

PROFILE OF A TEACHER IN CHALLENGED AREAS: SELF-REFLECTION AND INTROSPECTION OF MAED-TCA STUDENTS IN PUP

**Dr. Dennis O. Dumrique, Dr. Ma Lucila Anatalio, Mr. Joey T. Danting,
Ms. Marrilour T. Bulfango, Ms. Sheila Mae G. Mariano**

Abstract. Education plays a vital role in the holistic growth of a person. However, education is still a challenge due to the scarcity of teaching and learning resources, especially in far-flung and poverty-stricken communities. Moreso, these challenged communities require passionate and committed teachers who will provide the educational services needed by the children. From the 17 student-participants taking the program Master of Arts in Education major in Teaching in the Challenged Areas, the purpose of this study was to identify the following variables: (1) motivation in taking MAEd-TCA, (2) significance of teaching in the challenged areas, (3) competences that shall be taught, (4) ways to deliver changes, and (5) program expectations. To gather the data needed for this study, the researchers employed qualitative-descriptive research which included a narrative approach to the methodology. An interview questionnaire was used, and a Focus Group Discussion was conducted the probing of the responses of each participant. The responses were analyzed through reflexive thematic analysis for thorough organization and understanding of the data. The study revealed that the MAED-TCA students' motivations in taking this program are social responsibility, purpose, and growth. Further, the significance of teaching in the challenged areas are for transformation, equality, accessibility, and motivation. Moreover, the following are the key competences they expect to be taught: high spirit and growth mindset, innovation and creativity, empathy and compassion, leadership and initiative, flexibility and resiliency, effectiveness and engagement, reflection and introspection, and communication and collaboration. Lastly, it was also found that the student-part known ways to deliver changes are to empower, excel, motivate, progress, oversee, walk the talk, empathize, and reach out.

Keywords: *Education, far-flung, poverty-stricken, challenged communities, motivation, competences, program expectations*