Online Distance Learning: Thematic Study on the Challenges Faced By Educare College Inc. Primary Pupils

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Abstract:

The COVID-19 pandemic has caused a drastic shift from traditional to online distance education which resulted in many difficulties to our learning delivery modes. The purpose of this study is to find out what are the challenges of primary pupils in Educare College, Inc. in Online Distance Learning modality. The researchers employ the use of phenomenological approach and thematic analysis which include face-to-face and online interviews, watching recorded Zoom classes and observations were applied to synthesize and identify the challenges during online classes. Physical and digital distractions, technological and technical difficulties, institutional and academic issues, and personal and psychological barriers are the challenges that the pupils encounter during online classes. Designating a specific area or gadget for online classes, providing intensive training on how to navigate the online learning platforms, maintaining an open communication between teachers and students, using flipped classroom instruction, strengthening parent-teacher partnership in ensuring guidance while learning from home, and providing guidance and counselling to stakeholders are some of the recommended strategies that are suited to the new normal e-learning modality. This research will serve as a guide for educators and students and researchers in the use of online distance learning.

Keywords: Challenges, Education, Face-to-Face, New Normal, Online Distance Learning

1. INTRODUCTION

Are learners really ready for the "new normal?" The advent of the COVID-19 pandemic has changed our educational landscape, forcing schools to abruptly shift to online classes in lieu of face-to-face classroom set up. In the Philippines, the Covid-19 crisis has affected about 27 million learners, 1 million teachers and non-teaching staff, as well as the families of learners (Obana, J. 2020). As the world continues to grapple with the effects of this infectious and deadly disease – destabilizing economy and claiming many lives – transitioning to distance learning is the most viable alternative so far (Alipio, 2020; Baticulon, Alberto, Baron, Mabulay, Rizada, Sy, Tiu, Clarion & Reyes, 2020). The current situation poses great challenges to educational institutions not only in the Philippines, but throughout the world. The restrictions and community quarantine imposed on many areas particularly in the country have left students with little choice but to attend online classes. In order for learners to continue education, the Department of Education (DepEd) and other institutions have implemented online distance

learning. Online Distance Learning features the teacher as a facilitator, engaging learner's active participation through the use of various technologies accessed through the internet while they are geographically remote from each other during instruction (Llego, 2020). Before the implementation, DepEd has been bombarded with criticisms, with some throwing back the question on whether DepEd and other educational institutions are really prepared for the current situation. Despite all the criticisms, these institutions were confident that Online Distance Learning will work in the Philippines. According to an education official, about 93 percent of public schools nationwide already have devices that will be used in the online learning modality for the school year 2020-20121 (Hernando-Malipot,2020).Private schools are allowed to start classes prior to the opening of public school classes on October 5, 2020 provided that they will only use distance learning modalities. However, literature shows that e-learning presents many challenges to both students and teachers alike (Andersson, 2008; Islam, Beer & Slack, 2015; Gilbert, 2015; Arinto, 2016; Gillet-Swan, 2017; Dubey & Piroska, 2019; Baticulon et al., 2020). Though much research had been done about online distance learning even before the pandemic, its use in the primary level had yet to be studied more because of the very limited sources. There is also a dearth of local literature on the aspect of student concentration in online classes. The researchers aim to discover the challenges faced by primary pupils of Educare College, Inc. in using Online Distance Learning and how these challenges could be addressed. Through analysis and synthesis of the challenges of Online Distance Learning, the factors affecting the concentration of students in online classes in this time of COVID-19 pandemic can be identified.

1.1 Objective of the Study

This study is carried out based on the objective:

1. To identify the challenges faced by Educare College Inc. pupils in online distance learning.

1.2 Statement of the Problem

Online learning is a form of live synchronous platform where it requires both parties to have good and stable internet connection (Llego, 2010). Compared to other learning modalities such as face-to-face and modular, online learning is considered to be more interactive and students are seen responding.

Online learning is one way to continue education in times of uncertainties like the covid-19 pandemic. Though it is a good platform, certain challenges arise that affect not only students but also teachers. Shore (2020) mentioned in his article that an online class eliminates the human connection and therefore student motivation, interaction, and educator's ability to adapt course materials and presentations is somehow lost. On the other hand, Friedman (2020) pointed out in his article that challenges in online learning includes technical issues, distraction and time management, staying motivated, understanding course expectations, lain of in-person interaction, adapting to unfamiliar technology, and uncertainty about the future. Bothe Shore and Friedman clearly stated that there are different challenges commonly encountered by students in their online learning.

1.3 Research Question

This study is conducted in reference to the research question:

What are the challenges faced by Educare College Inc. pupils in online distance learning?

1.4 Significance of the Study

This study aims to provide an overview of the different challenges faced by Educare College Inc. pupils in their online distance learning. The pupils are currently using online distance learning modality to continue education amid the pandemic. This study hopes to give insights to teachers, parents, educators, and other stakeholders in the use of online distance learning. This would help them make necessary adjustments and measures to improve the implementation of the learning modality. Also, this study might be useful to the Department of Education and other educational institutions to consider and review the appropriate curriculum to be used in this type of learning modality in order to achieve a more worthwhile teaching-learning experience.

2. METHODOLOGY

2.1 Locale of the Study

The study was conducted at Educare College, Inc. This school was selected for knowing its efficiency and accessibility amidst the pandemic among primary pupils. Educare College, Inc. formerly known as Educare Learning School is a non-sectarian private school located at Km. 6, Irisan, Baguio City.

Educare started its operation in the year 2004 pioneered by Dr. Myrna D. Campos and former General William Campos. Educare started with a few numbers of pupils in elementary. On June 15, 2005, the high school department was opened. Despite lower numbers of students, this did not stop the Board of Trustees and teachers to create a conducive learning environment. Moreover, in the year 2016, Educare opened its Senior High School Department which bloomed the population of the institution into 500 enrollees in total. Now, Educare offers Nursery, Kindergarten, and Grades 1 to 10 and Senior High School. The BOT envisions a College Education offering College of Teacher Education and Information Technology and Computer Science for next school year.

For School Year 2020 - 2021, primary level has 91 pupils in total, 26 in Grade 1, 40 in Grade 2 and 25 in Grade 3. BOT decided to use Schoology platform for Online Distance Learning and uses the books for written activities. Every Monday is the retrieval of books in school to be rendered by the parents by schedule to maintain Social Distancing. As an addition, teachers use Zoom for the online class. Some teachers make use of pre-recorded videos by the teacher

discussing the lesson for the pupils to watch. Supplemental activities are given through Schoology and Google Doc forms.

2.2 Respondents

The researchers decided to take selected primary pupils of Educare College Inc. on the interview on the challenges of online distance learning. The respondents consisted of 13 Grade 1 pupils, 18 Grade 2 pupils, and 18 Grade 3 pupils. In Grade 1, there are 2 pupils who are currently in the United Arab Emirates and Singapore. In Grade 2, there is 1 Korean pupil who is staying in Irisan. In Grade 3, there are 2 enrolled pupils who are residing in Thailand and Abu Dhabi. In line with this, Educare is an international school who caters learners coming from different countries through online distance learning modality. Teachers find time to meet the respective pupils to consider the time zone difference. For pupils who are staying in Singapore and Thailand, they join their classmates at the same time during weekdays.

The researchers chose simple random sampling. It is a type of sampling technique in which the researcher selected a number of students from a class to be the part sample.

2.3 Data Gathering

The researchers employed the use of phenomenological approach in gathering data. Phenomenological approach in research focuses on the commonality of a lived experience within a particular group. Face to face and video call interviews were conducted by the researchers since the school is accessible in Irisan area. The researchers had observations through the pupils' recorded Zoom classes. Also, researchers floated survey questions through google forms in order to get more information from the students.

All interviews were carried out prior to setting of appointments with the concerned respondents. The interviews had no specified time limit as the researchers based it on the student's convenient time. All interviews were carried out with the help of combining formal and conversational interviews. Standardized open- ended questions were also utilized. Further, the questions were extended to the Primary advisers on the challenges being encountered in Online Distance Learning and blended learning to validate data.

2.4 Data Analysis

The researchers used thematic approach in analyzing data. Thematic analysis emphasizes pinpointing, examining, and recording patterns (themes) within data. The researchers first read the materials and took note of the important details of the data. Then, researchers listed the recurring themes from the data gathered. Finally, researchers selected the final themes needed for the data analysis.

3. Review of Related Literature

3.1 Online Distance Learning

The advent of the Internet and its use for educational purposes is considered as the third phase of distance learning history (Kaplan & Haenlein, 2016). As communication and network

technologies advance, more innovative instructional delivery and learning modalities were developed in order to provide a more meaningful learning experience to learners (Lim & Morris, 2009).

Distance learning, also called distance education, e-learning, and online learning, is a form of education in which the main elements include physical separation of teachers and students during instruction and the use of various technologies to facilitate student-teacher and student-student communication (Simonson, 2020). This is in line with the definition of Means which regards online learning as an educational instruction that occurs using web-based technology, which may be engaged in completely asynchronously or with components of synchronous learning, and with no located face-to-face class time (Means, et. al., 2009). Distance education technology allows students to take advantage of the convenience and flexibility of taking classes at the times and locations they prefer (Tuckman, 2007).Based on these definitions, we can see that teachers and students are separated in terms of distance or space, but not necessarily by time.

Online learning is thought to have several advantages over traditional face-to-face and blended education, including flexibility and accessibility to study anywhere, at any time, without requiring one's physical presence at a campus location (Means, Toyama, Murphy, Bakia, & Jones, 2009; Van Doorn & Van Doorn, 2014). In addition, learning becomes more learner-centered since it promotes greater participation from them (Markova,et. al., 2017).

Research in terms of national and international curricula for early childhood and primary education indicates that ICT competences should already be taught at an early age (Aesaert et al., 2015). The attempt of the Philippines to adapt to online learning was brought about by the pandemic that is affecting the world.

3.2 Challenges in Online Distance Learning

Despite the conveniences of online distance learning, challenges also are encountered by students and teachers.

Distance education provides students much more freedom in how and when they interact; however, Sun & Rueda (2012) argued that their ability to regulate learning becomes critical. Amadora (2020) also pointed out that with the lack of interaction during online classes, students tend to get distracted easily on smartphones, pets, deliveries and many others rather than the ongoing online class. Because face-to-face interaction is absent, it is theorized that students will experience the lack of interest in the online class.

On the other hand, Tuckman (2007) found out that students may lack opportunities to collaborate and receive feedback and social support while Rost (2019) found that online environments can generate a feeling of anonymity to students which makes it easier for students to withdraw or participate minimally or completely disappear from the course. These theories showed that students in online learning suffered from anxieties that lead to lack of participation.

In contrast to Tuckman, Greenberg (1998) asserted that students in online learning often feel less pressure to perform individually, and more pressure to collaborate and be part of the team. When this is not taken into consideration, the participation is generally low and dialogue is

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absent (Palloff & Pratt, 2000). The theories pointed out that online learning puts pressure on students to work more in groups and requires more participation and engagement.

The generation of some younger students are considered to be digital natives. The Internet became a part of their lives since they became aware of their surroundings. And while most are learning new things online and navigating the internet, Rost (2019) believed that issues of digital literacy will prevent some students from successfully taking full advantage of online learning resources. Jacob (2016) added that it was difficult for preschool, kindergarten and even early primary grade students to work with educational software because it required the use of a mouse or keyboard. Students' digital literacy is an important factor in online distance learning because without it, the challenge in learning will be much greater.

Internet connectivity is a popular complaint being highlighted among teachers and students as the Philippines is still one of the countries in Asia with slow internet. Wireless connectivity is another challenge as the nation has seen on television or read news reports of teachers and students going up on mountain sides or on hilltops to catch wireless signals to use the internet (Averia, 2020). Also, Adonis (2020) cited that teachers suspected that the decrease in class size was related to poor internet connection as millions of students and parents struggled to familiarize themselves with the new learning platforms prompted by the new coronavirus pandemic. The Philippines' slow internet connection, posed a great challenge among students, especially those who are from remote places.

Throughout the literature, there is a consistent evidence that online distance learning brought challenges to students. The challenges mentioned will be used as a basis for the researchers in finding out the different challenges faced by primary students of Educare College, Inc.

4. Results and Discussion

This section represents the results and in-depth analysis of the data obtained in the study. Its findings were based on the data gathered through the interview transcriptions and google form results from the respondents. These data were then selected, analyzed and interpreted and emerged as the themes used to answer the research problem.

Fig 1.Respondents
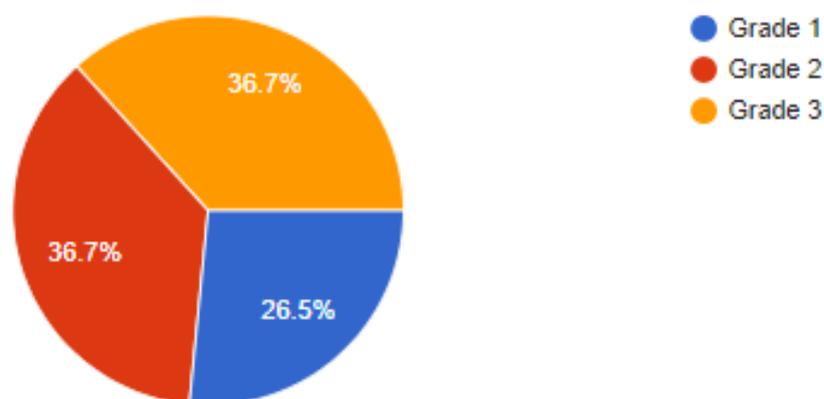
The figure shows the number of respondents from different grade levels at Educare College Inc. Majority of respondents are from grade two and grade three, having 36.7 (18) percent while 26.5 (13) percent was taken from grade one. Due to the limited movement posed by the pandemic, the data were extracted from 49 respondents.

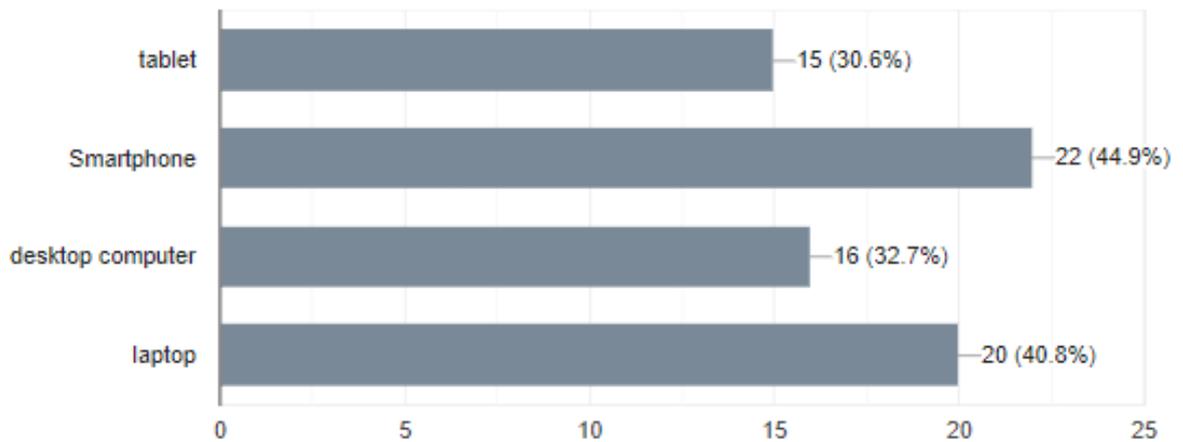*Fig. 2. Gadgets used by pupils in online learning*

Figure 2 shows the gadgets/technological equipment used by primary pupils in their online distance learning. Majority of the pupils are using smartphones, with a total of 22, followed by 20 pupils using laptops. Sixteen pupils are using desktop computers and 15 of them are using tablets for their online class.

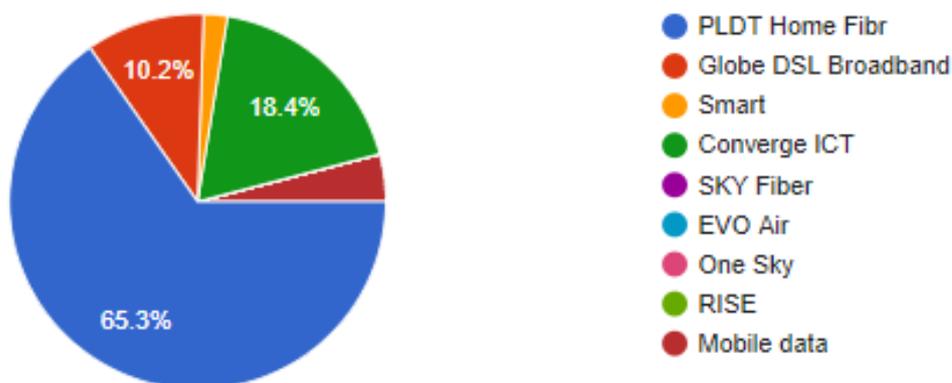*Fig. 3. Internet providers used in online learning*

Figure 3 shows which internet provider these pupils used in their online class. PLDT Home Fibr has the most with 65.3 percent. Next is Converge ICT with 18.4 percent, followed by Globe DSL Broadband with 10.2 percent.

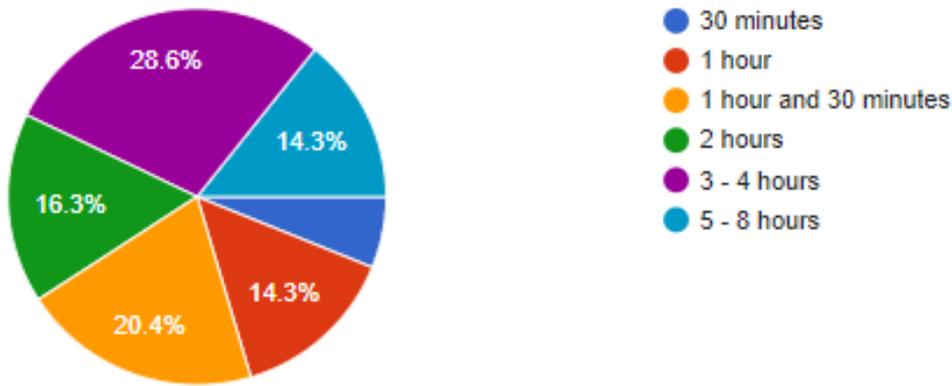*Fig. 4. Time allotment for online learning*

Figure 4 shows the time spent in the pupil's online classes. Most of the students spent 3-4 hours, taking up 28.6 percent while 20.4 percent spent 1 hour and 30 minutes. 16.3 percent of students spent 2 hours, while others spent an hour and some spent 30 minutes, taking up 14.3 percent.

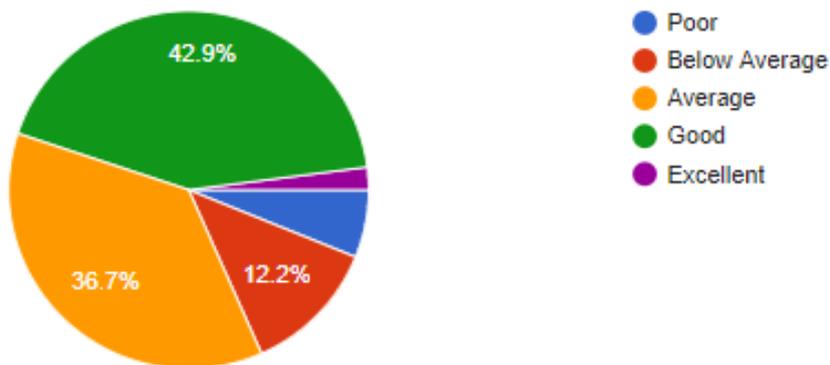*Fig. 5. Students' feelings toward online distance learning*

Figure 5 shows the overall feelings of pupils toward online distance learning. Majority of the pupils felt that it was good, with 42.9 percent. Average, for some pupils taking up 36.7 percent, 12.2 percent felt that it was below average and very little felt that the online class was excellent and below average.

4.1 Technological and technical difficulties

The table presents the technological and technical difficulties faced by pupils.

Table 1. Technological and technical difficulties

Theme	Quotations
Poor Internet Connectivity	1."I have slow internet connection"." 2. "I experience lagging and intermittent internet loss during class". 3."Due to poor connection, the smooth flow of the teacher's discussion is interrupted so I cannot understand what the teacher discussed". 4. "I have no internet provider so I just use Mobile data".

Poor Internet Connectivity. Students cited poor internet connectivity as one of the major challenges in their online distance learning. According to a study released by the Philippine Institute for Development Studies (PIDS),bad Internet connection is a more pressing problem in the Philippines compared to poverty and corruption,(Ordinario, 2017). One pupil uttered:

> *"I experience lagging and intermittent internet loss during class".*

According to the Akamai State of Internet Report for the 2nd Quarter 2016, the Philippines ranks at 6th out of 15 Asia-Pacific countries with an average mobile internet speed of 8.5 Mbps, (Department of Information and Communications Technology, 2017). The report shows that the Philippines is still way behind in terms of internet connectivity. Another pupil mentioned:

> *"Due to poor connection, the smooth flow of the teacher's discussion is interrupted so I cannot understand what the teacher discussed".*

The slow internet connection has affected most, if not the majority of the pupils, especially in remote areas of the city where connection is far more inconsolable. This has resulted in pupils missing part of the lesson.

> *"I have no internet provider so I just use Mobile data".*

Some pupils don't have the luxury of having laptops or tablets and Internet providers. Some used their mobile data on their phone to connect to their online class. This conforms to the survey of DepEd as cited by Santos (2020) mentioning that 2.8 million students have no way of going online especially in rural areas where internet access and speed is a challenge.

4.2 Physical and digital distractions

The table presents the lack of concentration, which is a challenge under physical and digital distractions.

Table 2. Physical and digital distractions

Theme	Quotations
Lack of concentration	1. "I am distracted due to the noise coming from another classmate's house like noisy neighbors, cry of baby, barking dogs and some vehicle noises". 2."I cannot focus since some parents of my classmates join our Zoom class". 3."Too much noise". 4." Too rowdy when all of them are online at one".

Lack of Concentration. Due to the nature of online learning, pupils face challenges when it comes to their ability to concentrate in their classes. As the majority of students do online classes at home, the environment and other factors have contributed greatly in the effectiveness of online learning. One pupil uttered his disappointment:

> *"I am distracted due to the noise coming from another classmate's house like noisy neighbors, cry of baby, barking dogs and some vehicle noises".*

Another pupil added:

> *"Too rowdy when all of them are online at one".*

Most houses in the city aren't built with soundproofs. All the noises coming from inside and outside the house are beyond control. Also, privacy is a challenge as most families are crammed in a small house or apartment, leaving no room intended for online class.

> *"I cannot focus since some parents of my classmates join our Zoom class".*

4.3 Personal and psychological barriers

This section presents the table and discussion of personal and psychological barriers that pupils encounter in their online learning.

Table 3.Personal and psychological barriers

Theme	Quotations
Lack of Motivation	1."I run around and don't like to study online since the ambiance is inviting me to just play and relax". 2."Online class is not fun". 3."Too much activity and less time on teaching". 4. "Fewer interactions with fellow students. Can't feel the essence of school learning".
Poor Comprehension and Retention	1."The teacher didn't explain the lesson well because of limited time in online class".

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	2.*"I learn more effectively if I see my teacher in person while discussing".* 3.*"I forget easily what I learned the next day".* 4.*"Students just listen to the teacher to be able to answer the activity, but they are not actually learning".*
Lack of Support	1.*"I am having a hard time coping with the lessons, for there will be no other day to explain things further and my guardians or parents can't help me all the time".* 2. *"There are lots of activities and I cannot do it alone without my parents and guardians' help".*

Lack of Motivation and Participation. The student's lack of motivation and participation in online classes became another concern of teachers and parents. As there is no face-to-face interaction, more and more students lost their interest in participating in online classes. One pupil said, "Online class is no fun". One pupil also stated:

> *"I run around and don't like to study online since the ambiance is inviting me to just play and relax".*

Unlike face-to-face classes, online classes limited the teacher's involvement in the disciplining of the child. The role was then transferred to the parents as they are in their own homes.

> *"Fewer interactions with fellow students. Can't feel the essence of school learning".*

As mentioned by Rost (2019) in the literature review, the feeling of anonymity makes it possible for students to withdraw, participate minimally, or disappear from the lesson.

Having too many activities during online class and less time teaching has left students unmotivated to attend class as their time was devoted in making them instead.

Poor Comprehension and Retention. Just like face-to-face, ODL also has some disadvantages. One of which is the lack of retention of what they learned. One parent observed that pupils only listen to the teacher in order for them to accomplish the activity at hand, but there is no real learning because the information is not anymore remembered the next day. One parent said:

> *"Students just listen to the teacher to be able to answer the activity, but they are not actually learning".*

As time is also a factor in online learning, teachers sometimes ran out time and lessons were left unexplained. As one pupil mentioned, ""The teacher didn't explain the lesson well because of limited time in online class".

There is no doubt that most pupils still prefer face-to-face learning over online learning. One student said, "I learn more effectively if I see my teacher in person while discussing". The presence of the teacher in a face-to-face class puts student's confidence in learning greater than that of online class. Another student added:

"Students just listen to the teacher to be able to answer the activity, but they are not actually learning".

Lack of Support. While online class is becoming a very popular means of continuing education since the pandemic, challenges encountered by students emerged as they continue to use online learning. Having no support from family or other people is one of the challenges pupils face as they go along. One student uttered:

"I am having a hard time coping with the lessons, for there will be no other day to explain things further and my guardians or parents can't help me all the time".

Another student added:

`*"There are lots of activities and I cannot do it alone without my parents and guardians' help"*

With little support or no support at all, students tend to miss lessons as no one would assist them, even just logging in to the zoom class and resulting in missing the whole lesson for the day. Having no support has led students unmotivated and uninterested in the online class. Chances are, students would just play with their phones instead of attending online class as no one was looking after them.

4.4 Benefits of Face-to-Face Learning

This section presents the benefits of face-to-face learning.

Table 4. Benefits of face-to-face learning

Theme	Quotation
Benefits of face-to-face learning	1. "I make activities with my classmates." 2. "The teacher can help us if we have questions." 3. "I can understand lessons quickly because I can interact with my teachers and classmates." 4. "It is easy to follow a teacher's lecture." 5. "Teacher can see the real progress of the child." 6. "I can see my teacher and classmates, and we can communicate a lot." 7. "It is the natural way of learning." 8. "I can concentrate more." 9. "I can be more independent, and I can develop self-confidence."

Pupils find it enjoyable working with their classmates when they are inside the classroom. This experience opens more opportunities for them to develop their social skills at the same time learning the concepts they need to complete. Inside the classroom, the pupils also are given the chance to ask the teacher right away if there are things they have not understood from the topic. Therefore, student satisfaction is higher in face-to-face learning (Smith & Macdonald, 2015) since needs are immediately addressed. Because pupils are able to interact with others, one pupil commented:

"I can be more independent, and I can develop self-confidence."

4.5 Limitations of Face-to-Face Learning

This section presents and discusses the limitation of face to face learning.

Table 5. Limitations of Face-to-Face Learning

Theme	Quotation
Limitations of Face-to-Face Learning	1. "There are too many activities from the book." 2. "I should wake up early." 3. It is time consuming and needs time management." 4. "I need more time to prepare." 5. "Too many restrictions from the school."

Majority of the respondents mentioned time management. While online classes provide them with time flexibility, face-to-face classes establish routines that must be followed such as waking up early and preparing things before going to school. One pupil complained:

"There are too many activities from the book."

Another claimed: *"It is time consuming and needs time management."*

4.6 Benefits of Online Distance Learning

This part examines the benefits of online distance learning to pupils of Educare College Inc.

Table 6. Benefits of Online Distance Learning

Theme	Quotation
Benefits of Online Distance Learning	1. "I get to finish activities without pressure." 2. "Teachers post videos for other students to catch up with the lesson." 3. "Online class is good to avoid COVID." 4. "I like zoom when the teacher asks me." 5. "I can manage my time." 6. "I like it the most when the teacher is explaining well." 7. I can get dressed or wear my pajamas." 8. "I can learn more how to use the computer by chatting and searching." 9. "Less worries for parents because the child is at home." 10. "It is more comfortable and relaxing."

Since ODL provides time flexibility, majority of the respondents share that they like this the most about online learning. Because pupils can do activities at their own pace, one of the pupils said:

"I get to finish activities without pressure."

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Furthermore, pupils have the freedom to either dress up or just stay in their pajamas that is why few of them mentioned that they are being relaxed and comfortable with their online classes. Some of the pupils shared that they learn more about technology when they use their computers for their online class, when chatting with teachers and classmates, and when searching for information.

Some of the parents were also interviewed, and they shared about the advantages of ODL such as teachers posting or uploading videos so that other pupils can catch up with the lesson. Through the online classes, students get to learn while avoiding COVID 19. This learning modality also allows the family to save money and guarantee safety because their children don't need to spend for transportation, travel or move out from the house and at the same time, one parent commented:

"Less worries because children are at home."

4.7 Managing Online Classes

This section presents and discusses how pupils manage their online classes despite all the challenges faced.

Table 7. How do pupils manage their online class?

Theme	Quotation
Managing online classes	1. "My mother guides me throughout and helps me understand the things I get confused with." 2. "Sometimes my parents help if I don't really know the answer then I will ask them for help." 3. "Prepare all the needs before online class." 4. "We can do research in the internet google." 5. "I finish my activities first and help my parents afterwards." 6. "I always remind her that she is supposed to have a class 8 in the morning and 1 in the afternoon." 7. "Parents take charge of everything once activities/modules for their lessons are given." 8. "I am alone and answer my own activities."

Despite the challenges presented by ODL and the issues affecting the pupils' attitude towards online classes, these primary pupils have to manage at such a young age so learning could continue amidst this pandemic. Almost all of the respondents sought the help from their parents, grandparents, siblings, or other family members during online classes, especially in manipulating their gadgets and in answering their activities. If a family member is not available to help, the activity is postponed or set aside until someone is available to help. This is a real and authentic scenario in accomplishing given homework and activities. If nobody can assist the child, the tendency is to either learn or study independently or to just depend on others which would cause laziness and demotivation.

On the other hand, in order to avoid unnecessary disturbances during the online class, most of them prepare what they need such as paper, pen, colors, and books so that when the teacher

asks them to get pen and paper for example, they are readily available. A few mentioned parents taking charge of everything so that the pupils will not encounter any problem during the online class. This can confirm the previous answer of the respondents that parents cannot work full time because they really have to attend to their children. One pupil said:

> *"Sometimes, my parents help. If I don't know the answer, then I will ask them for help."*

Parents also do the managing for their children so that they do not get frustrated with their studies. One parent commented:

> *"I always remind her that she is supposed to have a class 8* [A.M.] *in the morning and 1* [P.M.] *in the afternoon."*

5. Conclusions and Recommendations

Online Distance Learning is an alternative to the traditional face-to-face learning since the pandemic emerged in the Philippines. Like other educational institutions, Educare College Inc., has opted for online learning in continuing education. While ODL has advantages, primary pupils at Educare encountered challenges during their online learning. These challenges include poor internet connection, poor comprehension and retention, lack of concentration, motivation, interaction and support. In order to reduce the effect of these challenges, students together with parents and teachers, should work together. Pupils and parents should stay in touch with their teachers and inform them regarding their situations and conditions. Talking on the phone with classmates or to the teacher for missed lessons and notes will also be helpful. Also, staying in touch with classmates and teachers can motivate students. Students should also try to identify a quiet time and place in their house to complete their coursework, and if possible, building a schedule and sharing it to the members of the house so that they know when is the time for online class. In case support is unavailable, pupils should look for answers to questions online and watch tutorial videos for items that require deeper understanding. Focusing on the pupil's ultimate goal in education should be a priority despite all the challenges online distance learning may bring.

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