

CHALLENGES OF JUNIOR HIGH SCHOOL CHEMISTRY LEARNERS IN AN ENRICHED VIRTUAL MODE

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ABSTRACT

This study identified the experienced challenges of junior high school chemistry learners of private and public schools in parts of Nueva Vizcaya in the enriched virtual mode. The qualitative approach was used to describe the lived and actual experiences of the learners. Responses gathered from the Google Form link of the four open-ended questions were coded, clustered into categories, and derived into emerging themes. Results from the learners' responses revealed three emerging themes regarding their challenges—pedagogical, technological, and sociological. Pedagogical challenges revolved around their learning environment, inability to understand the lesson, quality of learning materials, limited access to learning resources, and overloaded lesson activities. Problems with technological insufficiency and technological literacy were under technological challenges and time management, lack of interest, lack of confidence, too much social media distractions, lack of support, difficulty in establishing connection and communication, and compromised health and wellness of the learners were among the specific sociological challenges. In conclusion, the unprecedented uncertainties brought by the sudden shift of learning modalities brought immense difficulties on the part of chemistry learners.

Keywords: pedagogical challenges, technological challenges, sociological challenges, distance learning modalities

INTRODUCTION

The academic disturbance brought on by COVID-19 forced institutions worldwide to shift the educational process into a new and unfamiliar learning modality – Enriched Virtual Mode (EVM). Enriched Virtual Mode is one online and distance learning mode wherein online and offline remote learning strategies are employed by facilitators or teachers for continuous learning. EVM was employed full-time in the educational sector in response to the suspension of actual face-to-face classes in the country (Cordero et al., 2021; Bremer et al., 2021). Although teaching and learning in EVM are possible, this unprecedented

the academic shift has brought various challenges. According to Ali (2020), even the highest-performing educational system is not adequately ready for the full provision of this mode of teaching and learning. It is because of the challenge of harnessing available technology, providing adequate training and resources, and mobilizing stakeholders to prepare new strategies for the continuity of education amidst the crisis (Lansangan & Gonzales, 2020).

This transitional period obliged educational institutions worldwide to reformulate and reassess techniques to continue education (Phillips, 2021). It forced them to venture out new strategies and projects to sustain education. The United Nations



Educational, Scientific, and Cultural Organization (UNESCO) initiated a call to create different projects to provide and support countries in mitigating the shutdown of classes (UNESCO, 2020). In the Philippine educational setting, the response of the Department of Education (DepEd) to the onslaught of COVID-19 is developing the Basic Education Learning Continuity Plan (BE-LCP). This served as the school guidebook to ensure the safety of all school stakeholders upon starting the academic year 2020-2021. It aimed to address the country's education in this time of crisis. Although DepEd claimed that this program would reduce students' and teachers' workloads because there is a smaller list of skills to attain, Lansangan and Gonzales (2020) claimed that DepEd MELCS is one of the primary issues that teachers and students confront in the new normal. It is because some competencies are impossible to meet given the educational condition in this crisis.

The use of technology to remotely hold courses during the pandemic is the highlight of distance learning as a means of imparting education. However, this is not yet possible in some areas of the country due to poor internet connection and the lack of digital devices for the students. For this reason, one of the alternate modes of delivering lessons that DepEd mandated was modular teaching. Either way, these alternative learning modalities in the new normal still provide difficulties to teachers and students in establishing the quality of learning (Toquero, 2021).

Rodriguez Jr. and Cavite (2021) reported that one perceived challenge in distance education is primarily in establishing a connection between the teachers and the students. Similarly, Alvarez (2020) showed that creating connections with students is one of the major hindrances in achieving a productive learning environment where students will be engaged in the teaching and learning process.

This theme is a result of the fact that open communication and connections between students and teachers are hampered by distant learning. This challenge was also reported by De Villa and Manalo (2020), highlighting that the possible challenge between learners and teachers is constant communication. Similarly, Nguyen et al.

(2021) revealed that students perceive that the in-person modality is better due to social-emotional reasoning. This is because students choose to value social interaction and engagement as one of their sources of motivation to learn. The importance of teachers' initiative to create a friendly and favorable environment in online group chats and actual online classes is perceived by students as an important factor for feeling belongingness and togetherness in distance education. Assareh and Hosseini Bidokht (2011) also made the point that while using technology for school supports social networking, it can also result in a lack of social interaction, which eventually causes children to become isolated because they don't get enough chances to interact with their peers in person. They also suggested that isolation among students might have long-term repercussions on their social abilities. This is similar to the study of Rotas and Cahapay (2020), which stated that distance education makes students more hesitant to communicate with their peers. On the other hand, Northey et al. (2015) said that while student engagement is a major primary concern for educators in virtual learning, there are ways to encourage communication still and facilitate the teaching and learning process virtually, such as the use of social networking sites such as Facebook and other social media platforms as a tool to enable more robust virtual learning ecosystem.

The well-being of students faced challenges during the COVID-19 crisis, according to Wang and Zhao (2020). For example, the physical disconnection in the teaching and learning process has affected the mental health of learners because of the feeling of being alone or isolated. This is further supported by Adnan and Anwar (2020), which indicated that virtual education during home confinement is even harder for learners with difficult family backgrounds and a lack of social networks. In addition, their physical health is affected by overexposure to gadgets, lack of physical activity, irregular sleep patterns, and online learning.

Furthermore, Xie et al. (2020) emphasized that the primary perceived challenge of students is the technical aspect, which includes internet access, availability of technological devices,



familiarity with online platforms available, and outdated device and software (Amadora 2020). Fortunately, asynchronous sessions help students cope and access learning materials online with ease when compared to synchronous classes (Abisado et al., 2020). Furthermore, Muthuprasad et al. (2021) supported that poor internet connection in a country could be a hindrance in pursuing an effective educational process. They further indicated that virtual learning would be more difficult for the less privileged students because of internet connections and devices, especially during synchronous classes. This is in contrast to the statement of Arkorful and Abaidoo (2015), which stated that distance learning is advantageous to less privileged students who have less access to funds because there will be no additional money for students' travel, lodgings, and student bursary resources. In addition, some students reported a lack of interest and attention during online classes because they were not used to studying and learning materials using smartphones and computers. They were unfamiliar with using these digital platforms, which became a major setback (Hew et al., 2020). Moreover, Singh et al. (2014) indicated that some teachers are still hesitant to change because of their negative attitude toward technology. They further argued that this intimidation of technology creates more challenges in the educational process.

Due to some technological limitations in some parts of the country and because some students are deprived of digital access, the alternative way that DepEd devised is to use a modular approach to achieve the "No students will be left behind" policy. Video classes, textbooks, and supplemental reading materials were created to offset a lack of learning materials and difficult internet connection (Chan et al., 2021). The system, which distributes modules and retrieves them after some time, exposes teachers and students to unique challenges. Some notable challenges encountered are in distributing and collecting modules from the students. According to Chan et al. (2020), this problem arises from various factors, such as students' difficulties in comprehending the materials, especially in mathematics and science subjects, and parents' failure to go to school and get the modules on time.

There is also a problem with the participation of the parents as the guide and support for their child's learning due to their educational capacity. Toquero (2020) also stated that some parents could not give full attention to their child's learning since they are also working parents. It was also stressed that the conceptual errors in the modules made it more difficult for teachers and students to maximize the teaching and learning process (Chan et al., 2020). Bhaumik and Priyadarshini (2020) highlighted that the difficulties of this alternative modality caused some students to lose interest in studying and decide not to continue anymore.

It can be deduced from the cited literature that there are various challenges that learners experience in an enriched virtual-mode learning environment. And while these existing studies have clearly shown learners' general perceptions and challenges in this new learning mode, they have not specifically addressed the challenges and struggles of learners in laboratory subjects such as chemistry. According to Xie et al. (2020), while distance education applies to subjects like humanities, social sciences, and education, it is more difficult to redefine learning strategies in subjects that require experimentation and hands-on activities in STEM subjects. According to Ural (2016), laboratory and hands-on practices are unquestionable in chemistry education. Effective science education is only achieved when laboratory applications support theoretical explanations. However, the shift to online education hampers laboratory activities and has brought significant challenges to science learners. It is thereby desirable to investigate the perceptions and challenges experienced of science learners.

OBJECTIVES OF THE STUDY

This study aimed to describe the challenges faced by junior high school chemistry learners in an enriched virtual mode. Specifically, it sought to 1) determine the challenges encountered by junior high school learners in learning chemistry in distance learning modalities.



METHODOLOGY

This study employed a qualitative method to comprehensively explain the experienced challenges of learners.

The study was conducted in five different junior high schools; three private schools and two public schools in the province of Nueva Vizcaya. These five schools adopted flexible distance learning modalities to continue students' learning. The population of Grades 7 and 9 learners met the criteria of finishing Chemistry class in the first and second grading periods in SY 2021-2022 and samples were chosen through a clustered sampling technique. The selected sample size of the study was at least 600 student respondents; 150 learners from each public school and 100 respondents from each private school. However, due to some limitations such as the learners' unwillingness to join the study, availability of the learners, lack of consent from their parents, and digital limitations, only 377 learners were able to respond having a response rate of 62.8%.

After seeking the approval of the school principals and receiving the consent forms from the learners' guardians, the content-validated questionnaire was disseminated to the participants through Google Forms. It is composed of two parts – the demographic profile and the open-ended questions about their challenges. Participants were instructed to answer the questions using the language of their choice to enable them to give their answers comprehensively. The documented responses were coded to identify the emerging themes that represent the responses of the participants.

The names of the respondents were not identified in the research manuscript and all information obtained, files, videos, audio, and other data that personally identify the respondents were held under a high level of confidentiality. Except for the researcher, no one was able to identify them as respondents in this study. After the study was completed and finally bound in a book, all the data in the Google drive were deleted for good. Moreover, the respondents were told that they should let the researcher know that he/she wishes to withdraw.

RESULTS AND DISCUSSION

1. Learners' Encountered Challenges

When the responses of the learners were open-coded and thematically clustered to establish patterns in their experiences, three themes regarding their challenges emerged: (1) pedagogical challenges, (2) technological challenges, and (3) sociological challenges.

The table for the generated theme with selected codes of the learner's challenges is presented below.

Table 1
Generated themes from the learners' responses on their experienced challenges

Themes	Subthemes	Selected codes
Pedagogical challenges	Learning environment	<ul style="list-style-type: none"> Noisy environment (P1) Lack of conducive place (P2) Responsibilities at home (P3)
	Inability to understand the lessons	<ul style="list-style-type: none"> Confusion (P4) Complexity of the lesson (P5) Lack of explanation (P6)
	Quality of learning materials	<ul style="list-style-type: none"> Learning modules (p7) Teachers' videos (P8)
	Limited access to learning resources	<ul style="list-style-type: none"> Lack of laboratory materials (P9) Lack of books (P10) Availability of materials (P11)
	Overloaded school activities	<ul style="list-style-type: none"> Too much activity (P12) Other school requirements (P13)
Technological Challenges	Technological insufficiency	<ul style="list-style-type: none"> Slow internet connection (T1) Lack of digital device (T2) Slow gadgets (T3) Technical difficulties (T4)
	Technological literacy	<ul style="list-style-type: none"> Using a digital device (T5) Complex technology (T6) Using online learning platforms (T7)



Themes	Subthemes	Selected codes	
Sociological challenges	Time management	<ul style="list-style-type: none"> Late submission of requirements (S1) Bad time management (S2) Lack of time (S3) 	
	Lack of interest	<ul style="list-style-type: none"> Lack of interest (S4) 	
	Lack of self-confidence	<ul style="list-style-type: none"> Shyness (S5) Insecurities in speaking (S6) 	
	Online distractions	<ul style="list-style-type: none"> Playing online games (S7) Social media distractions (S8) 	
	Lack of support	<ul style="list-style-type: none"> Lack of teachers' assistance (S9) No parents to help (S10) 	
Establishing connections and communication		<ul style="list-style-type: none"> Communication delays (S11) Struggles during group work (S12) Inability to express struggles (S13) Technological barriers (S14) 	
		Health and wellness of learners	<ul style="list-style-type: none"> Fatigue (S15) Lack of sleep (S16)

2. Pedagogical Challenges

Under pedagogical challenges, there were five subthemes identified: (1) learning environment; (2) learners' inability to understand the lessons; (3) quality of learning materials; (4) limited access to learning experiences; and (5) overloaded lesson activities.

2.1. Learning Environment

The distance between students and teachers has created a number of pedagogical difficulties in supporting the teaching and learning process. One of the main challenges noted by the learners was their learning environment. According to the learner respondents, doing modules was not the only thing they did because they also had responsibilities and obligations at home, such as taking care of, teaching their younger siblings, and doing their chores. This eventually made it more difficult for them to finish their tasks on time. In

addition, they are also distracted by noisy neighbors and backgrounds.

Some verbatim responses relating to the theme of Learning Environment, which was culled from students, are as follows:

“Someone at home is calling me during my virtual classes, and our neighbors are loud before and after my virtual learning” (P1) P3)

“Noisy third-party sounds from inside and outside the house” (P1)

“I have a hard time finding a peaceful and nice place to do my virtual class” (P2)
“I can't study very well because I have a baby brother to take care of. And because I have worked at home, so I struggle learning chemistry, and I don't attend online classes” (P3)

“The struggles that I have encountered is that every time I answer my modules, I need to clean the house first and help my brother in school activities.” (P3)

Based on the above first-hand experiences, it could be inferred that the learning environment was one of the major challenges. The foregoing experiences on challenges related to the learning environment were affirmed in the study of Rotas and Cahapay (2020). Rotas and Cahapay (2020) made the case that a bad learning environment is adverse for students participating in remote learning. It has always been difficult to establish a friendly and accommodating environment for remote learning, especially among the majority of poor households (Baticulon et al., 2020). One crucial thing to consider in distance learning is the condition in their homes because students might be facing stressful situations due to the responsibilities that they need to do, such as taking care of their family members, needing to work to support their family or living in a place where studying isn't conducive (Xie et al., 2020). Previous studies showed that this problem with a poor learning environment impacts academic performance (Rotas et al., 2020).

2.2. Learners' Inability to Understand the Lessons

The students also noted their struggles to understand the lessons very well. According to them, many factors contributed to their inability to grasp the concepts. One was the complexity of the topic itself. The learners expressed their confusion about the technical terms unfamiliar to them. Specifically, the students struggled in recalling formulas, technicalities, and symbols related to chemistry.

The learners also expressed that insufficient examples to elaborate ideas and unclear instructions during their synchronous sessions caused them to their inability to answer their modules.

The learners stated that:

"I have always struggled to understand chemistry because of the topic's complexity. Whenever we learn about chemistry, new words are taught to us, and sometimes the definition of the word is not explained to us." (P5)

Based on the learners' mentioned responses, it can be gleaned that another pedagogical challenge encountered by the learners was their inability to understand their lessons. Malik et al. (2020) indicated that e-learning, when compared to face-to-face discussions, is disadvantageous in terms of lesson clarifications, elaborations, and interpretations. Researchers have also mentioned that not all disciplines can employ the e-learning technique. For example, disciplines that involve practical applications and laboratory experiments cannot be studied properly online. Some concepts can be better understood with scientific experiments (Malik et al., 2020).

2.3. Quality of Learning Materials

The respondents also mentioned problems regarding their learning materials. This included module errors, long teacher videos, incomplete

Learning Activity Sheets (LAS), and missing pages in their modules.

The actual students' respondents are presented below:

"Some of the pages are missing and messy" (P7)

"The background music may on teacher videos sometime interferes with my learning capabilities" (P8)

It can be deduced from the learners' responses that the Errors in Learning Modules were one of their challenges in remote learning. This problem in the learning module was affirmed by the study of Rotas et al. (2020). Rotas et al. (2020) recorded a similar problem in their study, wherein these problems and errors in the learning materials confused the learners. The quality of the teaching materials is a significant factor in the success of any remote learning program (Simui et al., 2017). Well-designed interactive learning materials are essential to effective teaching and learning across all flexible learning modes.

2.4. Limited Access to Learning Resources

Despite the distance in the new learning environment, students were tasked to perform basic and feasible experiments at home. However, the lack of materials and equipment became their problem. Aside from that, they had no chemistry books or other materials for learning chemistry concepts.

The verbatim responses of the learners are indicated below:

"I don't have enough materials that are needed in the laboratory." (P9)

"I have limited access to chemistry books" (P10)

"If I have some activities in chemistry, it's difficult for me to find some of the things that we needed." (P11)

The statements and findings above proved that the learners struggle with limited access to learning resources. In the same way, Adnan & Anwar (2020) also pointed out that a lack of resources is among the problems of learners. The result of Adnan and Anwar (2020) is similar to the findings of this study in which inadequate learning resources were among learners' challenges. Rotas et al. (2020) stated that a lack of learning resources greatly impacts the learners' performance. According to Saavedra (2020), this problem may stem from financial-related issues.

2.5. Overload Lesson Activities

The volume and the nature of other school tasks also contributed to their challenges. For example, the students needed to record dancing videos, make slogans and posters and perform other performance-based assessments. Furthermore, the students also complained about the volume of activities given simultaneously.

The learners' actual responses are shown below:

"I struggle doing other activities such as video making, makings slogans, posters, and answering long essays" (P13)

Based on the mentioned statements above, it can be gleaned that one of the challenges encountered by learners was the volume of lesson activities.

This study supports the findings of Rotas et al. (2020), in which the students also expressed overload lesson activities as one of their problems. The survey by Sundarasan et al. (2020) confirmed that an overwhelming number of assignments had a remarkable effect on the stress and anxiety levels of the students.

3. Technological Challenges

The theme of the technological challenge has two subcategories: (1) technological insufficiency; and (2) technological literacy.

3.1. Technological Insufficiency

The demand for technical tools and gadgets has increased as a result of the shift in learning modality from face-to-face instruction to distance learning. When the students were asked about their struggles during their distance learning set-up, they cited that technological insufficiency was their top problem. This pertains to a poor internet connection, lack of digital devices, power interruptions, outdated technology, technical glitches, and other technological difficulties. Some students were not able to attend synchronous classes and understand their lessons. Furthermore, the lack of digital devices was also cited reason students cannot do and submit their best outputs.

"Sometimes my net is very weak" (T1)

"One is the lack of output that is necessary to have a good output" (T2)

"I am lagging sometimes that is why I can't understand the lesson" (T3)

"Sometimes because of the internet connection or when the power went out, we get technical difficulties in communicating or attending synchronous classes" (T1)(T4)

These mentioned experiences regarding Technological Insufficiency were also mentioned in other literature. Consistent with other studies (Belgica et al., 2020; Rotas et al., 2020; Xie et al., 202), internet connectivity has been the most prevalent complaint being highlighted by teachers and students in distance learning in the Philippines. Teachers suspected that internet connectivity problems and struggles in familiarizing themselves with new learning platforms had caused a decrease in class sizes among schools (Belgica et al., 2020). Having the basic hardware requirement for studying in a virtual environment is essential. However, the digital divide in the whole world, specifically in the Philippines, shows that not all students have access to digital devices and reliable internet connections (Xie et al., 2020).

3.2. Technological Literacy

While some students were knowledgeable enough to use various digital devices, several learners still could not use computers, laptops, and other technological devices. Aside from that, some were still learning how to use various online platforms such as Zoom, Google Meet, and many more.

"I don't know how to use these technologies" (T5)

"I have difficulty using complex technology" (T6)

"I have trouble accessing my LMS and using my Google Meet" (T7)

This corroborates the study of Xie et al. (2020) in which they indicated that learners with basic technical skills and knowledge were more motivated to learn and could eventually succeed in online education.

4. Sociological Challenges

The learners described that they also experienced sociological challenges in learning remotely. Seven themes emerged: (1) time management, (2) lack of interest; (3) lack of confidence; (4) social media distractions, (5) lack of support; (6) establishing connection and communication; (7) health and wellness.

4.1. Time management

The new learning setup in teaching and learning posed unique challenges in relating to oneself and others. The learners repeatedly mentioned the challenges in managing their time correctly. A considerable percentage of the respondents noted that time management was their top problem. Some students failed to submit their modules and requirements on time because of poor time management.

The learners' verbatim responses are pointed out below:

"I also struggle with getting my work done on time" (S1)

"I have bad time management" (S2)

"I don't have time to learn all of it" (S3)

The statements reveal that Time Management was one of the major problems for learners in the new learning modality. Several studies also indicated that learners struggled the most in managing their time and schedule when to do certain tasks because of the absence of supervision from their teachers (Adnan et al., 2021; Barrot et al., 2021, Rotas et al., 2020).

4.2. Lack of Interest

The learners stated that they had lost interest in attending synchronous classes because they were not learning anything. The participants also mentioned that they had lost motivation to study their lessons and answer their modules, resulting in frequent absences and late submission of outputs.

"I am not interested in a lot of topics." (S4)

"Nawawalan ng interest kasi parang wala din lang natutunan" (S4)

"I lack interest in watching long teacher videos" (S4)

Accordingly, Philips mentioned that the inadequacy and vulnerability that learners felt from the experiences in distance education conjure up feelings of negativity that can eventually result in a lack of interest in learning.

4.3. Lack of Confidence

Some students lacked confidence, especially in speaking during their online classes. Their insecurities—facing the camera, being shy because of the tone of their voices, and thinking that their answers were wrong, restricted them from participating in the discussions.

"I am shy to ask questions to my teacher when I cannot understand the lessons" (S5)

"I have difficulty overcoming my insecurities in speaking, stage fright" (S6)

Ali (2020) cited that confidence is vital to succeed in remote learning besides resources and readiness. Ali also mentioned that the lack of confidence could be due to the changes in learning modalities and the usage of different learning tools and platforms.

4.4. Social Media Distractions

Another frequently mentioned response was on social media distractions. Since students worked at home with no one supervising them during class hours, they became prone to social media distractions. Instead of working on their module, the students chose to play online games and scrolled on Facebook or TikTok for hours. The narratives implied that these distractions affected the learners' schedules and made them procrastinate, which eventually compromised the quality of their outputs.

"I am distracted by simple things, such as when I should have been listening to the teacher, but I was playing online games or watching YouTube." (S8)

In a similar study by Xie et al. (2020), learners are easily distracted by social chats, news, or games. Some students might not finish their tasks because they lack the self-discipline to avoid those distractions. Furthermore, the learners' lack of self-discipline is linked to a lack of motivation to finish the task resulting from a teacher's absence to encourage and remind them of their work.

4.5. Lack of Support

Lack of support was another theme identified from the learners' responses. The new learning setup made the students feel like they were isolated from other people. Studying in a virtual environment limited the connection between

the teachers and students, especially in giving help or support. Although working at home signified that more help would come from their families, a considerable percentage of students identified that the lack of support from their families was a challenge for them.

"I guess I don't get the teachers' assistance as much as with an ordinary learning environment. The delay between asking teachers for help, although it doesn't really take too long, but it takes a few hours." (S9)

Family involvement has become essential in education during the pandemic, especially for students learning. The lack of family support influences not only the academic development of the learners but also their social relationships, self-esteem, and self-efficacy (Pek & Mee, 2020).

4.6. Establishing Connection and Communication

Unlike in the face-to-face learning modality, speaking and communicating in the new learning modality are limited due to several factors. Aside from that, the lack of communication, which the learners stated, also impacted their relationship with their peers and teachers.

"It's really quite hard to tell my teacher that I am mentally absent and I was elsewhere, wandering" (S13).

According to Nguyen et al. (2021), students prefer in-person instruction due to the value of teamwork, social connection, and participation in learning. Xie et al. (2021) suggested using smaller teaching groups for synchronous sessions because it motivated and encouraged students to talk and participate.

4.7. Health and Wellness

Studying virtually also affected the health and wellness of the students. It brought immense stress, anxiety, and mental and emotional fatigue to the students. Their physical health was

compromised because the learners chose to stay up late and skipped meals to finish school tasks.

“Stressed because I can’t do my activity on time” (S15)

Accordingly, students spent most of their time sitting and answering their modules, limiting them from engaging in physical activities (Rotas et al., 2020). Students in Malaysia also raised this problem. They bemoaned how difficult it was to devote 6 to 8 hours to taking online classes (Sundarasan et al., 2020). The survey of students also uncovered the issue of poor mental and emotional wellness. Relationship maintenance and rapport-building are essential for psychological well-being (Sundarasan et al., 2020). Unfortunately, the COVID crisis limited social interactions and support, eventually creating prolonged stress and fatigue.

CONCLUSIONS

The junior high school chemistry learners experienced three significant challenges: pedagogical, technological, and sociological challenges. Under pedagogical challenges, the learners struggled in their learning environment, their inability to understand the lessons, the quality of learning materials, their limited access to learning resources, and overloaded lesson activities. Moreover, two subthemes were identified under the learners’ technological challenges which includes technological insufficiency and technological literacy. Learners also expressed their struggles with time management, lack of interest, lack of confidence, social media distractions, lack of support, establishing connection and communication, and health and wellness under sociological challenges.

RECOMMENDATIONS

While it is essential to consider the experiences of learners, the experiences and perspectives of parents, teachers, and the community must also be sought because they will provide a different view about the challenges in the distance learning modalities. With their challenges

identified, solutions might also be formulated to come up with a better home-school-community partnership in catering to the needs of the learners.

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