

Growing resilience, inspiring tenacity (GRIT): DepEd Division of Laguna teaching workforce grit profile and proposed measure

Elymar A. Pascual, Nilda V. San Miguel, Orlando T. Valverde

elymar.pascual@deped.gov.ph
Department of Education, Laguna, Philippines, 4009

Abstract

Teachers face numerous challenges in their profession, including evolving curricula, diverse student needs, and administrative responsibilities, which require resilience and perseverance. Given these demands, understanding the grit level of educators is crucial in fostering a motivated and effective teaching workforce. This study examines the grit profile of the teaching workforce in the Department of Education, Schools Division Office of Laguna, and explores strategies to cultivate resilience and a growth mindset among educators. Utilizing a quantitative research design, data were gathered from 560 teachers through a structured survey questionnaire that included demographic profiling and grit assessment based on Angela Duckworth's Grit Scale. Results indicate that the average grit score of teachers is 3.47, suggesting a moderate to high level of perseverance and commitment. While no significant differences in grit levels were found based on age, gender, years of teaching experience, or subject handled, a statistically significant difference emerged in relation to the grade level mostly handled, implying that certain teaching assignments demand greater resilience. In response to these findings, the study recommends implementing growth mindset training programs, resilience coaching, peer mentorship initiatives, and Project GRIT for Teachers, where educators adopt and mentor their peers in developing perseverance. These interventions aim to reinforce teacher motivation, sustain resilience, and enhance professional well-being. Future research should explore the long-term impact of grit-building interventions and examine contextual factors influencing teacher tenacity over time.

Keywords: Grit; growth mindset; professional development; resilience; teacher tenacity

1. Introduction and Rationale

Grit is the power of passion and perseverance. The word and concept were coined by Angela Duckworth, a professor and founder of Character Lab at Pennsylvania. Grit is a multifaceted trait characterized by passion, perseverance, and resilience in the pursuit of long-term goals. It plays a crucial role in various aspects of life, including academic success, psychological well-being, and professional endeavors. Research indicates that grit is malleable and can be developed through internal factors like hope and growth mindset, as well as external factors such as parenting styles. Grit has been associated with positive social outcomes and improved mental health, with longitudinal studies suggesting that while grit may exhibit stability over time, individuals' characteristics of grit can evolve through experiences. Overall, cultivating grit is essential for navigating challenges, fostering resilience, and increasing the likelihood of long-term success in personal and professional domains. This concept is related to DepEd Order No. 36, s. 2013, entitled "Department of Education Vision, Mission and Core Values (DepEd VMCV)", which states that "Our mission is to protect and promote the right of every Filipino to quality, equitable, culture based, and complete basic education where students learn in a child-friendly, gender-sensitive, safe and motivating environment.

It is on this note that this division-wide basic research is now being proposed – to have a profiling of the grit level of the teaching workforce of the Department of Education, Schools Division Office of Laguna,

look into the factors affecting the grit level, and lay down measures to inculcate the growth mindset for teachers. Through the dissemination of the findings in this study, participants will be able to grasp the concept of grit, look into the overall assessment of grit level in the Division of Laguna, and ultimately, be able to help learners to form in themselves the power of passion and perseverance. More so, this will hopefully result into a formation of a continuous improvement project in every school relating to fostering the growth mindset to learners, especially those who are lagging behind.

1.1. Literature Review

Grit is a multifaceted trait characterized by passion, perseverance, and resilience in the pursuit of long-term goals (Tiwari and Verma, 2023). It plays a crucial role in various aspects of life, including academic success, psychological well-being, and professional endeavors (Fun, et. al., 2023; Lee, et. al., 2023). Research indicates that grit is malleable and can be developed through internal factors like hope and growth mindset, as well as external factors such as parenting styles [3]. Grit has been associated with positive social outcomes and improved mental health, with longitudinal studies suggesting that while grit may exhibit stability over time, individuals' characteristics of grit can evolve through experiences (Big Five, 2023). Overall, cultivating grit is essential for navigating challenges, fostering resilience, and increasing the likelihood of long-term success in personal and professional domains.

Let's explore some individuals known for their high grit levels:

- Angela Duckworth: Angela Duckworth, a professor and founder of the Character Lab at the University of Pennsylvania, coined the term "grit." Her research focused on high achievers across various contexts, including first-year cadets at West Point, public high-school students in Chicago, and competitors in the National Spelling Bee. Duckworth's book, "Grit: The Power of Passion and Perseverance," emphasizes how grit—passion combined with perseverance—plays a crucial role in achieving remarkable accomplishments¹.

- J.K. Rowling: The renowned author of the "Harry Potter" series faced numerous rejections before her breakthrough. Rowling's persistence and determination led her to create one of the most beloved fictional worlds, inspiring millions of readers worldwide.

- Elon Musk: The entrepreneur behind companies like Tesla and SpaceX encountered countless setbacks and financial challenges. Musk's unwavering commitment to his vision for sustainable energy and space exploration exemplifies grit.

- Malala Yousafzai: The youngest Nobel Prize laureate, Malala stood up for girls' education despite threats from the Taliban. Her resilience and courage continue to inspire global advocacy for education and women's rights.

Remember, grit isn't just about talent—it's about tenacity, passion, and the ability to persevere in the face of adversity. These individuals embody those qualities and serve as role models for us all!

The studies by Pascual and colleagues (2025) collectively highlight the significant role of grit—defined as passion and perseverance—in influencing academic performance across various subjects. One study found that students with stronger family support systems exhibited higher grit levels, which correlated with improved science performance (Pascual, Doria, & Doria, 2025). Another investigation revealed that learning styles, particularly visual and kinesthetic, were positively linked to grit, suggesting that aligning teaching strategies with preferred learning styles can enhance both perseverance and academic outcomes (Pascual, Sotomango, Tubiera, & Bueno, 2025). The third study emphasized that students with higher grit scores consistently performed better in mathematics, regardless of personal or socioeconomic background, underscoring grit as a key predictor of success in math education (Pascual, Viriña, & Severino, 2025).

The present study on the GRIT profile of the DepEd Division of Laguna teaching workforce builds upon prior research highlighting the interplay between school culture, leadership resilience, and educators' values and adaptability. San Miguel and Pascual (2021) emphasized that a strong and positive school culture

significantly shapes teachers' work values, fostering a sense of commitment, integrity, and perseverance in the educational environment. Complementing this, San Miguel (2022) underscored the role of resilient school leadership during the pandemic in maintaining stability and morale among educators in the District of Victoria. These findings collectively inform the current study by suggesting that both institutional culture and leadership resilience are crucial contextual factors that influence the development of grit among educators. Understanding these dimensions allows for a more comprehensive approach in proposing measures that strengthen teachers' resilience and tenacity in the face of ongoing challenges.

A growth mindset is universally believed to be a way of inculcating grit to individuals. It refers to the belief that basic qualities like intelligence are malleable rather than fixed, leading to increased motivation and improved outcomes in various domains. Research indicates that teachers with a growth mindset exhibit higher levels of self-efficacy and mastery goals, positively impacting instructional practices (Bardach, 2024). Additionally, fostering a growth mindset in students can enhance their academic self-efficacy, motivation, resilience, and academic achievement (Wahyukencana and Utami, 2024; Mohamoud, 2024). However, while students may believe in the concept of a growth mindset, their behaviors and responses to learning challenges may not always align with this belief, highlighting the complexity of mindset implementation in educational settings (Prescott, et. al., 2024). Emphasizing continuous teacher development, innovative pedagogies, and practical strategies can effectively promote a growth mindset culture in schools, ultimately benefitting both educators and students. (Haokip, 2024; Mohamoud, 2024).

1.2. Research Questions

The focus of this study is the grit level profiling of the teaching workforce of the Department of Education, Schools Division Office of Laguna, and through the collated data, proposed a measure of inculcating a growth mindset, inspiring resilience and tenacity.

Specifically, it will seek answer to the following questions:

- What is the profile of the teaching workforce of DepEd SDO Laguna in terms of the following:
 - a. Age
 - b. Gender
 - c. Number of year in teaching in public school
 - d. Grade level mostly handled
 - e. Major subject handled
- What is the mean level of grit of the teaching workforce of DepEd SDO Laguna?
- Is there a significant difference in grit level of the teaching workforce of DepEd SDO Laguna when checked against their profile?
- What measures, project of program can be developed to inculcate the growth mindset of the teaching workforce of DepEd SDO Laguna, thereby inspiring resilience and tenacity?

1.3. Scope and Limitation

The study aims to explore the grit profile of the teaching workforce within the DepEd Division of Laguna. Specifically, it will investigate the resilience and tenacity exhibited by teachers in their professional roles. The research will collect data through a Google Form survey administered to teachers from 345 schools within the Division of Laguna. The following variables will be assessed: age, sex, years of experience in public teaching, major subject specialization, and grade levels taught. However, it is important to acknowledge certain limitations:

- **Sample Size:** The study's focus on 345 schools may not fully represent the entire teaching population because there is no security that every teacher will answer the survey. Generalizability to other schools or regions may be limited.

- Self-Report Bias: Data collected via self-report surveys may be subject to response bias, as participants may provide socially desirable answers or unintentionally misrepresent their experiences.
- Cross-Sectional Design: The study's data gathering will occur at a specific point in time (September 2025). Longitudinal data would provide a more comprehensive understanding of grit development over time.
- Google Form Limitations: The use of an online survey tool may exclude teachers who are less tech-savvy or lack reliable internet access.
- Despite these limitations, this study contributes valuable insights into the resilience and tenacity of teachers, which can inform targeted interventions and support mechanisms within the educational system.

2. Research Methodology

2.1. Sampling

In the pursuit of enhancing educational outcomes, the 'Growing Resilience, Inspiring Tenacity (GRIT)' study aims to assess the grit levels of teachers within the DepEd Division of Laguna. This comprehensive profiling initiative encompasses all primary and secondary school teachers across 345 schools, including senior high school educators. By understanding and measuring their resilience, perseverance, and determination, the researchers hope to inform targeted interventions that foster a resilient teaching workforce, ultimately benefiting both educators and students alike.

2.2. Data Collection

Here's a concise data collection procedure for this study:

2.2.1. Preliminaries

The Google Form will begin with:

- An endorsement letter from the Schools Division Superintendent, indicating coordination with higher authorities and approval.
- An informed consent declaration, allowing participants to choose not to continue answering if they wish.

2.2.2. Demographic Profile

- Participants will complete a survey questionnaire via Google Form.
- The first part of the survey collects demographic information, including: Age Gender Number of years in DepEd Grade level taught Subject taught

2.2.3. Grit Level Assessment

- The second part assesses participants' grit level using a Likert Scale System. There will be 8 items for this assessment.
- Participants will rate themselves on a scale from 1 to 5:
 - 5 = Very much like me
 - 4 = Mostly like me

3 = Somewhat like me

2 = Not much like me

1 = Not like me at all

- To prevent arbitrary choices, some items will have reversed interpretation (e.g., 5 represents “Not like me at all” and 1 represents “Very much like me”).

- Scores will be added and divided by 8. The maximum score on this scale is 5 (extremely gritty), and the lowest score on this scale is 1 (not at all gritty).

2.3. Ethical Issues

2.3.1. Informed Consent

- Prior to participating in the study, participants will receive clear and comprehensive information about the purpose, procedures, and potential risks and benefits.

- The Google Form will include an informed consent declaration at the beginning, emphasizing that participation is voluntary and that participants can withdraw at any time without consequences.

- Participants will be informed that their responses will be confidential and used solely for research purposes.

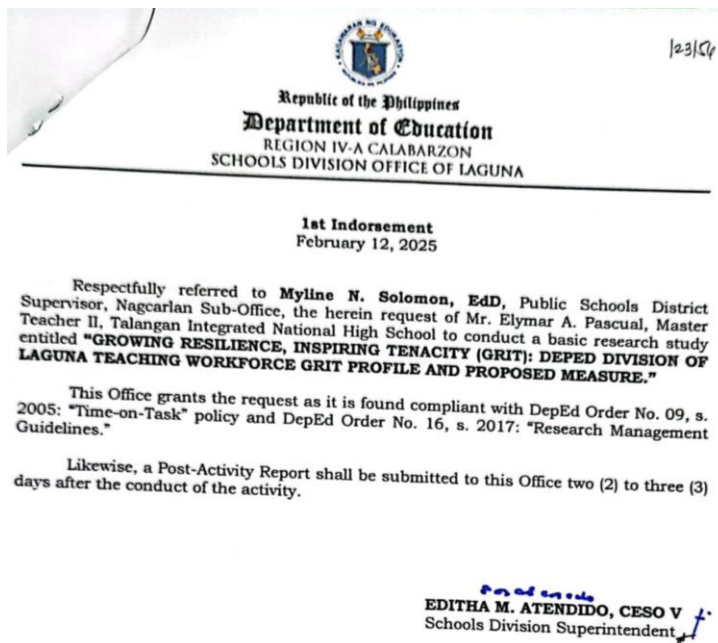
2.3.2. Privacy and Confidentiality

- Researchers will ensure the confidentiality of participants’ data.

- Data collected via the Google Form will be stored securely and accessible only to authorized personnel.

- Any identifying information (e.g., names, contact details) will be anonymized or removed during data analysis.

2.3.3. Endorsement and Approval



The study had official endorsement from the Schools Division Superintendent, indicating coordination with higher authorities.

Participants were informed of this endorsement to establish trust and transparency.

2.3.4. Avoidance of Harm

- Researchers will minimize any potential harm to participants.
- The Likert Scale items will be designed carefully to avoid sensitive or distressing content.
- Participants will be encouraged to answer truthfully but without pressure.

2.3.5. Beneficence

- The study aims to contribute to the understanding of grit levels among teaching professionals.
- Findings may inform interventions to enhance resilience and tenacity in the teaching workforce.

2.3.6. Debriefing

- After completing the survey, participants will receive a debriefing message thanking them for their participation and summarizing the study's purpose.

- Contact information for the researchers will be provided in case participants have further questions.

2.4. Plan for Data Analysis

2.4.1. Data Preparation

- Collect responses from the Google Form survey, ensuring that all participants have completed both parts (demographic profile and grit level).
- Clean the data by checking for missing values, outliers, and inconsistencies.

2.4.2. Descriptive Statistics

- Calculate descriptive statistics for demographic variables (age, gender, years in DepEd, grade level, subject taught):

- Mean (average)
- Standard deviation
- Frequency distributions (for categorical variables)
- Examine the distribution of grit scores:
- Calculate mean and standard deviation for grit scores.

2.4.2. Comparing Grit Levels Across Demographic Categories

- Conduct an analysis of variance (ANOVA) to assess whether there are significant differences in grit levels across demographic profile categories (age groups, gender, years in DepEd, grade level, subject taught).

- Post hoc tests (e.g., Tukey's HSD) can identify specific group differences if the ANOVA is significant.

2.4.3. Interpretation

- Interpret the ANOVA results:
- If $p\text{-value} < 0.05$, there is evidence of a significant difference in grit levels among demographic groups.

- Identify which groups differ significantly.
- Consider practical significance alongside statistical significance.

2.4.4. Reporting

- Present findings in a clear and concise manner.
- Tables or graphs showing means and standard deviations for each demographic group.
- Highlight significant differences.
- Discuss implications for teaching workforce resilience and tenacity.

3. Results and Discussion

3.1. Profile of Respondents

Here are the demographic distributions of the 560 teaching workforce of DepEd SDO Laguna who willingly answered the survey questionnaire:

3.1.1. Age Distribution of Teachers

Age Group	Frequency	Percentage
31-40 years old	171	30.5%
41-50 years old	169	30.2%
51-60 years old	107	19.1%
21-30 years old	104	18.6%
61-65 years old	9	1.6%

The age distribution of teachers in DepEd SDO Laguna reveals a diverse workforce spanning multiple age groups. A significant portion of teachers falls within the 31-40 years old and 41-50 years old brackets, indicating a balance between mid-career educators and those with extensive experience. The presence of younger teachers (22-30 years old) suggests an influx of fresh talent into the teaching profession, while the representation of older age groups (51-60 and 61-65 years old) highlights the continued commitment of senior educators. This distribution implies a dynamic blend of innovation from younger teachers and wisdom from seasoned educators, which can positively impact the teaching-learning process.

3.1.2. Gender Distribution

Gender	Frequency	Percentage
Female	474	84.6%
Male	86	15.4%

The gender distribution data indicate a female-dominated workforce, a trend commonly observed in the education sector. The significantly higher number of female teachers may reflect traditional career choices, societal norms, and personal preferences influencing employment in the field of teaching. While male teachers are fewer in number, their presence remains vital in ensuring a balanced learning environment, particularly in disciplines and student engagement areas where male role models can play a crucial role. The gender disparity also suggests potential areas for gender-sensitive policies that encourage more inclusivity and diversity in the profession.

3.1.3. Teaching Experience (Years in Public School)

Years of Teaching	Frequency	Percentage
0-10 years	252	45.0%
11-20 years	187	33.4%
21-30 years	78	13.9%
31-40 years	39	7.0%
41-45 years	4	0.7%

The distribution of years in teaching experience highlights a workforce with a mix of novice, mid-career, and veteran educators. A substantial number of teachers have been serving for 11-20 years, suggesting a stable workforce with extensive classroom exposure. Meanwhile, a notable proportion of teachers have 0-10 years of experience, indicating that newer educators are continuously entering the profession. On the other hand, those with 21-30 years and above bring valuable expertise and institutional knowledge. This variation underscores the importance of mentorship programs, where experienced educators can guide newer teachers in refining their pedagogical skills and adapting to educational reforms.

3.1.4. Grade Level Mostly Handled

Grade Level	Frequency	Percentage
Grade 4-6	181	32.3%
Grades 1-3	161	28.8%
Grades 7-10	131	23.4%
Kinder	49	8.8%
Grades 11-12	38	6.8%

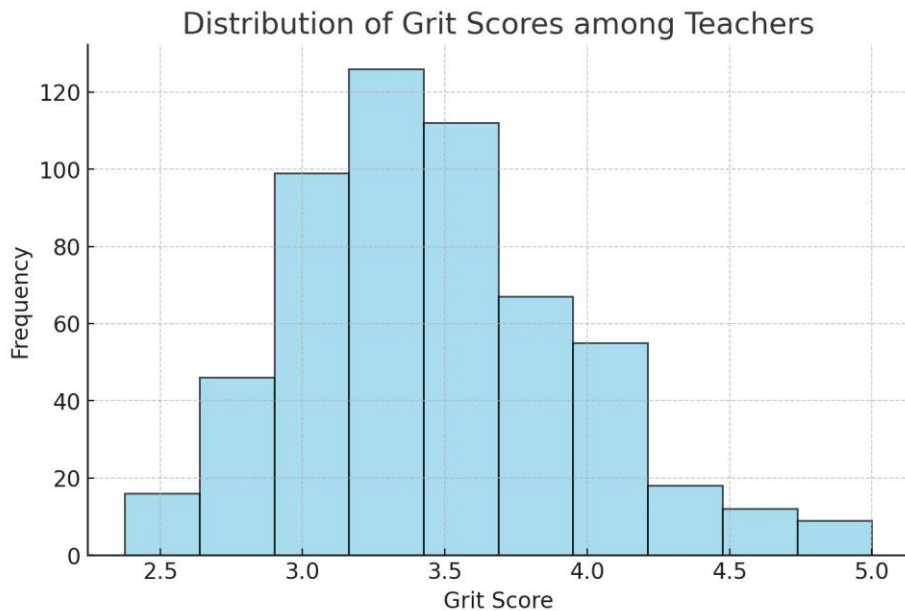
The grade level distribution shows a relatively even spread across different educational stages, with significant representation in Grades 7-10 and Grades 1-3. This indicates a high demand for teachers in both lower and secondary levels, possibly due to enrollment trends and subject specialization requirements. The presence of teachers in kindergarten and senior high school also highlights the commitment to early childhood and specialized education. The spread across grade levels suggests the need for targeted professional development programs, ensuring that teachers receive age-appropriate teaching strategies and curriculum training suited to their assigned levels.

3.1.5. Major Subjects Handled

Subject	Frequency	Percentage
Filipino	146	26.1%
Math	109	19.5%
Science	80	14.3%
English	66	11.8%
EPP	44	7.9%
AP	44	7.9%
ESP	28	5.0%
MAPEH	27	4.8%
SHS - Specialized	12	2.1%
SHS - Applied	4	0.7%

The distribution of subjects handled by teachers reflects the demand for various specializations in public schools. Core subjects like Mathematics, Science, and English have a higher number of assigned teachers, consistent with the emphasis on STEM and literacy education in national curricula. Meanwhile, other subjects such as Filipino, Social Studies, and MAPEH (Music, Arts, PE, and Health) also maintain a strong presence, highlighting the holistic approach in education. This distribution suggests that teacher allocation aligns with curriculum priorities, but it also underscores the need for continuous upskilling, particularly in specialized fields like Science and Math, to enhance student performance in these crucial areas.

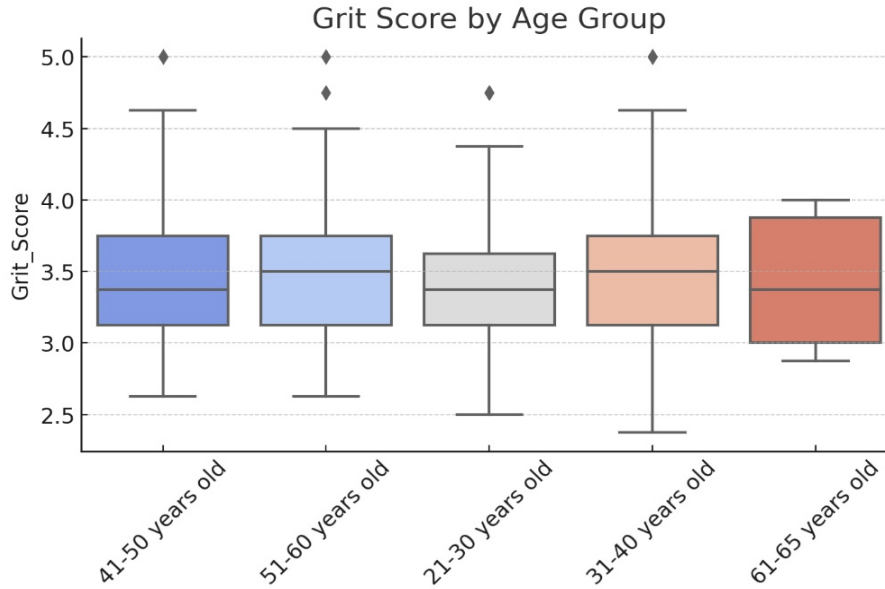
3.2. Grit Level



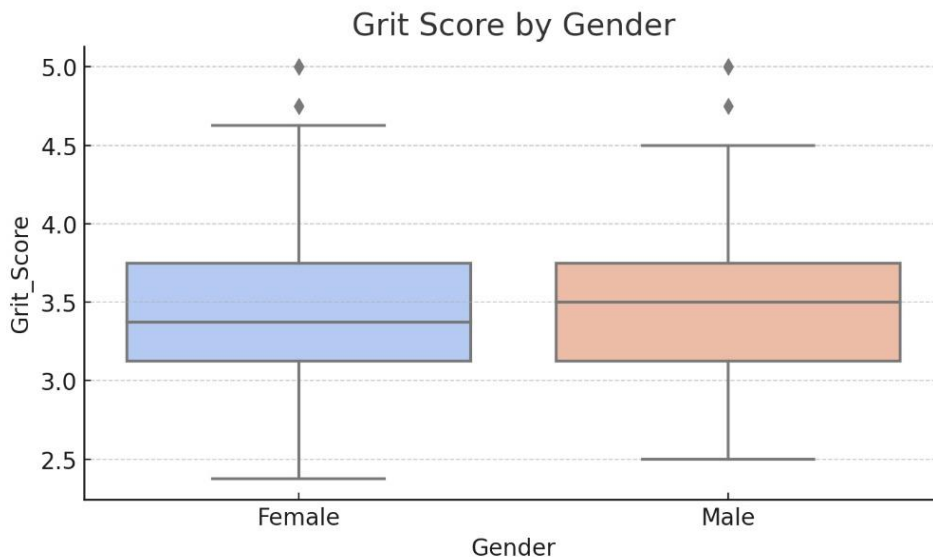
The analysis of grit levels among teachers in DepEd SDO Laguna reveals an average grit score of 3.47, with recorded scores ranging from 2.38 to 5.00. Most teachers fall within the interquartile range of 3.13 to 3.75, indicating that while some educators demonstrate exceptionally high perseverance and passion, others exhibit relatively lower levels of grit. The standard deviation of 0.47 suggests a moderate variation in grit scores across the teaching workforce, reflecting diverse personal and professional resilience levels. These findings provide valuable insights into the persistence and commitment of teachers in overcoming challenges and maintaining their dedication to long-term goals.

From an internal perspective, the mean grit score suggests that teachers in the division generally display moderate to high perseverance and passion in their profession. This aligns with Duckworth et al.'s (2007) research, which indicates that individuals with grit scores above 3.5 are more likely to persist through obstacles. The findings suggest that many DepEd Laguna teachers exhibit resilience, a key factor in sustaining motivation and effectiveness in the classroom. However, variations in grit levels highlight the need for targeted professional development programs aimed at fostering a growth mindset, resilience, and tenacity among educators to further enhance their ability to handle professional challenges.

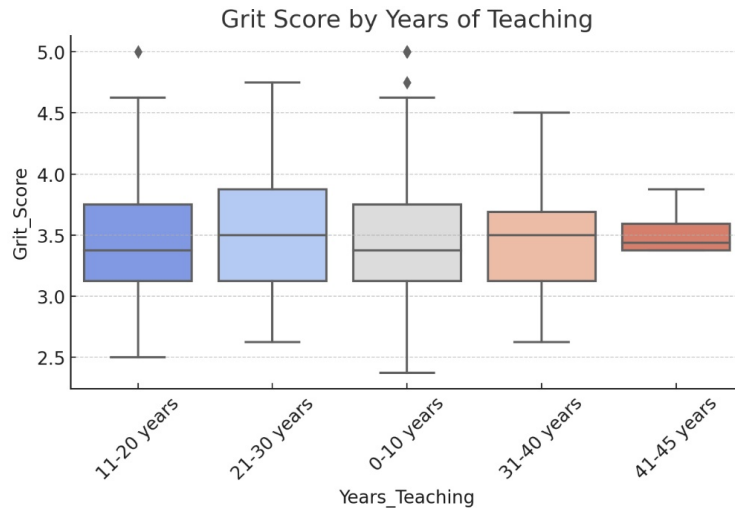
3.3. Differences in Grit Level Based on Teacher Profile



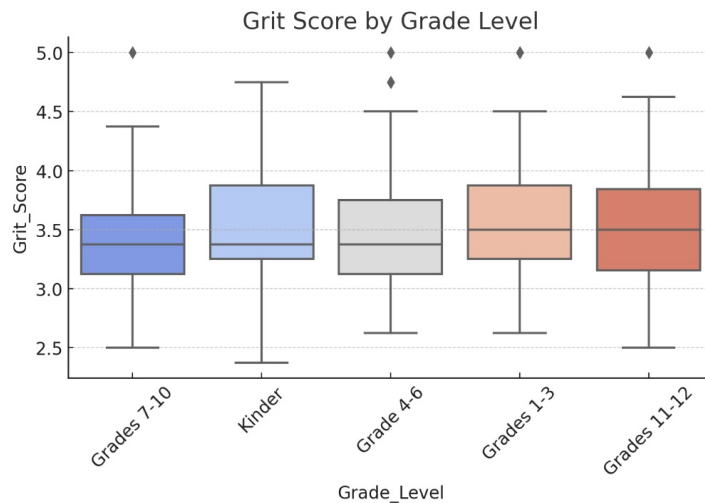
Grit scores across different age groups showed no statistically significant variation ($p = 0.979$), indicating that perseverance and resilience remain consistent regardless of a teacher's age. This suggests that grit is a stable characteristic that does not necessarily develop or decline with age. While experience and exposure to challenges might contribute to a teacher's adaptability, the findings imply that grit is more of an intrinsic trait rather than one that evolves with age. This aligns with research suggesting that personality traits such as perseverance tend to remain stable over time.



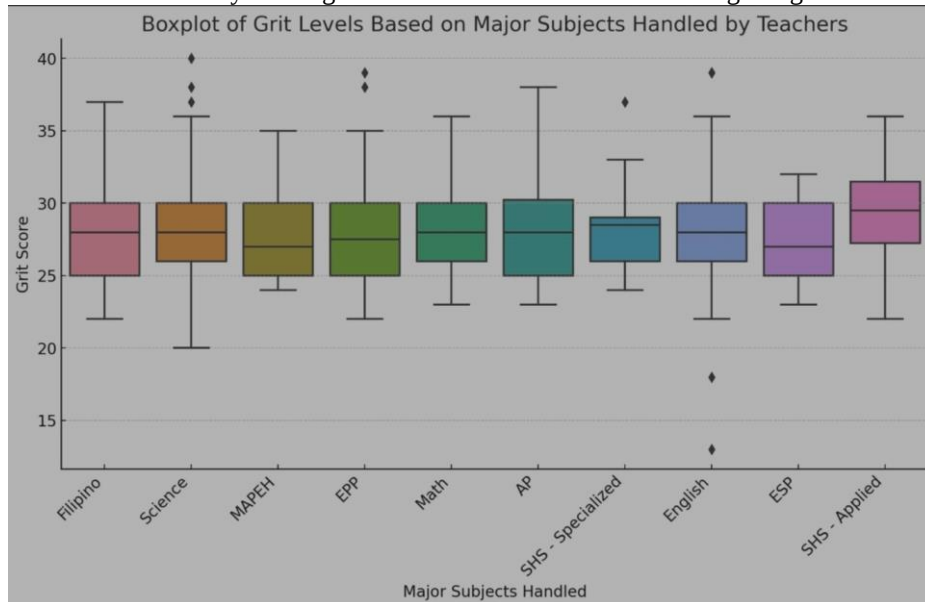
Gender did not show any significant impact on grit scores ($p = 0.641$), suggesting that both male and female teachers exhibit similar levels of perseverance and passion in their profession. This challenges stereotypes that gender might play a role in resilience or persistence in teaching. The findings align with broader research on grit, which indicates that the trait is not strongly influenced by gender differences. Instead, personal and professional factors such as motivation, teaching style, and institutional support may have a more substantial impact on a teacher's ability to persevere.



Similarly, years of teaching experience did not significantly influence grit levels ($p = 0.880$), meaning that whether a teacher is new to the profession or has decades of experience, their level of perseverance remains relatively unchanged. This challenges the assumption that veteran teachers may have higher grit due to prolonged exposure to challenges. Instead, it reinforces the idea that grit may be more of a personal disposition rather than something acquired solely through experience. While experienced teachers may have developed coping strategies and resilience, their overall grit levels are comparable to those of early-career educators.



An interesting finding emerged in relation to the grade level mostly handled by teachers, where a statistically significant difference in grit scores was found ($p = 0.015$). This suggests that certain grade levels require higher levels of perseverance and resilience. Teaching younger students, particularly in elementary education, may demand greater patience, engagement strategies, and emotional resilience compared to teaching older students. This aligns with external research indicating that elementary teachers often require higher levels of grit due to the developmental needs and attention spans of young learners. Further investigation is needed to identify which grade levels are associated with the highest grit scores.



Grit scores did not significantly differ based on the major subjects handled by teachers ($p\text{-value} > 0.05$), suggesting that perseverance is a stable characteristic across different teaching disciplines. This finding aligns with studies by Duckworth et al. (2009), which highlight that grit is a strong predictor of teacher effectiveness, regardless of the subject being taught. While different subjects present unique instructional challenges, such as the evolving nature of STEM curricula or the interpretive demands of humanities, these challenges do not seem to influence overall grit levels. Instead, resilience and passion for teaching appear to be consistent across all subject areas, reinforcing the idea that grit is more dependent on individual traits rather than the nature of the subject being taught.

Overall, the results suggest that while grit is stable across most demographic profiles, the grade level being taught may play a role in shaping a teacher's level of resilience. External research supports the idea that teaching younger students often requires greater perseverance due to the unique challenges involved. These findings reinforce the importance of providing targeted support for teachers at different grade levels rather than assuming that experience, age, gender, or subject handled significantly influence grit. Future studies should explore how specific teaching challenges at different levels contribute to variations in grit and resilience.

3.4. Proposed Measures to Foster Growth Mindset, Resilience, and Tenacity

Based on the study findings, the following initiatives can be implemented to strengthen the grit and resilience of the teaching workforce of DepEd SDO Laguna:

- Growth Mindset and Grit Development Program (GROW-ED)

Objective:

To provide teachers with mindset-shifting strategies that reinforce perseverance, resilience, and adaptability in education.

Key Components:

- ◆ Mindset Mastery Training – Conduct workshops focused on growth mindset principles by Carol Dweck (e.g., *intelligence is not fixed, failure is an opportunity to grow*).
- ◆ Resilience Coaching Sessions – Engage teachers in group discussions and role-playing activities to reframe challenges as opportunities for learning.
- ◆ Self-Reflection Journals – Require teachers to maintain personal reflection journals to track their progress, setbacks, and lessons learned over time.

Implementation Plan:

Integrate growth mindset principles into teacher training programs and INSET (In-Service Training).
 Assign grit mentors (experienced teachers with high grit) to guide early-career teachers in developing perseverance and adaptability.

- Resilience and Tenacity Enhancement through Mindfulness and Well-Being (RE-TENACITY)

Objective:

To reduce teacher burnout and enhance mental resilience through mindfulness and well-being strategies.

Key Components:

- ◆ Mindfulness & Stress Reduction Workshops – Train teachers in stress management techniques, including breathing exercises, meditation, and cognitive reframing.
- ◆ Teacher Well-Being Check-Ins – Regular mental health and emotional resilience check-ins facilitated by guidance counselors or peer-support groups.
- ◆ Grit and Resilience Retreats – Organize outdoor team-building retreats that challenge teachers to develop perseverance through physical and mental endurance activities.

Implementation Plan:

Schedule quarterly well-being workshops in partnership with mental health professionals.
 Encourage school administrators to implement "Mental Health Days" where teachers can take a break and engage in self-care activities.

- GRIT Rewards and Recognition Program

Objective:

To foster a culture of perseverance by recognizing teachers who demonstrate extraordinary dedication and resilience in their teaching career.

Key Components:

- ◆ "Grit Educator of the Year" Award – A yearly recognition program for teachers who exemplify perseverance, passion, and long-term commitment to student success.

- ◆ Micro-Certifications for Grit Development – Provide certificates and incentives for teachers who complete professional development courses on resilience and growth mindset.

- ◆ Teacher Success Stories Publication – Create a newsletter or online platform where teachers can share stories of overcoming challenges in their teaching journey.

Implementation Plan:

Partner with the DepEd Division Office to institutionalize the Grit Awards Program.

Encourage schools to create monthly or quarterly grit appreciation programs where teachers are acknowledged for their perseverance.

- Peer Collaboration and Support Network (GRIT CONNECT)

Objective:

To create a strong support system among teachers that encourages continuous learning, collaboration, and problem-solving.

Key Components:

- ◆ Teacher Buddy System – Pair early-career teachers with experienced educators to provide support and guidance in developing resilience.

- ◆ Resilience Talk Series – Organize monthly talks featuring teachers who have overcome professional challenges, inspiring others to develop tenacity.

- ◆ Grit Study Groups – Form small peer groups where teachers discuss challenges and brainstorm solutions to difficult classroom situations.

Implementation Plan:

Establish teacher networking sessions where educators can share best practices and coping strategies.

Integrate Grit Study Groups into professional learning communities (PLCs) for sustained teacher development.

- Grit-Infused Teaching Strategies Initiative

Objective:

To help teachers apply growth mindset principles in the classroom, influencing both their professional mindset and their students' resilience.

Key Components:

- ◆ Growth Mindset Pedagogy Workshops – Train teachers in grit-based instructional strategies, such as productive struggle, delayed gratification, and goal-setting techniques.

- ◆ Failure-as-Learning Approach – Encourage teachers to embrace failure as part of the learning process and model it in their teaching practices.

- ◆ Resilience-Building Lesson Plans – Develop lesson plans that integrate resilience-building activities, such as long-term projects requiring persistence.

Implementation Plan:

Integrate grit-based pedagogy into teacher training modules and professional development sessions.

Encourage teachers to use real-life examples of perseverance in their lessons to inspire students.

These proposed programs aim to create a resilient, tenacious, and growth-oriented teaching workforce in DepEd SDO Laguna. By implementing GROW-ED, RE-TENACITY, GRIT Rewards, GRIT CONNECT, and Grit-Infused Teaching Strategies, teachers will develop stronger perseverance, adaptability, and a lifelong commitment to growth—benefiting not just their careers, but also their students' success.

4. Conclusion, Recommendations, and Reflection

4.1. Conclusion

The findings of this study highlight the significant role of grit, resilience, and tenacity in the teaching workforce of DepEd SDO Laguna. While teachers exhibit moderate to high levels of perseverance and passion, variations exist depending on the grade level they handle. This emphasizes the need for targeted interventions to further strengthen educators' ability to withstand challenges and maintain their motivation. The study affirms that grit is not significantly influenced by age, gender, teaching experience, or subject specialization, but rather by the demands of specific teaching roles. Consequently, the study recommends structured professional development programs, mentoring initiatives, and recognition systems that reinforce perseverance and growth mindset. By fostering these attributes, DepEd SDO Laguna can create a more resilient, adaptable, and passionate teaching workforce, ultimately benefiting both teachers and students.

4.2. Recommendations

Based from the findings that came out of this exploration, the following recommendations are thus laid down here:

- School heads should implement growth mindset training and resilience-building workshops to help teachers enhance perseverance and motivation. They should also establish mentorship programs where experienced teachers guide early-career educators in developing grit.
- Division officials should institutionalize Project GRIT for Teachers, ensuring that a division-wide support system is in place where teachers mentor their peers in grit-building strategies. Additionally, they should provide policy support for teacher well-being initiatives, such as mental health check-ins and professional development programs focused on emotional resilience.
- Teachers should actively participate in grit-enhancing activities, including self-reflection journals, peer collaboration, and problem-solving study groups. Furthermore, they should apply growth mindset principles in their teaching practices to foster resilience and perseverance among their students.
- Teacher-education curriculum developers should integrate grit-building and growth mindset principles into pre-service teacher education curricula to ensure that future educators are equipped with resilience strategies before entering the profession. They should also collaborate with DepEd to design specialized professional development modules that focus on perseverance, motivation, and adaptability in teaching.
- Future researchers should conduct longitudinal studies to examine the long-term impact of grit-focused interventions on teacher performance, job satisfaction, and student learning outcomes. Additionally, they should explore qualitative insights into the challenges teachers face in sustaining resilience and perseverance over time.

4.3. Reflection

This study has provided valuable insights into the perseverance, passion, and resilience of teachers within DepEd SDO Laguna. The findings reinforce the idea that grit is a critical factor in sustaining teacher motivation and effectiveness, particularly in challenging educational environments. Through this research, the

authors have gained a deeper appreciation for the emotional and professional demands of teaching, recognizing the need for continuous support systems that promote resilience and adaptability. Additionally, the study highlights the importance of mentorship, peer collaboration, and growth mindset training in ensuring that teachers remain engaged, motivated, and committed to their profession. Moving forward, the authors are convinced that investing in grit-building initiatives will not only benefit educators but also contribute to a more dynamic and enduring educational system.

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