

THE LIFE OF TEACHERS IN FAR-FLUNG AREAS

by:
Julie Anne H. Danao
Teacher I

Teaching is regarded as the most honorable career because it is a vocation rather than merely an occupation. Many teachers are drawn to working with children even though they were not born teachers. Technically speaking, teaching is a vocation that typically entails employment and a compensation given to a teacher after long days of work. But unlike any other profession, teaching demands commitment and service before someone can be said to be a true teacher. Because of this, teaching should be regarded as a serious profession where serving others comes before one's own interests and financial gain.

Lariosa, Diendo, and Espinosa (2022) concluded in their study that the hardest parts were the following, similar to teachers in remote locations who struggled to manage many tasks: approaches to multi-grade learners, creating indigenized and localized lesson plans, preparation of the instructional materials, managing other behavior, encouraging kids to value education, and lastly, the tough and hazardous route to school.

The difficulties for these teachers do not end with transportation, because the school and community where they intend to spend the rest of their lives also present problems and challenges. According to Weinstein (2010), approximately 80% of the poor in the Philippines live in rural areas of the country. These are cities deep in the mountains and rice fields. Rural areas of the country have low population density and a lack of schools and classrooms. Public school is free, but families still cannot afford to send their children for complex reasons.

Moreover, according to Torres (2015), one of the essential features of K-12 is teaching through contextualization and localization, because these principles are clearly expressed in the Constitution of the Philippines, especially Article XIV, Section 1 reflected in the mission of DepEd. However, it cannot be overlooked that teachers in remote schools face challenges that make meaningful teaching difficult. One of these challenges is the social orientation of students and their entire community. They seem to lag behind in terms of technology, modern lifestyle and other aspects that distinguish them from the people of cities and developed rural areas. This scenario presents a major challenge to teachers in guiding, assessing, and evaluating learning because of the need to contextualize and localize the curriculum.

Thus, the Department of Education offers several resources to support rural teachers. Teachers in remote locations have the opportunity to make a real difference in the lives of their students and communities. By providing them with the resources, training and support they need, the community, stakeholders, relevant agencies, and individuals can help ensure that our teachers can continue their vital work.

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