

Difficulties of Teachers in Araling Panlipunan Under Blended Learning Modality

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Abstract

This study aimed to analyze the struggles teachers face in teaching Araling Panlipunan through blended learning during the School Year 2022-2023. Respondents included 34 teachers from St. John's Wort Montessori School. The instrument's reliability was validated using Cronbach's alpha with 30 dry-run respondents from the Canlaon City Division. Data analysis involved descriptive and comparative methods, using frequency, percentage, mean, and Mann-Whitney U test. Results indicated that 52.9% of respondents were 36 and above, 64.7% were married, and 61.8% had attended multiple training sessions. Teachers experienced significant difficulties selecting student tasks, ensuring exam material reflected daily lessons, and evaluating learning resources. These difficulties persisted across age, civil status, and training groups, with no significant differences found. The findings call for developing a targeted capability-building plan to address these challenges.

Keywords: Araling Panlipunan, blended learning modality, content knowledge and pedagogy, learning resources, online and offline assessment, and teacher difficulties.

Introduction

Nature of the Problem

Blended learning, which combines traditional classroom instruction with online learning activities, has become increasingly prevalent, especially in response to the COVID-19 pandemic. However, this modality presents unique challenges for teachers, particularly those teaching subjects like Araling Panlipunan (Social Studies) that require extensive interaction and critical thinking. The Department of Education (DepEd) in the Philippines has mandated blended learning modalities in certain circumstances, extending beyond November 2, 2022, for some public schools unable to comply with the five-day in-person classes. Despite its benefits, blended learning imposes significant difficulties on teachers, such as managing technical issues, evaluating student learning accurately, and selecting appropriate learning resources.

It is common knowledge that teaching Araling Panlipunan (Social Studies) under a blended learning modality presents many challenges for teachers and administrators alike (Gonzaga, 2019). Technology access and digital literacy among teachers and learners stand out among them. Not all students can access the devices needed for a blended learning model. Added to that is internet connectivity. The unreliable, intermittent internet connection can hinder both



synchronous and asynchronous learning. Another pressing concern is digital literacy. In the words of Falloon (2020), teachers and students may need more skills to effectively use digital tools and platforms under blended learning modality. Let's bring student engagement and participation into the picture during these trying times of the pandemic. We can only imagine the struggles teachers experience in keeping students engaged through a screen rather than in a physical classroom. Simply put, the challenges are almost without limits.

Current State of Knowledge

Existing literature indicates that teachers encounter several difficulties in blended learning environments. Technical difficulties, such as poor internet connectivity and inadequate software or hardware, can disrupt learning. Assessment and evaluation become more complex, requiring diverse tools to gauge student understanding effectively. Additionally, teachers must navigate the selection and application of learning resources that align with blended learning objectives. These challenges necessitate new teaching strategies, effective use of technology, and consistent communication with students and parents.

This brings us to the community and parental support needed by this new teaching modality during the pandemic. Teachers cannot just use a blended learning modality alone; parental involvement is essential for its success (Tong et al., 2022). Parents have critical roles to play in the learning process at home to support their children. Community resources are needed in times when students have limited access to technology. There may be a need for appropriate, high-quality digital resources tailored to the Araling Panlipunan curriculum. Limited technical support can make it difficult for teachers to resolve technical issues promptly.

Theoretical Underpinnings

This study is anchored in several educational theories and frameworks that guide blended learning. The Community of Inquiry (CoI) Model emphasizes creating social, cognitive, and teaching presence in online learning environments. The Conversational Framework highlights the importance of dialogue and interaction between learners and instructors. The Technological Pedagogical Content Knowledge (TPCK) Framework integrates technology, pedagogy, and content knowledge to enhance teaching effectiveness. Furthermore, the Universal Design for Learning (UDL) framework advocates for flexible learning environments that cater to diverse student needs. These theoretical underpinnings provide a foundation for understanding teachers' difficulties and developing strategies to address them.

Objectives

This study aimed to determine the difficulties teachers experience in teaching Araling Panlipunan through blended learning during the School Year 2022-2023. Specifically, it sought to determine 1) the difficulties teachers face in content knowledge and pedagogy, online and offline assessment, and learning resources and 2) if there is a significant difference in the difficulties encountered by Araling Panlipunan Teachers when analyzed by respondents' demographics.



Methodology

The study's methodology-related components, such as the research design, respondents, research instrument, data collection process, and ethical issues, are described in this particular section.

Research Design

This study employed a descriptive research design to identify the difficulties faced by teachers in teaching Araling Panlipunan within a blended learning modality at District 2 of the Antipolo Division for the School Year 2022-2023. Descriptive research involves collecting and describing events, organizing, tabulating, depicting, and interpreting data (Shuttleworth, 2014). This design was chosen to gather factual information, assess the current state of teaching challenges, and form the basis for developing a capacity-building plan.

Respondents

The respondents of this study were 34 teachers from District 2-A of Antipolo, Rizal. These teachers were purposively selected to provide insights into the difficulties encountered in teaching Araling Panlipunan through a blended learning modality.

Procedures for Data Collection

The data collection involved several steps to ensure thorough and ethical information gathering. The researcher first sought and obtained approval from the Thesis Committee of the School of Graduate Studies of STI West Negros University. Following this, permission was secured from the district supervisor and school heads to conduct the study and distribute the questionnaires. A researcher-made questionnaire was used, consisting of two main parts: 1) The personal profile of the respondents, covering age, civil status, educational attainment, and training attended in Araling Panlipunan; and 2) A set of 30 questions addressing teachers' difficulties in teaching Araling Panlipunan in a blended learning modality, focusing on content knowledge and pedagogy, online and offline assessment, and learning resources. The researcher personally distributed and collected the questionnaires to ensure proper handling and accuracy.

Data Analysis and Statistical Treatment

Objective 1 used the descriptive analytical scheme and mean as a statistical tool to determine teachers' difficulties in Aralaing Panlipunan based on content knowledge and pedagogy, online and offline assessment, and learning resources. Objective 2 used the comparative analytical scheme and Mann-Whitney U test to determine teachers' difficulties with the same subject based on demographics.



Ethical Considerations

Ethical considerations were meticulously integrated into the study to protect and respect all participants. Participation was voluntary, ensuring no coercion influenced the teachers' decision to engage in the research. Informed consent was obtained by thoroughly explaining the study's purpose, procedures, and potential risks, allowing participants to make well-informed decisions. The study was designed to minimize any risk of harm, both physical and psychological, with clear communication of any potential risks and steps taken to mitigate them. Confidentiality was strictly maintained, ensuring that personal information and responses were securely handled and accessible only to the research team. Additionally, anonymity was preserved by using codes instead of names, allowing participants to remain unidentified even to the researchers, and participants were free to withdraw from the study at any time without repercussions. These ethical measures ensured that all participants' rights, dignity, and well-being were upheld throughout the research process.

Results and Discussion

This section presents the data gathered that were further treated, presented, analyzed, and interpreted to carry out the objectives of this study.

Difficulties of Teachers in Araling Panlipunan under Blended Learning Modality (BLM)

Table 1

Difficulties of Teachers in Teaching Araling Panlipunan under BLM in Content Knowledge and Pedagogy

Items	Mean	Interpretation
<i>As a teacher, I find difficulties in...</i>		
1. Anticipating student challenges, misconceptions, partial misconceptions, alternate conceptions, strengths, interests, capabilities, and background knowledge.	3.70	High Level
2. Evaluating student ideas evident in work, talk, actions, and interactions.	4.00	High Level
3. Explaining concepts, procedures, representations, models, examples, definitions, and hypotheses.	3.82	High Level
4. Creating and adapting resources for instruction (examples, models, representations, explanations, definitions, hypotheses, procedures).	3.61	High Level
5. Evaluating and selecting resources for instruction (examples, models, representations, explanations, definitions, hypotheses, procedures).	3.35	Moderate Level
6. Developing questions, activities, tasks, and problems to elicit student thinking.	3.70	High Level
7. Evaluating and selecting student tasks (questions, tasks, problems) to elicit student thinking.	4.08	High Level
8. Doing the work of the student curriculum.	4.02	High Level



9. Doing the work that will be demanded of the students as part of the intended curriculum.	3.82	High Level
10. Anticipating student interest and motivation around particular content and practices.	3.61	High Level
Mean	3.77	High Level

Table 1 summarizes the analysis of the difficulties teachers face in Aralaing Panlipunan under BLM in terms of content knowledge and pedagogy, with an overall mean of 3.77, interpreted as a high level. This means that most teachers find it difficult to select learning activities and tasks in blended learning instruction to elicit the actual critical thinking of the learners. Some Araling Panlipunan teachers still adapt to the blended learning modality. Hence, not all of them can perform perfectly. Designing learning activities and tasks is difficult, especially if the teacher is new to the service and has less training in blended instruction. Various unique and critical parts need to be considered in designing blended learning activities. These serve as a guide for instruction and contain details of what a teacher and learners will do to meet the required learning competencies.

Roszak and Kołodziejczak (2018) corroborated this finding when they concluded that selecting blended learning activities and tasks requires constant adaptation of teaching. In addition, not all teachers think about the design of blended learning in the same way, and findings show that most teachers are led by practical considerations rather than attending to individual students' needs. Addressing this issue may be done through peer dialogue to dispel anxieties, share challenges and solutions, and better reach a shared vision. Also supporting the finding are Nilson and Goodson (2018), who reported that teachers new to distance and blended learning may feel unprepared to facilitate teaching and, thus, need support in technical, pedagogical, and time management. Instruction heavily relies on technology, leaving the teachers not fully prepared and lack of competence.

Table 2

Difficulties of Teachers in Araling Panlipunan under BLM in Online and Offline Assessment

Items	Mean	Interpretation
<i>As a teacher, I find difficulties in...</i>		
1. offering formative and summative assessments.	3.41	Moderate Level
2. ensuring that everyone in the class thoroughly comprehends the lesson, carefully review it.	3.41	Moderate Level
3. giving advice before the test.	3.76	High Level
4. after the test, go over the question.	3.67	High Level
5. offering guidance to students who performed poorly on the exam.	3.85	High Level
6. enabling those who missed exams for legitimate reasons to retake them.	3.41	Moderate Level
7. constructing learner profiles from exam results.	3.79	High Level
8. determining the learners' progress.	3.50	High Level
9. creating tests to measure higher-order thinking abilities.	3.55	High Level



10. making sure the material for the exam came from the actual daily lessons.	3.94	High Level
Mean	3.63	High Level

Table 1 summarizes the result of the analysis of the difficulties teachers face in Aralaing Panlipunan under the BLM in terms of online and offline assessments with an overall mean of 3.63, interpreted to mean high level. This finding implies that the majority of the teachers needed help to prepare assessment activities that were taken from actual daily lessons. The reason is that some lessons are solely for face-to-face instruction, which may not apply to blended learning instruction. Same for designing exams wherein some exams may not be applicable for blended learning but for face-to-face instruction alone. Hence, Araling Panlipunan teachers exerted extra time and effort to formulate blended learning assessment activities.

Canales (2020) supports this finding when he reported that assessment of learning in blended instruction places a challenge for teachers in determining the actual learning of the learner considering that they have limited interaction and thus the teacher cannot see the actual situation compared to a full face-to-face setting. Teachers find it difficult to develop new alternative and varied approaches to monitor children's learning during the COVID crisis. In addition, the result is supported by DepEd Order No. 08, s. 2015, wherein learners must be assessed through various processes and measures appropriate to and congruent with the learning competencies defined in the K to 12 curriculum. These processes and measures may be used for formative and summative assessments with different goals. Learners may be assessed individually and collaboratively.

Table 3*Difficulties of Teachers in Araling Panlipunan under BLM in Learning Resources*

Items	Mean	Interpretation
<i>As a teacher, I find difficulties in...</i>		
1. selecting resources that will enrich and support the curriculum.	3.76	High Level
2. taking into consideration the diversity of interests and perspectives and the variety of abilities.	3.67	High Level
3. learning styles and maturity levels of the learners served.	3.58	High Level
4. selecting resources that positively and accurately reflect diverse perspectives on controversial issues.	3.41	Moderate Level
5. ensuring that learners have an opportunity to develop, and under guidance.	3.50	High Level
6. practicing critical analysis and the ability to make informed judgments in their daily lives.	3.61	High Level
7. assuring a comprehensive collection appropriate to the school community by considering the appropriateness of placing principle above personal opinion and reason above prejudice in the selection of specific resources.	3.61	High Level
8. Selecting criteria should be considered to evaluate learning resources chosen for classroom use.	3.88	High Level



9. choosing criteria should be considered to evaluate gift materials.	3.44	Moderate Level
10. promoting hands-on activities and an applied approach to learning.	3.50	High Level
Mean	3.60	High Level

Table 3 offers a glimpse of the difficulties teachers face in Aralaing Panlipunan under the BLM regarding learning resources with an overall mean of 3.60, also interpreted to mean high level. This implies that most of the teachers are having difficulty in selecting and choosing teaching-learning resources for blended classroom use. This is because the teachers must also consider various unique and critical parts and content of the learning resources if they meet the required learning competencies. Hence, this added stress to some teachers, who needed to design and formulate new teaching-learning resources that fit the current learning environment of the learners.

The results relate to that of Jayaram and Dorababu (2015), who reported that the success and effectiveness of blended instruction largely depend on learning resources. Hence, special care needs to be taken to ensure academic standards while preparing the course material. Those who are working or intend to work in the distance education system, and also those who want to know how to develop printed learning modules for distance learners and how to revise those materials periodically, should be familiar with all the important terms relevant to the process of distance learning. In addition, the result is also supported by the claim of Yeban (2020), wherein the researcher concluded that teachers should re-orient their practices toward designing teaching learning resources that challenge students to explore the discovery and application of existing knowledge and pursue solutions to real-life challenges that learners experience and will experience. The new role of the teacher is to guide the learners on available learning resources students can use and learn from.

Difficulties of Teachers in Araling Panlipunan under BLM when Grouped by Selected Constructs and Demographics

Table 4

Difficulties of Teachers in Teaching Araling Panlipunan under BLM in Content Knowledge and Pedagogy when Grouped by Age

Items	Younger		Older	
	Mea n	Interpretation	Mea n	Interpretation
<i>I have difficulties in...</i>				
1. Anticipating student challenges, misconceptions, partial misconceptions, alternate conceptions, strengths, interests, capabilities, and background knowledge.	3.56	High Level	3.83	High Level



2. Evaluating student ideas evident in work, talk, actions, and interactions.	4.06	High Level	3.94	High Level
3. Explaining concepts, procedures, representations, models, examples, definitions, and hypotheses.	3.68	High Level	3.94	High Level
4. Creating and adapting resources for instruction (examples, models, representations, explanations, definitions, hypotheses, procedures).	3.75	High Level	3.5	High Level
5. Evaluating and selecting resources for instruction (examples, models, representations, explanations, definitions, hypotheses, procedures).	3.43	Moderate Level	3.27	Moderate Level
6. Developing questions, activities, tasks, and problems to elicit student thinking.	3.68	High Level	3.72	High Level
7. Evaluating and selecting student tasks (questions, tasks, problems) to elicit student thinking.	4.18	High Level	4	High Level
8. Doing the work of the student curriculum.	4.12	High Level	3.94	High Level
9. Doing the work that will be demanded of the students as part of the intended curriculum.	3.75	High Level	3.88	High Level
10. • Anticipating student interest and motivation around particular content and practices.	3.5	High Level	3.72	High Level
Mean	3.77	High Level	3.77	High Level

Table 4 illustrates the analysis of teachers' difficulties in Araling Panlipunan through BLM in content knowledge and pedagogy based on age groupings. Both young and senior teachers had an identical mean score of 3.77, interpreted to mean a high level of difficulty. This result means that regardless of age, teachers experienced the same difficulty in the blended learning modality, particularly in evaluating and selecting student tasks to elicit student thinking. Most of them need help with the strategies they should employ in blended learning instruction that will improve the learners' critical thinking skills. The result is supported by the findings of Ramos et al. (2020), who state that designing and creating blended content is not easy. It requires expertise and a deep understanding of how to curate the digital content available on the internet.

Table 5 summarizes the analysis of teachers' difficulties in Araling Panlipunan through BLM in content knowledge and pedagogy based on groupings by civil status.



Table 5

Difficulties of Teachers in Araling Panlipunan under BLM in Content Knowledge and Pedagogy when Grouped by Civil Status

Items	Single		Married	
	Mean	Interpretation	Mean	Interpretation
<i>I have difficulties in...</i>				
1. Anticipating student challenges, misconceptions, partial misconceptions, alternate conceptions, strengths, interests, capabilities, and background knowledge.	3.5	High Level	3.81	High Level
2. Evaluating student ideas evident in work, talk, actions, and interactions.	4.16	High Level	3.90	High Level
3. Explaining concepts, procedures, representations, models, examples, definitions, and hypotheses.	3.83	High Level	3.81	High Level
4. Creating and adapting resources for instruction (examples, models, representations, explanations, definitions, hypotheses, procedures).	3.75	High Level	3.54	High Level
5. Evaluating and selecting resources for instruction (examples, models, representations, explanations, definitions, hypotheses, procedures).	3.25	Moderate Level	3.40	Moderate Level
6. Developing questions, activities, tasks, and problems to elicit student thinking.	3.58	High Level	3.77	High Level
7. Evaluating and selecting student tasks (questions, tasks, problems) to elicit student thinking.	4.16	High Level	4.04	High Level
8. Doing the work of the student curriculum.	4.08	High Level	4	High Level
9. Doing the work that will be demanded of the students as part of the intended curriculum.	3.83	High Level	3.81	High Level
10. • Anticipating student interest and motivation around particular content and practices.	3.5	High Level	3.68	High Level
Mean	3.76	High Level	3.78	High Level



The single group got a mean of 3.76 while the married group got 3.78, all interpreted to mean a high level of difficulty. Ramos et al. (2020) support these findings in their paper, which says designing and creating blended content takes work. It requires expertise and a deep understanding of how to curate the digital content available on the internet.

Table 6

Difficulties of Teachers in Araling Panlipunan under BLM in Content Knowledge and Pedagogy when Grouped by Training Attended

Items	Few Mea n	Interpretatio n	Many Mea n	Interpretation
<i>I have difficulties in...</i>				
1. Anticipating student challenges, misconceptions, partial misconceptions, alternate conceptions, strengths, interests, capabilities, and background knowledge.	3.53	High Level	3.80	High Level
2. Evaluating student ideas evident in work, talk, actions, and interactions.	4.07	High Level	3.95	High Level
3. Explaining concepts, procedures, representations, models, examples, definitions, and hypotheses.	3.84	High Level	3.80	High Level
4. Creating and adapting resources for instruction (examples, models, representations, explanations, definitions, hypotheses, procedures).	3.84	High Level	3.47	Moderate Level
5. Evaluating and selecting resources for instruction (examples, models, representations, explanations, definitions, hypotheses, procedures).	3.53	High Level	3.23	Moderate Level
6. Developing questions, activities, tasks, and problems to elicit student thinking.	3.84	High Level	3.61	High Level
7. Evaluating and selecting student tasks (questions, tasks, problems) to elicit student thinking.	4.15	High Level	4.04	High Level
8. Doing the work of the student curriculum.	4.23	High Level	3.90	High Level
9. Doing the work that will be demanded of the students as part of the intended curriculum.	3.61	High Level	3.95	High Level



10. • Anticipating student interest and motivation around particular content and practices.	3.46	Moderate Level	3.71	High Level
Mean	3.81	High Level	3.75	High Level

Table 6 illustrates the analysis of teachers' difficulties in Araling Panlipunan through BLM in content knowledge and pedagogy based on groupings by training attended. The group with few trainings got an overall mean of 3.81 while those with more training got 3.75, all interpreted to mean a high level of difficulties. The result implies that most of the teachers with fewer trainings attended had experienced difficulties when innovating the curriculum to satisfy the educational needs of the learners through blended learning instruction. Meanwhile, teachers who attended many training sessions needed help in selecting and evaluating students' learning tasks to elicit students' thinking. Most of the teachers are historically overworked and have very tight schedules. Expecting a very high level of dedication from the teachers to innovate the curriculum is unreasonable. The result is supported by the claims of Mañalac (2020), who wrote about how challenging it was to formulate different modules, especially if the teacher has no training in creating quality learning materials.

Table 7

Difficulties of Teachers in Araling Panlipunan under BLM in Online and Offline Assessment when Grouped by Age

Items	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
<i>I have difficulties in...</i>				
1. offering formative and summative assessments.	3.43	Moderate Level	3.38	Moderate Level
2. ensuring that everyone in the class thoroughly comprehends the lesson, carefully review it.	3.25	Moderate Level	3.55	High Level
3. giving advice before the test.	3.87	High Level	3.66	High Level
4. after the test, go over the question.	3.56	High Level	3.77	High Level
5. offering guidance to students who performed poorly on the exam.	3.93	High Level	3.77	High Level
6. enabling those who missed exams for legitimate reasons to retake them.	3.37	Moderate Level	3.44	Moderate Level
7. constructing learner profiles from exam results.	3.93	High Level	3.66	High Level
8. determining the learners' progress.	3.31	Moderate Level	3.66	High Level
9. creating tests to measure higher-order thinking abilities.	3.62	High Level	3.50	High Level



10. making sure the material for the exam came from the actual daily lessons.	4.00	High Level	3.88	High Level
Mean	3.63	High Level	3.63	High Level

Table 7 illustrates the analysis of teachers' difficulties in Araling Panlipunan through BLM in online and offline assessments based on groupings by age. Both groups got an identical mean score of 3.63, interpreted to mean a high level of difficulty. This result suggests that regardless of age, teachers encountered the same level of difficulties in BLM, particularly in ensuring the exam material came from the actual daily lessons. Designing assessment activities that follow the Essential Learning Competencies (MELCs) was challenging since they are still adapting to the blended learning modality. The result relates to that of Masaoay and Litao (2021), wherein assessment is a process used to track learners' progress in terms of learning standards and skills development in the 21st century. When appropriately implemented, assessment tools and strategies can positively impact critical aspects of education reform that allow a broader range of skills to be assessed instead of mere content recall. Performance-based assessments require students to employ the knowledge and skills they have acquired by creating a product or delivering a performance.

Table 8

Difficulties of Teachers in Araling Panlipunan under BLM in Online and Offline Assessment when Grouped by Civil Status

Items	Single		Married	
	Mean	Interpretation	Mean	Interpretation
<i>I have difficulties in...</i>				
1. offering formative and summative assessments.	3.41	Moderate Level	3.40	Moderate Level
2. ensuring that everyone in the class thoroughly comprehends the lesson, carefully review it.	3.41	Moderate Level	3.40	Moderate Level
3. giving advice before the test.	3.91	High Level	3.68	High Level
4. after the test, go over the question.	3.33	Moderate Level	3.86	High Level
5. offering guidance to students who performed poorly on the exam.	3.75	High Level	3.90	High Level
6. enabling those who missed exams for legitimate reasons to retake them.	3.33	Moderate Level	3.45	Moderate Level
7. constructing learner profiles from exam results.	4.00	High Level	3.68	High Level
8. determining the learners' progress.	3.25	Moderate Level	3.63	High Level
9. creating tests to measure higher-order thinking abilities.	3.33	Moderate Level	3.68	High Level



10. making sure the material for the exam came from the actual daily lessons.	3.83	High Level	4.00	High Level
Mean	3.55	High Level	3.67	High Level

Table 8 illustrates the analysis of teachers' difficulties in Araling Panlipunan through BLM in online and offline assessments based on groupings by civil status. The single group got a mean of 3.55 while the married group got 3.67, all interpreted to mean a high level of difficulty. The result entails that unmarried and married teachers experienced difficulties assessing learners' performance. However, unmarried teachers find it difficult to profile the learners based on their exam results. In contrast, married teachers put extra time and effort into making sure the material for the exam comes for the actual daily lessons. This is because of the sudden change of learning modality from modular distance learning to blended learning modality. Some of the teachers were not fully prepared and had less teaching experience in blended instruction. Canales (2020) corroborates this finding by concluding that assessment of learning in a blended learning modality places a challenge for teachers in determining the actual learning of the learner, considering that they have limited interaction and thus the teacher cannot see the actual situation compared to a face-to-face setting. The teachers lack relevant resources at home, training, and experience, particularly on digital learning platforms.

Table 9

Difficulties of Teachers in Araling Panlipunan under BLM in Online and Offline Assessment when Grouped by Training Attended

Items	Fewer Mean	Interpretation	More Mean	Interpretation
<i>I have difficulties in...</i>				
1. offering formative and summative assessments.	3.38	Moderate Level	3.42	Moderate Level
2. ensuring that everyone in the class thoroughly comprehends the lesson, carefully review it.	3.46	Moderate Level	3.38	Moderate Level
3. giving advice prior to the test.	4.00	High Level	3.61	High Level
4. after the test, go over the question.	3.46	Moderate Level	3.80	High Level
5. offering guidance to students who performed poorly on the exam.	3.92	High Level	3.80	High Level
6. enabling those who missed exams for legitimate reasons to retake them.	3.53	High Level	3.33	Moderate Level
7. constructing learner profiles from exam results.	4.00	High Level	3.66	High Level
8. determining the learners' progress.	3.30	Moderate Level	3.61	High Level
9. creating tests to measure higher-order thinking abilities.	3.61	High Level	3.52	High Level



10. making sure the material for the exam came from the actual daily lessons.	4.07	High Level	3.85	High Level
Mean	3.67	High Level	3.60	High Level

Table 8 illustrates the analysis of teachers' difficulties in Araling Panlipunan through BLM in online and offline assessments based on groupings by training attended. The group with fewer number of training got a mean of 3.55 while their counterparts with more training got 3.60, all interpreted to mean a high level of difficulty. The result clearly shows that both teachers with little and much training experienced the same level of difficulties in assessing learners' performance, whether offline or online set-up. This is because the teachers need to re-design and innovate the exams to suit the current blended learning instruction. Hence, some of the exams they took were not taken from the actual daily lessons. Paren (2016) stressed that the only way that the teacher is convinced that his learners have genuinely learned is to conduct an assessment. Regardless of what system and instruments he employs, through thorough assessment, we can discover what is learned and not, who learned and not, and which method is good and not.

Table 10

Difficulties of Teachers in Araling Panlipunan under BLM in Learning Resource Assessment when Grouped by Age

Items	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
<i>I have difficulties in...</i>				
1. selecting resources that will enrich and support the curriculum.	3.87	High Level	3.66	High Level
2. taking into consideration the diversity of interests and perspectives and the variety of abilities.	3.56	High Level	3.77	High Level
3. learning styles and maturity levels of the learners served.	3.56	High Level	3.61	High Level
4. selecting resources that positively and accurately reflect diverse perspectives on controversial issues.	3.37	Moderate Level	3.44	Moderate Level
5. ensuring that learners have an opportunity to develop, and under guidance.	3.37	Moderate Level	3.61	High Level
6. practicing critical analysis and the ability to make informed judgments in their daily lives.	3.56	High Level	3.66	High Level
7. assuring a comprehensive collection appropriate to the school	3.62	High Level	3.61	High Level



community by considering the appropriateness of placing principle above personal opinion and reason above prejudice in the selection of specific resources.

8. Selecting criteria should be considered to evaluate learning resources chosen for classroom use.

9. choosing criteria should be considered to evaluate gift materials.

10. promoting hands-on activities and an applied approach to learning.

Mean 3.87 **High Level** 3.66 **High Level**

Table 10 illustrates the analysis of teachers' difficulties in Araling Panlipunan through BLM in learning resource assessment based on groupings by age. The younger group got a mean of 3.87 while the senior counterparts got 3.66, all interpreted to mean a high level of difficulty. The result shows that younger teachers are having difficulties in selecting appropriate learning materials to enrich and support the curriculum for blended instruction. Most of the older teachers were concerned with selecting appropriate criteria to evaluate learning resources for classroom use. This is because not all teachers are well knowledgeable about blended learning instruction. Some of them are still adapting to the learning modality. However, both groups of teachers make sure that the learning materials are provided to the learners. Mozellus and Rydell (2017) corroborate this result with their findings that first, teachers find the scarcity of documentation in their virtual learning environment a problem when implementing extension modules.

Table 11

Difficulties of Teachers in Araling Panlipunan under BLM in Learning Resource Assessment when Grouped by Civil Status

Items	Single		Married	
	Mean	Interpretation	Mean	Interpretation
<i>I have difficulties in...</i>				
1. selecting resources that will enrich and support the curriculum.	3.91	High Level	3.68	High Level
2. taking into consideration the diversity of interests and perspectives and the variety of abilities.	3.50	High Level	3.77	High Level
3. learning styles and maturity levels of the learners served.	3.33	Moderate Level	3.72	High Level
4. selecting resources that positively and accurately reflect	3.16	Moderate Level	3.54	High Level



diverse perspectives on controversial issues.				
5. ensuring that learners have an opportunity to develop, and under guidance.	3.16	Moderate Level	3.68	High Level
6. practicing critical analysis and the ability to make informed judgments in their daily lives.	3.50	High Level	3.68	High Level
7. assuring a comprehensive collection appropriate to the school community by considering the appropriateness of placing principle above personal opinion and reason above prejudice in the selection of specific resources.	3.66	High Level	3.59	High Level
8. Selecting criteria should be considered to evaluate learning resources chosen for classroom use.	4.00	High Level	3.81	High Level
9. choosing criteria should be considered to evaluate gift materials.	3.58	High Level	3.36	Moderate Level
10. promoting hands-on activities and an applied approach to learning.	3.75	High Level	3.36	Moderate Level
Mean	3.91	High Level	3.68	High Level

Table 11 illustrates the analysis of teachers' difficulties in Araling Panlipunan through BLM in learning resource assessments based on groupings by civil status. The single group got a mean of 3.91, while the married counterparts got 3.68. As the pattern goes, all are interpreted to mean a high level of difficulty. The result clearly shows that regardless of teachers' civil status, they encountered the same level of difficulties with learning resources for blended learning instruction, particularly in selecting appropriate criteria to be utilized for evaluating learning resources for classroom use. Both group teachers are hoping that the head office will provide standardized criteria for selecting learning materials for blended learning instruction. Mayasari and Kemal (2020) reported that assessment and evaluation are part of the learning process, which, as a whole, cannot be separated from teaching activities.

Table 12

Difficulties of Teachers in Araling Panlipunan under BLM in Learning Resources Assessment when Grouped by Training Attended

Items	Fewer Mean	Interpretation	More Mean	Interpretation
<i>I have difficulties in...</i>				
1. selecting resources that will enrich and support the curriculum.	3.84	High Level	3.71	High Level



2. taking into consideration the diversity of interests and perspectives and the variety of abilities.	3.46	Moderate Level	3.80	High Level
3. learning styles and maturity levels of the learners served.	3.38	Moderate Level	3.71	High Level
4. selecting resources that positively and accurately reflect diverse perspectives on controversial issues.	3.23	Moderate Level	3.52	High Level
5. ensuring that learners have an opportunity to develop, and under guidance.	3.30	Moderate Level	3.61	High Level
6. practicing critical analysis and the ability to make informed judgments in their daily lives.	3.53	High Level	3.66	High Level
7. assuring a comprehensive collection appropriate to the school community by considering the appropriateness of placing principle above personal opinion and reason above prejudice in the selection of specific resources.	3.84	High Level	3.47	Moderate Level
8. Selecting criteria should be considered to evaluate learning resources chosen for classroom use.	3.84	High Level	3.90	High Level
9. choosing criteria should be considered to evaluate gift materials.	3.46	Moderate Level	3.42	Moderate Level
10. promoting hands-on activities and an applied approach to learning.	3.53	High Level	3.47	Moderate Level
Mean	3.84	High Level	3.71	High Level

Table 12 summarizes the analysis of teachers' difficulties in Araling Panlipunan through BLM in learning resource assessments based on groupings by training attended. The group with the smallest amount of relevant training got a mean of 3.84, while their counterparts with more training got 3.71. As the pattern goes, all are interpreted to mean a high level of difficulty. The result aligns with that of Malipot (2020), who wrote that the effectiveness of blended learning depends on the teaching-learning resources. The ability to develop teaching-learning materials is as important as the learner materials themselves because it greatly links to the objectives of any education program. When teachers use uniform teaching material, they assume that all students have the same learning styles and learning outcomes, which must not be the case because they should account for inclusion and diversity in the classroom. In addition, Amuzu (2018) affirmed in her study that the inability of the teacher to utilize appropriate teaching learning resources to teach certain concepts would negatively affect the student in the subject.

Comparative Analysis in the Level of Difficulties of Teachers in Araling Panlipunan under BLM based on Selected Constructs and Demographics



Table 13

Difference in the Level of Difficulties of Teachers in Teaching Araling Panlipunan under BLM in Content Knowledge and Pedagogy when Grouped by Demographics

Demographics	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	16	16.22	123.500	0.475	0.05	Not Significant
	Older	18	18.64				
Civil Status	Single	12	16.08	115.000	0.536	0.05	Not Significant
	Married	22	18.27				
Trainings Attended	Lower	13	17.35	134.500	0.943	0.05	Not Significant
	Higher	21	17.60				

Table 13 compares the level of difficulties Araling Panlipunan teachers experienced under the BLM based on content knowledge and pedagogy and groupings by selected constructs and demographics. The data gathered showed no significant difference in teacher's level of difficulties after obtaining p -values of 0.475 for age, 0.536 for civil status, and 0.943 for training attended. Suegay (2022) corroborates this finding by that says regardless of the respondent's differences in personal profiles, they have experienced similar challenges in BLM.

Table 14

Difference in the Level of Difficulties of Teachers in Araling Panlipunan under BLM in Online and Offline Assessments when Grouped by Demographics

Demographics	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	16	17.78	139.500	0.875	0.05	Not Significant
	Older	18	17.25				
Civil Status	Single	12	16.71	122.500	0.729	0.05	Not Significant
	Married	22	17.93				
Trainings Attended	Lower	13	18.85	119.000	0.531	0.05	Not Significant
	Higher	21	16.67				

Table 14 compares the level of difficulties Araling Panlipunan teachers experienced under the BLM based on online and offline assessments and groupings by selected constructs and demographics. The data gathered showed no significant difference in teacher's level of difficulties after obtaining p -values of 0.875 for age, 0.729 for civil status, and 0.531 for training attended. Velonta (2023) supported this finding when she reported no significant difference in the level of difficulties encountered by teachers in conducting learning assessments regardless of their age, civil status, length of service, and family income.



Table 15

Difference in the Level of Difficulties of Teachers in Araling Panlipunan under BLM in Learning Resources when Grouped by Demographics

Demographics	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	16	16.94	135.000	0.755	0.05	Not Significant
	Older	18	18.00				
Civil Status	Single	12	16.75	123.000	0.745	0.05	Not Significant
	Married	22	17.91				
Trainings Attended	Lower	13	18.85	128.500	0.776	0.05	Not Significant
	Higher	21	16.67				

Table 16 compares the level of difficulties Araling Panlipunan teachers experienced under the BLM based on learning resources and groupings by selected constructs and demographics. The data gathered showed no significant difference in teacher's level of difficulties after obtaining p -values of 0.755 for age, 0.745 for civil status, and 0.776 for training attended. Pardillo (2021) corroborates this result when she reported no significant difference in the development of learning resources when the teachers were grouped according to their profile variables.

Conclusion

In general, this paper has provided evidence that teachers were struggling with several key aspects of effective teaching practice. Making sure that exam materials align with the actual daily lessons is a challenge in online and offline assessment. Addressing these challenges involves a combination of curriculum planning, professional development, collaboration among educators, and effective use of assessment tools. Meanwhile, ensuring alignment requires intentional effort to integrate learning objectives, instructional strategies, and assessment practices cohesively. Lastly, selecting appropriate criteria to evaluate learning resources chosen for classroom use is a difficulty in of learning resources. It is common knowledge that when teachers struggle to select appropriate criteria to evaluate learning resources for classroom use, it indicates several potential challenges related to the selection and utilization of educational materials. Finally, the lack of significant difference in the difficulty teachers face in teaching Araling Panlipunan suggests that their struggles with the said subject are widespread and consistent across various demographic and professional backgrounds. The findings of this paper call for systemic improvements and more effective, relevant professional development for all teachers. They also provide valuable insights for improving the effectiveness of teaching Araling Panlipunan in a blended learning environment.



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