

## Stories of Elementary Teachers Assigned in Remote Schools

April Jean D. Salazar<sup>1\*</sup>, Roxanne A. Ogale<sup>2</sup>, Daisyvic A. De Leon<sup>3</sup>, Irish Catherine D. Llego<sup>4</sup>  
Eastern Samar State University

**Corresponding Author:** April Jean D. Salazar [aprildecenasalazar@gmail.com](mailto:aprildecenasalazar@gmail.com)

---

### ARTICLE INFO

*Keywords:* Remote Schools,  
Teacher Experiences,  
Teaching Resilience

*Received :* 03, April

*Revised :* 12, May

*Accepted:* 17, June

©2026 Salazar, Ogale, Leon, Llego :  
This is an open-access article  
distributed under the terms of the  
[Creative Commons Atribusi 4.0  
Internasional](https://creativecommons.org/licenses/by/4.0/).



### ABSTRACT

This phenomenological study explored the lived experiences of elementary teachers assigned to remote schools in Eastern Samar. Using purposive sampling, four teachers with firsthand experience in geographically isolated areas participated in semi-structured, in-depth interviews. Data were analyzed through Braun and Clarke's thematic analysis framework to identify recurring patterns and meanings within participants' narratives. Findings revealed that teachers encountered significant challenges, including limited resources, difficult transportation, and inadequate infrastructure. Despite these obstacles, participants demonstrated resilience through adaptive teaching strategies, strong commitment to their profession, and effective coping mechanisms. Support from communities, colleagues, and personal motivation played a vital role in sustaining their well-being and teaching effectiveness. The study highlights the need for strengthened institutional support and targeted interventions to improve educational outcomes in remote school environments.

---

## INTRODUCTION

Education is an important aspect of a country's development, and the quality of education is shaped by the teachers involved in it (Luluk & Aprillia, 2024). Professional and qualified teachers are important in building an education system (Dirsa et al.; 2022). However, teachers around the world who teach in remote schools experience professional isolation (Trikoilis & Papasnastasiou, 2021).

According to Nawi and Muhmad Nor (2023), the teachers face challenges that affect their effectiveness and well-being. Limited resources, including lack of instructional materials and technological tools that makes it difficult to provide quality education. Moreover, workloads increase while access to professional development is limited. The lack of institutional support further hinders teacher's professional growth (Aquino, 2019).

The absence of continuous professional growth opportunities may lead to reduced job satisfaction and affect teacher's well-being (Orale & Quejada, 2018). Furthermore, the lack of important materials hinders effective teaching (Morallo & Abay, 2019). Teaching in remote schools requires a teacher who are patient, determined and have passion about their work. Improving the resource allocation, providing support and prioritizing the teacher's well-being are important (Shikalepo, 2020).

Although previous studies have explored the common challenges faced by teachers in remote schools, few have focused on the personal stories and lived experiences of elementary teachers particularly on how remote teaching influence their motivation, job satisfaction, and instructional practices. Exploring these narratives is important to understand the realities of teaching in remote areas and identify strategies and support systems that can improve their well-being, professional growth and effectiveness in teaching.

## THEORETICAL REVIEW

### *Related Literature*

Teachers play very important roles not only in students' lives but also in society in general. Accordingly, they are assets of the community, as they serve as living catalysts who uphold values, instill dignity, develop integrity, and protect every individual's right to education (Macdonald & Weller, 2017).

As stipulated in R.A. 4670 or the Magna Carta for Public School Teachers, public school teachers in the Philippines are mandated to devote actual workdays to instructional and related tasks (Llego, 2019). In many instances, teachers exert not only time but also significant personal sacrifices to fulfill their commitment to delivering learning. Teachers in the Philippines are often described as "overworked due to the multitude of responsibilities and roles" assigned to them (David, Alber, & Vizmanos, 2019).

Moreover, there are countless stories about the sacrifices made by many public school teachers. According to Regalado (2020), these stories are strong manifestations of their struggles and love for their work. Teachers assigned to these locales, such as far-flung schools, are usually new to teaching. They are young yet dedicated, committed, and passionate about their profession. They

often see their current assignment as temporary and hope that they will eventually be reassigned to a better school (Orale & Quejada, 2018).

According to Barcena (2018), it is very challenging for teachers to be assigned to rural areas because they have to endure a range of uncomfortable means of transportation, such as "large jeepneys," "habal-habals," and even riding horses and walking for extended distances to get to their station. Furthermore, several teachers go above and beyond just to teach students in remote areas in Samar, with some of them having to cross rivers, climb mountains, and walk for hours to reach the school (Aquino, 2019).

Regarding technology use, the adoption of digital educational resources among teachers has been found to depend largely on attitudes, knowledge, skills, support conditions, age, and teaching experience. However, factors such as intention to use, self-efficacy, and subjective norms did not significantly account for variations in digital resource utilization in rural school contexts (Wang et al., 2019).

According to Leocadio (2023), another measure to support teachers in rural areas is the provision of adequate training and support for teachers in remote areas. Some teachers undergo specialized training to address the unique challenges they face in their classrooms. Mentorship programs and other forms of support provided by the Office of the Curriculum Implementation Division can help them cope with the isolation and stress of their work.

Distant schools in the Philippines face a shortage of teaching resources, posing challenges for educators in delivering quality basic education. The conditions in isolated schools require dedicated teachers committed to providing exceptional services to the community (SunStar Pampanga, 2017, as cited in International Journal of Research and Innovation in Social Science, 2024).

Teaching experiences are not one-size-fits-all; instead, every teacher faces unique challenges that must be overcome to provide pupils with a well-rounded education. Experience is essential in day-to-day life. As Algonos et al. (2024) emphasized, education has long been considered one of the most powerful instruments for improving the world.

### ***Related Studies***

Professional isolation significantly affects both teaching quality and the well-being of teachers in geographically remote areas. In a study of 53 educators in Vietnam's northern mountainous regions, Nguyen and Hall (2024) found that teachers in high-need and remote areas encounter persistent challenges that hinder their resilience and professional development.

Trikoilis and Papanastasiou (2021) further emphasized that the professional development of teachers in remote areas is impacted by time constraints, limiting their participation in action research. Their study suggests that restructuring school schedules to allocate time for research activities, for both teachers and students, is essential. Additionally, they recommend redesigning teachers' responsibilities and hiring assistant staff to alleviate time burdens, which would encourage engagement in educational research. Distance education research

programs, focusing on enhancing research knowledge and skills, could mitigate the effects of professional isolation, improving teachers' research self-efficacy.

Teacher isolation has a big impact, it influences not only personal well-being but also the teaching quality, the school culture, and the student development (Lin, 2024). Teacher isolation is shaped by many factors such as school organization, educational reform, their personal characteristics, professional development opportunities and social support, all of which interact to determine the level to which isolation is experienced by teachers. These factors shape the teachers experience of isolation that not only limits their professional growth but also weakens teamwork and the sense of unity in school. At the school level, isolation can be addressed by creating collaborative school cultures, mentorship from the experienced teachers and peer exchange. At the individual level, teachers can improve their professional growth by actively participating in school activities and learning from colleagues and mentors in improving both job satisfaction and the effectiveness in teaching.

Patrick and Guthrie (2020) studied the experiences of professional isolated teachers in Tennessee's rural school and find out that the limited access to collaborative professional learning is affected on the teacher's instructional improvement and career decisions. The result suggested that isolation can hinder both the teacher retention and quality of teaching, as teachers in remote areas they face lack limited interaction with their peers and sometimes progress. This supports the importance of knowing how professional isolation can affect not just their teaching practices but also in overall competence of teachers in the remote schools.

Alegre and Labajo (2023) explored on the psychological impacts of work stress in Barobo, Surigao del Sur of public elementary teachers. Their findings show a significant positive correlation between their well-being and work stress, which means that teachers may experience of work stress but with the help of well good relationship they can have a positive outlook.

Bissessar (2022) highlighted the other aspect of isolation of teacher, it noticed that lack of cooperation and mentorship opportunity foster the feelings of disconnection and hinder the professional development. Therefore, with the lack of support it worsens the isolation faces by the teachers in the remote schools that makes it hard for them to develop professionally.

Furthermore, the study by Duran et al. (2024) highlighted the importance of the teachers' conditions in workplace. By improving the working atmosphere, schools can positively influence the satisfaction of teachers, that can enhance their teaching instruction.

In remote schools, Ucag et al. (2024) conducted a narrative analysis of the teachers being assigned to remote schools on Negros Island, Philippines. Their study highlighted challenges such as problems in transportation, lack of supply in resources and emotional problem caused by being away from loved ones. But despite these problems, the teachers show strength and adaptability. Based from the findings, it calls for the implementation of policies that support them and provisions in helping them overcome those challenges.

Francisco et al. (2020) investigated the specific challenges faced by teachers in island schools, where the isolation and environment condition make their work complicated. These challenges include limited infrastructure, natural disaster, and the economic problem in that community. Their study identifies many coping mechanisms that teachers can employ to fight these challenges, such as using limited resources creatively, forming a collaboration with the communities. The study also emphasizes the importance of having programs that address the specific needs of teachers in remote schools.

In line with this, Galut (2025) found that the challenges in teaching remote schools also make the teachers have a sense of fulfillment. His study shows that the role of having a support, can help lessen the struggles faced by teachers in remote schools. He emphasized that despite the hardships, the teacher's passion and dedication highlight the need for consistent institutional support to improve their professional and personal lives.

Caraan et al. (2022) suggested that DepEd should organize a symposium for teachers about their mental health. This symposium should also offer emotional support so that teachers who lack of skill in technology will undergo a training to help develop their skills. Strengthening collaboration and teamwork among teachers is also important to maintain the positive relationship.

Javilla and Fabella (2019) described that teaching in remote school is an experience that impacts the teachers lives. Their study shows that teachers in these schools develop strong resilience and coping mechanisms often forming deep connections with their colleagues and communities. Despite the challenges, these teachers remain committed to their profession.

Lastly, Quino and Villocino (2024) explored the status and experiences of teachers working in remote schools. They emphasized the burden of work and financial support. Their findings suggested that with additional resources and support, teachers in remote schools would be more motivated. This also demonstrates the deep level of dedication and commitment that teachers invest in their work even though is is sometimes challenging.

## **METHODOLOGY**

This study employed a qualitative research approach using a phenomenological design to explore the lived experiences of teachers assigned to remote schools in Eastern Samar. Participants were selected through purposive sampling based on their teaching experience and direct exposure to remote school settings. Data were collected through semi-structured, in-depth interviews that examined teachers' backgrounds, challenges, instructional practices, motivation, coping strategies, and recommendations. The collected data were analyzed using Braun and Clarke's six-step thematic analysis, including data familiarization, coding, theme development, theme review, theme definition, and report writing. To ensure the validity and trustworthiness of the findings, member checking was conducted, while ethical standards were maintained through informed consent, confidentiality, secure data management, and adherence to the principles of credibility, transferability, dependability, and confirmability.

## RESULTS AND DISCUSSION

### *Theme 1: Experiences and Challenges of Teaching in Remote Schools*

Teaching in remote schools presented a combination of opportunities and challenges. The teachers' experiences show how they navigated daily routines, lack of resources and impactful professional experiences that shaped their perspectives. Research consistently emphasized the additional demands and support on teachers in isolated schools and being resilient is important in managing these situations.

#### **Sub-theme 1**

##### **Adaptive Routines in Remote School Contexts**

The teachers described their normal day as starting early in preparing their lessons, organizing the classrooms, and attending to students individual learning needs. Many emphasized the need to adapt their routines due to limited resources and classrooms in the multigrade.

As the participants stated:

*"A normal day in my teaching is I start early in material organization, classroom preparation and reviewing the day's lesson." (P1)*

*"Teaching different grade levels in the same classroom using a combination of group work, individual activity and peer tutoring." (P2)*

*"Life on the island is simple but needs a lot of planning because we don't have enough materials to use." (P4)*

These finding shows that teachers in remote areas had to develop routines that that can be changed easily when needed to respond the different needs of the students. This aligned with Leach and Bradbury (2025), who emphasized that teachers in rural and remote school frequently managed multi-level classrooms and limited specialist support. It suggests that teachers need to have a training in adaptive classroom management and multigrade instruction to better prepare the teachers in their teaching.

#### **Sub-theme 2**

##### **Resource Limitations and Accessibility Barriers**

Participants consistently reported challenges related to not enough materials, limited technology, and difficult transportation, it affects the instructional quality and student engagement.

*"Limited stock of supplies, lack of facilities, limited technology and poor connection. Difficult roads made the travel difficult to go in school, especially when its rainy." (P2)*

*"We don't have enough learning materials, limited access to internet and it is difficult in terms of transportation sometimes due to bad weather." (P4)*

These challenges agree with past research that teachers in far areas face problems with not enough resources and hard access to resources or connectivity. Poor facilities not only made the teaching difficult, it also affects the students learning outcomes and engagement. Policymakers and school administrator must prioritize resource allocation, like teaching materials, digital tools and support in terms of transportation to improve educational fairness in remote areas.

#### **Sub-theme 3**

### **Transformative Professional Experiences**

Teachers shared meaningful experiences that encourage them to teaching, often emphasizing student resilience and community support.

*"Seeing the resilience and determination of a female student in Grade 2 who is 15 years old and already has a baby...she was able to complete elementary school. This experience affects my beliefs as a teacher." (P2)*

*"Witnessing children who stay willing and happy to learn even though they face a lot of challenges, it made me realize how important teachers in remote schools." (P4)*

These life-changing experience showed that teacher motivation and professional identity were strengthened through meaningful student interactions, even under challenging conditions. This finding matched with Galut (2025), who says that community connection and culturally responsive teaching-maintained teacher commitment in remote schools. Encouraging strong community ties and recognizing teacher achievements can enhance moral retention.

### ***Theme 2: Teaching Practices and Motivation***

Teachers in remote schools applied contextualized and responsive pedagogical strategies to meet the learners needs and maintained their motivation. Strategies involved differentiating instruction, using local content, and encouraging community engagement, which were important in contexts with not enough resources.

#### **Sub-theme 1**

##### **Contextualized and Responsive Pedagogy**

Teachers adjusted methods to provide for the different contexts, and lack of resources.

*"I have modified my teaching methods by giving them different instruction to meet students learning styles, combining more visual and hands on activities, and giving them adjustable materials for those with limited access to resources." (P1)*

*I use local content, hands-on learning, different kinds of instruction, community participation, and adaptable pace to create a learning environment that is appropriate and effective for my pupils." (P3)*

These practices highlighted the importance of learner-centered and context sensitive approaches in remote education. Research supported different instructions as an effective strategy in resource limited settings (Tomlinson, 2020; Wang, Young, & Iqbal, 2024). The training in teachers should emphasize learning outcomes in remote schools.

#### **Sub-theme 2**

##### **Motivation Through Student and Community Support**

Teachers said that the progress of student, involvement of community and family support motivated them to continue despite challenges they faced.

*"Observing my students develop, build confidence, and achieve success motivates me to continue even when teaching becomes difficult." (P1)*

*"The student's determination and interest to learn, along with the support of parents and community members, create a sense of belonging and purpose." (P2)*

These findings showed the importance of social and professional support in strengthening teacher resilience (Gu & Day, 2022; Fabrigas & Paglinawan, 2025). In practice, should build strong community partnership establish mentorship programs that can enhance teacher motivation in remote areas.

### ***Theme 3: Coping Strategies for Teaching in Remote Areas***

Teachers used both personal and social strategies to manage the demands of teaching in isolated area, such as maintaining self-discipline, flexibility, peer collaboration, and emotional support networks.

#### **Sub-theme 1**

##### **Personal Discipline and Flexibility**

Participants described routines like effective planning, maintaining a positivity, self-care, and adaptable as important coping strategies.

*"Being organized, adaptable, and maintaining a positive attitude helps me manage the challenges of working in remote area." (P1)*

*"Engaging in exercise, staying physical active, being adaptable, and receiving support from colleagues help me deliver the education for my students." (P3)*

These findings emphasize the importance of self-regulation and resilience in maintaining the teacher's well-being in an isolated area (Kyriacou, 2020; Ingersoll, 2021). As a result, teacher preparation programs should put training on stress management, adaptive problem-solving and emotional intelligence.

#### **Sub-theme 2**

##### **Support Networks Enhancing Teacher Resilience**

Teachers depended on support from colleagues, school leaders, community members and family to stay motivated and manage the challenges they faced.

*"Support from colleagues, school leaders, community members and family keep me motivated and inspired to continue teaching." (P1)*

*"Many support systems, such as mentoring as well as emotional encouragement from family and peers, help me maintain my passion for teaching." (P3)*

Support networks is important in sustaining teacher retention and well-being, especially in remote areas (Ingersoll, 2021; Fabrigas & Paglinawan, 2025). Therefore, schools and local education authorities should promote peer mentoring, administrative support, and family engagement to reduce stress and satisfaction.

### ***Theme 4: Recommendations for Improving Remote Teaching Conditions***

Teachers shared practical ideas to improve working conditions and support new teachers. These suggestions were based on their real experiences and reflected their understanding of how system level and personal support can improve educational outcomes in remote areas.

#### **Sub-theme 1**

##### **Recommendations for Strengthening Remote Teaching Conditions**

Teachers stated that there is a need for resources, training, internet connection, transportation support, and support from school leaders to improve remote teaching conditions.

*"Better resources, transportation, connectivity, internet connection, training and support from leaders can help improve the situation teachers in remote schools." (P1)*

*"Give more learning materials, stronger connection, help with transportation, more training and additional allowances." (P4)*

These suggestions show the importance of government action, support systems and improved facilities in a remote school (Gulton et al., 2021; Adie & Barton, 2020). Improved connectivity, professional development and resource allocation are important to improve the teacher retention and teaching quality.

## **Sub-theme 2**

### **Guidance for New Remote School Teachers**

Teachers highlighted that mentoring, advice from experienced teachers and clear orientation are important to help new teachers adjust to remote teaching.

*"Stay flexible, build a good relationship and maintain a positive mindset to succeed in remote schools." (P1)*

*"Have patience and be flexible, build good relationship with the people in the community and students. Teaching in remote school is hard but it is very rewarding." (P4)*

Experienced teachers also stated that mentoring and building good relationship are important in helping new teachers to adjust. This is supported by the studies about teacher support programs, which show that these help teachers adjust better and stay longer in rural or remote school (Preston & Roberts, 2021; Cajayon, 2023). Because of this, it is recommended to include mentoring programs and simple orientation to help new teachers succeed in remote schools.

## **CONCLUSIONS AND RECOMMENDATIONS**

Based on the findings, the studied concluded that teaching in remote schools is both challenging and professionally enriching. Teachers must be highly adaptable and resilient to manage multi-grade classrooms, limited resources, and logistical difficulties. Positive experiences, such as student achievements and community support, are important for sustaining teacher motivation. Effective coping strategies combine personal discipline and flexibility with social support networks, emphasizing the importance of professional and community backing. Finally, institutional interventions, such as improved resources, connectivity, and training, are essential to enhance teaching conditions and promote teacher retention in remote areas.

### **Recommendations**

Based on the study's findings and conclusions, the researchers propose the following recommendations:

Provide complete and contextualized learning materials for multi-grade instruction to lessen teachers' workload and make sure the appropriate resources for learning.

1. Improve internet access and provide basic digital tools so teachers can access resources, communicate, and participate in required online tasks.
2. Strengthen transportation and practical support for teachers assigned in remote areas to make sure that they are safe and consistent travel to and from school.
3. Implement continuous professional development focused on multi-grade and remote instruction to enhance teachers' competence and confidence in handling different learning needs.
4. Establish structured teacher support and well-being programs to help teachers manage stress, sustain motivation, and cope with the challenges in teaching to the remote school areas.
5. Strengthen community-school partnerships to support teachers in instructional delivery and encourage responsibility in learning outcomes of students.

#### **FURTHER STUDY**

Future researchers may expand this study by involving a larger number of participants from different regions to gain a broader understanding of the experiences of teachers in remote schools. Comparative studies between teachers in remote and urban settings may also provide valuable insights into contextual differences in teaching challenges and professional development. Additionally, future research may employ mixed-methods or longitudinal approaches to examine how teachers' experiences, resilience, and well-being evolve over time. Investigating the effectiveness of government support programs, teacher training initiatives, and technological interventions in remote educational settings is also recommended.

#### **ACKNOWLEDGMENT**

The researchers sincerely express their gratitude to the elementary teachers who generously shared their experiences and insights for this study. Special appreciation is extended to the school heads and educational institutions in Eastern Samar for granting permission and support throughout the research process. The researchers also thank their advisers, colleagues, and family members for their guidance, encouragement, and valuable contributions. Finally, gratitude is given to all individuals who, directly or indirectly, assisted in the successful completion of this study.

#### **REFERENCES**

- Adie, L., & Barton, G. (2020). Urban pre service teachers' conceptions of teaching in rural communities. *Australian Journal of Teacher Education*, 37(6). <https://doi.org/10.14221/ajte.2012v37n6.7>
- Alegre, E. M., & Labajo, J. K. M. (2023). The impact of work stress on the psychological well-being of public elementary school teachers.

International Journal of Membrane Science and Technology, 10(2), 719–727.  
<https://doi.org/10.15379/ijmst.v10i2.1305>

Algonos, J., Dizon, R., & Zamora, P. (2024). Experiences of teachers teaching in far-flung areas of Division of Davao Del Norte: A phenomenological study. *International Journal of Research and Innovation in Social Science*.  
<https://dx.doi.org/10.47772/IJRISS.2024.806212>

Al-Shuaibi, A. (2014). The importance of education.  
[https://www.researchgate.net/publication/260075970\\_The\\_Importance\\_of\\_Education](https://www.researchgate.net/publication/260075970_The_Importance_of_Education)

Aquino, L. (2019). In far-flung areas of Samar, teachers are modern-day heroes. *Rappler: Philippine & World News*.  
<https://www.rappler.com/moveph/241837-far-flung-areas-Samar-teachers-modern-day-heroes/>

Barcena, N. G. P. (2018). Feature: Learning insights on the work and life of a teacher. *Philippine Information Agency*.  
<http://pia.gov.ph/news/articles/1006534>

Bissessar, C. (2022). The role of virtual community of practice in alleviating social and professional isolation during emergency remote teaching. *Equity in Education & Society*, 1(1), 114–125.  
<https://doi.org/10.1177/27526461211068512>

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.  
<https://doi.org/10.1191/1478088706qp063oa>

Cajayon, R. B. (2023). Community involvement and teacher resilience in remote Philippine schools. *International Journal of Multidisciplinary: Applied Business and Education Research*, 4(6), 1861–1874.  
<https://doi.org/10.11594/ijmaber.04.06.38>

Caraan, M., Reyes, T., & Santos, L. (2022). Challenges experienced by teachers teaching in remote areas in the new normal. *International Journal of Recent Research in Thesis and Dissertation*, 3(1), 46–53.  
<https://doi.org/10.5281/zenodo.6497327>

Challenges of basic education in far-flung areas. (2017, January 11). *Sun Star Pampanga*.  
<https://www.pressreader.com/philippines/sunstartpampanga/20170111/281659664728248?srsltid=AfmBOopj203BcfujLvdLT7wGg8JM2pociw6j1iCWIGs2Hx8uUMG-CDDc>

- Claridades, D. C. (2022). Living and teaching in island schools: Designing contextualized strategies for Filipino teachers. *The Normal Lights*, 16(2), 120–145. <https://po.pnuresearchportal.org/ejournal/index.php/normallights/article/view/2155>
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Sage Publications. <https://books.google.com.ph/books?id=bttwENORfhgC>
- David, C. C., Albert, J. R. G., & Vizmanos, J. F. V. (2019). Pressures on public school teachers and implications on quality. *Philippine Institute for Development Studies*. <https://pidswebs.pids.gov.ph/CDN/PUBLICATIONS/pidspn1901.pdf>
- Dirsa, H., Mendoza, R., & Salazar, J. (2022). Teacher role as professional educator in school environment. *International Journal of Science Education and Cultural Studies*, 1(1), 32–41. <https://doi.org/10.58291/ijsecs.v1i1.25>
- Dovetail Editorial Team. (2023, February 5). What is purposive sampling? Dovetail. <https://dovetail.com/research/purposive-sampling/>
- Duran, A., Pontillas, P., & Comon, J. (2024). Teachers' work-life balance and well-being across Opol East District, Division of Misamis Oriental. *European Modern Studies Journal*, 8(4), 134–166. [http://dx.doi.org/10.59573/emsj.8\(4\).2024.9](http://dx.doi.org/10.59573/emsj.8(4).2024.9)
- Fabrigas, E. J. A., & Paglinawan, J. L. (2025). Beyond the classroom: Challenges and resilience of teachers in remote schools. *International Journal of Research and Innovation in Social Science*, 9(4). <https://dx.doi.org/10.47772/IJRISS.2025.90400464>
- Francisco, C. D., Timbol, C. E., Jimenez, R. S., Labay, M. S., Manangu, L. D., Puno, J., Rojo, M. V., Vidal, J. C., & Valcos, E. G. (2020). Sailing against the waves: Challenges and coping mechanisms of teachers assigned in a coastal school. *International Journal of Academic Multidisciplinary Research*, 4(10), 20–26. <http://ijeais.org/wp-content/uploads/2020/10/IJAMR201006.pdf>
- Gall, M. D., Gall, J. P., & Borg, W. R. (2007). *Educational research: An introduction* (8th ed.). Pearson Education. <https://www.pearson.com/store/p/educational-research-an-introduction/P100000624640>
- Galut, M. N. (2025). Surviving in the trails: Teacher's lived experiences in remote areas. *Frontiers in Sociology*. <http://dx.doi.org/10.3389/fsoc.2025.1456269>

- Gross, K. (2017). Mathematics for pre-service elementary (K-5) teacher education. University of Vermont. <https://www.sbctc.edu/resources/documents/colleges-staff/programs-services/math/pre-service-elem-ed-teacher-ed.pdf>
- Gu, Q., & Day, C. (2022). Teachers' resilience: A necessary condition for effectiveness. *Teaching and Teacher Education*, 23(8), 1302-1316. <https://doi.org/10.1016/j.tate.2006.06.006>
- Gultom, S., Hutauruk, A. F., & Ginting, A. M. (2021). Teaching skills of teacher in increasing student learning interest. *Budapest International Research and Critics Institute Journal (BIRCI Journal)*, 3(3), 1086. <https://doi.org/10.33258/birci.v3i3.1086>
- Hobfoll, S. E. (1989). Conservation of resources: A new attempt at conceptualizing stress. *The American Psychologist*, 44(3), 513-524.
- Ingersoll, R. (2021). *Teacher turnover, teacher shortages, and the organization of schools*. Washington, DC: Consortium for Policy Research in Education.
- International Journal of Research and Innovation in Social Science. (2024). Experiences of teachers teaching in far-flung areas of the Division of Davao del Norte: A phenomenological study. <https://dx.doi.org/10.47772/IJRISS.2024.806212>
- Javilla, M. A., & Fabella, F. E. (2019). Lived-experiences of mobile teachers in remote schools in Antipolo City. SSRN. <https://dx.doi.org/10.2139/ssrn.3516399>
- Jennings, G. R. (2005). Interviewing: A focus on qualitative techniques. In B. W. Ritchie, P. Burns, & C. Palmer (Eds.), *Tourism research methods: Integrating theory with practice* (pp. 99-118). CABI Publishing.
- Kyriacou, C. (2020). Teacher stress: Directions for future research. *Educational Review*, 53(1), 27-35.
- Kutoane, M., Bopape, M., & Ndhlovu, M. (2021). Interventions for managing professional isolation among health professionals in low resource environments: A scoping review. *Health Science Reports*. <http://dx.doi.org/10.1002/hsr2.361>
- Leach, M., & Bradbury, M. (2025). Teaching in Australian rural and remote locations: Thriving in practice and place. *Australian Educational Researcher*. <https://doi.org/10.1007/s13384-025-00877-7>

- Leocadio, M. (2023). Life of teachers in far-flung areas. Gurupress Cordillera. <https://www.gurupress-cordillera.com/post/life-of-teachers-in-far-flung-areas>
- Lin, Q. (2024). From isolation to collaboration: Research on strategies to improve teacher loneliness in primary and secondary schools. *International Journal of Education, Humanities and Social Science*. <https://doi.org/10.54922/IJEHSS.2024.0861>
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage Publications.
- Llego, M. (2019). Working hours of public school teachers. TeachersPH. <https://www.teacherph.com/working-hours/2019>
- Luluk, A. S., & Aprillia, F. D. G. A. (2024). Targeting educational quality: The role of educator management transformation in enhancing services. *Business and Management Journal*, 2(1), 25-37. <https://doi.org/10.61987/bamj.v2i1.543>
- MacDonald, M., & Weller, K. (2017). Redefining our roles as teachers, learners, and leaders through continuous cycles of practitioner inquiry. *The New Educator*, 13(2), 137-147. <https://doi.org/10.1080/1547688X.2016.1144121>
- Mhlanga, E., & Moloi, T. (2020). Digital disconnection in rural South African schools: The role of infrastructure and teacher preparedness. *Education and Information Technologies*, 25, 5165-5182. <https://doi.org/10.xxxx/yyyy>
- Morallo, M. B., & Abay, J. R. (2019). Gaps on quality teaching: Assessing teachers' needs towards the creation of a framework for an extension program on teachers' professional development. *IOER International Multidisciplinary Research Journal*, 1(1), 1-12. <http://dx.doi.org/10.54476/iimrj396>
- Nawi, N. S. M., & Muhmad Nor, N. A. A. (2023). The challenges in the teaching of English literature: A systematic review. *Journey Journal of English Language and Pedagogy*, 6(1), 130-147. <http://dx.doi.org/10.33503/journey.v6i1.2640>
- Nguyen, H. T. M., Bui, N. A., Ngo, N. T. H., & Luong, T. Q. (2024). Surviving and thriving: Voices from teachers in remote and disadvantaged regions of Vietnam. *Asia Pacific Journal of Education*, 1-16. <https://doi.org/10.1080/02188791.2024.2336246>
- Orale, R. L., & Quejada, A. B. (2018). Lived experiences of elementary teachers in a remote school in Samar, Philippines. *Journal of Academic Research*, 3(3), 1-13. <https://www.researchgate.net/publication/327232303>

- Patrick, S. K., & Guthrie, J. E. (2020). Professionally isolated teachers in Tennessee's rural schools: Professional learning experiences, improvement trajectories, and labor market decisions. *Society for Research on Educational Effectiveness*.  
[https://www.sree.org/assets/conferences/2020s/abstract/paper/183\\_identified.pdf](https://www.sree.org/assets/conferences/2020s/abstract/paper/183_identified.pdf)
- Patton, M. Q. (2002). *Qualitative research & evaluation methods* (3rd ed.). Sage Publications. <https://books.google.com.ph/books?id=FjBwQgAACAAJ>
- Preston, B., & Roberts, P. (2021). Preparing teachers for rural and remote schools: Lessons from teacher education programs. *Australian and International Journal of Rural Education*, 31(1), 24–40.  
<https://journal.spera.asn.au/index.php/AIJRE/article/view/290>
- Quino, M. J., & Villocino, R. (2024). Come hell or high water: Teaching in far-flung schools from the narratives of elementary teachers. *International Journal of Advance Research and Innovative Ideas in Education*, 10(4), 521–535.  
[https://ijariie.com/FormDetails.aspx?MenuScriptId=223391&srsId=AfmBOoplOyL0NLNNTGA\\_4z3-p1PUQVzOUy8\\_tVyU0FH5EQh6eIOKtcb](https://ijariie.com/FormDetails.aspx?MenuScriptId=223391&srsId=AfmBOoplOyL0NLNNTGA_4z3-p1PUQVzOUy8_tVyU0FH5EQh6eIOKtcb)
- Regalado, P. M. (2020). The reality of Philippine education: A photovoice participatory action research. *International Forum Journal*, 23(2), 22–39.  
<http://dx.doi.org/10.63201/SHSL6545>
- Shikalepo, E. E. (2020). Challenges facing teaching at rural schools: A review of related literature. *International Journal of Research and Innovation in Social Science*, 4(5), 215–220.  
<https://www.researchgate.net/publication/341787476>
- Stahl, N. A., & King, J. R. (2020). Expanding approaches for research: Understanding and using trustworthiness in qualitative research. *Journal of Developmental Education*, 44(1), 26–28.  
<https://files.eric.ed.gov/fulltext/EJ1320570.pdf>
- Tikrity, M. (2023). Defining and measuring teaching quality.  
<http://dx.doi.org/10.13140/RG.2.2.20516.76162>
- Trikoilis, D., & Papanastasiou, E. (2021). Investigating the factors that are associated with teachers' intentions to utilize research in remote areas of Greece. *Frontiers in Education*. <https://doi.org/10.3389/feduc.2021.658011>
- Tomlinson, C. A. (2020). *The differentiated classroom: Responding to the needs of all learners* (2nd ed.). ASCD.

- Tufford, L., & Newman, P. (2012). Bracketing in qualitative research. *Qualitative Social Work*, 11(1), 80–96. <https://doi.org/10.1177/1473325010368316>
- Ucag, B., Navarro, M., & Neri, J. (2024). Navigating educational frontiers: Unweaving the challenges faced by teachers in far-flung schools on Negros Island. Zenodo. <http://dx.doi.org/10.5281/zenodo.11358546>
- Wang, J., Tigelaar, D. E. H., & Admiraal, W. (2019). Connecting rural schools to quality education: Rural teachers' use of digital educational resources. *Computers in Human Behavior*. <https://doi.org/doi:10.1016/j.chb.2019.07.009>
- Wang, X., Young, G. W., & Iqbal, M. Z. (2024). The potential of extended reality in rural education's future - perspectives from rural educators. *Education and Information Technologies*, 29(7), 8987–9011. <https://doi.org/10.1007/s10639-023-12169-7>
- Wikipedia contributors. (2024). Well-being. In Wikipedia, The Free Encyclopedia. <https://en.wikipedia.org/wiki/Well-being>
- Williamson, C. (2013). Questionnaires, individual interviews and focus groups. In K. Williamson & G. Johanson (Eds.), *Research methods: Information, systems, and contexts* (pp. 349–372). Tilde University Press.