ISSN 2278-2540 | DOI: 10.51583/IJLTEMAS | Volume XIV, Issue II, February 2025

Voices From Afar: A Qualitative Inquiry into the Experiences of Teachers in Remote Schools

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DOI : https://doi.org/10.51583/IJLTEMAS.2025.14020020

Received: 17 February 2025; Accepted: 03 March 2025; Published: 13 March 2025

Abstract: The education system thrives on the dedication and passion of its teachers; however, teaching in a remote school setting presents unique challenges that significantly impact teachers' professional experiences and well-being. This qualitative-phenomenological study explored the lived experiences of teachers teaching in remote schools, focusing on their challenges, coping strategies, and insights. The study was supported by Bandura's Self-Efficacy Theory (1997), emphasizing the critical role of teachers' confidence in overcoming challenges and improving student outcomes, particularly in remote areas. The participants of this study were six (6) teachers from a remote school setting selected through a purposive sampling technique. The research utilized semi-structured interviews with open-ended questions to gather rich data. The results of the study revealed three (3) major themes in the challenges experienced by the participants; these include the inconvenience of traveling to and from, limited resources available, and difficulty in adapting to the new environment. For their coping strategies, teachers highlighted accepting the challenges, being flexible and adaptable, and building relationships with students, colleagues, and the school community as keyways to manage their circumstances. Finally, for the insights, teachers noted that their experiences developed patience and adaptability, called for the localization of teachers' assignments, and taught them to be appreciative of the situation. The findings provided a deeper understanding of the unique struggles and growth of teachers in remote areas, emphasizing the need for systemic support to address their challenges and improve their working conditions. Moreover, understanding their experiences can enhance their professional satisfaction and overall well-being, ultimately benefiting both their personal and professional lives.

Keywords: Education, teachers, remote schools, qualitative-phenomenological research

I. Introduction

The education system thrives on the dedication and passion of its teachers. However, for those educators assigned to remote area schools, maintaining motivation can be a constant struggle. Teachers make personal sacrifices and face numerous difficulties as they are separated from their families for extended periods. In addition, educators in remote areas also face physical and emotional discomforts, teaching and community adjustments, and work consolations (Gallegos et al., 2022).

In Indonesia, teachers in remote areas face significant challenges that hinder educational quality and access. Key issues include inadequate resources, unequal teacher distribution, and insufficient professional development opportunities. Teachers often struggle with limited facilities and socio-cultural barriers, which impact their teaching effectiveness (Fadilah et al., 2023). Moreover, in many countries in Sub-Saharan Africa, schools in remote areas are frequently understaffed compared to those closer to towns and large villages, reflecting a reluctance among teachers to accept postings in areas with significant hardship (World Bank, 2023).

In the Philippines, challenges faced by secondary teachers in remote areas include issues with output quality, logistical issues, and resource scarcity, which are compounded by social and environmental factors. Many teachers experience feelings of isolation, exacerbated by the lack of community support and engagement in remote areas as well as physical distance from their families and communities (Sionicio, 2023). Additionally, educators often face life-threatening situations that further hampers their ability to deliver quality education (Solitario, 2019).

In one public school of Davao de Oro, teachers assigned in remote areas face challenges like not having enough resources and poor school facilities which makes teaching hard. Difficult transportation and being far from other places add to their problems affecting their ability to get to school and their mental health. They also have limited access to healthcare and training, while students may face their own issues that make learning harder.

Many studies have explored the experiences of teachers; however, most of the existing studies were conducted during the pandemic. There is a need for more qualitative studies to understand teachers' experiences in the post-pandemic context. This gap highlights the need for more in-depth research to understand the unique challenges and coping strategies of teachers in remote school settings. This research would provide insights into their specific challenges and the strategies they use to handle their work. Moreover, the findings could lead to better support and resources for these teachers, helping them overcome obstacles and improve their teaching effectiveness thereby enhancing their professional satisfaction and overall well-being.

ISSN 2278-2540 | DOI: 10.51583/IJLTEMAS | Volume XIII, Issue V, May 2024

Research Questions

This study sought answers to the following questions:

1. What are the challenges experienced by teachers teaching in remote school setting?
2. How do the teachers cope with the challenges they encountered?
3. What are the insights shared by the teachers teaching in remote school setting?

II. Literature Review

Lived Experiences of Teachers Teaching in Remote School Setting

The study of teachers in remote areas face professional isolation, lack of support, and limited resources, impacting their professional development (Vrikki & Papanastasiou, 2024). Also, the study of Tuminah et al., (2022) stated that teachers in remote areas face challenges with limited facilities and internet connectivity for online learning. Despite obstacles, they adapt with solutions like blended learning to ensure education continues to be better.

Moreover, teachers encounter significant difficulties related to transportation, including long commutes on poorly maintained roads and limited access to reliable vehicles. These travel challenges contribute to feelings of isolation and stress, impacting teachers' job satisfaction and overall well-being. Furthermore, the study emphasizes the resilience of these educators, who develop innovative coping strategies despite facing inadequate resources and infrastructural limitations (Heeralal, 2021).

Likewise, Gallego (2022) claims that educators in remote areas experienced physical discomforts, including the inconvenience of traveling to and from their schools. This challenge significantly impacted their ability to provide quality education, highlighting the need for improved support and resources for these educators. According to Dela Cruz and Santos (2022), educators frequently struggle with cultural adjustments, unfamiliar community dynamics, and limited access to professional development resources.

Many teachers reported feeling isolated and unsupported, which negatively impacted their ability to connect with students and deliver quality education. Teachers also adapted to their unique environments over three or more years due to the culture and the unfamiliar community. This highlights the difficulties of teachers after being assigned from remote area schools (Cruz, 2019).

Coping Strategies of Teachers for the Challenges they Faced Teaching in Remote Schools

In the study of Silvido and Escote (2024), teachers in remote area schools are focusing on their acceptance of challenges while adapting to their environments. The research highlighted that despite facing significant obstacles such as limited resources and difficult transportation, teachers developed coping mechanisms that included community collaboration and innovative teaching strategies. These adaptations not only helped them overcome immediate challenges but also fostered a sense of resilience and commitment to their students' education, ultimately leading to personal and professional growth.

Moreover, teachers teaching in remote areas emphasizes their acceptance of the unique challenges presented by these environments. The findings revealed that teachers transitioned from focusing solely on academic excellence to embracing a more holistic approach centered on student well-being. This shift was influenced by the rural context, which required them to adapt their teaching methods and prioritize relationships with their students, ultimately enhancing their effectiveness as educators (Zhang & Wang, 2023).

Relatively, the study of Mothibe and Adams (2021), teachers in remote area schools are focusing on their flexibility and adaptability in the face of various challenges. The research revealed that teachers often had to manage multiple grade levels simultaneously, which required them to be innovative in their teaching strategies. Participants highlighted the importance of collaborative learning and resource-sharing as essential coping mechanisms, allowing them to effectively address diverse student needs. The study concluded that flexibility was a cornerstone of successful teaching in remote settings, enabling educators to navigate the complexities of their classrooms.

Furthermore, teachers in remote areas adapted their teaching practices to meet the unique demands of their environments. The findings indicated that educators demonstrated significant flexibility by modifying lesson plans and employing diverse instructional methods to cater to varying student abilities. Teachers reported that embracing change and being open to new approaches not only enhanced their teaching effectiveness but also fostered a positive learning environment for students. This adaptability was crucial for maintaining student engagement and ensuring educational continuity despite resource limitations (Zhang & Wang, 2023).

The study of Rizqi (2021) stated the importance of building relationships among teachers, students, and the broader school community in remote areas. The research revealed that teachers who actively engaged with their students and collaborated with colleagues fostered a supportive learning environment. Participants emphasized that strong interpersonal relationships not only enhanced student engagement and motivation but also provided teachers with a sense of belonging and professional satisfaction. The study concluded that nurturing these connections is essential for effective teaching and learning in remote educational settings.

Additionally, teachers in rural schools developed relationships within their communities to enhance educational outcomes. The findings indicated that teachers who participated in community events and collaborated with local stakeholders were more effective in addressing students' needs. By establishing trust and open communication with families, educators created a supportive network that facilitated student learning and well-being (Hurtubia Toro & Villalobos Vergara, 2022).

ISSN 2278-2540 | DOI: 10.51583/IJLTEMAS | Volume XIII, Issue V, May 2024

Teachers' Insights Teaching in Remote Area Schools

According to Fullard and Zuccollo (2022), teachers in rural schools developed patience and adaptability while facing various challenges. Teachers reported that their ability to adapt was enhanced through reflective practices, which allowed them to adjust their teaching strategies and maintain a positive classroom environment. This adaptability not only improved their teaching effectiveness but also contributed to their overall well-being.

Furthermore, studies revealed that teachers often relied on their patience to manage classroom dynamics effectively, especially when dealing with behavioral issues or varying levels of student engagement. The findings highlighted that this patience, coupled with a willingness to adapt to instructional methods, allowed teachers to foster stronger relationships with students and create a more inclusive learning environment (Carter & Mendez, 2023).

The study of Brillantes and Nebria (2021) stated that teachers in remote areas call for the localization. Teachers expressed a strong desire for localized assignments that would allow them to work closer to their communities, thereby enhancing their relationships with students and families. The findings emphasized the importance of addressing these concerns to improve teacher satisfaction and retention in remote educational settings.

Similarly, teachers in rural schools advocated for localized assignments to improve educational outcomes. The research highlighted that teachers believed being assigned closer to their homes would not only alleviate personal hardships but also enhance their effectiveness by fostering stronger connections with the local community. Participants noted that localized assignments could lead to better understanding of students' cultural contexts and needs, ultimately contributing to a more tailored and impactful educational experience (Hipolito, 2022).

Despite facing significant challenges such as transportation difficulties and limited resources, teachers developed a deeper understanding of their impact on students' lives. Participants expressed gratitude for the opportunity to contribute positively to their communities, emphasizing that teaching in remote areas allowed them to build meaningful relationships with students and families. This appreciation ultimately enhanced their commitment to their roles as educators (Silvido & Escote, 2024).

Finally, teachers in remote schools developed appreciation for their teaching environment through reflective practices. The findings indicated that teachers who engaged in regular reflection on their experiences were more likely to recognize the value of their contributions, despite the challenges they faced. By focusing on the positive aspects of their roles, such as student growth and community support, teachers cultivated a sense of fulfillment and purpose in their work. This appreciation not only improved their resilience but also enhanced their overall job satisfaction (Carter & Mendez, 2023).

III. Research Methodology

Research Design

This study employed a qualitative research design utilizing a phenomenological approach. Qualitative research encompasses various methods, including phenomenology, ethnography, grounded theory, and case studies, to collect and analyze data for theory development and interpretation. Moreover, this design explores social phenomena through non-numerical data, aiming to understand human behavior and experiences using methods such as in-depth interviews and ethnographic observations (Flick, 2022).

The researchers employed a qualitative-phenomenological research design to explore and understand the experiences of teachers in remote areas. By directly interacting with participants, researchers gained clear and realistic insights into how they navigate their challenges. This approach was particularly suitable for exploring teachers' coping mechanisms and perspectives, as it considers various aspects of experience, including thoughts, emotions, desires, decisions, and actions, providing a comprehensive understanding of their daily realities.

Participants

The participants of this study were six (6) teachers assigned in remote area school engaged in focus group discussions (FGD) and in in-depth interviews (IDI) selected using a purposive sampling technique. Purposive sampling, also known as judgmental, selective, or subjective sampling, was a non-probability sampling method in which participants were selected according to the researcher's selection criteria based on the purpose of the study. Specifically, purposive sampling was used in this study, where the characteristics of the sample were defined for a specific purpose relevant to the study (Andrade, 2021).

The participants of the study were selected using the following criteria: first, participants should be teachers assigned to Tagugpo National High School; second, participants should be teachers with no less than 6 months of teaching experience; third, they should be able and willing to talk about their experiences. Teachers with less than 6 months of teaching experience who were not able or willing to discuss their experiences were excluded as participants in the study.

Instruments of the Study

The data of the study were primarily collected through in-depth interviews (IDI) and focus group discussions (FGD) using semi-structured interview guide questions. In-depth interviews are valuable for obtaining detailed insights into an individual's thoughts and behaviors, providing a comprehensive understanding of their experiences in a given situation. This method is particularly useful for distinguishing personal opinions, making it well-suited for this study to encourage participants to share their perspectives freely

ISSN 2278-2540 | DOI: 10.51583/IJLTEMAS | Volume XIII, Issue V, May 2024

and comfortably without interruptions. In addition to IDIs, the study also utilized relevant supporting data, including related research, journal articles, books, and other literature.

Procedure

Qualitative research involves a systematic process of data collection, including site selection, gaining access, and participant engagement (Simpson et al., 2022). In this study, the researchers first obtained permission from their Practical Research 1 teacher and the school principal. They then used purposive sampling to select participants based on specific inclusion criteria, with recommendations from the research locale. After identifying potential participants, the researchers reached out to them and provided informed consent forms outlining their rights, the study's purpose, data collection procedures, confidentiality measures, and associated risks and benefits.

Data collection included in-depth interviews and focus group discussions conducted in a quiet, participant-approved setting. To ensure accuracy, the researchers obtained consent to audio-record the sessions and stored backup copies on a computer. High-quality audiotapes were used to enhance clarity, and pseudonyms were assigned to maintain participant anonymity. These steps ensured an ethical, well-organized, and secure data collection process, strengthening the reliability and integrity of the study's findings.

Data Analysis

This study employed Braun and Clarke's (2022) six-phase framework, which consists of the following steps: familiarizing with the data, generating initial codes, identifying themes, reviewing themes, defining themes, and composing the final report. All recorded audio was transcribed, and the data were analyzed in alignment with the research questions using coding and thematic analysis. In the coding process, the researchers assigned words or short phrases that captured the essential and meaningful attributes of the visual data, organizing the information into categories before conducting thematic analysis. Additionally, a data analyst and subject teacher were consulted to ensure a thorough examination of responses, leading to well-founded conclusions and recommendations.

Ethical Considerations

In this study, the researchers followed the ethical guidelines outlined in the Belmont Report, which emphasizes three key principles for research involving human subjects: respect for persons, beneficence, and justice. According to Cheng et al., (2024), ethical considerations in scientific research include respecting participants' autonomy and privacy, maintaining honesty in reporting findings, and ensuring data confidentiality, in accordance with the Data Privacy Act of 2012 (RA 10173).

In addition, to comply with the ethical standards of the Belmont Report and the Data Privacy Act of 2012 (RA 10173), this study on teachers in remote areas will emphasize their autonomy, privacy, and safety. Participation was voluntary, with individuals selected based on their willingness and capacity to take part, and approval was obtained from the school's head before proceeding. The researchers upheld transparency in reporting findings and safeguarded participants' confidentiality by using pseudonyms and securing all data. Additionally, the principle of justice will ensure a fair distribution of both the benefits and burdens of the research.

IV. Results and Discussions

This section presents the experiences of teachers, their coping mechanisms with the challenges they experienced and their insights in teaching remote area schools as well as the concepts which emerged from the information gleaned through the in-depth interviews and focus group discussion.

Table 1 Major Themes and Core Ideas of the Challenges Faced by Teachers Teaching in Remote School Setting

Major Themes	Core Ideas
Inconvenience of Traveling to and from	• Teachers are struggling with traveling due to the large number of passengers. • Teacher finds traveling difficult because of the bad weather • Teacher struggles with traveling because the roads are not secure
Limited Resources Available	• Teacher encountered challenges due to lack of vehicle for transportation • Teacher encountered challenges because of limited supply of water • Teachers had experienced using their own money to buy resources for the school.
Difficulty in Adapting to the New Environment	• Teachers struggle to adapt due to being far from their parents. • Teachers struggle to adjust to the lifestyle in remote areas. • Teachers having difficulty to adapt because they need to adjust their projects to be affordable for students.

Challenges Faced by Teachers Teaching in Remote School Setting

The teachers who were chosen as the participants shared their lived experiences teaching in remote area schools. From their honest answers, three (3) major themes emerged: 1) inconvenience of traveling to and from; 2) challenges in limited resources available; 3) difficulty in adapting to the new environment.

ISSN 2278-2540 | DOI: 10.51583/IJLTEMAS | Volume XIII, Issue V, May 2024

Inconvenience of Traveling to and from. The main problem of teachers teaching in remote area schools is being far from their home. They need to travel first to teach, but they encounter inconvenience of travelling to and from.

This is supported by the study of Heeralal (2021) which stated that teachers encounter significant difficulties related to transportation, including long commutes on poorly maintained roads and limited access to reliable vehicles. These travel challenges contribute to feelings of isolation and stress, impacting teachers' job satisfaction and overall well-being. Furthermore, the study emphasizes the resilience of these educators, who develop innovative coping strategies despite facing inadequate resources and infrastructural limitations.

Furthermore, the study of Gallego (2022) shows that educators in remote areas experienced physical discomforts, including the inconvenience of traveling to and from their schools. This challenge significantly impacted on their ability to provide quality education, highlighting the need for improved support and resources for these educators.

Limited Resources Available. Teachers who teach in remote area schools indeed face the challenge regarding on limited resources availability.

Studies have found that teachers in remote areas face challenges with limited facilities and internet connectivity for online learning. Despite obstacles, they adapt to solutions like blended learning to ensure education continues to be better (Tuminah et al., 2022). Moreover, teachers in remote areas face professional isolation, lack of support, and limited resources, impacting their professional development. There is a lack of quality professional development initiatives that engage teachers and keep them updated with necessary competencies (Vrikki & Papanastasiou, 2024).

Difficulty in Adapting to the New Environment. From urban to remote area schools, it was evident that teachers are having difficulty in adapting to the new environment.

According to Dela Cruz and Santos (2022), educators frequently struggle with cultural adjustments, unfamiliar community dynamics, and limited access to professional development resources. Many teachers reported feeling isolated and unsupported, which negatively impacted their ability to connect with students and deliver quality education. Moreover, Cruz (2019) also said that teachers adapted to their unique environments over three or more years due to the culture and the unfamiliar community. This highlights the difficulties of teachers after being assigned from remote area schools.

Table 2 Major Themes and Core Ideas of How Teachers Cope with the Challenges they Experienced Teaching in Remote Schools

Major Themes	Core Ideas
Accepting the Challenge	• Teacher faced the challenge and handled it to grow and thrive. • Teachers face the challenge by loving their career and persevering. • Teachers accept the challenges by praying to God.
Being Flexible and Adaptable	• Teachers are adapting to their new environment in order to survive. • Teachers are flexible by listening to the good advice of others. • Teachers learn to become flexible in various situations.
Building Relationships with Students, Colleagues, and the School Community	• Teachers are collaborating with others to embrace a positive learning environment. • Teachers are building relationships with others, even if they are shy, because it is the only way for them to connect and grow. • Teachers are seeking assistance from colleagues in difficult times.

Coping Strategies of Teachers for the Challenges they Experienced Teaching in Remote Schools

The participants shared their coping mechanisms on how they coped with the difficulties they have encountered teaching in remote areas, three (3) major themes emerged: 1) accepting the challenge; 2) being flexible and adaptable;3) building relationships with students, colleagues, and the school community.

Accepting the Challenge. Some teachers viewed challenges as a process to learn and to thrive, these are their motivation to accept the challenge and succeed.

This is similar to the study conducted by Silvido and Escote (2024) which stated that the teachers in remote area schools are focusing on their acceptance of challenges while adapting to their environments. The research highlighted that despite facing significant obstacles such as limited resources and difficult transportation, teachers developed coping mechanisms that included community collaboration and innovative teaching strategies. These adaptations not only helped them overcome immediate challenges but also fostered a sense of resilience and commitment to their students' education, ultimately leading to personal and professional growth.

Moreover, Zhang and Wang (2023) stressed that that the teachers teaching in remote areas emphasizes their acceptance of the unique challenges presented by these environments. The findings revealed that teachers transitioned from focusing solely on

ISSN 2278-2540 | DOI: 10.51583/IJLTEMAS | Volume XIII, Issue V, May 2024

academic excellence to embracing a more holistic approach centered on student well-being. This shift was influenced by the rural context, which required them to adapt their teaching methods and prioritize relationships with their students, ultimately enhancing their effectiveness as educators.

Being Flexible and Adaptable. One of the practical ways of teachers to cope with the challenges they have encountered is to be an adaptable and flexible enough as a teacher.

Teachers in remote area schools are focusing on their flexibility and adaptability in the face of various challenges. The research revealed that teachers often had to manage multiple grade levels simultaneously, which required them to be innovative in their teaching strategies. Participants highlighted the importance of collaborative learning and resource-sharing as essential coping mechanisms, allowing them to effectively address diverse student needs. The study concluded that flexibility was a cornerstone of successful teaching in remote settings, enabling educators to navigate the complexities of their classrooms (Mothibe & Adams, 2021).

Furthermore, teachers in remote areas adapted their teaching practices to meet the unique demands of their environments. The findings indicated that educators demonstrated significant flexibility by modifying lesson plans and employing diverse instructional methods to cater to varying student abilities. Teachers reported that embracing change and being open to new approaches not only enhanced their teaching effectiveness but also fostered a positive learning environment for students. This adaptability was crucial for maintaining student engagement and ensuring educational continuity despite resource limitations (Zhang & Wang, 2023).

Building Relationships with Students, Colleagues, and the School Community. To adapt to the new environment, the teachers build a relationship with their students, colleagues, and to their community.

This is supported by the study of Rizqi (2021) which stated the importance of building relationships among teachers, students, and the broader school community in remote areas. The research revealed that teachers who actively engaged with their students and collaborated with colleagues fostered a supportive learning environment. Participants emphasized that strong interpersonal relationships not only enhanced student engagement and motivation but also provided teachers with a sense of belonging and professional satisfaction. The study concluded that nurturing these connections is essential for effective teaching and learning in remote educational settings.

Additionally, teachers in rural schools developed relationships within their communities to enhance educational outcomes. The findings indicated that teachers who participated in community events and collaborated with local stakeholders were more effective in addressing students' needs. By establishing trust and open communication with families, educators created a supportive network that facilitated student learning and well-being (Hurtubia Toro & Villalobos Vergara, 2022).

Table 3 Major Themes and Core Ideas of Teachers' Insights Teaching in Remote Area Schools

Major Themes	Core Ideas
Develops Teachers' Patience and Adaptability	• Teachers are challenged to be patient to help students thrive and overcome challenges. • Teachers are encouraged to be passionate, patient, and strive to adapt quickly to remote areas. • Teachers are helped to be adaptable and make use of the resources available.
Calls the Department for Localization of Teachers' Assignment	• Teachers seek for localization to be with their families. • Teachers are asking for a refund and assistance for travelling expenses. • Teachers are seeking for transfer of station near with their families.
Teaches to be Appreciative of the Situation	• Teacher learns to grab the opportunity even it is too far from their home • Teachers are thankful even though they know that it will be hard for them. • Teachers appreciate the support given by the students and school community.

Teachers' Insights Teaching in Remote Area Schools

From the insights or lessons learned shared by the participants teaching in remote areas schools, three (3) major themes emerged: 1) develops teachers' patience and adaptability; 2) calls the department for localization of teachers' assignment; and 3) teaches to be appreciative of the situation.

Develops Teachers' Patience and Adaptability. One of the insights shared by teachers for those teachers who are still having difficulties in adapting to the new environment is to develops their patience and adaptability.

According to Fullard and Zuccollo (2022), teachers in rural schools developed patience and adaptability while facing various challenges. Teachers reported that their ability to adapt was enhanced through reflective practices, which allowed them to adjust

ISSN 2278-2540 | DOI: 10.51583/IJLTEMAS | Volume XIII, Issue V, May 2024

their teaching strategies and maintain a positive classroom environment. This adaptability not only improved their teaching effectiveness but also contributed to their overall well-being.

Additionally, Carter and Mendez (2023) found that teachers often relied on their patience to manage classroom dynamics effectively, especially when dealing with behavioral issues or varying levels of student engagement. The findings highlighted that this patience, coupled with a willingness to adapt instructional methods, allowed teachers to foster stronger relationships with students and create a more inclusive learning environment.

Calls the Department for Localization of Teachers' Assignment. Due to the distance of their homes, teachers assigned to remote area schools are calling on the government for the localization of teacher assignments.

The studies have shown that teachers in remote areas call for localization. Teachers expressed a strong desire for localized assignments that would allow them to work closer to their communities, thereby enhancing their relationships with students and families. The findings emphasized the importance of addressing these concerns to improve teacher satisfaction and retention in remote educational settings (Brillantes & Nebria, 2021).

Moreover, teachers in rural schools advocated for localized assignments to improve educational outcomes. The research highlighted that teachers believed being assigned closer to their homes would not only alleviate personal hardships but also enhance their effectiveness by fostering stronger connections with the local community. Participants noted that localized assignments could lead to better understanding of students' cultural contexts and needs, ultimately contributing to a more tailored and impactful educational experience (Hipolito, 2022).

Teaches to be Appreciative of the Situation. Despite calling for localization, teachers said that they must appreciate the opportunity to teach because these days, it is hard to apply. Also, teachers love their work and are passionate about learning about the new environment.

According to Silvido and Escote (2021), despite facing significant challenges such as transportation difficulties and limited resources, teachers developed a deeper understanding of their impact on students' lives. Participants expressed gratitude for the opportunity to contribute positively to their communities, emphasizing that teaching in remote areas allowed them to build meaningful relationships with students and families. This appreciation ultimately enhanced their commitment to their roles as educators.

Additionally, teachers in remote schools developed appreciation for their teaching environment through reflective practices. The findings indicated that teachers who engaged in regular reflection on their experiences were more likely to recognize the value of their contributions, despite the challenges they faced. By focusing on the positive aspects of their roles, such as student growth and community support, teachers cultivated a sense of fulfillment and purpose in their work. This appreciation not only improved their resilience but also enhanced their overall job satisfaction (Carter & Mendez, 2022).

V. Conclusion

Collecting and analyzing data from participants was the most challenging aspect of this research due to the wide variety of responses, making it difficult to identify clear patterns. However, the insights gained from the lived experiences of teachers in remote schools highlighted the unique obstacles they face, such as limited resources, isolation, and lack of professional development. Despite these challenges, teachers demonstrated resilience and creativity in their approaches, though the ongoing lack of support and infrastructure remains a significant barrier. This study underscores the need for targeted interventions to support both the professional and emotional well-being of remote teachers. It contributes to the growing body of literature on education in marginalized areas and emphasizes the importance of systemic changes to improve teaching quality and student learning in remote regions. Moreover, future studies can build on these findings to explore new aspects and find ways to address the challenges faced by these teachers. For future researchers, the researchers recommend that they explore additional dimensions of the challenges faced by teachers in remote area schools, considering not only the immediate obstacles but also the long-term implications these difficulties have on their professional growth and well-being.

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