pilot testing were not required. The questionnaire included Likert-scale items and demographic questions to enable statistical analysis of relationships among variables. To assess perceived challenges, a researcher-developed instrument was used. All instruments underwent subject validation by three experts in quantitative research: one master teacher, one school principal, and one research coordinator. The perceived challenges instrument demonstrated good internal consistency, with a Cronbach's alpha coefficient of 0.813. Using standardized and validated instruments ensured consistency in data collection and enhanced the comparability and generalizability of the findings across similar educational contexts (Taherdoost, 2019). The use of these tools strengthened the study's methodological rigor while supporting the objective measurement of teacher-related constructs.

Data Gathering Procedure

The data collection process for this quantitative study began by securing formal approval from the heads of the participating GIDA schools, ensuring that all research activities complied with institutional and administrative requirements. After approval, the researchers conducted an orientation with the selected participants to explain the purpose of the study, the procedures involved, and their rights as respondents. During this orientation, informed consent was obtained, emphasizing that participation was voluntary, anonymous, and could be withdrawn at any time without penalty, in accordance with ethical research standards. The approved survey questionnaire was then administered. Respondents were given adequate time to complete the instrument, after which all questionnaires were collected for consolidation and analysis. The researchers performed data cleaning and screening to identify incomplete responses, inconsistencies, and potential errors, and addressed missing data using appropriate statistical procedures to maintain the integrity of the dataset. Throughout the process, strict ethical safeguards were observed, including maintaining confidentiality, ensuring anonymity through coded responses, and protecting participants' and their schools' identities. Additionally, all procedures complied with the Data Privacy Act of 2012, ensuring secure handling, storage, and disposal of personal information, and guaranteeing that all data were used solely for research purposes in accordance with Philippine data protection regulations.

Data Analysis

The data gathered from the survey questionnaires were analyzed using descriptive and inferential statistics

appropriate for a quantitative design. Frequency and percentage were used to describe the demographic profile of the respondents, while mean and standard deviation summarized the levels of teacher commitment, well-being, and perceived challenges. Multiple Regression Analysis was conducted to examine the predictive relationships among these variables and identify significant predictors of teacher commitment. Before regression, assumptions such as normality, linearity, homoscedasticity, and multicollinearity were tested to ensure valid results. All analyses were performed using statistical software, and findings were presented with effect sizes, significance levels, and confidence intervals to support interpretation.

Ethical Considerations

This study strictly adhered to ethical guidelines outlined by Creswell (2014) and the American Psychological Association (2020) to protect participants' rights and welfare. Informed consent was obtained from each participant after fully explaining the study's purpose, procedures, and voluntary nature (Creswell, 2014). Participants were informed of their right to withdraw at any time without penalty, ensuring voluntary participation consistent with ethical research principles (Israel & Hay, 2006). Confidentiality and anonymity were maintained by not collecting identifying information, and all data were treated with strict confidentiality and used only for academic purposes (APA, 2020). Approval from relevant school authorities and the institutional ethics committee was obtained before data collection to ensure full compliance with ethical standards.

Results and Discussion

Demographic Profile of GIDA Teachers

Table 1 presents the demographic profile of GIDA teachers. Most teachers were female (70%) and aged 21-40 years, indicating a predominantly young, early-career workforce. Most held either a bachelor's degree or master's units, while 66% had 1-3 years of teaching experience, and 62% had served 1-3 years in GIDA schools. These characteristics suggested that the teaching workforce in GIDA contexts was relatively inexperienced, modestly qualified, and had short tenure in remote assignments. These findings were aligned with Galut (2025), who found that young teachers in hard-to-reach schools frequently experienced high turnover, limited professional support, and barriers to further education, while Chin et al. (2022) highlighted that teachers in remote areas often faced challenges in accessing professional development, which limited opportunities for skill advancement. These studies emphasized that teachers in GIDA areas experienced heightened stress, limited institutional support, and fewer opportunities for professional growth, underscoring the need for targeted interventions, such as mentorship programs, structural support, access to professional development, and retention policies, to sustain educational quality.

Table 1. Demographic Profile

Demographic Variable	Category	Frequency	Percentage (%)
Sex	Male	11	30
	Female	26	70
Age Range (years)	21-30	16	43
	31-40	19	52
	41-50	2	5
	51 and above	0	0
Civil Status	Single	13	35
	Married	24	65
	Widowed	0	0
	Separated	0	0
Educational Attainment	Bachelor's Degree	20	54
	With MA Units	13	35
	Master's Degree	2	7
	With Doctorate Units	1	4
	Doctorate Degree	0	0
Length of Teaching Experience (years)	1-3	24	66
	4-6	3	9
	7-10	9	25
	More than 10	0	0
Grade Level Taught	Elementary	17	46
	Secondary	20	54
Years in GIDA School	1-3	23	62
	4-6	4	11
	7-10	8	22
	More than 10	0	0

Level of Teacher Commitment

Table 2 presents the overall level of teacher commitment among GIDA teachers. The findings showed that respondents demonstrated a very high level of affective commitment, as reflected in the overall mean score ($M = 4.50$, $SD = 0.55$). This indicates that teachers strongly identified with their organization, felt emotionally connected, and valued being part of the school community. Continuance commitment also reached a very high level ($M = 4.07$, $SD = 0.72$), suggesting that teachers recognized the personal and professional benefits of remaining in their current assignments and perceived leaving as potentially costly or disruptive. The total mean for overall teacher commitment was very high ($M = 4.23$, $SD = 0.64$), indicating that teachers consistently exhibited strong dedication and loyalty to their organization, both emotionally and in terms of perceived necessity to remain.

Table 2. Level of Teacher Commitment

Indicators	Mean	SD	Interpretation
<i>Affective Commitment</i>			
I would be very happy to spend the rest of my career with this organization.	4.32	0.65	Very High
I enjoy talking about my organization with people outside it.	4.43	0.60	Very High
I truly feel that my organization's concerns are also my concerns.	4.41	0.58	Very High
I feel strongly attached to this organization and believe it would be difficult to find another that means as much to me.	4.05	0.75	Very High
I feel very much like a valued part of the family in my organization.	4.76	0.45	Very High
I feel emotionally connected to this organization.	4.84	0.40	Very High
This organization holds significant personal meaning for me.	4.57	0.55	Very High
I have a strong sense of belonging in my organization.	4.62	0.52	Very High
Overall Mean	4.50	0.55	Very High
<i>Continuance Commitment</i>			
I believe it would be costly for me to leave my organization at this time because of the benefits I receive here.	4.19	0.70	Very High
I feel secure in my role and confident about my future in this organization.	4.43	0.60	Very High
I feel that I have limited alternatives because this organization continues to be the most suitable place for me.	4.03	0.80	Very High
I find it difficult to leave my organization right now because I value being part of it.	4.05	0.78	Very High
I recognize that leaving my organization now would greatly disrupt the stability I currently have.	4.24	0.70	Very High
I stay with my organization because I both need and genuinely want to remain part of it.	3.50	0.95	Very High
Overall Mean	4.07	0.72	Very High
Grand Total	4.23	0.64	Very High

These findings are consistent with recent research emphasizing the importance of teacher commitment in supporting educational outcomes. For example, Werang et al. (2020) reported that higher teacher commitment was associated with improved teaching performance and positively influenced student academic achievement, particularly in challenging or resource-constrained contexts. Similarly, Galut (2025) highlighted that teachers who demonstrated strong emotional attachment and a sense of belonging were better able to sustain their responsibilities and cope with difficulties in hard-to-reach schools. The high levels of both affective and continuance commitment observed in this study suggest that GIDA teachers are likely to maintain their professional responsibilities, remain resilient in remote postings, and contribute to student learning despite environmental and organizational challenges. Generally, the very high teacher commitment scores indicate that dedicated and emotionally engaged teachers can sustain quality teaching practices, enhance student learning outcomes, and strengthen school stability, even in geographically isolated and resource-limited contexts.

Level of Well-Being of the Teacher

Table 3 showed that teachers reported a very high level of well-being ($M = 4.52$, $SD = 0.50$). This suggests that, on average, teachers could balance work and personal life, manage stress and workload, experience professional satisfaction and support, and maintain motivation and confidence in their teaching role. These results align with recent studies emphasizing the importance of teacher well-being in educational effectiveness. Mo (2024) highlighted that teacher well-being encompasses cognitive, emotional, and social dimensions and that higher well-being is associated with greater resilience, job satisfaction, and professional engagement. Siswanto et al. (2025) found that teachers' well-being significantly influenced school effectiveness, suggesting that emotionally and cognitively healthy teachers were better able to sustain quality teaching practices and support positive student outcomes.

Table 3. Level of Well-Being of Teachers

Statements	Mean	SD	Interpretation
I can balance work and personal life.	4.59	0.50	Very High
I can manage stress and workload well.	4.41	0.50	Very High
I feel a stronger sense of purpose when leadership is consistent and reliable.	4.27	0.50	Very High
I feel accomplished in my teaching.	4.54	0.50	Very High
I feel fairly treated by my school leadership.	4.32	0.50	Very High
I feel less motivated when my workload is overwhelming.	4.57	0.50	Very High
I feel more confident when leadership collaborates with us.	4.78	0.50	Very High
I feel motivated during class hours.	4.35	0.50	Very High
I feel satisfied with my teaching work.	4.59	0.50	Very High
I feel supported by my school leaders and colleagues.	4.74	0.50	Very High
Overall	4.52	0.50	Very High

Additionally, using the Job Demands-Resources (JD-R) framework, Bakker and Demerouti (2016) explained that teachers' well-being improves when work demands are balanced with sufficient resources, autonomy, and support, thereby enabling them to maintain effective and adaptive professional practices even in challenging or resource-constrained environments. Additionally, a recent systematic review by Laura Maria Kurrle and Julia Warwas (2025) concluded that high teacher well-being is strongly associated with improved educational outcomes, lower burnout, and higher teacher retention, reinforcing that a high well-being means like yours is meaningful and beneficial. Overall, the very high well-being scores in this study suggest that GIDA teachers maintained positive cognitive, emotional, and reflective states, supporting adaptive, thoughtful, and resilient teaching practices. These findings reinforce the broader research indicating that teacher well-being is crucial not only for personal resilience but also for sustaining high-quality instruction, enhancing student engagement, and improving learning outcomes, particularly in remote and resource-limited school contexts.

Level of Perceived Challenges

Table 4 presents the overall level of perceived challenges among GIDA teachers. The findings showed that teachers experienced a very high level of challenges ($M = 4.23$, $SD = 0.49$). This indicates that teachers frequently faced difficulties, including inadequate teaching and learning resources, physical and emotional demands, students' socioeconomic disadvantages, and the need to provide personal support or classroom materials. Despite these obstacles, teachers maintained resilience and continued to perform their professional responsibilities effectively. These results are consistent with recent studies on teachers in remote and underserved schools. Fabrigas and Paglinawan (2025) reported that teachers in resource-limited and geographically isolated contexts often encounter high workloads, limited instructional materials, and complex student needs. Comora and Oco (2025) similarly emphasized that teachers experiencing high stress in challenging environments rely on resilience strategies to sustain engagement, cope with workload, and continue delivering quality education. Together, these studies suggest that although GIDA teachers face substantial challenges, their resilience enables them to maintain professional performance and commitment. Overall, the very high overall mean underscores the demanding conditions in which GIDA teachers operate. The findings highlight the need for structural support, adequate resources, and resilience-building interventions to ensure teacher well-being, sustained engagement, and effective student learning outcomes in challenging school environments.

Table 4. Level of Perceived Challenges

Statements	Mean	SD	Interpretation
I experience a lack of adequate teaching and learning resources in my school.	4.62	0.50	Very High
I feel a sense of fulfillment in serving a deprived and far-flung community.	4.54	0.55	Very High
I find it challenging to teach students who are slow learners or non-readers.	4.54	0.55	Very High
I find it difficult to handle the daily physical and emotional demands of teaching in a GIDA school.	4.05	0.70	Very High
I look forward to being assigned to a school with better conditions in the future.	4.46	0.60	Very High
I feel challenged in delivering quality basic education due to resource scarcity.	3.14	0.90	High
I observe that many of my students come from economically disadvantaged families.	4.28	0.45	Very High
I often use my personal money to purchase school supplies for my classroom.	4.35	0.48	Very High
I provide financial assistance for my students, such as food and school supplies when needed.	4.33	0.47	Very High
I travel long distances, often through difficult and muddy terrain, to reach my school.	4.35	0.48	Very High
Overall	4.23	0.49	Very High

Relationship Between Teacher Commitment and Well-Being of Teachers

The results in Table 5 indicated a low positive relationship between teacher commitment and well-being ($r = 0.124$, $p = 0.004$), which was statistically significant. This suggests that teachers who demonstrated higher levels of

commitment tended to report slightly better well-being. Although the strength of association was modest, the findings highlight the role of teacher commitment as a potential protective factor for psychological and professional well-being, particularly in challenging teaching contexts. This is consistent with the study of Suliman et al. (2024), who found that higher teacher commitment was associated with greater work satisfaction and emotional well-being, emphasizing that engaged teachers maintain motivation and resilience despite occupational stress. Similarly, Werang et al. (2023) noted that teacher commitment contributes to sustained professional engagement, which in turn supports mental and emotional health. The result implies that schools should cultivate teacher commitment through recognition, mentoring, and professional development programs to enhance both teacher well-being and instructional effectiveness.

Table 5. Relationship Between Teacher Commitment and Well-Being of Teachers

Variables	r-value	Description	p-value	Interpretation
Teacher Commitment and Well-Being	0.124	Low Positive Relationship	0.004	Significant

Relationship Between Perceived Challenges and Well-being

Table 6 showed a moderate negative relationship between perceived challenges and teacher well-being ($r = -0.362$, $p = 0.001$), which was statistically significant. This suggests that teachers who experienced greater challenges, such as insufficient teaching resources, heavy workloads, and problematic student behaviors, tended to report lower well-being. These results underscore the adverse impact of occupational stressors on teachers' psychological health and professional functioning. This finding aligns with Comora and Oco (2025), who reported that teachers in high-demand contexts experience reduced well-being due to stress from workload and challenging teaching conditions. Bakker and Demerouti (2016) emphasized that high job demands without adequate resources can negatively affect employee well-being. Moreover, Mo (2024) highlighted that teacher well-being is compromised when environmental stressors exceed coping capacity, reinforcing the importance of providing supportive work environments. As such, the findings of these studies suggest that reducing perceived challenges through structural support, resource provision, and workload management is crucial for sustaining teacher well-being.

Table 6. Relationship Between Teacher Commitment and Perceived Challenges

Variables	r-value	Description	p-value	Interpretation
Perceived Challenges and Well-Being	-0.362	Moderate Negative Relationship	0.001	Significant

Multiple Linear Regression Predicting the Well-Being of Teachers

The multiple linear regression in Table 7 revealed that teacher commitment significantly predicted well-being ($\beta = 0.313$, $p = 0.045$), whereas perceived challenges were not significant when both variables were included. This indicates that commitment plays a stronger role in sustaining teacher well-being, suggesting that more committed teachers can maintain their well-being even in the face of occupational challenges. This finding is supported by Siswanto et al. (2025), who demonstrated that teacher commitment was a key predictor of overall well-being in school contexts, even under difficult working conditions. Farillon (2022) also reported that committed teachers exhibit higher resilience and are better able to manage stress and workload pressures, maintaining professional effectiveness. The practical implication is that interventions to strengthen teacher commitment, such as leadership support, recognition, and capacity-building programs, can buffer the effects of stressors and enhance well-being, particularly in remote and resource-limited schools.

Table 7. Multiple Linear Regression Predicting the Well-Being of Teachers

Predictor	Estimate	SE	t	p-value
Teacher's Commitment	0.313	0.150	2.08	0.045
Perceived Challenges	0.295	0.237	1.24	0.223

Conclusion

The study found that GIDA teachers were predominantly young, female, and early in their careers, with limited teaching experience and modest qualifications. Despite facing significant occupational challenges, including resource scarcity, heavy workloads, and socioeconomic barriers among students, teachers reported high levels of commitment and well-being. Correlation analysis revealed a low positive relationship between teacher commitment and well-being, and a moderate negative relationship between perceived challenges and well-being, while regression analysis showed that teacher commitment significantly predicted well-being. These findings indicate that committed teachers maintain resilience and professional effectiveness even in challenging, resource-constrained environments. The results underscore the importance of providing structural support, professional

development, and resources to sustain teacher well-being and promote high-quality education in GIDA schools.

To address these challenges and support teacher well-being, a structured intervention, Project CARE (Community, Assistance, Resources, and Empowerment), may be implemented. CARE is a holistic support program designed for teachers in remote and disadvantaged schools. It may provide professional mentorship (Community), financial and material assistance for classroom needs (Assistance), access to teaching and learning resources (Resources), and training for stress management, self-care, and leadership skills (Empowerment). By integrating these components, CARE may reduce occupational stress, strengthen teacher commitment, and enhance overall well-being, fostering sustained instructional effectiveness and positive student outcomes. The Department of Education (DepEd) may contribute by institutionalizing CARE programs within GIDA schools and by providing funding for mentorship initiatives, classroom resources, and well-being training workshops. Future researchers may further refine the framework by evaluating the effectiveness of each component, identifying best practices, and exploring innovative strategies to enhance teacher support in remote contexts.

Contributions of Authors

Author 1: Conceptualization, Data Gathering, Writing of the Manuscript, Editing
Author 2: Data Analysis, Editing, Supervising

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Conflict of Interests

No conflict of interest.

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