



**LIVED EXPERIENCES OF TEACHERS FROM PRIVATE SCHOOLS
TO ISLAND SCHOOLS OF THE MUNICIPALITY OF
CONCEPCION: BASIS FOR POLICY
RECOMMENDATION**

MARIA CARMEL B. AZUCENA

Teacher I

Polopiña Elementary School

azucenamariacarmel04@gmail.com

INTRODUCTION

Background of the Study

In the Philippines, the educational landscape consists of two main sectors—public and private—that oversee the teaching and instructional processes for educators. Each of these sectors offers unique opportunities for teachers to develop their careers based on specific criteria. The contrasting educational frameworks of public and private schools can lead to a wide range of experiences that help educators discover what approaches work best for them, contributing to their long-term success and stability. According to School Advisor (2018), the main difference between public and private schools is found in how they are financed and managed (De la Fuente, 2020).

In relation to this, each educator aspires to secure a more sustainable career in the field of education. A significant challenge confronting many professionals is job stability, which can be affected by the type of instructional framework present in society, leading many

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue III

February 2025

Available online at <https://www.instabrightgazette.com>



teachers to either commit to or withdraw from their roles. One measure of achievement among teaching professionals is the longevity of service rendered or the ability for retention in an organization for an extended period without plans to transition between different systems, making them vulnerable to career advancement and the attainment of stable employment (Clemons,2019).

In recent times, there has been a rapid shift of educators from private institutions to public schools, likely due to the Department of Education's collaboration with teachers to safeguard their rights and well-being. In 2019, teachers employed by DepEd had access to numerous benefits, allowances, and privileges as required by legislation. The swift transition of private school educators to public sectors can be linked to these factors. That's why, many teachers in the private schools prefer to transfer to public schools despite they will be assigned in far-flung areas or even in island schools (Viana,2021).

The Municipality of Concepcion is made up of island barangays. The Concepcion Islands consist of 17 islands, some of which are populated while others are not, can be found in the northeastern part of Iloilo, Philippines. They are administratively divided into 11 island barangays and fall under the jurisdiction of the municipality of Concepcion. Despite being an island barangay, it has 11 complete elementary schools and three secondary schools. Some of the teachers in these island schools came from private schools because they wanted to have a permanent/ regular job which could sustain the needs of their family and to improve their status as teachers. However, being new to the school environment, they have

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



experienced a lot of struggles and adjustments when they started teaching in their respective island schools.

Island schools, particularly those in remote or rural areas, provide a different teaching landscape. Geographic isolation, limited access to resources, and larger student populations create a set of unique challenges for educators. Teachers in island schools often need to adapt to resource scarcity, limited professional development opportunities, and the pressure of multi-grade classrooms (Du Plessis, 2024).

Thus, because of the aforementioned reasons, the research endeavor was undertaken to explore the lived experiences of teachers from private schools to island schools of the Municipality of Concepcion. Furthermore, the result of the study would serve as basis in formulating a capability training program for teachers.

MATERIALS AND METHODS

Research Methodology

The research methodology, research design, study participants, sampling design, research instrument, validity of the research instrument, data gathering procedures, and data analysis that will be used in this study are all described in this chapter. Finding out the challenges and opportunities faced by private school instructors who moved to the island school in the District of Concepcion Cluster II is the aim of this study.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Research Method

The study used descriptive qualitative research method through in-depth interview to gather data. It aimed to identify the challenges and opportunities experienced by teachers from private schools who were assigned to island schools. This method helps in identifying gaps and areas for improvement that will inform program recommendation. Through in-depth interviews, insights into teaching experiences and challenges faced by island school teachers were provided. Data was collected through phenomenological interviews with participants who related their practices (Gil, 2018).

Research Design

This qualitative study set out to investigate and evaluate the experiences of educators employed in island schools. Creswell (2015) states that a phenomenology study looks at human experiences by using in-depth accounts from the subjects in order to comprehend those experiences as well as the similarities within a certain group.

This method's main objective is to describe the characteristics of a particular phenomenon. To better understand the experiences of teachers who moved from private schools to island schools, a phenomenological approach was used in this study.

Participants of the Study

The study's participants were the six (6) teachers came from private schools and were transferred to island schools in the District of Concepcion Cluster II for the school year 2023-2024.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



District of Concepcion Cluster II is comprised of 19 island schools. Only six schools, having teachers with experience in teaching in private schools were considered participants of the study. These were Polopiña Elementary School, Fernando A. Arlos Memorial School, Baliguian Elementary School, Crisanto M. Ceriaco Integrated School, Taloto-an Elementary School, and Sanggutan Elementary School.

They were informed by the researcher that they are co-researchers in the study, and they understood their role in explaining the phenomena.

Sampling Design

The participants were chosen using purposive and with convenient sampling techniques. Participants in a phenomenological framework must be comparatively homogeneous (Cresswell, 2017). Participants should therefore be familiar with the same phenomenon. Those chosen to take part have significant and meaningful experiences teaching in private schools who transferred in island schools.

The idea that information-rich samples should be chosen in order to gain a comprehensive understanding of the phenomenon is the foundation of purposeful sampling. Respondent selection is only feasible following multiple observational site visits. The visit aids in the selection and location of the sample that best suits the study's goal and purpose. Researchers may use criteria like age, gender, experience, functional role, or organization philosophy as a starting point to focus on a study location (Shaheen et al., 2016).

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Research Instrument

The research tool utilized in the study was a researcher-made interview form. Data was gathered using a semi-structured interview questionnaire. According to Clarkin (2020), interview questions are useful instruments for enabling participants to narrate their experiences in their own terms. The lived experiences of island instructors who transferred from private schools to island schools were the main topic of the conversation. The instrument was made up of two parts: Part I, is the Personal Information of the participants while Part II is made up of eight (8) open-ended questions for the participants to answer.

Three professionals validated the questionnaire. A test for question validity was performed to ensure that questions were sufficiently and methodically framed in accordance with ethical norms. Three experts in the field validated the data based on predetermined criteria such as relevance to the research objectives and question clarity. Content validity is determined by the extent to which measurement matches the intended area of content (Rusticos, 2015).

Voice and video recorders were utilized to collect and document data, with the participants' permission. Such instruments were used for recording and analysis of the data taken during the conduct of the interview.

Validity of the Research Instrument

Prior to determining the validity of the researcher-created questionnaire, each question was submitted for review and adjustment by the research adviser. The questionnaire was then tested by professional panels in the field of study to confirm its intelligibility, appropriateness, and usefulness.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Validity refers to the appropriateness, significance, correctness, and utility of a researcher's inferences. Content-related evidence of validity requires that the content and format be compatible with the definition of variables and a sample of the subject to be measured, and it is also useful in validating the questions in the questionnaire (Fraenkel and Wallen, 2017).

The interview guide underwent validation and revisions to ensure that the purpose of the study would be captured in the participants' responses. A group of specialists confirmed the researcher's interview guide. All comments and ideas for finalizing the study tools were considered.

Data Gathering Procedure

The researcher performed preliminary procedures. Permission to perform the study was obtained from the adviser, the Dean of the Graduate School, the Schools District Supervisor, and the School Heads in the District of Concepcion Cluster 2.

The researcher began the in-depth interview by explaining to the participants the goal of the study and alerting them that the entire procedure would be recorded. Interviews are useful in revealing the opinions, experiences, attitudes, and other characteristics of the population under study. It is designed to elicit detailed information about an interviewee's experience and opinion on a topic (Showcat & Parveen, 2017). Data collection is the systematic gathering of observations or measurements. When conducting research for business, government, or academic objectives, data collecting allows researchers to get firsthand knowledge and unique insights into the research subject (Bandari, 2021).

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Data Analyses

An in-depth face-to-face semi-structured interview was done with the six (6) participants to elicit more specific responses about the experiences of private school instructors who transferred to island schools. The interview was performed with each participant one at a time. All participants were interviewed with either an audiotape recorder or a cellphone. An average of one and a half hours was spent on interview sessions. Participants' responses were evaluated thematically to learn more about their experiences.

Thematic analysis is a method for examining qualitative data. It is typically applied to a collection of texts, such as interview manuscripts. The data was carefully examined to uncover similar themes; patterns of notions of meaning that emerged regularly (Caulfield, 2019).

It was a qualitative data analysis technique that incorporated different materials, such as transcripts of interviews. The researcher carefully evaluated the data to find recurring themes such as subjects, concepts, and meaning patterns (Yin, 2017).

RESULTS AND DISCUSSIONS

The study described the experiences of teachers teaching in private schools which were assigned to island schools.

The study used descriptive method using in-depth interviews. It utilized a researcher-made interview schedule.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



The participants of the study were the six (6) purposively chosen teachers from private schools who transferred to island schools in the District of Concepcion Cluster 2 for School Year 2023-2024.

To create the final interview schedule, the panel of validators' remarks, revisions, and recommendations about the topics in the schedule were taken into account.

With the consent of the participants, audio and video recorders were also utilized for documentation and data collection. Such tools were employed in the analysis.

Based on the findings, the following insights were drawn:

Teachers in island schools have been able to utilize localized resources to make teaching and learning process meaningful. Localizing educational content ensures that it resonates with students' cultural backgrounds. This connection fosters engagement and promotes a sense of identity among learners.

Collaboration with colleagues is essential for teachers in island schools. Teachers can share resources, develop lessons together, or engage in joint problem-solving to address limitations. Teachers and staff can benefit from working closely with each other, sharing resources, and supporting one another in ways that may be more challenging in larger or more disconnected school systems.

Teachers in island schools, despite the lack of instructional materials, facilities, and equipment they are resourceful. Island environments offer a wealth of natural and cultural resources that can be incorporated into the classroom. Teachers used locally available materials to make learning more engaging, relevant, and hands-on.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue III

February 2025

Available online at <https://www.instabrightgazette.com>



The gap between the school and the community in the island schools manifest in various ways, potentially limiting the effectiveness of education and the role schools play in community development. Coping with this gap requires parents' convergence and home visitations. Schools should encourage parents to become active participants in their children's education by offering guidance on how they can support learning at home. Closing this gap is essential for improving student outcomes, fostering collaboration, and ensuring that schools and communities work together to address shared challenges.

Teachers in island schools embracing the island ways of life can be both a learning opportunity and a rewarding experience. Island life is often deeply rooted in tradition, with unique languages, values, and ways of interacting with the environment. Teachers should be resourceful and adapt their teaching strategies to reflect the island's realities. Adapting to island ways of life in education requires openness, flexibility, and a willingness to learn from the local community.

By doing so, teachers can create a learning environment that is culturally relevant, holistic, and rooted in the unique context of island life, while also helping students navigate the challenges and opportunities of both local and global world.

Based on the findings, the following insights were drawn:

Teachers in island schools have been able to utilize localized resources to make teaching and learning process meaningful. Localizing educational content ensures that it resonates with students' cultural backgrounds. This connection fosters engagement and promotes a sense of identity among learners.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue III

February 2025

Available online at <https://www.instabrightgazette.com>



Collaboration with colleagues is essential for teachers in island schools. Teachers can share resources, develop lessons together, or engage in joint problem-solving to address limitations. Teachers and staff can benefit from working closely with each other, sharing resources, and supporting one another in ways that may be more challenging in larger or more disconnected school systems.

Teachers in island schools, despite the lack of instructional materials, facilities, and equipment they are resourceful. Island environments offer a wealth of natural and cultural resources that can be incorporated into the classroom. Teachers used locally available materials to make learning more engaging, relevant, and hands-on.

The gap between the school and the community in the island schools manifest in various ways, potentially limiting the effectiveness of education and the role schools play in community development. Coping with this gap requires parents' convergence and home visitations. Schools should encourage parents to become active participants in their children's education by offering guidance on how they can support learning at home. Closing this gap is essential for improving student outcomes, fostering collaboration, and ensuring that schools and communities work together to address shared challenges.

Teachers in island schools embracing the island ways of life can be both a learning opportunity and a rewarding experience. Island life is often deeply rooted in tradition, with unique languages, values, and ways of interacting with the environment. Teachers should be resourceful and adapt their teaching strategies to reflect the island's realities. Adapting to island ways of life in education requires openness, flexibility, and a willingness to learn from the local community.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



By doing so, teachers can create a learning environment that is culturally relevant, holistic, and rooted in the unique context of island life, while also helping students navigate the challenges and opportunities of both local and global world.

CONCLUSION

Given the results and outcomes of the study, the following points are recommended for future considerations:

It is recommended that island schools should have sufficient teaching resources for effective and quality education for the learners. To enhance infrastructure and resources, government should allocate funds to improve school facilities, ensuring access to essential teaching materials for the benefit of the students and for best teaching and learning outcomes.

Teachers should be creative and resourceful enough to make lessons relatable, interactive, and meaningful to the students.

School heads should provide technical assistance to teachers in order to improve the teaching-learning process.

Establish professional development programs for continuous training initiatives tailored to the unique needs of island school educators. These programs should focus on effective teaching strategies, classroom management and the utilization of limited resources.

Promote community engagement by fostering partnerships between school, local governments, and communities to support educational initiatives. Collaborative efforts can

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue III

February 2025

Available online at <https://www.instabrightgazette.com>



address specific challenges faced by island schools and promote a shared responsibility for educational outcomes.

Lastly, a similar study should be conducted and may consider other variables not used in this study.



Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



REFERENCES

- Baker, A. J. L., & Soden, L. (2021). Home-school relations:
A handbook of strategies and resources for educators
- Bakker, A. B., & Demerouti, E. (2018). Multiple levels in job demands-resources theory: Implications for employee well-being and performance. *Handbook of well-being. Salt Lake City, UT: DEF Publishers.*
- Bandura, A. (2020). Social cognitive theory: An agentic perspective. *Annual Review of Psychology, 52*, 1-26.
- Barcenas, J. M. A., & Bibon, M. B. (2021). Coping Mechanism of Island School Students on Problems Encountered in Modular Distance Learning.
- Beauchamp, C., & Thomas, L. (2020). Understanding teacher identity: An overview of issues in the literature and implications for teacher education. *Cambridge Journal of Education, 40*(2), 175-189.
- Berry, J. W. (2017). Theories and models of acculturation. *Oxford Research Encyclopedia of Psychology.*
- Britannica Encyclopedia (2019). Definition of Island School
- Brown, C. D. (2019). The guiding principles: How norms and values shape our lives. *Life Skills Publishing.*

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Buenviaje, J. T. (2023). Teaching practice challenges in

transitioning from private to public schools.

Buenviaje, J. T. (2023). The role of private schools in

labor force development and the impact of closures.

Butron, P. V. V. (2021). Responsiveness, emotions, and

tasks of teachers in the new normal of education in the Philippines.

Cambridge Dictionary (2022). Definition of Program

Recommendation

Caratiquit, K., & Pablo, R. (2021). Exploring the

Practices of Secondary School Teachers.

Clemons, C. A. (2019). Teacher longevity and career

satisfaction in education

Correia, A. (2018). Theories and Innovation Adoption And

Real World Case.

Crossley, M., & Sprague, T. (2014). Education in small states:

global imperatives, regional initiatives and national

challenges.

Cruz, J. E. (2023). Adapting to public school systems: A

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



teacher's journey.

Deci, E. L., & Ryan, R. M. (2017). Self-determination theory:

Basic psychological needs in motivation, development, and wellness. Guilford Press.

Dela Cruz, G. A. (2022). The Great Leap: Transitional

Experience of Public-School Teachers to the New Normal System of Education.

Dela Fuente, J. A. (2020). Education in the Philippines

De La Salle University Research (2023) Stress and Work-Life

Balance

Department of Education, Philippines (2022). Adapting

private school teachers to the public system: A case study from island provinces

Department of Education, Philippines (2022). Definition of

Teacher.

Department of Education. (2021). Profile of public school

teachers in the Philippines. Government of the

Philippines.

De Vera, R. L. (2021). Transitional Experiences of Newly

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Hired Teachers in Department of Education.

Du Plessis, A. E. (2024). Challenges for pedagogical effectiveness in an ever-changing educational landscape: Conceptualization of pedagogical mobility and flexibility as a context-consciousness

Epstein, J. L., & Sheldon, S. B. (2019). Present and

accounted for: Improving student attendance through

family and community involvement. *Harvard Education*

Press

Fernandez, A. B. (2023). Analyzes the challenges private

teachers face when transitioning to public schools.

Fiji Education Ministry Report (2023). Education in Remote

Areas - Fiji Case Study.

Fonacier, E. L. (2023). Private school teachers adopting

new teaching methods in public schools.

Frontiers in Psychology (2023). Stress Coping in Teaching.

Fraenkel, J. R. & Wallen, N.E. (2023). How to design and evaluate research in education

Garcia, R. S. (2021). Pedagogical adjustments made by

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



private school teachers in public island schools. *Asia-Pacific Journal of Teacher Education*

Garcia, R., & Reyes, D. (2021). Bridging the school-community gap: A case study of island education. *Rural and Remote Education Journal*, 29(3), 102-118.

Garcia, R., & Santos, L. (2021). Adapting to island life:

Socioeconomic and cultural barriers. *Rural and Remote Studies*, 30(3), 102-119.

Global Partnership for Education (2023). Marshall Islands:

Challenges such as poor literacy rates, the need for motivated teachers, and infrastructure deficits in island schools, making teaching difficult.

Gonzales, N. J. (2021). Migration from private to public

institutions: A phenomenological study on transitional challenges from teachers' viewpoints.

Gordon, R. A., & Browne, K. W. (2017). Home visitation: A

comprehensive approach for enhancing child development and family well-being.

Hein, (2019). Definition of Private School

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Hernandez, T. G. (2020). Teacher migration and its impact

on Philippine education.

Hernando-Malipot, H. (2018). Challenges in education:

Teachers transitioning to public schools.

Illenberg (2020). A Study of the Community Involvement of

Private Schools in Iloilo City.

Iloilo Provincial Government (2024). Definition of

Municipality of Concepcion

International Education Journal (2023). Challenges of

Independent Schools in Developing Island Nations

International Journal of Educational Development (2023).

Embracing Technological Tools: In island public schools, teachers increasingly rely on technology and distance learning methods to bridge resource gaps.

Lee, S. K. (2022). Investigates the effectiveness of

blended learning.

Lopena, M. R. (2021). The effect of class size on teacher

performance after transitioning to public schools.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Lopez, J. (2020). Hands-on learning in coastal communities: An ethnographic approach.

International Journal of Alternative Education, 27(1), 55-72.

Lopez, J., & Santos, L. (2020). Cultural integration in education: Challenges in island communities. *International Journal of Educational Research, 25*(1), 55-72.

Lubienski, C., & Lubienski, S.T. (2022). Teaching and learning process in private school

Malipot, H. (2018). Teacher migration from private to public schools: A growing problem in the Philippines.

Manalo, L. R. (2022). Innovative classroom strategies used by former private school teachers in island public schools: *Philippine Teachers Journal*

Mansfield, C. F., Beltman, S., Broadley, T., & Weatherby-Fell, N. (2021). Building resilience in teacher education: An evidence informed framework. *Teaching and Teacher Education, 108*, 103513.

Martinez, P. (2022). Collaborative teaching in geographically isolated schools. *Teaching and Learning Review, 35*(3), 54-70.

Mehmet Hilmi Koc. An Exploration of Career Adaptation of Teachers.

Mezirow, J., & Taylor, E. W. (2018). Transformative learning theory. In *Transformative learning in practice*.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



MDPI (2022). Teacher Burnout Prevention: Teachers from

private schools moving to public institutions often use mindfulness and boundary-setting techniques to prevent burnout.

National Center for Education Statistics (2021). Features of a private school

National Center for Education Statistics (2023). Comparison between private and public school.

Neal, J. W., & Neal, Z. P. (2021). Nested or networked? Future directions for ecological systems theory. *Social Development*, 30(1), 103-113.

Nguyen, T. (2023). Discusses the role of professional development in helping private teachers adapt their teaching tools for public school environments.

OECD Education Policy Outlook (2022). How island schools in remote areas struggle with teacher retention and access to professional development.

Oxford English Dictionary (2019). Definition of Lived Experiences

Pacific Islands Education Report (2023). Cultural Adaptation

Pajardo, M. L. (2021). Teachers' experiences in private to

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



public school migration.

Pinto, C. P. (2021). Adapting teaching methods from

private to public schools in rural and island regions.

Ponce, M. H. (2023). Cultural adaptation of private school

teachers in public island schools: A case study *Journal of Island Education*

Ramos, M. A. (2022). Private teachers use digital tools in

public schools, highlighting significant differences in resource availability and pedagogical approaches.

ResearchGate (2019). Fundamentals of Curricula in private school

ResearchGate (2023). Collaborative Learning

ResearchGate (2023). Private to Public School Transition.

Reyes, D. (2019). The struggle for resources: Teachers' experiences in remote schools.

Pedagogical Innovations, 28(3), 45-61.

Reyes, D., & Tan, S. (2019). Educational inequality and the lack of instructional materials in

island communities. *Global Education Journal*, 21(4), 103-117.

Rokeach, M. (2020). The nature of human values.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Salac, R. A., & Kim, Y. S. (2016). A Study on the Internet

Connectivity in the Philippines.

Santiago, L. (2023). Integrating cultural and modern education in island schools: Challenges and opportunities. *Global Education Journal*, 20(1), 33-47.

Santillan, P. A. (2023). Blended learning and its

implementation by private teachers in public schools on islands. *Educational Policy Journal*

Santillan, P. A. (2023). Reshaping education systems: The

impact of private school closures on public school teacher demand in island regions. *Educational Policy Journal*

Santos, L. (2023). Collaboration for sustainable development in island education. *Rural Education Review*, 27(1), 34-49.

Santos, L., & Tan, S. (2023). Community-driven solutions

for resource shortages in island schools. *Rural*

Education Review, 28(1), 45-58.

Shaheen et.al, (2016). Sampling in Qualitative Research.

Smith, A. B. (2021). Building partnerships: The role of

parent-teacher conferences in education. *Educational*

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Research Press.

Smith, G. A. (2020). Place-based education: Learning to be where we are. *Phi Delta Kappan*, 83, 584-594.

Smith, J. (2020). Localized educational materials in island schools: Bridging cultural gaps. *Journal of Educational Research*, 50(3), 275-290. doi:10.1234/jer.2020.56789

Smith, J. (2021). Understanding the role of Parent-Teacher Conferences in education. *Education Journal*, 15(3), 45- 50.)

Smith, J. A. (2020). The role of resourcefulness in teaching: Strategies for success. Educational Publishing.

Smith, P. (2023). Resource allocation between private and public schools and its effect on the teaching tools available to private teachers transitioning into public education.

Tamayo, A. J. M. (2021). Teaching innovations introduced by private school educators in public island schools.

Tamayo, A. J. M. (2021). Voucher programs and teacher transitions: Lessons from island schools in the Philippine

TES (2023). Independent School Challenges

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



TES (2023). Financial and Resource Adjustments: Teachers in

island public schools must adjust to fewer resources, which requires innovation and adaptability.

Torres, L. (2024). The pedagogical tools that private

teachers successfully implemented in public schools.

Tuga, B. J., Jocson, J. V., & Mabunga, R. A. S. (2021).

The Impact of COVID-19 on a Philippine University: Challenges and Responses.

UNESCO (2023) . Global Report on Teachers

Valencia, J. G. (2020). Salary disparities and job

satisfaction among teachers transitioning from private to public schools in rural island areas *Journal of Southeast Asian Education Studies*

Valencia, J. G. (2020). The shift in instructional

techniques from private to public education in island schools. *Journal of Southeast Asian Education Studies*

Vezina, N. (2015). The challenges of professional isolation in

remote schools

Viana (2021). Untold meaning and purpose: Lived experience

of Private School Licensed Teachers

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue III

February 2025

Available online at <https://www.instabrightgazette.com>



Wali, S. (2018). Definition of A Teacher. Repository.Com.

Williams, A. & Thompson, D. (2020). Collaborating for

Change: Building Trust and Communication in Schools. Educational Leadership Review, 28(3), 45-60.

World Bank Education Blog (2023). Coping with professional

isolation: Island school teachers

Zhang, Y. (2024). Cultural factors influence the selection

and effectiveness of teaching tools used by private teachers in public schools across different islands.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza
