

TEACHER'S CAPABILITIES, LEARNING EXPERIENCES, AND CHALLENGES IN BLENDED LEARNING IN THE NEW NORMAL EDUCATION

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ABSTRACT

The educational services worldwide are affected by COVID 19 pandemic. It brings numerous challenges, particularly to all. Thus, the Philippine public educational sectors decided to shift traditional teaching-learning into a blended learning modality. There are options such as online classes and modular distance learning as an alternative way for schools and teachers to render educational services to the students. Moreover, even teachers are still in the process of adjusting and improving their teaching practices and capabilities to deal with the current trend of teaching-learning modality. So, the researcher explored the teachers' capabilities, learning experience, and its challenges in blended learning in this new normal education. This descriptive research used a quantitative method wherein the teachers of Diplahan National High School served as respondents. They were chosen randomly through stratified random sampling to come up with 68 sample sizes. It utilized Pearson Product Moment Correlation, T-Test, and ANOVA as statistical tools. Results revealed that teachers in Diplahan National High School possess the necessary capabilities needed for the implementation of blended learning. The learning experiences of the teachers in blended learning are the following: the students are improving their ICT literacy skills, the students are responsive to queries, respectful, participative, and are paying attention. The respondents experienced these challenges: students with internet connectivity, poor internet connectivity, distance from home, too much auxiliary work, stress, and lack of sufficient time. More so, there is a significant effect of teachers' capabilities on the teacher's learning experiences in blended learning, particularly in the length of service. Consequently, regardless of the respondent's differences in terms of their age, years in service, and position, they have acquired some learning experiences in this blended learning.

Keywords: Teachers' Capabilities; Students' Learning Experiences; Teachers' Challenges; Blended Learning in a New Normal Education

INTRODUCTION

In the year 2019 to the present, unexpected health cases happened worldwide, which affect almost all individuals, including the educational sector. Brought by COVID 19 pandemic, it affects even educational sectors and teachers in rendering their educational services to the students and stakeholders. In the Philippines, as the COVID 19 spikes as time goes by, the Face to Face (F2F) teaching-learning modality was temporarily banned in order to follow the COVID – 19 safety

protocols of “No Social Gatherings” for safety reasons, especially for the young learners' health. With these challenges, the Philippine public school administration shifted the previous learning mode into a blended learning modality as an alternative way for administrators and teachers to continue rendering their educational services to the learners and stakeholders despite the rapid spikes of COVID 19, and to maintain the teachers' principle that teachers will do their best to cater the learners' academic needs despite various challenges that teachers and learners are facing.

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Blended learning includes a mix of numerous educational conveyance modes consolidating innovation and vis-à-vis collaborations for reasons for meeting learning destinations. "Academically, mixed learning supports dynamic learning, students focused learning, just as distributed cooperation" (Tandoh, Flis, and Blankson, 2014). Blended learning is utilized in the new type because of this Coronavirus can assist with saving the country's schooling framework. With appropriate arranging and strategy on carrying out the recommended approach, teachers may see it as simple, and the students may appreciate getting the hang of it during the pandemic.

OBJECTIVES OF THE STUDY

The study aimed to determine the teacher's capabilities, learning experiences, and challenges in blended learning in the new normal education. Specifically, the study sought to fulfill the following specific objectives:

1. To describe the level of teachers' capabilities in blended learning.
2. To evaluate the learning experiences of teachers in blended learning.
3. To analyze the teacher's challenges in blended learning.
4. To identify the significant effect of teachers' capabilities on the teachers' learning experiences in blended learning.

METHODOLOGY

The study focused on the teacher's capabilities, learning experiences, and challenges in blended learning in the new normal education. The study was carried out in one of the big schools of the Division of Zamboanga Sibugay, specifically the Diplahan National High School. The research was done on teachers from both Junior and Senior High schools of Diplahan National High School. The study used a quantitative approach in data collection and stratified random sampling to help in a balanced comparison of the selected secondary school in the Schools Division of Zamboanga Sibugay.

This study utilized a quantitative method, specifically descriptive design to get the necessary data for teachers' capabilities, learning experiences, and challenges in blended learning in the new normal education. According to Creswell (2013), a quantitative method involves data collection, analyzing, interpreting, and putting the results of the study down. This study is a form of descriptive research utilizing the survey method. Kothari (2004) stated that descriptive research design utilized survey methods of all kinds, including comparative and correlational methods. It is considered a survey method because the researcher collected and analyzed a large amount of data pertaining to the variables being studied.

Furthermore, the researchers employed stratified random sampling, according to Creswell (2014) simple random sampling is a sample of individuals that exist in a population; the individuals are randomly selected from the population and placed into a sample.

There was one group of high school teachers who was part of the study from different Grade levels and specializations in Diplahan National High School, both from Junior High School and Senior High School. The chosen respondents were informed of their role in the research project. They were also informed that their participation is voluntary and will not receive monetary compensation. They may opt to stop their participation at any stage of the research process if they feel uncomfortable or any other reasons they may raise.

The study utilized a survey questionnaire to generate responses to teachers' capabilities, learning experiences, and challenges in blended learning in the new normal education. With the permission of the School Principal, the researcher conducted the study.

The questionnaire was adapted to the study conducted in Schools Jamaica by Cynthia Onyefulu and Carmel Roofe in 2019 entitled Characteristics, Technology Capabilities, and Experiences of In-Service Teachers on the Use of Online/Blended Learning at a Tertiary Institution in Jamaica.

The researcher made known to the respondents the kind and purpose of this research. The researcher asked the permission of each



teacher-respondent as to their willingness to be part of the study. It was also assured that their participation in this study and their responses in the conducted survey were kept confidential in all respects. It was also explained to the respondents that anytime they do not like to continue as participant or respondent, they may quit.

The researcher asked permission from the Zamboanga Peninsula Polytechnic State University Dean. Upon the approval of the Graduate Studies Dean, the gathering of data started right after doing so and was approved by the School Principal of Diplahan National High School, Schools Division of Zamboanga Sibugay. The researcher identified the teachers at Junior High School (Grades 7, 8, 9, 10) and the various strands of Senior High School (Grade 11 and 12). Then, the consent of these teachers was secured ahead of time before the survey questionnaire was distributed.

The researcher provided the teachers with sufficient time to answer the questionnaire. A deadline for the collection of the answered questionnaire was agreed upon by both parties. One hundred percent (100%) retrieval of the distributed questionnaire was the target of this study. After the data were collected, it was tabulated and analyzed using the appropriate statistical tool.

RESULTS AND DISCUSSION

1. Level of Teachers' Capabilities, Learning Experience, and Challenges

Table 1
Blended Learning (BL) in Summary

| Component parts of Blended Learning | Computed Mean | Description |
|-------------------------------------|---------------|----------------|
| Teachers' capabilities | 3.63 | Strongly Agree |
| Teachers experienced | 3.10 | Strongly Agree |
| Teachers Challenges | 3.28 | Strongly Agree |
| Grand Mean | 3.33 | Strongly Agree |

The study determines the teacher's capabilities, learning experiences, and challenges in blended learning in the new normal education. The respondents of this study are very capable of teaching in a Blended learning modality having a mean of 3.63. This implies that the respondents are

very capable to implement and deliver instruction in a blended learning environment. Moreover, they are also very capable of monitoring their student's progress, providing feedback, innovating new strategies, adopting critical thinking, performing various teaching modalities, and maintaining a conducive learning environment in various learning modalities.

2. Significant Relationship between Teachers' Capabilities and Learning Experience

Table 2
Significant relationship between teachers' capabilities and learning experience

| X | Y | R Correlation | P-value | Decision | V.I. |
|------------------------|-------------------------------|---------------|---------|-----------------|----------------|
| Teacher's Capabilities | Teacher's Learning Experience | 0.323 | 0.007 | Not Significant | No correlation |

Table 2 illustrates that the Pearson r value result is 0.323 which denotes a low or slight correlation and the sig. (2-tailed) value of 0.007 is lesser than the value of the alpha level of (0.01). Thus, the null hypothesis is rejected. Hence there is a significant effect of a teacher's capabilities on the teacher's learning experiences in blended learning. This suggests that there is a direct relationship between the teacher's capabilities and the teacher's learning experiences in blended learning. This also indicates that the learning experiences influence the capabilities of the teachers.

3. Significant difference in a teacher's capabilities in blended learning when the data are categorized according to their profile

3.1. In terms of Gender

Table 3
Significant difference in a teacher's capabilities in blended learning in terms of Gender

| Sex | t-value | p-value | Decision | V.I. |
|--------|---------|---------|-----------------|----------------|
| Male | .718 | .475 | Not Significant | No correlation |
| Female | | | | |



Table 3 shows the teacher’s capabilities in blended learning when data are categorized according to gender, with a t - value of 0.718 and the sig. (2-tailed) value is 0.475 which is greater than the alpha level. (0.01), have no significant difference. Thus, the null hypothesis is accepted. This further means that gender does not have an influence on the capabilities of the respondents in implementing blended learning.

3.2. In terms of years in service

Table 4
Significant difference in a teacher’s capabilities in blended learning in terms of years in service

| Variables | f | p-value | Decision | V.I. |
|--|-------|---------|-----------------|----------------|
| Years in service 0-5 years 6-10 years 11-15 years 15 or more years | 0.917 | 0.342 | Not Significant | No correlation |

Table 4 displays the teacher’s capabilities in blended learning when the data are categorized according to their years in service, with an F- value of 0.917 and the sig. (2-tailed) value is 0.342 which is greater than the alpha level. (0.01). Thus, the null hypothesis is not rejected. Hence, there is no significant difference in the teacher’s capabilities in blended learning despite their differences in their length of service.

3.3. In terms of Age

Table 5
Significant difference in a teacher’s capabilities in blended learning in terms of Age

| Variables | f | p-value | Decision | V.I. |
|----------------------------|---|---------|-----------------|----------------|
| 20-30 31-40 40 above | 0 | 0.986 | Not Significant | No correlation |

Table 5 flashes the teacher’s capabilities in blended learning when the data are categorized according to their Age, with an f- value of 0 and the sig. (2-tailed) value is 0.986 which is greater than the alpha level. (0.01). Thus, the null hypothesis is not rejected. Hence, there is no significant

difference in the teacher’s capabilities in blended learning despite their differences in Age.

3.4. In terms of the Position

Table 6
Significant difference in a teacher’s capabilities in blended learning in terms of the Position

| Variables | f | p-value | Decision | V. I. |
|---|-------|---------|-----------------|----------------|
| Position T1-T3 HT1-HT4 MT1-MT4 | 0.088 | 0.768 | Not Significant | No correlation |

Table 6 shows the teacher’s capabilities in blended learning when the data are categorized according to their position, with an f- value of 0.088 and the sig. (2-tailed) value is 0.768 which is greater than the alpha level. (0.01). Thus, the null hypothesis is not rejected. Hence, there is no significant difference in the teacher’s capabilities in blended learning despite the differences in their position.

4. Significant difference in teachers' learning experience in blended learning when the data are categorized according to their profile

4.1. In terms of Gender

Table 7
Significant difference in a teacher’s learning experience in blended learning in terms of Gender

| Sex | T-value | P-value | Decision | V.I. |
|----------------|---------|---------|-----------------|----------------|
| Male Female | 0.736 | 0.468 | Not Significant | No correlation |

Table 7 highlights the teacher’s learning experiences in blended learning when data are categorized according to gender, with a t - value of 0.736 and the sig. (2-tailed) value is 0.468 which is greater than the alpha level. (0.01), have no significant difference. Thus, the null hypothesis is accepted. This further means that the respondents, male or female, are equally capable of implementing blended learning.



4.2. In terms of years in service

Table 8
Significant difference in a teacher's learning experience in blended learning in terms of the years in service

| Variables | f | p-value | Decision | V.I. |
|--|-------|---------|-----------------|----------------|
| Years in service 0-5 years 6-10 years 11-15 years 15 or more years | 1.646 | 0.201 | Not Significant | No correlation |

Table 8 above presents the teaching experience in blended learning when data are categorized in their years of service, with an f-value of 1.646 and the sig. (2-tailed) value is 0.201 which is greater than the alpha level. (0.01). Thus, the null hypothesis is not rejected. Hence, there is no significant difference in teachers' learning experience in blended learning when the respondents are classified according to their years in service. Hence, there is no significant difference in the learning experience when the respondents are classified according to their years in service.

4.3. In terms of Age

Table 9 represents the teaching experience in blended learning when data are categorized in their years of service, with an f-value of 1.367 and the sig. (2-tailed) value is 0.262 which is greater than the alpha level. (0.01).

Table 9
Significant difference in a teacher's learning experience in blended learning in terms of age

| Variables | F | P-value | Decision | V.I. |
|-----------------------------------|-------|---------|-----------------|----------------|
| Age 20-30 31-40 40 above | 1.367 | 0.262 | Not Significant | No correlation |

Thus, the null hypothesis is not rejected. Hence, there is no significant difference in teachers' learning experience in blended learning when the respondents are classified according to their age. Hence, there is no significant difference in the learning experience when the respondents are classified according to their age.

4.4. In terms of Position

Table 10
Significant difference in a teacher's learning experience in blended learning in terms of Position

| Variables | f | p-value | Decision | V.I. |
|---|-------|---------|-----------------|----------------|
| Position T1-T3 HT1-HT4 MT1-MT4 | 2.264 | 0.112 | Not Significant | No correlation |

Table 10 shows the teaching experience in blended learning when data are categorized in their years of service, with an f-value of 2.264 and the sig. (2-tailed) value is 0.112 which is greater than the alpha level. (0.01). Thus, the null hypothesis is not rejected. Hence, there is no significant difference in teachers' learning experience in blended learning when the respondents are classified according to their positions. Hence, there is no significant difference in the learning experience when the respondents are classified according to their positions.

CONCLUSIONS

Based on the findings, the following conclusions were drawn:

1. The teachers in Diplahan National High School possess the necessary capabilities needed for the implementation of blended learning.
2. From the learning experiences of the teachers, the students are improving their ICT literacy skills. They are responsive to queries, respectful, participative, and attentive.
3. The respondents experienced challenges in implementing blended learning such as lack and/or poor of internet connectivity, distance from home, too much auxiliary work, stress, and lack of sufficient time.
4. There is a significant effect of teachers' capabilities on the teacher's learning experiences in blended learning. To highlight, the length of service or experiences influences the capabilities of the teachers.



5. There is no significant difference in the teacher's capabilities in blended learning and teacher's profile. Thus, regardless of age, years in service, and positions, there is no difference in their capabilities as all show that despite their diversity, they are all very capable of implementing blended learning.
6. There is no significant difference in the teacher's learning experience in blended learning when the data are categorized according to their profile. Hence, regardless of the respondent's differences in terms of their age, years in service, and position, they have acquired some learning experiences in this modality

RECOMMENDATIONS

Based on the findings, the following recommendations were made:

1. The DepEd should allot a budget and hire teachers aids to lighten loads of the teachers and reduce the auxiliary works of the teachers giving them the time they need to improve themselves and become even more capable in implementing blended learning.
2. The principal is necessary to ensure that the teacher will always be equipped with the necessary skills, they need to keep up with the changes of this modern world, carry on with the demands of blended learning, and inspire them to grow professionally.
3. The headteacher makes sure that all the teachers in their departments receive training and help them grow professionally so that they will be even more capable of implementing blended learning.
4. The teachers must seek more knowledge and acquire more skills to be able to keep up with the ever-changing demands of this new modality, thus maintaining high capabilities for facilitating blended learning.
5. For Future Researchers, it is important to validate the major findings of this study, it is recommended to conduct further study considering the wider scope of respondents

to determine the teacher's capabilities, learning experiences, and challenges in blended learning in the new normal education.

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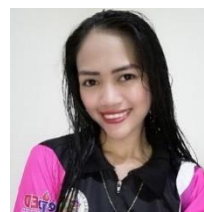
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