

COME HELL OR HIGH WATER: TEACHING IN FAR-FLUNG SCHOOLS FROM THE NARRATIVES OF ELEMENTARY TEACHERS

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ABSTRACT

Understanding the lived experiences of the teachers in far-flung schools of New Bataan District in terms of their challenges, coping mechanism, lived-experiences and suggestions. The study utilized the phenomenological qualitative research design. An in-depth interview was used to gather data and pieces of information from 10 teacher-participants who were purposively selected from the identified far-flung schools in New Bataan District. Findings suggested that the designated school, initial response arriving at school, feeling about teaching in far-flung school, positive experiences as a teacher in far-flung school, unpleasant experience as a teacher in far-flung school, learning from mentioned experiences and reason for choosing to work as a teacher in far-flung area. The challenges they encountered were ways difficulties and challenges affect participant as a person and as a teacher, ways in overcoming difficulties and challenges faced. While their coping mechanism are support and guidance in addressing difficulties, strategies employed to overcome challenges, seminars or workshops attended, help coming from other people, help coming from family and co-teachers. Their suggestions are obstacles overcome as teacher in far-flung, learning from experience as teacher in remote area, message to other teachers, school administrator and DepEd.

Keywords: elementary education, far-flung schools, challenges, lived-experiences, coping mechanisms, suggestions, phenomenological study

1. INTRODUCTION

Teachers play a crucial role in shaping students' lives and society overall. While the teaching profession may not lead to wealth, it contributes to our well-being. However, for those assigned to remote areas, challenges such as limited access to electricity, clean water, communication infrastructure, and proper roads make the job particularly demanding. Despite these obstacles, dedicated far-flung teachers serve as catalyst for change and source of hope for their students.

In the Lubombo region of Eswatini in Southern Africa, a study found that teachers face challenges in rural schools, including inadequate housing and a lack of essential services, with clean water and electricity being primary concerns. Insufficient infrastructure and students' lack of appreciation for education were also noted. Teachers in these areas feel demotivated due to limited resources, increase workloads, and high turnover rates, compounded by a shortage of qualified educators (Dlamini, et al. 2022).

In Leyte, Philippines, educating a child in the most remote neighborhood requires teachers to walk for more than two hours, carry bags laden with week-long rations, and crossing streams and rivers (Meniano, 2018). Ediliza Decina, a multi-grade teacher in the town's Kagbana village, said she needs to undertake hours of energy-draining excursions traversing through some slippery and sharp rocks every Sunday afternoon to ensure she's ready for class Monday morning. Sun Star Pampanga (2017) notes that distant schools in the Philippines face a shortage of teaching resources, posing challenges for educators in delivering quality basic education. The conditions in isolated schools require dedicated teachers committed to providing exceptional services to the community.

In the municipality of New Bataan, Davao de Oro, far-flung presents varying challenges for teachers. Some educators must use “habal-habal,” walk long distances, and cross rivers to reach their stations. In September 2021, the Department of Education identified schools eligible for Special Hardship Allowance through DepEd Order No. 39, s. 2021. The list included Pagsabangan Elementary and Pongpong Integrated School while the other far-flung schools in the district was excluded despite of the challenge’s teachers went through due to its unique geographic location. The researcher is passionately dedicated to recognizing and investigating the difficulties encountered by teachers in remote schools within the New Bataan District. The goal is to gather information on the phenomenological experiences of these teachers, emphasizing how their lived experiences contribute to their effectiveness as curriculum implementers.

1.1 Research Questions

The research is geared to explore and describe the lived experiences of the far-flung teachers of New Bataan District with the challenges and difficulties they experienced.

In particular, the following research questions will be used in the study.

1. What are the experiences of the participants teaching in far-flung schools?
2. What are the challenges encountered by the far-flung teachers?
3. How did the participants cope with challenges they encountered?
4. What recommendation did the participants gain as teachers in far-flung schools?

1.2 Review of Related Literature and Studies

This chapter discusses some related literature and studies that support and correspond to this research. This related literature is presented to deeply understand and comprehend the lived-experiences of far-flung teachers.

Lived-Experience. The Philippine education still faces scarcity of teaching resources and teachers are continuously challenged in delivery quality basic education in the countryside. The conditions of far-flung schools require passionate, committed teachers to provide the much-needed services. Teachers need to ride a motorcycle and walk for kilometers in sometimes slippery/muddy trails to reach the school. Several teachers’ go above and beyond just to teach the students in remote areas in Samar with some of them, having to cross rivers, climb mountains and walk for hours in order to reach the school (Aquino, 2019). Du Plessis and Mestry (2019) stated that public schools in far-flung areas of South Africa are categorized by various factors that negatively impact on the provision of quality education. Far-flung areas are generally remote and relatively underdeveloped. As a result, majority of schools in remote area lack the necessary physical resources and basic infrastructure for sanitation, water, roads, transport, electricity, and information and communication technology.

Challenges. Azoulay (2022) said that inadequate training, unappealing working conditions, and insufficient money all degrade the teaching profession and exacerbate the worldwide learning problem. UNESCO has long prioritized teachers in the battle for the right to inclusive and high-quality education. There is a pressing need to adequately recognize this profession, on which our children's future rests. The teacher is not given enough opportunities for grade-to-grade training. In single-grade (regular) classes, on the other hand, students are assigned to a full-time teacher and are similar to each other in terms of age and sex, with fewer differences in abilities and skills (Mortazavizadeh, 2014).

Suggestions. According to Ashiedu and Scott-Ladd's (2012) studies, the Department of Education and Training's various extrinsic incentive programs may have some influence on teachers' motivation and retention, but intrinsic factors like enjoying working with children, intellectual fulfillment, the satisfaction of making a contribution to society, and providing good role models for children also play a significant role in both recruitment and retention (Young, 2017). In the study of Pancho (2022), suggested that the Schools Division of the Department of Education should offer teachers professional development opportunities, such as attending conferences and seminars on teaching, in order to assist them perform better. Also, school administrators in remote locations should always encourage teachers to be dedicated educators by providing them with opportunities to attend seminars and conferences, regularly directing them through the School Improvement Plan, providing in-service training for teachers, and other preparatory activities to inspire recently hired teachers in order to raise and elevate their level of performance.

Coping Mechanisms. Cultural competence, according to Russell et al. (2017), is the capacity to comprehend and respect the values, attitudes, beliefs, and behaviors that differ among cultures as well as to take these variations into account and act in a way that is acceptable for them. This is the remote educator of northern region. Establishing connections with adults and kids in the community is one strategy to improve cultural competency. According to Hughes (2012), teachers' choices to remain in or depart from the teaching profession are influenced by the nature of their connections with both students and their families. Javilla and Fabilla (2019) asserted in their research that over time, teachers develop a connection with the community due to the warmth and appreciation expressed by the people for the teachers' services. According to Bobek (2002), who emphasized that teachers are not primarily motivated by financial incentives, teacher satisfaction hinges on factors such as autonomy levels, perceived and acknowledged achievements, and supportive collegial relationships. In summary, the overall emotional state of teachers regarding teaching in far-flung schools was optimistic, gratifying, joyous, proud, motivated, and invaluable.

2. METHODOLOGY

2.1 Research Design

This study will utilize qualitative design, specifically employing a phenomenological approach, which comprises investigating and comprehending the lived experiences of far-flung teachers.

In order to gather more thorough data and obtain a more in-depth understanding of problems, instances, or occurrences, qualitative research aims to thoroughly study, comprehend, and analyze social phenomena in their natural context (Creswell, 2011). The individual definition and the importance of specific detection in the selected situation is emphasized in this design. Qualitative design is often used when the problem is not yet well understood and there is an intention to investigate such situation completely. In typical qualitative study methods, the rich narratives from participant interviews are gathered and analyzed in effort to understand the situation and solve it thoroughly (Rutberg & Bouikidis, 2018).

Phenomenology was utilized in this study. A qualitative research technique called phenomenology (Giorgi, 2012) is used to explain how people perceive a certain situation. A phenomenological investigation makes an effort to put prejudices and preconceived notions about people's experiences, emotions, and reactions to circumstances aside. It enabled the researcher to explore the viewpoints, perceptions, and perceptions and emotions of those who have personally witnessed or experienced the phenomena or scenario of interest.

Moreover, In-Depth Interview (IDI) were employed to gather data from the research participants.

2.2 Research Locale

The study was conducted in New Bataan District, located in the landlocked municipality of New Bataan, Davao de Oro, which is classified as a first-class municipality. Notably, New Bataan gained attention due to the devastating impact of Typhoon Pablo in December 2012. The municipality is encircled by mountain ranges and boasts over 50% forest cover, providing a livelihood for some residents. The barangays of Andap and Manurigao are predominantly forested. Numerous rivers traverse the municipality, including the Mayo River, originating from Mount Andap and flowing into the Agusan River, and the Batoto River, one of the largest, flowing from the west. The Mandaya, a prominent indigenous tribe in New Bataan, are traditionally known as the "first people upstream," with "man" meaning people and "daya" referring to the upper river region.

Andap, Pagsabangan, and Manurigao are recognized as Geographically Isolated and Disadvantaged Areas (GIDAs). Located in New Bataan, Davao de Oro, Andap is known for its extensive forest cover and mountainous terrain. This barangay suffered significant devastation from Typhoon Pablo, with thousands of casualties. Manurigao, originally part of Barangay Andap, was designated as a separate barangay under House Bill 2314 of 2022. It was famously denoted to as a "One Day Kilometer" of intense hiking, navigating narrow mountain trails, hopping over large rocks, and crossing swift streams in the past. In the present time, it only requires a strenuous 4-hour round-trip from downtown New Bataan, still featuring steep and slippery inclines. Pagsabangan is another remote community in the municipality, accessible only by crossing rivers and navigating unpaved, leech-infested roads using a "skylab," a motorcycle adapted with wooden planks for passengers.

Barabat Elementary School, known as the "Home of the Valley Learners," is situated in Sitio Cagan, Andap, New Bataan, Davao de Oro. Established in 1972, initially all its students were Mandaya. Pongpong Integrated School, formerly Pongpong Elementary School, is one of three schools in Sitio Cagan offering both elementary and secondary education with Mandaya learners.

Manurigao Integrated School, formerly Manurigao Elementary School, located in Purok 1, Barangay Manurigao, New Bataan, Davao de Oro, is renowned as "A Great Haven for Education and Change," serving the pure

Mandaya tribe in an indigenous community. This school includes an extension called Tanggaan-Extension, situated on the border between our province and Davao Oriental, established by the TRES Non-Profit Organization. Digaynon Integrated School, formerly a Salugpungan School, is located near the CARAGA region border, providing multi-grade education. Accessing these two extensions often involves hiking kilometers and crossing the majestic Malumagpak Falls. Uduan Elementary, the first school encountered upon entering Barangay Manurigao, caters to Mandaya learners in multi-grade settings. Similarly, Pagsabangan Elementary School, located in Purok 1, Pagsabangan, also offers multi-grade education to Mandaya students.

2.3 Research Participants

In this study, the participants were teachers that teaches in far-flung schools of New Bataan District. According to Creswell (2007), it is recommended to interview between five (5) and twenty-five (25) participants who have experienced the phenomenon in qualitative research. This range aims to ensure authentic and genuine responses, facilitated by the close rapport that can be established between the researcher and participants. In this study, 10 teacher-participants were selected based on these guidelines to maintain the depth and authenticity of the data collected through interviews.

The participants were chosen based on their fulfillment of specified criteria. Purposive sampling was employed to select individuals for the study, focusing on criteria suitable for conducting In-depth Interviews (IDI). This method ensured that participants were selected deliberately to provide comprehensive insights relevant to the research objectives. This is under one of the phenomenological study features that those participants can describe their lived experience (Waters, 2016).

These research participants were carefully selected based on the following criteria: (a) the teacher has previously worked at or is currently teaches in the far-flung schools of New Bataan District; (b) and must have teaching experienced of three year to more.

2.4 Data Analysis

The study employed a deductive approach for analyzing data. This method, as described by Haregu (2009), involves organizing and analyzing data according to a predetermined structure set by the researcher. Here, the research questions served as the framework for categorizing and examining the data.

After collecting data from the field, the researcher processed the field data through transcription. The initial stage of data analysis involved transcribing all collected data, which entails converting it into written text.

After transcribing the data, the researcher revisited the research objectives or questions and structured the collected data accordingly.

Coding is a highly effective way to simplify your data into clear and understandable concepts, making the data analysis process more efficient. In qualitative analysis, coding involves organizing data into concepts, properties, patterns, and emerging themes.

Data validation was crucial for successful research. Because data forms the core of research, ensuring its integrity was paramount to avoid flaws.

2.5 Ethical Consideration

The researcher is committed to maintaining confidentiality. All collected data underwent numerical labeling and coding techniques, ensuring that participants remained anonymous even with their consent. Participants were informed that their identities would not be disclosed in the paper, and instead, coding would be used as their identifier.

Additionally, researcher emphasized the importance of flawless data collection techniques and kept participants informed throughout the process. Ensuring voluntary engagement and informed consent was vital to address ethical concerns highlighted by Bryman and Bell (2007). Participants were also reassured of their right to withdraw from the study at any point.

The researcher aimed to adhered to ethical considerations in research for the benefit of the selected participants in this study. The importance of their well-being is prioritized above all else

3. FINDINGS

This chapter presents the findings to the research questions that explored the lived experiences of the teachers assigned in far flung schools. The primary focus of the investigation was to develop an understanding of the challenges, coping mechanism, lived-experiences and recommendations of the teachers. The research participants

were selected through purposive sampling. They are 10 teachers have been assigned to various far-flung schools throughout New Bataan District, the desired number of samples for the in-depth interview.

3.1 What are the experiences of the participants teaching in far-flung schools?

This section presents the results to the 1st major research question; ‘What are the experiences of the participants teaching in far-flung schools?’ Seven specific research questions were used to gather data and information for this major research question. The questions were intended to gather information on the understanding of the research participants regarding their experiences in terms of the lived-experiences they have encountered being assigned in far-flung area.

3.1.1 Travel Experience Going to Designated School

The themes in this section were coming from the specific research question 1.1 ‘How did you find the travel experience going to your designated school?’ The responses generated three themes: got nervous, area too far and very difficult.

Informant 2 mentioned that navigating through regions where rebels are still present can be an anxiety-inducing ordeal.;

First namo na experience kay kulba kay kusog pa ang mga kadtong NPA ba kadto na mga time; na naa pa pud mga threat kadto na mga time kay gikan pa man gud to gigyerahan kadto na area.

(Our very first experience was really nerve-wracking because, during that time, there were still active NPA rebels, and there were ongoing threats in the area due to its history of conflicts.)

Informant 10 shares her experience of crossing rivers where her tears and sweat blend together during the journey.

Naluha jud, luha ug singot nag-abot, tungod sa kalayo sa station jud. Baktas, naay, gikan sa sa Compostela to Kilometer 25 padulong Cateel diha me na gikan. Diha sa Kilometer 25 baktas na jud padulong station. Mura jud siya, agianan lang jud siya ug kabaw dati, o moagi pa, didto, permerong dalan duha ra man ka sapa pero kadto jud dagko na sapa. Karon kay diri na man gud moagi sa.

(I really shed tears, and even sweat mixed with it because the station was so far away. We had to walk, starting from Compostela to Kilometer 25, heading towards Cateel. We began our journey from Kilometer 25, and it was a continuous walk to the station. It seemed like we were passing through a cattle path or something, and we crossed two streams. But one of those streams has become quite large now, as it is the one, we pass through today.)

3.1.2 Initial Response Arriving at Assigned School

This section presents the results to the specific research question 1.2 ‘What was your initial response when you arrived at you assigned school?’ under the 1st major research question ‘What are the experiences of the participants teaching in far-flung schools?’ The following themes served as results, which were: unable to understand native language, environment and community quite different, warm welcome for teachers and feeling uneasy.

Informant 1 relayed her experience in handling learners with different dialect;

Pag-abot jud na mo didtoa, kadtong pag-duty na first day dili ko kasabot sa ilang inestoryahan kay pure Mandaya man sila na ako kay pure Bisaya, so naglisud ko ug sabot sa ilahang dialect. Pero ang nakahappy is kanang murag ahmm na feel nimu gani na welcome kaayo ka didtoa as teacher nila na bag o.

Kay ang mga tao ug estudyante kay naa na jud sila daan sa school ba kung baga murag dili gud ka ma feel na ma-intimidate ka sa ilaha kay ilahang mga dagway pud kay murag ma feel nimu nga welcome ka sa ilaha maski pagbag-o pa ka sa ilahang panagway.

(During my first day of duty, I could not understand their conversations because they speak pure Mandaya while I speak pure Bisaya, so I had difficulty grasping their dialect. But what made me happy is that you can really feel that you are warmly welcomed there as their new teacher. The people and students there are already familiar with the school, so it is like you do not feel intimidated by them because even their expressions make you feel welcomed despite being new to their community.)

In the meantime, informant 6 expressed the challenges of the road but acknowledged the friendly nature of the community.

Naluya. okay ra man pud, though maot ang dalan ginabawi man pud sa mga community which is approachable man pud ang uban pero ang problema lang pud didto, is dili ko kabalo sa ilang dialect. Ilang dialect because they are Mandaya jud sila kanang IP (Indigenous People) so very fluent sila sa ilang language which is ako

Bisaya so dili kaayo me direct na magkasinabot pero I can say nga gihatod na man ko dito; vocation ang mag teach then wala, gidawat man so happy na lang na i-engage ang akong community pati ang school.

(Exhausting, I am okay though the road is not good, but the community is approachable. The problem is I am not familiar with their dialect because I am Bisaya, and they're Mandaya, so we do not really understand each other. But I can say that I was brought here for vocation to teach, and happily, they accepted me. So, I'm just happy to engage with my community and the school.)

3.1.3 Feeling about Teaching in a Remote School

This portion provides the outcomes related to the particular research query 1.3 'How do you feel about teaching in a remote school?'. The themes were, feeling lonesome, students very respectful, took it as a challenge, feeling proud and happy, accepted the fate and feeling nervous.

Informant 6 shared;

Feel of deteriorate or kaya naka ask ka nganong dire ko nabutang pero, as I say, vocation man nato ang mag tudlo so kailangan jud nato dawaton kay anyway himua ang imong pagtudlo sa ilaha is para maka-learn man ang mga bata. So, pero mafeel gyud yapon nimo ang kamingaw kay di man jud ma-meet imong mga family daily, a month ra man ka makauli. Pero ma happy na lang pud ka tungod sa mga bata kay they are willing to learn and tabangan man pud ka nila para ma meet pud nimu ang imong mga goals ug mga objectives.

(There is a sense of feeling like you are deteriorating or questioning why you were placed here, but, as I mentioned, it was a vocation to teach, so you have to accept it. Anyway, your purpose in teaching them is for the children to learn. However, you still feel the loneliness because you cannot be with your family daily, and you can only go home once a month. But you find happiness in the children because they are eager to learn and are willing to help you achieve your goals and objectives.)

In addition, Informant 7 shared;

Okay, nakakaproud tungod kay isa ko sa mga teachers na adunay gikatabang ato na katilingban labi na sa mga bata.

(Okay, it is fulfilling because I am one of the teachers who contribute to that community, especially to the children.)

3.1.4 Positive Experience as a Teacher Teaching in Far-flung School

This section presents the results to the specific question '1.4 What were your positive experiences as a teacher teaching in far-flung school?' Following the content analysis of the responses, distinct themes emerged: establish genuine relationship with co-teachers, students show utmost respect, exchange learnings with students, see students' progress in learning, able to adapt to their native language, grateful to be assigned in a far-flung school, able to help students' personal needs and able to help students' academic performance.

Informant 2 shared that;

Una ang positive siguro, ang mga bata taas ug respeto sa imuha pero sa ikaduha very challenging kaayo mag-teach kay naa man jud mga bata naay ginatawag ug undiagnost disabilities ba. Kana bitaw iyang behavior, na ang ikaduha ang capacity sa ilang panghunahuna. Naa gali ko, nakahandle man ko didto ug Grade five ug six pero six jud ang taas-taas na tuiig na naka handle ko, naabot na ug grade six pero daku na gud siya medyo guwang-guwang na jud siya pero iyahang intellectual capacity sa bata murag pang grade one, lisud pud. Niya in-ana baya na grade dili na baya ta magbabasa permi, murag mao na.

(Firstly, the positive aspect is that children in the area show high levels of respect. However, the challenging part is teaching due to the presence of students with undiagnosed disabilities. Their behavior, second their capacity to understand. I have an experienced where I handled Grade 5 and 6, Grade 6 is the highest-grade level I handle. There was this one learner from Grade 6, already of age but the intellectual capacity is for a kid in Grade 1 level, it is hard. In this level, where are not always conducting reading remediation anymore.)

Informant 10 said;

Ang ako jud makatabang ko sa mga bata ba kay ang mga bata baya didto no kay halos baya jud ilang parent "no read, no write". So mao na lang jud tong akong ma ambag ba positive na kanang siguro naay purpose ang tanan nganong na assign ko diri na area, maka help jud sa kuwan learning sa mga bata.

(My positive experience was realizing how much I could contribute to the children's education. Many of their parents could not read or write, so I felt a strong sense of purpose in being assigned to that area. My role became crucial in helping improve the learning conditions for the kids.)

3.1.5 Unpleasant Experiences as a Teacher Teaching in Far-Flung School

This section presents the results to the specific question 1.5 ‘What were your unpleasant experiences as a teacher teaching in far-flung school?’ After subjecting the responses to content analysis, the following themes were drawn: risk while travelling, not giving focus on students’ academic performance, misunderstanding with the community, language barrier, being sick without proper medicine, typhoon aftershock and rain and flood.

Informant 1 shared his sentiments;

Magsukod ta sa kaning sa travel no, usahay jud maam kanang dili man jud nato malikayan no na basig unsaon pa nato ka pag-amping naa jud mga time na mitumba ta so kanang in ana murag party na jud siya sa murag journey kung ma abot ka ug bukid kay lisud man jud ang dalan didtoa.

So, kanang imo na lang hunahunaon na nay purpose nganong gibutang ka diraa unya kanang magub-an wala may motabang ba kay walay dili jud siya daghan ug balay ba. Niya mao nang sa akong gikaingon nga basta mayo lang jud ang imuhang, unsa galing tawag ani, relationship sa mga tao.

Mangita ug pamaagi ang Ginoo na mohatag ug instrumento ba na tabangan ka in terms sa kinahanglan in ana. Naa toy one-time na wala jud na nagub an me na wala jud, wala me nag expect na matabangan ug kanang mga molabay na kay ngit-ngit na siya pero kanang wala na mo damha ba na nay moabot na ning tabang jud sa amoa. Ming hunong jud, wala jud ning lakaw ba nawala naayo ang amoang motor kanang in ana.

(Let us talk about this travel experience, sometimes, ma'am, there are really situations that we cannot avoid, like how we navigate the journey. There are times when we stumble, especially when we reach a mountainous area because the road becomes challenging.

So, it is like it is part of a journey where you have to be careful because there are moments when we fall, and in those situations, it feels like it is a partly in a sense. You have to think that there is a purpose why you are placed there, and sometimes, it seems like it is part of the journey if you encounter difficulties on your own because there is no one to help. That is why I mentioned that as long as your "relationship" with the people is good.

God will find instrument to help you. There was this one-time when we were really stuck, and we did not expect anyone to help us because it was dark. It seemed hopeless, but unexpectedly, there was someone who came to assist us and never leave us.)

3.1.6 Learning from Mentioned Experiences

This portion provides the outcomes relevant to the particular research inquiry 1.6 ‘What did you learn from these experiences?’ The outcomes were manifested through the following themes, namely: community very respectful, develop relationship with co-teachers, never underestimate people from far-flung areas, deepen teaching style, strong in every aspect, adapt to their culture and language and discipline within self.

Informant 3 shared;

Daghan kaayo ko ug natun-an nila. Ilabi na sa ilang inestoryahan, And then, naka ingon pud ko, naka tuon pud ko na dili diay dapat sila i-underestimate though bukid sila dili diay nimu dapat sila easy-easyhon. Kay lahi ang nasa Manurigao maam na mga IP people, naa silay baroganan. Mao jud akong ganahan naa silay prinsipyo na gina barugan

(I learned a lot from them, especially their way of speaking. I also realized that we should not underestimate them, even though they are from the mountains. We should not take them lightly. The people in Manurigao, who are Indigenous People, have their own stand. That’s what I like about them—they have principles that they uphold.)

Informant 7 shared how easy for her to adapt the culture, said;

Dali kaayo naku na adapt ang ilang mga kapulungan gali hantod karon. Mag-communicate me sa mga taga didto, Minandaya yapon akong gamit. Then sa ilang kultura dali ra pod nako ma adapt, dali ra pod ko naka sabot nganong ingana ilang mga pamaagi, na sabtan nako ang ilang mga cultural dances, kabalo na pod.

(It was relatively easy for me to adapt to their community until now. We communicate with the locals, and I have managed to pick up their language. Understanding their culture was also straightforward for me, and I quickly grasped the reasons behind their practices. I have learned their cultural dances and gained insight into their way of life with ease.)

3.1.7 Reason for Choosing to Work as A Teacher in Far-Flung Area

This section presents results to the specific question ‘1.7 Why did you choose to work as teacher in far-flung area?’ The following themes served as results, which were: willingness, embrace the workload, no other choice, and badly needed the work.

Informant 1 shared that;

Syempre kay nang-apply man ta sa DepEd unya kay naa na man gyud didto gibutang na kining interview pa lang nga willing ba ka ma-assign ug mangalagyo na lugar or school syempre willing for the benefits na lang pud sa mga estudyanteng imong tudluan kay teacher man ka.

Basing aha ka i-assign mo go jud ka, kay mao man na imong profession dili man ka mamili ug school kay kanang mamimili kag school pasabot ana wala pa jud nimu nasabtan ang imuhang profession ba. Kay once na mag teach ka wala man kay pilion na bata, ohh asa ka maadtu na lugarsige go, unless kung naa kay pilian syempre mopili jud ka pero kung no choice, go.

(Of course, because we applied to the DepEd (Department of Education) and it was already mentioned there during the interview if you are willing to be assigned to remote places or schools. Naturally, you have to be willing for the benefit of the students you will be teaching because you are a teacher.

Wherever you are assigned, you should go, because that is your profession. You should not choose a school because if you do, it means you have not fully understood your profession. Once you start teaching, you do not select the students or the place where you will go; you just go, unless you have a choice. If you have no choice, then go.)

3.2 What are the challenges encountered by teacher in far-flung schools?

This section presents the results to the 2nd major research question ‘What are the challenges encountered by the teachers in far-flung schools?’ Two specific research questions were utilized to collect data and pieces of information.

3.2.1 Ways Difficulties and Challenges Affect Informant as a Person and as a Teacher

The themes created in this section were from the responses to the specific research question 2.1, ‘How does these difficulties and challenges affect you as a person and as a teacher?’ The themes were embedded with develop patience towards students, able to focus on slow learners, needed to adapt to their native language, and needed to vary teaching strategy.

Informant 2 shared his challenges handling his undiagnosed learning disabilities among learners, he said;

Unang-una kadtong giingon naku ganina mga undiagnostic disabilities sa mga bata, unya lahi-lahi jud ang uban bata lahi-lahi jud ug intellectual capacity. Magfocus ka sa imuhang teaching na gusto nimu mapasabot pero at the end sa imuhang lesson ma-zero ra diay, lami na kaayo ka ug presentation na unya, lami na kaayo ug klase feeling nimu nakasabot nahimanhiman wala diay nakasabot murag isa jud na sa makaluya, isa pud na sa makaapekto sa imuha, makaingon jud ka na maapektohan imong panan-aw sa imong kaugalingon.

Dili man ko effective na teacher guro. Niya ikadauha maglibog ka sa imuhang teaching strategy na gamiton tungod kay ang mga bata maglisod ba. Naay uban na mabira, naay mabilin sa batch sa naay bright, maglibog ka aha mag focus mao ng sa akong gibuhath ato naa pa jud mga non-readers ato. I think mga 75% ato na time, kadtong last lang na 75% non-readers, akong mga slow readers 25%, akong ginabuhath ato while nakapadayon ko sa klase.

Naa baya tay ginasunod na kailangan mahuman jud na nimu na week, akong ginabuhath ginapadayon naku ginasunod pero ginalain naku ang mga bata, sa likod naku ginabutang ang mga non-readers, mga slow ana. Para dili pud mabira ang mga bata, lisud man pud ug magfocus ta atong mas daghan na dili kabalo na mabiyaan na noon tong mga una, maong ang mahitabo mabira tong mga bright-bright.

(Firstly, dealing with children with undiagnosed disabilities poses a challenge as they vary greatly in intellectual capacity. It becomes disheartening when, despite your effort to make the lessons understandable, some students end up scoring poorly, affecting your self-perception as a teacher.

This dilemma can lead to doubts about your effectiveness. Secondly, you struggle with which teaching strategy to use because some children find it difficult. Some get left behind while others remain in the batch of bright students. You ponder where to focus, and that's what I was doing. There are still non-readers, about 75% of the time, with the last 25% being slow readers. That's what I was doing while continuing in class.

We have a plan to achieve within the week, and I try to follow that plan, but I feel bad for the children. I place the non-readers and slow learners at the back so that the other group of children will not be left behind. It is challenging because if we focus more on the group of children who are slow learners; the intelligent ones might end up being left behind. Surely, the intelligent ones will be dragged down.)

Informant 3 shared that;

Magtudlo jud maam na English, for example English imong i-tudlo dili sila makasabot. So ang imong buhaton jud, mag sige ka ug translate, kung mas mahimu galing imong i-Tagalog, English ug Bisaya then mag-Mandaya. Pero dili jud ingon na fluent jud mag Minandaya ka kay first pa man ko ato jud. Daghan jud siya maam kana, lisud jud siya sa akoo niya maoy nakapachallenge naku na dapat diay tun-an naku ang ilaha pong usually na ginagamit na inestorya ditto.

(Teaching English can be challenging, especially when the students do not initially understand the language. My approach involves constant translation, moving between English, Tagalog, Bisaya, and even attempting Mandaya. However, achieving fluency in Mandaya is a work in progress since I am still relatively new to it. It is a considerable challenge, especially when faced with unfamiliar terms used in their usual conversations.)

3.2.2 Ways in Overcoming Difficulties and Challenges Faced

This section presents the results to the specific question 'How did you overcome the difficulties and challenges you faced in being a teacher in remote area?' After subjecting the response to content analysis, the following were drawn: add more patience, vary teaching strategy, adapt local norms, teacher needs to be flexible, be optimistic, study lessons, be culture sensitive, and tried to persevere.

Informant 1 said;

Dapat taas ka ug pasensya kung teacher ka, niya dapat as teacher, mangita kag pamaagi na imuhang mga bata gani maka-learn. Tungod dili sila makasabot sa imong pamaagi magstop na lang pud ka dinhaa. Mangitag pamaagi kay daghan man kaayo ug pamaagi. Halimbawa na lisuran sila ana na topic, so pangita ug pamaagi asa masayunan sila or masabtan to nila to nila na topic.

Dili na lang pasagdan na lang gud naku basta week 1 moderetso na jud ko ug week 2 kay ting week 2 na jud ron mga in ani. As a teacher, aside sa pasensya dapat ang ilang giingon jud kay naa jud kay passion gani sa pagtudlo. Una dili man lang kay utok atong gamiton gyud, heart jud siya labi nag sa mga far-flung na mga area. Daku jud ang factor in terms sa grades gali, lisud jud kaayo ug magpaka hero-hero ka didtoa ug tudlo jud based jud sa mga MELCS-MELCS, basta ang importante lang jud naa silay matun an.

(As a teacher, you must have patience, and you should always find ways for your students to learn. If they don't understand your approach, you should not just stop there; you should find another way because there are many ways. For example, if they find a topic difficult, find a way where they will understand or grasp that topic. I will not just let it go, like in Week 1 and after I will go straight on to Week 2 because it is already its time. As a teacher, aside from patience, you also have passion for teaching. First, we should use our minds, not just our hearts, especially in far-flung areas. Grades are a big factor in terms of grades, its really hard to be a hero there and teach based on MELCS, but the most important is they have learned.)

While informant 7 also shared his experience;

Gilahi ang grade 1, pikas blackboard sa grade 1, pikas blackboard sa grade 2 then lahi-lahi man sila ug klase mao to padayun lang jud. Uban sa pagiging mapailubon, pailub lang aron maka tabang pod ta sa mga bata.

(I separated Grade 1, the other blackboard is for Grade 1 and Grade 2 from another blackboard, they have different class; I just continue. Being compassionate, providing assistance to the children.)

Informant 8 said;

Maovercome na difficulties, dugang lang ug research-research bahin sa unsaon paghandle anang mga batang lahi ug culture, lahi ug unsaon pagdeliver ang mga topic na dili na sila ma-offend. Kay naa man gud ma-offend na mga, okay ra diria sa patag pero dili sya pwede ditto sa bukid.

(To overcome the difficulties, you just need to do more research on how to handle children with different cultures and how to deliver topics in a way that does not offend them. Some things may be acceptable in the lowlands but not suitable for the mountains.)

3.3. How did the participants cope with the challenges they encountered?

This section presents the results to the 3rd major research question; 'What are the experiences of the participants teaching in far-flung schools?' Five specific research inquiries were employed to collect data and information related to the primary research question. These inquiries aimed to gather insights into the participants'

comprehension of their experiences, specifically focusing on the challenges they faced while being assigned to far flung areas.

3.3.1 Support and Guidance in Addressing Difficulties

The themes in this section were coming from the specific research question 3.1 ‘What has been your support and guidance in addressing the difficulties of being a teacher in far-flung school?’ The responses generated three themes: moral support, nothing at all, support from school head, monitoring from IPED, guidance from other teachers and support from school heads and stakeholders.

Informant 4, stated that;

Kadto na time kung mag-estorya ta sa akoang time sa LSB, dili siya under sa Department (Department of Education) kay LGU funded man ko. Bali ang nadawat naku sa karaang mga teacher sa Manurigao Elementary School pa man na dati na karon kay Integrated na, moral support na kaya ra lage na nimu sir, ning pasar man gali ka one take. Pagkahuman, ang i-advice lang jud nila is dili ka mopahangad sa community kung dili makig level ka para matudluan pud ka nila sa ilahang language and cultures.

(At that time, talking about my experience as LSB, it was not under the Department because it was funded by the LGU. What I received from the former teachers at Manurigao Elementary School, which is now an Integrated School, was moral support, encouraging me that I could handle it, saying, "You can do it, sir. You passed in one take." Their main advice was not to act superior to the community but to engage with them on their level so that they could also teach you about their language and culture.)

Informant 6 revealed that;

Yes, aside sa akong colleagues, also from the School Head and also sa stakeholders, sa community.
(Yes, aside from my colleagues, also from the School Head and the stakeholders in the community.)

3.3.2 Strategies Employed to Overcome Challenges

The themes in this section were coming from the specific research question 3.2 ‘What strategies did you employ to overcome the challenges of being a teacher in far-flung school?’ The responses generated three themes: respect learners’ culture and faith, being flexible in dealing with learners, use of ICT, use of varied activities, know learners’ background, ask learners difficult terms, use of strategies suitable to learners, learn local dialect by listening, use of 4As teaching strategy, and learning from trainings.

Informant 3 shared her experiences;

Oo, ma culture shock man jud ta didto, dili jud na siya malikayan, maculture shock man jud ta man. Labi na ug dili na mao atong na dakuan, naagian or naandan. Gi-accept, ginarespeto sila para hapsay ang tanan. Sa multigrade imong gipasabot, teaching maam. Dungan sila, for example isa ka adlaw maam, idungan naku sila mo school, sa pikas na side maam. For example, Grade 3 and 4, Grade 2 and 3 ko, Grade 2 sa pikas na column sa pikas pud na side puro mga Grade 3, Grade 2 and 3. Puro lower grade.

Then unahon naku ug tudlo ang Grade 2, paghuman naku ug tudlo sa Grade 2 tagaan naku sila ug activity sheets bilin naku sila ug activity sheets para dili sila ma magkagubot, dili sila magkasaba, dili sila maputol sa ilahang trabaho. Mobalhin na pud ko sa Grade 3 didto na pud ko magklase while ang Grade 2 nag activity sheets diri na pud ko magklase sa Grade 3. Pero basin mangutana pud ka maam, nga giuna man kaha naku ug tudlo ang Grade 2, so ang Grade 3 mag unsa, gipabasa pa naku sila kay magsulat man ko sa blackboard. In ana ra maam, kanang puli-puli lang wala jud time na magstop na walay gibuhay ang isa ka grade or both grades.

(Yes, it is really a culture shock there, it is inevitable, we really experience culture shock. Especially if it is not what we are used to, what we have experienced or accustomed to. We accept and respect them for everything to be fine. In multigrade, ma'am, what you mean is in teaching. They are together, for example one day, ma'am, I will join them to school, on the other side, ma'am. For example, Grade 3 and 4, Grade 2 and 3, I'm in Grade 2 on the other side, all in one side, Grades 3 and 2 and 4.

Then I start teaching Grade 2 first. After I teach Grade 2, I give them activity sheets so they will not be roomed around, they will not argue, and they will not be cut off with their work. I move to Grade 3 to teach while Grade 2 works on their activity sheets. Then if you ask, ma'am, if I prioritize Grade 2 in teaching, what about Grade 3? I have them read, I have writings on the blackboard. That is how I do it, they will just take turns, all grade must have something to work.)

3.3.3 Seminars or Workshops Attended

The themes in this section were coming from the specific research question 3.3 ‘What seminars or workshops have you attended related to being a teacher in a remote area?’ The responses generated three themes: multi-grade seminars, none at all, development of learning materials, seminar for teachers in IP areas, and seminar about IP education.

Informant 5 mentioned about;

Amoa seminar lang sa multi grade seminar sa mga IP’s.
(Our seminar is just about multi-grade seminar on IP’s.)

Informant 8 also stated that;

Actually, gamay ra kaayo ug mga seminars ug workshops bahin in ana, if naa usually mga seminars na ang focus kay kami didto na mga magtutudlo sa bukid siguro once a year or twice a year, naa man pud. Pero dili jud ingon na in ana jud ka frequent pero at least naa pud mga gagmay. Ang DepEd bahin nga dira ka nag tudlo or far-flung.

(Actually, there are very few seminars and workshops on that topic. If there are any, the focus is usually on us teachers in rural areas maybe once or twice a year, there are also some. But it's not really that frequent, but at least there are some small ones. The DepEd about teaching or far-flung)

3.3.4 Help Coming from other People

The themes in this section were coming from the specific research question 3.4 ‘In what aspect do they help you as a teacher in far-flung school?’ The responses generated three themes: adding knowledge as teacher, big help, trial and error for effective strategy, and provided help in lesson integration.

Informant 9 also stated that;

Kadtong sa TRES paghandle sa mga bata. Mao jud ilang gi ingon sa amoa sa mga bata, sa mga community unsaon na mo didto sila pagpuyo. Kung moingon ta ana sa multigrade, sa multigrade na man gud me daan gud. Pero lahi jud tong pagkamultigrade kay naka agi ko na akong gitudluan 3, 4, 5, 6 jud siya. So duha ka classroom ang akong gihimu gi-memorize naku ang tingog sa bata kay kung motabok ko sa pikas makabalo kung kinsa tong daku ug tingog. So akong tawagon, “ud kay Maam,” ana so maminaw na sila tabukon na pud naku sa pikas maminaw, ginamemorize naku ang ilahang tingog jud ana siya, mao lage na kay 3 R’s ra jud akong paningkamot ana nila, ang importante makabasa kay ingon akong Angkul basta daghan daw bata, multigrade, maningkamot jud ang maestra ug 3 R’s, ingon siya.

(In handling, the TRES help me, they really tell us about how the children and the community live there. When we talk about the multigrade, we are indeed a multigrade from the very beginning. But the multigrade is really different because I have to experienced teaching 3, 4, 5, 6. So, I made two classrooms and I memorized the voices of the children because when I cross to the other side, I know who has a loud voice. So, I will call, "ud kay Maam," like that, so they will listen. I will memorize their voices, that is what I do because my main goal is just the 3 R's for them, the important thing is to read, that is what my Auncle said that if there are many children, multigrade, the teacher and 3 R's must be diligent, he said.)

3.3.5 Help Coming from Family and Co-teachers

The themes in this section were coming from the specific research question 3.5 ‘How did your family and co-teachers help you overcome the obstacles you faced?’ The responses generated three themes: moral, financial and spiritual support from family, motivation from co-teachers, no help from family, emotional support from family, share to family members own experiences, encouragement from co-teachers.

Informant 6 share too how her family supports her as a far-flung teacher;

Dili man jud malikayan, labon na ug naay experiences sa dalan like mga accidents. Pero ginatake lang namu siya as mga challenges or a joke. Sa akong family nagatabang sila in giving encouragement and positive na mga sayings na laban lang. And then, for the colleagues, naa jud dapat understanding, tinabangay pud. Then, mag share-share me sa among mga life experiences.

(It cannot be avoided, especially if there are experiences on the road like accidents. But we take them as challenges or jokes. In my family, they help by giving encouragement and positive sayings to keep going. And then, with colleagues, there should be understanding and mutual help. We also share our life experiences with each other.)

Informant 7 also mentioned that;

Ang akong parents ato kay syempre volunteer pako gagmay ang honorarium. Ang ako jud parents ang maoy nag supply sa, akoang food. Then ni abot pod tong time nga katong gyera gali sa Taytayan, unya kanang sabado man to ba Biyernes sa gabie, unya ang schedule namo mag baba ug sabado. Kaya lang ulan ulan man siya ug naka dungog nga gyera, di wala mi ni baba pero akong mga kauban ni baba. Unya tungod kay wala ko ni baba gipangdakop nako akoang mga bata nga katong tabangunon kay akong gi pabasabasa, half day ra gud pod. Then mao to pagka ugma nako ni baba, niya sayo ko ni gikan, wala nay 1hour maabot nako ug Taytayan. Sa dihang naka sugat ko ug mga gikan sad sa Taytayan kay mo subida sa bukid gipabalik jud ko nila sa Manurigao. Gipabalik ko tungod kay wala nay tao sa Taytayan wala na pod koy masakyan paingngon ug lungsod. Mao to nga wala koy mahimo balik jud ko sa agi. Hangtod sa nilakaw ko kay mao ra man gud gihapon ang kahimtang, bago ko na transfer naa nay kalsada, naa nay motor, kaso ang pamashe man pod kay dako kaayo, so mas prefer pod ko nga mag baktas.

(My parents were the ones who supported me, of course, since I was a volunteer and the honorarium were small. My parents were the ones who provided my food. Then there was a time when there was that conflict in Taytayan, it was on a Friday night, and our schedule to go down was on Saturday. But since it was raining and we heard about the conflict, we didn't go down, but my companions did. Because I didn't go down, I gathered the children who needed help and made them read, it was just for half a day. So, the next day, I went down early. It took me less than an hour to reach Taytayan. When I encountered people coming from Taytayan who were going up the mountain, they told me to go back to Manurigao. They told me to go back because there were no more people in Taytayan and no more vehicles going to town. So, I had no choice but to retrace my steps. I walked because the situation was still the same. Before I transferred, there was already a road and motorcycles were available, but the fare was too expensive, so I preferred to walk.)

3.4 What recommendation did the participants have as teachers in far-flung schools?

This segment provides the outcomes for the 4th primary research inquiry. 'What recommendation did the participants have as teachers in far-flung schools?' Three specific research inquiries were employed to collect data for the main research question. These questions aimed to gather insights and recommendations from the participants.

3.4.1 Obstacles Overcome as Teacher in Far-flung School

The themes in this section were coming from the specific question 4.1 'What are the obstacles you went through in being a teacher in a far-flung school?' The responses generated ten themes: problem adjusting with IP learners, problem with transportation, problem with internet connectivity, no hindrances felt, becoming stronger and independent, distance affecting attendance to seminars and emergencies, problem pursuing graduate education, accept situation as teacher in far-flung school, problem with getting Notices and losing interest in school due to distance.

Informant 2 added the importance of administrative function among school heads;

Ibalik jud naku ang admistrative support when it comes to challenges sa teaching gali, unsaon pag handle ang mga bata makaya ra jud na. Pero kung sa administrative na jud ang problema sa, admin, daghan jud ang maapektuhan. Kamo jud tanan bungkag, especially ang relationship ninyo outside sa trabaho, maapektuhan jud. Maluya, makaingon jud ka sa classroom, maapektuhan jud ka.

(Let me bring back administrative support when it comes to teaching challenges. Handling children can be managed. But when it was the administrative side that was the problem, many will be affected. Your whole relationship will be shattered, especially outside of work. You will really be affected, even in the classroom you will really be affected.)

Informant 1, also added that transportation in far-flung schools contribute to the burdens of teachers;

So, personal, ang problema ra man jud ma-assign ka ug layo, sa transportation hasta jud lisuda mangita ug sakyanan didtoa. Unya dili pa jud ka ihatud kung ikaw ra isa, unya galing ang imong pamasaha kung baga madoble ma triple mahatud lang ka didtoa. In ana didtoa sa bukid.

(So personally, the problem being assigned in remote area, is transportation. It is difficult to look and find a vehicle there. They will not take you to your destination unless you are the sole passenger, and they may increase the fare two or threefold to do so. That was how it works there.)

Informant 5 take it as an opportunity being assigned in far-flung school to develop her independence and becoming strong individual;

Didtoa mas ning grow pa ko. Mas naging pa ko strong. Stroger, strongest; nagging independent pa jud. Tapos emotionally independent na pud gamay. Tapos professionally na equipped pud ko.

(There it made me grow even more. I became stronger, the strongest, and more independent. I developed emotional independence as well. On a professional level, I became equipped.)

3.4.2 Learning from Experience as Teacher in Remote Area

This section presents that results to the specific question 4.2 ‘What did you learn from your experience of being a teacher in a remote area?’ The responses generated ten themes: give it your all, prioritize relationship with colleagues, nothing impossible in this world, reaping what one sows, reaping what one sows, everything has purpose, flexibility in all situations, love your work, find joy teaching in the mountains, learning to appreciate IP culture and it pays to be strong.

Informant 2 emphasized that,

Siguro is to always prioritize your relationship with your colleagues kaysa sa imong trabaho. Kay ang trabaho permente man na kita, tanan naningkamot ug panarbahao pero kung unahon nimu na balewalaon nimu ang relasyon sa imong co-teacher tungod lang kay, lisud, mentally, emotionally.

(You should always prioritize your relationship with your colleagues over your work. Everyone is constantly working hard, but if you neglect your relationship with your co-teachers, it becomes difficult mentally and emotionally.)

Informant 5 shared;

Na learn naku no, maski asa man ta ilabay kay naa man jud purpose. Maski asa man ta ilabay, unsa man kalayo, mo obey lang jud ta. Tapos buhaton kung unsay dapat buhaton alang sa community labi na sa bata na nangihanglan sa atoa. Kay sa ngadto-ngadto naa jud kay makutlo, naa pud siyay makutlo. Dili pud para sa imo, kundi para sa community. Mogrow pud ka, mo-grow ka sa tanan aspeto. Kay sa una bata-bata pa man ko. Basta daghan ko ug na learn didto, kadto siya first na school na na-assign naku, layo pa jud, daghan pa jud, pero basta na matured.

(What I learned is that wherever we are placed, there is always a purpose. No matter where we are sent, no matter how far, we must obey. Then we should do what needs to be done for the community, especially for the children who need us. Because in the end, you will always gain something, and they will gain something too. It was not just for you, but for the community. You will also grow, grow in every aspect. When I was younger, I learned a lot from being assigned to my first school, which was very far and had many challenges, but it made me mature.)

3.4.3 Message to other Teachers, School Administration and DepEd

The themes derived from the responses of the research informants to the specific question 4.3 ‘What would you like to convey to teachers like you, your school administration and the Department of Education regarding your experiences of being a teacher in a remote area?’ are presented in this section. The themes: learn to love work, assign IP teachers to IP communities, assignment based on rank, equal treatment of teachers in far-flung areas, know onsite the plight of teachers, trainings for teachers in far-flung areas, internet connectivity and energy availability, school head find time to visit school, newly hired teachers open to be assigned to far-flung schools, being assigned in IP area manageable for all, being adaptable if assigned in IP area, mingle with people in the community and do jobs as teachers.

Informant 8 added that;

For teacher sama sa akoo nga nagtudlo sa far-flung area, dasig lang na mosubida ug mouli sa atong pamilya kada weekly ba o unsa mo nagauli. Dasig lang jud kay mao man ni atoang gipanumpaang na tungkulin na motudlo ta. Niya unluckily ba na didto ta sa far-flung area na-assign pero kay moabot yapon ang panahon na makanaug na pud ta sa ubos. And for DepEd unta naa pay mga tools ug mga workshops, seminars nalabi na mga additional na sa mga teachers na didto sa bukid na assign. Actually, nabalik na man tong mga allowances kadtong sa mga bukid na assign pero unta naa pay mga mas pagsuporta sa mga teachers sa bukid na na-assign.

(For teachers like me who are assigned in far-flung areas, stay motivated when you travel to and from your family each week or whenever you go home. Keep your spirits up because this is our sworn duty to teach. Even if we are unluckily assigned to a remote area, the time will come when we can go back down. And for DepEd, I hope there are more tools, workshops, and seminars, especially additional ones for teachers assigned in the mountains. Actually, the allowances for those assigned in remote areas have been restored, but I hope there will be more support for the teachers working in these distant places.)

Informant 9 also said;

Sa teacher, adto jud mo sa community. Ayaw jud mo tago-tago anang inyong cottage kay dili mo ka gain ug trust gikan sa ilaha, dili mo maka gain ug friendship sa ilaha ug unya samot nag-safety, according sa akong kauban, "Maam naa man ta diri sa ilaha, makibagay jud ta kay maunsa ta diri sila ra jud na ang moprotekta sa atoa," ana akong kauban. Sa parents, dapat no i-encourage lang jud sila unsa ka importante ang pagpaeskwela sa ilahang mga anak, involvement sa school, naay patawag maestra, meeting dapat naa jud sila para makabalo kung naunsa ilang anak, okay pa ba, in ana siya. Parent's involvement importante jud siya. Sa school administrators dapat no constant jud siya na follow-up; naay meeting sa teachers, in ana siya kay para maiwasan ang miscommunication dapat naa jud na kay na experience baya na naku. Miscommunication jud, experience na mo na miingon siya na, "Sis imo man kong gipa-sumonan." Ana pud ko na, "Sir, nagsabot baya ta na trabaho ni ato walang personalan," ana lang jud ang among sabot niya, mao to. Ang kadtong constant lang jud na communication, meeting dapat naa jud na siya dili jud siya eh balewala. Sa DepEd, pud tana no labi nag classroom, atimanon pud unta, luoy kaayo abi ug naa sa bukid. Dili na kaayo mapansin jud ang naa sa bukid. Dili na jud mapansin jud tanang programa naa dinhi, ana na, inig abot sa didto kay wala, so kung ikaw teacher kung dili ka maningkamot walay para sa imuha, sa school, kana siya, dapat makita pud nila ang mga effort sa teachers. Hatag pud sila ug masking mga extra, extra compensation kay dili lalim naa sa bukid jud. Dili jud sya lalim.

(For teachers, you really have to go into the community. Do not hide in your cottage because you will not gain their trust, you will not build friendships with them, and most importantly, according to my companion, "Ma'am, we're here with them, we should blend in because they are the ones who will protect us." For parents, they should just be encouraged to understand how important it is to educate their children, to be involved in school, attend teacher meetings, and be there to know how their children are doing, if everything is still okay. Parental involvement is really important. For school administrators, they should be constant in their follow-ups; there should be meetings with teachers to prevent miscommunication, as I have experienced before. Miscommunication can lead to situations where someone might say, "Sis, you summoned me." Then I would respond, "Sir, we understood that it's just works, nothing personal," and that was all we agreed upon. That constant communication and meetings are necessary; they should not be disregarded. Regarding DepEd, especially in classrooms, they should also be taken care of, especially in remote areas. Those in the mountains are often overlooked. Not all programs are noticed here; when they get there, they are not there. If you are a teacher and you do not strive for that, there was nothing for you at school. They should also give extra compensation because it's not easy in remote areas. It was really not easy.)

4. CONCLUSION

This research focuses on the experiences, challenges, coping styles, and suggestions of teachers assigned in far-flung schools. It is well-known that their experiences going to their station is not easy. The heavy burden of paperwork related to teaching, compounded by various additional tasks unrelated to direct instruction nowadays, poses a significant challenge for teachers in far-flung schools. Having technical support and financial support are crucial for them. With sufficient resources and supplies, the Department of Education (DepEd) ensures that teachers will be more motivated. It is evident that teachers from the Department of Education work beyond the standard eight hours if necessary, to complete their schoolwork, spending more time with their co-teachers than their family. They deserve all the support they can get from Department of Education (DepEd) and beyond. This research emphasizes the diligence and strong commitment of teachers from far-flung schools in any circumstances in the world.

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