Hybrid Learning Implementation in Deped- Division of General Trias: A Mixed-Method Assessment for Strengthening Technical Assistance Plan

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ABSTRACT

The General Trias Curriculum Implementation Division (CID) implemented hybrid learning in 36 schools, facing readiness challenges. This study assesses hybrid learning in General Trias Division's Cluster 6 schools. A convergent parallel mixed method incorporates qualitative and quantitative approaches. A sample of 130 grade 6 learners and 10 teachers participated, using surveys, focus group discussions, and interviews. Statistical methods and thematic content analysis analyze data, uncovering insights into hybrid learning challenges and improvements. Gender disparities and young learners' perspectives emerged, necessitating gender-equitable support. Teachers value hybrid learning, seeking enhanced engagement and cohesion. Technical assistance and training are needed for sustained support. Alignment between teachers and learners fosters collaborative implementation. Successful factors include flexibility and technology proficiency, while challenges encompass technical issues and participation. The study underscores hybrid learning's inclusivity and suggests flexibility, technology, and collaboration for enhanced outcomes. Future research avenues involve long-term effects, gender-specific factors, and technology's role.

Keywords: hybrid learning, implementation, public school teachers, technical assistance plan, technology

INTRODUCTION

One of the organizations that the coronavirus has severely harmed is the educational system. As a result of this change in the educational environment, the Department of Education (DepEd) has implemented a variety of learning delivery modalities, one of which is hybrid learning. Hybrid learning is being used more frequently in the K–12 basic education curriculum in this time of pandemic. As a result, its requirements and viability expand. Hence, the immediate shift in delivery has caused learning losses.

The COVID-19 epidemic in the Philippines school system has triggered this shift in policy, as stated by Sec. Briones. Covid-19 wreaked havoc across the human race, affecting nearly every facet of life. Indeed, the General Trias Curriculum Implementation Division (CID) responded to the demands in light of pandemic effects on the educational system, as this pandemic necessitates an immediate adjustment in curriculum teaching and learning delivery. The focus of schools is the optimal level of student participation in learning the curriculum's various contents through the utilization of Hybrid learning.

The Division of General Trias has adopted the shift at 36 schools for the 2020-2021 academic year, in accordance with a departmental order to install BE-LCP. Online Distance Learning has been introduced by the same number of schools in the whole division of General Trias. Currently, through DepEd Order 71, s. 2022, the adoption of in-person and hybrid learning was also implemented in the whole division as the alert level of emergencies pandemic decreased.

Every school in the division of General Trias has organized curriculum delivery to enhance learning. However, parents, who will be the primary facilitators of their children's learning at home, may not be familiar with these new modes of remote education. When it comes to "readiness" for remote learning, the lack of preparedness and training of instructors and parents to support home-based learning was also cited as an issue. The Division of

General Trias, in response to the department's request that education continue even in the event of a pandemic, devised a strategy for implementing distance learning across the division.

However, despite the strategies in distance learning, implementation has been plagued by several challenges and concerns; hence, the hybrid learning during the pandemic cannot be considered a total success after one year due to the different issues in the implementation. Learners did not acquire the necessary skills and desired outcomes.

In addition, the results of the school's Learners' Information System (LIS) revealed that there is an increase of learners No Longer Participating in Activities (NLPA). These findings were noted at a General Trias Division management committee meeting as reported by the teachers, parents, and school heads.

Respectfully, the researcher conducted a study on the state of hybrid learning delivery in the assigned Cluster which was composed of four (4) big elementary schools. This study investigated the status of implementation as perceived by teachers and learners in the cluster 6 Division of General Trias with the adoption of distance learning and strategies and methods according to DepEd Order 34, s. 2022 and some provisions under DepEd Order No. 71, 2022. The researcher focused on the status of implementation of hybrid learning as perceived by the selected teachers and learners in cluster 6.

The four (4) Schools in cluster 6 of General Trias Division were asked to participate in this project, which aims to gather information from teachers and learners on the implementation of hybrid learning. This study can be used as a reference for the improvement of hybrid learning in the K12 Basic Education Curriculum especially for those schools that will implement Alternative Delivery Modality (ADM) in times of emergency like natural disasters as a strategy in pursuit of achieving the desired intended learning outcomes of the learners in all schools through developing enhanced technical assistance to all schools as mandated by the Department of Education.

As a result of these considerations, the researcher was inspired to conduct this study "Implementation of Hybrid Learning Delivery in the Division of General Trias City Towards as Enhanced Technical Assistance Plan" to determine how well teachers and learners were adhering and respond to essential requirements stated in the memorandum (Do.34, 2022 and DO 71, 2022), Regional supervisors will be able to use the study's findings to help them formulate their policies and make recommendations. Using proper ways in hybrid learning, this will help learners improve their performance levels by addressing the issue of curricular instruction and interaction.

Conceptualization

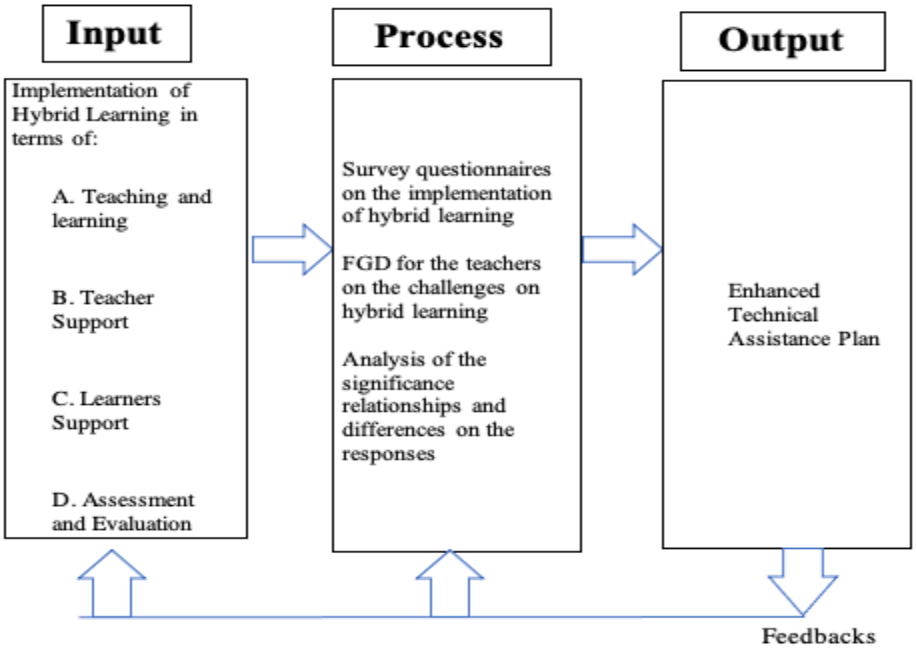

Figure 1. The Research Paradigm

Statement of the Problem

This study sought to assess the implementation of hybrid learning processes of the public-school teachers and learners in cluster 6 schools in the Division of General Trias City as basis for the development of enhanced technical assistance plan. Specifically, the study answered the following sub-problems:

1. What is the profile of the respondents in terms of:

1.1. type of respondent;

1.2 age; and

1.3 sex?

2. How do the respondents assess the level of implementation of the hybrid learning strategies as to:

2.1 teaching and learning;

2.2 teacher support;

2.3 learner's support; and

2.4 evaluation and assessment?

3. Is there a significant difference in the assessment of the two (2) groups of respondents as to implementation of the hybrid learning strategies?

4. Is there a significant relationship between the profile of the respondents and the assessment of the hybrid learning modality?

5. What are the facilitating and hindering factors in the implementation of hybrid learning modality?

6. Based on the findings, what technical assistance plan may be enhanced for implementation

Hypotheses

Ho1: There is no significant difference on the assessment of the two (2) groups of respondents as to implementation of the hybrid learning strategies?

Ho2: There is no significant relationship between the profile of the respondents and the assessment in the hybrid learning modality.

Significance of the Study

This study will benefit the following people:

Learners. Appropriate approaches according to their diversity would be utilized to better learn performance in each subject area.

Teachers. Teacher's awareness on effective strategies in the distance learning delivery modality in each learning area would be utilized in planning school activities or lessons. This will also provide a basis for helping a pupil improve study attitudes and study orientation.

School Heads. The school heads will gain more insights on the status of curriculum instruction. It will give the holistic aspects on how administrators and teachers perceive the factors affecting the quality of curriculum instruction through the utilization of distance learning delivery modality in school.

PSDS. The Public Schools District Supervisors (PSDS's) may also gain useful information from the result of this study. Since the PSDS's have direct supervision over the curriculum implementers in their respective assignments, they may easily adapt their action plans to the result of the study as baseline data in learning delivery implementation.

Future Researchers. may gain a lot from this study since its results may provide a valuable input towards establishing a relevant research framework that can help them a lot in the field of research particularly in the Hybrid learning System.

LITERATURE REVIEW

Distant education, often known as distance learning, is the education of students who are not physically present at school all of the time. Traditionally, correspondence courses were used, in which the student connected with the school via mail. In today's world, it mainly entails online learning. A distance learning program might be entirely online, or it can be a hybrid of online and traditional classroom training (called hybrid or blended). It has recently been defined as a novel development incorporating advanced technology, according to certain contemporary definitions. (Philippine Education Info, 2020).

This is a learning delivery method in which learning takes place between a teacher and students who are geographically separated during teaching. There are three types of this modality: Modular Distance Learning (MDL), Online Distance Learning (ODL), and Television/Radio-Based Instruction (Llego, MA 2021).

In the study of Dangle & Sumaoang (2020), it reported that the main challenges that emerged were lack of school funding in the production and delivery of modules; students struggle with self-studying, and parents' lack of knowledge to academically guide their child/children. In conclusion, the study was able to determine the prevailing challenges of the participants in terms of resources, preparedness, and communication. The result of this study may serve as a springboard for the future improvements of the schools' existing programs and guidelines on the implementation of modular distance learning.

In terms of teaching, teacher training to online instruction, blended learning and distance learning were recommended in order to adjust to the new instructional format (Toquero, 2020). Teacher competencies in both pedagogy and technology should be reinforced. This transition to the new normal, from the four corners of the classroom to the borders of virtual reality, every learning institution needs to study how successful online

However, Macaraeg. et al. (2021) study determined that the delayed release of allowances, bonuses, and other incentives leads teachers to incur out-of-pocket expenses. MDL implementation can put teachers' health at risk during module distribution and retrieval, resulting in an increase in workload for teachers, particularly when it comes to sorting and packing modules, as well as additional costs for school and office supplies, health and safety supplies, transportation allowances, and communication allowances.

On the other hand, in the study of Lindog (2021), it was revealed that most of the learners used cell phones to access FB messenger, group chat and google meet for online classes. Learners engage themselves in understanding the concepts presented in the module as they develop a sense of responsibility in learning on their own and in accomplishing the tasks provided in the module, with limited assistance from the teacher, these learners progress on their own. Today, as the country is at the state of emergency health crisis, these SLMs for Modular Distance Learning were the most convenient, and appropriate to use for our learners to continue learning amidst of Covid -19 pandemic.

Taking this into account, it can be deduced that adopting hybrid learning strategy by educators showed some difficulties and challenges which might have some consequences on the quality of the learning process and may hinder its expansion and application in various learning settings. Graham et al. (2017) focused on the challenges that encounter blended learning strategy. Of these challenges appear the role of live collaboration, the role of learner selection and self-organization, the need for models for sustenance and training, the need to create balance between novelty and production, the need for cultural adaptation, and the skill to handle the digital world.

For the current study, the various hybrid learning implementation studies are significant. In this respect, as the researcher discussed in-depth analysis based on the studies provided, the various implementation viewpoints can be applied. These various research findings for the improvement of the implementation of hybrid learning as to its program evaluation underpin the main objective of this study.

METHODOLOGY

A convergent parallel mixed method research design was used to describe the status of the implementation of hybrid learning in schools under Cluster 6 of the Division of General Trias. Mixed methods research was used because it involved data gathering procedure, organized, tabulated, and described the data collection of the results of the survey questionnaires and qualitative data through interview of the teacher-respondents. Along with this, a total of one hundred seventeen (117) respondents participated in the current study which are composed of grade 6 teachers and grade 6 learners coming from the 4 schools under Cluster 6 in the Division of General Trias City. Moreover, the data gathered was compiled, collated, and summarized separately per group. The responses for each item were categorized based on the specific problems raised. Statistical instruments including frequency, percentage, weighted mean, ranking, chi-square, and ANOVA odr F-test were used to analyze the quantitative data, while thematic content analysis was utilized for the qualitative data.

DISCUSSION

Table 1. Type of Respondents

Type of Respondents	Profile	Category	Frequency	Percent*
Learners	Age	10 and Below	10	10.00
		11 and Above	87	90.00
	Sex	Female	58	60.00
		Male	39	40.00
Teachers	Age	31 – 40 years old	8	47.00
		41 to 50 years old	9	53.00
	Sex	Female	16	94.00
		Male	1	6.00

Note: * - For learners, the percentage is based on their total of 97. For teachers, the percentage is based on the 17.

Table 1 shows that most participants were students (85%), and teachers comprised a smaller percentage (15%). This highlights a focus on understanding students' experiences and perspectives in hybrid learning. Many students aimed to understand their engagement, satisfaction, and challenges. The inclusion of teachers, albeit in a smaller proportion, acknowledges their crucial role in implementation and gathering valuable input. The results emphasize the significance of student-centered approaches in evaluating educational programs and highlight the need for teacher involvement in improving teaching strategies and addressing challenges (Darsih, 2018). The study's outcomes will inform the development of an improved technical assistance plan to cater to the specific needs and challenges identified among learners and teachers in the Division of General Trias City.

Data shows that most learner respondents (90%) in cluster 6 schools within the Division of General Trias City were above the age of 11, while only 10% were 10 years old or below. This suggests that the evaluation of hybrid learning methods primarily reflects older students' experiences, which could limit the comprehensiveness and

representativeness of the findings, as younger students' perspectives and challenges may not be adequately captured .

The teacher respondents are divided into two age groups, as seen in Table 1: 31 – 40 (47%) and 41 – 50 (53%). This indicates a balanced representation of experienced and younger teachers.

The distribution of learner respondents in Table 1 reveals that 60% of the participants were females, while males accounted for 40% of the sample. This gender disparity emphasizes the importance of recognizing and addressing gender-specific factors in implementing hybrid learning methods to ensure equitable educational opportunities for all students (Gallagher et al., 2018).

Among the teacher respondents, females accounted for 94%, while males represented 6%. This gender disparity highlights the need to address gender-specific factors in hybrid learning implementation to ensure equitable opportunities and support for all students. Tailoring instructional approaches and promoting inclusivity can help address potential barriers and improve engagement for both male and female teachers (Kerr et al., 2018).

Table 2. Teacher Respondents Assessment on the Level of Implementation of the Hybrid Learning Strategies as to Teaching and Learning

Statement	Mean	Sd	Remarks
1.Learner-to-learner and teacher-to-learner interaction are essential characteristics that should be encouraged and facilitated.	3.53	0.72	E
2. Teacher responses to student questions and assignments are helpful and given in a timely manner.	3.41	1.00	A
3. Teachers use specific strategies to create an engaged, learning-focused presence in hybrid learning.	3.18	0.95	A
4. The teacher teaches the subject as one cohesive whole, with "presence" in both the face-to-face and the online portions.	3.18	0.88	A
5. Resources are provided to assist learners in conducting their studies online and assessing the validity of online resources.	3.35	0.79	A
Grand Mean	3.33	0.79	A

Note: For interpretation, the following remarks apply to the mean interval: 4.00 - 3.50 for Exemplary (E), 3.49 - 2.50 for Accomplished (A), 2.49 – 1.50 for Developing (DV), and 1.49 – 1.00 for Deficient (DF).

The results in Table 2 of the teacher respondents' assessment on the level of implementation of hybrid learning strategies provide valuable insights into the current state of teaching and learning in this context. Overall, the grand mean of 3.33 suggests that the implementation of hybrid learning strategies is rated as "accomplished" by the teachers.The highest mean score of 3.53 is associated with the statement emphasizing the importance of learner-to-learner and teacher-to-learner interaction. This indicates that the teachers recognize the significance of fostering interactions among students and between students and teachers, which aligns with the principles of hybrid learning

Table 3. Teacher Respondents Assessment on the Level of Implementation of the Hybrid Learning Strategies as to Teacher Support

Statement	Mean	Sd	Remarks
1. Technical assistance is provided for teachers before and during hybrid learning development and teaching.	3.29	0.77	A

2. The school ensures teachers receive training, assistance, and support to prepare teachers for development and effective teaching with technology in a variety of modalities.	3.41	0.80	A
3. Teachers receive training and materials related to Fair Use, plagiarism, and other relevant legal and ethical concepts.	3.18	0.73	A
4. Teachers are provided ongoing professional development related to blended teaching and learning.	3.53	0.72	E
5. Clear standards are established for teachers' engagement and expectations around blended teaching (e.g., response time, contact information, etc.).	3.53	0.80	E
6. Teachers received training in blended teaching.	3.24	0.66	A
Grand Mean	3.36	0.68	A

Note: For interpretation, the following remarks apply to the mean interval: 4.00 - 3.50 for Exemplary (E), 3.49 - 2.50 for Accomplished (A), 2.49 – 1.50 for Developing (DV), and 1.49 – 1.00 for Deficient (DF).

The results in Table 3 of the teacher respondents' assessment on the level of implementation of hybrid learning strategies regarding teacher support provide valuable insights into the support mechanisms in place for teachers during the transition to hybrid learning. Overall, the grand mean of 3.36 suggests that the level of teacher support is rated as "accomplished" by the teachers.The highest mean score of 3.53 is associated with statements related to ongoing professional development for blended teaching and establishing clear standards for teacher engagement and expectations. These results indicate that teachers perceive significant support in these areas, with the mean scores falling within the "exemplary" range. The low standard deviations of 0.72 and 0.80 further suggest a high level of agreement among respondents, indicating consistency in the support provided.

Table 4. Teacher Respondents Assessment on the Level of Implementation of the Hybrid Learning Strategies as to Learners Support

Statement	Mean	Sd	Remarks
1. Learners were asked to do a self-assessment to determine their motivation and commitment to learning.	3.29	0.85	A
2. Learners are oriented about a hybrid learning program before starting it to see if they have the minimum necessary technology skills and tools.	2.88	0.86	A
3. The learners were provided technical and other student support services related to the hybrid learning program.	3.24	0.75	A
4. Throughout the program, learners have access to the training and information needed to secure the required materials through electronic databases and other sources.	3.00	0.79	A
5. Throughout the school year, learners can access appropriate technical assistance and technical support staff.	3.29	0.77	A
6. Learners can access technical assistance and support staff throughout the school year.	3.18	0.73	A
7. Policy, processes, and resources are in place to support students with disabilities.	3.35	0.70	A

8. Learners have access to information regarding required materials in print and/or digital format, for textbooks, and delivery modes prior to enrolment.	3.59	0.71	E
9. The program demonstrates a learner-centered focus and intentionality in the integration of online and face-to-face resources.	3.71	0.59	E
10. The parents have said that they would be fine with their kids being able to learn online.	3.12	0.70	A
11. The school provides guidance and tutorials for learners in the use of all forms of technology for delivery.	3.12	0.78	A
12. Learners are provided with clear information for enlisting help from the school.	3.47	0.72	A
Grand Mean	3.28	0.60	A

Note: For interpretation, the following remarks apply to the mean interval: 4.00 - 3.50 for Exemplary (E), 3.49 - 2.50 for Accomplished (A), 2.49 – 1.50 for Developing (DV), and 1.49 – 1.00 for Deficient (DF).

The highest mean scores of 3.71 and 3.59 are associated with statements emphasizing the learner-centered focus, intentionality in resource integration, and providing clear information on required materials. These results suggest that teachers perceive a strong commitment to learner support in terms of instructional design and material accessibility, falling within the "exemplary" range. The low standard deviations of 0.59 and 0.71 further indicate a high level of agreement among respondents, highlighting consistency in these aspects of learner support. The overall results imply that while there is generally positive feedback on learner support in hybrid learning, some areas require attention and improvement. The learner respondents' assessment of the level of implementation of hybrid learning strategies regarding learner support in Table 5 reveals positive perceptions overall. The grand mean of 3.50 indicates that the level of learner support is rated as "exemplary" by the learners.

Table 5. Learner Respondents Assessment on the Level of Implementation of the Hybrid Learning Strategies as to Learners Support

Statement	Mean	Sd	Remarks
1. Learners were asked to do a self-assessment to determine if they are motivated and committed to learn.	3.58	0.66	E
2. Learners are oriented about a hybrid learning program before they start it so they can see if they have the minimum technology skills and tools needed.	3.34	0.88	A
3. The learners were provided with technical and other student support services related to the hybrid learning program.	3.45	0.60	A
4. Throughout the program, learners have access to the training and information they will need to secure the required materials through electronic databases and other sources.	3.41	0.70	A
5. Throughout the school year, learners have access to appropriate technical assistance and technical support staff.	3.56	0.71	E
6. Learners have access to technical assistance and support staff throughout the school year.	3.51	0.72	E

7. Policy, processes, and resources are in place to support students with disabilities.	3.55	0.72	E
8. Learners have access to information regarding required materials in print and/or digital format, for textbooks, and delivery modes prior to enrolment.	3.55	0.66	E
9. The program demonstrates a learner-centered focus and intentionality in the integration of online and face-to-face resources.	3.47	0.72	A
10. The parents have said that they would be fine with their kids being able to learn online.	3.24	0.86	A
11. The school provides guidance and tutorials for learners in the use of all forms of technology for delivery.	3.62	0.59	E
12. Learners are provided with clear information for enlisting help from the school.	3.69	0.67	E
Grand Mean	3.50	0.49	E

Note: For interpretation, the following remarks apply to the mean interval: 4.00 - 3.50 for Exemplary (E), 3.49 - 2.50 for Accomplished (A), 2.49 – 1.50 for Developing (DV), and 1.49 – 1.00 for Deficient (DF).

The results imply that learners generally perceive high support in the hybrid learning environment. The positive ratings across various aspects of learner support indicate that efforts have been made to provide learners with guidance, resources, and assistance. To further enhance the learner's experience, institutions should prioritize clear communication, comprehensive orientation, and ongoing access to technical assistance (Creswell & Poth, 2018). Addressing parental concerns and ensuring all learners possess the necessary technology skills and tools will also contribute to a more effective and inclusive hybrid learning environment (Guzman-Valenzuela & Claro, 2018). The learner respondents' assessment of the level of implementation of hybrid learning strategies concerning learner support in Table 6 indicates positive perceptions overall. The grand mean of 3.45 suggests that the implementation of learner support is rated as "accomplished" by the learners.

Table 6. Learner Respondents Assessment on the Level of Implementation of the Hybrid Learning Strategies as to Learners Support

Statement	Mean	Sd	Remarks
1. Hybrid learning is assessed through an evaluation process that applies specific, established standards.	3.29	0.77	A
2. A variety of data (academic and administrative information) are used to regularly and frequently evaluate program effectiveness to guide changes toward continual improvement.	3.41	0.71	A
3. Intended learning outcomes are reviewed regularly to ensure alignment, clarity, utility, appropriateness, and effectiveness.	3.47	0.87	A
4. A process is in place and being followed for the comprehensive assessment of support services for teachers and learners.	3.53	0.87	E
5. A process is in place and followed for the assessment of learner retention in blended learning and programs.	3.41	0.71	A

6. Program demonstrates compliance and review of accessibility standards	3.53	0.72	E
7. Hybrid learning collects learner feedback on the effectiveness of instruction in relation to school performance evaluations.	3.47	0.80	A
8. Evaluations collect learners' feedback on quality of hybrid learning materials	3.47	0.72	A
9. A process is in place and followed for the institutional assessment of faculty blended teaching performance.	3.47	0.72	A
10. A process is in place and followed for the assessment of stakeholder (e.g., learners, faculty, staff) satisfaction with the blended learning programs.	3.41	0.71	A
Grand Mean	3.45	0.68	A

Note: For interpretation, the following remarks apply to the mean interval: 4.00 - 3.50 for Exemplary (E), 3.49 - 2.50 for Accomplished (A), 2.49 – 1.50 for Developing (DV), and 1.49 – 1.00 for Deficient (DF).

Learners expressed positive views regarding various aspects of assessment and evaluation within the hybrid learning environment. These results indicate that learners emphasize assessing program effectiveness, aligning learning outcomes, and utilizing data-driven approaches for continuous improvement. Also, this suggests that learners perceive a proactive approach to assessment and evaluation within the hybrid learning environment. The positive ratings across various assessment dimensions highlight the institutions' commitment to ensuring program effectiveness, alignment with learning outcomes, support services, accessibility, and stakeholder satisfaction.

Table 7. Overall Assessment on the Level of Implementation of the Hybrid Learning Strategies According to Teacher and Learners

Group	Mean	Std. Deviation	Remarks
Teachers	3.35	0.65	A
Learners	3.50	0.49	E

Note: For interpretation, the following remarks apply to the mean interval: 4.00 - 3.50 for Exemplary (E), 3.49 - 2.50 for Accomplished (A), 2.49 – 1.50 for Developing (DV), and 1.49 – 1.00 for Deficient (DF).

The assessment of hybrid learning implementation by teachers and learners is positive, as seen in Table 7, with teachers scoring 3.35 and learners scoring 3.50 on average. These scores fall within the "Accomplished" and "Exemplary" ranges, respectively. The results suggest that both groups perceive the strategies as effective and beneficial for teaching and learning. Overall, the results highlight the success of hybrid learning strategies and their potential to drive educational innovation and improve outcomes. Feedback from teachers and learners should be used to further refine and support implementing hybrid learning in educational institutions.

Table 8. Significant Difference in the Assessment of the Two Groups (Teachers and Learners) of Respondents as to Implementation of the Hybrid Learning Strategies

Group	Mean	Sd	t-value	p-value	Decision	Remarks
Teachers	3.35	0.65	-1.06*	0.29	Accept H_0	No Significant
Learners	3.50	0.49				

Note: ** - The test statistic (t – test) is significant at 0.05 level. * - The test statistic (t – test) is not significant at 0.05 level. For remarks, No Significant indicates No Significant Difference and Significant indicates With Significant Difference.

The results in Table 8 indicate no significant difference in the assessment of the implementation of hybrid learning strategies between teachers and learners. The mean score for teachers is 3.35, while the mean score for learners is slightly higher at 3.50. However, the t-value of -1.06 falls within the non-significant range, with a p-value of 0.29, suggesting that the difference is not statistically significant. The findings suggest that teachers and learners have a similar perception of implementing hybrid learning strategies. This alignment in perspectives is important as it indicates that teachers and learners are on the same page regarding the effectiveness of the hybrid learning approach. It can foster shared understanding and collaboration between teachers and learners, enhancing the overall learning experience.

Table 9. Significant Relationship Between the Type of the Respondents and the Assessment of the Hybrid Learning Modality

Chi-square value	p-value	Decision	Remarks
1.72*	0.42	Accept H_0	No Significant

Note: ** - The Chi-Square (χ^2 – test) is significant at 0.05 level. * - The Chi-Square (χ^2 – test) is not significant at 0.05 level. For remarks, No Significant indicates No Significant Relationship, and Significant indicates With Significant Relationship.

The results in Table 9 indicate no significant relationship between the type of respondents and the assessment of the hybrid learning modality. The chi-square test yielded a chi-square value of 1.72 with a p-value of 0.42, greater than the significance level of 0.05. Therefore, the null hypothesis (H_0) is accepted, suggesting that there is no evidence to support a significant association between the type of respondents and their assessment of hybrid learning. These findings affect educational institutions and policymakers considering implementing hybrid learning approaches. The lack of a significant relationship suggests that different types of respondents, such as students from diverse backgrounds or with varying learning styles, do not differ significantly in their assessment of hybrid learning.

Table 10. Significant Relationship Between the Profile of the Learner Respondents and the Assessment of the Hybrid Learning Modality

Factors	Profile	Chi-square value	p-value	Decision	Remarks
Assessment of the Hybrid Learning Modality vs	Age	3.78*	0.13	Accept H_0	No Significant
	Sex	2.81*	0.29	Accept H_0	No Significant

Note: ** - The Chi-Square (χ^2 – test) is significant at 0.05 level. * - The Chi-Square (χ^2 – test) is not significant at 0.05 level. For remarks, No Significant indicates No Significant Relationship and Significant indicates With Significant Relationship.

The lack of a significant relationship between age and assessment implies that learners of different age groups hold similar perceptions regarding the effectiveness of hybrid learning. This suggests that the modality can be applied across various age ranges without significantly impacting learners' assessments. Similarly, the absence of a significant relationship between sex and assessment indicates that male and female learners do not differ significantly in their evaluation of hybrid learning. This finding highlights the potential gender-neutral nature of hybrid learning and suggests that it can benefit learners of all genders equally.

Table 11. Significant Relationship Between the Profile of the Teacher Respondents and the Assessment of the Hybrid Learning Modality

Factors	Profile	Chi-square value	p-value	Decision	Remarks
Teaching and Learning vs	Age	1.37*	1.00	Accept H_0	No Significant
	Sex	0.58*	1.00	Accept H_0	No Significant
Teacher Support vs	Age	0.28*	1.00	Accept H_0	No Significant
	Sex	3.45*	0.41	Accept H_0	No Significant
Learners Support vs	Age	0.59*	0.81	Accept H_0	No Significant
	Sex	1.20*	1.00	Accept H_0	No Significant
Evaluation and Assessment vs	Age	0.14*	1.00	Accept H_0	No Significant
	Sex	2.55*	0.41	Accept H_0	No Significant
Overall Assessment of the Hybrid Learning Modality vs	Age	0.14*	1.00	Accept H_0	No Significant
	Sex	2.55*	0.41	Accept H_0	No Significant

Note: ** - The Chi-Square (χ^2 – test) is significant at 0.05 level. * - The Chi-Square (χ^2 – test) is not significant at 0.05 level. For remarks, No Significant indicates No Significant Relationship and Significant indicates With Significant Relationship.

The results in Table 11 indicate that there is no significant relationship between the profile of the teacher respondents (specifically, age and sex) and their assessment of the hybrid learning modality across multiple factors, including teaching and learning, teacher support, learners support, evaluation and assessment, and overall assessment. The chi-square tests for each factor yielded chi-square values ranging from 0.14 to 3.45, with corresponding p-values ranging from 0.41 to 1.00. In all cases, the p-values exceed the significance level of 0.05, leading to the acceptance of the H_0. This suggests that the age and sex of the teachers do not have a significant influence on their assessment of hybrid learning across these factors.

Facilitating and Hindering Factors in the Implementation of Hybrid Learning Modality

This summarizes the hindering and contributing factors in the implementation of hybrid learning and includes additional insights and suggestions provided by the participants. Furthermore, the participants' perspectives underscore the importance of adaptability and innovation in education, emphasizing that the integration of technology and modern teaching methods can significantly enhance the learning journey. As hybrid learning continues to evolve, educational institutions must foster a culture of continuous improvement and professional development among educators to effectively navigate the complexities of this hybrid learning landscape.

Factors	**Hindering Factors**	**Specific Technical Difficulties**	**Contributing Factors**	**Possible Solutions and Suggestions**
Flexibility	- No mention of hinder	- No mention of specific technical difficulties	- Hybrid learning provides flexibility for students and educators, accommodating individual needs and styles.	- Flexibility in teaching methods is essential for addressing diverse learning styles and paces.

Time Management	- No mention of hinder	-No mention of specific technical difficulties	- Hybrid learning fosters time management skills for students.	- Encourage time management skills development for both students and teachers.
Improved Technological Proficiency	- Technical issues and digital gaps hinder access to hybrid learning.	- Teachers need continuous professional development to stay abreast of technological advancements and pedagogical strategies in digital learning landscape.	- Technology integration fosters engagement and achievement.	- Address the digital divide through access to technology and training.
Supportive Educational Institutions	- Technical issues, limited participation, and insufficient resources hinder success.	- Lack of reliable internet connectivity. - Disparities in access to technology and digital resources among students. - Shortage in the investment for improving digital infrastructure and equitable access to technology for all students.	- Collaboration between teachers, students, and institutions is vital.	- Ensure robust support systems in educational institutions to address challenges.
Learning Continuity	- Technical issues and digital gaps disrupt learning.	- Insufficient time for activities due to poor internet connectivity. - Poor internet connection limit instructional delivery and interaction opportunities.	- Hybrid learning ensures continuous access to education, even in challenging situations.	- Hybrid learning can address classroom congestion.
Teacher Preparedness and Training	- Technical issues, device availability, and economic disparities present challenges.	- Insufficiency in reliable internet connectivity; the availability and sustainability of gadgets and facilities. - Economic disparities among learners, requiring them to become more flexible and adaptable. - Their level of capability for independent study.	- Adequate training improves digital literacy and pedagogical skills.	- Continuous professional development is crucial for adapting to new learning environments.

		- Need for more comprehensive teacher training program that will equip them with necessary skills and resources to navigate the complexities of hybrid learning.		
Insufficient Learning Resources	- Shortage of Self-Learning Modules (SLMs) and inaccessibility of ODL resources create disparities.	- The lack of SLMs and ODL create disparities in educational opportunities and hinder academic achievement. - Shortage of necessary learning material lead students to keep pace with the curriculum, equating with the increase in learning gaps and potential institutional inequalities.	- SLMs and ODL support independent study and digital learning.	- Ensure access to quality SLMs and bridge the digital divide.
Validity and Reliability of Assessments	- Concerns about the validity and reliability of assessments in hybrid learning.	- The authenticity of test results is undermined, misrepresenting the student's actual knowledge and skills. - Parents' inconsistent and inaccurate responses is a risk to the reliability of assessments.	- Ensuring authentic and reliable assessment results is crucial.	- Implement authentication protocols and communicate with parents to preserve assessment integrity.
Teacher Encouragement and Motivation	- No mention of hinder	- No mention of specific technical difficulties.	- Teacher encouragement positively influences student performance.	- Teachers play a motivating role in inspiring successful learners.
Updated Teaching Styles	- No mention of hinder	- No mention of specific technical difficulties.	- Equipping teachers with the latest teaching styles enhances student interest.	- Incorporate trending teaching methods to capture learners' attention.
Interactive Tools	- Relying on digital tools can be hindered by poor internet connections.	- Students may become overly reliant on internet resources, leading to reduced engagement in cooperative discussion.	- Interactive tools enhance learning experiences and promote active learning.	- Leverage interactive tools for effective online and in-person teaching.

Advanced Technology and Flexibility	- Integration of advanced technology and flexibility is essential for successful hybrid learning.	- Due to economic disparities among students, teachers are expected to adopt advanced technology and become more flexible to enhance the overall learning outcomes.	- Advanced technology enhances learning outcomes and provides flexibility.	- Flexibility in teaching methods is crucial for addressing diverse learning styles and paces.
Clear Communication and Expectations	- Effective communication and clear expectations are vital.	- Poor internet connection disrupts the flow of communication and hinders the delivery of learning tasks. - Limited communication between parents and teachers.	- Communication and clarity are essential for student success.	- Ensure teachers communicate effectively and set clear expectations for both online and offline work.
Support from Stakeholders	- Better support from stakeholders is needed.	- Relevant stakeholders, teachers, and parents are expected to help students conquer barriers to hybrid learning, specifically the lack of access to necessary technology.	- Stakeholder support includes addressing the digital divide and providing resources.	- Collaborate with educational institutions, government, and community organizations to bridge gaps.
Teacher Professional Development	- Continuous professional development is essential for adapting to new learning environments.	- Teachers are in need for adequate educational facilities that aligns with their training and resources that aims to enhance hybrid learning effectiveness.	- Training empowers teachers to create dynamic and interactive hybrid learning experiences.	- Invest in professional development programs for teachers to enhance technology integration and pedagogical skills.
Teaching Metacognition and Independent Learning	- Teaching metacognitive skills and promoting independent learning is crucial.	- Students need to learn strategies and skills in learning first before fully engaging in hybrid learning.	- Metacognition enhances students' ability to regulate their learning and become self-motivated.	- Promote metacognitive skills development for more effective independent learning.
Tailoring Learning Materials	- No mention of hinder	- No mention of specific technical difficulties.	- Tailoring learning materials based on diagnostic tests can provide a personalized learning experience.	- Conduct diagnostic tests to determine students' learning capabilities and adapt materials accordingly.

Technical Assistance Plan may be Enhanced for Implementation Technical Assistance Plan

The current technology plan for hybrid learning in cluster 6 schools in General Trias City requires substantial enhancements to address pressing issues like technical challenges, communication bottlenecks, and resource limitations. To improve this plan, the proposed technical assistance plan is designed to fortify hybrid learning by proactively confronting the identified challenges while building upon the acknowledged achievements from the study. Ultimately, the plan aspires to create a thriving and inclusive hybrid learning experience, firmly committed to continuous refinement and adaptability to meet the evolving demands of the educational community.

Key Result Area (KRA)	Objectives	Strategies	Personnel Involved	Time Frame	Resources
Address Gender-Specific Factors Equitable Opportunities.	Promote gender equity in hybrid learning.	Implement gender-inclusive policies and practices.	Gender equity specialists for policy implementation.	One Academic Year	• Learning materials and technology resources for training and teaching. • Online resources for technical assistance and support. • Allocate a budget for workshops, training, and technical support.
	Offer ongoing technical assistance and training for teachers and learners.	Establish a technical assistance program for teachers and learners.	Technical support team for assistance.	One Academic Year	• Online resources for technical assistance and support.
Provide consistent technical assistance and training for teachers and learners in technology use.	Prepare teachers with adequate resources for hybrid teaching.	Provide professional development for teachers.	Trainers and facilitators for workshops and development sessions.	One Academic Year	• Learning materials and technology resources for training and teaching.
Enhance teacher preparedness and provide sufficient learning resources.	Review and adapt assessment practices for hybrid learning.	Allocate resources for teacher preparation and learning materials.	Trainers and facilitators for workshops and development sessions.	One Academic Year	• Allocate a budget for workshops, training, and technical support. • Learning materials and technology resources for training and teaching. • Online resources for technical assistance and support.

Address Communication Bottlenecks	Foster collaboration among educators, students, and parents.	Establish collaborative platforms and regular communication channels.	Communication specialists and IT supports team for platform setup.	One Academic Year	• Allocate a budget for collaboration platforms and tools.
Adress Resource Limitations	Advocate for additional funding and support.	Implement the resource allocation plan.	Advocacy team and school representatives.	One Academic Year	• Prepare documentation showcasing the impact and benefits of increased funding.
Student Engagement Optimization	Foster active participation and enthusiasm among students.	Implement interactive and tailored learning approaches.	Subject matter experts and instructional designers.	One Academic Year	• Allocate funds for interactive learning tools and materials.
Teacher Competence and Professional Growth	Improve teacher skills and confidence in hybrid teaching methods.	Provide continuous professional development opportunities.	Educational trainers and facilitators.	One Academic Year	• Allocate a budget for workshops, training, and technical support.
Enhance Digital Literacy in Primary School Students	Improve students' understanding and application of digital tools.	Integrate digital literacy into the curriculum across subjects.	Subject teachers for integrating digital literacy into subjects.	One Academic Year	• Budget for training workshops and materials. • Access to online resources for digital literacy. • Collaboration with digital literacy organizations for expertise.
	Foster responsible and ethical use of technology.	Conduct workshops to educate students on responsible online behavior.	Digital literacy experts for conducting workshops.		
Enhance Parental Involvement in Student Learning	Encourage parents to actively participate in their child's educational journey.	Organize parent-teacher meetings and workshops on effective involvement.	Teachers for providing progress updates. School counselors for organizing workshops. Administrative staff for coordinating meetings.	One Academic Year	• Allocate a budget for communication tools and platforms. • Provide training materials for workshops. • Organize a dedicated space for meetings and workshops.
Strengthen Hybrid	Resolve technical	Provide targeted training sessions	Technical support team		

Learning Ecosystem	challenges hindering hybrid learning.	for teachers on overcoming technical issues.	for training and assistance.	One Academic Year	• Allocate a budget to target teacher training in technology. • Develop and implement a technical support system. • Invest in advocacy materials and campaigns. • Secure additional funding for enhanced hybrid learning resources and technology.
	Boost teacher confidence in utilizing technology effectively.	Establish a support system for teachers, offering technical assistance.	Educational experts for teachers' confidence-building programs.		
	Advocate for increased funding and resource allocation.	Engage stakeholders through advocacy campaigns to secure additional funding.	Advocacy team for engaging with stakeholders and authorities.		
Continuous Technological Advancement in Teaching Methods	Stay abreast of emerging technologies and contemporary teaching methodologies.	Establish a professional development program focused on emerging technologies. Foster partnerships with technology providers for ongoing training sessions. Create a collaborative space for educators to share insights and experiences.	Educational technology specialists for programs development. External trainers for specialized sessions. Peer collaboration facilitators to encourage knowledge-sharing among educators.	Continuous improvement with a yearly assessment.	• Budget for the professional development program. • Collaborate with technology providers for training sessions. • Allocate funds for creating a collaborative space. • Regularly assess the effectiveness of the program and adjust resources accordingly.
Enabling Equitable Access to Educational Resources	Ensure all students have equal access to educational materials.	Implement a program for distributing essential learning materials to all students. Collaborate with community organizations to provide technology to access to underserved students.	Resource assessment team for identifying gaps. Community outreach coordinators for collaboration. Teachers for monitoring	Initial assessment within three months, continuous adjustments as needed.	• Budget for the distribution of learning materials. • Collaborate with community organizations for technology access. • Allocate funds for resource planning and implementation. • Regularly assess and adapt resource
	Bridge the digital divide among students with varying technological resources.				

		Establish a system for identifying and addressing resource gaps among students.	individual student needs.		allocation based on evolving needs.
Strengthening Assessment Practices for Hybrid Learning	Adapt and enhance assessment practices to suit the hybrid learning environment.	Review and adapt traditional assessment methods for online applicability. Implement a variety of assessment formats, such as project-based assessments and online quizzes. Provide training for educators on effective and unbiased online assessment.	Assessment specialists for method adaptation. Educational trainers for educator training. Technology support team for implementing online assessment tools.	Three months for initial adaptation, ongoing for continuous improvement.	• Budget for training sessions on online assessment methods. • Allocate funds for technology resources for online assessment. • Regularly assess and adapt assessment practices based on feedback and evolving needs.

CONCLUSION

In conclusion, while both teachers and learners generally had a positive outlook on hybrid learning, they identified areas for improvement, particularly in engagement and cohesive teaching. The study also found no significant difference in how different groups (age and sex.) assessed the hybrid learning implementation, suggesting its broad applicability. However, technical challenges, communication issues, and resource constraints were recognized as hindering factors, with a need for a stronger technology plan, particularly in Cluster 6 schools in General Trias City. The findings highlight the importance of ongoing collaboration, feedback, and improved technical assistance, including technology training, to ensure the success and inclusivity of hybrid learning. A technical assistance plan focusing on collaboration, inclusivity, and addressing these challenges is crucial for optimizing the learning experience.

RECOMMENDATIONS

Based on the findings and conclusion of the study align closely with DepEd's learning continuity plans (LCPs) and existing policies, the study recommended that pupils should participate in surveys and feedback sessions to share their hybrid learning experiences, improve their digital skills for online learning, and support gender-inclusive opportunities. This supports the emphasis on learner-centered education and the involvement of students in feedback mechanisms to inform curriculum development and improve learning delivery. Additionally, this suggestion emphasize the DepEd's focus on digital literacy as a core component if its educational reforms, as outlines in the National ICT Policy for Education. Also, since the mentioned organization places great importance on gender equality and inclusive education as outlines in its Gender and Development (GAD) Policy, teachers are encouraged to attend workshops to enhance their hybrid teaching skills, collaborate with colleagues, provide ongoing assistance during hybrid learning, and contribute in building gender-sensitive learning environments. Also, this recommendation supports one of the key priorities in LCPs which is the teacher-capacity building, specifically in adapting to hybrid and online learning. Moreover, since the DepEd's

School-Based Management Policy encourages school heads to take responsibility for resource allocation and ensuring inclusive learning environments, this study expects them to allocate resources, promote inclusivity and gender equity, and create channels for improvement. Meanwhile, Public Schools District Supervisors (PSDS) should coordinate the technical assistance plan across schools, ensure equitable distribution of resources, and foster collaboration. Furthermore, in support with the Research and Development (R&D) component of DepEd's strategic framework, the study also recommends that future researchers should focus on the long-term effects of hybrid learning, explore gender-specific factors, and examine how technology influences teacher-student interactions in future education.

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Ethical Considerations

This research was conducted in accordance with ethical guidelines and principles for research involving human subjects. Ethical approval was obtained from the relevant ethics committee prior to data collection. All participants were informed of the study's purpose, their voluntary participation, and their right to withdraw at any time without consequence. Written informed consent was obtained from all participants, including parents or guardians of minor participants.

Conflict of Interest

The authors declare no conflicts of interest in the conduct and publication of this research. No financial or personal relationships influenced the outcomes of this study.

Data Availability

The data collected for this research are not publicly available due to privacy and confidentiality concerns.