



REMOTE LEARNING AND ITS CHALLENGES: A PHENOMENOLOGICAL LIVED EXPERIENCED

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Abstract

Remote learning has been a topic of concern in all educational institution. From distance education shifting to remote learning students and teacher are on outcomes – based learning. This refers to result oriented learning. The herding of the multimedia infrastructure becomes the key factor on this academic journey. This facility helps the interaction between teacher and student possible. The challenges of “time and space management” becomes an issue. The vulnerability of an individual teacher and students are at stake. The multimedia infrastructure and its connectivity would be a challenge. Although, the social engagement of the teacher and the student made the teaching learning environment transformative. Addressing this vulnerability on multimedia infrastructure the reinventiveness and the knowledge sharing becomes the language of the time and space. Therefore, dedicated signal is required to make the remote learning initiatives an outcomes-based. Thus, the findings point out on the teaching learning flatteners and the support of the institutional connectivity and the sharing of knowledge must be allocated in the investment budget plan.

Key words: Remote Learning_ Challenges

Introduction

Remote learning has become a paradigm shift in teaching learning pedagogies. It offers opportunities and challenges to students and teachers. Remote learning provides flexibility and accessibility. It requires adaptation to new technologies, potential feelings of isolation and strong self-discipline. It established a borderless society. Transition to remote learning has led to a reassessment of conventional teaching approaches. Digital proficiency and support multimedia infrastructure would be the immediate concern. Remote learning is essential for schools. It offers fast phase of work activity. Sufficient facility and resources guaranteed quality production. No more inclusivity in teaching learning environment because in remote learning negativity is a byproduct of positivity.

The standardization of physical facility is required in the remote learning. Distance education is already the language of the millennials. Likewise, remote learning is also the language of the ‘alpha’ generation (connectivity) underscored by ‘beta’ generation (Wifi). However, the ‘teta’ generation (Psyfi)

is about to come where chronosystem needed to “time and space.” This generation, Wifi is low but Psyfi is high. Meaning, the action or the behavior or outcomes-based generation learning is experiential. In the College of Education at Tagoloan Community College after the endemic which later becomes the pandemic on covid19, the college transformed its services beyond expectation. The physical is not as sophisticated we think, yet we capacitate and manage our service. So, as we socially engaged in remote learning teaching pedagogies traditional classrooms instruction slowly outmoded leading to the feelings of isolation and decreased of social engagement to socio-cultural divides.

At this juncture, the low income students, do not have internet accessibility, and students with inclusive issues, have more difficulty in accessing and participating classes (Trust & Whalen, 2020; Gomez et al, 2022). Inequality in technology and internet accessibility is noticeable to low income students. It identifies categories of difficulties in remote learning (Rotas and Cahapay, 2020; Adresi, 2020; Gomez et al, 2022). The challenges and coping strategies within the emergency remote learning and teaching are present (Alvarez, 2020; Toquero, 2021). Therefore, increase the herding of the multimedia infrastructure for the accessibility and promoting a borderless society may lessen the geographically disadvantage learners. For that reason, the Tertiary Education Subsidy (TES) from CHED (Commission on Higher Education) and some other government support to the underprivilege are receiving the AKAP (Ayuda para sa Kapus ang Kita Program), TUPAD (Tulong Panghanapbuhay sa Ating Disadvantage/Displaced Workers) and AICS (Assistance to Individual in Crises Situation) for them to carry-on and fulfil their dreams.

Remote learning has enabled students to balance their study with personal time, creating a flexible and enjoyable teaching learning environment (Gomez et al, 2022). Thus, multimedia infrastructure underdevelopment and inequality in technological facility and internet accessibility push challenges to students and teachers, especially those from disadvantaged geographic issues. The shift to remote classes has provided students with the freedom to manage their time and space in education alongside other responsibilities. Remote teaching learning platforms such as Zoom, Microsoft Teams, Google Classroom, virtual learning environments, social media, and diverse group forums, among others are venue for remote learning. They are tested and proven in overcoming limitations to virtual teaching learning processes. Teachers and student must work together at the institutional level to flatten the horizon of Netizenship (Godber & Atkins, 2021; Gomez, 2021; Gomez et al., 2022). It can also describe a powerful platform, in a Beta generation in building and enhancing new literacies (Bilal et al, 2022; Gomez, 2021).

Conventional education processes deal with physical interaction and communication of the students in the classrooms has transformed due to the herding of the multimedia infrastructure (Ramli, et al 2020). However, doing remote teaching learning adversely affected students’ motivation to learn due to several factors such as teaching method, lack of facilities like laptop and internet connectivity as well as interaction process in the remote teaching learning pedagogies (Mardesci, 2020; Gomez, 2021; Gomez et al, 2022). Motivation has been an issue on students and teacher effectiveness. Wherein, teaching and learning pedagogies transform the traditional setting of the teaching learning environment (Duin & Tham, 2020; Gomez et al, 2021 and 2022). Challenges and benefits to remote teaching and learning emphasized on the importance of effective communication, accessibility to technology and the tacit knowledge on technological know-how (Shim and Lee, 2020; Gomez, 2021; Gomez et al, 2022). This where the

traditional blackboard and classroom setting virtually transformed (Toquero, 2021). Thus, this identified various difficulties faced by students and teachers in remote teaching learning becomes highly challenged (Hodges et al, 2020; Rotas and Cahapay, 2020). Such unstable internet connectivity and inadequate resources would be the building bloc of this transformative venue (Alvarez, 2020). And, this has been happening all throughout the global market of ideas in the glocal (Global & Local) multimedia infrastructure.

Therefore, alternative to the traditional teaching learning pedagogies, classroom must be transformative into a desktop classroom teaching learning experiences. Teaching and learning, takes time and place through non-traditional platforms, using the Internet (Netscape), computers (Desktop) and smartphones (Connectivity) is experiential (Segbenya et al, 2022; Gomez, 2021; Gomez et al, 2022). Suspending the real time and venue by not bringing the traditional practice in the classroom to the multimedia infrastructure by lecturing and doing discourses, reporting and etc (Gomez, 2021; Gomez et al, 2022). Teacher and student this time move-on to their traditional practices in the classroom and elevate to the building and enhancing new literacies according to the Beta and Teta generation (Gomez, 2021). This is an eye-opener in a transformative, critical and reflective teaching learning environment. Opening-up the powerful platform and tools according to its academic purposes and intellectually migrated by outsourcing, offshoring, uploading, downloading, and other virtual teleconferencing and human investment activity. The multimedia herding harnesses teacher and student capability outcomes-based teaching learning pedagogies will be born (Hysa et al, 2022; Gomez, 2021; Gomez et al, 2022).

Thus, it can be stated that remote teaching learning uses platforms and tools that provide more innovative and flexible learning experiences by the student and the teacher in the neo-teaching learning environment (Marszałek & Kotzur, 2022; Gomez, 2021; Gomez et al, 2022), with a greater focus on the learners. Remote learning delivery of information affects many areas of learning, so its effectiveness will affect the level of knowledge in the systemic ecology of education as to mesosystem, microsystem, Macrosystem, exosystem and chronosystem. It is also worth mentioning that remote teaching learning help promote the self-reliant and productive citizens by controlling, managing, supervising and by personalizing teaching learning processes according to the teacher and student phase value of “time and space.”

Lastly, this platform provides insights into the remote learning pedagogies and its challenges in the area of education resiliency. The outcomes-based learning be evident as experienced by the teacher and the student in the College of Education at Tagoloan Community College. Shedding the light on the benefits and challenges of remote learning, the outcomes-based would be the basis for the administration to enact the policy suitable for reengineering, reinventing and innovating the traditional way of doing things in the academic systemic behavior of the institution by optimizing the resources to the future academic walkway and endeavor of the institution.

Methods

The researchers purposively selected fifteen (15) participants from the College of Education at Tagoloan Community College, Tagoloan, Misamis Oriental, Mindanao, Philippines to provide insights on the challenges faced during the remote learning classes. These fifteen (15) participants were chosen

purposely from the five (5) programs (Bachelor of Elementary Education; Bachelor of Physical Education; and Bachelor of Secondary Education major in Social Studies, English and Filipino) to ensure a diverse representation of experiences and perspectives. The universal population of one thousand nine hundred (1,900) student in the College were revisited for those students who has the following experiences and chosen according to the toughest phenomenologically and thematically recorded behavior as to the following: 1) Distance to schooling; 2) No face-to-face classroom instruction; 3) Difficult words and topic cannot be discussed thoroughly; 4) Internet Connectivity as a facility of Classroom teaching learning; 5) Technology, technological skills and signal strength; 6) Experiences and Challenges. They were phenomenologically observed during the FGD [Focus Group Discussions]. The researchers interpreted the data through the primary sources on ethnographically and anecdotally identified themes and sub-themes. The researchers prioritized participant's anonymity by excluding names and sought insights from their own experiences. Research protocol and the Philippine privacy act were observed in the entire research process within two (2) years. Thus, below are the observed behavior and thematically and phenomenologically arranged.

Results and Discussions

Remote learning (outcomes-based) in a broader sense of distance education (pedagogical) has a favorable and unfavorable likelihood. The fifteen (15) participants, nine (9) were females, while six (6) were males. Looking at their gender resiliency challenges were at stake on the male participants. The gender-specific challenges, preferences, and perspectives rise on the context of remote learning within the College of Education at Tagoloan Community College, Tagoloan, Misamis Oriental, Mindanao, Philippines during the time of the COVID19 pandemic 2020 until this academic year of 2025. A five (5) year of resiliency made the institution get involved on the practiced of remote learning through distance education. Thus, the research was done from the academic year 2022 – 2024. And, the following themes uncovered by the researcher during the span of two (2) years to wit:

Distance to schooling. The distance has been seen in the study as the academic divides. The distance to schooling, geographic regions have its peculiarity and potential to any hindrances. Challenges on physical distances of the fifteen (15) participants is very high. A distance on the maximum of 32 kilometers to 50 kilometers walk would be a great challenge. Children crossing the wild forest, mountains, hills, valleys, plateaus and rivers as a trip to the trek. Physical distance has affected their engagement with course materials and participation in remote learning activities by creating a sense of detachment from the learning environment (Gomez, 2021; Gomez et al, 2022). Although it offers flexibility, the lack of physical presence can sometimes lead to feelings of isolation and decreased on motivation (Gomez et al, 2022). However, the adapted utilization online resources, by engaging in virtual discussions, and actively seeking support from the teacher to enhance their learning experiences. A notable number of fifteen (15) participants and its described challenges they experienced with regard to the physical distance. These participants shared their phenomenological experience to wit:

...As a college student, the physical distance isolated me to social engagement. It made me no available course materials to participate in the eClassroom. Remote learning to me becomes the obstacle in accessing information and activities. Ah! because of slow signal, sometimes without signals. The rugged environment contributed the poor signal of internet. Sometimes, we've it; when we climb to the roof top and to the tallest tree and have one bar for my signal. I am happy to have the

internet and have the remote learning for I can save my money for the face-to-face. If I will go to the school physically it will spend me for P150.00 to P300.00 for fare back and forth. However, having this kind of connectivity through remote learning it will add burden and stress to me.

Noticed during the FGD, the fifteen (15) participants told the researchers that aside their place is far from the school, they don't have also the road to travelled by the three (3) or four (4) wheeled transportation but only the animal trail. The bull, the Carabao, the horse and sometimes we've the so called "skylab" motorcycle with the left wing six (6) passengers; at the right wing six (6) passengers; at the back six (6) passengers and in front six (6) passengers too. This constituted twenty-four (24) passengers in a ride going to the school and back home. That is our challenge however, if one doesn't have a fare of one hundred-fifty to three hundred (P150.00 to P 300.00) pesos, one cannot ride to travel for a distance going to the school. And, everybody is willing to avail the distance or remote learning due to the expenses incur in travelling. But, the connectivity of the internet is really impossible. Likewise, they added to tell the researchers and said:

... distance schooling is really helpful to us to reach our dream however, that distance to travel and no available connectivity is really bad and far from modernity. And, as we've also seen that without the ability to attend in-person during classes, we feel disconnected from the learning environment. The struggle to stay at home and focused during online sessions feel us alone. Especially, when our teachers wanted us to be on the real time during our online classes. More so, the lack of face-to-face interactions with the teacher and peers makes it difficult to clarify doubts and build relationships essential for effective learning.

Above the targeted concept is on the sociability of man becomes at stake coaching, mentoring, facilitating in person is an ideal one for teaching and guiding except probably when the connectivity of the internet is very strong or fast thus having the dedicated signal. The fifteen (15) participants are very much willing to have a remote learning (distance education) provided that the connectivity is favorable and likely.

No Face to Face Classroom Instructions. Ethnographic notes revealed that the fifteen (15) participants thematically favored for the no-face-to-face classroom instruction. It has been said that the remote distance from home to school would give the learners favorable and likely in their part not spending anymore the fare (money), time and effort for face-to-face classroom instructions. Provided, that signal is very high. If not hard copy on the talking module are available as dropping point at the Barangay Hall where the learner is living. The not in-person meeting of the teacher and the students in the teaching learning environment attributed to the non-physical attendance of students (Rovai, 2020; Gomez, 2021; Gomez et al, 2022) and the lack of interaction between the students and the teachers encourage for the non-motivated learners (Carr, 2021).

Moreover, the separation tends to reduce the sense of community, giving rise to the feelings of disconnection, isolation, distraction, and lack of personal attention (Gomez et al, 2023). Students' feelings of isolation and disconnectedness are the main reasons contributed the drop out from online courses (Angelino, Williams et al, 2020). To understand the possible causes of such feelings, which eventually lead students to drop out of online courses is the student attributive character (Jaggars & Xu, 2021 & 2022). This would mean that matured mind in decision-making is needed. The implication to the no-face-to-face attendance of the students as a breaking point to the traditional organizational culture wherein modernity can be embedded slowly without removing the practices. The Outcomes-Based

Teaching Learning Plan (OBTLP) is commendable for a remote learning because it develops an independent mind of the learner and becoming Learner-centered teaching learning pedagogies.

Difficult topic and words cannot be discussed thoroughly. It is obvious that the topic(s) that need farther discussions or need more explanation being done in a remote learning. During the phenomenological FGD the fifteen (15) participants unanimously said:

...naa man gyuy topic nga dili nako ma sabtan kay naay mga pulong nga gigamit ug gi luwatan sa maong leksiyon nga lisud kaayo ma sabtan. Busa naa gyuy panahon nga ga tapulan na dayon ko kay di man ko ka sabut.

[there is a topic that is difficult to understand because difficult word (s) being embedded and used in the lesson need farther discussions that is why there is a time that I become stubborn or lazy because I don't understand it anymore]

So, listening and hearing the sentiments of the fifteen (15) participants they need to have a simple and easy word(s) being utilized as a facility on the classroom teaching discourses. The topic would be more become simple and easy if the word as a facility of communicating the remote learning is familiar. The difficulty of instructional materials, its content and words being utilized students opted to drop out online (Diaz, 2021; Gomez et al, 2022). Thus, the difficulty of the word(s) may also be a factor and has strong negative correlation existed between the difficulty of the subject and the dropout rates. This indicates that students are more likely to drop out of an online course when they are unfamiliar and difficult to comprehend the subject matter and the word(s) being utilized as a facility in communication during the classroom discussions (Xenos, Pierrakeas & Pintelas, 2022; Gomez, 2021).

Therefore, the fifteen (15) participants ventilated their difficulty as phenomenologically experienced by them and to the extent that they have experienced on the late submission on the outcomes as activity of the topic. And they added to say, *“we're provided by the OBTLP and activities are designed for the content of the topic for a period of time to submit but sometimes critical and reflective mind is needed and topic need to be elucidated even though we are provided by the talking module.”* This would mean farther that comprehension is important in the remote learning.

Internet Connectivity as a facility of Classroom teaching learning. In this content, “projections of social presence” [being perceived as a ‘real person’] and “affective expression” strongly influence students’ persistence in an online course (Gomez et al, 2023; Boston et al, 2023), because students who have a feeling of belonging to the online community are more likely to achieve success (Tu & Mc Issac, 2022). Likewise, the statement mentioned corroborated with the statement of the fifteen (15) participants who expressed their sentiments and said:

... As a college student, living in the remote places in the province of Misamis Oriental, Camiguin and Bukidnon it is difficult for us to access all my course materials since I'm struggling for my internet connections. I find it challenging submitting my activities, video presentations, and portfolios due to the slow internet connections in our place I need to go to the higher places just to catch the signal. For us it's a struggle on doing the online class on the real time.

So, slow and no internet connections can indeed be a challenge to remote learning. It can lead to issues with streaming lectures, accessing online resources, participating in virtual discussions, and submitting assignments on time. The preparedness of the teaching learning environment using the multimedia infrastructure as a facility of learning borderless society was reborn. In this aspect human investment and capital becoming an internet fidelity. Academic and instructional socialization increases on the collaborative knowledge sharing through hypertext transfer protocol. It indeed, a strong and fastest dedicated signal is needed. It indeed, a super link connection that transform the traditional classroom into a virtual classroom.

It is noted that the slow and no internet connectivity or limited access in rural areas can contribute students falling behind academically. Students without proper internet access or who solely rely on their cell phones data tend to perform half a grade point lower than their peers with better connectivity (Gomez, 2021 and Gomez et al, 2023). Various articles and studies have been reviewed to explain students coping mechanism with the shift to remote learning, particularly in relation to the quality of their internet connection. Higher education institutions and stakeholders are increasingly relying on internet technology and online learning and knowledge sharing to ensure the continuity of academic activities in schools worldwide (Demuyakor, 2020; Gomez, 2021; Gomez et al, 2022).

Technology, Technological Skills and Signal Strength. Additionally, participants emphasized the importance of developing technological skills through remote learning, with the fifteen (15) participant specifically mentioning the ease of searching for information on Google to aid in understanding class concepts as corroborated by the findings of Ahmed and Opoku (2022). Overall, feedback highlights the positive impact of remote learning in providing diverse educational opportunities, fostering technological proficiency, and facilitating convenient access to information, ultimately enhancing the learning experience for the participants. Likewise, signal strength's impact on student performance and their reactions to signal interruptions, along with the prevalent issue of poor signal quality in the Philippines and particularly in the Province of Misamis Oriental Mindanao Philippines are explored through qualitative research. This research shed light on how students are affected by signal disruptions in their current learning environment, which can hinder their ability to focus on studying (Sultana, 2020; Gomez, 2022).

In support to the mentioned information above ethnographic notes revealed that the fifteen (15) participants shared their common experiences about the technology and technological skills capability to wit:

.. I'm struggling making my online activities because of the multimedia hardware and infrastructure needed. I don't have available gadgets that are needed in the online class. And another struggle is I don't have available dedicated signal or connectivity. If these are available to me I need to be educated and learned on how to use the gadgets. Sometimes I need to go to the other barangay to seek help and assistance to my classmates and sometimes I need to go to my cousins for tutorial and to use their computer and have the connectivity.

It is understood on the experience of the fifteen (15) participants that they are not prepared for a remote learning. In this case, the institution and the student must collaboratively conduit on their vision and mission in coming-up a quality instruction. The preparedness is not in word but in action. The

capability not only addresses to the need of the student but also the preparedness of the institution to venture such platform. While it is true that investing technology, technology skills and signal strength is really expensive. And, envisioning quality education is really an expensive one. Complying these mentioned above the institution is strengthening its physical capability and qualified to venture to be called as HEIs (Higher Education Institutions).

Experiences and Challenges. When students find themselves falling asleep during online classes, it is often indicates a lack of engagement with the material being presented (Bergdahl, 2022; Gomez, 2021; Gomez et al, 2022). Without the physical presence and interactive environment of a traditional classroom, students may feel disconnected from the learning process (Childs, Mohammad, et al, 2023; Gomez et al, 2022; Gomez, 2021). This disconnection can lead to a feeling of boredom and disinterest, resulting in a lack of responsiveness to the lectures being delivered by their professors. The absence of real-time the interactions and the inability to fully engage with their peers and teachers can further contribute to students feeling unresponsive and detached during remote learning sessions (Jeffery & Bauer, 2020). Thus, the phenomenological experiences thematically recorded the following:

Depressive symptoms. The poor concentration; the feeling very tired; disrupted to sleep are present during the phenomenological sharing being made during the FGD and thematically identified as the number one experienced and challenges. Thus, according to the fifteen (15) participants they said:

Kapoy kaayo ni kong wala kang koneksiyon sa internet. Kung naa man "data" lang gyud kung dili kanang isa lang ka bar ang signal mo kat-kat kapa sa atop sa balay kung dili sa taas nga kahoy aron lang maka dakup ka sa signal.

[very tiresome if you don't have the internet connection. If you've and you are only depended on data; if not the one bar of signal in the connection, you need to climb at the roof top of the house if not to the tallest tree in order to get (catch-up) the signal]

And, the fifteen (15) participants added to tell the researcher that, to wit:

... ganahan man unta ako sa "online" nga klase pero sumo kaayo paminayon si teacher kun di ang "reporter" kay murag ga basa lang gihapon wala gani "discussions" aron nga mas maka sabut ako ... mas maayo nalang nga nang hatag siya sa "Xerox" "copy" kay sa ga usik-usisk lang sa oras ug panahon.

[I like to have an online class but it is boredom to me that the teacher or the reporter on the class are only reading the report without even discussing the topic in order that they will be understood, if I were them it's better to give a Xerox copy otherwise they are only wasting their time and space]

It remained consistent across conditions, and alterations in teaching learning mood were not influenced by sleep patterns really needed due to those mentioned variables. While remote learning maintains set school start times, the absence of morning commutes potentially allowed teenagers to enjoy more sleep, wake up later, and align their waking hours with a later circadian rhythm (Gomez et al, 2023). These findings suggest that remote learning or delayed school start times could enhance sleep duration and alleviate certain subjective symptoms in adolescents (Stone et al, 2021) but the absence of internet connectivity develop some kind of psychological shipwreck especially when the meeting of the class is on the real time and the submission of the outcomes is on the specified dates and time. The pressure was seen

on the connectivity, workspace and the time of meeting and submission the necessary portfolio and activities.

Reduce Sleep. The six (6) to eight (8) sleep hours is the average normal sleep hours to those who are in the schooling age. However, doing online students potentially experiencing sleep as an impact of the online schedule on their circadian rhythm, which regulates the body's sleep-wake cycle. Normally, synchronized with natural sunlight, this internal clock guides feelings of alertness in the morning and sleepiness in the evening. This challenges happened due to the availability of the *signals; connectivity; gadgets compatibility; no limitation and delimitation of the work activity; talking module is not clear and made simple; no submission of the outcomes-based teaching learning plan.* All of those variables mentioned are contributory variables on the reduction of sleep.

Spend time in indoor. The time consume by the student in the academic indoor activity doing online and less time exposed to the outdoor activity where natural light is needed to activate the health condition of an individual is very high. Excessive screen time, particularly with the blue light emitted by screens, can disrupt the natural circadian rhythm by mimicking sunlight and making it challenging for students to fall asleep (Dan Jensen, 2021; Gomez, 2021).

In the statement above, it is observed that on the fifteen (15) participants commonly experienced during the remote learning that they fall asleep during lecture. Thus, a participant said:

... when I am in the participation period on the online class few minutes after I fall sleep. Teachers are talking like on the face-to-face yet we are online. They are explaining and discussing the topic as if we are in the actual classroom setting. I want to make my reaction and even ask some point of clarification but I cannot do it because of the signal interference and communication feedback loop. And, instead that I will continue to listen I cannot do it... one reason that I feel my mind do not have the focus and I am afraid that someone or somebody is listen to me in the other side who is not my teacher.

And, listening the fifteen (15) participant while they are doing their testimony to the researcher during the FGD, reinforcement is needed to sustain their retention during the remote learning. In fact, the trust and mistrust issue to the participants are addressed not to their age from birth to 18 months but on consideration to their exposure to the multimedia and they said in common thematically and to wit:

... halos katulgun gyud ko kay ang maestra o maestro murag gabasa lang gihapon. Wala gyuy kalainan sa "face-to-face" mi samut gani kay dili man mi ga kinitaay nga murag "in person." Ako gani usahay kung naa akong "load" o naka "plan" ako mo adtu man gyud ko sa gawas sa balay ug himoun ko ang akong palibut nga murag akong "background" samtang mag "remote learning" mi apan saba ug daghan man gud mga disturbu busa kanunay ra gyud ko sa sulud sa balay.

[most of the time the teacher is reading and don't have the difference in face-to-face, the more we don't see each other. I for one, if I have the load especially if I have the plan in my phone I will go outside the house then I will do my remote learning there and using my surrounding as the background but because it is very noisy and there are many other disturbance during the remote learning so I need to be there always inside the house]

The above mentioned themes citing the method, approach, strategy and technique of the teacher need to be revisited during the classroom instruction in online class. The shifting mode on the tele and

virtual classes must be adaptive to the science of technology. The traditional pedagogies must be enhanced and building new literacies suitable in the online platform (Gomez, 2021; Gomez et al, 2022). Thus, there spending more time in indoor activity demands participation, retention and survival during the remote learning. This would mean farther that the time spend in the indoor with the multimedia activity has always the reason like the nuisance and relative circumstances that would bother and disturb during the remote learning. Thus, the circadian rhythm increases to regulates the body's sleep-wake cycle. In addition, the fifteen (15) participants experienced self-doubts and low self-confidence during the remote learning increasingly developed. These participants exclaimed:

.... we can compare the differences for more participative and friendly teaching learning environment during the traditional settings. As family oriented and being social animal I need to see and belong in person to one another. On the other hand, when transitions started and remote learning begin, I felt hesitant to answer during classes online because I'm more conscious with my answer...It developed the negative effects to me and my self-confidence in communication was lower down because I was accustomed to talk and converse in person. And there was a time that I am talking alone without knowing that there is no more connectivity on my phone. And sometime when I do the talking thinking that the other side are listening to me found out that they are only opening their link for attendance purpose so I feel conscious that might other person online are listening to me who not my classmates or doing the discussion or comment not belong to the class.

Student emotions are linked to their level of self-confidence. Those with high emotional intelligence can effectively manage relationships, self-organize, have self-awareness, and take responsibility for their actions, leading to a sense of confidence (Misra & Mazelfi, 2021; Gomez et al, 2022). To boost self-confidence, students should engage in emotional intelligence training. This training can positively impact their self-assurance, enabling them to showcase their potential, enhance their learning motivation, cultivate respect for differing opinions, boost enthusiasm for learning, and strengthen bonds among peers when collaborating on group tasks assigned by teachers. Meaning, face-to-face classes has its own advantage to those who are socially engaged.

Neuroticism disorder. The neuroticism happens only when positive action diverted into negative situation as revealed by the fifteen (15) participants during the FGD done and the thematic concepts came out the following: anxiety, worry, fear, anger, frustration, envy, jealousy, pessimism, guilt, depressed mood, loneliness and relative psychological effect thereto. It becomes disorder because the normal activity happened for a longer spanned of time was changed slow into 360°. Furthermore, variations in personality traits, like neuroticism, play a role in moderating the impact of perceived value on the intention to enroll or participate in remote classes/courses (Watjatrakul, 2020). Meanwhile, self-efficacy for academic performance has been linked to students' grades in remote learning settings (Alkış & Temizel, 2021). Thus, conscientiousness and intellect have been shown to positively influence to students' attitudes towards remote learning, whereas neuroticism has a negative effect on their responses (Bhagat, Wu, & Chang, 2020). Meaning, factors from the neuroticism disorder comes-out from the non-academic activity. And, these are factors or variables or distractors present in the conducive teaching learning environment.

On the other hand, the fifteen (15) participants stated that they experienced mental health and social anxiety problems during the remote learning:

...It affects my mental health because during face to face, I can hang out with my friends and I can share my ideas to my classmates but during remote learning I have no one to talk to, only the technology around me.

And, added to say that:

... I got use in isolating myself resulting for me to suffer social anxiety and in fact I have the feeling when I have to get out from my workspace in my room, anxiety, worry, fear, anger, frustration, envy, jealousy, pessimism, guilt, depressed mood, loneliness and shame is oftenly observed and noticeable by me. And, these are scourging words coming from the mouth on the members of my family that are already implanted to my mind.

Mental Health disorder. Remote learning affected the fifteen (15) participant mental health by limiting social interactions and the ability to share ideas with classmates, highlighting the isolation, developing social anxiety, decrease in excitement, and feeling more anxious about participation in online classes (Giusti et al, 2021; Gomez et al, 2023). Predictors of academic performance during the Covid-19 outbreak and the impact of distance education on mental health, social cognition and memory abilities lower down (Gomez et al, 2023). The responses from the participants provide insights into the various impacts of remote learning on engagement, self-directed learning skills, social interactions, and overall learning experiences are happening (Lasfeto, 2020). And, this are happened when the usual activity is being interrupted, change, innovated and reinvented the usual mind set will reset or refocus a new order and simply it will create mental or cognitive load which tend to anyone to suffer mental disorder.

Supports. The support system from the College of Education rated very high. Experienced dean advocating the “No Filipino Child Left Behind in Act of 2001 and 2008” the support system becomes very strong. Teaching online teachers struggle in sorting strategies and interactions effectively. Thus, the dean of the college of education in Tagoloan Community College strengthening his advocacy on “no one left behind” by little by little addressing the dedicated signal and the talking module for remote learning. For example, there are teaching approaches, methodologies and strategies used in face-to-face courses may be less effective and beneficial in online courses will be revisited and jibe to fit-and-start the learning needs to the learner (Horspool & Lange, 2022; Gomez, 2021; Gomez et al, 2022; Gomez et al, 2023).

Thus, the fifteen (15) participant highlighted the supports they got from their teacher during the remote learning setting and to wit:

.... It affected me negatively since the teacher did not know me personally, that led me to the misinterpretation; I mean, there was a difference of meeting a person online and face to face. In fact, there was a time that I have to see my teacher in person because I wanted to be clarified regarding the discourse we've made during the class but he/she did not even recognize me. And, I for one didn't recognized him/her too. However, few minutes after he/she then mentioned the attributive character in person that belongs to me during the online class with the support of the Outcomes-Based Teaching Learning Plan (OBTLP). Because of that, the manifestation of connection was made real.

Interpersonal and Intrapersonal connection. When teacher don't have a personal connection with students in online settings, it can have a negative impact. The lack of face-to-face interaction can sometimes lead to misinterpretations or misunderstandings (Alger, & Eyckmans, 2022). Meeting someone

online differs significantly from meeting them in person because non-verbal cues, tone of voice, and other subtle signals that help convey meaning may be lost in online communication (Darics, 2020; Gomez et al, 2022). This can make it challenging to build rapport and establish a strong connection with the teacher, potentially affecting the student's overall experience and understanding of the course material (Barkley & Major, 2020). Thus, the fifteen (15) participants said in common to tell the researcher that, *“dili ko feel ug murag wala ko mag eskwela”* (I cannot feel as if I didn't go to school). Collaboration, peer-teaching, coaching and mentoring in a small and large group are necessary in the knowledge sharing. Thus, the connection can manifest something to be inter and intra personal by sympathy and apathy.

Netizenship. Having limited access to the teacher due to their locked of social media account can significantly impact the level of support and communication available to student (Rapanta, Botturi, Goodyear, Guàrdia, & Koole, 2020). This restriction may hinder the ability to reach out for clarifications or ask questions about the course content, leading to a sense of disconnection and frustration. Effective communication between students and teacher is crucial for academic success, and when channels like social media are unavailable, it can create barriers to seeking assistance and understanding course material thoroughly (Xie, & Derakhshan, 2021). Netizenship would happened only when multimedia infrastructure herding is happening.

Thus, the fifteen (15) participant expressed dissatisfaction with the level of support, the intra and inter connection and netizenship received from the teacher.

..... I can say that it has a very low level of support, intra and inter connection and netizenship I've got from my teacher during our remote learning because I cannot feel their help and care towards me. As if I am not belonging to the class. And in fact, I am in doubt to my performance questioning myself the truth on the assessment and evaluation done to my academic effort and sacrifice.

The feeling of isolation is a sign of disconnection. The line of communication is needed to build-up a strong partnership between the student and the teacher in teaching learning process. The Netizenship is indispensable to remote learning.

The empathy syndrome. The absence of empathy and care from the teacher create a sense of distance and disconnect between them and the students. Feeling, understood and support by the teacher is crucial for creating a positive and conducive learning environment (Spinks et al, 2023). Without this emotional support, students may struggle to engage fully with the material and feel less motivated to participate actively in their studies (Barkley & Major, 2020; Gomez et al, 2023).

The sympathy syndrome. The feeling of not receiving enough sympathy and care from the teacher can impact the overall learning experience for students (Rodger & Juckes, 2021). A supportive and caring from the teacher can foster a sense of belonging and encouragement among students, leading to a more enriching educational journey. When teacher show empathy and understanding towards their students, it can help build trust and rapport, ultimately enhancing the quality of teaching learning process and creating a more nurturing academic atmosphere (atmosphere Pranjić, 2021; Gomez et al, 2022).

Time Management. Remote learning has brought about improvements to learners in the time management skills and helps them balance academic tasks with other commitments. And, the fifteen (15) participants commonly says, *“as I do the remote learning I can maximize my time to another household activity.”* This

response highlighted the effect on the remote learning of the participants' time management strategies, with some experiencing substantial enhancements, while others notice incremental improvements or no significant change. Understanding these perspectives provides valuable insights into the effectiveness of remote learning in fostering effective time management and supporting students in managing their academic responsibilities alongside other commitments. Thus, the common theme came-out during a long winded observation said:

.... In remote learning I experienced having a flexible time or schedule and it helped me a lot on managing my time both in school and at home. The flexibility I've experience creates my time more work were I can do the multitask activities between my schooling and doing the work at home and in the workplace.

Therefore, remote learning offers flexibility in scheduling and accessibility to education from any location (Means et al, 2020). It provides opportunities for personalized learning experiences and access to educational resources beyond traditional boundaries (El Mansour & Mupinga, 2021; Gomez et al, 2022). Thus, the fifteen (15) participants said:

.... The benefits I have experienced from remote learning are interactive, less hassle and I manage my time effectively... There's a lot of benefits that I've experienced from remote learning such as, flexibility in scheduling wherein I do the household chores while doing the remote learning, work while listening and I own my time and many more.

The interactive nature reduced hassle of remote learning (Muthuprasad, et al, 2021). These responses collectively underscore the positive impact of remote learning on time management, family interactions, resource accessibility, and overall learning experience, showcasing the diverse advantages that participants have experienced through remote education.

Remote learning offers flexibility of time wherein it provides scheduling (Burton, & Winter, 2021). With remote learning, freedom is structured around the daily activities. This means engaging academic tasks and the same time completing household chores simultaneously (Glazer, 2023). This adaptability allows personalized learning experience tailored by efficiency and productivity. Ability and capability to work can manage the time fruitfully (Shim, 2020). This feature enables one to multitask effectively combining work responsibility. By capitalizing on this opportunity, one can maximize productivity and maintain balance to professionalism and commitments in academic endeavors (Paudel, 2021). Remote learning therefore, empowers one to optimize learning environment, fostering power and knowledge sharing (Zacarian, 2020)

The fifteen (15) participants mentioned the convincing statement on remote learning in utilizing educational resources:

... We have the freedom to have access on the other educational material and it helps to expand our knowledge with different resources with a minimal period of time... With the help of remote learning I have gained more knowledge and its giving me easy time and access when browsing in educational apps,... It is more convenient when I'm having a difficult time in the class to outsource and offshoring information through human capital and through Netscape..... It can utilize/attained information using my technological experiences easily rather than going to the library in person and Scanned or Xerox books which consume my time.

Having access to various educational materials help one to enhance knowledge (Rogers, 2021; Gomez et al, 2022). The freedom to explore different resources can indeed broaden understanding and

provide a well-rounded perspective (Algraini, 2021; Simonson, Zvacek & Smaldino 2021). This access to a wealth of information can be incredibly empowering, allowing one to delve deeper about the subjects of interest and discover the body of knowledge by managing the time. The ease of browsing through educational apps and accessing information online make learning accessible and adaptable. This flexibility challenges the traditional classroom settings, providing an alternative way to grasp concepts and study materials at one's own convenience (Luzano, 2023; Haleem et al, 2022; Gomez et al, 2022).

Remote learning and workspace. The fifteen (15) participants emphasized the importance of having a functional and comfortable workspace as also supported by Alenezi (2023). Thus they said: “*kung saba kaayo ang among silingan mag “wild” kyud dayun ko kay samuk kaayo murag ako mamatay*” (if our neighbor is very noise, I will get angry and mad because of their noise as if I will die). Factors like temper control, noise levels, illumination of lights, air quality, and ergonomic furniture play a crucial role in creating an optimal study or work environment. For online learners, noise, lighting, and movement can significantly impact learning outcomes. Noise, in particular, can disrupt concentration and hinder performance in complex tasks (Hislop, 2022; Gomez et al, 2022). Online learners, teleworkers and mobile knowledge workers, express the need for a quiet environment to engage in cognitive work effectively. Some learners prefer background sound, while others use devices like iPods and headphones to block out distracting noise. In noisy environments, engaging in audio-rich online learning activities like language learning can be challenging without the use of headphones (Gomez et al, 2022).

EXHAUSTIVE DISCUSSIONS

Remote learning therefore introduces not a new paradigm shift in teaching learning environment. The Beta-Wifi generation has been marching a long way to [teta] Data-Psyfi generation toward a long-long way on Ideoscape. The multimedia infrastructure herding it will introduce the landscape of the teaching learning environment by sending on the space a dedicated satellite for the purpose. Then, every learner talks real from a distance. No more challenges as traditionally encountered for the given time and space, where no one left behind.

Conclusions

The lived experienced by the fifteen (15) participants on remote learning highlight the spectrum on the perspectives, challenges, and benefits in the educational realm. The participants viewed remote learning as very effective if the strong dedicated signal and connectivity are provided. The traditional practices as expressed challenges faced technical issues that both teacher and student must transform. The lack of engagement, and communication difficulties with the teachers underscore the complexities and barriers inherent in remote learning. Despite these challenges, the benefits of remote learning in providing flexibility, access to diverse resources, and improved time management skills were evident in the participants' experiences.

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