Being designated in an Aeta Community is not an easy task. Aside from knowing and understanding the culture of the people in far-flung areas, it is also a challenge for the teachers to reach those areas because of the distance. Usually, the distance is more than five kilometers and teachers really find it difficult to be on time. They have to wake up early and unfortunately, they come back home late.

Bautista (2018) in his study entitled “Job Satisfaction of Public Elementary Teachers Assigned in Far-flung Schools in Hermosa, Bataan: An Assessment” revealed that among the aspects of job satisfaction, Awards and Recognition had the highest average weighted mean while Working Condition obtained the lowest perception from the two groups of respondents.

The study validates that teachers assigned in far-flung schools are experiencing difficulty in the distance they travel, the travel time and fare as well. In some situations where teachers are designated in upland schools, they also experience hard times in reaching the school because of the rough or unfinished roads.

Fortunately, the government and the education department have their ways to help those teachers. Hardship allowance are given to the teachers and school heads who are assigned in hardship posts. DepEd-Bataan implements this all throughout the province. In addition, support coming from local government units and other stakeholders are generously rendered for the betterment of the teachers and pupils’ situations.
As one of the teachers who are working in a far-flung village, I realized that my profession is not just an occupation. It is a vocation. It requires more from us. It requires us to be determined, to be patient and to never lose hope. That soon, after some time, we, teachers in far-flung schools, can make a big difference in our pupils’ lives.

References:

Bautista (2018) Job Satisfaction of Public Elementary Teachers Assigned in Far-flung Schools in Hermosa, Bataan: An Assessment, Schools Division of Bataan