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Teaching Difficulties on the Implementation of Blended Learning among Msu External High Schools: Basis for Proposed Policies and Guidelines in Secondary Module Making

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Abstract: *This study determined the teaching difficulties of the 210 teachers during the implementation of blended learning among 13 MSU External Community High Schools during the SY 2022-2023. It employed descriptive-correlational research design. Researcher-made questionnaires were used as instruments and were pilot tested first for its validity. It is in this context that this study on teaching difficulties is conducted that lead the interest of the researcher to assess the teaching difficulties on the operation of blended learning, in order to examine related perception about blended learning's vitality, its challenges and possible pitfalls, and its probable future both in individual learning and in the broad field of education. In that way, this can help the school administrators and curriculum developers to provide a better plan and basis for policies and guidelines of making science modules in the secondary level of education.*

Keywords*: Teaching Difficulties, Technological Skills, Teaching Modalities, Blended Learning, Learning Modules.*

I. INTRODUCTION

Education nowadays is a challenge for teachers due to the worldwide crisis because of the pandemic. This new scenario of imparting knowledge brought difficulty both for teachers and students particularly in the community secondary schools where electricity and internet are not well-developed. However, this condition is not an excuse hence teaching and learning should be continued. The new strategy of instruction, blended learning is a means of "meeting the challenges of adapting learning and increasing the needs of individuals by incorporating the innovative and technological advances offered by online learning with the interaction and contribution offered in the best of traditional learning." This type of learning environment meets the demands of students who, for personal or professional reasons, are unable to attend traditional contact classes. Since teaching is structuring the learning environment of the students, the teacher synthesizes the specific elements like purposes, subject matter or content, an even time space, and teaching methods and facilities.

Hence, this global crisis in all aspects, contemporary education must coexist with global development in various areas of human activity. Information and communication technologies (ICT) touch almost every aspect of modern society, including international organizations, the economy, health care, leisure time, and education. The ICT manipulations on education have resulted in a moderately new idea of learning and teaching through blended learning. It may be a more effective method of delivering teaching materials and responses to new generations of students at all levels of education. Through findings from different studies, this only means that the difficulties in teaching in this time of educational crisis depend on several factors such as teachers, skills of teachers, school facilities, teaching performance, the learning situation, and the approach to be used as instruction.

II. METHODOLOGY

A. Research Design and Methods

This study utilized the descriptive-correlation research design. It describes the personal and educational profiles of the respondents, the technological skills, the teaching modalities, and the teaching difficulties encountered by the respondents during the implementation of blended learning constitute the major data in this study. To achieve the purpose of the inquiry, quantitative data were gathered.

B.Study Area and Respondents of the Study

The study was conducted in the different MSU External High Schools. Majority of the schools are in the province of Lanao del Sur. One of the 13 community schools, the MSU-Lopez Jaena CHS is located at Misamis Occidental while MSU Baloi Community High School is in Lanao del Norte. There were 410 faculty members which was the total population comprising the 12 community high schools under the supervision of the Assistant Vice Chancellor for Academic Affairs in MSU External Units. The respondents of the study were the 210 out of 410. These were teachers handling subjects during the blended learning approach for this school year 2022-2023.

III. RESULTS

Based on the data gathered and statistical analysis the followings are the findings of the study:

1. Personal and Educational Information. There were 116 or 95.2 percent of the respondents belonged to the age bracket of 35-45 years old, 31.4 percent (56) belong to below 30 years old bracket and 13.3 percent (28) belong to above 50 years old bracket. 203 or 96.7 % were female respondents, while only 7 or 3.3 % were males. There were 144 or 68.6 % of the respondents were married and 66 or 31.4 % were still singles. There were 119 or 66.7 % of the respondents were college graduate, 67 or 31,9 % were master's degree graduate, 21 or 10.0 % doctoral degree graduate, and 3 or 1.4 % had attended trainings related to their teaching profession. There were 71 or 33.8 % of the respondents were handling other subjects, 63 or 30.0 % were handling science subjects, 47 or 22.4 % were handling English subjects, and 13.8 % handled math subjects. There were 160 or 76.2 % of the respondents had none or 3 children, 34 or 16.2 % had 4 to 7 children, while 16 or 7.6 % had more than 7 children. There were 109 or 51.9 % had permanent status, 52 or 24.8 % were probationary status, and 49 or 23.3 % were contractual. There were 74 or 35.2 % of the respondents were more than 9 years in the service, 73 or 34.8 % were 4 to 6 years in the service, 34 or 16.2 % were 1 to 3 years in their profession, and 29 or 13.8 % were in the service for 7 to 9 years.

2. Technological Skills. Two of the technological skills such as word processing and internet navigation were always used by the respondents during the blended learning implementation in the community high schools. The other skills such as spreadsheet skills, email management skills, database management skills, internet navigation skills, networking skills, and touch typing were sometimes used by the respondents.

3. Teaching modalities. The mode of teaching used by all or 100 % of the respondents for every week was learning modules. Majority or 96.2 % of the respondents used group-chat and 91.4 % of the respondents used Facebook as their mode of teaching still for every week during the blended learning implementation in the community high schools. The other modalities used by the respondents such as google meet (20.5 %), google classroom (13.3 %), blogs (9.0 %), and zoom (8.1 %) were used less than a month.

4. Teaching difficulties. On financial basis 93 of the respondents strongly agreed the statement "using personal money to buy unavailable materials for classroom students use to prepare learning materials" while the rest of the statements were agreed by the respondents. On the basis of instructional facilities 4 out of 10 the statements were strongly agreed by the respondents while 6 of the 10 statements were agreed by the respondents that they encountered during the used of blended learning as teaching approach. On the psychological basis, all of the statements were agreed by the respondents that they have encountered as difficulties during the blended learning approach. On school environment basis,4 of the 6 statements were agreed by the respondents that may encountered as teaching difficulties, while 2 statements were moderately agreed by the respondents that may encountered as teaching difficulties.

5. Relationship between technological skills and teaching difficulties. In relation to financial, two of the technological skills such as word processing (rho=.174, p< .05) and spreadsheet (rho=-.147, p<.05) were significant, while the rest of the technological skills were found to be not significant in relation to teaching difficulties of the respondents. In relation to instructional facilities, only the email management skills (rho= .148, p<.05) had significant relationship to the teaching difficulties of the respondents, while the rest of the technological skills were found to be not significant to the teaching difficulties of the respondents. In relation to psychological, 3 of the technological skills such as spreadsheet skills (rho=.149, p< .05), database managerial skills (rho=-.146, p< .05), and email management skills (rho= .176, p< .05) were found to be significant while the rest of the technological skills were not significant in relation to the teaching difficulties of the respondents during the used of blended learning as teaching approach. In relation to the school environment, only the electronic presentation skill was found to be significant (rho=-.141, p< .041), while the rest of the skills in technology were not significant in relation to the teaching difficulties encountered by the respondents during the blended learning approach.

6. Relationship between teaching modalities and teaching difficulties. Two of the teaching modalities relative to financial, such as Facebook (r=-.167, p <.05) and group chat (r=.208, p<.002) were found to be significant while the rest of the teaching modalities had no significant relationship with the teaching difficulties of the teacher respondents during the blended learning approach. Four out of six teaching modalities relative to instructional such as google met (r=-.183, p<.05), google classroom (r=-.174, p< .05), blogs (r=-.174, p<.05),

and group chat (r= .184, p< .05) were significant to the teaching difficulties encountered by the respondents, while the two mode of teaching that found to be not significant were the Facebook (r=-.022, p> .05), and zoom (r=.080, p>.05). In relation to psychological, only one mode of teaching found to be significant with the teaching difficulties of the respondents. The rest of the teaching modalities were found to be not significant with the teaching difficulties encountered by the respondents during the blended learning approach in the community high schools. In relation to school environment, two out of the six teaching modalities such as google met (r=-.214, p<.05) and google classroom (r=-.186, p< .05) were found to be significant in the teaching difficulties encountered by the respondents, while the rest of the mode of teaching were found to be not significant.

IV. FIGURES AND TABLES

Fig.1.Map of Lanao del Sur

TABLE 1.Relationship Between Technological Skills and the Teaching

Technological Skills	Correlation coefficient (*Rho*)	*p*-value	Interpretation
1.Word Processing Skills	.174	.011	Significant
2. Spreadsheet Skills	-.147	.033	Significant
3. Database Managerial Skills	-.118	.088	Not Significant
4. Electronic Presentation Skills	-.108	.119	Significant
5. Internet Navigation Skills	.039	.572	Not Significant
6. Email Management Skills	.148	.032	Significant
7. Networking	.024	.732	Not Significant
8. Touch Typing	.134	.053	Not Significant

*Legend: Rho= Spearmen's rho *Significant at 0.05 level of significance*

TABL 2. Relationship Between Teaching Modalities and Teaching Difficulties

Teaching Modalities	Correlation Coefficient (r)	*p*-value	Interpretation
1. Facebook	-.167	.016	Significant
2. Google Meet	-.183	.008	Significant
3. Google classroom	-.183	.008	Significant
4. Zoom	-.012	.866	Not Significant
5. Blogs	-.174	.102	Significant
6. Group chat	.208	.002	Significant

Legend: r=Pearson's r, significant at 0.05 level of significance

TABLE 3.Proposed Guidelines for Making Secondary Modules

Objectives	Activities/Strategies	Person's Involved	Expected Output
To improve the skills in computer of the school personnel	Construct seminar/training workshop on computer literacy	All school personnel	Computer literacy of all school personnel
To review of the course syllabus	Meeting of the subject	school head	Organization of

	coordinators and school head	subject coordinators	topics for each subject areas
To give suggestions/recommendations on course syllabus	Collaborative work of the different faculty members of each subject areas	Subject teachers Subject coordinators School head	Mastery of the assigned subject
To assign topics for each faculty members	Identifying the subject to behandled by the faculty members	Subject teacher	Expertise of the subject
To develop learning modules	Making of learning modules	Subject teachers	Learning modules for each subject area
To submit the finished modules to the subject coordinators for the approval of school principal	Checking of learning modules for improvement	Subject coordinators School head	Modified learning modules for each subject areas
To submit the modified learning modules at the OAVCAA	Checking of learning modules for final revision	School head OAVCAA staff, SAs, and AVCAA	Final editing of learning modules
To reproduce and disseminate the learning modules to the MSU External HS	Reproduction and dissemination of learning modules	OAVCAA personnel, AVCAA, School heads	MSU External HS' Learning Modules

V. CONCLUSION

From findings of the study, these are the following conclusions. It showed that, most of the respondents (116) were at the age between 30-45, females, married, graduate of bachelor's degree, are handling subjects other than English, mathematics, and science, have the average family members, holding permanent tenure, and more experienced in their profession serving more than 9 years. For the technological skills, word processing and internet navigation skills were always used by the respondents. Other skills such as word processing skills and spreadsheet skills were significantly related to respondents' difficulty in teaching. For the modes of teaching, learning modules were used all of the time. The other modalities utilized were Facebook and group chat. Teaching modals related significantly to teaching difficulties were google meet, google classroom, and blogs, and group chat.

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Sanaoray P.T.Canapi is a Filipino-muslim, born in Lanao del Sur Mindanao, Philippines.She is a graduate of BS Biology at Davao Doctors College in Davao City. She finished two masters degrees, Master of Science Teaching major in General Science at Mindanao State University and Master of Arts in Education major in Supervision and Administration at Jamiatul Philippine Al-Islamia. She continued her academic journey in pursuing two doctoral degrees, Doctor of Philosophy in Science Education major in Biology and Doctor of Philosophy in Educational Management both in Mindanao State University, Marawi Campus. Dr. Canapi is holding the highest rank in their school, Associate Professor V. For the previous years, she is a regular lecturer during the SASE Booster Review sponsored by the MSU External Units and Al-Ghamdi program. She has presented papers internationally namely: Sharing Global Vision on 21st Century Pedagogical Skills (Kuala Lumpur, Malaysia); Healing Beliefs and Practices among Subanen and Mansaka (Kuala Lumpur, Malaysia); and A Study on Specie Diversity and Density of Macrobenthic Algae Along the Intertidal Zone of Maryknoll and Paradise Beaches (Dakak Beach Resort and Fantasyland, (Dapitan City, Philippines). She has also published various papers and articles namely: (1) The Implementation of instructional supervision in Indonesia and the Philippines, and its effect on the variation of teacher learning models and materials (Cogent Education, https://doi.org/10.1080; (2) Instructional Materials for Teachers : SCIENCE 8 MSU-OAVCAA (External Studies Marawi, Philippines); (3) Capacity Development Programme for Teachers and Administration of Primary Schools in Southern Philippines 2018: Daily Journal and Reflection Report (Kuala, Lumpur, Malaysia); (4) Learn ARMM Research Project (conducted by the Assessment Curriculum and Technology Research Center (ACTRC)- University of the Philippines, Diliman); and (5) Healing Beliefs and Practices among Subanen and Mansaka (Kuala Lumpur, Malaysia) https://www.researchgate.netpublicationdoi.10.7763. At present, she is connected at MSU Tugaya Community High School handling subjects both in Junior High School and Senior High School, handling Science subjects. As a proof of her efficient and effective performance, she has been a Science Coordinator for more than two decades and has been awarded as Best Teacher for two consecutive years.