

and purpose in teaching. (b) Division office with the HRD may organize training for teachers in developing grit and relevant continuing personal and professional development.

Overall, a better understanding of the effect of grit on performance may help inform educators in preparing and delivering their duties and responsibilities in the teaching profession. This study recommends future research utilizing a larger sample and extending the scope of the investigation to other regions. Future studies should include the cultural and educational context of teachers to increase the generalizability of the Teacher Grit Scale.

## **Conclusions**

The exploratory and confirmatory factor analyses confirmed the assertion that the factors of grit according to the perceptions of teachers from Region IX and Region X of the Department of Education are: *Perseverance in Teaching and Passion and Purpose in Teaching*. This two-factor structure is the best model for the scale, indicating that the two-factor measure model of grit is a good fit. The significant correlations between the two factors of teachers' grit showed that as Perseverance in Teaching increases, the Passion and Purpose in Teaching also increases. This evidence of convergent validity showed that the two factors have a commonality and that they primarily gauge teachers' grit. This analysis confirmed the assumption that grit relates significantly to teachers' performance. However, only the first dimension of grit – perseverance in teaching, established predictive validity with performance. In closing, exploring the influence of grit on teachers' performance may help inform the stakeholders in their quest to maximize competencies and realize the full potential of educators.

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