Disclosing the Challenges of Online Modality of Learning of Intermediate Students in Doña Remedios Trinidad

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ABSTRACT

This study focused on how the eight intermediate students from Pulong Sampaloc Elementary School in Doña Remedios Trinidad, Bulacan, perceived their experiences using the online learning mode in terms of technological, pedagogical, and social challenges. The qualitative phenomenological research design was used in this study to understand and describe the universal essence of a phenomenon, herein the lived experiences related to the challenges they met in the new modality of instruction. The findings were taken from their responses to guided interview questions personally conducted and administered by the researcher. Observations and recordings of their experiences and challenges were taken, analyzed, and presented. The intermediate students of Pulong Sampaloc Elementary School faced technological, pedagogical, and social challenges. However, because they were determined to succeed and complete their education, they could deal with it and achieve the results of their efforts in the best available and possible way.

Keywords: coping mechanisms, online instructional modality, pedagogical challenges, social challenges

INTRODUCTION

The coronavirus (COVID) crisis of 2019 has dramatically impacted the world's economic, psychological, and social environments and the educational sector. It has rapidly spread to thousands of people who are now sick or dead due to the virus's spreading. Additionally, the COVID-19 epidemic caused significant disruptions such as travel restrictions, school closures, and a global economic crisis (Cabrera, 2021).

Most countries have temporarily closed educational institutions to restrict the virus's spread and prevent infection. Schools has suspended face-to-face engagement between pupils and teachers. The Philippines is in the process of establishing a new educational norm, and educators' ongoing innovation and active engagement with other stakeholders are critical to its success. To ensure educational continuity and that each school continues to fulfill its objective and vision of providing access to education to every Filipino learner, the Department of Education introduced Offline Learning or Modular Distance Learning (Hartney, 2019).

The rapidly expanding capacity of information technology to enable online education is transforming education delivery. Students increasingly pursue courses outside of traditional face-to-face teaching contexts, depending on online course materials (Laude et al., 2020, as cited by Guarner, 2021). The increasing popularity of distance education and the diversity of students, especially those who study from remote areas, have presented educators with new obstacles. Although distant education appears comparable to face-to-face education in performance-based results, a meta-analysis indicates otherwise. Those enrolling in distant courses report much lower satisfaction levels than students learning in a face-to-face context, implying that these students are more prone to drop out (Justino, 2020). The students from Doña Remedios Trinidad had been identified as an equity target group, recognizing that their physical and geographical

isolation are barriers to achieving effective academic outcomes.

Distance Learning is a mode of instruction in which learning occurs between the teacher and learners who are geographically separated during instruction. There are three types of distance education: modular distance learning (MDL), online distance learning (ODL), and television/radio-based instruction (DepEd Learning Delivery Modalities Guidelines for School Year 2021-2022). While research has been conductedon the provision of 'distance' and 'face-to-face' education, both in terms of technology and content, there isa dearth of research on the experiences of students learning in geographically remote regions.

These small schools in the School Districts of Bulacan are situated 12 kilometers away from school, and transportation by motorcycle and hiking on unpaved roads and rugged trails. These are challenges to elementary students who walk 23 kilometers daily or trek through the mountains, conducting classes anywhere. Doña Remedios Trinidad is one of the largest municipalities in Bulacan, with remote communities that are physically isolated and disadvantaged. The study aims to determine the challenges of learners during online learning in Doña Remedios Trinidad.

Several schools situated in remote areas and sparsely populated areas are inaccessible geographically or lack educational resources. This research examined learners' technological, pedagogical, and social challenges during online learning at Doña Remedios Trinidad Elementary School in Bulacan. The researcher anticipates exposing the essence of parental engagement within the complexity of altered circumstances.

The technological challenges the students deal with in carrying out learning: availability of the device, access to the internet, electric power, and skills in using technology. For pedagogical challenges: teacher's support, motivation, and parental support. The social challenges are peer interaction and the learning atmosphere.

The teacher assumes responsibility for monitoring the students' progress. The teacher can be contacted via e-mail, telephone, text message, or instant messaging, among other methods. The teacher visits learners who require remediation or assistance at their homes wherever possible. Teachers or Local Government Officials provide printed modules to students, parents, and guardians. Since education is no longer limited to the school setting, parents act as educators' partners. The fundamental function of parents in education is to lead and build a relationship with the learner. Opportunities for better learning of students in remote areas mustbe established. This might be financially supported by cooperation between stakeholders-community and schools (Brakman, 2021).

This research addresses the challenges that learners experience during online learning and proposes ways to assist distant students and ensure they complete their studies effectively. The study explored the possible supplementary solutions that may greatly benefit them. This research may also be a way to voice out the often-neglected views of the learning facilitators, thus creating a door for innovation of the curriculum they are utilizing. The result of the study informs the community and stakeholders about the current issues and problems of the learners. With such, they can probably offer help, in any form, give necessary strategies about the learners' issues, and support the said educational endeavor.

REVIEW OF RELATED LITERATURE

This section discusses the study's related literature, significant theoretical underpinnings, and a brief survey of related studies in Disclosing the Online Modality of Learning of Intermediate Students in Doña Remedios Trinidad. This provides the groundwork for the systematic data analyses that formed the study's findings, conclusions, and recommendations.

Challenges in Online Learning

Online learning provides the foundation for making opportunities more equitable by accessing materials and digital literacy; making the learning experience more engaging consists of making the materials, or pedagogy, more accessible and increasing the quality of instruction and resources in examining current literature and reading from students about their online learning experiences learned that an opportunityexists to create more online environments where diversity is addressed and respected more intentionally.This is not to say that this is not done, but it can be done better.

The researcher read in the book "Transforming Schools with Digital Education" by Nichols M. (2019) stated that online learning during the COVID-19 crisis reported that students faced challenges with communication, assessment, online education experience, technology use tools, time management, anxiety, and coronavirus disease stress. Liguori and Winkler's editorial board essay discusses the pandemic's influence on online education. They urged further research and resources on the difficulties associated with online education.

The book "Students' Perspectives" recorded positive and negative student impressions of online learning. The authors conducted a literature study on students' reported hurdles to online learning and perceived challenges to learning more broadly. The objective was to identify impediments, difficulties, and success factors that may impact learning outcomes from the students' viewpoint (e.g., learning effectiveness, learner attitudes, and motivation). Additionally, the author sought signs of how the learner's background traits and demographics may impact the results of their online learning. It shows substantial variations in knowledge, attitudes, motivation, and experiences depending on the following factors: capability and confidence with online learning technologies; in other words, pupils' encounters with technology education; the type of learning institution they attend, which may be compared outright or which may also speak to their prior educational level; and learning effectiveness in the online setting (ranging from "cannot learn as well online" to "no difference between online and conventional classroom"), or self-efficacy—their belief that one can be a good student online.

Another article explored the challenges of online learning. It investigated the analysis of online education's weaknesses, strengths, challenges, and opportunities during the pandemic. The report provided guidelines for dealing with online learning challenges during natural disasters and epidemics. An article that featured adolescent online learners investigated in Pennsylvania by Wolfinger, it focused on achieving fully online virtual schooling through middle school. It included academic, social, and learner qualities and educational assistance. The findings indicated the critical role of instructors in virtual learning and that parental engagement might help children attain academic success. It was conducted by the International Association of Universities 2020 about the impact of COVID- 19 globally on higher education institutes.

The results also negatively influenced activities' quality and education opportunities' inequity. A documentary on Alturise was conducted about learners' and teachers' satisfaction with the online learning model using the Blackboard platform at Qassim University, Saudi Arabia. The documentary concluded that the e-learning mode is an advancement in education. However, significant work is needed to improve online learning applications. Some investigate challenges and obstacles in e-learning during COVID-19 accordingto their educational environment and provided facilities by different institutes.

Challenges in Offline Learning

While remote education has existed for at least a century, the medium has evolved from mail classes using pencil and paper to real-time courses. However, offline learning has essential traits regardless of the media and shares the same challenges. As the researcher read in the book of Jill M. Galusha (2020), "Barriers to

Learning in Offline Education." The student's issues and barriers fall into several distinct categories: cost and motivators, feedback and teacher contact, student support and services, alienation and isolation, lack of experience and training.

Unlike conventional pupils, offline learners are more prone to developing learning anxieties. These worries stem from personal and academic concerns such as the financial expenses of education, disruptions to family life, the apparent irrelevance of their studies, and a lack of family support. These pressures often result in a more significant percentage of dropouts than is the case with traditional students.

According to Keegan's (2020) article, the essential worry of offline learners is a perceived lack of feedback or touch with the instructor; without daily or weekly face-to-face contact with teachers, students may struggle with self-evaluation. Keegan argues that the distance between student and instructor obliterates a critical "link" of communication between these two individuals. The connection must be repaired by overt institutional efforts to "reintegrate" the teaching-learning transaction. Keegan expected that students who did not receive proper reintegration measures, such as internet or telephone contact, would be less likely to achieve full academic and social integration into the socio-economic structure.

Washington State University (WSU) (2019) article, offline students lack support and services like tutoring, academic planners and schedulers, and technical help. Distance learning's isolation might impede the learning process for adult students. When designing distance education programs, support for distancelearners should not be disregarded. Students need tutors and academic planners to assist them in completing courses on schedule and serving as a support system during times of stress. According to Washington State University (WSU) planners, "student services account for a significant portion of the program's planned expenses." Additionally, they feel that "success in recruiting, serving, and maintaining students will be determined by the quality of student support services provided rather than technological challenges." Costs and issues associated with technology may wreak havoc on budgets; nonetheless, student assistance for distant learners should take priority.

Related Studies

This section presents the summary of local and foreign studies that are relevant and could be of help in providing a background for the present study. This is the basis for the systematic data analyses that were used to come up with the study's findings, conclusions, and suggestions.

Challenges in Online Learning

Online education is mainly due to its mobility in delivery, the absence of constrained parameters associated with contact teaching, and the ability to remain anonymous in age, gender, or any preconceived lack of membership in a particular class or group. Online learning has made it feasible for working-class individuals to obtain more information within their time frame and without going to a distant physical site to get such knowledge. (Harandi et al., 2018, as cited by Karaman, 2019).

The study by (Davidson et al., 2019, as cited by Salmon, 2020) showed that external students might encounter challenges in participating while completing collaborative learning activities such as group work, group presentations, and group evaluations. Some of the difficulties encountered may be personal, such as anxiety related to technology use, being pushed beyond one's comfort zone, inequality in evaluation,especially in "group" tasks, and trouble with peer interaction. Despite the teaching staff's best intentions to deliver equal and productive learning experiences for all students, regardless of enrollment mode. Many academic staff members are nervous and underequipped to teach online, mainly because they are stilllearning to utilize some platforms (Jaques & Salmon et al., 2019, as cited by Thorsteinsson, 2020). This may isolate learners with differing degrees of knowledge and experience with various kinds of information

technology and are, therefore, partly on their own regarding the online learning environment provided by other Learning Management Systems (LMS).

Online learning activities can barely navigate the system independently, much alone navigate the complicated contexts of group interaction and social bargaining (Graham et al., 2020, as cited by Misanchuk, 2021). Group work is a critical component of education because it helps students develop considerable interpersonal and transferable employable skills. The increasing number of potential barriers to achievement beyond traditional group work experiences may further alienate isolated learners, resulting in disengagement, withdrawal, or eventual exclusion from engaging with and accessing course materials and associated learning activities.

According to the study by Leikomaa (2019), active discussion in an online learning environment fosters cognitive conflicts, which are necessary for learning and for which forum posts must be written in one's own words and ideas instead of utilizing a copy and paste technique. Another benefit of online learning from the student's perspective is that the student may often get more personalized advice than in-class (Nurmela, 2021). Thus, an online learning environment enables the provision of supervision outside of the classroom and the reuse of course content and materials. This allows more straightforward access to the materials and papers examined throughout the course and the potential to use student comments to enhance the quality of the teaching materials (Vainionpa, 2021). It is self-evident that individuals often relocate to large cities to study. We often read and see stories about rural depopulation in the media. With an ever- growing supply of online learning platforms and content, we can address the depopulation crisis, particularly in rural regions.

Nonetheless, online education gives an equal chance to individuals outside of major cities. Harandi's (2019) study asserts that 'a practical and the application-based online program is likely to excite learners, mainly if it accomplishes the specified goals.' Online education has certain inherent obstacles due to its delivery method. Thus, highlighting the influencing aspects, such as those affecting learners' engagement and motivation in an online course, significantly promotes a pleasant learning experience (Gedera et al., 2019, as cited by Wright, 2020). Additionally, the dynamics of online learning in impoverished nations are a reason for worry, particularly in light of the worldwide pandemic caused by COVID-19. Reasons for this concern include but are not limited to the sort of communication infrastructure in place in underdeveloped countries.

Although online learning plays a significant role in education, motivating online learners has not received much attention (Jones et al., 2020, cited by Savenye, 2021). This could be due to the focus on students' process of acquiring knowledge while ignoring other socio-emotional factors (Kreijns et al., 2021, as cited by Jochems, 2022).

Several factors affect online learning in a study about the student's perceptions concerning motivation factors in online courses, Sievi (2020) listed five main themes and characteristics in order of priority: learning-teaching process (which is usually seen in the role of an instructor), participation and attention (which are seen in the recipient of knowledge or learners), online learning environment, technical infrastructure, and time management.

Challenges in Offline Learning

In the study of (Carey, 2020), due to the restriction in movement adopted in practically all countries during the Coronavirus pandemic, distance learning was officially adopted as an alternative and the best-suited method of education, given the pandemic situation, and has now- become the preferred system of education in many countries around the world, consequently by shifting from regular classes to offline learning and adapting to the changing learning and teaching strategies.

However, some studies revealed that offline learning still has several problems despite its flexibility, low cost, easy access, and social benefits.

Additionally, increased social inequalities in some countries result in limited access to education (Scarpellini et al., 2021), based on Dachyar et al. (2022). They asserted a lack of adequate human resourcesin applying technology to education. Most of the barriers to offline education are technological, financial, informational, and human in character, as the researcher read in the study by (Ibrahim et al., 2019, as citedby Anwar, 2020). Anwar (2020) underlined that online education could not accomplish the desired goals in the developing world because most students cannot access the internet due to technical difficulties and the high cost of internet connections in these countries. Additionally, they examined the absence of humantouch with instructors, inadequate response time, and the lack of a typical classroom.

Similarly, Saxena et al. (2020) revealed that offline learning also affects. Some studies revealed that the quality of offline education is lower than that of face-to-face learning. Chetty et al. (2020) showed a marked decrease in student achievement levels by observing students' data in mathematics before and during the Coronavirus pandemic. Some possible reasons for the low quality of online education could be the policies and procedures adopted by some countries when switching to offline learning; for instance, doing homework and participation is optional, and the implementation of final tests is subject to cancellation (Alzaghibi, 2021). Offline learning, in general, is not as effective as face-to-face learning, but it is undoubtedly better than nothing.

Theoretical Perspective

The pandemic affected people's lives, including employment, education, communication, financial resources, and health. Governments throughout the world have shuttered educational institutions for society's wellbeing. This unanticipated and unusual disruption of social life and the educational system dramatically impacted the work of many instructors in various ways. A study by Almaiah (2020) examined the essential obstacles and elements driving online and offline learning system use during the COVID19 pandemic and discovered that technological considerations significantly impacted system practice.

Furthermore, students described some difficulties while taking online and offline classes. These include anxiety, depression, insufficient internet access, and an unfavorable home learning environment,exacerbated when students are marginalized or come from remote areas. Unlike Kapasia et al. (2020), Gonzales et al. (2020) discovered that confining students during a pandemic significantly influenced their performance. They attributed these findings to students' continued use of effective learning strategies, which increased their learning efficiency.

Bandura's Social Learning Theory

This study was anchored on Bandura's Social Learning Theory proposed by Albert Bandura, which aims to explain socialization and its effect on individual development. Social learning theory examines the individual's learning process, self-formation, and the socializing influence of society. Furthermore, social learning theory considers forming one's identity a learned response to social stimuli. It places more emphasis on the social framework of socialization than on the individual mind. He is opposed to other learning theorists, who view learning as a direct product of conditioning, reinforcement, and punishment. According to Bandura, most human behavior is learned through observation, imitation, and modeling. This theory postulates that an individual's identity is not the product of the unconscious (such as the belief of psychoanalytic theorists) but is the result of modeling oneself in response to the expectations of others.

Social interaction contributes to learning; as per social learning theory established by psychologist Albert

Bandura, people acquire behavior through observation, imitation, and modeling. It may believe that online learning contradicts this notion since it is delivered to an individual rather than a community of learners. However, technology enables us to provide several options for e-learning to incorporate a social learning technique. However, many rural learners are excluded from the online teaching-learning process due to a lack of digital devices that connect to the internet, the learning management system, and software. Attitudes and behaviors develop in response to reinforcement and encouragement from those in our immediate environment. While social learning researchers recognize the significance of early childhood experiences, they argue that people's identities are established more by the behaviors and attitudes of others (Crossman, 2019).

This is also supported by Jean Piaget's Learning Theory, which stressed that learning results from mental and physical development combined with experience. The term "development" refers to cognitive structures becoming more sophisticated, mobile, and systematized. Piaget defined thinking (the capacity to reason, connect ideas, and solve problems) as the consequence of cognitive structures progressively developing inside the brain due to direct exposure to and interaction with the environment.

This emphasizes self-discovery as a means of learning. This means that eLearning course developers should avoid overloading their curriculums with content that "tells learners"; instead, content should be provided so that learners are forced to discover some aspects of the syllabus independently. Although little research has been conducted specifically on remote students, research has revealed several difficulties impacting distance learners or students in remote areas. Not only is experience necessary for learning, but so is pupils' maturity and capacity to absorb and learn from stimuli. Students in remote areas' current cognitive structures constrained pupils' ability to create new ways of interpreting things.

Constructivist perspectives emphasize the critical role of students in constructing their knowledge and learning as a consequence of their educational experiences. Jean Piaget is generally credited with formalizing constructivism from a within-the-human standpoint. Learning is the adaptation process to changing environmental stimuli that involves sequential phases of absorption, accommodation, and equilibration. Students blend their experiences and observations into the logic of their current or growing understandings as they assimilate knowledge. For instance, youngsters may comprehend the butterfly's life cycle to understand the human life cycle. Accommodation happens when there is a conflict or mismatch between new knowledge and students' internal models, requiring students to modify their previous understandings and expectations to accommodate new perceptions and experiences. Constructivism is a philosophy of education that argues that individuals actively construct or create their knowledge and that reality is defined by the learner's experiences (Elliott et al., 2018).

Arends (2018) defines constructivism as the belief in the learner's creation of meaning via experience, which is impacted by the interaction of past knowledge and new experiences. These methods indicate that teachers should strive to create a realistic, authentic environment that is challenging and motivating for students (Martens, 2019). Although technology enables remote students to access resources, their geographical isolation creates several hurdles that make creating real learning experiences challenging. Meta-analyses indicate that the efficacy of online education programs varies significantly and that various course-related variables contribute to good outcomes (Allen et al., 2016, as cited by Tan, 2018). Amongthese elements is the form of communication or delivery, the connection with the teaching staff, thetechnology and assistance, the psychological implications of learning at a distance,' including contact, and the course content.

An excellent method to apply this concept in eLearning environments is to convey essential concepts as high-level theories and learning points. Then, extra content that allows learners to study and explore other parts must be supplied. This will enable students to create ideas regarding the instructor's fundamental concepts. That is, development preceded learning. On the other hand, Vygotsky recognized that learning

processes result in action. According to Vygotsky, learning is an essential and universal feature of developing organized, specifically human, psychological functioning. In other words, development occursas a result of learning higher-order thinking.

These theories have provided a thorough investigation of teachers' behavior and attitudes as a result of the influence of society. The ideas have attributed the origins of an individual's personality to their experiences in a specific civilization. This relates to the investigation's purpose. It documented the teachers' experiences, coping mechanisms, and insights when allocated to unstable situations in remote areas.

The Theory of Establishing and Maintaining Teacher-Parent Presence to Support Student Learning

Teacher and parent presence for students is an emerging sense within the broader interaction processbetween a teacher-parent and students in online and offline learning environments. The approach involves both teacher-parent participation and student participation. Teacher-parent presence and student perception are not separate things. Instead, they are interdependent components of the more important process. Teacher-parent presence is a step in the process—and interaction between instructors, students, and course content. The idea of instructor presence occurs in student response to pre-course teacher-parent activities and in connection to a student's motivations for being in the class, including flexibility.

The online teacher exists; presence is the setting in which online learning in a course is performed, the environment in which the online student moves. In an offline setting, this is where parents teach their children. When it does not exist, the vacuum saps the course's dynamics. Students desire teachers-parents who serve as both sage on the stage and guide on the side. They desire clear teaching, perhaps even alecture. They even want some direct instruction, possibly even a lecture. They like to have some creative instructor-produced use of technology. A theme from this research gives a new understanding of thedichotomy between the instructor roles of sage on the stage and guide on the side.

This study revealed a link between two contradictory positions, insofar as students desire a teacher-parent to assume the sage character initially but are after that content for the teacher-parent to assume a facilitator role with indirect instruction and even student-to-student instruction. The sage function is the prerequisite for the success of the guide role. They like the teacher-parent to arrange and clarify the material at the start and be accessible for further clarification. Intriguingly, students enjoy greater freedom when the teacher-parent is first strong; subsequently, lessons since they are more confident in their comprehension and readiness forthe following tasks.

MATERIALS AND METHODS

"The qualitative phenomenological research design is used in this study for it seeks to understand and describe the universal essence of a phenomenon, herein the lived experiences related to the challenges they met in the new modality of instruction. This strategy analyzes the everyday experiences of the individual students about the phenomena beforehand (which are the experiences of challenges). In other words, phenomenological research examines lived experiences of the participant-students to understand how to interpret them individually. The researcher used phenomenological research methods to investigate the universal nature of a phenomenon by examining the challenges of intermediate students during online learning modality in the cited remote area.

A qualitative approach was utilized by interviewing a number of students to gather necessary information about the possible situation, herewith noted as the challenges of the students during online instructional modality.

This method examines the online challenges met by learners in a remote intermediate school. The data presented are from the learner participants' viewpoints from a specific Doña Remedios Trinidad,Bulacan school.

In this qualitative method, the researcher employed an in-depth interview design. It is optimal for collecting data on informants' responses regarding the technical difficulties associated with the online mode of learning, including the unavailability of devices, poor or lack of access to the internet, absence or intermittent electric power, and absence or lack of skills in using technology. The second part of theinterview dealt with and collected responses regarding participants' pedagogical challenges, including the absence or lack of parents and teachers' support and maintaining motivation during classes. The thirdsection sought information regarding the participant's social challenges with peer interaction and theirunconducive learning atmosphere. The last part of the interview tackled the various strategies or coping mechanisms some students used or implemented to work their difficulties out under the new online education setup. All this first-hand information about the challenges encountered by these students regarding their online instruction modality was heard, as they were personally related and explained by the participants to the researcher herself.

Population and Setting of the Study

A total of eight (8) informants of the study were chosen by purposive sampling. They were chosen based on the inclusive criteria of availability, accessibility, and willingness to be participants in the research. This study utilized the NATO phonetic alphabet to protect the identities of the informants. Since the study sought to determine the intermediate students' technological, pedagogical, and social challenges during online instructional modality, the researcher selected a group of intermediate students currently undergoing classes using online instructional modality at Pulong Sampaloc Elementary School in Doña Remedios Trinidad, Bulacan. The researcher personally interviewed the eight informants with parental and individual consent. The researcher also informed the selected participants that this study addresses the challenges they are experiencing in their online mode of learning and proposes ways to assist them so they can complete their studies effectively. They were likewise informed that this study explores the possible supplementary solutions that may benefit them in the future.

Instrumentation and Validation

Interview – Guided questions constructed with the agreement to the topic were given for this study informed discussion. The interview guide was used to keep interviews consistent in their content. The researcher utilized semi-structured questions and did pre-testing to ensure validity aside from undergoing completed internal and external validation through the experts assigned for checking and revisions.

Since the researcher uses a qualitative research design, the researchers devise a semi-structured interview guide. The data collection techniques included observation and interviewing. Furthermore, data were obtained from participants' opinions on their experiences in remote areas and their interactions with the community. The researcher blended in with the learners and community. Data were coded using observational data, conversation transcripts, and recordings. The data sets were reorganized and analyzed to build a theme of learner-participant experiences.

Patton's phenomenological inquiry framework guided the researcher in conducting the study. The first part was the epoché phase, in which the researcher gave each respondent the opportunity to tell their stories, their lived experiences in using this online instructional modality in terms of technological, pedagogical, and social challenges. The second phase was the phenomenological reduction. This involved locating within the

experiences or self-story of the informant's key phrases and statements (themes) that speak directly of the phenomenon under study; interpreting the meanings of these phrases; obtaining the informant'sinterpretations; and inspecting these meanings for what they reveal about the essential recurring features of their lived experiences. The last phase is the textual portrayal of each theme and, finally, the development of structural synthesis. The entire analysis process aims to examine the lived experiences of the ones who produced the experience rather than the imposition of other people's interpretation.

The first component sought information regarding the participant's technological difficulties associated with the online mode of learning (the availability of devices, their access to the internet, availability of electric power, and their skills in using technology. The second portion collected responses regarding respondents' pedagogical challenges, such as the parents' and teachers' support and maintaining motivation. The third section sought information regarding the participant's social challenges in peer interaction and the learning atmosphere. The last part inquired about the coping mechanisms some students used or implemented to hurdle the difficulties they encountered under the new education setup.

Data Gathering Procedures

A communication letter was forwarded to the Division Schools Superintendent, the principals of the participating schools, and the Elderly in Doña Remedios Trinidad for their approval to conduct the study. Ethical considerations were observed by considering some ethical principles in research while conducting the study. The researcher also observed the principles of autonomy, beneficence, and confidentiality of the procedures.

A qualitative technique analyzed experiences, opportunities, and open challenges. The conversation allowed participants to share and compare their experiences, which were focused mainly on the situation. The researcher compiled their perspectives and experiences narratively.

During the lockdown, interviewing permitted a small number of individuals from diverse geographical locations to participate in conversations, communicate with one another, and discuss their experiences and ideas. The two preceding phases were conducted for the researcher to construct a comprehensive picture of various statements from multiple viewpoints and experiences. The researcher examines and understands the challenges and coping mechanisms by analyzing and comprehending the difficulties participants related in their online learning mode in terms of pedagogical, social, and technological perspectives.

This study used several steps in the research process that need empirical labor to collect data that might confirm, deny, or challenge ideas, which helped the researcher comprehend and clarify various findings. In this research, induction collects data on a particular topic of study. It then builds distinct conceptions from this data. An individual has lived experiences studying in remote areas and exposing their challenges indetail were considered more relevant to this research because a qualitative approach allowed for greater capacity to gain more depth.

Data Processing and Treatment

The following procedures were used in processing and treating the data gathered: The interviews with the informants were audio recorded and then transcribed. The transcripts were analyzed to uncover emerging themes. The basic structure for creating profiles was used to transform the data into portraits through the process of studying, reducing, and analyzing. The studying phase occurred as the tape was transcribed independently. Each interview was listened to at least three times. The transcript was then read and edited. Next, the most relevant messages were marked and then studied to determine names for emerging themes. A cross-case analysis was conducted by studying the portraits and themes in the content of the literature on

lived experiences in using online instructional modality in terms of technological, pedagogical, and social challenges. Finally, the real transcripts of the lived experiences of the informants that significantly relate to the themes were highlighted and included in the phenomenological reduction.

RESULTS AND DISCUSSION

This chapter contains the study's findings and an in-depth analysis of the data. Its conclusions are based on data acquired from respondents' interviews. These data were then compiled, evaluated, and interpreted to develop the themes utilized to address the study challenge.

Technological Challenges

This chapter presents the characteristics of the students as key informants enrolled in the Pulong Sampaloc Elementary School as personally interviewed by the researcher. It included the technological challenges the students dealt with in their online modality of learning regarding the availability of devices, access to the internet, electric power, and skills in using technology.

Inadequate learning resources

"Alpha" is a female. A Grade 5 student related that she only uses modules in her studies. She only uses other books when necessary. They do not have an internet connection at their house. Whenever there is an online class, she goes to their neighbor's house so that she can attend their online class. They also do not have electricity at night, so she only studies during the morning, but when her schoolwork is not yet finished, they use solar lights.

"Bravo," a sixth-grade student, said he does not have any available devices to study at home; instead, he uses modules to learn what he needs to know. Whenever required, he goes to the computer shop to search for his homework because they do not have an internet connection at their house. If his older brother does not have a class, he asks his brother to go to the computer shop to help him with his online class.

"Charlie," a Grade 6 female student, stated that she does not use devices to study; she relies only on modules to understand what she needs to know. She would usually borrow some old reading materials from her siblings for her reference. They do not have internet access at home, and more so, they do not have electricity. As much as possible, she finishes her schoolwork all day.

Another male student, "Delta," who is in Grade 5 student, similarly shared that he also uses the provided modules only in his studies. He claimed he could not even use another book when necessary. They do not have other books or internet access at home. He narrated that he would only borrow their aunt's cellphone and load up on mobile data for them to be able to attend online classes whenever they have virtual classes.He also asked for his older sister's assistance in guiding him in attending an online class.

"Echo" is a female. A Grade 4 student told the researcher that she uses modules and her cellphone in her studies. Three siblings share the cellphone they use. She narrated that whoever has an online class will be given the privilege first of using a cellphone. If their online class happened to be conducted at the same time, his high school brother would be prioritizing its use, and Echo will have no option but to watch a recorded video of their class afterward.

"Foxtrot" is a male. A Grade 4 student said he uses modules and his cellphone for his studies. They do not have internet access at home, but when they need to attend their online class, they will pay for a "Piso-wifi"

from their neighbor. He is accompanied by his older brother to assist him in using his cellphone, for he claims to be not so much knowledgeable about its use.

"Golf" is a female. A Grade 4 student-related, she uses a cellphone and modules to study. They do not have internet access at home, so whenever she needs to attend an online class, and there is a need to research for her homework, she would ask her father to load up her mobile data.

"Hotel" is a male. A Grade 5 student also said he uses a cellphone and modules for his studies. He said they also do not have internet access at home. Whenever he needs to search for his schoolwork, he connects to the "Piso-net" of their neighbor. One peso is equal to 5 minutes on the computer in accessing the internet.

This presents the characteristics of the students as key informants enrolled in the Pulong Sampaloc Elementary School. It includes the technological challenges the students deal with in their online mode of learning regarding the availability of devices, access to the internet, electric power, and skills in using technology.

Findings in the chapter revealed that most of the difficulties that repetitively appear in the students' responses are inadequate learning resources. Most students use modules and need other resources to study. Unavailability or lack of internet access is one of the most common problems that students face. Thisproblem is mainly caused by geographic location. Furthermore, since the online mode of learning relies on electronic gadgets and devices in this context, the students were challenged with the additional challenge of having no or absence of electrical power. The students further indicated difficulties using devices for their lesson activities. They still need guidance from their elder brothers or sisters. This difficulty sometimes reduces the learning opportunity or value of the lesson.

Pedagogical Challenges

This presents the characteristics of the students as key informants enrolled in the Pulong Sampaloc Elementary School. It includes the pedagogical challenges students face in the online learning mode regarding teacher and parental support and maintaining motivation in their classes.

Poor or lack of support for learning

Alpha shared her experiences while studying her lesson.

"It is challenging for me to keep up with our online class since I lack the necessary devices and we lack internet connection at home. Even when I answer my modules, it is challenging since I often do not understand the Math lesson. I even need to ask my older brother for assistance." (Alpha 010 -012)

Bravo, on the other hand, said that:

"It is challenging, but my elder brother can assist me whenever I have concerns about my lessons. He can also accompany me to the computer shop so we can search for my lesson and attend an online class." (Bravo 013-014)

Charlie, the third informant, likewise narrated her experiences.

"It is quite tough for me to complete the modules given that I do not have access to any electronic gadgets or even the internet. I had to ask my brother to lend me his book so I could read it." (Charlie 015-016)

Delta narrated his experience:

"I find it difficult to answer my modules because I do not attend our online classes often. I can only attend an online class if my aunt can lend us her cellphone and if my father has money to load up for mobile data. Usually, when I do not have a cell phone to use for searching, my sister will help me." (Delta 017-018)

Echo shared her experiences while studying her lesson.

"Even though I cannot attend our online class, I have no trouble completing my modules because I am viewing a recorded video lesson created by our teacher. If I have a question, I seek assistance from my elder brother." (Echo 019-020)

Foxtrot, on the other hand, said that:

"I also struggle to complete my modules since we frequently lack funds to pay for Piso-wifi to attend online classes. When my elder brother does not have classes, he will assist me in completing my modules." (Foxtrot 021-022)

Golf narrated his experience:

"I have difficulty answering my modules because the data connection is consumed immediately, so I usually do not finish my class when I attend our online class. My mother helps me answer my modules when she is not working at the farm." (Golf 023-022)

Hotel, the last informant, likewise narrated her experiences.

"I have no difficulty in answering my modules because my mother assists me in answering my modules, and my father gives me money to spend on the piso-net near us so that I may attend our online class." (Hotel 023-024)

The chapter discusses the informants' pedagogical challenges the students dealt with in their online learning mode regarding teacher support, maintaining motivation, and parental support. The informants honestly gave their stories and unforgettable encounters with their studies.

Based on the interview conducted, six (6) (Alpha, Bravo, Charlie, Delta, Foxtrot, and Golf) of themexperienced difficulty in answering their studies because the most recurring challenges experienced by the students in a remote area are the unavailability or poor internet access and lack of gadgets to use. At thesame time, only two (2) (Echo and Hotel) narrated having had to struggle in their studies. They can attend online classes and watch recorded video lessons made by the teachers. They have their parents' full supportin their studies, unlike the rest.

Social Challenges

This presents the characteristics of the students as key informants enrolled in the Pulong Sampaloc Elementary School. It includes the social challenges students face in their online learning mode regarding peer interaction and learning atmosphere.

Poor learning environment

All informants were asked about their experiences in their peer interaction and learning atmosphere.

Alpha shared her view that she has been unable to communicate with her classmates since the lockdown; she claimed to miss them and wants to play with them again. Additionally, due to the noises from their neighbors' pets, she cannot concentrate on her lessons effectively. Moreover, occasionally, she must assist with household chores. (Alpha 025-030)

Bravo stated in his interview that he no longer contacts his peers in person. He misses their time spent learning and playing together. If he attends an online class at the computer shop, he gets distracted by other people's noises. His study time was divided between household chores and looking for his younger siblings. (Bravo 035-040)

Charlie shared that he, too, cannot see, talk to or communicate with her classmates anymore. What she misses the most about her classmates is their friendships and when they would eat snacks together during school breaks. The commotion from their house and their neighbors usually distracted her when she was studying in the morning. (Charlie 040-045)

I miss being with my peers. I miss playing with them. I still have not seen them. I struggle to study since I must assist my mother with housework. (Delta 050-055)

Echo is no longer able to interact with his classmates. What she misses most is studying together. She cannot focus on her studies since she is responsible for caring for her younger brother while her parents work. (Echo 060-065)

Foxtrot stated that although he cannot speak with his peers in person, they communicate virtually using "group chat." However, it is also different for him when they are together. He longs for the company of his peers. At their home, he has no academic difficulties. (Foxtrot 070-075)

Golf said she misses her classmate because they could no longer personally play together. Their home's vicinity to the road makes it difficult for her to study there due to the noise of passing vehicles (motorcycles and trucks). (Golf 080-085)

Hotel mentioned that he could still communicate with his classmates virtually since they have a group chat and play online games as if they were together. At home, he has no problem studying, but if he attends an online class at the piso-net shop, he gets distracted by other people's noises while watching things or playing video games. (Hotel 090-095)

This chapter presents the characteristics of the students as key informants, including the social challenges they face in their online mode of learning in terms of peer interaction and learning atmosphere.

The findings depict consensus among the informants that, in totality, the difficulties in an online learning modality in terms of communicating with their classmates. While the home may present comfort, students voiced difficulty balancing home responsibilities and learning. It keeps their time divided, their focus distracted, and the home responsibilities affect their attention. The students likewise expressed online learning difficulties regarding their physical learning environment, especially for students who need to go to internet shops and get distracted when they are studying at home. Some of them do not find their homes conducive to learning.

Strategies/ Coping Mechanism

Students used these strategies or coping mechanisms to deal with the challenges they experienced in using an online instructional modality. Understanding the coping strategies students use could help elucidate

their experience and point to ways that can support their success and well-being.

Technological Challenges

1. Establishing network with neighbors with internet connectivity.
2. Availing the services of commercial shops.
3. Obtaining reading resources on-lend for reference.

Pedagogical Challenges

1. Asking for assistance from mother/father.
2. Requesting help from a sibling.
3. Requesting teacher aid.

Social Challenges

1. Studying at the crack of dawn to avoid being distracted by noise.
2. Managing time to balance studies and household obligations
3. Studying at night when everyone is asleep and can concentrate on finishing their schoolwork.

Summary of the study, Significant findings, conclusions, and recommendations.

The general problem of this study is: "How did the intermediate students perceive their lived experiences in using the online mode of learning in terms of technological, pedagogical, and social challenges?" Specifically, the study sought to answer the questions: How did the students perceive their lived experiences in using online instructional modality in terms of technological challenges? How did the intermediate students perceive their lived experiences in using online instructional modality in terms of pedagogical challenges? How did the intermediate students perceive their lived experiences in using online instructional modality regarding social challenges? Moreover, what strategies or coping mechanisms do the students use to deal with the challenges they experienced in using the online instructional modality?

The phenomenological-qualitative study focused on how the eight (8) intermediate students perceived their experiences in using the online learning mode in terms of technological, pedagogical, and social challenges in Pulong Sampaloc Elementary School in Doña Remedios Trinidad, Bulacan. The findings were taken from their responses to guided interview questions personally conducted and administered by the researcher. Observations and recordings of their experiences and challenges were taken, analyzed, and presented.

SUMMARY OF FINDINGS

From the foregoing analysis and interpretations, the following findings are drawn and presented.

1. Technological Limits, discusses the informants' characteristics enrolled in the Pulong Sampaloc Elementary School. It includes the technological challenges students face in their online learning mode regarding device or gadgets availability, internet accessibility, electricity power, and availability of technological skills.

Results showed that the repetitive difficulties in the students' responses are inadequate learning resources.

Most students use modules and need other resources to suffice their studies. Lack of or poor internet accessis one of the most common problems that students face. This problem is mainly caused by geographic

location. Furthermore, since the online modality of instruction or learning relies on electronic gadgets in this context, the students were challenged with the absence of no electricity power. The students further indicated difficulties using technological devices for their lesson activities. They still need guidance from their elder siblings (brother or sister). This difficulty sometimes reduces the learning value of the lessonsthey are supposed to acquire.

2. The informants' pedagogical challenges most students under study faced in their online learning modality, specifically regarding teacher and parents' support and maintaining motivation. The informants honestly gave their stories and unforgettable encounters with their studies. Based on the interview conducted, six (6) (Alpha, Bravo, Charlie, Delta, Foxtrot, and Golf) of them experienced difficulty in answering their studies because the most recurring challenges experienced by these students in remote areas are poor or lack of internet access and lack of gadgets to use. While only two (2) (Echo and Hotel) struggled in their studies, they could attend online classes and watch recorded video lessons made by the teacher. They have their parents' full support in their studies.

3. Social Constraint, generally discusses students' social challenges do the students dealt with in their online mode of learning in terms of peer interaction and learning atmosphere. The findings depict consensus among the informants that, in totality, the students also have difficulties in the online mode of learning in terms of communicating with their classmates. While the home may present comfort, students voiced difficulty balancing home responsibilities and learning. It keeps their time divided, and home responsibilities affect their focus. The students likewise expressed online mode of learning difficulties regarding their learning environment. Especially for students who need to go to internet shops, and when they are studying at home, get distracted. Some of them do not find their homes conducive to learning.

CONCLUSIONS OR SYNTHESIS

Based on the findings of the study, the conclusions were drawn in their online studies, the intermediate students of Pulong Sampaloc Elementary School faced technological, pedagogical, and social challenges. However, because they were determined to succeed and complete their education, they could deal with itand achieve the results of their efforts in the best available and possible way they can deal with it. Their learning outcomes were viewed as excellent models, evidence of their courage in overcoming challenges,and extremely gratifying in the end. The frustrations caused by online learning challenges were turned into a desire to achieve another goal of greatness.

RECOMMENDATIONS

The following discusses the recommendations on managing and overcoming the challenges in the online mode of learning. The findings reflect the information gained from the analysis of the informant's interview transcripts as well as the field notes of the researcher.

In light of the foregoing significant findings and conclusions of the study, the following recommendations are proposed:

1. Increase partnerships between school and community and stakeholders

It is recommended that students from the remote area attending online schooling be given shared opportunities which could be cooperatively established. This might be financially supported by and through cooperation between stakeholders-community and schools. Collaborations with stakeholders extending this

assistance from the community to school students and faculty members over academic preparation demands enhance academic competency and encourage hybrid education.

2. Create rural student mentorship opportunities

The researcher likewise recommends supporting students in remote areas effectively moving from face-to-face to online education; The researcher proposes purposeful mentorship opportunities. Mentoring is an excellent approach for providing students with the resources and guidance necessary to comprehend their lessons. This little step can begin at the barangay levels where these students are.

3. Parents must have full involvement.

The remote learning of their children amid the COVID-19 crisis is an experience fraught with many changes marking their family lives. This opens new levels of connection between the parents and children physically and emotionally. Within this experience, parents also encounter various structural, pedagogical, and relational difficulties. However, parents must rise above the situation to dynamically respond to the call of new parenting challenges brought by the current global crisis.

It is also suggested that a networking style of reorientation be provided to parents or guardians on how to assist their children in their schooling needs, whom to call for assistance, or how to handle these situations. Strengthen information dissemination or campaign about how children should be prioritized during these times and circumstances.

4. Create a calendar of household chores

Create a calendar of household chores and share it with other household members so that everyone knows when an online class is scheduled. Despite online learning challenges, concentrating on the pupil's ultimate educational aim should be prioritized.

While the home may present comfort, students voiced difficulty balancing home responsibilities and learning. It keeps their time and focuses divided. Students stated that online learning schedules interferewith their household responsibilities. This is common in online learning because students usually assist in family tasks.

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