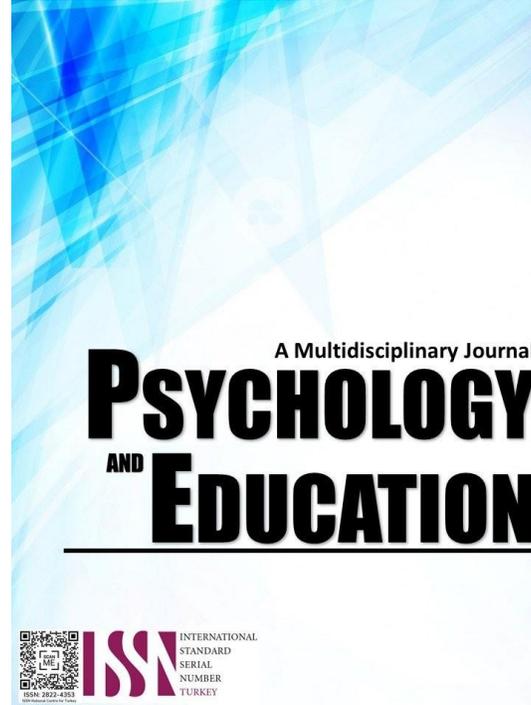


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Teaching Miles Away from Home: The Narratives of Newly Hired Elementary Teachers

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Abstract

This phenomenological study aimed to explore and understand the lived experiences of newly hired elementary teachers in far-flung areas. Using purposive sampling, the participating 14 newly hired elementary teachers from seven different public schools were identified. All of them participated in the in-depth interviews. Results revealed the experiences of the participants: struggle in transportation, adjusting to new environment, contextualizing lessons, language barrier, difficulties of internet connection and electricity, and lack of resources. In response to the challenges they have encountered, they deemed the following coping strategies essential: professional development and skill enhancement, accepting the reality, good communication with the colleagues, cultural sensitivity and understanding, emotional resilience and well-being, and drawing strength from one's source of inspiration. Upon reflecting on their entire experiences, they arrived at the following insights: prevalence of slow learners in far-flung schools, bridging the learning gap, importance of patience, and imparting knowledge and sacrifices. The results of this study were anticipated to be meaningful and important to the participants, teachers, students, and researchers.

Keywords: *newly hired elementary teachers, far-flung areas, teaching far-flung areas, phenomenology approach, qualitative*

Introduction

Newly hired teachers face challenges when assigned in far-flung places due to the difficulty of transportation and accessibility in reaching the assigned schools. Challenges and dissatisfaction are part of being a novice teacher. As they enter the field, they have personal expectations, administrative expectations, professional support expectations, and classroom environment expectations which tend to give negative experiences. These experiences and struggles might lead to teacher stress, and one reason is the inability to manage personal and professional expectations (Guirguis, 2017).

In South Africa, categorized by various factors that negatively impact on the provision of quality education. Rural areas are generally remote and relatively underdeveloped. As a result, majority of schools in far-flung area lack of necessary physical resources and basic infrastructure for sanitation, water, roads, transport, electricity and information, communication technology.

In addition, managing a school is a wonderful job, albeit a difficult one, particularly for any educator sent to remote area. Regardless of how frightening the situation seems to be, teachers in far-flung areas remain unfazed. Despite the shortage teachers, the remoteness of the area, the tough terrain, the high cost of car rental for their travels, and the fact that they only get to see their families once a month, they persevere to continue their undying dedication to providing the best education for the students (Du Plessis & Maestry, 2019).

In Negros Occidental, newly hired teachers face challenges when assigned in far-flung places due to the difficulty of transportation and accessibility in reaching the assigned schools. The challenges encountered by the newly-hired teachers according to the area's mode of transportation, physical facilities/water and food supplies, and learning environment/resources were of high extent. Newly hired teachers are expected to face challenges when they are assigned in the far-flung areas. Thus, they experienced both personal and professional coping interventions which somehow helped them to endure the situation and to survive the everyday challenges (Pancho, 2022).

While it is important to focus on the need of the educational system, it is also necessary to consider the teachers' welfare as one of the important factors in the teaching-learning scenario. There were many cases where teachers did not just devote time but also made self-sacrifices to fulfill their commitment in the delivery of learning. It is said that teachers in the Philippines are overworked by multitude of their other responsibilities and roles because of the idea of teachers' issues and challenges (Mateo, 2018). In addition, there were cited teachers' life threats related to insurgency problems in a Bukidnon tribe in Capiz. The same situation holds true in the case of teachers in Davao who got abducted by the rebels as also mentioned in the paper of David et al. (2019).

The urgency to conduct this study because of the idea that teachers in rural or remote areas are more likely to experience burnout and job dissatisfaction due to a lack of resources, support, and professional development opportunities. Furthermore, the cultural and linguistic differences that newly hired teachers in far-flung school areas may encounter require a deeper understanding to inform effective strategies for supporting and retaining them. Therefore, there is an urgent need to conduct research on the lived experiences of newly hired elementary teachers in far-flung school areas to better understand the unique challenges and opportunities they face and develop more effective strategies for improving educational outcomes for students in these remote locations. The time to act is now.

Lastly, copies of the study will be disseminated to the various research conference and concerned agencies to facilitate scholarly exchange and utilization of research based discovery that will resolve the problem being studied in this academic endeavor.

Research Questions

This study investigated the experiences of newly hired elementary teachers teaching in a far-flung area around Davao del Norte. Specifically, it sought to answer the following questions:

1. What are the lived experiences of newly hired elementary teachers in far-flung school area?
2. How do newly hired elementary teachers cope with the prevailing challenges they face in a far-flung area?
3. What insights can the participants share with regards to their experiences in a far-flung school area?

Methodology

Research Design

In order to further understand the challenges, coping mechanism from those challenges and insights from the phenomenon they have experienced, this study employed a qualitative type of research applying phenomenological approach. As defined, qualitative research is a type of research where it does not require numerical data but more of the syntactic, semantic and pragmatic data to arrive at an exploratory means of in-depth collection, analysis and discussion of data through the means of interviewing (Creswell, 1998).

This study utilized a qualitative research design on phenomenological approach which aimed to have a finer understanding of the in-depth analysis of the experiences, the coping strategies, and the insights of our informants. It used an inquiry develop from in-depth data analysis. The information was acquired through interviews, observations, discussions, and representations. The data was read and reread and culled for like phrases and themes that are then grouped to form clusters of meaning. I generate the description of each case as well as the theme of the case I was study.

This phenomenological research is a design of inquiry develop from philosophy and psychology in which I can described teaching miles away from home. It focused on the challenges on how they manage their way during their transportation, and which also involved their feelings, views, motivational factors, challenges and perceive effects of the said experiences in their teaching profession. Moreover, this was also the most appropriate research methodology because the concern of the study was to know how people make sense of their lives. The researcher wanted to know what the participants thought about their lived experiences in a far-flung school. The researcher focused on the participants' expectations, causes, motives, objectives, and values about the experiences they encountered in their lives. The researcher also tried her best to capture the participants' perspectives as accurately as possible. It was emphasized that through phenomenology, special events that happened as participants included their experiences could be understood better through lengthy discussions.

Participants

In this phenomenological study, the participants were the newly hired elementary teachers who have 6 months to 1 year in service teaching in a far-flung area around in Davao del Norte. There were fourteen participants who were carefully selected for this research endeavor. Fourteen (14) of them underwent in-depth interviews (IDI) wherein each of them was interviewed individually by the researcher wherein all of them gathered in one question that I had presented to them. This determined number was in adherence to the suggestion of Creswell (2013) that the ideal number of participants in a qualitative study range from 5 to 25 participants. By having this set of participants in a qualitative research study, high data saturation will be achieved in the data collection process.

Procedure

There were varieties of methods of data collection in qualitative research (Gil, 2008). The most common research methods were IDI. On the other hand, qualitative data collection methods involve providing information useful to understand the processes behind observed results and assess changed in people's perception. Then, the researcher understood the nature of the request and permission to the participants to conduct the study and involved them through face to face interview. In obtaining the needed data for the study, the following steps were employed: firstly, through purposive sampling technique, it helped the researcher in identifying the participants of the study.

Data Analysis

Data analysis is the most complex and mysterious of all the phrases of a qualitative project, and the one that received the least thoughtful discussion in literature (Thorne, 2000). This study used thematic analysis in analyzing the collected and gathered data. Thematic analysis were the two common approaches in data analysis.

In addition, qualitative content analysis is the collection of samples usually consisted purposely selected instances that reflected the research questions being investigated. The idea is necessary to keep balanced subjectivity and objectivity. It pays attention to unique themes that illustrate the meanings from the phenomenon rather than numerical significance (Hseih & Shannon, 2005).

On the other hand, thematic analysis is a method that provides a systematic element to data analysis. It allowed the researcher to associate the analysis of the frequency of a theme with one of the whole contents. The integration of thematic analysis in this study is very helpful because it can detect and identifying the factors and variables that influence the phenomenal issue generated by the

participants.

Ethical Considerations

To ensure that research is conducted systematically and ethically, it is essential to highlight and adhere to ethical codes and regulations concerning the participants. This qualitative study focused on the fundamental principles of ethical research, such as obtaining informed consent, maintaining confidentiality and anonymity, avoiding harm, promoting reciprocity, and reflecting on issues of power, empowerment, and ownership (Halai, 2006).

Respect for persons pertains to the courtesy of the researcher towards the participants as well as their rights to autonomously decide to take part in the study. This means that the research becomes ethical when the researcher provides the prospect participants with adequate information and understanding about the research study, and the provision of this information leads to the participants' informed consent to voluntarily take part in the study (Munhall, 2015; Scott, 2013). It is the researcher's obligation to exploit the weaknesses of the research participants. Self sufficiency will avoid maintaining trust, friendship, and confidence among participants and the researcher. Before the administration of interviews, I asked permission from the researcher.

Before the administration of interviews, I asked permission from the parents and the participants themselves, and I adjusted upon their availability. Therefore, I set the interview schedule ahead of time. This was done to ensure that I was not a reason that our participants may have to be absent from their respective classes; also, to avoid delay or cancellation of their important errands.

Beneficence requires a commitment to minimizing the risks of the participants rather than maximizing profits that are due to them. The anonymity of the interviewee was kept in order not to always put each participant at risk, participants were protected, so overfilled information was not left unattended or unprotected (Bricki & Green, 2007).

Consent is another most important way of showing respect to persons during research. This is to make all participants aware of the purpose and objectives of the research study that they are going to involve. Written consent was provided for them to get their approval. After getting their positive response, they actively participated in the in-depth interview and focus group discussion.

To respect my participants, I am concerned to ask them if they have a sincere interest in taking part in this study. They were additionally encouraged to participate in their own free will. An informed consent form that my participants signed to indicate their voluntary involvement serves as proof of this. To inform the participants about the purpose of the study and to provide them with the information they need to decide whether to join, this form also stipulated preliminary information on the study's methodology, design, and procedures. Participants who decided not to participate in the study were allowed to leave, with the assurance that their data will remain confidential even after the conduct of the study.

Confidentiality towards the results and findings including the safety of all the data and the participants, coding system, and pseudonyms will be used to hide the identity of the participants. As suggested, all materials including the videotapes, encoded transcripts, notes, and other materials that secure important information from the participants destroyed after the data are analyzed (Maree & Westhuizen, 2007). In the study, I ensured that each participant was identified using discrete coding when I transcribed all of their responses.

The Republic Act 10173, also known as the Data Privacy Act of 2012, which was the foundation for this measure, states that any information that might potentially be used to identify participants, such as their name, gender, ethnicity, or employment or location information, should be carefully worded to avoid violating the confidentiality of the participants. Therefore, to address this, appropriate coding and other methods were implemented and followed to secure the participants' identity. Additionally, none of the necessary documents for this study that my research participants had to fill out ever required them to provide their names. The researcher also conducted an in-person transcription of the interviews.

Justice requires reasonable allocation of the risks benefits as the results of the study. Therefore, acknowledging the contribution of all the respondents should be highlighted as they become an integral part of the success of this study. They must be given due credits in all their endeavors (Bloom & Crabtree, 2006).

To address justice in my study, I made sure that fairness was given to the research participants without bias. I had presented the research participants with subjected risk and benefits. I made sure that the participants were picked fairly based on the right procedure for participants selection, which involved the use of the purposive sampling approach. As a result, no eligible volunteers had their study participation disallowed based on their personal classification.

Throughout the IDI sessions, it a point to keep the interviewees at ease and secured during the entire discussion, I gave valuable gifts to all my participants as payment for the time and effort they put into helping me complete this study.

Results and Discussion

This section is divided into four parts. Part one focuses on the participants' data, from which qualitative data were collected. Part two covers the data analysis procedures and the steps involved in categorizing the emergent themes from the results of the in-depth interviews. Part three focuses on the responses to the interview questions pertaining to each research problem. Lastly, part four provides a summary of the responses.

Participants

The participants of this study were the newly hired elementary teachers in seven public schools in the Division of Davao del Norte. As shown in Table 1, a total of fourteen (14) individuals took part in this study which all undergone an in-depth interview. Among these 14 participants, three newly hired teachers were from School A. Three newly hired teachers were assigned in School B. Two newly hired teachers in School C. Two newly hired teachers also in School D. As well as two in School E. One in School F and one newly hired teacher assigned in School G.

In-depth interview. There were fourteen key participants in this study. All these participants were newly hired elementary teachers located in Davao del Norte. To uphold the principle of confidentiality, each participant was assigned a pseudonym during the in-depth interview, following the approach employed by Bernal (2014). These pseudonyms were chosen by the participants themselves based on their preferences and the unique characteristics that emerged during the interview sessions.

The selected pseudonyms provided insight into the characteristics and qualities of the participants. For instance, Mrs. Glory conveys a sense of honor, splendor, and magnificence. The name "Glory" suggests someone who is esteemed, admirable, and brings a sense of pride and distinction to the teaching profession. In essence, "Mrs. Glory" represents a teacher who is dedicated, inspiring, and deserves recognition for her outstanding contributions to education. Mr. Jeun earned his nickname a teacher who is youthful, energetic, and vibrant. It represents someone who brings a fresh and lively approach to teaching, engaging students with enthusiasm and a modern perspective. Mrs. Bernadette named sense of warmth, kindness, and nurturing care, embodies a teacher who is loving, empathetic, and dedicated to helping students grow both academically and emotionally, like a caring mother figure in the classroom. Ms. Kim embodies a teacher who fosters unity, respect for different backgrounds, and a welcoming atmosphere in the classroom, promoting a sense of belonging and acceptance for all students. Mr. Cris gave his nickname a teacher who is creative, innovative, and resourceful. Mr. Sunny teacher who is cheerful, optimistic, and brings brightness to the classroom. Mrs. Meadow teacher who is caring, peaceful, and creates a nurturing educational space where students can flourish and find a sense of peace and growth. Ms. Cherry teacher who is known for her energetic spirit, warm demeanor, and ability to create a fun and engaging atmosphere that inspires students to learn and grow with enthusiasm. Mr. Bright teacher who is known for his intelligence, positivity, and ability to enlighten and inspire students with his bright and optimistic approach to teaching. Mr. R teacher who is known for his mysterious and captivating presence, engaging students' curiosity and fascination with his enigmatic persona. Ms. Apple Pink teacher who is known for her sweet and lively personality, bringing a colorful and energetic atmosphere that inspires students to engage with enthusiasm and joy in their education. Mr. Mickey is known for his friendly and playful nature, creating a lively and interactive learning environment that captivates students and makes learning enjoyable and engaging. Mrs. Irene is gentle, serene, and caring. Mr. River teacher who is flowing, adaptable, and full of life.

Table 1. *Participants of the Study*

<i>In-Depth Interview (Pseudonyms)</i>	<i>Age</i>	<i>Sex</i>	<i>Code</i>
Mrs. Glory	30	Female	IDI-01
Mr. Jeun	26	Male	IDI-02
Mrs. Bernadette	37	Female	IDI-03
Ms. Kim	26	Female	IDI-04
Mr. Cris	26	Male	IDI-05
Mr. Sunny	26	Male	IDI-06
Mrs. Meadow	33	Female	IDI-07
Ms. Cherry	27	Female	IDI-08
Mr. Bright	26	Male	IDI-09
Mr. R	27	Male	IDI-10
Ms. Apple Pink	26	Female	IDI-11
Mr. Mickey	26	Male	IDI-12
Ms. Irene	27	Female	IDI-13
Mr. River	30	Male	IDI-14
Total = 14			

All participants answered the same questions. The selection of the participants was based on their involvement and experiences as newly hired elementary teachers, which were identified by the researcher and verified through personal and virtual declarations provided by the participants.

The in-depth interview was conducted face-to-face for it to be more personal and engaging, allowing for deeper insights and better interpretation of non-verbal cues. And conducted also in virtual due to the distance of their locations. Additionally, immediate clarification and follow-up questions can be addressed, fostering a more comprehensive understanding of the participant's experiences. Most of the participants did ask for a hard copy which was distributed to their respective schools as per request. The researcher respected the participant's decision when asked to adjust and reschedule the interview due to their important reasons related to their classes. The researcher did consider face-to-face as an important factor to consider in achieving and ensuring the validity and credibility of the study but unfortunately, some of the participant's interviewed virtually due to the distance of their locations.

Categorizing of Data

After conducting in-depth interviews, the interview responses were transcribed, translated, and analyzed. The analysis commenced with the coding process, which involved organizing the materials into segments of the text to derived meaningful information. Through coding, descriptions of the participants settings and thematic categories were generated to shape an overall depiction of the phenomenon under study. Data results were presented in the form of a table. This data gathered was handed to the data analyst for analysis of data and emerging themes.

The data was categorized into central themes based on the research questions, and these themes were presented. Through discussions were conducted to vividly described the emerged themes from the study, while the core ideas of the participant's responses were also included in the table alongside the major themes.

In the data analysis we followed the second step by categorizing the data and presenting it in Table 2. The themes were organized according to the research questions and referred to as central themes, while the opposing significant themes were represented as co-ideas from the participants' responses, which served as the basis for classifying them into general, typical, and variant categories, as discussed above.

Research Question No. 1: What are the lived experiences of newly hired elementary teachers in far-flung school area?

To answer this research question, in-depth interviews were conducted with the participants, respectively. Hence, several sub-questions were asked to understand their experiences regarding of newly hired elementary teachers in far-flung area.

The major themes and core ideas for research question number 1 were presented in Table 2. From the answers of the participants, six major themes had. emerged: struggle in transportation, adjusting to new environment, contextualizing lessons, language barrier, difficulties of internet connection and electricity, and lack of resources.

Table 2. Experiences of Newly hired elementary teachers teaching in a far-flung area

<i>Emerging Themes</i>	<i>Supporting Statements</i>
Struggling with Means of Transportation	<p>"So, the biggest challenge for me is traveling. So the road is difficult because it's far, and those time I used my motorcycle to go there to my station, when traveling, especially when walking, it takes me 7 hours to walk inside the area where our school located." - IDI-02</p> <p>"Okay, the first challenge is really the journey, the distance of the travel, and the danger of the road. So far, that is it because it is really far to reach, you have to cross a stream. The struggle is really in the travel, then you have to pass through mud, and you even have to skid because the road is really narrow." - IDI-03</p> <p>"Perhaps the most specific challenge is transportation. It is quite a long drive, from the flatland to the mountains, it is about a 3-hour journey to get here to the station." This is an interpretation based on the context and could vary slightly depending on the specifics of the situation". - IDI-08</p> <p>"Speaking about challenges, the first one is that I was assigned to a far place. It takes me 3 hours to travel and it's really difficult because the road going there is very rough." IDI-09</p> <p>"So, the specific challenges I have encountered as a newly hired teacher is first, the travel because of course, going to the mountains is already a struggle during your journey. It is really hard to travel for 3 hours to the station area, passing through rough and bad roads." - IDI-11</p>
"Adjusting to New Environment"	<p>"I have had a hard time adjusting to this rural area because it is very different from Davao and college. As a teacher, I know I need to be flexible, so I have tried to adapt to my new environment. At times, especially in the first week, it was so tough that I considered resigning. I am sharing this to be honest about my experience, not to discourage others. We teachers are used to making adjustments to overcome challenges." -IDI- 01</p> <p>"So, the first adjustment is to the environment where I am staying, especially since we are in a cottage and staying here for one week. It's my first time experiencing something like this." -IDI-04</p> <p>"My adjustments focus on adapting to the different environment here. The people in this rural area learn more slowly compared to those in the lowlands. As a teacher, I need to adapt to their culture and behavior, understanding their learning pace and adjusting my approach to fit their needs."- IDI-7</p> <p>"Although it was my first challenge, I was able to adjust to their environment here in just a few months. Now, it is your way to adapt and learn about their culture or behavior here because I am a teacher." - IDI-11</p>
"Contextualizing Lessons"	<p>"I contextualize it, especially in my lesson plan. I look for examples that the children can relate to, so those are the teaching practices that I employ." -IDI-04</p> <p>"I am learning the Ata Manobo language because all the children here speak it, while I'm fluent in Bisaya. The children sometimes have trouble with Bisaya, so I need to learn their dialect to teach them effectively. I also adapt my lessons to make them relevant by using examples from their own environment, since the standard materials often don't relate to their experiences." - IDI-09</p> <p>"Since I am aware that their comprehension level may not be as high, it is challenging to integrate what is in the curriculum. So, what I do is simplify my topics and contextualize them to ensure better understanding. There are students who still struggle with reading and comprehension, so as a teacher, I make it a point to make it easier for them." -IDI-10</p> <p>"I used contextual teaching, bringing local situations into the class"- IDI-12</p>
"Language Barrier"	<p>"There can be a language barrier if you do not know their local dialect, as they do not speak Bisaya well, though they understand it a bit. Kindergarten kids do not usually speak Bisaya; only older kids and their</p>

	<p>parents do. So, I need to learn their language first, and then they will start learning from me." - IDI-02</p> <p>"What we do is we localize our lessons, since it is not always the same as the standard set by DepEd or what is given to us. We need to revise it so that they can relate to it here because most of the examples in the lessons are about the ocean or vehicles that are not commonly seen here. They do not realize that there are excesses to those things. So, as much as possible, we localize our lessons." - IDI-05</p> <p>"To adjust, I ask my colleagues for help and work with other teachers to better understand the children. It is often hard for me to understand them, and they have trouble understanding me because of the language barrier. Even in Grade 4, they struggle with Bisaya and find it hard to express themselves since they mainly use their Ata Manobo dialect." - IDI-06</p> <p>"Of course, we are aware here that their culture is different, and their dialect is also different. At first, we could not understand each other well due to their different dialect, especially since I am a Bisaya. It was challenging for them to understand me when I discussed topics because we had different dialects. However, I learned and observed, even just the basics of their language, so that they could understand, and I could also teach effectively." - IDI-07</p>
"Difficulties of Internet connection and electricity"	<p>"Before, we had no signal and only enough solar power for basic needs. Thanks to our school head, we now have Starlink internet and extra solar battery power. We used to climb hills just to get a signal and felt isolated. Now, with better solar power and internet, things are much improved. - IDI-02</p> <p>"As I mentioned before, we did not have electricity, but now it is different, we have an internet connection, and we can connect with our family. However, there was a time when we really did not have any connection with our family for a whole week." - IDI-03</p> <p>"Not everything is available here in the far-flung areas. Resources are also limited, including electricity. Before, we did not have electricity, so we relied solely on solar power to charge our cellphones." - IDI-04</p> <p>"When I arrived here, there was already a WiFi powered by solar energy. We can make calls because of technology now, but it's unavoidable for the connection to occasionally go out because it is solely reliant on solar power since there is no electricity here." IDI-07</p>
"Lack of Resources"	<p>"Here, we do not have any electricity connection because we are in a remote area. We solely rely on solar panels for power. There are instances when the internet connection goes out, especially during heavy rains or changing weather conditions. That's why sometimes we are unable to communicate with our family." -IDI -12</p> <p>"Our main problem is the lack of resources, so we do not have much to work with. As teachers, we need to be creative despite this. We have to use things like cut-out materials, manila paper, flashcards, printed materials, and visual aids to make do." - IDI-01</p> <p>"We need to improvise here in terms of teaching materials because, especially in remote areas like ours, there is a lack of resources. Our teaching materials, like books, are limited, so we must photocopy them. I also download videos in advance for our lessons, and I need them on hand when I am urban or in city." - IDI-4</p> <p>We always improvise because we do not have access to computers and textbooks. So, what we do is we print the materials in advance and distribute them to the students. We also try to integrate catchy materials in a traditional way." -IDI- 87</p> <p>"This is indeed a challenge for us because our learning materials are really lacking. So, we rely heavily on the chalkboard and manila paper, just like the traditional way of delivering lessons." - IDI-09</p> <p>"So, the lack of resources is one of the reasons why you cannot showcase your lessons properly. That is why you need to be creative and think of materials that are not too expensive but can still be effective in imparting knowledge to them." - IDI-10</p> <p>"In remote areas, there are few resources and poor infrastructure. Parents often make learning materials because there are not any available. We also need to prepare materials at home that are engaging and visually appealing for our students." - IDI-11</p>

Struggle in Transportation

The theme focuses on concerning the transportation of the teachers assigned in far-flung areas delves into the intricate challenges faced by educators working in remote or isolated locations. The participants various obstacles related to transportation that significantly impact their ability to fulfill their roles effectively within the education system. They often contend with limited accessibility, facing issues such as poor road conditions, sparse public transportation options, and the necessity to traverse long distances to reach their schools.

Based on the experienced of Mr. Jeun (pseudonym), he narrated that his biggest challenge is traveling. He mentioned that the road it is difficult because it is far. Mr. Jeun (pseudonym) stated that the way to their assigned school is far and difficult. He is undertaking such a long and arduous journey, especially when he had to walk for 7 hours. He mentioned:

"So ang pinaka ka main challenge jud nako kay ang pag travel, So ang dalan jud lisod kay layo kaayo, unsaon maning dalan no nya ka cute sa akong motor ato kay smash dugay na kay mao lagi bag o pakong sulod, so mao to ang dalan, pag travel nya samot na pagbaktas 7hrs jud akong pagbaktas pasulod". (IDI-02)

(So, the biggest challenge for me is traveling. So the road is difficult because it is far, and those time I used my motorcycle to go there to my station, when traveling, especially when walking, it takes me 7 hours to walk inside the area where our school located.)

As with the other participant, Mrs. Bernadette (pseudonym) narrated her first challenge is really the journey, the distance of the travel,

and the danger of the road. She mentioned that their station is far to reach. Mrs. Bernadette (pseudonym) shared that having to cross a stream, navigate through mud, and deal with narrow roads. She mentioned:

“Okay the first challenge jud kay ang byahe ang kalayo sa byahe, ang ka delikado sa dalan mao lang man so far kay layo jud sya sudlonon mo tabok pag sapa struggle kaayo sa pag byahe nya agi pag mga lapok kanang agi pajud kag skidding narrow jud kaayong dalan”. (IDI-03)

(Okay, the first challenge is really the journey, the distance of the travel, and the danger of the road. So far, that is it because it is far to reach, you must cross a stream. The struggle is really in the travel, then you must pass through mud, and you even must skid because the road is narrow.)

In addition, Ms. Cherry (pseudonym) narrated her most specific challenge is the transportation as well. She mentioned that It’s quite a long drive journey, and it indicates that it takes approximately three hours to travel to the station. This suggests a significant time commitment and emphasizes the length of the participant’s journey. She mentioned:

“Sguro ang pinaka specific na challenge jud is ang transportation long drived man gud sya kay from patag to bukid mga 3hrs jud ang byahe padulong dri sa station so mao na ang pinaka dako na hagit dri sa amo a gikan pag drive lisod jud sya samot na ron kay murag nausab na ang mga kuan mo dritso dayun og tudlo so mao to sya.” (IDI-08)

(Perhaps the most specific challenge is transportation. It is quite a long drive, from the flatland to the mountains, it is about a 3-hour journey to get here to the station. This is an interpretation based on the context and could vary slightly depending on the specifics of the situation.)

Moreover, Mr. Bright (pseudonym) stated that the first one challenge is that he was assigned to a far place. He reveals that his journey takes three hours and is extremely challenging due to the rough road conditions. He stated:

“Speaking about challenges, first is layo akong na assignan jud its 3hrs for me to travel nya lisod jud kaayo sya kay ang dalan pa ana is danlog kaayo.” (IDI-09)

(Speaking about challenges, the first one is that I was assigned to a far place. It takes me 3 hours to travel, and it is difficult because the road going there is very rough.)

Furthermore, Apple Pink (pseudonym) expressed that her specific challenges she encountered as a newly hired teacher is the transportation. She stated that going to the far flung area is already a struggle during her journey and faced is the arduous three-hour journey to the station in the mountains. She mentioned:

“So the specific challenges I've encountered as newly hired teacher is first ang pag travel jud kay syempre padung bukid pag byahe palang nimo so struggle jud mag byahe og 3hrs padung sa area no sa station, maka agi pakag mga lubak.x na dalan mga maot na dalan”. (IDI-11)

(So the specific challenges I have encountered as a newly hired teacher is first, the travel because of course, going to the mountains is already a struggle during your journey. It is hard to travel for 3 hours to the station area, passing through rough and bad roads.)

Adjusting to New Environment

As the other participant, Mrs. Glory (pseudonym) expressed that, she struggling adjusting the environment, she stated that It’s quite different from the urban setting to here, where she was taught. Mrs. Glory (pseudonym) emphasize the importance of perseverance and overcoming difficulties by staying committed and flexible. It highlights the resilience and determination required to navigate the obstacles of teaching in a remote area, underscoring the need for adaptability and a positive mindset to succeed in such demanding environments. She mentioned:

“I have the struggle adjusting the area judt because its quiet different from what I used too from the last davao and then college nga gitudloan to grade as in bukid sya. as a teacher of course we do ahmm.. we know we are flexible diba so ahmm.. I have this ano ba adjustments so you have to be ano lang gyudt adpative sa environment so ang adjustments is naga think lang ko nga okay, kanang dili lang ni karun okay, so malagpasan rani those negativities and kanang mga overcomings like makaluya sya lami e resign, yes It’s my first ano judt.. first week lami gyudt sya e resign, not to ano you ha.. discourage but I’m really honest in my experiences.” (IDI-01)

(I have struggled adjusting to the area because it is quite different from what I was used to in Davao and in college where I was teaching. Here, it is a rural area, and as the teacher, of course, we are flexible. So, I have adjusted, and I must be adaptable to the environment. The adjustment is that I think to myself, 'Okay, this situation is not just temporary, I need to overcome these challenges and difficulties.' There were moments when it felt tough and I thought about resigning, especially during the first week. I do not mean to discourage others, but I am honest about my experiences. As a teacher, we know we are flexible, and we must adjust and overcome the difficulties.)

In addition, Ms. Kim (pseudonym) narrated that her first adjustment is the environment where she’s staying. She stated that being assigned to teach in remote areas is a unique experience. It involves adapting to a new environment and lifestyle, much like spending a week in a cottage for the first time. She shared:

“So first adjustments is sa environment na akong gi puy-an especially naa mi dri sa cottage we stay here for 1 week so first time nako naka experience og in ana.”(IDI-04)

(So, the first adjustment is to the environment where I am staying, especially since we are in a cottage and staying here for one week. It is my first time experiencing something like this.)

Moreover, Mrs. Meadow (Pseudonym) narrated that her adjustments are really about the environment. She mentioned that it is quite different here compared to the people in the lowlands and the differences of the learners there where in a community with slower learners requires adaptability. It highlights understanding their culture, behavior, and learning pace is key to effectively supporting their education. It is about being flexible, patient, and tailoring teaching methods to meet their needs. She shared:

“So my adjustments jud no kay sa environment jud kay lahi biya sila dri nya syempre ma compare jud nato sila sa baba og dri no we know that slow learner man jud ni sila dri, ikaw mismo as a teacher no kay be adpatable nalang jud ka mag adjust ka sa ila og asa lang taman ilang learning capacity.” (IDI-07)

(So, my adjustments are really about the environment because it is quite different here. We can compare them to the people in the lowlands and here. We know that they are slow learners here. As a teacher, you need to be adaptable and adjust to their culture and behavior because you are their teacher. You need to understand their learning capacity and adjust accordingly.)

Lastly, Apple Pink (pseudonym) narrated that the first challenge is to adjust to their environment, it takes a few months to adapt their new environment. Apple pink (pseudonym) stated that it’s her turn to immerse herself in the culture where she assigned and behavior as a teacher. It is a journey of understanding, respect, and growth. She mentioned:

“Akong adjustment is the environment though its my first challenges jud dri sa ilang environment naka adjust pud ko for how many months ikaw nalang mag sabot mag adjust og unsa man ilang culture or behaviour dri a kay ikaw may teacher ana.” (IDI-11)

(Although it was my first challenge, I was able to adjust to their environment here in just a few months. Now, it is your way to adapt and learn about their culture or behavior here because I am a teacher.)

Contextualizing Lessons

The theme talks about on how the teachers contextualized their lessons in far-flung area. They implemented practices of adapting teaching materials and methods to suit the specific environment, culture, and needs of students in remote locations. It involves tailoring lessons to be relevant, relatable, and effective in the unique context of these far-flung areas. This theme emphasizes the importance of connecting education to the local community, making learning meaningful and impactful for students in these remote settings.

As the participant Ms. Kim (pseudonym) expressed her contextualization in learning especially in her lesson plan. She implemented more examples that the children can relate to the lessons. She said:

“e contextualize nako sya especially akong lesson plan ahmm.. mangita kag mga example na maka relate ang mga bata so mao akong teaching practices nako na gi employ.” (IDI-04)

(I contextualize it, especially in my lesson plan. I look for examples that the children can relate to, so those are the teaching practices that I employ.)

In addition, Mr. Bright (pseudonym) narrated that he also contextualized his discussions with the children to learn their mother tongue since their culture is different from the lowlands. Mr. Bright (pseudonym) ensures effective communication and engagement with the children, who may struggle with Bisaya and adapting his lessons to be relatable by using example from the students’ surroundings enhances their understanding and connection to the topics taught. It is a thoughtful approach that fosters meaningful learning experiences tailored to the students' unique background and environment. He mentioned:

“gina contextualized nako ang akoang mga discussions sa mga bata and kuan learn their mother tongue since all of them are ata manobo, kanang new sya sa ako a kay ako bisaya kaayo ko dli ko hanas makig istorya sa ilaha na mga bata, nya usahay mag lisod pa silag bisaya mag ata manobo pa sila sa ako a, so I have to learn their dialect for me to deliver my lessons well.” (IDI-09)

(I contextualized my discussions with the children, and I try to learn their mother tongue since they are all Ata Manobo. It's new to me because I am very fluent in Bisaya and I am not skilled in conversing with them, especially the children who sometimes struggle with speaking in Bisaya since they are Ata Manobo. So, I must learn their dialect in order to deliver my lessons effectively and when it comes to teaching, I make sure to contextualize the topics that I teach to the children. Since some of the topics and examples written in our learning materials are not relatable to them, what I do is I contextualize the lessons using examples that are visible to them and that they can see in their surroundings, something they can relate to.)

As with the other participant, Mr. R (pseudonym) narrated that since he was aware that the comprehension level of the learners in far-flung areas may not be as high, he mentioned that it is challenging to him integrate what is in the curriculum stated. Mr. R (pseudonym) believed that simplifying and contextualizing topics is key to ensuring better understanding for students, especially those facing challenges with reading and comprehension. By making lessons more accessible and relatable to students and his supports students in

grasping the content effectively. It is a thoughtful strategy that promotes inclusivity and enhances learning outcomes for all students. He mentioned:

“As a teacher we have different types of teaching strategies/practices all of my students are belong to the IP community so akong teaching strategies is since we know that ilang comprehension level/ power is dili man jud in ana ka taas, lisod e integrate og unsa may naa sa curriculum so gina pa simplify jud nako akong mga topic, gina contextualized para ma sabtan jud kay naa juy mga students na dili pasud kasabot, they are still struggling in reading, comprehending so ikaw as a teacher ako a jung ginapasayon.” (IDI-10)

(Since I am aware that their comprehension level may not be as high, it is challenging to integrate what is in the curriculum. So, what I do is simplify my topics and contextualize them to ensure better understanding. There are students who still struggle with reading and comprehension, so as a teacher, I make it a point to make it easier for them.)

Moreover, Mr. Mickey (pseudonym) stated that he also contextualized his lessons to the class by incorporating local situations into the classroom through contextual teaching. He enhances the relevance and engagement of lessons for the students. It creates a meaningful connection between the curriculum and the students' everyday experiences, making learning more relatable and impactful.

“Nag-gamit ko sa kontekstwal nga pagtudlo, nga nagdala sa mga lokal nga kahimtang sa klase.” (IDI-12)

(I used contextual teaching, bringing local situations into the class.)

Language Barrier

The theme explores the difficulty of language barrier on the teacher's specific area which they assigned and implications of communication difficulties arising from linguistic differences between teachers and students in remote locations. It explores how language barriers can impact the teaching-learning process, hinder effective interaction, and create obstacles in conveying information and understanding. The participants delve into strategies and approaches that they can employ to overcome language barriers, facilitate communication, and enhance the educational experience for students in far-flung areas.

As with the other participant, Mr. Jeun (pseudonym) stated that in the school where he was assigned in the far-flung area, there is a language barrier, he already knows that the culture and dialect of the students there are different, especially in areas where students are not fluent in Bisaya. He mentioned that he learned the students' language first, the teacher paves the way for effective communication and learning, fostering a supportive environment for language acquisition and mutual understanding. He mentioned:

“sa ilang language kay mahimog language barrier kung dili ka kabalo sa ilang dialect kay dili jud sila kabalo mag bisaya didto though kasabot.x sila gamay ang mga bata didto sa kinder 1,2,3 dili jud sila kabalo mo bisaya jud ang kabalo lang mo bisaya didto kay kana lang dagko.x kana ilang mga mama og papa pero ang mga estudyante didto dili jud kabalo mo bisaya, mao to adjustment mag tuon jud first sa ilang language nya kabalo.x naman ko ang mga bata pud kabalo napud sila og nakatuon napud sila sa akoo.” (IDI-02)

(In their language, there can be a language barrier if you don't know their dialect because they don't really know how to speak Bisaya there, although they can understand it a little. The children in kindergarten levels 1, 2, and 3 don't really know how to speak Bisaya; only the older ones and their parents can speak it. So, the adjustment is that I must first learn their language, and then they will eventually learn from me.)

As with the other participant, Mr. Cris (pseudonym) narrated that he must localized his lessons to be more understandable and implement the lessons better. He stated that adapting and localizing lessons is essential to ensure relevance and engagement for students in far-flung areas. By revising the curriculum to include examples and topics to be easy to understand the lessons that resonate with the local environment, Mr. Cris (pseudonym) make learning more relatable and meaningful for the students. This approach enhances understanding and connection to the lessons, bridging the gap between the standard curriculum and the students' everyday experiences. He stated:

“Gina employ namo is ang when it comes sa among lesson gina localize jud namo sya since dili man parihas og unsa man ang standard sa DepEd or sa gihatag sa amoa need pa namo sya e revise kay para maka relate sila dri kay kasagaran man gud kuan for example ang mga naa sa lesson kay dagat, mga sakyanan kanang naa sa baba nga dili kaayo nato makiita dri dili nila ma realize na naa diay na naga excess diay na so as much as possible gina localize lang namo among mga lesson. (IDI-05)

(What we do is we localize our lessons, since it is not always the same as the standard set by DepEd or what is given to us. We need to revise it so that they can relate to it here because most of the examples in the lessons are about the ocean or vehicles that are not commonly seen here. They do not realize that there are excesses of those things. So, as much as possible, we localize our lessons.)

In addition, Mr. Sunny (pseudonym) narrated that cooperating and seeking help from his colleagues can help his understand better to the children in far-flung area. He stated the difficulties of the dialect to his learners and he is struggling about it, he expressed when he call the names of their students they have difficulty expressing themselves in Bisaya or any other language because they primarily use their dialect, which is Ata Manobo. He said:

“My adjustments is a seek help with my colleagues mag kauban na maistra una ilang ginabuhat para maka sabot jud dayun sila sa mga bata, most of kanang sa mga bata jud maglisud kog sabot sa ilaha as well as mag maglisud pud silag sabot sa akoo kay language barrier

ba, grade 4 dili man pud sla makasabot og bisaya ako pud mismo mag explain example tawagon nako sila maglisud pud silag express sa ilang self nga through bisaya or any language kay ilang gina gamit always kay ila mang dialect which is ata manobo.” (IDI-06)

(My adjustment is seeking help from my colleagues, working together with other teachers, so that they can better understand the children. Most of the time, it's difficult for me to understand the children, and they also struggle to understand me due to the language barrier. Even in Grade 4, they have difficulty understanding Bisaya, and I also struggle to explain things to them. For example, when I call their names, they have difficulty expressing themselves in Bisaya or any other language because they primarily use their dialect, which is Ata Manobo.)

Moreover, Ms. Irene (pseudonym) stated that she must already aware the culture where she is teaching, the culture and dialect was different. Initially, the language barrier posed challenges in communication between them who is Bisaya, and the students with a different dialect. Ms. Irene (pseudonym) do learn and observed even just the basics of their language, so that they could understand and could also teach effectively. She mentioned:

“Of course kuan kanang kabalo man ta dri na lahi ilang culture so lahi sad ilang dialect dri so at first dili jud mi magkasinabot due to lahi silag dialect especially ako na bisaya ko labi na inig mag discuss nako lisod sila pasabtan tungod kay lahi mig dialect but nagtuon ko, nag observed ko to know bisag basic lang na ilang mga gina istorya for them na makasabot og maka tuon sad sa ako a.” (IDI-13)

(Of course, we are aware here that their culture is different, and their dialect is also different. At first, we could not understand each other well due to their different dialect, especially since I am a Bisaya. It was challenging for them to understand me when I discussed topics because we had different dialects. However, I learned and observed, even just the basics of their language, so that they could understand, and I could also teach effectively.)

Difficulties of Internet connection and electricity

The theme explores the difficulty of Internet and electricity of teachers who assigned in far-flung areas. The participants explore the challenges and implications of unreliable internet connectivity and electricity supply on teaching and learning in remote locations. They delve into the obstacles faced by them in accessing online resources, conducting webinars, and communicating with their families and friends due to limited or inconsistent internet access. Additionally, they solely rely on the solar panels to address their needs in communicating with their loves ones, sometimes they encountered losing signals due to the weather conditions. It highlights the strategies and solutions that teachers employ to navigate these challenges and ensure continuity in education despite the constraints posed by internet and electricity issues.

Based on the experience of Mr. Jeun (pseudonym) he expresses the difficulty of internet and electricity to their station. They depend on the solar panels where gave them a little help to conquer their loneliness. He shared:

“Wala paman mi ato signal, wala pajud mi solar ayy naa pero igo ra pang kuryente tapos charge gamay, so karun tungod sa kamaayo sa among school head gitagaan mig internet gipalitan mi niyag starlink tapos nag dagdag pajud syag battery para tuloy.x among solar, sauna lisod jud kaayo kay pag abot nimog bukid no mangita pamig signal maabot pajud mig buntod jud para maka signal, unsahay mingawon jud ko sauna mo adto pamig pikas untod para maka signal mi para maka communicate sa among family, mura jud mig makulong didto sa bukid sauna, lisud kaayo jud. Sa karun okay na sya kay naa nami solar maka provide internet pud gamay.” (IDI-02)

(We did not have a signal before, and we also did not have solar power. We did, but it was only enough for electricity and a little charging. But now, thanks to the kindness of our school head, we were given internet access. He bought us Starlink and even added a battery to supplement our solar power. Before, it was difficult because when you reach the mountains, you have to look for a signal. We would even have to climb a hill just to get a signal. There were times when I would miss going to the other hill just to get a signal so we could communicate with our families. It felt like we were trapped in the mountains before, it was hard. But now, it is okay because we have solar power that can also provide a bit of internet.)

In addition, Mrs. Bernadette (pseudonym) narrated that they did not have a electricity before. She mentioned that now the situation has improved with internet access allowing connection with family. Despite this progress, there were instances of a week-long lack of communication with her family. She mentioned:

“As na mentioned nako na walay kuryente pero karun bago na naa nami internet connection na maka connect nami sa among family pero there was a time na isa jud ka simana wala jud mi connection sa among family.” (IDI-03)

(As I mentioned before, we did not have electricity, but now it is different, we have an internet connection, and we can connect with our family. However, there was a time when we really did not have any connection with our family for a whole week.)

Moreover, Mr. Cris (pseudonym) expressed that not everything in their area is available. They rely also to the solar power which for only in charging to their devices due to the absence of electricity. He mentioned:

“Dili man jud available tanan naa man jud dri sa far flung and then limited lang pud jud ang mga resources even ang electricity, sauna wala pajud karun naga rely lang mi sa solar among mga cellphone charge.” (IDI-05)

(Not everything is available here in the far-flung areas. Resources are also limited, including electricity. Before, we did not have

electricity, so we relied solely on solar power to charge our cellphones.)

Furthermore, Mrs. Meadow (pseudonym) narrated that on the first arrived on the station where she is assigned in far-flung areas, she was thankful that the availability of WiFi powered by solar energy has improved communication options for her. However, occasional connection disruptions are inevitable due to the sole reliance on solar power in the absence of electricity infrastructure. She mentioned:

“Pag abot nako dri isa naa may wifi solar sya then kuan mag tawagay tungod sa technology ron pero dili jud malikayan na magwala wala no tungod kay solar lang man sya nya kaluy an pud ko kay ako lang jud cp ang maka signal sa sim dri pero mangita pakog signal pud jud so thankful sad ko.” (IDI-07)

(When I arrived here, there was already WiFi powered by solar energy. We can make calls because of technology now, but it is unavoidable for the connection to occasionally go out because it is solely reliant on solar power. I also feel fortunate because only my cellphone can get a signal here, but I still try to find a signal. I am also thankful for that.)

Lastly, Mr. Mickey (pseudonym) narrated that on their assigned station there is no electricity as well as the internet connection due to the areas which is a remote area. He stated that they solely rely on the solar panels for them to access some important matters in lower lands, but there’s instances when their internet goes out due to the weather conditions also. He mentioned:

“Dri sa connection wala jud mi ano kuryente dri kay sudlonon naga depend lang mi sa solar panel nya naa pay instances na mag wala wala ang internet connection tungod kay sge og ulan lain ang panahon maong usahay dili mi maka communicate sa among pamilya.” (IDI-12)

(Here, we do not have any electricity connection because we are in a remote area. We solely rely on solar panels for power. There are instances when the internet connection goes out, especially during heavy rains or changing weather conditions. That's why sometimes we are unable to communicate with our family.)

Lack of Resources

The theme focuses on the lack of resources as well as the infrastructure of the learning classroom environment. The participants explore the difficulties faced by them in accessing essential resources such as teaching materials, technology, electricity, and internet connectivity. Additionally, this theme addresses the impact of insufficient infrastructure and including limited facilities on the quality of education provided in far-flung areas.

As other participant, Mrs. Glory (pseudonym) stated that she cannot deny the fact that the major concern in the far-flung area is the lack of resources. She mentioned that they really do not have any resources there. Mrs. Glory (pseudonym) really need to be creative as a teacher, even if they do not have anything. She shared:

“Okay so, we cannot deny the fact that the way ano judt major concern nako dri is the lack of resources, so wala man jud no so kailangan jud ta maging creative as a teacher bisag pag, regardless the wala kay ano dra maging creative judt ka so you have to go back to mag gupit-gupit, manila paper, mga flashcards, printed materials, mag provide og visual aids and yes naay mga improvise kadtung mga cut-outs materials kana sya.” (IDI-01)

(We cannot deny the fact that the major concern here is the lack of resources, so we really do not have any. So, we really need to be creative as a teacher, even if we do not have anything. You must go back to cutting, using manila paper, flashcards, printed materials, providing visual aids, and yes, there are improvised cut-out materials.)

As with the other participant, Ms. Kim (pseudonym) stated that she needs to be resourceful as a teacher. They know that in a far-flung area that the teaching materials and the infrastructures are limited. So, Ms. Kim (pseudonym) need to improvised teaching materials and prepared all the materials needed in their classroom during when she in the lower lands. She shared:

“Kailangan namo mag improvise dri a og mga teaching materials because ahmm.. especially naa mi dri sa layo, lack jud og resources, kuan teaching materials ahmm.. limited lang among mga libro so mag photocopy mi then naga download nalang ko in advance og mga videos and kailangan sa among lesson sa patag pag naa ko sa baba.” (IDI-04)

(We need to improvise here in terms of teaching materials because, especially in remote areas like ours, there is a lack of resources. Our teaching materials, like books, are limited. So, we must photocopy them. I also downloaded videos in advance for our lessons, and I need them on hand when I am urban or in city.)

Moreover, Ms. Cherry (pseudonym) stated also to improvise such learning materials because in their station does not had access to computers or technology implications and textbooks. She must be incorporate engaging content in a traditional format to enhance the learning experience. She shared:

“Maka improvised jud mi always kay lagi wala man mi access sa computer and textbooks so among ginahimo is printed na daan sa baba para inig abot namo dri igo nalang ihatag sa mga bata pa answeran and integrate jud pud kag mga catchy na materials kanang traditional way jud mga bitawy.x ana.” (IDI-08)

(We always improvise because we do not have access to computers and textbooks. So, what we do is print the materials in advance



and distribute them to the students. We also try to integrate catchy materials in a traditional way.)

Furthermore, Mr. Bright (pseudonym) he stated that one of the challenges they encountered is the lack of resources, the teaching materials where they can used in incorporating their teaching learning process. Mr. Bright (pseudonym) relied on a traditional way of teaching. He mentioned:

“Isa jud ni ka challenge sa amo a no kay among mga learning materials didto is lacking jud kaayo so nag salig rajud mi sa chalk board, manila paper like the traditional way of delivering lessons.” (IDI-09)

(This is indeed a challenge for us because our learning materials are really lacking. So, we rely heavily on the chalkboard and manila paper, just like the traditional way of delivering lessons.)

In addition, Mr. R (pseudonym) shared that one of the reasons why he cannot showcase his lessons well because of the lack of resources. He mentioned that teacher must possess flexibility and think creatively to do some traditional materials that can easily provide especially in the far-flung area. He stated:

“So lack of resources is one of the reanon nganong dli ka maka show jud sa imong lessons so yun nga maging creative ka, you should think na mga materials kanang dli lang kaayo mahal na makaya nila dli man need na mamahalin ang mga resources to impart knowledge sa ilaha.” (IDI-10)

(So the lack of resources is one of the reasons why you cannot showcase your lessons properly. That is why you need to be creative and think of materials that are not too expensive but can still be effective in imparting knowledge to them.)

Lastly, Ms. Apple Pink (pseudonym) stated that resources and infrastructure are indeed lacking. She also prepares visually appealing and engaging materials related to the topics being taught to enhance the learning experience for students. It highlighted that parents often create learning materials for their children due to limited resources. She shared:

“Sa far flung area of course ang mga resources and infrastructure kay wala jud dli enough, ang mga bangko kay hinimo lang sa mga parents sa among mga learners and of course kay wala man naga improvised jud mig mga instructional materials kabalo naman mi na wala juy gamit kaayo dri so prepared nalang jud daan sa balay mga gamitonon and mag buhat jud ka og mga materials related sa imong topic sa imong klase dapat kay catchy juud sa eye sa mga students saimong mga learners.” (IDI-11)

(In far-flung areas, resources and infrastructure are indeed lacking. The learning materials are often made by the parents of our learners. Since there are no available resources, we have to prepare the materials at home. You should also create materials related to your topic in class that are catchy and visually appealing to your students.)

Research Question No. 2: Do newly hired elementary teachers cope with the prevailing challenges they face in a far-flung area?

To answer this research question, in-depth interviews were conducted with the participants, respectively. Hence, several sub-questions were asked about their strategies for coping with the challenges they faced in far-flung area. It was revealed that they employ a range of strategies and techniques to overcome these difficulties.

The major themes and core ideas for research question number 1 were presented in Table 3. From the answers of the participants, six major themes emerged: professional development and skill enhancement, accepting the reality, good communication with the colleagues, cultural sensitivity and understanding, emotional resilience and well-being, and drawing strength from one’s source of inspiration.

Table 3. Coping Mechanism of prevailing challenges of newly hired elementary teachers face in a far-flung area

<i>Emerging Themes</i>	<i>Supporting Statements</i>
“Professional Development and Skill Enhancement”	“To motivate and engage the children, I give rewards and positive reinforcement like praise and chocolates for good answers or behavior. In remote areas with fewer resources compared to cities, it is crucial to capture their attention and show that their efforts are appreciated.” - IDI-01 “I make sure all my teaching materials and supplies, including electricity and internet, are ready before we arrive. We also bring snacks for the children during activities or exams so they have enough energy and can focus better on their learning. -IDI-04 “I use new methods like giving rewards for active participation or correct answers. Snacks, especially chocolates they do not often get, motivate them and make them more focused and engaged in class. This helps create a fun and interactive learning environment.”- IDI-11 “We can create handouts, visual aids, or activities that help enhance the students' knowledge. We can also search for alternative teaching materials and strategies. Additionally, we can design activities that do not require technology or school resources.” - IDI-12
“Accepting the Reality”	“It inspired me to recall the word 'acceptance' and why I should not accept it as my vocation, specifically as a teacher.” - IDI-01 “I quickly adapted here because I accepted that I will be teaching. The students are also very warm towards their teachers, so I am also okay here.” - IDI-03 “I have accepted this situation. This is my calling, and I am needed here more than with my family. I have

<p>“Good Communication with the Colleagues”</p>	<p>normalized it and chosen not to complain. Even though it is far away from my family, I understand that the more I dwell on it, the more it will hurt. I just accept the fact that I am here, as this is my calling.” -IDI-04 “You endure and suffer because this is the word you have chosen for your career. It does not matter how far away you are, you just have to endure and accept it.” - IDI- 07 “So, I draw strength from my companions who are always willing to help each other here in the countryside.” - IDI-03 “The support system I have is my coworker, as there are only two of us here. We really have to understand each other in the countryside, and I learned about the way of life there and the usual things that my coworker does, as they were the first ones there.” - IDI-09 “The place is very isolated, but with the help of my colleagues and talking to them, everything goes well.” - IDI-10 “We will just understand and support each other here. We will help each other and find enjoyment in it, and through that, we will overcome the loneliness here in the countryside.” - IDI-11 “Talking and conversing with fellow teachers. We can share our situations and concerns, and we can provide support and help each other.” - IDI- 12</p>
<p>“Cultural Sensitivity and Understanding”</p>	<p>“Now that I have learned their dialect, I can better understand their feelings. When they cry and respond in their dialect, it is hard for me to know what is wrong. I have struggled to fully connect with them, but I understand they missed home and were hungry. To help, I learned some of their dialect and made sure to provide food to ease their hunger.” - IDI-02 “We should recognize that they have their own culture, which might be different from what we are used to. Some of our own cultural practices might not fit their context. We need to be mindful of how we speak and act. To connect better with them, it helps to get involved in the community and visit their families, which teachers often do.”-IDI-05 “The challenge there is how you will deliver your lessons to them. Based on my experience, I would suggest learning to put yourself in their shoes, learning their language, and understanding how to explain and translate topics in their language to make your work easier.” - IDI-09 “You need to understand and share their feelings, especially when you are in a different culture. It is important to be emotionally aware because what works in other places might not work here. You should adapt your approach to their needs, like doing reading activities one-on-one.” - IDI-10 “Engaging in conversation and collaboration. We can talk and listen to the stories of the students to understand their situations and become a part of their lives. Adapting to the local culture and traditions. We can create activities that demonstrate participation in the local circumstances and gatherings.” - IDI-12</p>
<p>“Emotional Resilience and Well-being”</p>	<p>“I have adjusted well to the community and started cooking for myself. To support my mental well-being, I focus on positivity by reading motivational quotes and remembering my teaching experiences to stay inspired. I am also grateful to stay in touch with my family through nightly chats thanks to the internet.” - IDI-01 “My main support was my coworker, as we were the only two in the rural area. We had to support each other and learn about the local way of life. As a new teacher, I adapted to this rural lifestyle and found the support from the local community motivating. Over time, I managed to have a good work-life balance and coped well.” - IDI-09 “I manage by doing exercise, ensuring that I am prepared before entering the school, and being able to communicate with my family. We rely on each other for support and companionship here. We help each other and find joy in each other's company, which helps us overcome the loneliness in the rural area.” -IDI-12 “It is my first time teaching in a far-flung area, so I experienced homesickness and had difficulty adapting to the environment. I got sick for about three days due to stress. It was challenging being far away from my family. However, I was able to recover quickly because of the support from my family. I constantly remind myself of their needs and wants, which helps me handle the situation.” -IDI-11 “It is my first time being assigned to a far-flung area, so I felt anxious and stressed. I experienced homesickness because it is far away. However, to overcome these challenges, I choose to think positively, take vitamins, take care of myself, and most importantly, communicate with my family and friends. Interacting with the children here also brings me joy.”- IDI-13</p>
<p>“Drawing Strength from Someone’s of Inspiration”</p>	<p>“My motivation comes from caring about the children and their situation. I especially focus on my grade 5 and 6 students, hoping to see them succeed and improve their lives. I tell them that our efforts in this remote area can lead to progress, and I want them to advance both here and in their future.” - IDI-02 “The children here inspire me. I talk to them often, and while not all of them understand, many take their small blessings for granted. My goal is to make a difference in their lives and leave a positive legacy for the community, even if it is just for a few of them.” - IDI-03 “As I said earlier, this is our bread and butter. I am the breadwinner in our family, so that is the drive for me to strive and work hard. Aside from that, in my profession, I also think about the fact that in 10 years from now, my students will have graduated and returned here. So, my students are also one of my inspirations.” -IDI-04 “As teachers, the children we work with inspire us. They are the reason we are here, and our purpose is to support them. No matter how far we must travel or how tired we get, we need to accept this challenge because everything we do is for the children. Our years of schooling were for their benefit.”- IDI-06 “When I first met my students, I noticed they needed a lot of support to catch up in their learning. They were behind compared to others, so I am motivated to help them improve. I am dedicated to working hard to provide them with the quality education they deserve, even though the area is remote.” IDI-09</p>

“We are here to teach, but our students also inspire us. We want to support them like a second family and help them finish their education because it will shape their future. I encourage them to work hard and explore new opportunities. In their culture, it is common to marry young after grade 6, so I motivate them to imagine a successful future beyond that.” - IDI-11

Professional Development and Skill Enhancement

The theme focuses on the teacher’s professional development and their skill enhancement on how they implement or employ their strategies in their learners in far-flung area. The participants offer a solution, providing such materials that can easily be implemented to the area which they assigned too, they also gave some rewards to make the learners attentive to the class and participate during the lessons. Moreover, it also emphasizes the importance of customized and relevant training, as the professional development needs of teachers in remote areas can be unique due to their specific challenges. This could involve training in specific subjects, understanding the local culture and community, and addressing the issues their students face. Lastly, the theme underscores the importance of support and balance, ensuring that teachers receive the necessary assistance while maintaining a balance between their professional and personal lives.

During the interview, Mrs. Glory (pseudonym) shared that after her class she must do giving their learners a reward and positive reinforcement, she mentioned that such as praising them and giving them chocolates to those who can answer or behave well today. Mrs. Glory (pseudonym) stated that there is comparison between in the far-flung area and in the urban areas and it highlights the importance of capturing attention and assuring the learners efforts are always recognized. She mentioned:

“By giving them reward, positive reinforcement, like atay-atayan sila, sige hatagan nimog chocolate if kinsay maka-ano makatubag or magbinuotan today kay syempre far-flung murag mailad ppa sila compare didto sa urban or sa sentro kay provided man ta didto by needs by all needs, but diri bago sila ilang paminaw, those bago sa ilang paminaw kabalo ko mao na akong gina atake na ginapasalig sa ila, ana.. kay murag ma catch ilang attention.” (IDI-01)

(By giving them rewards and positive reinforcement, such as praising them and giving them chocolates to those who can answer or behave well today, we can motivate and engage them. In the far-flung areas, where resources are limited compared to urban or central areas where all our needs are provided, it is important to capture their attention and assure them that their efforts are recognized.)

In addition, Ms. Kim (pseudonym) stated that she always prepared her instructional materials to be ready, she made sure that all the necessary supplies and equipment needed in her lessons are ready too going to school. She mentioned that they provide snacks during activities and exams to keep the children energized and focused. By that practices helps prevent them from feeling weak and enhances their learning experience. She shared:

“I prepared all my instructional materials ahhh as much as possible complete tanan ang gamit tanan didto a kuryente ahmm internet complete didto para inig abot namo dri sa station ready na ang tanan, and talking about rewards for exmaple sa among activities or kanang parihas karun exam ahmmm.. naa man mi good practice na exam today snacks are ready, ang among snacks is gkan jud na sa baba magdala jud mi ana para naman pag mag answer ang mga bata is naa puy sulod ilang tiyan, dli pud sila luya maka affect biya pud na sa ilang learning.” (IDI-04)

(I prepared all my instructional materials and made sure to have all the necessary supplies and equipment, including electricity and internet, ready at the station before we arrived. When it comes to rewards, for example, during our activities or exams, we have good practice of providing snacks. We bring snacks from below so that when the children answer questions, they have something in their stomachs. This helps prevent them from feeling weak and affecting their learning.)

Moreover, Ms. Apple Pink (pseudonym) shared her techniques and strategies during her lessons as well as inside the classroom. She mentioned, to encourage active participation, we reward students with treats like chocolates after class. This motivates them, especially since they may not have access to such treats regularly. The snacks help keep them energized and focused, creating a lively and enjoyable learning atmosphere. She shared:

“So my techniques and strategies are those kanang mga bag o a ilaha example giving them a reward after the class if kinsay naminaw or naka answer kay kabalo man ta na labi na sa pagkaon, pagkaon imong ihatag sa ila kuan jud na kaayo sila mas mo participate kay kabalo man ta na lack of food pud sila dri pati kanang mga chocolates wala jud sila ka kuan ma bag ohan pana sila so in that way mas ma alived sila na maminaw during the class.” (IDI-11)

(So, my techniques and strategies involve implementing new approaches. For example, giving them a reward after the class to those who actively participated or answered questions. We know that food, especially snacks, can be a motivating factor for them, as they may lack access to such treats in their daily lives. By providing them with food, particularly chocolates that they rarely encounter, they become more alive and attentive during the class. This creates an engaging and enjoyable learning environment.)

Lastly, Mr. Mickey (pseudonym) stated her strategies and techniques also to enhance the students’ knowledge. As the participants shared, they can explore different teaching materials and methods, including activities that don’t rely on technology or school resources. She shared:

“Mahimo kita maghimo og mga handout, mga visual aids, o mga aktibidad nga makatabang sa pagpalambo sa mga kahibalo sa mga estudyante. Pagpangita og mga alternatibong mga kagamitan. Mahimo kita mangita og mga donasyon, mga libro sa lokal nga librarya, o mga libreng online nga mga mapagkukunan. Pagpangita og mga alternatibong mga estratehiya sa pagtudlo. Mahimo kita maghimo og mga aktibidad nga wala nagakinahanglan og mga teknolohiya o mga kagamitan sa eskwelahan.” (IDI-12)

(We can create handouts, visual aids, or activities that help enhance the students' knowledge. We can also search for alternative teaching materials and strategies. Additionally, we can design activities that do not require technology or school resources.)

Accepting the Reality

Theme talks about the reality they faced and accepting the new environment where they assigned, they already accept their situation. It involves recognizing the limitations these educators encounter, such as limited access to resources, technology, and professional development opportunities. This theme emphasizes the importance of adapting teaching strategies to suit the specific circumstances of far-flung areas, including the need for innovative approaches, flexibility, and resilience in overcoming the obstacles presented by geographical isolation.

As the participant, Mrs. Glory (pseudonym) stated that it inspired to her the word acceptance, even amidst the challenges in the school assigned to her, she accepted it because she reconsiders choosing it as my career path, particularly in the field of teaching. She mentioned:

“Nagpa inspire sa ako a recalling you the word acceptance nganong dili man nako sya dawaton nga mao mani akong vocary ba akong vocation bali as a teacher.” (IDI-01)

(It inspired me to recall the word 'acceptance' and why I should not accept it as my vocation, specifically as a teacher.)

In addition, Mrs. Bernadette (pseudonym) stated that she already adjusted quickly by embracing her role as a teacher and the students' warmth made her feel comfortable. She said:

“Adapt rapud jud nako dri kay dawat naman pud nako na mag tudlo ko so ang mga students pud kay very warm jud kaayo sila sa ilang mga teachers so I'm okay pud dri.” (IDI-03)

(I quickly adapted here because I accepted that I will be teaching. The students are also very warm towards their teachers, so I am also okay here.)

Moreover, Ms. Kim (pseudonym) stated that she also accepts the situation in the far-flung area which it is her calling. She has embraced the situation as Ms. Kim (pseudonym) calling, prioritizing her role there over being with her family. Ms. Kim (pseudonym) have chosen acceptance over complaint, understanding that dwelling on the distance will only cause more pain to her and she acknowledge that being there is where she meant to be. She mentioned:

“Gina accept lang nako in ani najud, in ani akong calling, mas kailangan ko dri a kaysa sa akong family so gina normalize nalang nako, accept dili nalang ko mag complain nya in ani layo a uyy, layo sa family kay og mag in ana man gud ka the more na mas masakitan lang ka, just accept the fact na naa ka dri a, mao ni imong calling.” (IDI-04)

(I have accepted this situation. This is my calling, and I am needed here more than with my family. I have normalized it and chosen not to complain. Even though it is far away from my family, I understand that the more I dwell on it, the more it will hurt. I just accept the fact that I am here, as this is my calling.)

Furthermore, Mrs. Meadow (pseudonym) expressed endure and suffer the hardships of her chosen career, regardless of the distance of the school she taught, because it's part of her commitment. She shared:

“Antos lang jud ka, mao rajud na na word na mo anhi ka kay mao mani atung gipili na career so wla naka nag matter unsa ka layo so mag antos lang jud ka.” (IDI-07)

(You endure and suffer because this is the word you have chosen for your career. It does not matter how far away you are; you just must endure and accept it.)

Good Communication with the Colleagues

The theme explores of good communication of elementary teachers assigned assigned in far-flung area with their colleagues. It shows the importance of effective and open communication to overcome the challenges of distance and isolation. It highlights the need for collaboration, support, and unity among colleagues to enhance professional growth, share resources, even advises, and create a positive work environment despite the geographical barriers. Good communication fosters teamwork, mutual understanding, and a sense of community among teachers facing similar circumstances, ultimately leading to improved teaching practices and student outcomes.

As the other participant, Mrs. Bernadette (pseudonym) shared on how she reflects the power of camaraderie and mutual support among the colleagues in their station. She stated that she draws strength from a supportive community of coworkers who are always ready to assist each other demonstrates the resilience and unity found in such environments. She mentioned:

“So naga kuha rapud kog strength sa akong mga kaubanan na mag tinabangay rajud mi dri sa bukid.”(IDI-03)

"So, I draw strength from my companions who are always willing to help each other here in the countryside."

As with the other participant, Mr. Bright (pseudonym) believed that his support system in their school is his coworker since they are just two assigned on the specific location or station. It shows the essential to comprehend and respect the way of life, traditions, and daily routines of colleagues who are native to the countryside. Additionally, the participants mentioned that being the first ones there may imply that they have a deeper knowledge and experience of the local environment they were assigned. He mentioned:

“The support system that I had is my co work mate since duha lang mi so dapat magkasinabot jud mi didto sa bukid and I learned things or the way of life didto sa bukid kung unsa ang mga as the usual thing ang iyang ginabuhat since sya man ang pinaka una didto.” (IDI-09)

(The support system I have is my coworker, as there are only two of us here. We really must understand each other in the countryside, and I learned about the way of life there and the usual things that my coworker does, as they were the first ones there.)

In addition, Mr. R (pseudonym) shared that area where they stay is very isolated but despite the isolation of the location, they find support and success through communication and interaction with their colleagues. By engaging in conversations and seeking assistance from his colleagues. It highlights the importance of teamwork, communication, and collaboration in overcoming the limitations of a remote or secluded environment, ultimately leading to a positive and productive experience in such a place. He mentioned:

“The place is very isolated pero makaya raman pud with the help of my colleagues talking with them, everything goes well naman.” (IDI-10)

(The place is very isolated, but with the help of my colleagues and talking to them, everything goes well.)

Moreover, Mr. Micky (pseudonym) believes the importance of mutual understanding, support and camaraderie among the teachers in far-flung area setting. It suggests that by fostering a culture of empathy, cooperation, and assistance, they find fulfillment and joy in helping each other. He shared:

“Kami nalang mag kasinabot mag kaubanan dri, mag tinabangay malingaw raman sad mi and by that ma overcome namo ang ka mingaw dri sa bukid.” (IDI-12)

(We will just understand and support each other here. We will help each other and find enjoyment in it, and through that, we will overcome the loneliness here in the countryside.)

Cultural Sensitivity and Understanding

The theme explores the cultural sensitivity and understanding of the areas, the environment of the specific location where they assigned to teach, the teachers must be aware the differences of the culture where been through, especially to their dialect and the learning capability of the learners there. This theme It highlights the importance of empathy, cultural sensitivity, and proactive problem-solving in building relationships and meeting the needs of others in diverse environments.

As the other participant, Mr. Jeun (pseudonym) narrated the challenges and adjustments faced by him in their assigned school setting where there is language barriers hinder full understanding and communication. Despite his struggle to comprehend the emotions expressed in the local dialect of his learners, he empathizes with students hunger and responds by learning the language to better address their needs. He shared:

“Karun maka balo balo naman ko sa ilang dialect, maka relate nako sa ilang gibati kay matingala nalang na nag hilak na sila tungod sa ilang gipangbati mangutana ka nganong nag hilak man na nya mag tubag sila ilang dialect ang gamiton maong dli ka ka relate kabalo og unsa ilang gina pasabot mao na ilang emotional lisod kaayo e cope kay dli ko kasabay, kabalo sa ila nya nag uban mo hilak kay gusto diay mo uli kay gigutom mga ana, so mao to naka adjust ko naka tuon ko sa ilang dialect ginagmay og unsa ilang need og naa koy pagkaon dri di ma address nako gamay ilang kagutom.” (IDI-02)

(Now, I have learned their dialect, and I can relate to their emotions. It is surprising to see them cry. When you ask why, they respond in their dialect, making it difficult for me to understand what they mean. It is challenging for me to cope because I cannot fully relate or understand their feelings. But I know their situation and we cried together because they wanted to go back home as they were hungry. So, I adjusted and learned a little of their dialect to address their needs, and I made sure to provide them with food to alleviate their hunger.)

In addition, Mr. Cris (pseudonym) believed that he also be aware on the culture where he assigned to teach. It shows the importance cultural awareness and sensitivity when to interact with communities that have different cultural norms and practices. It underscores the need to recognize and respect her students as well as the communities where they belong. Mr. Cris (pseudonym) mentioned the significance of being mindful of the words he says and establish meaningful connections with the community members. He shared:

“we should be aware lang pud na kanang ang ilahang culture no na naay culture nila na wala wala pud ka na anad and naa puy culture nimo na dili nimo pwede e apply sa ilaha so careful lang pud sa mga words. In handling them yun maging aware lang jud and then

community immersion as much as possible sa ilang family pud imo silang bisitahon nya naa man puy mga home visitation mga initiative na mga home visitation nga gina conduct sa mga teacher.” (IDI-05)

(We should also be aware that they have their own culture that we may not be familiar with, and there may be aspects of our own culture that may not be applicable to them. We need to be careful with our words and actions. In handling them, it is important to be aware and immerse us in the community as much as possible. Visiting their families and conducting home visits are initiatives that teachers often undertake.)

Moreover, Mr. Bright (pseudonym) stated the challenges on how they deliver the lessons to his learners because it is quite different of their dialect in far-flung area. The participant suggests empathizing with the learners, learn their language, and develop the skills to explain and translate educational content into a language they understand. Mr. Bright (pseudonym) explained that by putting oneself in the learners' position, acquiring their language, and adapting teaching methods to suit their needs, educators can enhance communication, comprehension, and engagement in the learning process. This approach aims to facilitate better understanding, promote inclusivity, and improve the effectiveness of teaching in multicultural or multilingual environments. He mentioned:

“So ang challenge lang jud didto is on how you are going to deliver your lessons to them so ako a lang ma share is based sa akong experienced, kuan learn to kuan.. learn to put yourself on their shoe, learn on there language and kuan dapat kabalo ka unsaon pagpasabot pag translate sa topic in their language kay aron mas mapadali ang imong trabaho.” (IDI-09)

(The challenge there is how you will deliver your lessons to them. Based on my experience, I would suggest learning to put yourself in their shoes, learning their language, and understanding how to explain and translate topics in their language to make your work easier.)

Furthermore, Mr. R (pseudonym) explained the importance of showcasing empathy, being culturally aware, and possessing emotional intelligence towards his learners. It highlights the need to adapt strategies to suit the unique context of these regions, as traditional methods may not always be effective. Additionally, it emphasizes the value of a balanced learning approach that addresses individual needs, such as conducting reading activities on a one-on-one basis. Overall, the message underscores the significance of tailoring interactions and learning experiences to respect cultural differences and meet the specific requirements of individuals in far-flung areas. He mentioned:

“You need to show your empathy to them, you need to feel what they feel, you need to be cultural sensitive and labi na na ma assigned ka sa far flung is dapat taas ka og emotional intelligence. Dli jud nimo ma apply ang mga the best na strategies na ma apply sa patag because lahi rajud sila dri. Sa learning is dapat balance jud imohang strategy na ginakuan sa ilaha, sa reading activities individual sya.” (IDI-10)

(You need to show empathy towards them, to understand and feel what they feel. Being culturally sensitive is crucial, especially when assigned to a far-flung area. It is important to have high emotional intelligence. The strategies that work well in other areas may not necessarily apply here because the context is different. In terms of learning, it is essential to have a balanced approach that caters to their needs. For example, reading activities should be done on an individual basis.)

Lastly, Mr. Mickey (pseudonym) expressed that converse with learners through conversations and collaboration. The participant listened to his learners' stories and becoming part of their lives. Educators can better understand their situations and offer personalized support. It also highlights the value of adapting to local cultures and traditions by creating activities that demonstrate participation in community events. Overall, the message emphasizes the significance of building relationships, respecting local customs, and actively involving oneself in the community to enhance educational experience and foster meaningful connections with students. He stated:

“Pag-estorya ug pagpakigtambayayong. Mahimo kita mag-estorya ug magpamati sa mga estorya sa mga estudyante aron masabtan ang ilang mga kahintang ug mahimong kauban sa ilang kinabuhi. Pag-adaptar sa lokal nga kultura ug tradisyon. Mahimo kita maghimo og mga aktibidad nga nagapakita sa pag-apil sa lokal nga mga kahintang ug mga panagtapok.” (IDI-12)

(Engaging in conversation and collaboration. We can talk and listen to the stories of the students to understand their situations and become a part of their lives. Adapting to the local culture and traditions. We can create activities that demonstrate participation in the local circumstances and gatherings.)

Emotional Resilience and Well-being

The theme talks about the emotional resilience and well-being of elementary teachers who were assigned in far-flung area. It highlights the need for educators to develop coping strategies, emotional intelligence, and self-care practices to navigate challenges effectively. Additionally, the participants seek strength from their families and friends to cope the challenges they faced every day. Support systems and resources are crucial in helping teachers maintain their mental health and job satisfaction in demanding environments, ultimately enabling them to provide quality education and support to students despite the obstacles they face.

As the participant, Mrs. Glory (pseudonym) stated that she already managed to adjust environment, adapting the community where she belongs. It highlights her coping strategies for maintaining mental well-being. By engaging in activities like reading motivational quotes and reflecting on past teaching experiences, she nourishes positivity and reconnect with her passion. Staying connected with her

family through nightly chats also provides support and a sense of connection, contributing to her overall well-being. She mentioned:

“Nakaya na nako'g mag-adapt ko sa kahintang sa komunidad. Sugod na usab ko'g luto para nako. I have this coping mechanisms I feed my mental kuan na kanang mga positivity, naga basa kog kanang mga quotation kanang mga motivational, nibalik napud ko, I have to go back to the ano kanang mga teacher ko.” (IDI-01)

(I have managed to adjust now because I am adapting to the community environment. I have also started cooking for myself. I have coping mechanisms to nourish my mental well-being, such as feeding myself with positivity. I read motivational quotes to uplift my spirits. I also reconnect with my past experiences as a teacher to remind myself of my passion and purpose and of course, I am still lucky to stay connected with my family because we have internet connection. We chat every night to check on each other.)

In addition, Ms. Cherry (pseudonym) stated that it is important to bring medicine and regularly taking vitamins, It emphasizes the significance of self-care, particularly when experiencing illness or discomfort, as a crucial aspect of overall well-being and health maintenance. By being proactive in taking care of one's health through medication and supplements, individuals can support their immune system and promote their overall wellness, she mentioned:

“Naga paningkamot na naga dala ko mga medicine dri naga inom man jud og vitamins, if ever maglain imong lawas naa kay imong kaugalingon.” (IDI-08)

(I am trying to bring medicine with me, and I consistently take vitamins. In case you feel unwell, it is important to take care of yourself.)

Moreover, Ms. Apple Pink (pseudonym) shared that it is her first time teaching in a far-flung area, including homesickness, difficulty adapting, and stress-induced sickness. She expressed the separation from her family added to the emotional strain. However, the quick recovery was attributed to the support received from family members. By staying connected and considering her family's needs and desires, Ms. Apple Pink (pseudonym) found strength and motivation to manage the situation effectively. This experience underscores the importance of family support in overcoming challenges and maintaining well-being in unfamiliar and demanding environments. She shared:

“Its my first time kasi na mag teach here at far flung area no so kuan jud na homesick ko wala ko ka adapt dayun sa environment I got sick no mga 3 days ata to stress ko dri kay lagi layo pud sa family unsaon ko ni like mingaw jud sya or depress najud sguro to naka recover rapud ko ato kay tungtod sa akong family and gina huna huna nako jud na unsaon nalang no ang mga needs and wants sa akong family and mao to na handle.”(IDI-11)

(It is my first time teaching in a far-flung area, so I experienced homesickness and had difficulty adapting to the environment. I got sick for about three days due to stress. It was challenging being far away from my family. However, I was able to recover quickly because of the support from my family. I constantly remind myself of their needs and wants, which helps me handle the situation.)

Furthermore, Mr. Mickey (pseudonym) shared his journey to strives challenges in far-flung area. It highlights his coping strategies and support system while working in a rural area. By engaging in exercise, being prepared for his work, and maintaining communication with family, he manages the challenges effectively. Mr. Mickey (pseudonym) mutual reliance on family for support and companionship fosters a sense of togetherness and brings joy, helping them combat feelings of loneliness often experienced in remote settings. This network of support and shared experiences contributes to their well-being and resilience in the rural environment. She stated:

“Manage rako kay naga ano ko, kanang exercise man ko andam jud dapat bago mo sulod sa eskwelahan nya kami nalang mag kasinabot mag kaubanan dri, mag tinabangay malingaw raman sad mi and by that ma overcome namo ang ka mingaw dri sa bukid.” (IDI-12)

(I manage by doing exercise, ensuring that I am prepared before entering the school, and being able to communicate with my family. We rely on each other for support and companionship here. We help each other and find joy in each other's company, which helps us overcome the loneliness in the rural area.)

Lastly, Ms Irene (pseudonym) also stated that it is her first time being assigned in far-flung area, she mentioned that she felt anxious and stressed to the new settings where she was. Ms. Irene (pseudonym) overcome those challenges by helping herself to think positively, caring of herself physically and emotionally, and especially communicating with her loved ones as well. She shared:

“It's my first time here assigned in far-flung area so nabag ohan ko gikalintura, I'm stress jud na homesick ko kay lagi layo sya but, to overcome those experiences nako is mag think lang jud og positivity, intake og mga vitamins, atimanon ang kaugalingon and of course makig communicate sa akong family and friends and especially ang mga bata dri kay malingaw raman sad ko.” (IDI-13)

(It is my first time being assigned to a far-flung area, so I felt anxious and stressed. I experienced homesickness because it is far away. However, to overcome these challenges, I choose to think positively, take vitamins, take care of myself, and most importantly, communicate with my family and friends. Interacting with the children here also brings me joy.)

Drawing Strength from One's Source of Inspiration

The theme focuses on the teachers in far-flung areas finding strength and resilience by drawing inspiration from personal sources. It highlights the importance of identifying and leveraging motivations such as values, past experiences, and family connections to

overcome challenges and excel in their roles despite the unique difficulties of working in far-flung locations.

As with the other participant, Mr. Jeun (pseudonym) believed his motivation are the children he teaches, according to him he feels compassion to his situation where he assigned. He mentioned that he was happy when he sees his student success in the future. He shared:

“Ang motivation jud nako karun ang mga bata kay maluoy ko sa ilang mga kahimtang kay tungod kay in ana lagi nya gina motivate pud nako sila labi na akong mga grade 5 to 6, malipay ko nga makita jud nako sila sa patag puhon so mao na akong gina ingon nila na atleast man lang wala mi nag pa hago hago lang og saka aning bukid, gusto nako makita nako mo puhon na naay makat onan dli lang dri kanang ma okay inyong kahimtang.” (IDI-02)

(My motivation now is the children because I feel compassion for their situation. It is because of their circumstances that I motivate them, especially my grade 5 to 6 students. I am happy when I see them in the future, hopefully on level ground. That is what I tell them, that at least we did not just stay idle in this remote area. I want to see them progress and improve their situation, not just here but in their overall lives.)

In addition, Mrs. Bernadette (pseudonym) narrated that her motivation are also her learners in far-flung area. She mentioned that the children to that community inspire her. I aim to leave a positive impact on their lives, even if it is just for a few of them. Mrs. Bernadette (pseudonym) motivation is to make a difference and appreciate the little blessings they have, hoping to create a legacy for the children there. She shared:

“My inspirations is ang mga bata dri is perme nako na gina istorya ang gina take dli tanan pero halos dri kanang mga bata dri na gagmay na butang kanang gina take for granted nato sa patag blessing na sa ila dri, so mao na akong inspiration nga atleast man lang kanang naa koy legacy sa mga bata dri sa commuity nga atlaest man lang maka touch ko og life or lives og daghan man galing kanang bisan man galing ma touch kana akong inspiration.” (IDI-03)

(My inspiration is the children here. I often talk to them and not all of them understand, but most of the children here take for granted the little things that they have, the blessings that are given to them. So, my inspiration is to have a legacy for the children in the community, to at least touch their lives and make a difference, even if it is just for a few. That is my inspiration.)

Moreover, Ms. Kim (pseudonym) stated that it is her bread and butter. She mentioned that she is a breadwinner of their family. So, it is one push or motivate her to work hard for her family. Additionally, the thought of her students graduating and coming back in the future inspires her profession. They are a significant source of motivation for me. She mentioned:

“As I said earlier this is our bread and butter I am bread winner sa among family so mao na mao ang drive pud maka mag strive jud og work and aside from that sa ako ang profession naga huna huna pud ko na 10 yrs from now akong mga students is maka graduate na sila napud ang mo puli dri puhon, so isa pud sa akong inspiration akong mga students.” (IDI-04)

(As I said earlier, this is our bread and butter. I am the breadwinner in our family, so that is the drive for me to strive and work hard. Aside from that, in my profession, I also think about the fact that in 10 years from now, my students will have graduated and returned here. So, my students are also one of my inspirations.)

Furthermore, Mr. Sunny (pseudonym) stated that they have a purpose why they teach in that specific area, he mentioned no matter how tired he is, that is there challenge as a teacher striving in a far-flung area to impart knowledge and support to their learners. He shared:

“Since we are teacher isa pud sa inspirations nako ang mga bata atung gahinan atung pagpanarbaho sa mga bata syempre, sila nagpaabot pud sa amoa kanang mao pud sguro among purpose dri a sa a teacher kay bisan pag unsa kalayo ahmm.. bisan pag unsa ka kapoy mao nagyud na atung kanang hagit sa kinabuhi na kailngan natung dawaton kay para mani sa mga bata atung gibuhad diba, wala man ta ni eskwela og 4 yrs para wala lang kay para mani sa mga bata.” (IDI-06)

(Since we are teachers, one of my inspirations is the children we work with. They are the ones who await us, and I think that is probably our purpose here as teachers. No matter how far or how tired we may be, that is our challenge in life that we need to accept because what we do is for children, right? We did not go to school for 4 years just for nothing, but for the sake of the children.)

In addition, Mr. Bright (pseudonym) narrated that he recognizes the need for attention and support in terms of the students' development and understanding. Mr. Bright (pseudonym) acknowledge that the students are lagging in education and learning compared to others. Despite the challenges of working in a distant place, He is motivated to work hard and ensure that the students receive the quality education they deserve. He mentioned:

“Akong mga bata kay pag una palang nakong abot didto like makita najud nimo na kanang need jud nila og attention kay kanang ilahang development ba, kumbaga ang level of understanding, when it comes sa education sa pagtuon, layo rajud kaayo dri sa baba, so my motivation is I have to make upchange for them, kailangan nako mag kugi kay aron makahatag ko og kanang habilin sa ilaha , though layo sya na lugar peero dli na dahilan na dli sila makakuha og quality of education.” (IDI-09)

(From the moment I first arrived there and saw my students, I could immediately tell that they really need attention, especially in terms of their development and understanding. When it comes to education and learning, they are far behind compared to others. So, my



motivation is to make a positive change for them. I need to work hard so that I can provide them with the education they deserve, even though it may be a distant place. That should not be a reason for them to not receive quality education.)

Lastly, Ms. Apple Pink (pseudonym) narrated that one of her students give her an inspiration to teach better, she acknowledges the educational challenges faced by their learners and is motivated to make a positive change in their lives. Ms. Apple Pink (pseudonym) encourages students to complete their education, strive for success, and explore opportunities outside their comfort zones. She mentioned that they also address the cultural practice of early marriage so, I always inspire them to envision successful future for themselves despite for their culture. She stated:

“Of course naa man ta dri to teach is para pud sa atung mga students isa pud na sila sa akong inspirations no kay naa ta dri to impart knowledge not only knowledge but also as their 2nd mother of course tambagan nato na sila na dapat mahuman silag ekswela kay lagi sa ilang estado sa kinabuhi gina motivate na na nako sila to strived jud hinoon maningkamot jud na sila hinoon nya gina ingnan na nako sila na ayaw mo pag stay dri forever gawas sa inyong shell explore mo sa baba paningkamot mo kay dri biya no is naa sa ilang culture kay unsay ginatawag ana nila kanang mahumanra gani og grade 6 basta mga bata pa kay minyoon na ana gud so kana mao na jud na gina motivate ginapasabot nako sila, na dapat makita nako sila puhon na successful pud.” (IDI-11)

(Of course, we are here to teach, and our students are also one of my inspirations. We are not only here to impart knowledge but also to be their second mothers. We should support them and ensure that they complete their education because it will greatly impact their future. I motivate them to strive and work hard, and I tell them not to stay here forever but to explore the world outside their comfort zone. It is part of their culture that after finishing grade 6, they get married at a young age. That is why I motivate them to understand that they should see themselves successful in the future.)

Research Question 3: What are the insights can the newly hired elementary teachers share with regards to their experiences?

To answer this research question, in-depth interviews were conducted with the participants, respectively. Hence, several sub-questions were asked about their insights of newly hired elementary teachers share with their experiences in a far-flung area.

The major themes and core ideas for research question number 1 were presented in Table 4. From the answers of the participants, four major themes emerged: prevalence of slow learners in far-flung schools, bridging the learning gap, importance of patience, and Imparting knowledge and sacrifices.

Table 3. *Insights of the newly hired elementary teachers with regards to their experiences*

<i>Emerging Themes</i>	<i>Supporting Statements</i>
“Prevalence of Slow learners in Far-flung Schools”	<p>“Since here in a multigrade class setup like ours, it can be really challenging when not all students are able to achieve 100% literacy by the end of the school year. This struggle highlights the variation in academic performance among students.” -IDI-01</p> <p>“Here in our area, our learners are behind schedule. Some are currently in Grade 5 but their academic capacity is at the level of Grade 3. During the pandemic, some learners had to resort to modular learning since there are few teachers available. There are even some who still cannot read.” -IDI-04</p> <p>“I really observed the children there, the way they learn, the way they live. The children there, it takes them a while to understand and express how they comprehend things. It puzzles me why the children there can easily grasp concepts compared to here, even though the topics are simpler there. I wonder why it is harder for them to understand here.” - IDI-06</p> <p>“When you teach in a remote area, especially in an IP (Indigenous Peoples) community, the children there are still at the same level of intelligence, very low, and are slow learners. So, you really need to have a lot of patience.” - IDI-08</p> <p>“Their learning level is low compared to others. As a teacher in a far-flung area, you should be flexible and resourceful at the same time so that the children can truly learn.” - IDI-13</p>
“Bridging the Learning Gap”	<p>“Teaching in remote areas and urban areas differs, especially in how children behave. In remote areas, kids are sweeter and humbler, while in urban areas, they tend to be more assertive. Here, children show respect by blessing others, which is different from the urban areas where respect can be more of a struggle.” - IDI-01.</p> <p>“The main difference is that they may not learn as quickly or easily as students in other areas, but at least they are dedicated to their studies. Additionally, the children in the rural areas are respectful, which is different from those in urban areas.” - IDI-02</p> <p>“The children here are fortunate to have good materials and enjoy their learning. They are happy with what they have, and their understanding is different from elsewhere, which is beneficial. This allows us to focus on their individual needs, even though their academic performance varies.” - IDI-03</p> <p>“Coming from an urban area, the difference here is really significant, especially in the environment and the learners. Just like I mentioned earlier, the students here are more advanced, although not all of them, but not as advanced as those in the urban area. Our learners here are behind, currently in grade 5 but their capacity is at the level of grade 3.” - IDI-04</p> <p>“Teaching and learning here are different because the students are behind compared to those in urban areas. Resources are also limited here, unlike in cities where they have everything they need and are more advanced. Additionally, children in rural areas are generally more respectful than those in urban areas.” - IDI-11</p>
“Importance of	<p>“I could give to the future inspiring teachers is that patience is essential. You really need to have a high level of</p>

Patience”	<p>patience and always think about the welfare of your students so that you, as a teacher, can inspire them in their lives.” - IDI-01</p> <p>"My advice is just to be patient. Like I mentioned earlier, our students may have slow learning, but eventually, they will learn. Just take it slow and be patient." -IDI-04</p> <p>"You must have a high level of patience and be adaptable to their environment when you are assigned to far-flung areas." - IDI-08</p> <p>"As a newly hired teacher, my advice to future newly hired teachers is to be patient, adjust to the environment, and be aware that you must know how to adapt. Stay positive because it's not easy to be assigned to a far-flung area. You should consider that this is your path, your career, so you need to adapt to everything here, whether negative or positive. Just accept it." - DI-11</p> <p>Just be patient because as a newly hired elementary teacher, you really need to adjust to the environment since it's all new to you now because their culture is different here, especially with the students. So, you will become a humble and adaptable teacher." - IDI-13</p>
“Imparting Knowledge and Sacrifices”	<p>“The sacrifices are substantial and greatly affect education. Usually, single people are sent to remote areas, so they need to be in good shape to reach these rural places. It is best to go while we are still energetic because some might arrive worn out. As men, it's important for us to teach the kids and run classes well, which means arriving with enough energy." - IDI-02</p> <p>"Newly hired teachers are driven by a strong passion for teaching. Their motivation to teach stems from their willingness to be assigned to any location, if they are newly hired and eager to contribute. They are enthusiastic about the opportunity to teach and are always ready to say yes to any assignment." - IDI-05</p> <p>"I have many ideas and effective methods to help children develop. As teachers, our different styles inspire them in various ways. I think I can make a big difference in their overall growth, including their physical health, mental well-being, hygiene, and other areas of their lives, as part of our care." - IDI-10</p> <p>"In these remote areas, there is a strong need for education, and we are ready to give our best. Many of us are young and energetic, so we can teach not just academic subjects but also physical activities that help children understand the world. We are excited to share our knowledge, and I can also pass on any new ideas I have to my fellow teachers here." -IDI-11</p> <p>"Providing opportunities for students in remote areas to receive quality education and understand their needs. Giving inspiration and support to students in achieving their dreams and acquiring knowledge. Establishing a foundation for community development by imparting wisdom and knowledge to students." - IDI-12</p>

Prevalence of Slow Learners in Far-flung Schools

The theme focuses on the on the issue of students with slower learning abilities in schools located in remote and isolated areas. It highlights the challenges faced by the newly hired elementary teachers who are assigned to teach in these far-flung areas and the impact it has on the educational development and understanding of the students. The theme sheds light on the need for attention, support, and quality education for these students, despite the geographical barriers they face. It emphasizes the importance of addressing the educational needs of slow learners in far-flung schools and finding ways to provide them with equal opportunities for learning and development.

As the other participant, Mrs. Glory (pseudonym) stated that she taught in multi-grade class, which is a diverse and mix grade levels. It is really challenging for them to be part of the teachers assigned in difficult area. Mrs. Glory (pseudonym) observed that not all students are able to achieve a hundred percent literacy in the end of the semester. It highlights the variation of academic performance among her students in far-flung areas, she shared:

“Though naa judt syay comparison sa teaching sa far-flung area og didto sa kanang urban, ako pung insights ano in terms sa mga batasan sa mga bata pud more on sweet sila dri more on matinahuron sila, oo respectful sila kay mag bless mana sila compare sa sentro or sa urban pud ang struggle most of them mga disrespectful so diri a mo respeto gyudt sila.” (IDI-01)

(Since here in a multigrade class setup like ours, it can be really challenging when not all students are able to achieve 100% literacy by the end of the school year. This struggle highlights the variation in academic performance among students.)

In addition, Ms Kim (pseudonym) stated that in their area in our area, many students are experiencing academic delays and are performing below their grade level. According to Ms. Kim (pseudonym) the lack of available teachers during the pandemic has led to the adoption of modular learning, which has further impacted students' learning progress. It is important to prioritize reducing educational disparities and ensuring equal access to quality education for all students. She shared:

“Dri na late ang atung mga learners, naa sila sa grade 5 karun nya ilang capacity is pang grade 3 pa some of the learners pa gani during the pandemic biya kay modular learning biya wla kaayoy mga teachers dri naa juy uban na dli jud kabalo mo basa.” (IDI-04)

(Here in our area, our learners are behind schedule. Some are currently in Grade 5 but their academic capacity is at the level of Grade 3. During the pandemic, some learners had to resort to modular learning since there are few teachers available. There are even some who still cannot read.)

Moreover, Mr. Sunny (pseudonym) he stated that he really observed the status of their children in the far-flung area on how they live and learn. It seems that in some places, children can quickly grasp concepts even when the topics are simpler. On the other hand, it

may be harder for children in other places to understand these concepts, despite having access to more resources. This raises the question of why there is such a difference in learning abilities between different locations. It could be attributed to various factors such as cultural differences, educational systems, teaching methods, or even the overall environment in which children grow up. He mentioned:

“Nakita jud nako ang difference, nakita jud nako ang bata didto the way they learn the way they lived ang mga bata pud dri kanang unsaon nila pagsabot dugay sila maka sabot maka ingon kag unsaon mani nako maglabad akong ulo nganong mas dali raman maka sabot ang mga bata didto kaysa dri simple topic ramani nganong dli paman ma gets.” (IDI-06)

(I really observed the children there, the way they learn, the way they live. The children there, it takes them a while to understand and express how they comprehend things. It puzzles me why the children there can easily grasp concepts compared to here, even though the topics are simpler there. I wonder why it's harder for them to understand here.)

Furthermore, Ms. Cherry (pseudonym) stated that in teaching remote areas, particularly in Indigenous Peoples communities, it can present unique challenges. Ms. Cherry (pseudonym) observed that children in these communities may have lower levels of intelligence and be slower learners compared to other areas. As a result, teachers need to possess a great deal of patience when working with these students. She shared:

“Dri a pag mag tudlo kag layo nya IP community pajud sya kanang imong bata is pariha ra ghaon og murag ilang level sa intellegience kay low kaayo, slow learner sila so dapat taas lang jud imong pasensya.” (IDI-08)

(When you teach in a remote area, especially in an IP (Indigenous Peoples) community, the children there are still at the same level of intelligence, very low, and are slow learners. So, you really need to have a lot of patience.)

Lastly, Ms. Apple Pink (pseudonym) shared that their learning level of the learners in far-flung school area are low compared to the lower area. So, Ms. Apple Pink (pseudonym) stated that in teaching you should be resourceful at the same time being flexible in terms of delivering lessons. She mentioned:

“Ilang level sa learning is low compare sa baba as a teacher sa far flung area, you should be flexible and resources at same time no, para maka learn jud ang bata.” (IDI-13)

(Their learning level is low compared to others. As a teacher in a far-flung area, you should be flexible and resourceful at the same time so that the children can truly learn.)

Bridging the Learning Gap

The theme talks about the learning gap between in the learning in far-flung area and the rural areas, especially in ensuring that students receive the necessary support to overcome learning gaps. It emphasizes the importance of identifying and closing these gaps through targeted interventions, specialized instruction, behavior of the learners and leveraging technology to connect students with quality education resources. Additionally, the theme highlights the need for teachers to adapt their teaching methods, provide personalized support, and collaborate with peers to effectively bridge the learning divide in these remote areas.

During the Interview, Mrs. Glory (pseudonym) narrated that there is a comparison between the far-flung areas and urban areas which is a big difference, Mrs. Glory (pseudonym) expressed that children in remote, rural areas tend to exhibit more humble, respectful behaviors compared to children in urban settings, who can sometimes struggle with being disrespectful. Rural children are observed to be sweeter, blessing others, while urban children can display more assertive and disrespectful attitudes. This contrast likely stems from the differing cultural and environmental factors that shape the upbringing and values of children in these distinct locations. She shared:

“Though naa judt syay comparison sa teaching sa far-flung area og didto sa kanang urban, ako pung insights ano in terms sa mga batasan sa mga bata pud more on sweet sila dri more on matinahuron sila, oo respectful sila kay mag bless mana sila compare sa sentro or sa urban pud ang struggle most of them mga disrespectful so diri a mo respeto gyudt sila.” (IDI-01)

(Though there is a comparison in teaching between the far-flung and urban areas, my insights lie in the behavior of the children. Here, they are sweeter and humbler, while there they are more assertive. Yes, they are respectful here as they bless others, unlike in the urban areas where most struggle with being disrespectful, so here they really show respect.)

As the other participant, Mr. Jeun (pseudonym) narrated that the main difference in far-flung school where he assigned, the learners may have a slower learning pace. Mr. Jeun (pseudonym) make up for it with their dedication to their studies and greater display of respectful behaviors, unlike the children in urban settings. He shared:

“Insights nako didto ang kalahian lang jud though dli man jud sila in ana ka paspas tudluoan in ana ka kadali makasabot sa imong topic sa imong klase pero atleast dedicated sila sailang pag tuon.” (IDI-02)

(The main difference is that they may not learn as quickly or easily as students in other areas, but at least they are dedicated to their studies. Additionally, the children in the rural areas are respectful, which is different from those in urban areas.)

In addition, Mrs. Bernadette (pseudonym) stated that, the children in the remote areas have a different, and in some ways more

advantageous, learning experience due to their contentment with limited resources and the ability of teachers to provide more personalized attention to their varying academic level. She mentioned:

“Kanang walay labad naa man pero gamay ra dli kaayo jud kay naka teach ko sa private of course ang mga bata is very blessed when it comes to materials so dri is pwede man diay ka mag enjoy like ang mga bata is happy sila isa pud ang mga materials na og unsa ray naa sila makuntento sila and sa baba man gud diba lahi jud ang level sa ilang pangutok compare dri so mas advantage ditdo than dri kay focusan man jud nimo sila kay lahi raman pud jud sila naa juy variation when it comes sa academic nila.” (IDI-03)

(The children are very blessed when it comes to materials, so here they can also enjoy themselves. The children are happy and content with the materials they have, and the level of their understanding is different compared to here, which is more advantageous because you can really focus on them because they are also different. There is a variation in their academic performance.)

Moreover, Ms. Kim (pseudonym) narrated that the rural students, while not all, are generally more advanced in their learning compared to their urban counterparts. However, the rural students are still behind the academic level expected for their grade. For instance, students currently in 5th grade have a more aligned capacity with 3rd grade level. She mentioned:

“From urban area and dri a is far different jud especially sa environment and also the learners just like what I said earlier na ang mga students sa baba is more advance though dili tanan but dili gud ingon advanced jud unlike dri na late ang atung mga learners, naa sila sa grade 5 karun nya ilang capacity is pang grade 3 pa some of the learners pa.” (IDI-04)

(Coming from an urban area, the difference here is significant, especially in the environment and the learners. Just like I mentioned earlier, the students here are more advanced, although not all of them, but not as advanced as those in the urban area. Our learners here are behind, currently in grade 5 but their capacity is at the level of grade 3.)

Lastly, Ms. Apple Pink (pseudonym) also stated that there is a big difference between the learners in far-flung and the learners in rural settings. As what Ms. Apple pink mentioned that the learning level of the students in far-flung is low, it seems like they are behind. In far-flung learners, despite having fewer educational resources, exhibit a higher level of respect and decorum compared to the more resourced urban students. She shared:

“When it comes sa teaching and learning nila is dri maka ingon jud tag lahi ra kay dri as I said na low jud ilang level a learning murag late sila ana gud nya we know na limited lang man pud jud ilang mga resources dri a compare sa baba na halos complete sila didto nya advanced sila and asdie ana makaingon pud jud ko na mas respectful jud ang mga bata dri sa bukid than sa baba.” (IDI-11)

(When it comes to their teaching and learning here, we can really say that it's different because, as I mentioned, their learning level is low here, it seems like they are behind. We also know that their resources here are limited compared to the urban area where they have almost everything they need, and they are advanced there. Aside from that, I can also say that the children here in the rural area are more respectful than those in the urban area.)

Importance of Patience

The theme focuses about the Importance of patience must be apply to the teacher in far-flung area. It emphasizes the significance of patience in teaching, especially in challenging environments where students may have diverse backgrounds, learning capacities, and limited resources. Patience is essential for understanding and catering to individual student needs, fostering a positive learning atmosphere, and effectively communicating with students and their families. The theme underscores how patience is a fundamental virtue for teachers in remote areas to navigate multicultural classrooms, support students with varying learning speeds, and inspire young minds while dealing with challenges unique to these settings.

During the interview, Mrs. Glory (pseudonym) stated that patience is essential. She mentioned that to those aspiring teachers, it should have a very high level of patience and always prioritize the well-being and growth of the students. By that, it can truly inspire and positively impact the lives of their students. She shared:

“I could give to the future to the inspiring teachers ano lang gyud sya kanang patience, kailangan taas gyudt kag pasensya and then always think the welfare of your students para ikaw pud as a teacher maka inspire ka sa ilang life.” (IDI-01)

(I could give to the future inspiring teachers is that patience is essential. You really need to have a high level of patience and always think about the welfare of your students so that you, as a teacher, can inspire them in their lives.)

In addition, Ms. Kim (pseudonym) also stated that the teacher must have patience in dealing with the young ones especially in far-flung areas. She mentioned that the learners there are having a slow learning capability but take a long process to catch the lessons, so be patience all the time. She shared:

“Akong advice lang jud is be patient, jus what I said earlier na among studyante is kanang syempre hina ilang learning eventually maka learn gud sila but hinay lang ba so be patient.” (IDI-04)

(My advice is just to be patient. Like I mentioned earlier, our students may have slow learning, but eventually, they will learn. Just take it slow and be patient.)

Moreover, Ms. Cherry (pseudonym) shared also that patience and adaptability is essential qualities for a teacher working in resource constrained settings. Teachers must be able to patiently navigate the unique circumstances and adjust their approach to effectively support and engage the students, despite the differences from more urban or well-resourced areas. She stated:

“Dapat naa jud kay taas na pasensya and adaptable jud ka sa environment nila pag ma assigned ka dri sa mga lagyo na lugar.” (IDI-08)

(You must have a high level of patience and be adaptable to their environment when you are assigned to far-flung areas.)

Furthermore, Ms. Apple Pink (pseudonym) also stated that her advice to the future elementary teacher must cultivate patience, adaptability, and a positive mindset to successfully navigate and thrive in these unique teaching environments. She shared:

“As a newly hired teacher my advice pud sa mga future na mga newly hired sad puhon is be patient, lang jud adjust sa environment kabalo jud dapat ka mag adjust, be positive kay dili jud lalim na ma assigned dri sa far flung area so dapat huna hunaon nalang nimo na mao namani imong path imong career so dapat ma adpat nimo tanan dri negative or positive bana dawat.x ana lang jud.” (IDI-11)

(As a newly hired teacher, my advice to future newly hired teachers is to be patient, adjust to the environment, and be aware that you must know how to adapt. Stay positive because it's not easy to be assigned to a far-flung area. You should consider that this is your path, your career, so you need to adapt to everything here, whether negative or positive. Just accept it.)

Lastly, Mrs Irene (pseudonym) stated that as a newly hired teacher the most quality is patience. As everything is new and the culture is quite different, especially with the students, the teacher needs to be highly adaptable and humble in order to adjust to the environment, she mentioned:

“Kuan lang jud be patient kay as a newly hired elementary teachers jud kay dapat pud jud ka mag adjust lang jud sa environment kay lagi bag o sya sa imohang nasinati karun kay dri man gud lahi jud ilang culture, labi na sa mga students pud so you will be humble and adaptable teacher.” (IDI-13)

(Just be patient because as a newly hired elementary teacher, you really need to adjust to the environment since it is all new to you now because their culture is really different here, especially with the students. So, you will become a humble and adaptable teacher.)

Imparting Knowledge and Sacrifices

The theme talks about the sacrifices of the teachers assigned in far-flung area and imparting knowledge of the learners it delves into the challenges and dedication required by newly hired elementary teachers in remote locations. It explores them in these settings not only impart knowledge but also makes significant sacrifices to ensure quality education for their students. It highlights the commitment of teachers who often face limited resources, cultural differences, and unique challenges in far-flung areas. It emphasizes the sacrifices teachers make, such as adapting teaching methods, providing personalized support, and fostering a positive learning environment despite the obstacles they encounter. Ultimately, this theme sheds light on the dedication and resilience of teachers in remote areas who go above and beyond to educate and support their students, showcasing the profound impact of their work in these challenging environments.

During the interview, Mr. Jeun (pseudonym) narrated that isolated areas must make substantial personal sacrifices in order to effectively educate the students, teacher who are frequently sole individuals assigned to such locations, need to be physically fit and energized upon arrival, as exhaustion can hinder their capacity to properly impart knowledge and lead classes. Especially to them crucial for male teachers, who play a pivotal role in educating the children in these far-flung communities. The profound impact of the sacrifices these dedicated educators make, both physically and mentally, is essential for delivering quality education in these challenging, resource-constrained environments. She stated:

“Dako nana na sakripisyo dako jud ng impact sa education syempre single pa halos ang mga gipang assign naka sulod compatible kaya pajud na nila mo saka sa mga bukid so pariha namo okay pa sa amoa na mo saka jud didto kay naa biyay uban na wala nay energy jud pag abot didto so kami labaw na lalaki kanang maka impart paka og learnings sa bata maka klase paka kay naa paman kay kusog importante mana sa klase ba na naa kay energy ba pag abot sa klase.” (IDI-02)

(The sacrifices are significant, and they have a profound impact on education. Mostly single individuals are assigned to these remote areas, and it is essential for them to be physically fit to travel to these rural locations. It is beneficial for us to go there while we still have energy because some may arrive exhausted. As males, it is crucial for us to impart knowledge to the children and conduct classes effectively, as having the energy upon reaching the classroom is important.)

In addition, Mr. Cris (pseudonym) stated that newly hired elementary teachers are driven by a strong passion for teaching. They are willing to be assigned to any location, if they are eager to contribute. They are enthusiastic about the opportunity to teach and are always ready to accept any assignment, regardless of the location. He mentioned:

“A newly hired teachers sguro ang drive rapud sa mga newly hired teachers kanang samot natung those are willing to teach no or mao jud ng passion na ilang gipili though passion man oud nako ni to teach. So yun ilang motivation sa pag teach they are willing na ma assigned sa kanang bisan asang lugara basta newly hired gooo jud na dli jud na always say yes jud na.” (IDI-05)

(Newly hired teachers are driven by a strong passion for teaching. Their motivation to teach stems from their willingness to be assigned to any location, if they are newly hired and eager to contribute. They are enthusiastic about the opportunity to teach and are always ready to say yes to any assignment.)

Moreover, Mr. R (pseudonym) shared that he has a lot of ideas and good practices for the overall development of the children. He mentioned that there are a diverse teaching styles that can inspire students in different ways. It highlights the teacher's belief that their unique teaching approach, combined with a commitment to the students' well-rounded development, can have a profound impact on the children under their guidance. He shared:

“I can impart a lot of Ideas, a lot of good practices for doing the overall development pud sa mga bata ahmmmm... though kami mga teachers we have different types of teaching, the way you teach the way you inspired them, para sa ako a is nakita na nako hinay hinay na dako kog tabang sa overall development sa mg bata not just in their physical development, ilang mental health gina take part pud nako ilang hygiene tanan aspeto sa ilang kinabuhi is gina package na namo sya.” (IDI-10)

(I can share a lot of ideas and good practices for the overall development of the children. As teachers, we have different teaching styles that inspire them in various ways. In my opinion, I believe that I can contribute significantly to the overall development of children, not just in their physical growth but also in their mental health, hygiene, and all aspects of their lives, as we consider it as part of our package of care.)

Furthermore, Ms. Apple Pink (pseudonym) narrated that in far-flung school areas there is a need for educational learning, and they are aware that they can deliver their lesson's best. It highlights the advantages young teachers bring in terms of energy, innovative teaching approaches, and the ability to share new perspectives, all of which can benefit both the students and the broader teaching community in the remote, rural setting. She shared:

“Dri sa far flung na need og learnings, educational learnings and kabalo mi na kaya pajud namo ihatag among best kay lagi halos sa amo a is mga batan on pa naa pay kusog to impart knowledge and not only knowledge but also in physically na activities mapa feel namo unsa ang naa sa real world no and naa pay eagerness to impart knowledge mao to nya kung unsa man akong mga fresh knowledge na wala natun an sa mga old teacher ma impart pud nako sa akong mga kauban dri sa bukid.” (IDI-11)

(Here in the far-flung areas, there is a need for educational learning, and we are aware that we can deliver our best. Most of us are still young, with the energy to impart knowledge not only academically but also through physical activities to make the children feel the realities of the world. We are eager to share our knowledge, and whatever fresh insights I have that the older teachers may not be familiar with, I can also impart to my colleagues here in the rural area.)

Lastly, Mr. Mickey (pseudonym) stated that the insight highlights the multifaceted impact of teachers in remote areas, as they work to deliver quality education, inspire students, and contribute to the overall development of the community through their teaching. He mentioned:

“Ang paghatag og kahigayunan sa mga estudyante sa malayong lugar nga madawat ang maayong kalidad nga edukasyon ug masabtan ang ilang mga panginahanglan. Ang paghatag og inspirasyon ug suporta sa mga estudyante sa pag-abot sa ilang mga pangandoy ug pag-angkon sa ilang mga kahibalo. Ang pagtukod og pundasyon alang sa pangkabuhian nga pag-uswag sa komunidad pinaagi sa paghatag og kaalam ug kahibalo sa mga estudyante.” (IDI-12)

(Providing opportunities for students in remote areas to receive quality education and understand their needs. Giving inspiration and support to students in achieving their dreams and acquiring knowledge. Establishing a foundation for community development by imparting wisdom and knowledge to students.)

Conclusions

In conclusion, the study revealed that the participants had a variety of experiences, such as struggle in transportation, adjusting to the new environment, language barrier, difficulty of internet connection and electricity, and lack of resources. Additionally, the participants employed various coping mechanisms, such as professional development and skill enhancement, accepting the reality, good communication with the colleagues, cultural sensitivity and understanding, emotional resilience and well being, and drawing strength from one's source of inspiration. Furthermore, the participants shared valuable insights regarding the study, emphasizing the importance of patience, imparting knowledge and sacrifices, bridging the learning gap and prevalence of slow learners in far-flung schools.

The findings of this study show that the newly hired elementary teachers observed significant improvements in their their teaching effectiveness, job satisfaction, and overall well-being. Through tailored induction programs, ongoing professional development, and mentorship initiatives, these teachers reported feeling more confident in their roles and better equipped to address the unique challenges of teaching in remote locations.

Furthermore, the study revealed that by implementing strategies to improve teacher retention, such as creating a supportive work environment and offering opportunities for growth and recognition, schools in far-flung areas were able to retain more teachers. This led to greater continuity in education, a more stable learning environment, and enhanced student outcomes. Additionally, the findings

highlighted the importance of cultural sensitivity and understanding in fostering a more inclusive and supportive learning environment. Teachers who embraced cultural diversity and engaged with the local community reported increased student engagement, academic achievement, and overall well-being among their students.

The study demonstrated that by providing targeted support, enhancing teacher retention strategies, and promoting cultural sensitivity, newly hired elementary teachers in far-flung areas experienced significant improvements in their professional practice and the overall educational experience for both teachers and students in these remote communities.

In addition, I have encountered numerous challenges throughout my research journey, but one that particularly stands out my mind is the lack of funding or budget for my research. This issue is compounded by the fact I don't have my own vehicle to go where the location of my participants which in a far-flung areas, so I spend a lot of money on gas because the place where they in, is far.

Additionally, one of my minor challenges I encountered was when my study was revised during outline defense, but I still thankful to my panelist where my study just a minor revision for my title which this "Teaching miles away from home: the narratives of newly hired elementary teachers.

Furthermore, during the course of conducting my research, managing the availability of my participants' time proved to be another challenge. There were instances when the agreed-upon interview time had to be extended due to their busy schedules. This posed considerable difficulties for me as I had to visit 7 different schools, but I only visit the 4 schools because the remaining 3 schools was a very struggle area and due to the distance of their station so I interview them in a virtual set up. Consequently, it took a considerate among of time to complete the interviewing process.

Indeed, the researcher has taken the risk, and as a result of accepting this challenge, the final product of her best effort was accomplished for her personal dedication. The researcher was hoping that this study would be leave a mark on those who read it and consider it a piece of work worthy of credence..

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