Lived Experiences of Elementary Teachers in Modular Distance Learning: Challenges and Adaptation Strategies

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Abstract: This study explored the lived experiences of elementary teachers handling Grade 2 pupils in Gandara District under modular distance learning, focusing on their challenges and coping strategies. Using a transcendental phenomenological approach, in-depth interviews were conducted with Grade 2 teachers from nine interior schools to gain insights into their experiences. The findings revealed significant challenges, including difficulties in addressing diverse learning styles, adapting teaching strategies, and ensuring student engagement. Teachers emphasized the need to tailor instructional materials to students' individual levels rather than using standardized content, highlighting the importance of differentiated instruction. Parental involvement emerged as a crucial factor in bridging learning gaps and providing additional support. The study also highlighted the emotional and professional impact on teachers, who experienced both fulfillment and exhaustion in their efforts to facilitate learning remotely. Key themes identified include the need for flexible monitoring, home visitations, early literacy support, and adaptive teaching methods. Despite the challenges, teachers remained committed and resilient, motivated by their dedication to student development. The study concludes that effective distance teaching requires a comprehensive approach that considers the challenges faced by educators, the diverse needs of students, and the crucial role of parental support. Recommendations include continuous professional development, well-prepared instructional materials, and improved monitoring systems to enhance the effectiveness of distance education in rural areas.

1. Introduction

A major school crisis has compelled education systems to adopt alternative learning delivery methods to ensure the continuity of quality education while prioritizing the well-being of students, teachers, and stakeholders. This shift required significant adjustments, moving away from the traditional classroom setup that thrives on human interaction to remote and distance learning modalities.

In the Philippine educational system, the Department of Education

(DepEd) implemented the Basic Education Learning Continuity Plan (BE-LCP), which introduced modular distance learning as the primary modality for elementary and high school levels. Distance education aims to provide uninterrupted learning despite geographical barriers and other challenges that hinder face-to-face instruction. The modular distance learning approach was widely adopted as a practical solution based on the results of the nationwide Learner Enrollment and Survey Forms (LESF), where a significant number of parents preferred this modality (Malipot, 2020).

However, the implementation of distance learning has revealed existing educational disparities, particularly in rural areas where access to quality education is already a challenge. Even before the school crisis, efforts to achieve inclusive and equitable education in the country had been slow (United Nations, 2020). The sudden shift to modular distance learning further exposed issues such as a lack of access to learning resources, limited technological infrastructure, and the varying levels of preparedness among educators and students. Addressing these inequalities requires a focus on the diverse learning needs of students to prevent educational gaps from widening.

The transition to distance learning has placed considerable pressure on teachers, who have had to adapt their instructional strategies to accommodate modular teaching with limited resources and minimal training. Cuaton (2020) pointed out that distance learning is not the ideal setup for basic education due to the technical and psychological

unpreparedness of teachers and the inadequate infrastructure, especially in remote areas. Gokalp (2016) emphasized that the success of any educational modality largely depends on teachers' readiness and their ability to deliver quality instruction.

Students, on the other hand, face challenges in adapting to modular distance learning due to the lack of immediate teacher support and guidance. Without the benefit of face-to-face interactions, they struggle with comprehension, self-discipline, and maintaining engagement in their lessons. Communication between students and teachers relies heavily on social media platforms such as Facebook Messenger, text messages, and phone calls. This limited interaction can hinder students' cognitive and social development, as their questions and concerns are not addressed in real time, potentially leading to misconceptions and learning gaps (Reimers & Schleicher, 2020).

Both teachers and students encounter difficulties in navigating the distance learning setup. Bautista et al. (2021) highlighted that the lack of physical and social interaction poses challenges to effective teaching and learning. Teachers are required to innovate and adapt their teaching methods to sustain students' interest and engagement, despite the constraints of remote learning. According to the Organization for Economic Co-operation and Development (OECD), the shift to modular distance learning has placed an increased demand on educators to be resourceful and creative in delivering lessons effectively (Bautista et al., 2021).

In the Schools Division of Samar, particularly in rural municipalities, teachers exert significant effort to ensure continuous student engagement despite their limited preparedness for distance learning. Teachers in these areas struggle to create an inclusive and supportive learning environment that caters to students' academic, social, emotional, and physical development. However, the effectiveness of the modular distance learning modality in encouraging student learning in schools situated in rural areas, such as those in the District of Gandara, remains unclear. Thus, there is a pressing need to investigate the lived experiences of teachers and students in these contexts to provide insights into the challenges they face and the strategies they employ to adapt to this educational setup.

2. Objectives

This study aimed to investigate the lived experiences of elementary teachers on distance teaching of Grade 2 pupils in elementary schools in Gandara District. Specifically, it sought to:

a. explore the lived experiences of the participants in elementary distance teaching, and
b. determine the meaning and structure that could be derived from the lived experiences of the participants in distance teaching.

3. Methodology

3.1 Research Design

This study employed a transcendental phenomenological research design to explore the lived experiences of

elementary teachers in distance teaching. In-depth interviews were conducted with teacher respondents who had firsthand experience in elementary distance teaching, focusing on understanding the essential structures of consciousness in their experiences (Moustakas, 1994).

This approach was suitable for investigating elementary distance teaching in Gandara District, as it provided a comprehensive understanding of teachers' subjective experiences while minimizing biases through epoché (Creswell & Poth, 2018). It also facilitated the collection of rich qualitative data, offering insights into effective teaching and learning practices in distance education.

3.2. Research Instrument

The primary instrument used in this study was an interview guide designed to explore the lived experiences of elementary teachers in distance teaching. In alignment with the study's objectives, the guide aimed to gather insights into Grade 2 teachers' experiences and determine the meaning and structure derived from them. The questions covered various aspects such as teachers' perspectives, pandemic-related experiences, preparations, resource utilization, methods of monitoring and evaluating student performance, and the advantages and challenges of distance teaching compared to traditional instruction. Exit questions were also included to allow participants to share additional insights.

The interview guide underwent a two-round validation process involving three experts—one in social science research and two in education. During the first round, experts provided feedback on the relevance and clarity of the questions, with necessary revisions made based on their suggestions. Questions deemed irrelevant were removed, while those

requiring improvements were revised accordingly. In the second round, experts reviewed the revised instrument, confirming whether their comments were addressed. Two experts approved the revisions, while one requested further adjustment. The instrument was finalized once all validators affixed their signatures, ensuring its suitability for the study.

3.3 Research Sample

This study employed total enumeration as the sampling technique, involving all Grade 2 teachers from nine interior schools in Gandara. To ensure sample homogeneity, an exclusion criterion was applied, limiting participants to teachers handling only Grade 2 classes, excluding multigrade settings. This approach aimed to ensure similar teaching experiences among participants and minimize potential confounding factors. The use of total enumeration provided a comprehensive understanding of Grade 2 teachers' experiences, while the exclusion criterion enhanced the accuracy and relevance of the study findings.

3.4 Data Gathering Procedure

The researcher conducted in-depth interviews to collect data for this study on elementary distance teaching in Gandara 2 District. The research process began with clearly stating the research question and purpose, followed by selecting the appropriate design, methodology, and data collection methods. The researcher identified the target population, implemented ethical measures, and analyzed the data using appropriate statistical methods while establishing a timeline with key milestones. Potential study limitations were also considered, with strategies devised to minimize their impact on the results. This systematic approach provided a structured plan for data gathering and analysis.

Prior to data collection, formal permission was secured through letters addressed to the Schools Division Superintendent, District Supervisors, and school heads of the participating public elementary schools. Upon approval, the researcher personally invited Grade 2 teachers to participate through a signed consent form, ensuring their voluntary and informed participation. Participants were given sufficient time to review the study details, including the data collection process, confidentiality provisions, and the significance of their involvement. The interviews were conducted within the school premises to maintain privacy and confidentiality.

3.5 Data Analysis

For the interview data, which included audio and video recordings, notes, and transcriptions, the researcher utilized Colaizzi's seven-step method to analyze the data. This rigorous approach provides a comprehensive yet concise description of the phenomenon, validated by the participants who contributed to the data (Morrow et al., 2015).

The data analysis followed Colaizzi's sequential process. First, the researcher familiarized themselves with the data by repeatedly reading participants' accounts. Second, significant statements directly related to the phenomenon were identified. Third, meanings were formulated from these statements while carefully considering potential biases. Fourth, the identified meanings were clustered into sub-themes and themes. Fifth, a comprehensive description of the phenomenon was written, incorporating the derived themes. Sixth, the description was condensed into a concise statement that captured the essential aspects of the phenomenon. Finally, the researcher sought validation from participants to ensure the accuracy and authenticity of the findings.

3.6 Ethical Considerations

The researcher adhered to ethical guidelines by securing approvals from the Schools Division Superintendent and District Supervisors of Gandara. Informed consent was obtained from participants, ensuring voluntary participation with no time constraints. Confidentiality was maintained, and requests for closed-door interviews were respected. The study was reviewed by the Ethics Review Committee (ERC) for compliance with ethical standards.

To ensure credibility, participants with relevant experience were selected based on set criteria. Data accuracy was verified through participant validation and expert input. An audit trail documenting the research process enhanced transparency and replicability. The interview guide covered participants' backgrounds, teaching experiences, challenges, and assessment methods, providing insights into effective distance teaching practices.

As a native of Gandara, the researcher-maintained objectivity by setting aside personal biases to prevent influence on participant responses and study findings.

4. Results and Discussion

4.1 Lived Experiences of Participants Along Elementary Distance Teaching

Theme 1: Challenges in Distance Teaching

Distance teaching has become a prevalent mode of education, presenting unique challenges for teachers. One of the significant themes that emerge from this context is the need to identify and understand different learning styles, abilities, and needs. To address this, teachers must adapt their teaching strategies and materials to cater to diverse learning styles and abilities, while also encouraging students to recognize their unique strengths and weaknesses. In this discussion, we will delve into the sub-themes within this major theme and explore the challenges they pose in the realm of distance teaching.

Sub-theme 1. 1: Identifying and Understanding Different Learning Styles

Effective distance teaching requires accommodating individual learning levels and styles rather than forcing students into higher-grade materials. Students' difficulties with tasks highlight diverse learning needs and the importance of targeted support. The challenges faced during the pandemic underscore the limitations of distance teaching in addressing these differences, impacting learning outcomes. These findings align with Carillo and Flores (2020), who emphasized the importance of addressing varying knowledge levels in distance education. Recognizing and adapting to individual learning styles is essential for improving distance teaching effectiveness.

The discuss sub-theme identifying and understanding the different learning styles is supported by the following utterances:

"Yes, Oo. Halimbawa, ini na bata kanan kininder pa an level hini, so adton kininder na level. diri mo hiya pwede ipirit ha kanan grade 2 kun an iya level of lerarning adto pa ha lower. Kay useless man, kun ipipirit mo hiya didi ha grarde 2 ngan iya learning adto pa didto. Kun baga magtitikang ka talaga ha beginning." (For example, if a child is still at the kindergarten level, we give them materials that

are appropriate for their level. We cannot force them to be at the grade 2 level if their learning level is still at a lower level. It's useless if we force them to be in grade 2 if their learning level is still at a lower level, it's like starting from scratch). -Participant 1

"Diri hira maaram, hira mismo nagyayakan na "ma'am pasensya na wara ko talaga answeri kay diri gud kuno ako naabat" tapos an iba kunu na adto ha module diri hira maaram. Baga han kanan higher naman nga kuan, hatas na pan grado." (They themselves say, "Ma'am, I'm sorry I can't answer it because I really don't understand." Others say that they don't know how to do it. It's like saying that for higher education, it's equivalent to a high grade). -Participant 3

"During pandemic anu ba adto, ahh asya itun heya problema nagne ito kasi asya itun syempre an kabataan mo man diri nababaru gud diri hira natutukan oo diri pareho kunta an classroom nga mafofollow up mo hera na bilin an kabtaan na diri mag aram tapos tutduan mo hira another instruction na para era diri ha distance covid na diri ka makadto kay nahahadlok ha hotun na panahon kay delikado." (During the pandemic, one of the problems was that the children weren't able to learn properly and were not being closely monitored like in a regular classroom setting. They couldn't be given the same level of attention and instruction because of the limitations of distance learning, and many were also afraid to attend school because of the risk of contracting COVID-19). - Participant 6

Sub-theme 1.2: Adapting Teachings Strategies and Materials to cater to Diverse Learning Styles and Abilities

Effective distance teaching requires tailoring modules and materials to students' levels, ensuring activities align with their comprehension. Adapting teaching strategies to individual needs is crucial, with standardized materials, such as Stage 1 numeracy and CVC patterns, offering consistent instruction while catering to diverse learners. The study emphasizes accommodating individual differences by providing additional support and modifying materials for slower learners, highlighting the need for flexible strategies to address varying abilities and learning speeds. These findings align with Major et al. (2021), who stress the importance of adapting distance education strategies to suit different learning styles. The implication is that recognizing and addressing diverse learning needs through personalized and adaptable approaches is essential for effective distance teaching.

The discussion about sub-theme is supported by the following utterances:

"An akun la etun mahidudugang, kun in case magmay-ada na liwat hin Distance Learning. Kun maghatag man hira hin module dapat an kaya la i-cater han bata. Level dapat. Kay kasi ha yana, bisan hi ako an iba na ginhahatag na module diri kaya han bata. Diri kanan ira level han thinking ha hibaro, harayo ngan diri hira nahibabaro kay more on activities kulang ha discussion." (My

additional thought is that, in case there will be another distance learning setup, the modules should be tailored to the level of the students. Currently, even I, as a teacher, find some of the modules too difficult for the students. They cannot comprehend the lessons because the activities are not appropriate for their level. Sometimes, the modules only consist of activities without discussions, so the students do not know what to do or where to go for clarification). -Participant 3

"Mayda permanente diba may ginagamitan kit na stage 1 numeracy sa reading naman nag cvc ka – cvc pattern para maaram ka kun anu an vowel sound and blend you have a permanent teaching material, right? You use Stage 1 numeracy and CVC (consonant-vowel-consonant) pattern in reading to teach the children about vowel sounds and blends." (Yes, you have a permanent teaching material, right? You use Stage 1 numeracy and CVC (consonant-vowel-consonant) pattern in reading to teach the children about vowel sounds and blends). -Participant 8

"Depende ha bata, pag fast learner kasi nga bata kaya naman nira an LAS alone, an ready made na LAS, Kaya na nra ha fast learner. Pero ha mg slow learner even an makuri gud nga batatalaga naghihimu kami, though dinownload namun pero gin eedit namon, ginrerevise namon ha level han bata. Mas ginpipinasayun, kun pwede na pagtulon nala an nira, mahibaro la hira." (It depends on the child.

Fast learners can do the ready-made LAS on their own. But for slow learners, even for those who find it difficult, we still make reading materials for them. Although we download them, we edit and revise them according to the child's level. It's better if we can assist them so they can learn better). -Participant 1

Sub-theme 1.3: Encouraging students to recognize their unique strengths and weaknesses

These statements emphasize the involvement of parents or caregivers in the learning process and the significance of personalized support. Encouraging parents to facilitate independent learning and offering home visits for assistance can enhance the learning experience and outcomes in a distance teaching context.

The analysis about distance teaching in different learning styles encourage students to recognize their unique strengths and weakness is supported by these utterances:

"Uhm an amun ginbubuhat gin kakaisturya namun an ka nanay kun mahemu unta na an kabataan an mag answer kay para gehapon mahibaru tutduan nala nira an era mga anak." (We try to talk to the mothers and encourage them to let their children answer the modules themselves so they can learn how to teach their own children). -Participant 2

"Kuan sir pag kuan may mga activities na diri nera kaya answeran gin kakadtu ko hira ha era balay." (Sir, when there are activities that they can't answer, I go to their homes to assist them). -Participant 7

Theme 2: Intrinsic Satisfaction and Joy in Teaching

Teaching is a profession that can bring both immense joy and occasional exhaustion. The major theme of intrinsic satisfaction and joy in teaching encompasses the mixed experience of enjoyment and exhaustion when working with children, as well as the fulfillment and happiness that teachers can derive from their profession. In this discussion, we will explore the sub-themes within this major theme and delve into the nuances of these experiences in the teaching profession.

Sub-theme 2.1: Mixed experience of enjoyment and exhaustion in working with children

In the study on distance teaching, a sub-theme emerged highlighting the mixed experience of enjoyment and exhaustion among teachers. This dual experience reflects the complex nature of teaching, which demands emotional investment, dedication, and energy to support student learning and growth. Similar to Giroux (2019), who noted resilience as an inherent characteristic of teachers, the participants expressed a willingness to navigate challenges and find fulfillment in their work despite the demands of distance teaching.

The following statements support the analyses:

"Uhmm kay gin kukuan mo gadla gin eenjoy mo nala enjoy and accept situn na tanan na kakukalangan – sumulod kita sa serin hini maaram kit na magdedevelop kit bata na not knowing mga blanko – pag mahisulod itun it is your accomplishment Kay diri ka pwede mag kiwa – resulta an yes before

mahatag base han era level." (So, it's good that you enjoy teaching and accept all the challenges. We entered this profession knowing that we will develop children who do not know anything and have blank slates. When we succeed in developing them, it becomes our accomplishment. You cannot take shortcuts because the results are based on their level before). Participants 8

"So far, enjoyable na at the same time makakauurit nga diri mo mainitnidhan danay nag mauubos an imo pasensya honestly kay aada ko dida talaga magtitikang an kamalabad, kay mga buot buot pa man, mayda pa ngane ako hadto experience nga nagtatantrum an bata, naglulupasay, nalunay giinlalamba an lingkuran ngadiri karuyag sumulod, pero so far yana okay na hiya." (So far, it's been enjoyable but also exhausting because you can't easily lose your patience especially when you encounter difficult situations like tantrums or resistance from children who don't want to participate. But so far, it's been okay) -Participant 3

Sub-theme 2.2: Fulfillment and Happiness as a Teacher

In sub-theme 2, the focus is on the fulfillment and happiness experienced by teachers in their role in distance teaching. The findings reinforce the importance of intrinsic motivation and passion in the teaching profession. Suggests that teachers are more likely to feel content and happy when their intrinsic motivations are their love of teaching and their desire to make a difference. These findings are supported by Bergmark et al. (2018), who found that

intrinsic motivation shifts pedagogic identity towards teaching. It also underscores the need to create supportive environments that allow teachers to thrive and find satisfaction in their work.

The following utterances support the formulated sub-theme:

> *"So yung ginawa, prinipare ko na rin lang talaga yung aking sarili, kasi as a teacher talaga dream ko talaga, pinapangarap ko. Tapos then at that time, as I was assign sa Villaleona and Hinugacan, happy talaga ako. Kahit malayo sa aking place atleast nachallenge ako naturuan ko ang mga learners."*
> (So what I did was, I prepared myself because as a teacher, it's really my dream, my aspiration. Then at that time, when I was assigned to Villaleona and Hinugacan, I was really happy. Even though it's far from my place, at least I was challenged and I was able to teach the learners). - Participant 4

> *"Uhm, being a grade 2 teacher challenging heya but fulfilling."*
> (Umh, being a grade 2 teacher is challenging but fulfilling). - Participant 2

Theme 3: Monitoring and Supporting Student Progress

In distance teaching, monitoring and supporting student progress are crucial to ensuring meaningful learning experiences. This process provides students with the necessary guidance and assistance to achieve academic success. Key aspects of this theme include flexibility in monitoring and teaching, conducting home visitations, preparing modules and activity sheets, and addressing challenges encountered in monitoring during distance learning. These elements play a vital role in fostering student growth and adapting teaching strategies to meet individual needs, ultimately enhancing the effectiveness of distance education.

Sub-theme 3.1: Flexibility in Monitoring and Teaching

The challenges of printing modules and monitoring students in distance teaching reflect the logistical and time-intensive demands identified in research (Hew & Cheung, 2020; Wang et al., 2020). Studies highlight the physical effort required and the need for strict schedules, while monitoring remains crucial in tracking student progress and engagement (Judson & Sawada, 2017; Nguyen et al., 2019).

Addressing these challenges requires adequate support, resources, and effective strategies to improve module distribution and progress tracking. Enhancing these processes can boost the overall effectiveness of distance education and support meaningful student learning.

The focus is on the flexibility required in monitoring and teaching during distance learning. The analysis is supported by the following utterances:

> *"An printing han modules, though nagatanan etun nga teachers naka experience. Printing han modules nga diri masayon, though an pagkita natun magpiprint la, madali la. Mag-inistapler la pero diri Madali. Kalaban mo kasi imo lawas, bug-os mo na lawas nariririndi kay an pagprint nakalingkud ka whole day tapos may schedulan man la an monitoring nga makato ka ha kabablayan han kabataan, the rest days hitun magpiprinint ka na*

ngan magchecheck han ira LAS, diri maupay ngan diri Madali."(Printing the modules, even though all teachers have experienced it. Printing modules is not easy, although it seems simple to just print them out. You need to staple them together, but it's not easy. It's a battle with your body because you spend the whole day sitting and printing, and there's still a schedule for monitoring the students in the remote areas. On the remaining days, you print and check their LAS, it's not good and it's not easy). – Participant 1

"I prepared modules, diba it is modular. I prepared modules, activity sheets. I always give monitoring. I will always monitor every week if nandun ako sa site, sa Villaleona Elementary School and Hinugacan Elementary School." (I prepared modules and activity sheets, and I also conduct monitoring. I make sure to monitor every week whenever I am on-site at Villaleona Elementary School and Hinugacan Elementary School). - Participant 4

"For me, makikita talaga kun nabaru an bata. Kun hya an nag answer. Through monitoring. Makuri. Makuri, kay kun ha pag monitor makikita an ano -pero iton la ngani syempre, may time nga strickto. Danay la kami nag monitor. Maaram kami nga dire an bata an nag answer kun dire mag monitor." (For me, we can really see if the child is improving through monitoring, we can see who is answering. It's challenging because monitoring has a strict schedule. We can only monitor

during certain times. We know that the child won't answer if we don't monitor them). - Participant 5

Sub-theme 3.2: Practice of Monitoring and Home Visitations

Printing modules and conducting home visitations highlight the importance of personalized engagement and direct interactions in distance teaching (Hodges et al., 2020; Lee et al., 2021). These practices align with research emphasizing the value of individual attention and face-to-face monitoring in assessing student progress and addressing specific needs (Baek et al., 2020; Lee et al., 2021). Scheduled home visitations further reinforce their role in supporting students' learning journeys (Lee et al., 2021; Roncaglia & Carpentieri, 2015).

The implication is that home visitations and personalized interactions are essential for effective monitoring and support in distance teaching. These approaches provide deeper insights into students' learning environments, address individual needs, and foster stronger connections with families. By incorporating home visitations, teachers can offer tailored assistance, enhance family partnerships, and create a more holistic learning experience.

In Sub-theme 3.2, the focus is on the practice of monitoring and home visitations by teachers. The participants' statements support the analysis through the following statements:

> *"Diba nag kuan kita module nag print kita tapos amo la adto. Tapos an itun nga katitima liwat hitun namun kada semana ada adto kami nakadto kami han kabataan home visitation kami labi an diri nakadi ha amun diba usahay diri nagkukuha pirmi tus diri nag uuli –*

m m mayda itun diri nakadi an kag anak gin kakadto namun kun ky anu diri nakanhi ba hira tapos kun anu an problema." (It's like what we said, we printed the modules and that's it. Then, every week we had home visitation with the children). - Participant 6

"*Tapos gin momonitor adto an kabataan mayda hira home visitation gin eeschedule la kun sano kami mabisita ha bata.*" (And then the children are being monitored and we schedule home visitations to check on them). - Participant 2

Sub-theme 3.3: Preparation of Modules and Activity Sheets

The studies by Hew and Cheung (2020) and Wang et al. (2020) highlight the importance of preparation in distance teaching, particularly in printing modules and materials. Research by Tomlinson et al. (2018) and Vlachopoulos et al. (2020) emphasizes the need for tailored tools in differentiated instruction, while Judson and Sawada (2017) and Kay (2020) underscore the value of providing diverse resources like activity sheets and LAS to address students' varying needs. These findings reinforce the significance of printing and preparation in ensuring effective distance teaching.

The implication is that printing and preparation are crucial in distance teaching to provide tailored resources and diverse tools that support instructional delivery and meet individual learning needs.In Sub-theme 3.3, the focus is on the preparation of modules and activity sheets by the teachers. The considerations are supported of the participants' statements:

"*Nagpiprint kami hin reading materials. Everytihing nga*

kinahanglan han bata, activity sheets." (We are printing reading materials, everything that the child needs, such as activity sheets and LAS.) – Participant 1

"*Pag prepare? Kuan printing man adto dba. Printing man adto an modules, downloaded given man. For preparation, we do printing*" (We print the modules and they are given to us as downloaded files) – Participant 5

"*So mag preprepared hadto mga kinahanglanon mo dipinde sa level san bata an imu pag prepare aside module mayda pa remedial reading.*" (You have to prepare everything you need depending on the level of the children. Aside from the modules, there are also remedial reading materials). – Participant 8

Sub-theme 3.4: Challenges in Monitoring during Distance Learning

Monitoring in distance teaching presents challenges due to strict scheduling limitations, yet it remains crucial for tracking student progress and engagement. Research highlights the importance of monitoring in ensuring student participation and providing timely support (Hew & Cheung, 2020; Lee et al., 2021). Additionally, geographical distance and accessibility issues create barriers to education, requiring teachers to conduct home visits and provide personalized support during module distribution (Kearns et al., 2021; UNESCO, 2017). These efforts underscore the need to address logistical challenges and ensure equitable access to learning.

The implication is that strict monitoring schedules hinder effective student assessment in distance teaching (Hew & Cheung, 2020), making it essential to adopt flexible strategies while prioritizing student guidance (Lee et al., 2021). Overcoming geographical and transportation barriers through personalized support and home visits is crucial to promoting inclusive education (Kearns et al., 2021; UNESCO, 2017). These findings emphasize the importance of adaptable monitoring approaches to ensure equitable learning opportunities for all students.

The following statements supports the understandings that are considered:

"Makuri. Makuri, kay kun ha pag monitor makikita an ano -pero iton la ngani syempre, may time nga strickto. Danay la kami nag monitor. Maaram kami nga dire an bata an nag answer kun dire mag monitor. . . Pag kadto danay wara an kag anak, mag monitor man wara an kag anak tus danay wara an bata." (It's challenging because monitoring has a strict schedule. We can only monitor during certain times. We know that the child won't answer if we don't monitor them. . . Some students also did not attend the schedule, and some only attend once a month. It's challenging, but we still need to monitor and guide the children). - Participant 5

"Harayo kuno hira kay an amun estudynate kauurugan adto brgy may taga san Antonio mga taga iba iba na brgy . kay hani kuno hira kay mga balay man liwat hira atleast hani tapos danay nan ngunguuli nadto ka erayahan upod era kabataan ansya nag iiiha

pagkuha han module nera." (Far away, like in other barangays, and some of them lived in different houses. That's why they said it was difficult for them because they had to walk a long way to get to school. So, when we took the modules, we also visited their homes and checked on the children). - Participant 6

Theme 4: Ensuring Reading Materials and Support for Children

Ensuring access to appropriate reading materials and support is vital in promoting children's literacy development and fostering a love for reading. This major theme encompasses various sub-themes, including printing and preparing reading materials, creating exercises and activities, and preparing materials according to children's reading levels. In this discussion, we will explore these sub-themes and highlight their significance in providing children with the necessary resources and support to enhance their reading abilities.

Sub-theme 4.1: Printing and Preparing Reading Materials

The practice of printing and distributing reading materials, such as activity sheets and Learning Activity Sheets (LAS), aligns with research emphasizing the importance of tangible resources in supporting student learning and engagement (Coiro et al., 2018; Wigfield et al., 2016). Effective communication with parents for module collection highlights the need for organization and parental involvement in distance education (Nguyen et al., 2019; Roncaglia & Carpentieri, 2015). Moreover, preparing materials based on individual learning levels and including remedial reading resources underscores the

value of differentiated instruction in meeting diverse student needs (Tomlinson et al., 2018; Vlachopoulos et al., 2020).

The implication is that providing printed materials and ensuring consistent distribution, along with strong parental communication, improves accessibility and engagement in distance education. Tailoring materials to students' individual levels and incorporating remedial support further enhances differentiated instruction and addresses diverse learning requirements effectively.

In Sub-theme 4.1, the focus is on the printing and preparation of reading materials by teachers. The analysis of the participants' statements supports the following insights:

> "*Nagpiprint kami hin reading materials. . . Everytihing nga kinahanglan han bata, activity sheets, LAS.*" (We are printing reading materials, everything that the child needs, such as activity sheets and LAS). . . . "*akun ginhihimo panprint-panprint han mga reading mterials, tapos ighahatag ko ha ira ha everyday.*" ? So what I'm doing is printing reading materials and giving them to the children every day). - Participant 1

> "*Kailangan ready na an mga materials para ipanhatag ha mga pupils ngan nakipag communicate na han parents through group chat para han schedule han pagkuha han nera han era modules han era kabataan.*" (The materials need to be ready to be distributed to the pupils and communication with the parents has been established through group chat to schedule the

collection of their children's modules). - Participant 2

> "*So mag preprepared hadto mga kinahanglanon mo dipinde sa level san bata an imu pag prepare aside module mayda pa remedial reading.*" (So, you have to prepare everything you need depending on the level of the children. Aside from the modules, there are also remedial reading materials). – Participant 8

Sub-theme 4.2: Creating Exercises and Activities

This sub-theme focuses on developing exercises and activities for effective distance learning. Aligning activities with the Most Essential Learning Competencies (MELC) ensures curriculum relevance and instructional effectiveness (Dorn et al., 2016; Marzano et al., 2017). Customizing and revising downloaded materials highlight the importance of tailoring resources to meet specific needs (Lee et al., 2015; Tondeur et al., 2021). Concerns about module appropriateness emphasize the need for clear instructions and suitable activities to enhance student comprehension (Engelbrecht et al., 2019; Garrison & Vaughan, 2018).

The implication is that creating well-aligned and customized exercises supports essential competencies, ensuring effective and meaningful learning in distance education.

The following utterance supports the analysis of the sub-theme:

> "*Kuan nag himo ak, naghimo lak mga exercises base ha learning materials. mga Activities basi ak ha MELC.*" (I created exercises and activities based on the learning materials and it is based on Most

Essential Learning Competencies (MELC)). – Participant 5

"Naghihimu kami, though dinownload namun pero gin eedit namon, ginrerevise namon." (Although we download them, we edit and revise them). - Participant 1

"*Pano man hibabru an bata activities an more ha module, waray discussion, diri ngane hra maaram kun aanhun nira ngadto an iba. Asya liwat etun akun masisiring, dapat igkuan nala nra, igkuan itun nga anu, igadirect akun anu karuyag ipabuhat ha bata yun lang, diri nga kadamo han ira sisininring na explanation. Waray puros activities sana ira yana, amo etun an ira module. Bisan ako kinukurian.*" (Currently, even I, as a teacher, find some of the modules too difficult for the students. They cannot comprehend the lessons because the activities are not appropriate for their level. Sometimes, the modules only consist of activities without discussions, so the students do not know what to do or where to go for clarification. Therefore, it is important to provide clear directions and appropriate activities for the students in the modules.) - Participant 3

<u>Sub-theme 4.3: Preparation of Materials according to Children's Level</u>

The statements emphasize the importance of preparing materials based on children's learning levels in early education. Printing reading materials and providing resources tailored to individual needs highlight the value of personalized

instruction (Tomlinson et al., 2018; Vlachopoulos et al., 2020). Ensuring material readiness and maintaining communication with parents align with best practices in distance education (Laurillard, 2016; Wang et al., 2020). These insights underscore the importance of preparedness, effective communication, and customized materials in supporting student success.

The implication is that preparedness and strong parent communication are crucial for effective distance teaching. Tailoring instructional materials to students' levels enhances engagement and supports meaningful learning experiences.

The analysis of the sub-theme 4.3 is supported by the following utterances:

"Nagpiprint kami hin reading materials. Everytihing nga kinahanglan han bata, activity sheets, LAS. Though mayda naman prepared na LAS diba? Pero aside hitun nagpeprepare kami hin reading materials na ighahatag namon kada bata. . . ini na bata kanan kininder pa an level hini, so adton kininder na level. diri mo hiya pwede ipirit ha kanan grade 2 kun an iya level of learning adto pa ha lower. Kay useless man, kun ipipirit mo hiya didi ha grarde 2 ngan iya learning adto pa didto. Kun baga magtitikang ka talaga ha beginning." (We are printing reading materials, everything that the child needs, such as activity sheets and LAS. Although LAS are already prepared, right? But aside from that, we are also preparing reading materials that we give to each child. . . if a child is still at the kindergarten level, we give them materials that are appropriate for

their level. We cannot force them to be at the grade 2 level if their learning level is still at a lower level. It's useless if we force them to be in grade 2 if their learning level is still at a lower level, it's like starting from scratch). - Participant 1

"Kailangan ready na an mga materials para ipanhatag ha mga pupils ngan nakipag communicate na han parents through group chat para han schedule han pagkuha han nera han era modules han era kabataan." (The materials need to be ready to be distributed to the pupils and communication with the parents has been established through group chat to schedule the collection of their children's modules). - Participant 2

Theme 5: Empowering Non – readers Through Literacy Support

Empowering non-readers through literacy support is a critical theme that emphasizes the importance of providing resources and assistance to individuals who struggle with reading. This major theme encompasses sub-themes such as promoting literacy through regularly providing reading materials to non-readers and offering additional support to learners who require assistance in developing essential reading skills. In this discussion, we will explore these sub-themes and highlight their significance in helping non-readers become confident and proficient readers.

Sub-theme 5.1: Promoting Literacy through Providing Reading Materials to Non – readers Regularly

This sub-theme highlights the critical role of early literacy and numeracy skills in Grade 2 education, emphasizing the need to focus on reading and counting, as some students may still struggle with foundational skills, particularly numerical comprehension. This aligns with Duncan et al. (2017), who stress that early proficiency in literacy and numeracy is essential for future academic success. Providing relevant learning materials to support reading and letter recognition echoes the findings of Guo et al. (2020), who emphasize their importance in early literacy development. Participants' insights reflect an understanding of developmental learning stages and the necessity of mastering key skills early on, consistent with Chen and Liu (2021), who found that resource availability significantly impacts educational outcomes.

The implication is that prioritizing early reading and math skills, along with providing appropriate learning tools, is crucial for student success. Policymakers and educators should focus on these foundational skills and ensure classrooms are well-equipped to support effective learning.

The following statements support the analysis:

"They can write na so mag focus ka sa reading and counting mayda kasi memeroya la nera diri nira aram an numero. Literacy and numeracy." (focus in grade 2 should be on reading and counting, as some children may still have difficulty with numbers. The emphasis is on developing literacy and numeracy skills). - Participant 8

"Ang binigay natin sa kanila ay yung mga materials kilangan talaga yung mga materials sa

pagbasa pagkilala ng mga letra." (That's why we provide them with materials that help them learn to read and recognize letters). - Participant 9

Sub-theme 5.2: Providing Additional Support to Learners who Require Assistance in Developing Essential Skills such as Reading

This sub-theme highlights the importance of diverse instructional materials and differentiation in teaching. Adjusting materials based on student needs during monitoring demonstrates adaptability, aligning with Pianta et al. (2017), who emphasize that effective teaching requires responsiveness to students. Matching learning materials to students' levels advocates for a student-centered approach that respects individual learning paces rather than enforcing a standardized level. This reflects the principles of differentiated instruction outlined by Tomlinson et al. (2018), which stress the need to accommodate diverse learning needs in classrooms.

The implication is that effective teaching requires adapting instructional materials and strategies to meet individual student needs, promoting a student-centered and differentiated approach to enhance learning outcomes.

The following utterances supports the analysis of this sub - theme:

"*Nagpiprint kami hin reading materials. Everytihing nga kinahanglan han bata, activity sheets, LAS. Though mayda naman prepared na LAS diba? Pero aside hitun nagpeprepare kami hin reading materials na ighahatag namon kada bata. . . Yes, Oo. Halimbawa, ini na bata kanan*

kininder pa an level hini, so adton kininder na level. diri mo hiya pwede ipirit ha kanan grade 2 kun an iya level of learning adto pa ha lower. Kay useless man, kun ipipirit mo hiya didi ha grarde 2 ngan iya learning adto pa didto. Kun baga magtitikang ka talaga ha beginning." (We are printing reading materials, everything that the child needs, such as activity sheets and LAS. Although LAS are already prepared, right? But aside from that, we are also preparing reading materials that we give to each child. . . For example, if a child is still at the kindergarten level, we give them materials that are appropriate for their level. We cannot force them to be at the grade 2 level if their learning level is still at a lower level. It's useless if we force them to be in grade 2 if their learning level is still at a lower level, it's like starting from scratch). – Participant 1

"*I use also other IM when I go to my learners during monitoring. Mga reading materials.*" (I also use other Instructional Materials when I go to my students during monitoring, such as reading materials). -Participant 4

Theme 6: Addressing Difficulties in Student Learning

Addressing difficulties in student learning is a crucial theme that focuses on recognizing and overcoming the obstacles that learners encounter. This major theme encompasses sub-themes such as the difficulties learners face in adapting to new learning methods and the challenges faced by children in learning basic skills during early education. In this discussion, we will explore these sub-themes and

highlight their significance in understanding and addressing the difficulties learners may encounter.

<u>Sub-theme 6.1: Difficulties Learners face in Adapting to New Learning Methods</u>

This sub-theme highlights the challenges learners face in adapting to new learning methods. Observations reveal that only a small number of Grade 2 students can read, indicating struggles with literacy acquisition (Johnson, 2019). Furthermore, students in rural areas often face difficulties with basic writing tasks, reflecting the impact of limited early education access (Smith, 2020). These challenges underscore the need for targeted support to help learners transition to new educational approaches effectively.

The implication is that adapting to new learning methods requires intervention and support, particularly for students with limited early education exposure. Addressing foundational literacy gaps and providing additional resources are crucial for ensuring successful adaptation, especially in underserved areas. An inclusive learning environment is essential to facilitate this transition and support diverse learning needs.

The following utterances support the analysis of this sub - theme:

"*Kun adto ha kabubkiran an balay hitun na kabataan . . . makuri, makuri mahibaro bisan pagsurat han iya ngaran.*" (The children may find it challenging . . . they struggle to learn even to write their names). - Participant 1

"*Diri nagpapakabasa kay almost ini ba nga 2 la an nakakabasa pagkanhi ha akun oo basta gin kukurian kami yana kuanay grade*

2 waray mag kinder oo kay modular man hira. Nag 2 years adto Asya mayda ak nagne adto na bisan ngaran diri maaram mag surat ngaran." (Children is noticeable, especially those who cannot read. Almost only 2 out of the class can read according to my observation in grade 2. They didn't have kindergarten because it was modular. I've been teaching there for 2 years now and some still don't know how to write their names). Participant 6

<u>Sub-theme 6.2: Difficulties Faced by Children in Learning Basic Skills in Early Education</u>

This sub-theme highlights the challenges children face in acquiring basic reading and writing skills during early education. Participant observations emphasize difficulties even in fundamental tasks such as writing their names, underscoring the need for targeted support and interventions. The findings stress the importance of focusing on students eager to learn while also providing assistance to those struggling with literacy and comprehension. A significant issue observed is that only a small number of Grade 2 students can read proficiently.

The study suggests that enhancing teacher training and in-service programs, particularly in managing classroom support and clarifying the roles of teaching assistants, can help create a more inclusive learning environment (Blewitt et al., 2021). Teachers play a crucial role in addressing these challenges and fostering a supportive atmosphere to aid students in overcoming literacy difficulties.

The insights highlight the urgent need to address literacy challenges in early education by improving instructional

support and fostering inclusivity through well-defined roles and enhanced teacher capabilities.

> "*Kun adto ha kabubkiran an balay hitun na kabataan . . . makuri, makuri mahibaro bisan pagsurat han iya ngaran.*" (The children may find it challenging . . . they struggle to learn even to write their names). - Participant 1

> "*We will focus han mga learners na very interested in learning then we will help also the learners na he didn't know how read and how to write, and to understand.*" (We can focus on learners who are very interested in learning, and we can also help those learners who do not know how to read, write, and understand.) - Participant 4

> "*Diri nagpapakabasa kay almost ini ba nga 2 la an nakakabasa pagkanhi ha akun oo basta gin kukurian kami yana kuanay grade 2 waray mag kinder oo kay modular man hira. Nag 2 years adto Asya mayda ak nagne adto na bisan ngaran diri maaram mag surat ngaran.*" (Children is noticeable, especially those who cannot read. Almost only 2 out of the class can read according to my observation in grade 2. They didn't have kindergarten because it was modular. I've been teaching there for 2 years now and some still don't know how to write their names). – Participant 6

Theme 7: Strategies for Supporting Student Learning

Strategies for supporting student learning are vital in ensuring that students receive the necessary guidance and resources to thrive academically. This major theme encompasses sub-themes such as flexible teaching strategies, distance learning strategies, and parental involvement strategies. In this discussion, we will explore these sub-themes and highlight their significance in promoting effective student learning and success.

Sub-theme 7.1: Flexible Teaching Strategies

This sub – theme highlight the importance of adapting teaching strategies to address the challenges faced during the distance teaching. The need for personalized approaches, home visitations, and involving parents to support students' learning and development.

It underscores the significance of innovative and flexible teaching strategies during challenging times. Participants' approaches reflect a commitment to student success and the recognition that traditional instructional methods may need to be adjusted to effectively engage and support students in a remote learning environment.

The following statements support the insights:

> "*Sugad hini yana, makuri, dara kay product hira han pandemic, dba? So kinahanglan mo mag-adapt hin another strategy. Bag-o nga, pamiminsaron mo kun ano daw la an maupay hini na bata.*" (So we need to adapt to another strategy. We need to think about what's best for these children, especially since it's already the 4th quarter, and there are still children who are struggling.) – Participant 1

> "*So hadto diba kay asya man talaga an atun nakuanan tikang heya han pandemic diba? So an*

akun ginhemu hadto makuri kay aside la han pagprepare han modules nag babalay balay pa kita dba– hiome visitation tapos ha era balay diri man nafofocusan han era mga nanay ma kuan gehapon meada pinak pinaka pina – ayhh gin sesering na reinforcement gehapon dba?" (So during the pandemic, isn't it true that's where our teaching strategy started, right? What I did back then was aside from preparing modules, we also conducted home visitations, and in their homes, we didn't just focus on the children, but we also talked to their mothers to provide reinforcement, right?) – Participant 7

"Ahh an kuan an strategy na ginamit ko sa kanila – opo nakipag usap ako talaga sa parents - parents kung ang mga bata ay nasa school si teacher po ang nagteach sa kanila ngayon hihingi lang ako ng tulong sa inyo para matulong ako dahil ang mga bata more nsa bahay ninyo kung anu material na iiniwan ko paki foillow up nalang wag niyo pabayaan dahil hindi pa sila nakakilala." (Ahh, the strategy that I used is that I talked to the parents, that if the pupils are in the in the school the teacher will be the one to teach, now I will ask help to the parents because your pupils should stay in your house only the materials, I left at your home kindly follow up and guide them because they don't still recognize it yet don't leave them alone.) – Participant 9

Sub-theme 7.2: Distance Learning Strategies

This sub – theme highlights the implementation of strategies that go beyond traditional classroom instruction in the context of distance learning. Highlights the needs for additional support and collaboration with parents to ensure students' continuity of learning and academic progress.

The analysis of this sub – theme underscores the importance of adapting teaching strategies to the remote learning environment. And also give importance to establish connections with students and their families, provide reinforcement and guidance, and engage parents as partners in the teaching and learning process.

The following utterances support the analysis of this sub – theme:

"So hadto diba kay asya man talaga an atun nakuanan tikang heya han pandemic diba? So an akun ginhemu hadto makuri kay aside la han pagprepare han modules nag babalay balay pa kita dba– hiome visitation tapos ha era balay diri man nafofocusan han era mga nanay ma kuan gehapon meada pinak pinaka pina – ayhh gin sesering na reinforcement gehapon dba?" (So during the pandemic, isn't it true that's where our teaching strategy started, right? What I did back then was aside from preparing modules, we also conducted home visitations, and in their homes, we didn't just focus on the children, but we also talked to their mothers to provide reinforcement, right?) – Participant 7

"Ahh an kuan an strategy na ginamit ko sa kanila – opo nakipag usap ako talaga sa parents - parents kung ang mga bata ay nasa school si teacher po ang nagteach sa kanila ngayon hihingi lang ako ng tulong sa inyo para matulong ako dahil ang mga bata more nsa bahay ninyo kung anu material na iiniwan ko paki foillow up nalang wag niyo pabayaan dahil hindi pa sila nakakilala." (Ahh, the strategy that I used is that I talked to the parents, that if the pupils are in the in the school the teacher will be the one to teach, now I will ask help to the parents because your pupils should stay in your house only the materials I left at your home kindly follow up and guide them because they don't still recognize it yet don't leave them alone.) – Participant 9

Sub-theme 7.3: Parental Involvement Strategies

This sub–theme collectively highlight the significance of parental involvement in education and the various factors that can influence its effectiveness. Both advantages and disadvantages of parental involvement and emphasize the importance of guidance and support from parents or guardians in children's educational journey.

The analysis of this sub-theme underscores the role of parents as partners in education. Participants discuss the benefits of having knowledge and supportive family members, while also acknowledging potential challenges in parental involvement. They recognize the need for effective communication and collaboration between teachers and parents to ensure students' learning progress

which is similar to the study of Mustacisa (2016).

The Following utterances support the analysis of this sub–theme:

"May kaupayan heya sir ha part na an bata may ada heya gehapon pamliya na nakapagtapos gehapon or my eskwelahan gehapon kay na gaguide nera an mga bata sir. Ha disadvatanges naman an waray eneskwelahan an kag anak an pamilya na waray gud nakahuman or waray naka eskwelahan wara naggaguide han bata Yes, yes sir kay kay kun waray itun an bata liwat ma kuan la gehap ha teacher diba/ niyan kay an teacher diri man permanente adto ha era sugad hitun." (There are advantages, sir, in the part where the child has a family who has finished school or there is a school guiding the children. On the disadvantages, those who do not have access to education, or those who have not gone to school, do not have anyone guiding them. Yes, sir, because if the child does not have guidance, they will rely only on the teacher, and the teacher is not permanent in their lives.) – Participant 7

"Ah disadvantage ko kay imbes hemuon han bata gin sasalo han kag anak amo itun para unta masanay hira pag surat hira nala nagsusurat para mapasa dayun an modules syempre nae experience itun diri la ako mostly." (The disadvantage is that instead of the child doing their own work, it falls on the parents or older siblings to assist them. I am not mostly experienced in the traditional method). – Participant 8

"Ahh an kuan an strategy na ginamit ko sa kanila – opo nakipag usap ako talaga sa parents - parents kung ang mga bata ay nasa school si teacher po ang nagteach sa kanila ngayon hihingi lang ako ng tulong sa inyo para matulong ako dahil ang mga bata more nsa bahay ninyo kung anu material na iiniwan ko paki foillow up nalang wag niyo pabayaan dahil hindi pa sila nakakilala." (Ahh, the strategy that I used is that I talked to the parents, that if the pupils are in the in the school the teacher will be the one to teach, now I will ask help to the parents because your pupils should stay in your house only the materials I left at your home kindly follow up and guide them because they don't still recognize it yet don't leave them alone.) – Participant 9

Theme 8: Lack of Continuous Support to Distance Teaching Activities

The lack of continuous support to distance teaching activities poses significant challenges to educators in effectively facilitating remote learning. This major theme encompasses sub-themes such as the lack of physical and social interaction, the lack of continuous assessment, and the lack of proper implementation and resource availability. In this discussion, we will explore these sub-themes and highlight their impact on distance teaching and learning.

Sub-theme 8.1: Lack of Physical and Social Interaction

The analysis highlights the importance of physical and social interaction in education, as face-to-face classes enable students to engage with peers, develop social skills, and foster a sense of belonging within a learning community. Peacock and Cowan (2019) emphasize that meaningful interaction should also be incorporated into distance teaching to maintain student engagement. The lack of in-person interactions in remote learning may impact students' social and emotional development.

To address these challenges, strategies such as virtual collaboration tools, discussion forums, group projects, and structured peer interactions should be integrated into distance learning. Open communication channels among teachers, students, and parents are also essential to reducing feelings of isolation and providing ongoing social and emotional support.

The analysis of these statements reveals the following insights:

"Disadvantage naman an lack of physical, social interaction han kabataan iba kasi gehapon an face to face na klase." (The disadvantage, on the other hand, is the lack of physical and social interaction among students, as face-to-face classes offer a different learning experience). - Participant 2

"An bata, iya attitude an iya nahigaraan ha balay ngan asay pa han pandemic time. kay diba ini hira kasi product ini hira han pandemic, ngan aloof hira han tawo kay waray man gud hira face to face. Waray contact han ira teacher ngan ira classmates." (Child's attitude and how they are coping during the pandemic. This is a product of the pandemic and they are aloof to people because they don't have face-to-face

interaction with their teacher and classmates). -Participant 3

"*Distance lalo na yung mahirap mapuntahan mo malauyo na hindi mo talaga mapuntahan hindi mo talaga makikita ang bata kung may natutunan ba siya o wala.*" (it's difficult, especially with distance learning, and it's even harder if you can't visit those who are far away. You really can't go to them, and you can't see if the children are learning or not). -Participant 9

Sub-theme 8.2: Lack of Continuous Assessment

The analysis of this sub-theme underscores the importance of continuous assessment in education. Regular monitoring and assessment help identify students' strengths and areas for improvement, allowing teachers to tailor instruction and provide timely feedback to support learning. Stronge and Xu (2021) emphasized that critical and informative feedback is essential across all teaching modalities. However, distance teaching presents challenges, such as the absence of face-to-face interaction and real-time observation, which can hinder effective continuous assessment.

To address these challenges, alternative assessment strategies such as formative assessments, online quizzes, self-assessments, and collaborative projects can be utilized to facilitate ongoing feedback and progress tracking. Leveraging technology platforms and virtual communication tools enables teachers to conduct regular check-ins, provide individualized support, and gather valuable student feedback.In Sub-theme 2, the focus is on the lack of continuous assessment in distance teaching. The

analysis of the participants' utterances supports the insights:

"*Ha pagteach natin mas keri ko an face to face teaching kay anu we will focus han mga learners na very interested in learning then we will help also the learners na he didn't know how read and how to write, and to understand.*" (Distance teaching due to the pandemic is good, but for teaching purposes, I prefer face to face teaching. We can focus on learners who are very interested in learning, and we can also help those learners who do not know how to read, write, and understand). -Participant 4

"*Makuri gad heya kay labi na may mga non - reader ka ba kay diri mo talaga kay diri mo talaga hira matutukan.*" (It's really difficult because especially when you have non-readers, you can't really focus on them like other learners, especially during the pandemic. We can't go to them in person). -Participant 6

Sub-theme 8.3: Lack of Proper Implementation and Resource Availability

These statements collectively highlight concerns regarding the adequacy and suitability of modules used in distance learning. Participants express a need for modules that are tailored to the students' level and contain comprehensive content. They suggest that modules should be carefully designed to ensure that they meet the learning needs of the students and are aligned with their abilities and instructional goals.

The analysis of this discussion emphasizes the importance of high-quality

and appropriately leveled modules in distance learning. Modules play a significant role in guiding student learning, providing structure, and delivering content. It is crucial that modules are designed with clear learning objectives, instructional strategies, and appropriate difficulty levels to support student engagement and understanding.

In the statements provided, participants express concerns and thoughts regarding the suitability and adequacy of modules used in distance learning. The analysis of these statements supports the insights:

> *"An akun la etun mahidudugang, kun in case magmay-ada na liwat hin Distance Learning. Kun maghatag man hira hin module dapat an kaya la i-cater han bata. Level dapat. Kay kasi ha yana, bisan hi ako an iba na ginhahatag na module diri kaya han bata."*
> (My additional thought is that, in case there will be another distance learning setup, the modules should be tailored to the level of the students. Currently, even I, as a teacher, find some of the modules too difficult for the students). Participant 3

> *"An module hadto nakukurian kami hadto kay, kulang kulang. oo kulang, dba nag da download."*
> (Yes, it's really lacking, because we just downloaded it and it is given). -Participant 5.

4.2 Meaning and Structure of the Lived Experiences of the Participants in Distance Learning

The meaning and structure (Figure 1) derived from participants' lived experiences in elementary distance teaching provide valuable insights into the challenges and strategies used by educators in remote learning. Teachers emphasized the need to consider students' learning levels and individual styles, avoiding higher-grade materials while tailoring resources, using standardized tools, and involving parents to enhance outcomes.
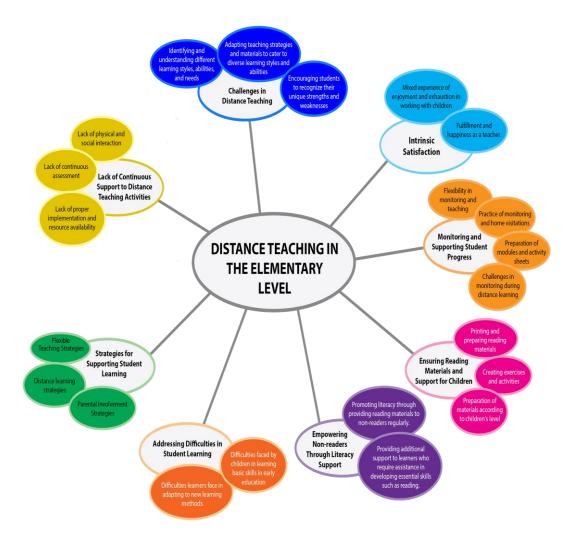
A key sub-theme revealed a mix of enjoyment and exhaustion among teachers, reflecting the emotional demands of their role. Despite challenges, educators showed resilience and found fulfillment in their work. Intrinsic motivation and passion for teaching were major drivers of satisfaction, highlighting the importance of creating supportive environments.

Distance teaching presents logistical challenges, such as printing modules and monitoring students, requiring flexible strategies and overcoming geographical barriers. Personalized interactions, home visits, and tailored instructional design enhance accessibility and engagement. Effective communication with parents and customized learning resources are essential for student success.

Grade 2 education emphasizes early literacy and numeracy, highlighting the need for sufficient resources and differentiated instruction to address diverse learning needs. Limited access to early education and persistent literacy challenges, especially in underserved areas, necessitate targeted interventions and enhanced teacher training to foster inclusivity and equitable learning opportunities.

Adapting teaching strategies, fostering parental involvement, and collaboration between teachers and parents are key to overcoming distance learning challenges and ensuring student success.

Figure 1

Structure of the Lived Experiences of the Participants in Distance Teaching

Social and emotional development is vital in education, and distance learning should incorporate strategies such as virtual collaboration tools and open communication channels. Continuous assessment remains essential but challenging in remote settings. Alternative strategies, including formative assessments and online quizzes, can help tailor instruction and provide timely feedback. High-quality, well-structured modules aligned with students' abilities and goals are key to sustaining engagement.

These findings highlight the importance of individualized learning approaches, effective communication, adequate resources, and inclusive environments in distance teaching. They provide valuable guidance for enhancing remote education practices and supporting both teachers and students in overcoming challenges.

5. Conclusion and Recommendation

Teachers faced various challenges in distance teaching, particularly in identifying and addressing diverse learning styles, adapting teaching strategies, and ensuring effective student engagement.

They emphasized the importance of tailoring instructional materials to students' individual learning levels rather than enforcing standardized content, which significantly enhances learning outcomes. Additionally, parental involvement was identified as a crucial factor in bridging learning gaps and providing essential support to students.

The study also revealed the emotional and professional impact of distance teaching on educators, with many experiencing a mix of fulfillment and exhaustion. Despite these challenges, teachers remained committed and resilient, driven by their dedication to student development. The findings underscore the need for continuous support through well-prepared learning materials, effective monitoring systems, and the integration of personalized teaching approaches to address students' unique needs.

In analyzing the meaning and structure of these experiences, key themes emerged, including flexibility in monitoring, the necessity of home visitations, the importance of early literacy and numeracy support, and the critical role of differentiated instruction. Teachers' experiences highlighted the need for strategic planning, collaboration with parents, and the development of adaptive teaching methods to ensure meaningful learning in remote settings.

Effective distance teaching requires a comprehensive approach that considers the challenges faced by teachers, the diverse learning needs of students, and the essential role of parental support. Addressing these factors is crucial to improving the effectiveness of distance education and fostering student success.

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