

GRIT, COMMITMENT, AND JOB PERFORMANCE AMONG PUBLIC SECONDARY SCHOOL TEACHERS

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Abstract

This study investigated the levels of grit, commitment, and job performance of public secondary school teachers during the 2025–2026 academic year in a minor division of schools on Northern Negros Island. It also looked at these variables in relation to demographic and occupational profiles. A descriptive study approach was utilized to get data from a survey of 196 public secondary school teachers. It utilized frequency and percentage for the profile, mean for grit, commitment, and performance, the Mann–Whitney U Test for group comparisons, and Spearman rho for correlations. The analysis that followed showed that most participants were married, came from middle-class backgrounds, and held master's or doctoral degrees. Teachers were found very persistent, can handle challenging situations, and want to progress. Commitment is high in every area. The teachers' performance is very satisfactory. A higher level of grit was found in all variables. People of different statuses and backgrounds demonstrated strong commitment. Grit, commitment, and performance varied across factors, particularly age, marital status, educational attainment, and family income. There is no link between grit or commitment and performance. These results indicate that contextual or institutional factors may influence teacher performance, regardless of grit and commitment.

Keywords: *Teachers' grit, organizational commitment, job performance, public secondary school teachers, demographic factors.*

Bio-profile

Arnel M. Torrico is a public secondary school teacher at Victorias National High School under the Division of Victorias City. He earned his Bachelor of Secondary Education major in Mathematics from Carlos Hilado Memorial State College. He completed a Master of Arts in Education, major in Administration and Supervision, at STI–West Negros University and is pursuing a Doctor of Philosophy major in Educational Management at the same institution.



Introduction

Rationale

Grit is the ability to adapt, pursue long-term goals, and persevere. It can also mean taking your work seriously and working hard to achieve your goals. Essential school leader and teacher traits affect student learning. High-grit leaders are more likely to follow sound regulations, foster a nice school climate, and solve conflicts calmly. These initiatives can boost student and organization performance (Larberg & Sherlin, 2021). Administrator commitment is the most significant factor in teacher happiness and productivity. Siahaan et al. (2020) found a link between school quality, administrator dedication, and teacher effectiveness. A capable school administrator empowered their workers. These studies show that changing administrative procedures and structures to make a school safe for learning and teaching takes time. Even though the institution controls what happens to graduates, administrators are solely accountable for program excellence.

Academic performance depends on school management. Legisma (2024) found that school leaders' organizational commitment and empowerment affect teachers' work happiness and performance. Research shows that devoted and empowered school administrators boost employee happiness and productivity. Maculada and Guanzon (2022) examined the religious devotion and performance of Southern Negros Occidental public elementary and high school teachers. Teachers with strong religious beliefs perform better, research shows. Afalla and Fabelico (2020) discovered that teachers' self-efficacy and grit affected performance and burnout. This study illuminates the non-cognitive aspects of teaching dedication.

Based on this data, the researcher investigated how public secondary school teachers' grit and commitment affect their performance.

Literature Review

The literature elucidates the influence of grit, commitment, and teacher performance on educational efficacy. Duckworth (2016) characterizes grit as perseverance and sustained engagement with long-term objectives, a notion corroborated by Christopoulou et al. (2018) and Datu (2021). Datu emphasizes the motivational function of grit in educational outcomes. Wang, Shirvan, and Taherian (2021) and Credé et al. (2017) delineate the two components of grit: perseverance of effort and constancy of interest, and their relevance to teacher engagement. Alamer (2022) asserts that intrinsic motivation and autonomy influence instructors' long-term objectives, particularly in culturally diverse settings.

Studies on long-term goal passion underscore the importance of robust and sustained commitment. Huéscar Hernández et al. (2020) demonstrate that autonomy-supportive environments cultivate passion, whereas Credé et al. (2017) indicate that interest constancy inhibits goal-switching. These statistics substantiate the role of passionate engagement as a fundamental factor in teacher perseverance.

Literary resilience is a flexible, evolving way to address problems. Bonanno et al. (2024) characterize resilience as adaptable responses to challenging circumstances, whereas Denckla and Koenen (2020) underscore psychological and contextual resources. Sisto et al. (2019) characterize resilience as a favorable adaptation facilitated by internal and external protective factors. Philippine studies corroborate these findings: Bulado et al. (2022) indicate that mindfulness-based practices enhance resilience; Antonio (2022) underscores the role of self-efficacy; and Fonte et al. (2021) contend that well-structured learning modalities profoundly influence teacher resilience.

Wolcott et al. (2021) associate development-oriented attitudes with enhanced learning and resilience, so extending Dweck's theoretical framework on growth mindset. Xu et al. (2025) show that



having a growth mindset makes learning more self-regulated, but Ku and Stager (2022) view it as a complex idea influenced by factors such as the COVID-19 pandemic. Research conducted in the Philippines by Cadaa and Baguio (2025), Samson (2023), De Leon Cruz, Aquino, and Dino (2018), and Calanasan and Plata (2022) indicates that a growth mindset enhances teacher adaptation, engagement, and reflection.

Teacher dedication consistently enhances pedagogy and organization. Legisma (2024), Viriana (2019), and Simanullang et al. (2022) discovered that transformative leadership and nurturing school environments enhance teacher commitment, morale, and performance. Philippine research corroborates these findings: Espinosa et al. (2023), Manla (2020), Lacaba (2020), Macaspac (2024), Laguna (2022), and Gelano (2017) all underscore the significance of administrative support, inclusive decision-making, and a robust professional identity in fostering teacher dedication.

De Jong et al. (2022), Nichifor (2025), Asdal and Reinertsen (2022), Vanassche (2022), and the OECD (2022) examine professional accountability and educational quality. These academics underscore reflective practice, ethical behavior, and a comprehensive perspective on student learning, highlighting the influence of professional responsibility on teacher conduct and institutional culture.

Research on teacher and student development emphasizes the importance of ongoing, collaborative professional learning. Zeng (2023) demonstrates that continuous teacher development enhances student results. In contrast, Ventista and Brown (2023) and Kager, Mynott, and Vock (2023) illustrate that systematic, continuing professional development elevates instructional quality and promotes reflective teaching.

Lastly, research on teacher performance suggests that leadership, teamwork, and self-efficacy are important for good teaching. Roekel et al. (2020), Shen and Wu (2020), Cathlin (2023), Toprak (2020), Klassen (2018), Konstantopoulos and Chung (2015), Vescio (2015), Hallinger and Wang (2015), Watt and Richardson (2014), and Ronfeldt (2015) all found that professional collaboration, motivation, and leadership structures improve teacher performance. Studies from the Philippines, such as Llego (2019), Dizon (2020), Olvido et al. (2024), Espinosa and Guerrero (2023), Tominez (2015), Reyes (2023), and Poquiz (2019), stress the need for sound appraisal systems, qualified teachers, and professional development to make teachers better at their jobs.

The evidence demonstrates that grit and commitment enhance teachers' perseverance, ethics, and instructional consistency. It was found that performance improves with greater organizational support, stronger leadership, and more opportunities for professional growth. So, while persistence and dedication are important attributes for teachers, they work best in schools with ample resources and support.

Theoretical Underpinning

According to Deci and Ryan's Self-Determination Theory (SDT), people are motivated and succeed when their autonomy, competence, and relatedness demands are met. When these needs are met, motivation, well-being, and performance improve.

Howard, Gagné, and Bureau (2017) identified six types of motivation based on SDT: High and Moderate Autonomous, Controlled, Low, and Mixed. These profiles explain why some educators stay committed, resilient, and productive while others burn out. Individually motivated teachers are more persistent, challenging, and devoted over time. However, externally motivated instructors perform well only under pressure, which reduces sustained involvement.

This paradigm helps determine teachers' effort and performance. Self-determined teachers perceive obstacles as opportunities, pursue professional development, and prioritize student success. The intrinsically motivated teacher is less emotionally exhausted and happier at work.



A supportive school atmosphere, effective leadership, and ongoing professional development can shift teachers' motivation from regulated to autonomous. They may become more committed, stronger, and effective.

Duckworth (2009) says grit, long-term passion, and tenacity improve performance, satisfaction, and success. Job satisfaction increases commitment to the organization, making employees feel like they belong and stay loyal, according to Moorhead and Griffin (2010).

Objectives

The study analyzed the levels of grit, commitment, and job performance of public secondary school teachers in a minor school division in Northern Negros for the academic year 2025–2026. It looked at teachers' demographics, levels of education, and family income. Then it rated their grit based on their perseverance and consistency of interest, passion for long-term goals, and resilience in adversity. It also examined their commitment to educational excellence and professional responsibility. The study also examined variations in grit, commitment, and performance among teachers classified by demographic factors. It assessed the existence of substantial correlations between teachers' grit and performance, as well as between their commitment and performance.

Methodology

This chapter presents the study's methodology, which includes the research design, the study's locale, the study's respondents, the data-gathering instrument, the data-gathering procedure, the validity and reliability of the research instrument, and the statistical treatment used.

Research Design

A descriptive research approach was used to assess levels of grit, commitment, and performance among educators in a minor school division in Northern Negros during the academic year 2025–2026. This strategy, which systematically documents a population or phenomenon, is effective for identifying patterns, trends, and traits important to the study. Using it ensures that reliable, factual data is collected, making it easy to show the current state of affairs and the problems at hand. Descriptive research also helps uncover hidden relationships in the data, enabling more accurate interpretations and conclusions grounded in facts.

Study Respondents

The respondents in the study were 196 public secondary school teachers from the total population of 395 teachers in a minor school division in Northern Negros. Since the number of respondents is quite significant to handle, a stratified random sampling technique was used, with a Raosoft calculator to determine the sample size. These sets of teachers will be selected to answer the survey, as their demographic profiles, levels of grit, commitment, and job performance will directly impact the research objectives. The researcher randomly selected respondents from each school using the lottery method.

Instrument

The researcher created a three-part questionnaire to assess educators' dedication and toughness. The first part asked people about their demographics and work history. Part 2 was a 40-item Likert-scale



test measuring grit. Part 3 included a 30-item Likert-scale tool assessing commitment level. There were five rating levels for each item, ranging from 1 (Almost Never) to 5 (Always). Before it was given, the instrument was tested for validity and reliability.

Validity

It is important to ensure that research tools are valid and reliable to obtain accurate data. Reliability means that the results are consistent, and validity means that the tool measures what it is supposed to measure (Bekaert et al., 2020). The researcher gave the survey questionnaire to five experts in Education and Research to look over, evaluate, and improve. To make sure that all of the products appropriately portrayed the intended constructs, we carefully took their opinions and suggestions into account. Each validator used the standards set by Carter V. Good and Douglas E. Scates to grade the instrument. The interpretation ranges were Poor (1.00–1.80) to Excellent (4.21–5.00). The instrument received an average rating of 4.93, indicating that it is quite valid.

Reliability

Reliability evaluates the stability, internal consistency, and scoring precision of an instrument, whereas validity examines the justification of test interpretations in relation to the instrument's intended purpose (Usman, 2016). The researcher created the questionnaire, and Cronbach's Alpha was used to check its reliability. This is a good way to check how closely connected a group of items is (Santos, 2016). The instrument underwent pilot testing with 30 educators from the exact location who were not involved in the actual study. The results were examined with SPSS, which yielded a reliability coefficient of 0.982, well above the acceptable range of 0.70 to 1.00, indicating that the answers were relatively consistent. Both the grit and commitment subscales showed very good reliability, indicating that the items on them consistently measured what they were supposed to. The research tool is considered very reliable and suitable for the study, ensuring that the data it collects can be used for further statistical analyses.

Data Collection Procedure

To ensure the study went smoothly, the researcher obtained permission from the School Heads and the Schools Division Superintendent by sending formal request letters before collecting data. After getting the approval, the questionnaire was set up to be filled out at a time that worked for both the respondents and the researcher. The researcher personally provided the instrument and gave an orientation that explained the study's goals and the steps for completing the survey. All information collected was handled with the utmost confidentiality. After the respondents completed the questionnaires, the questionnaires were collected and sent to a statistician to be tabulated, using appropriate statistical techniques, and to produce an analysis table.

Data Analysis and Statistical Treatment

The gathered data were analyzed in accordance with the study's research objectives using appropriate statistical tools. Frequency counts and percentage distributions were employed to describe respondents' profiles, while the mean was used to determine teachers' levels of grit, commitment, and performance, with established verbal interpretation ranges applied for each variable. The Mann–Whitney U test, a non-parametric alternative to the independent-samples t-test, was utilized to examine significant differences in grit, commitment, and performance across respondent groups based on selected variables. Meanwhile, Spearman's Rho was used to assess the relationships between grit and performance, and



between commitment and performance, as it measures the strength of association between ordinal or ranked variables. A 0.05 level of significance served as the basis for interpreting all inferential results.

Ethical Considerations

No personal data compromising respondents' identities were collected, in accordance with the Data Privacy Act of 2012, specifically regarding the researcher's and the analyst's access to the data. The researcher is the only person with access to all the gathered data. The respondents were assured that no information that discloses their identity will be released or published without their consent, except when necessary to protect their rights and welfare. Likewise, all collected materials were appropriately disposed of by machine shredding or dissolved in water after the publication of the study. Furthermore, soft copies of the data will be deleted with no chance of future retrieval.

Results and Discussions

In this section, the data were further processed, presented, analyzed, and interpreted focusing on the study's specific objectives.

Teachers' Level of Grit in terms of Perseverance and Consistency of Interest, Passion for Long-Term Goals, Resilience in Adversity, and Growth Mindset

Table 1

Teachers' Level of Grit in terms of Perseverance and Consistency of Interest

Statement	Mean	Interpretation
1. I continue to put effort into teaching, even when results do not show immediately.	4.52	Very High Level
2. I keep working to improve my teaching strategies even after failures.	4.61	Very High Level
3. I do not quit tasks until they are completed, even if they are tedious.	4.48	High Level
4. I keep my focus on teaching even when I feel physically or emotionally tired.	4.35	High Level
5. A consistent effort in teaching eventually leads to student success.	4.64	Very High Level
6. I remain diligent in lesson planning even with little appreciation.	4.42	High Level
7. I do not allow failure to deter my enthusiasm for teaching.	4.36	High Level
8. I maintain my work ethic even when there are no immediate rewards.	4.56	Very High Level
9. I can handle multiple teaching responsibilities without reducing my effort.	4.33	High Level



10. I work hard in teaching, regardless of how difficult things get.

4.55 Very High Level

Overall Mean

4.48 High Level

Table 1 shows that teachers exhibit tenacity and perseverance, with an overall mean of 4.48, indicating a high level. The most highly ranked aspect was item number 5, "I believe consistent effort in teaching eventually leads to student success" (M = 4.64, Very High Level). This indicates that teachers prioritized long-term learning goals. The lowest-rated criterion is item number 9, "I can handle multiple teaching responsibilities without reducing my effort" (M = 4.33, High Level), indicating that while teachers are persistent, their workload may make it challenging to maintain effort across activities. This suggests better workload management, institutional support, and measures to avoid tiredness and burnout. These findings complement Fabelico and Afalla (2020), who found that even resilient educators struggle to maintain effort without organizational support and under role strain. Bulado et al. (2022) noted that supportive school frameworks and achievable expectations boost teachers' resilience, resolve, and efficacy.

Table 2

Teachers' Level of Grit in terms of Passion for Long-Term Goals

Statement	Mean	Interpretation
1. I am deeply committed to achieving my long-term goals in education.	4.63	Very High Level
2. I have a clear vision for where I want to be in my teaching career.	4.54	Very High Level
3. I stay focused on my long-term goals despite day-to-day distractions.	4.49	High Level
4. I maintain my commitment to teaching goals over time.	4.54	Very High Level
5. I consistently work toward being a better educator, year after year.	4.61	Very High Level
6. I seldom lose interest in my educational goals.	4.17	High Level
7. I think about how today's work contributes to my future as a teacher.	4.48	High Level
8. I am passionate about contributing to long-term educational improvements.	4.53	Very High Level
9. I take deliberate steps each year to move closer to my career objectives.	4.44	High Level
10. I stay dedicated to teaching goals, even when progress is slow.	4.59	Very High Level
Overall Mean	4.50	Very High Level

Table 2 shows that teachers are passionate about long-term goals and demonstrate grit, with an overall mean score of 4.50, indicating a very high level. The most valued factor was item number 1, "I am deeply committed to achieving my long-term goals in education" (M = 4.63, Very High Level). The lowest score was for item 6, "I seldom lose interest in my educational goals," with a mean of 4.17, indicating a high level. These findings imply that teachers are long-term motivated, but they need school support to maintain their enthusiasm and ambitions. Mentoring, job development, and recognition can



sustain their interest. This outcome supports Baraquia's (2020) advice to define career goals and align personal and institutional aims. Datu et al. (2018) and Lachica (2024) both noted that mentoring, recognition, and advancement opportunities keep teachers interested over time. These findings emphasize the need for ongoing organizational support to maintain teachers' long-term motivation and dedication.

Table 3
Teachers' Level of Grit in terms of Resilience in Adversity

Statements	Mean	Interpretation
1. I recover quickly from setbacks or failures in teaching.	4.34	High Level
2. I maintain composure under pressure from students or administrators.	4.43	High Level
3. I remain hopeful even when faced with difficult classes or school situations.	4.56	Very High Level
4. I adapt well when unexpected events disrupt my teaching plans.	4.39	High Level
5. I stay committed to my teaching role even in emotionally draining environments.	4.42	High Level
6. I use setbacks as learning experiences to improve my teaching.	4.50	Very High Level
7. I handle critical feedback professionally and constructively.	4.52	Very High Level
8. I am emotionally intense when handling parent or colleague conflicts.	4.42	High Level
9. I manage teaching stress without letting it affect my performance.	4.41	High Level
10. I stay focused and effective even during school crises or external stressors.	4.42	High Level
Overall Mean	4.44	High Level

Table 3 shows that teachers are resilient even in times of adversity, with a mean score of 4.44, indicating a high level. The highest aspect was in item number 3, "I remain hopeful even when faced with difficult classes or school situations" (M = 4.56, Very High Level). The lowest-rated item was item number 1, "I recover quickly from setbacks or failures in teaching" (M = 4.34, High Level), indicating that while most teachers are strong, some may take longer to recover, especially in high-stress situations or when they happen one after another. Mentoring, counseling, stress-management programs, and peer support networks are needed to improve teachers' coping mechanisms and emotional support structures. These findings support Bulado et al. (2021), who said practical coping skills, mindfulness, and nurturing educational contexts can boost teacher resilience. Their research shows that optimism helps teachers overcome problems, but institutional support and stress-reducing tactics in daily practice significantly impact recovery.

Table 4
Teachers' Level of Grit in terms of Growth Mindset

Statements	Mean	Interpretation
1. I can always substantially change my personal perspectives for the benefit of my students and co-workers.	4.55	Very High Level
2. I can significantly adapt to change for desired educational success.	4.50	Very High Level



3. I strive to improve myself using my knowledge and personal experiences, and with the help of my co-workers.	4.55	Very High Level
4. I am always optimistic that passion and dedication can improve my performance on even complex tasks.	4.53	Very High Level
5. I see it as a chance to learn when I fail at something.	4.58	Very High Level
6. I believe that challenges help me grow.	4.63	Very High Level
7. I like tasks that challenge me and make me think.	4.57	Very High Level
8. I can develop my abilities with hard work and determination.	4.59	Very High Level
9. I believe that effort is a key to success.	4.61	Very High Level
10. believe that setbacks are opportunities to grow.	4.59	Very High Level
Overall Mean	4.57	Very High Level

Table 4 shows that teachers have an exceptional growth mindset, with an overall mean score of 4.57, indicating a very high level. The highest-rated item is number 6, "I believe that challenges help me grow," with a mean score of 4.63, indicating a very high level. This shows their constant willingness to learn and improve. Although the lowest-rated item, item number 2, "I can significantly adapt to change for desired educational success. (M = 4.50), It is still Very High. This implies that teachers are open to change, but they require continual support as they adjust to curriculum, policy, and instructional methods. These findings indicate that teachers are eager to try new things and to learn from mistakes. However, continual professional development, learning communities, and organizational support help them adapt to changing education needs. According to Dweck (2016), people with a growth mindset believe that hard work can develop their talents, leading to resilience and long-term success. Similarly, Cadaa and Baguio (2025) stated that a growth mindset empowers instructors to solve challenges, innovate, and stay focused and reflective.

Teachers' Level of Commitment in terms of Dedication to Educational Excellence, Professional Responsibility, and Teachers and Students' Development

Table 5

Teachers' Level of Commitment in terms of Dedication to Educational Excellence

Statements	Mean	Interpretation
1. I strive to deliver high-quality instruction in every lesson.	4.57	Very High Level
2. I aim to meet the diverse learning needs of all my students.	4.53	Very High Level
3. I consistently reflect on and improve my teaching strategies.	4.53	Very High Level
4. I am committed to achieving excellence in student outcomes.	4.55	Very High Level
5. I pursue teaching excellence regardless of external recognition.	4.54	Very High Level
6. I hold myself to high standards of professional performance.	4.55	Very High Level
7. I proactively seek feedback to improve my teaching.	4.61	Very High Level
8. I believe that all students are capable of achieving academic success.	4.54	Very High Level
9. I strive to maintain academic rigor in my classroom.	4.53	Very High Level



10. I actively engage in learning new instructional methods.	4.61	Very High Level
Overall Mean	4.55	Very High Level

Table 5 shows that teachers are committed to high-quality education with a mean of 4.55. Actively seeking feedback to improve teaching and learning; new ways to teach received the highest marks, both with a mean score of 4.61, interpreted as high-level, demonstrating a strong commitment to continual improvement. Meeting varied learning objectives, continually thinking about how to educate better, and retaining academic rigor had the lowest mean scores, 4.53, still in the Very High Level. These results reveal that even though teachers are committed to helping all children succeed, they struggle with varied instruction, reflective practice, and high academic expectations. These findings support Darling-Hammond et al. (2017), who argued that ongoing feedback and professional development improve instruction and equity.

Table 6
Teachers’ Level of Commitment in terms of Professional Responsibility

Statements	Mean	Interpretation
1. I fulfill my teaching duties with integrity and diligence.	4.67	Very High Level
2. I regularly participate in school programs and activities.	4.57	Very High Level
3. I meet deadlines for submitting reports and academic records.	4.56	Very High Level
4. I adhere to ethical and professional standards in teaching.	4.64	Very High Level
5. I collaborate with colleagues to achieve school goals.	4.62	Very High Level
6. I take responsibility for the outcomes of my classroom teaching.	4.63	Very High Level
7. I respond promptly and appropriately to student or parent concerns.	4.57	Very High Level
8. I participate in professional learning communities.	4.63	Very High Level
9. I value my role in maintaining a positive school climate.	4.63	Very High Level
10. I consider teaching not just a job, but a personal responsibility.	4.58	Very High Level
Overall Mean	4.61	Very High Level

The overall mean of 4.61, interpreted as a very high level in Table 4, shows that teachers are very dedicated to their jobs. The highest-rated criteria, satisfying teaching obligations with honesty and hard work, had a mean score of 4.67, indicating strong ethical and professional standards. Meeting report and academic record deadlines (M = 4.56) is the lowest-rated Very High-Level item. This suggests some teachers struggle to balance teaching and administrative/reporting duties. This suggests greater administrative support, simplified reporting systems, and time management assistance to reduce job stress and boost productivity. These findings support Soliven’s (2017) claim that teaching is a lifelong career predicated on honesty, morality, and dedication beyond contract. The results demonstrate teachers' professional responsibilities and the importance of school assistance for administrative duties.



Table 7*Teachers' Level of Commitment in terms of Teacher and Students' Development*

Statements	Mean	Interpretation
1. I consistently seek professional development opportunities.	4.59	Very High Level
2. I guide my students not only academically, but also morally and socially.	4.63	Very High Level
3. I aim to create a learning environment that promotes student growth.	4.62	Very High Level
4. I encourage students to develop both skills and values.	4.60	Very High Level
5. I believe in my influence on students' lifelong success.	4.66	Very High Level
6. I adapt my teaching practices to support student development.	4.64	Very High Level
7. I help students set and achieve personal learning goals.	4.62	Very High Level
8. I engage in mentoring or coaching less experienced teachers.	4.59	Very High Level
9. I support student leadership, creativity, and self-expression.	4.61	Very High Level
10. I invest in activities that benefit both teacher growth and student learning.	4.66	Very High Level
Overall Mean	4.62	Very High Level

Table 7 shows that teachers are committed to their own and their students' growth, with an overall mean of 4.62, indicating a very high level. Belief in their abilities to help students achieve in life and participating in activities that help teachers and students learn had the highest mean scores of 4.66, interpreted as a very high level. The lowest-rated item in Very High Level is seeking professional advancement opportunities ($M = 4.59$). Although these scores are strong, they suggest that time, effort, and inability to enroll in formal mentorship programs make it difficult for teachers to continue their professional growth. These findings indicate that teachers are deeply committed to their professional development and student learning, but structured mentoring, accessible development programs, and collaborative learning opportunities can strengthen this dedication. Darling-Hammond et al. (2017) emphasize the relevance of continued professional development and mentorship for improving teaching quality and student outcomes. They also confirm Prudente et al. (2024) that meaningful teacher development increases teaching and student learning. This shows teacher-student development is interconnected.



Table 8

Level of Teachers' Performance when grouped according to Age, Civil Status, Educational Attainment, and Family Monthly Income

Variable	Category	Mean	Interpretation
Age	Younger (Below 30 years old)	4.44	Very Satisfactory
	Older (30 years old or above)	4.45	Very Satisfactory
Civil Status	Single	4.46	Very satisfactory
	Married	4.42	Very Satisfactory
Educational Attainment	Lower	4.40	Very Satisfactory
	Higher	4.49	Very Satisfactory
Average Family Monthly Income	Lower (below 30,000 pesos)	4.40	Very Satisfactory
	Higher (30,000 and above)	4.49	Very Satisfactory

Table 8 illustrates how well teachers performed by age, marital status, education, and monthly household income. All groups had mean scores between 4.40 and 4.49, indicating that all demographic and socio-economic categories performed equally. Teachers with less education and lower income had the lowest mean score ($M = 4.40$). Though good, this score suggests that additional academic preparation and access to resources could improve instruction. It appears that teachers' age, marital status, education, and income do not affect their performance. This is because educators from different backgrounds were professional and effective. The better performance of teachers with higher academic preparation emphasizes the importance of professional development, mentoring, and career growth in improving instruction. These findings support Darling-Hammond et al. (2017), who stressed that ongoing professional preparation and development improve teacher and student performance, and Batuta, Galangue, and Lalosa (2024), who found that greater pedagogical competence and professional expertise improve teaching and student achievement. In conclusion, professional development and educational advancement maintain high teacher performance across demographic groups.

Significant Difference in the Level of Teachers' Grit and Commitment when grouped and compared according to variables



Table 9
Significant Difference in the Level of Teachers' Grit in terms of Passion for Long-Term Goals

Variable	Category	N	Mean Rank	Mann-Whitney U-test	p-value	Sig. level	Interpretation
Age	Younger (Below 30 years old)	64	92.41	4613.5	0.292		Not Significant
	Older (30 years old or above)	132	101.45				
Civil Status	Single	96	89.85	5630.0	0.035	0.05	Significant
	Married	100	106.80				
Educational Attainment	Lower	97	95.18	5123.5	0.414		Not Significant
	Higher	99	101.75				
Average Family Monthly Income	Lower (below 30,000 pesos)	107	97.96	4819.5	0.882		Not Significant
	Higher (30,000 pesos and above)	89	99.15				

The Mann–Whitney U test, shown in Table 9, examined the difference in teachers' grit levels. Age (0.292), educational achievement (0.414), and family income (0.882) have p-values above 0.05, indicating no significant differences. In spite of age, education, and socioeconomic status, educators' commitment to long-term goals remains strong, demonstrating their enduring and ingrained professional orientation. Civil status was a significant factor ($p = 0.035$), with married teachers ranking better (106.80) than single teachers (89.85). Married teachers may be more committed to long-term educational goals due to personal stability, more obligations, and a stronger professional identity. These findings imply that while all teachers have grit, civil status may alter long-term commitment, with married teachers being more forward-looking. This aligns with Duckworth et al. (2016) and Batula, Galangue, and Lalosa (2024), who argue that long-term commitment and persistent involvement build grit, as well as internal drive, professional responsibility, and career growth.

Table 10
Significant Difference in the Level of Teachers' Grit in terms of Resilience in Adversity

Variable	Category	N	Mean Rank	Mann-Whitney U-test	p-value	Sig. level	Interpretation
Age	Younger (Below 30 years old)	64	87.02	4958.5	0.047		Significant
	Older (30 years old or above)	132	104.06				
Civil Status	Single	96	92.85	5342.0	0.169	0.05	Not Significant
	Married	100	103.92				
Educational Attainment	Lower	97	97.85	4865.0	0.872		Not Significant
	Higher	99	99.14				



Average Family Monthly Income	Lower (below 30,000 pesos)	107	98.30	4783.0	0.956	Not Significant
	Higher (30,000 and above)	89	98.74			

The Mann–Whitney U test, shown in Table 10, examined teachers' grit, or ability to recover from difficult situations, by age, marital status, education, and average monthly family income. Civil status (0.169), educational achievement (0.872), and family income (0.956) have p-values > 0.05, indicating no significant differences in resilience. This suggests that teachers can handle stress, failures, and professional challenges regardless of marital status, education, or socioeconomic status. However, the age p-value (0.047) is less than 0.05, indicating that younger and older teachers differ significantly in resilience. Older teachers have a higher mean rank (104.06) than younger teachers (87.02), suggesting that their experience, frequent challenges, and gradual development of practical coping skills make them more resilient. Therefore, the null hypothesis is accepted for civil status, education, and income, but rejected for age. These findings show that experience and professional maturity influence teaching resilience more than personal or socioeconomic factors. Years in the field have helped older educators control their emotions, solve problems, and handle stress. These findings support Day and Gu (2024) and Fabelico and Afalla (2020), who found that teacher resilience increases with experience, professional maturity, and supportive school environments. All teachers have resilience, but older, more experienced, and professional-growth instructors have it the most.

Table 11

Significant Difference in the Level of Teachers' Performance when grouped according to the aforementioned Variables

Variable	Category	N	Mean Rank	Mann-Whitney U-test	p-value	Sig. level	Interpretation
Age	Younger (Below 30 years old)	64	93.44	4548.0	0.384		Not Significant
	Older (30 years old or above)	132	100.95				
Civil Status	Single	96	100.43	4614.5	0.640	0.05	Not Significant
	Married	100	96.65				
Educational Attainment	Lower	97	83.33	6273.0	<0.001		Significant
	Higher	99	113.36				
Average Family Monthly Income	Lower (below 30,000 pesos)	107	89.95	5676.5	0.021		Significant
	Higher (30,000 pesos and above)	89	108.78				

The Mann–Whitney U test examined teacher performance by age, marital status, education, and average monthly family income, as shown in Table 11. The p-values for age (0.384) and civil status (0.640) exceed the 0.05 significance threshold, indicating no significant differences in teacher



performance. This implies that teachers work the same regardless of age or marital status. A significant difference in teacher performance exists between those with less and more education (p -value < 0.001). Teachers with higher education had a substantially higher mean rank (113.36) than those with lower education (83.33). This suggests that intensive academic preparation increases teachers' content knowledge, instructional abilities, and professional competence. The family income p -value (0.021) likewise demonstrates significant performance differences. Upper-income teachers had a higher mean rank (108.78) than lower-income ones (89.95). Financial stability may indirectly improve performance by reducing stress and increasing access to experts. The null hypothesis is rejected for educational attainment and monthly income, where significant inequalities were discovered, but not for age and civil status. These findings show that professional qualifications, career development, and economic stability affect teacher performance. Gonzales (2019) and Darling-Hammond et al. (2017) found that teachers with superior academic and professional preparation improve instructional and student performance. The findings show that instructors' educational background and financial stability have a significant impact on classroom performance, while demographics have a minor impact.

Conclusion

Most respondents were married, from families with modest incomes, and had graduate degrees. Despite their simple life, teachers are advancing professionally. Teachers' level of grit was high across all areas, including perseverance, consistency of interest, passion for long-term goals, resilience in adversity, and a growth mindset. They also prioritized educational excellence and professional responsibility across all demographics. Teachers performed exceptionally well. Significant differences were found in age, civil status, educational achievement, and family income, indicating that experience and family support are important factors for better teaching performance. Also suggesting that better teachers are better qualified and financially stable. Grit did not affect teachers' performance greatly. No substantial link was found between teachers' commitment and performance, or between teachers' grit and performance, suggesting that institutional structures, standardized evaluation systems, and environmental factors affect performance ratings more than human motivation. Overall, teachers are dedicated and tenacious, regardless of background. However, professional growth, academic preparation, and a supportive workplace help teachers succeed.

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Conflict of Interest

I affirm that this work was executed autonomously and without financial assistance from individuals, institutions, or organizations. I further confirm that I have no personal, financial, or professional ties that could have affected the design, execution, analysis, or reporting of this research. The



investigation was conducted impartially to ensure that the results and conclusions are derived solely from the data obtained.

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