

Grit and Teachers' Work Performance: A Study in the South District, Schools Division of Dipolog City

Rel Rejoice Getizo Subebe¹, MAEM; Leo C. Naparota², PhD

¹,Teacher, Department of Education, Dipolog City, Philippines

²,Dean, College of Arts and Sciences and School of Criminal Justice Education, Andres Bonifacio College, Inc., Dipolog City, Philippines

ABSTRACT: This study aimed to determine the level of grit and its relationship to work performance among elementary teachers in the South District Schools of Dipolog City during the school year 2023-2024. It employed a descriptive correlational research design. There were one hundred sixty-four (164) public elementary school teachers involved. Weighted mean, standard deviation, and Spearman Rank-Order Correlation Coefficient (Spearman rho) were the statistical tools used with JAMOVI as the statistical software. The level of teachers' grit was high, average in terms of passion while high in terms of perseverance. The level of teachers' work performance was very satisfactory. There was no significant relationship between the levels of teachers' grit and work performance. Based on the findings, the author recommends that the DepEd Officials, through the School Heads and Senior Education Program Specialist in Human Resource Development, use the findings of this study as valuable input to the training proposal to improve teaching practice. School Heads would utilize the findings of the study as a reference in the provision of technical assistance to the teachers. Teachers would use the findings of this study for reflection on their practice.

Keywords: *grit, passion, perseverance, work performance, teachers, south district, Dipolog City*

I. Introduction

Every classroom's core is a teacher whose passion drives growth and whose perseverance overcomes pressure. Beyond lesson plans and teaching techniques, it is a teacher's inner strength that usually determines success. While intelligence and talent are vital, they are not always sufficient to satisfy the daily needs of the teaching profession. It is grit, a determining quality of an effective educators, that truly makes the difference. Grit, a personality trait characterized by the combination of sustained passion and perseverance in the pursuit of long-term goals (Duckworth, 2016). In recent years, grit has been a major predictor of success in different sectors, including education. Passion and perseverance are two of the predictors that mold how individuals face adversities over time, making grit an important factor in understanding performance. In the educational sector, grit is seen as a vital quality that allows teachers to remain effective despite the demands of their profession.

Teachers' work performance is essential to ensure the delivery of quality education in schools. As mandated by DepEd Order No. 8, s. 2023, teachers in the Philippine public school system operated by the Department of Education are evaluated annually using the Individual Performance Commitment and Review Form (IPCRF). A key assessment tool under the Results-Based Performance Management System (RPMS), the IPCRF connects individual teacher performance with the department's goals and priorities. This system allows tracking, assessment, and enhancement of teachers' effectiveness in directing student learning outcomes. The tool measures the teachers' output in Key Result Areas (KRA) which covers the areas such as curriculum and planning, assessment and reporting, learning environment and learner diversity, pedagogy and content knowledge, and professional and personal development. This performance appraisal ensures accountability,

openness, and continuous professional development for teachers. Effective classroom management, learner engagement, adaptability to curriculum changes, and a commitment to lifelong learning are characteristics commonly exhibited by high-performing teachers. Teachers who regularly meet or exceed these expectations reveal not just technical skills but also an inner drive to keep their work going, particularly under challenging situations. Especially in environments marked by limited resources, high demands, and varied student needs, non-cognitive qualities like grit can greatly influence the capacity to function well.

The relationship between teachers' work performance and grit has garnered increasing attention in recent years. Teachers who demonstrate great degrees of passion and perseverance are seen to stay committed to their goals, resilient to obstacles, and maintain high teaching standards. Otherwise, a lack of grit could lead to less drive, greater worry, and decrease work efficiency. Numerous researches shed light to the role and importance of grit in education. Christopoulou et al. (2018) conducted a systematic review and found a strong link between grit and positive teaching and learning outcomes. Similarly, Kevin et al. (2020) emphasized that teachers' motivation is influenced by self-efficacy and grit, highlighting the value of cultivating these traits to enhance teaching resilience and commitment. Fabelico and Afalla (2020) backed this by showing a correlation between grit, teacher performance, and self-efficacy, so implying grit as a stress-buffering tool. Moreover, Credé et al. (2016) argued that perseverance is a more consistent performance predictor than enthusiasm, therefore implying the need to investigate every grit element separately. They, however, claim that grit and personality characteristics like conscientiousness are alike and require more careful, focused research. To meet that demand, this study specifically investigates the two aspects of grit, passion and perseverance, and their connection to teachers' performance.

Research on grit's influence in the Philippine educational setting is still limited even with the increasing amount of literature. High student-to-teacher ratios, insufficient resources, and the psychological burden of society expectations are among particular difficulties teachers in the Philippines confront. Although studies like those by Fabelico and Afalla (2020) offer insightful analysis of the elements affecting teacher performance, more localized research are required to completely grasp grit's influence in this setting. This study fills in this gap by determining the link between grit and teachers' work performance in the South District, Schools Division of Dipolog City.

II. Literature Review

Grit

Grit plays a crucial role in determining the success of an individual's life. Duckworth (2016) emphasized that the ability to sustain effort and maintain consistent interest over time is a stronger determinant of success than talent or intelligence. In education and other goal-oriented domains, grit, comprising sustained effort and unwavering passion, has become a crucial construct in predicting achievement and resilience.

Grit refers to persistent, focused effort directed toward the accomplishment of long-term goals, despite challenges and failures. Passion, in this context, is described as the internal arousal that enhances enthusiasm and the drive to fulfill personal and professional aspirations. Employees or individuals with high passion tend to exhibit heightened energy and purpose in their work. For instance, Kevin et al. (2020) observed that employees with high grit scores demonstrate lower levels of boredom and greater motivation, largely driven by their internal passion. However, Jachimowicz et al. (2018) pointed out that while grit is composed of both perseverance and passion, most empirical tools tend to focus more on perseverance, often underrepresenting passion in measurement.

Gritty individuals are those who clearly identify long-term objectives and relentlessly strive towards them with enduring effort. Kim and Kim (2019) argue that success is largely influenced by this dynamic interplay—where passion fuels purpose and perseverance ensures continued pursuit, even under adversity. Widodo (2021) examined the role of grit among science and mathematics teachers and found that grit significantly enhances professional competence. His study demonstrated that teachers exhibiting higher levels of

grit displayed a more robust commitment, creativity, and teaching effectiveness—reinforcing the idea that grit sustains commitment and performance effectiveness in the teaching profession.

Teacher's Work Performance

Teacher's work performance, often measured through tools like the Individual Performance Commitment and Review Form (IPCRF) in the Philippines, reflects the effectiveness of educators in achieving desired learning outcomes. Studies have consistently shown that grit plays a significant role in enhancing teacher performance. Fabelico and Afalla (2020) found that teachers with higher levels of grit demonstrated greater self-efficacy and resilience, enabling them to overcome challenges and maintain high levels of classroom effectiveness. Their research emphasizes the interplay between grit and teacher motivation, particularly in managing stress and preventing burnout.

Teachers serve as pivotal agents within field of education, and their ability to teach effectively is seen as essential. typically, the ideas of teacher effectiveness or teacher quality are used to describe how to evaluate a teacher's performance. According to empirical research, effective teachers possess a special combination of personal and professional qualities. Effective teachers possess a variety of personal qualities, such as composure, friendliness, humor, tolerance, flexibility, charisma, democracy, eloquence, urgency, firmness in decision-making, gentleness, honesty, openness, patience, conscientiousness, and emotional stability (Fabelico&Afalla, 2020).

Performance is the result attained in relation to predetermined goals, whether it be quantitative or qualitative. Supervisors developed the performance evaluation system as a management tool to gauge how well employees perform within the company. After completing an evaluation form that considers a number of aspects of the employee, the auditor talks with the employee about the findings. Performance reviews evaluate every facet of a person, honor accomplishments, and point out shortcomings. (Özgenel&Mert, 2019). Performance is the term used to describe an individual's actions and results that deviate from the intended goal. Measurable actions are essential for performance evaluation. It is important to differentiate between the behaviors and the results of performance (Azeem, 2018).

Passion

Passion is described the consistent and enduring interest in a long-term goal (Duckworth, 2016). A person with a high level of passion tends to be zealous and zestful while doing an intended task (Kevin et al. 2020).The involvement of teachers in self-directed learning predominantly depends on a combination of their intrinsic drive, passion, perseverance, and organizational support, which empowers them to navigate their learning experiences (Lopes & Cunha, 2017). The construct of work passion is composed of three elements: enjoyment of one's job, self-identity, and self-motivation. Positive emotions like love for one's work, a steady and purposeful state of happiness, and a reasonable evaluation of the importance and value of one's work and organization are all included in the latter. The organization's development and advancement are closely tied to the members' dedication to their jobs. Therefore, it is crucial to carry out in-depth research on job passion (Sun, 2023). Work passion—defined as an individual's liking or love of their work and the internalization of work into an individual's identity—is a vital component of employees' work motivation (Zhang et al. 2022).Work passion fosters creativity and motivates individuals to pursue new knowledge and cultivate relationships both within and without the organization, thereby accessing contemporary ideas and insights to enhance their performance (Pradhan et. al 2017).

Perseverance

Perseverance is the sustained and determined effort toward achieving a goal despite challenges, setbacks, or failures. (Duckworth, 2016). An individual with a high level of perseverance will be diligent and tend to work hard until their goal is achieved (Kevin et al. 2020). Perseverance denotes individuals' commitment to remain focused and dedicated to achieving objectives over an extended period; perseverance of effort signifies individuals' determination to achieve long-term goals through sustained attempts despite obstacles and challenges (Fabelico & Afalla, 2020).Perseverance in the workplace refers to the steadfast determination,

resilience, and commitment individuals demonstrate in the face of challenges, setbacks, or obstacles encountered during their professional endeavors (Tuzunkan, 2023). Perseverance refers to the heightened intensity of persistence after experiencing failures or when experiencing setbacks (Datu, 2021). Perseverance is a personal strength that reflects one's determination not to give up in the face of adversity and failure, to finish what one starts and to persist despite obstacles (Littman-Ovadia & Lavy, 2016). Perseverance is regarded as continuing or repeated action that is a default response (Duckworth, 2016). Employees who persevere expect a positive outcome, and if the prospect of this outcome diminishes, it may become more difficult to persevere (Mabazo & Van der Walt, 2024).

Conceptual Framework

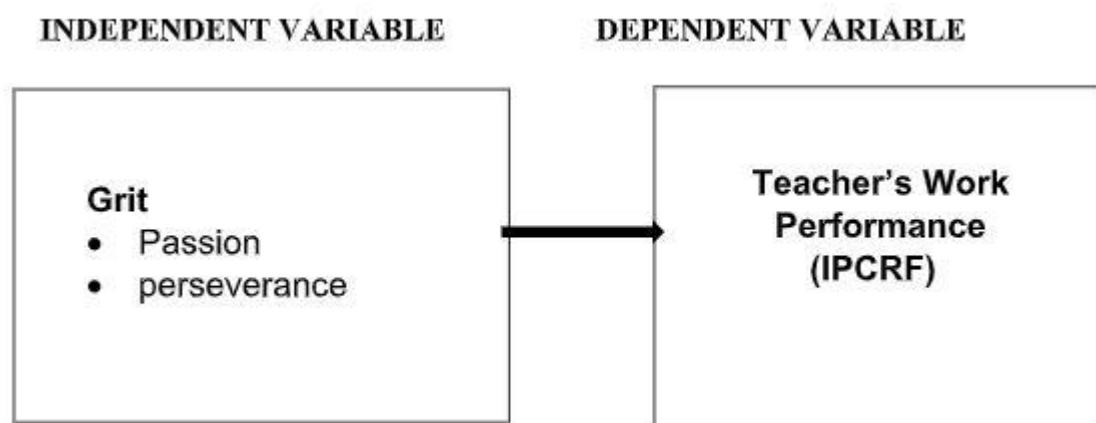


Figure 1. Conceptual Framework of the Study

The conceptual framework Figure 1 includes the grit which consists of two (2) indicators with twelve (12) items namely: passion and perseverance. And the teacher work performance.

Statement of the Problem

This study aimed to determine the level of grit and its relationship to work performance among the elementary teachers in the South District, Schools Division of Dipolog City during the school year 2023-2024.

Specifically, it sought to answer the following questions:

1. What is the respondents' perceived level of grit in terms of:
 - 2.1 passion; and
 - 2.2 perseverance?
2. What is the respondents' level of work performance?
3. Is there a significant relationship between the respondents' perceived level of grit and work performance?

Hypothesis

There is no significant relationship between the respondents' perceived level of grit and work performance.

III. Research Methodology

Method Used

This study employed a quantitative research approach to examine the relationship between grit and teachers' work performance. Specifically, the study utilized survey and descriptive-correlational methods to gather and analyze data from the respondents. The survey method, as described by Check and Schutt (2012) and cited by Caoile et al. (2024), involves collecting information from a sample of individuals based on their responses to questions. This method enables the researcher to collect data efficiently from a population using structured instruments, such as questionnaires, and allows for a variety of data collection procedures. To determine the nature and strength of the relationship between the variables, the study used a descriptive-correlational research design. Correlational research is a non-experimental research method in which a researcher measures variables, understands, and assesses the statistical relationship between them with no influence from any extraneous variables (Bhat, 2019). Therefore, a correlational analysis was conducted to ascertain the relationship between grit and teachers' work performance.

Research Environment

The study was conducted in the South District, Schools Division of Dipolog City, a growing educational hub in Zamboanga del Norte, Philippines. As the "Gateway to Western Mindanao," Dipolog City is well-known for its breathtaking Sunset Boulevard and rich cultural legacy.

Respondents of the Study

The study's respondents were the one hundred sixty-four (164) elementary teachers in South District Schools of Dipolog City during the school year 2023-2024. To obtain the exact sample size, the researcher employed complete numeration.

Data Gathering Procedure

The adviser duly signed a letter and sent it to the Dean's office at the Graduate School of Andres Bonifacio College, Inc. in Dipolog City, requesting approval to field the study's instrument. Next, the researcher's letter and the dean's endorsement letter were sent to the Office of the Schools Division Superintendent in the Schools Division of Dipolog City. The endorsement letter was then forwarded to the Research and Ethics Committee, requesting ethics clearance to field out the study's instrument. Lastly, the ethics clearance was presented to the principals and school heads of various schools, requesting their permission to administer the instrument.

Statistical Treatment of the Data

Presented below are the statistical tools utilized in the treatment and analysis of data gathered.

Weighted Mean. This is used to quantify the respondents' ratings on the grit and teacher performance.

Grit Scale	Range of Values	Description	Interpretation
5	4.21-5.00	Strongly agree	Very High
4	3.41-4.20	Agree	High
3	2.61-3.40	Somewhat Agree	Average
2	1.81-2.60	Disagree	Low
1	1.00-1.80	Strongly Disagree	Very Low

Standard Deviation. This is used to determine the homogeneity and heterogeneity of the scores where $SD \leq 3$ is homogenous and $SD > 3$ is heterogeneous (Aiken & Susane, 2001; Refugio, Galleto, & Torres, 2019).

Spearman Rank-Order Correlation Coefficient (Spearman rho). This is used to determine the correlation between grit and teacher work performance. The following guide in interpreting the correlation value suggested by Cohen (1988) was utilized in this study:

Value	Size	Interpretation
± 0.50 to ± 1.00	Large	High positive/negative correlation
± 0.30 to ± 0.49	Medium	Moderate positive/negative correlation
± 0.10 to ± 0.29	Small	Low positive/negative correlation
± 0.01 to ± 0.09	Negligible	Slight positive/negative correlation
0.0	No correlation	

The data gathered in this study were tallied, treated, and analyzed using Microsoft Excel Data Analysis ToolPak and J Amovi version 14. As a result, displaying of the statistical formulas is unnecessary. All statistical tests were performed at 0.05 level of significance.

IV. Results

Table 1
Perceived Level of Teachers' Grit in Terms of Passion

A. Passion	AWV	SD	Description	Interpretation
1. New ideas and new projects sometimes distract me from previous ones.	3.26	0.98	Somewhat Agree	Average
2. I become interested in new pursuits every few months.	3.45	0.90	Agree	High
3. My interests change from year to year.	3.30	0.92	Somewhat Agree	Average
4. I have been obsessed with a certain idea or project for a short time but later lost interest.	2.77	0.92	Somewhat Agree	Average
5. I often set a goal but later choose to pursue a different one.	2.89	1.05	Somewhat Agree	Average
6. I have difficulty maintaining my focus on projects that take more than a few months to complete.	2.83	1.03	Somewhat Agree	Average
Overall	3.08	0.85	Somewhat Agree	Average

Table 1 exhibits the perceived level of teachers' grit in terms of passion. As seen in the table, the respondents agree that they become interested in new pursuits every few months. However, they somewhat agree that new ideas and new projects sometimes distract them from previous ones, their interests change from year to year, have been obsessed with a certain idea or project for a short time but later lost interest, often set a goal but later choose to pursue a different one, and have difficulty maintaining their focus on projects that take more than a few months to complete. Overall, the respondents somewhat agree that their passion is at an average level. This finding entails that the level of passion of the teachers in the South District of Dipolog City is at an average level only. This finding implies that these teachers need technical assistance from the school principals and supervisors to motivate them to improve their passion for teaching. This finding can be connected with the fact that the learners' performance level is low. This finding contradicts with Southwick et al. (2019) study, which indicated that most respondents generally exhibited relatively a high level of passion in their work performance.

Table 2

Perceived Level of Teachers' Grit in Terms of Perseverance

B. Perseverance	AWV	SD	Description	Interpretation
1. I have overcome setbacks to conquer an important challenge.	4.13	0.60	Agree	High
2. I have achieved a goal that took years of work.	4.01	0.75	Agree	High
3. I am diligent.	4.18	0.57	Agree	High
4. Setbacks don't discourage me.	3.97	0.75	Agree	High
5. I finish whatever I begin.	4.27	0.63	Strongly Agree	Very High
6. I am a hard worker.	4.27	0.59	Strongly Agree	Very High
Overall	4.14	0.49	Agree	High

Table 2 conveys the perceived level of teachers' grit in terms of perseverance. The respondents strongly agree that they finish whatever they started and are hard workers. They also agree that they have overcome setbacks to conquer an important challenge, have achieved a goal that took years of work, are diligent, and are not discouraged in times of setbacks. Altogether, the respondents agree that the level of their perseverance in teaching is high. This finding suggests that the teachers of the South District of Dipolog City have a high level of perseverance in their teaching. This finding aligns with Southwick et al. (2019) study, which indicated that most respondents generally exhibited relatively a high level of perseverance in their work performance.

Table 3

Summary of the Perceived Level of Teachers' Grit

Teachers' Grit	AWV	SD	Description	Interpretation
A. Passion	3.08	0.85	Somewhat Agree	Average
B. Perseverance	4.14	0.49	Agree	High
Overall	3.61	0.56	Agree	High

Table 3 summarizes the perceived level of teachers' grit. The data shows that the level of teachers' grit in terms of passion is average while the teachers' grit in terms of perseverance is high. Overall, the level of teachers' grit is high. This finding signifies that the teachers' grit of the South District, Dipolog City is high. This finding agrees with Southwick et al. (2019) study, which indicated that most respondents generally exhibited relatively a high level of grit in their workplace.

Table 4
Level of Teachers' Work Performance

Scale	Range of Values	Description	Frequency	Percent	AWV	Description
1	1.499 & below	Poor	0	0.00	4.177	Very Satisfactory
2	1.500-2.499	Unsatisfactory	0	0.00		
3	2.500-3.499	Satisfactory	0	0.00		
4	3.500-4.499	Very Satisfactory	135	82.32		
5	4.500-5.00	Outstanding	29	17.68		
Total			164	100.00		

Table 4 reveals the level of teachers' work performance. The data shows that 82.32% of the respondents obtained a very satisfactory performance and the remaining 17.68% are outstanding. Overall, the teachers' level of work performance is very satisfactory. This finding indicates that the teachers' work performance in the South District, Dipolog City is very satisfactory. This may be attributed to their motivation to consistently perform well—knowing that achieving at least a “Satisfactory” performance rating is essential to qualify for the Performance-Based Bonus and other related benefits. This finding agrees with DepEd Order No. 2, s. 2015, which stipulates that performance-based bonuses and other incentives are contingent upon the final ratings recorded in the IPCRF—thereby motivating teachers to attain at least a “Satisfactory” rating and strive for “Very Satisfactory” or “Outstanding”

Table 5
Test of Relationship between the Levels of Teachers' Grit and Work Performance

Variables	rho-value	p-value	Interpretation
Teachers' Grit vs Teachers' Work Performance	0.047	0.551	Negligible/Slight Positive Correlation Not Significant

Table 5 illuminates the test of the relationship between the levels of teachers' grit and work performance. Utilizing the Spearman Rank-Order Correlation Coefficient (Spearman rho), the result asserts that there is a negligible/slight positive correlation between the levels of teachers' grit and work performance but interpreted as not significant. Thus, the null hypothesis is not rejected. This finding denotes that teachers' grit has no significant influence on work performance. This finding further denotes that teachers' grit and work performance are not significantly correlated. This finding can be attributed to the fact that the teachers need to achieve at least a very satisfactory performance regardless of the level of their grit for them to receive performance-based bonus and other related benefits. This finding disagrees with Fabelico and Afalla (2020) study, which found that significant relationships existed between grit in the workplace and teachers' work performance.

V. Discussion

This study aimed to assess the level of grit and its relationship to work performance among the elementary teachers in the South District, Schools Division of Dipolog City. Grit, the desire to pursue long-term goals with passion and perseverance, has been associated with very satisfactory performance in a variety of teacher performance domains. The findings demonstrated that teachers have high grit, which suggests that they developed their passion and perseverance to improve their work performance and attain their long-term objectives. Moreover, the findings reveal that elementary teachers in the South District, Schools Division of Dipolog City, did not employ grit to improve their work performance. This reveals that teachers who

significantly valued the application of grit in the workplace performed better professionally. In contrast, the opposite was true for others.

VI Conclusion

The study's findings indicate that elementary teachers in the South District, Schools Division of Dipolog City, value passion and determination as important tools for grit in the workplace. This method allows teachers to considerably improve their work performance levels beyond their current status. Furthermore, using grit in the workplace had no effect on their work performance. It can be inferred that teachers who have a great appreciation for the use of grit in the work are more likely to achieve excellent performance levels. Others, however, face a different predicament.

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