Hybrid Blended Learning Implementation, Teachers' Competencies and Self-Efficacy at the Public Secondary Schools in the Division of General Trias City: Basis for Instructional Delivery Framework

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DOI: https://dx.doi.org/10.47772/IJRISS.2025.90700059

Received: 30 June 2025; Accepted: 01 July 2025; Published: 29 July 2025

ABSTRACT

Hybrid blended learning has transformed contemporary teaching and learning practices by integrating traditional and digital pedagogical approaches. Provided this, this study aims to assess the status of hybrid blended learning implementation in public secondary schools in the Division of General Trias City and to examine the relationships among teacher profiles, competencies, and self-efficacy in this modality. A total of 255 public secondary school teachers participated in the survey, selected through proportional stratified random sampling. The study employed a descriptive correlational research design, utilizing a survey questionnaire composed of both adapted and researcher-made items. Quantitative data were analyzed using frequency counts, weighted median, Kruskal-Wallis ANOVA, Mann-Whitney U-Test, and Spearman Rank Correlation. Results revealed an excellent level of hybrid blended learning implementation across all domains—learner and parent support, teacher support, instructional planning, technology support, and assessment and feedback. Teachers demonstrated high levels of competency in technological skills, online integration, and personalization, as well as strong self-efficacy in instructional strategies, classroom management, and student engagement. Findings further indicated that the status of implementation was not significantly affected by teacher profile, though age and area of specialization influenced competencies and self-efficacy, respectively. Serious problems encountered included increased workload, time constraints, and connectivity issues. As an output, the study proposes a set of policy and program recommendations to strengthen the effective implementation of hybrid blended learning in public secondary education.

Keywords: Hybrid Blended Learning, teacher competency, self-efficacy, learning implementation, technology

INTRODUCTION

The COVID-19 outbreak has posed significant challenges and has impacted educational institutions, and no one knows when it will cease. Every country has planned and implemented ways and interventions to contain the virus, but the number of illnesses continues to rise. In the educational context, the new normal should be considered in the formulation and execution of the "new normal educational policy" to maintain and offer excellent education despite lockdown and community quarantine.

In response to these situations, educational leaders decided to adopt the new normal in education. The Department of Education (DepEd) developed and implemented the Basic Education Learning Continuity Plan (BE- LCP) that took effect in the School Year 2020-2021 to provide clear guidance to all offices, units, schools, and community learning centers (CLCs) of the Department of Education (DepEd), learners and their parents, partners, and stakeholders. The BE- LCP is a package of education interventions that will respond to basic education challenges brought about by COVID-19. The key elements of the learning strategies that shall operationalize the BE-LCP are the streamlining of the K to 12 Curriculum into the Most Essential Learning Competencies (MELCs) and allowing of multiple learning delivery modalities such as distance learning and blended learning, either on top or in place of face-to-face learning (Deped Order No. 12 s. 2020).

As the Philippine government is striving its best to secure vaccines to prevent the spread of Covid-19 Pandemic and bring life back to normal, the Department of Education is gearing up for transitioning gradually from remote learning to a Hybrid Blended Learning. The purpose of this policy is to give schools and Community Learning Centers direction and guidance in the resumption of classes, the gradual introduction of the five days of in-person instruction, and the planning of curricular and co-curricular activities within the required number of school days. In this light, only five days of in-person instruction, blended learning, and full remote learning were recommended by Department of Education which highly depends on the school context.

Blended learning is one of the alternative learning delivery modalities included in the BE- LCP package which is a type of learning delivery that combines face-to-face with any or a mix of online distance learning, modular distance learning, and TV/Radio-based Instruction (Doped Order No. 12 s. 2020). According to Almario (2020), a hybrid remote learning class maintains a schedule of in-person class meetings and online activities during the term. Hybrid learning is a way of combining traditional classroom experiences, experiential learning objectives, and digital course delivery that emphasizes using the best option for each learning objective (Ethink, 2020). This is a remediation foreseen by the sector of bringing students to learning competency level and catching up lost learning deriving from school closures and pre-existing learning gaps (UNESCO, 2020).

In this light, all schools have prepared their Transition Plan and School Learning Continuity and Recovery Plan that is contextualized according to the situations of the school community. Each school complied and submitted the said plans which included implementation plan on their multiple learning delivery modalities with blended and distance learning as major options which has the following contents: Teachers and school heads professional development/ training plan to adequately prepare teachers and other personnel for the implementation of alterative learning delivery modalities; orientation-training plan for parents for the implementation of alternative learning delivery modalities; communication mechanism to address, among others, queries from teachers, parents, and learners on the implementation of the school's learning delivery modalities and learning/ or its learning continuity plan; and monitoring and evaluation plan adjustment.

Since then, each of the schools gathered and prepared resources such as Alternative Learning Delivery Modality (ADM) Modules, Worksheets, ICT Infrastructure to support the implementation of hybrid blended learning delivery modality to continue educating the learners. Moreover, teachers in a very short period attended several training workshops to ensure preparedness in this phenomenon. Teachers were obliged to attend to different ICT related and well-being support trainings. Learning Action Cell (LAC) sessions and focus group discussions were also formulated and executed aligned with hybrid blended learning.

The role of teachers in blended teaching is crucial because they must possess the required knowledge and skills in classroom instruction and ICT supported learning, according to Mathur and Shukla (2021). Competencies are meant to be applicable across many environments and instructional contexts. This lens for thinking about what makes an educator effective in a learning environment is broader than traditional teaching standards. Therefore, it is significant that teachers possess the required hybrid blended teaching competencies such as (1) Online integration, (2) Data practices, (3) Personalization, and (4) Online interaction. These competences are constructed on a foundation of positive attitudes dispositions and fundamental technological skills (Short et al., 2021).

In line with this, personal values drive teachers' goals and actions. Values promote subjective well-being and self-efficacy (Barni and Benevene, 2019). Bandura (cited in Mookiah et al., 2019) defined self-efficacy as "individuals' decisions about their capacities to construct and execute course of action necessary delivering provided fulfilments," which means self-efficacy is a person's belief about what they can achieve effectively. Pressley and Ha (2021) discovered that returning instructors during the COVID-19 outbreak showed low instructional and engagement efficacy. All teachers, regardless of kind, level, awards, or location, had lower instructional and engagement efficacy than past studies.

To date, hybrid blended learning is executed in the Division of General Trias City as the primary learning delivery modality stipulated on the Basic Education Learning Continuity Plan and DepEd Order No. 34 s. 2022, however, there has no detailed study on the status of implementation has been made. Furthermore, because hybrid blended learning is a new approach introduced in the Philippines basic education setting,

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue VII July 2025

teachers encountered numerous problems in adopting and implementing the said learning delivery modality. These includes absence of hybrid blended learning instructional delivery framework, limited knowledge in hybrid blended pedagogies and best practices, less student engagement, technology related problems and teachers additional / surge workload.

The study was able to evaluate the status of hybrid blended learning implementation at the Public Secondary Schools in the Division of General Trias City. Furthermore, the Secondary School Teachers' competencies and self- efficacy was assessed since they are an essential contributing factor in achieving effective delivery of hybrid blended learning.

Conceptualization

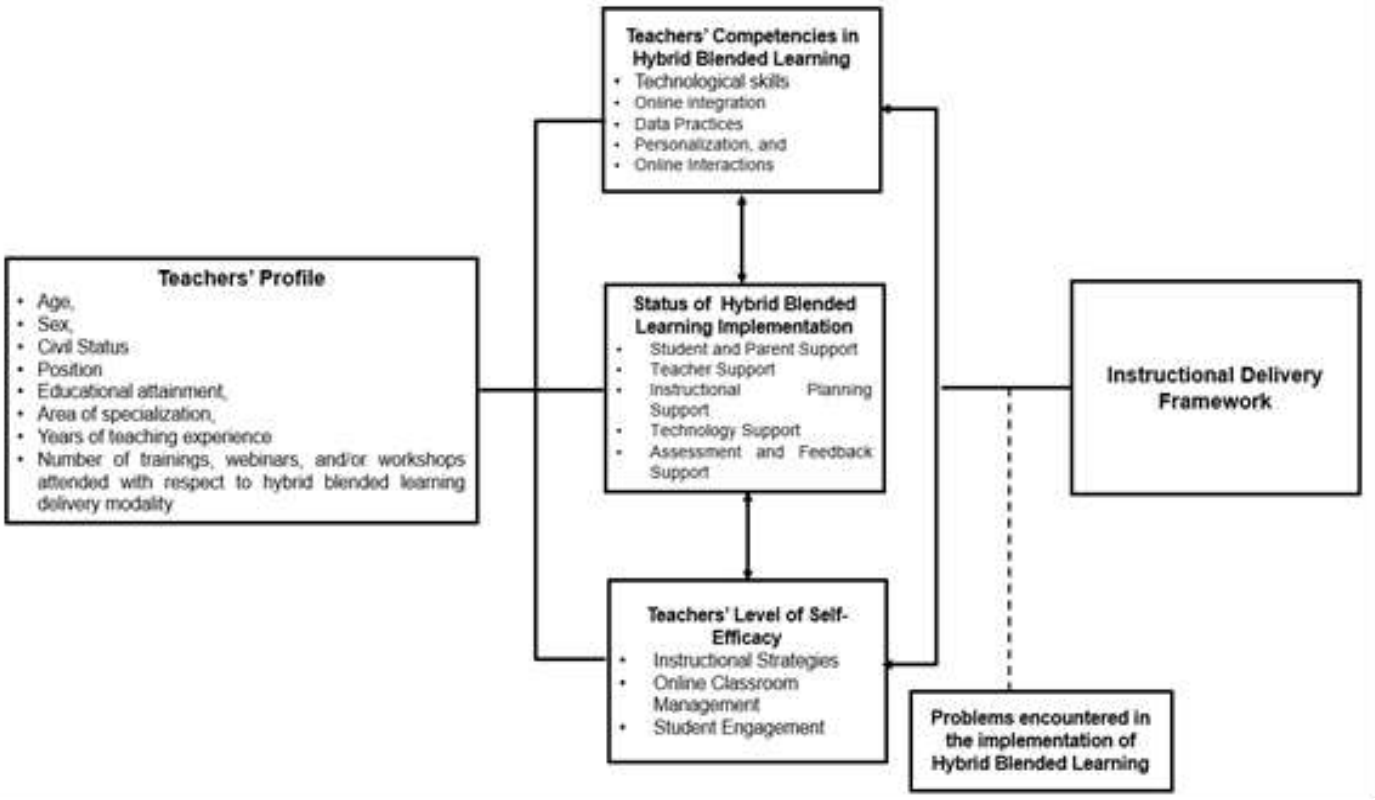

Figure 1. The Research Paradigm

Statement of the Problem

The main objective of the study was to evaluate the status of hybrid blended learning implementation at the Public Secondary Schools in the Division of General Trias City. Specifically, this sought to answer the following research questions:

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

    1.1 Age,

    1.2 Sex,

    1.3 Civil Status,

    1.4 Position,

    1.5 Educational attainment,

    1.6 Area of specialization,

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue VII July 2025

1.7 Years of teaching experience, and

1.8 Number of hours on trainings, webinars, and/or workshops attended with respect to hybrid blended learning delivery modalities?

2. What is the status of hybrid blended learning implementation in terms of the following:

2.1 Learner and Parent Support,

2.2 Teacher Support,

2.3 Instructional Planning Support,

2.4 Technology Support, and

2.5 Assessment and Feedback Support?

3. What is the teachers' competencies in hybrid blended learning in terms of:

3.1 Technological skills,

3.2 Online integration,

3.3 Data Practices,

3.4 Personalization, and

3.5 Online Interactions?

4. What is the teachers' level of self-efficacy in hybrid blended learning in terms of:

4.1. Instructional Strategies,

4.2. Online Classroom Management,

4.3. Student Engagement?

5. Is there a significant difference in the participants' assessment on the status of hybrid blended learning implementation, level of competence and level of self-efficacy in hybrid blended learning when they are grouped according to profile?

6. Is there a significant relationship between the following:

6.1. level of status of hybrid blended learning implementation and teachers' competencies in hybrid blended learning;

6.2. level of status of hybrid blended learning implementation and self-efficacy; and

6.3. level of teachers' competencies in hybrid blended learning and self-efficacy?

7. What are the problems encountered by the public secondary school teachers in the implementation of hybrid blended learning?

8. Based on the results, what instructional delivery framework would be developed?

Significance of the Study

The results of the study were beneficial to the following:

Division of General Trias City. The results of the study will serve as a foundation in developing policies to enhance the Basic Education Learning Recovery Plan (BE LRP) and Division Educational Development Plan (DEDP) to suit the needs of the teachers and most importantly, the learners. Furthermore, the developed framework may be evaluated, modified, and implemented in the schools.

School Administrators. The study may be helpful for both the DepEd policy makers and the school. The result of the study will serve as a foundation in developing a framework to enhance instructional delivery in hybrid blended learning in times of pandemic or relevant situations.

School Heads. The results of the study would serve as a baseline data to support decision making, planning and enhance institutional support for teachers that will eventually impact teachers' competencies, self- efficacy, and teaching performance.

Teachers. The result of the study would serve as a groundwork for the teachers to adapt themselves in utilizing innovative strategies and techniques in teaching the subject relevant to the needs and level of interest of the students in hybrid blended learning. This could also serve as the baseline data for crafting appropriate trainings for teachers to enhance instructional delivery.

Students. Will directly benefit from the results of the study because the framework that will be developed will improve the quality of instruction in Hybrid Blended Learning Delivery Modality.

Future Researchers. This investigation could be an eye-opener to other researchers who may be interested to enhance and to expand this research for future use. The present study would also serve as the bedrock of knowledge which is helpful in conceptualizing parallel studies.

LITERATURE REVIEW

The term "blended learning" refers to the methodical joining of digital and face-to-face education. In these types of classes, "part online, with some aspect of student flexibility regarding time, place, path, and/or pace" is used in the learning process (Graham et al., 2019). Chaeruman et al., (2018) and Almario (2020) denoted that blended learning is one of the vital modalities that embody the mentioned concept. To define, blended learning, which is also known as hybrid learning, is a combination of the best characteristics of the traditional education system and the advantages of online education that makes use of many delivery methods (Mathur and Shukla, 2021).

Nasution et al. (2020) argue that blended/hybrid learning is more than just combining the features of face-to-face learning with online learning. They stress that this term refers to two or more learning methods, originated from a combination of combinations such as: merging face and online learning with direct access to instructors, or fusing simulations with structure learning. In support, Dahmash (2020) posited that it is the fusion of pedagogic methods involving diverse technologies. For a blended learning program to be successful, there must be thorough planning and coordination. These include course scheduling (such as if there will be fewer in-person lectures), teacher and student support, and strategic planning of financial, technological, and human resources. If schools are thinking about using blended learning aspects, each of these will need careful study.

The cited studies provided rich definition and description of hybrid blended learning which was conducted in different countries around the globe. Moreover, the mentioned studies informed people of the different models, benefits, and impact of blended learning both on students and teachers which in turn influenced the education system. The present study is very timely since the Department of Education (DepEd) adopted hybrid blended learning as its primary modality in the beginning of School Year 2022-2023. Furthermore, there are limited studies about hybrid blended learning in the Philippines on basic education setting because it is considered new in the field of education, hence, conducting this study is necessary to contribute to the literature since most of the studies focused on higher education. Lastly, this study would be different from the recent studies since this will highlight the assessment of the implementation of hybrid blended learning which includes support for the learner and parent, teacher, instructional planning, technology and assessment and feedback.

The role of teachers in blended teaching is crucial because they must possess the required knowledge and skills

in classroom instruction and ICT supported learning, according to Mathur and Shukla (2021). Competencies are meant to be applicable across many environments and instructional contexts. This lens for thinking about what makes an educator effective in a learning environment is broader than traditional teaching standards. The word "competencies" instead of "standards" or "skills" is explicitly used in addressing teacher traits like thinking patterns and work habits.

Therefore, this study included the evaluation of teachers' competencies in hybrid blended learning which adopted the blended teaching competencies of Short et al., (2021) highlighting the: (1) Online integration, (2) Data practices, (3) Personalization, and (4) Online interaction. These competences are constructed on a foundation of positive attitudes dispositions and fundamental technological skills. This study will play a crucial role in terms of emphasizing the competencies in hybrid blended learning as a reference for policy makers in providing the required development programs for teachers.

In line with this, personal values drive teachers' goals and actions. Values promote subjective well-being and self-efficacy (Barni and Benevene, 2019). Bandura (cited in Mookiah et al., 2019) defined self-efficacy as "individuals' decisions about their capacities to construct and execute course of action necessary delivering provided fulfilments," which means self-efficacy is a person's belief about what they can achieve effectively.

Cardullo et al. (2020) found that teachers with high self-efficacy judged instructional efficacy to correlate positively with student learning results. These benefits include teachers wanting to attempt new topics and committing more to teaching. Teachers with stronger self-efficacy are more open to innovative teaching approaches and more persistent (Pressley, Roehrig, & Turner, 2018).

Teacher self-efficacy is a long-term predictor of instructional quality, according to Kunsting et al., (2016). Mastery goal orientation predicts instructional quality, which is regressed on self-efficacy. Teacher self-efficacy affects student results, according to study (Klassen et al., 2011). Teachers with strong self-efficacy are more comfortable supporting students through mistakes, creating relationships, and enhancing student involvement (Hajovsky et al., 2020). Pressley and Ha (2021) discovered that returning teachers during the COVID-19 epidemic had low instructional and engagement efficacy in fall 2020. All teachers exhibited lower instructional and engagement efficacy than earlier studies, regardless of teaching type, level, accolades, or location (Yoo, 2016). All-virtual teachers had the lowest instruction and engagement efficacies of the three options.

Taking all the cited studies in consideration, the present study considered the self- efficacy of teachers as an essential contributing factor in achieving effective delivery of hybrid blended learning. Consequently, this study will contribute on the literature of teachers' self- efficacy in blended learning since there are limited studies on the said topic.

Because hybrid blended learning is a new approach introduced in the Philippines education setting, teachers encountered numerous problems in adopting and implementing the said learning delivery modality. According to Ramos et al., (2011), the problems and difficulties in adopting blended learning are categorized into four groups: institutions, teachers, students, and technology factors. Teachers face a surge in workload, time demands, incapacity to integrate blended learning, and difficulty determining the correct curriculum combination. According to the report, teachers are most concerned about their workload (Heaney & Walker, 2012; Korr et al., 2012). Most teachers say blended learning strains them emotionally and physically (Gedik et al., 2013; Ma'arop and Embi, 2016). They found it difficult and time-consuming with blended learning (Lotrecchiano et al., 2013). Some teachers considered employing technology was excessively time-consuming, according to Benson et al. (Alvarez, 2020).

According to Lotrecchiano et al. (2013), educators lack technological and pedagogical expertise. They can't reconcile face-to-face and online situations (Gedik et al., 2013; Lotrecchiano et al., 2013). Aldosemani et al. (2018), Rasheed et al., (2020) and Mulyono et al. (2021) cited a lack of faculty training and support, language barriers, and inadequate promotion incentives for blended learning commencement.

This study will include the identified problems encountered by the teachers in implementing hybrid blended learning from various studies as a reference in collecting the necessary data to provide relevant results which will be significant in developing the proposed hybrid blended learning instructional delivery framework.

METHODOLOGY

A quantitative research design was used to describe the hybrid blended learning implementation, teachers' competencies and self-efficacy at the public secondary schools in the Division of General Trias City. In particular, the descriptive correlational research approach was employed to describe the profile of the public-school teachers; analyze the status of the mentioned variables, and determine the relationships among such. . Along with this, a total of 255 teachers from nine (9) public secondary schools within the division participated in the current study which are selected through proportional stratified random sampling technique. Moreover, the data gathered through the use of a survey questionnaire, both self-made and adapted from existing validated tools, was compiled, collated, and summarized separately per group. The responses for each item were categorized based on the specific problems raised. Further, the collected data were processed through various statistical instrument including descriptive statistics including frequency, percentage, mean, and median; Mann-Whitney U-Teast and Kruskal-Wallis ANOVA; and Spearman Rank Correlation.

DISCUSSION

Table 1. Teachers' Demographic Profile

Demographic Profile		Frequency	Percent
Age	35 and below (Young)	153	60
	36 to 49 (Middle- aged)	83	33
	50 and above (Old)	19	7
Civil Status	Single	100	39
	Married	155	61
Sex	Male	81	32
	Female	174	68
Educational Attainment	BS Degree	55	22
	Master's Units	131	51
	MA Degree / Doctoral Degree	69	27
Position	Teacher I	96	38
	Teacher II	80	31
	Teacher III	61	24
	Master Teachers	18	7
Area of Specialization	English/Pilipino	85	33
	Math/Science	76	30
	PE/Values/Social Studies	46	18
	TVL -TLE	48	19
Years of Experience	5 and below (Less Experienced)	95	37
	6 to 10 (More Experienced)	91	36
	11 to 15 (Much Experienced)	35	14
	16 and above (Very Much Experienced)	34	13
Number of Training hours	None (Not Trained)	73	29
	1 to 10 hours (Slightly Trained)	92	36

	11 to 25 hours (Trained)	56	22
	26 Hours and above (Highly Trained)	34	13

Table 1 discusses the demographic profile of the teacher participants in terms of age, civil status, sex, educational attainment, position, area of specialization, years of experience and number of hours on trainings, webinars, and/or workshops attended with respect to hybrid blended learning modality within the School Year.

Results revealed that 60% or most of the participants are young, 33% are middle- aged and 7% are older professionals. This suggests that the teaching profession's age demographic is currently dominated by young teachers. It can be inferred that most of the teacher participants are of legal age and met the working minimum age requirement. It further implies that the Department of Education hired young teachers because they are more passionate, innovative, and eager to learn new things.

As for the civil status of the participants, result shows that 61% are married and 39% are single. It can be observed that most of the teacher participants are married. It indicates that teachers who are married receive the same benefits and opportunities in the teaching field. Due to the mentality, they have at home, which they may use in the classroom, they are mature and effective at work. This suggests that married teachers valued their careers and were motivated by the need to provide for their families.

In terms of sex, data shows that 68% are female and 32% are male. This implies that female teachers dominate the teaching profession in the Division of General Trias City. This is consistent with the statistical evidence that there are more female teachers than male teachers in the Philippines (Gepilal Jr., 2020).

As for the educational attainment, 51% are teachers having BS with master's units, followed by 27% with MA Degree / Doctoral Degree and 22% with BS degree. Results reveals that most of the teacher participants have BS with master's units. This suggest that the teaching force are currently engaged in personal growth and professional development.

In terms of teacher's position, the highest percentage is Teacher I with 38% followed by 31% for Teacher II, 24% for Teacher III and the 7% are Master Teachers. This suggest that most of the teacher's position are Teacher I. This further implies that teaching profession is dominated by career stages 1 and 2 which are the Beginning and Proficient Teachers in reference to Philippines Professional Standard for Teachers (PPST). Beginning Teachers are those who have obtained the credentials required for entry into the profession of teaching and have a deep understanding of the subjects/areas in which they are trained.

The area of specialization of teacher participants shows that 33% are English / Filipino, 30% are Math / Science, followed by 19% TVL / TLE and the least is 18% PE/ Values / Social Studies. This implies that majority of teachers who participated in the study are specialized in English and Filipino. As for the Secondary teachers, the demand for English and Filipino specialization has increased in the implementation of Senior High School. This is because English and Filipino has been part of the K to 12 core curriculum which focuses on Languages, Literature, Communication, Mathematics, Philosophy, Natural Sciences, and Social Sciences. Furthermore, the two specializations have been offered by most of the higher education institutions as it is used as the language of commerce and law, as well as the primary medium of instruction in education.

Result reveals that 37% of the teacher participants has 5 and below years of teaching experience and the least is 13% for those who have 16 years and above teaching experience. This implies that most teacher participants are less experienced in the field of teaching in terms of years of teaching experience. This suggest that teachers need capacity building to meet the increasing demands of the K to 12 curriculum and the standards set by the PPST.

In terms of number of hours on trainings, webinars, and/or workshops attended with respect to hybrid blended learning modality within the School Year, 1 to 10 hours earned 36% of the teacher participants and the least has 13% with 26 and above hours. This implies that most of the teacher participants has the minimum number of hours on trainings, webinars, and/or workshops attended with respect to hybrid blended learning modality within the School Year. This further means that teacher participants are slightly trained in terms of hybrid

blended learning due to a very short span of preparation. Thus, it can be inferred that teacher participants have a high level of adaptability in coping with the new approaches and trends in education.

Table 2. Status of Hybrid Blended Learning Implementation

Items	Median	Verbal Interpretation
Learner and Parent Support		
1. conducts training on psychological first aid (PFA), coping mechanisms, in-house counseling sessions, online counseling, support groups and well-being in distance learning.	5.00	Excellent
2. holds orientation on learners and parents on the type and nature of learning delivery and the mode of assessments applied to the learners.	5.00	Excellent
3. strengthens awareness on Child protection policies and data privacy act to ensure online safety of the learners.	5.00	Excellent
4. provides necessary learning resources for the applicable learning delivery modalities for the learners.	5.00	Excellent
5. establishes Learner Support Systems.	5.00	Excellent
6. has constant communication between students, parents, and teachers.	5.00	Excellent
7. informed and involved parents in education decisions that affect their children.	5.00	Excellent
8. Offers intervention programs to strengthen learners' weaknesses.	5.00	Excellent
9. reminds and motivates learners to do their unfinished activities/performance tasks/outputs.	5.00	Excellent
10. prepares and updates individual learners' profile and relevant records of information.	5.00	Excellent
Median	5.00	Excellent
Teacher Support		
1. thoroughly discusses roles, policies, and objectives of hybrid blended learning modality, prior to and during the implementation.	5.00	Excellent
2. conducts Learning Delivery Modality Course (LDM) training to improve the readiness of teachers for the implementation and management of learning delivery modalities consistent with policies.	5.00	Excellent
3. provides In Service Training (INSET) and capability training on the pedagogies in hybrid blended learning.	5.00	Excellent
4. performs training and Learning Action Cell (LAC) Session on the development of self-learning modules and learning activity sheets.	5.00	Excellent
5. organizes training or Learning Action Cell (LAC) Session on the preparation of Weekly Learning Plan (WLP).	5.00	Excellent
6. checks, approves, and provides technical assistance for the improvement of WLP.	5.00	Excellent
7. trains teachers on addressing weaknesses encountered during the implementation of hybrid blended learning.	5.00	Excellent
8. provides training for distance learning platforms and varied technologies used in synchronous and asynchronous activities.	5.00	Excellent

9. upskills teachers to contextualize SLMs from the Central Office / Regional Office / Division Office.	5.00	Excellent
10. provides teacher training and support related to the legal rights and responsibilities of faculty and the institution (i.e. copyright and intellectual property rights, Data Privacy act of 2012).	5.00	Excellent
Median	5.00	Excellent
Instructional Planning Support		
1. thoroughly communicates the utilization of Most Essential Learning Competencies (MELCs) as the guide of teachers for instructional planning.	5.00	Excellent
2. conducts workshop on the alignment of instructional materials with the MELCs.	5.00	Excellent
3. provides adequate printed and digital copies of Self- Learning Modules.	5.00	Excellent
4. uses Learning Activity Sheets (LAS) in the absence of SLMs.	5.00	Excellent
5. gathers Supplementary learning materials such as voice clips, audio and video-based lessons that were readily available to the teachers and learners.	5.00	Excellent
6. ensures that Lesson exemplars / Weekly Learning Plan are prepared according to the Policy Guidelines mandated by the Department of Education.	5.00	Excellent
7. upskills the teachers in organizing lesson contents/topic into concise and manageable scopes and levels of difficulty, considering the learning objectives.	4.00	Very Good
8. supports teachers on the use of technology to achieve the learning needs of the learners or program, emphasizing effective teaching and learning over technology.	5.00	Excellent
9. conducts capacity building on the preparation of lesson exemplars and activities were aligned with RPMS- PPST indicators for an effective teaching and learning process.	5.00	Excellent
10. encourages teachers' involvement in coaching and mentoring to address issues related to hybrid blended learning instruction.	5.00	Excellent
Median	5.00	Excellent
Technology Support		
1. procures laptops / computer for teachers.	5.00	Excellent
2. allocates printer and printing materials for each teacher / department.	5.00	Excellent
3. distributes ICT tools like external drives, headset with microphone, web camera and Wi-Fi devices to teachers.	5.00	Excellent
4. allots 5G sim card to each teacher.	5.00	Excellent
5. assigns google suit and office 365 accounts for teachers to enable online classes using varied platforms like google classroom, google meet, google drive, Microsoft teams, MS Office, and the likes.	5.00	Excellent
6. provides internet connectivity speeds that are fast for communication,	4.00	Very Good

storing and accessing all learning materials.		
7. adopts a learning management system or digital technology platforms appropriate to the needs of the teachers and students.	4.00	Very Good
8. provides teacher training on the technology needed to adequately develop and deliver their hybrid blended instructions.	4.00	Very Good
9. utilizes DepEd Commons as a source of open educational resources	4.00	Very Good
10. allocates communication allowance for teachers.	5.00	Excellent
Median	5.00	Excellent
Assessment and Feedback Support		
1. provides training on crafting holistic and authentic assessment in capturing the attainment of the most essential learning competencies.	5.00	Excellent
2. ensures that the preparation and conduct of summative assessments and performance tasks are based on the interim policy guidelines of the Department of Education.	5.00	Excellent
3. administers written works are to assess essential knowledge through quizzes and long quiz/ test.	5.00	Excellent
4. prescribed the inclusion of projects and portfolio as part of the assessment	4.00	Very Good
5. trains the teachers in providing performance tasks that includes demonstration, product creation, group presentation, multimedia presentation, oral works, and research projects.	5.00	Excellent
6. capacitates teachers in crafting rubrics to rate the performance tasks of the learners.	5.00	Excellent
7. advise teachers to collaboratively design and implement performance tasks that integrates two or more competencies within and across subject.	5.00	Excellent
8. upskills teachers in delivering timely, constructive, and meaningful feedback based on the learners record of progress.	4.00	Very Good
9. mandates teachers to maximize contact (teacher-student and student-student) to provide constructive recognition of the learners' efforts.	5.00	Excellent
10. imparts technical assistance in providing constructive feedback for the learners.	5.00	Excellent
Median	5.00	Excellent
Overall Median	5.00	Excellent

Note: For interpretation, the following remarks apply to the median interval: 5.00 – 4.20 for Excellent, 4.19 – 3.40 for Very Good, 3.39 – 2.60 for Good, 2.59 – 1.80 for Fair, and 1.79 – 1.00 for Poor.

The status of status of hybrid blended learning implementation is presented in Table 2 which was measured in terms of learner and parent support, teacher support, instructional planning support, technology support, and assessment and feedback support. Based on the results, there is an excellent level of the status of hybrid blended learning implementation with an overall median of 5.0. As shown in the table, it can be inferred that teacher participants perceived that most of hybrid blended learning indicators are implemented excellently.

In learner and parent support, all items obtained a median of 5.0. The result strongly suggests that the implementation of hybrid blended learning in terms of learner and parent support is outstanding as perceived by the teacher participants. This indicates that the program, projects, and activities pertaining to parent and

teacher support has been carry out successfully. This further implies that learner and parent support services provided by the schools had made a positive impact on the implementation of hybrid blended learning.

Similarly, the median score for teacher support items was 5.0. According to the perceptions of the participating teachers, the implementation of hybrid blended learning in terms of teacher support is excellent. The result suggests that the school / school principal / person in authority provided exceptional teachers support services to fulfill the requirements for the successful implementation of hybrid blended learning. The result also indicates that, in order to ensure the preparedness teachers in hybrid blended learning, the Department of Education provided training, upskilling, and technical assistance in various areas such as the Learning Delivery Modality Course for teachers, pedagogies, crafting of self-learning modules, distance learning platforms, contextualization, assessment, and the Data Privacy Act of 2012, all of which are essential to the implementation of the aforementioned modality.

In terms of instructional planning support, 9 out of 10 items received a median score of 5.0 while the remaining 1 garnered a value of 4.0. This indicates that nine out of ten items are excellently implemented, while the item "upskills teachers in organizing lesson contents/topic into concise and manageable scopes and levels of difficulty, considering the learning objectives" has a very good implementation status. Thus, it can be assumed that this area needs further attention and improvement. It is essential that teachers have an in- depth knowledge, understanding and skills in planning the lesson aligned with the learning objectives to engage learners in a blended learning environment.

Six out of ten technology support items received a median score of 5.0 which is equivalent to excellent, while the remaining four received a median score of 4.0 that means very good. Teacher participants believes that the four items, particularly, “provides internet connectivity speeds that are fast for communication, storing and accessing all learning materials, adopts a learning management system or digital technology platforms appropriate to the needs of the teachers and students, provides teacher training on the technology needed to adequately develop and utilizes DepEd Commons as a source of open educational resources” has a very good level of implementation. Hence, these areas in technology support need to be improved to achieve an excellent level of hybrid blended learning implementation.

Lastly, eight out of ten assessment and feedback support items received a median score of 5.0, while the remaining two received a score of 4.0. These eight items are observed to be implemented exceptionally well by the teachers, while the other two have a very good level of implementation. Specifically, the items "prescribed the inclusion of projects and portfolios as part of the assessment and upskills teachers in delivering timely, constructive, and meaningful feedback based on the learners' record of progress" require additional attention and prioritization with regard to assessment and feedback. This may imply that teachers need additional training and upskilling in terms of assessment used in hybrid blended learning and feedback mechanisms to improve student performance.

Table 3. Level of Teachers’ Competencies in Hybrid Blended Learning

Items	Median	Verbal Interpretation
Technology Integration Skills		
1. knowledgeably and skillfully use the new technologies, successfully troubleshoot unfamiliar technological issues, and find quality, relevant online content, and resources.	4.00	Competent
2. ensure student online privacy and online safety.	4.00	Competent
3. evaluate Internet resources using criteria.	4.00	Competent
4. apply copyright privileges and violations when dealing with online resources.	3.00	Fairly Competent
5. model and monitor proper etiquette and generally accepted online use policies.	5.00	Highly Competent

6. create and edit videos using Filmora, Movie Maker, Canva and other relevant tools.	4.00	Competent
7. utilize a variety of tools to communicate with students, parents, and other stakeholders.	5.00	Highly Competent
Median	4.00	Competent
Online Integration		
1. plan how to effectively combine in-person and online teaching.	4.00	Competent
2. create activities that integrate the in-person and online spaces.	5.00	Highly Competent
3. evaluate the design of blended instruction, assessments, and activities.	4.00	Competent
4. create guidelines for managing a blended lesson.	5.00	Highly Competent
5. assess the strengths and limitations of specific online activities for the students.	5.00	Highly Competent
6. conduct engaging online activities both synchronously and asynchronously.	4.00	Competent
7. utilize tools commonly found in a learning management system (e.g., gradebook, announcements, content pages, quizzes, or discussion boards).	5.00	Highly Competent
Median	4.00	Competent
Data Practices		
1. help students see their learning progress using online and offline assessments results.	5.00	Highly Competent
2. check student progress by using online assessments frequently.	5.00	Highly Competent
3. see patterns in small group and whole-class learning using online and offline assessments results.	4.00	Competent
4. use technology tools to check student participation in online activities (e.g., attendance, logins, time on each activity).	5.00	Highly Competent
5. manage to improve student learning experiences by using technology to collect information about students (e.g., interests, background, learning preferences).	5.00	Highly Competent
6. monitor and use data to evaluate and improve assessments and instructional materials.	4.00	Competent
7. utilize online assessment results to decide which groups or individual students need additional assistance.	5.00	Highly Competent
Median	5.00	Highly Competent
Personalization		
1. combine individual or small group instruction with educational software to help each student succeed.	4.00	Competent
2. make use of online tools to make sure that students learn material before moving on to the next lesson.	4.00	Competent
3. employ technology that helps students see their progress towards goals that they have set.	4.00	Competent
4. utilize technology that lets students choose how they show what they	4.00	Competent

learned.		
5. develop a set of online and offline resources to give students choice in how they learn.	4.00	Competent
6. make use of technology that gives students some choice in where they learn.	4.00	Competent
7. employ instructional software that modifies lesson materials to each student's individual progress.	4.00	Competent
Median	4.00	Competent
Online Interactions		
1. teach students how to communicate online respectfully.	5.00	Highly Competent
2. assist students to interact well with guest presenters through video conferencing.	5.00	Highly Competent
3. encourage students to work well in small groups both online and in-person.	4.00	Competent
4. make use of online communication to help strengthen students' feeling that they belong to the class.	5.00	Highly Competent
5. offer students a chance to help each other using online technology (both inside and outside of class).	4.00	Competent
6. provide online feedback to students in a variety of ways using text, audio, or video.	4.00	Competent
7. communicate online with students while still maintaining professional student-teacher relationships.	5.00	Highly Competent
Median	5.00	Highly Competent
Overall Median	4.00	Highly Competent

Note: For interpretation, the following remarks apply to the median interval: 5.00 – 4.20 for Highly Competent, 4.19 – 3.40 for Competent, 3.39 – 2.60 for Fairly Competent, 2.59 – 1.80 for Slightly Competent,

and 1.79 – 1.00 for Not Competent.

The level of teacher's competencies in hybrid blended learning in terms of technology integration skills, online integration, data practices, personalization and online interaction is shown in Table 3. As demonstrated, the teachers' overall rating was 4.0 which is equivalent to a high level of hybrid blended learning competencies. This suggests that a significant proportion of the teachers who took part in the study possess a considerable degree of competence in hybrid blended learning.

The outcomes indicate that the teacher participants rated the ability to integrate technology skills, specifically, model and supervise appropriate online behavior and adhere to commonly accepted online usage policies, and employ diverse communication tools to interact with students, parents, and other stakeholders as the most highly rated skill with a score of 5.0. However, the skill in applying copyright privileges and violations when dealing with online resources has the least score value of 3.0. It can be noticed that educators possess a high level of competence in online etiquette and employ diverse communication channels to engage with their learners. Despite this, the educators involved exhibit a fairly competent level of competency in adeptly navigating copyright regulations and violations concerning online resources. This suggests that it is imperative to improve teachers' proficiency in copyright laws, given its significance in the context of online education.

Regarding the online integration, the teacher participants demonstrated high level of competency with a median value of 4.0. More specifically, four out of the seven items evaluated received a rating of 5.0, while the

remaining three items received a score of 4.0. The table illustrates that the teacher participants exhibit a high level of competence in designing activities that effectively merge in-person and online spaces, formulating guidelines for managing blended lessons, evaluating the advantages and drawbacks of particular online activities for students, and utilizing tools that are typically available in a learning management system. The teacher participants demonstrated proficiency in integrating in-person and online teaching, assessing and designing blended instruction, and facilitating engaging synchronous and asynchronous online activities.

The data practices were found to have a median value of 5.0, indicating a significant level of proficiency. Based on the data presented in the table, it can be noticed that a total of five items out of seven were rated with a value of 5.0, which corresponds to a high level of competency. Two items obtained a median score of 4.0, indicating that educators are competent to evaluate the outcomes of both online and offline assessments, and employ data to evaluate and improve instructional materials and assessments. Although educators demonstrate competence in the aforementioned domains, the findings indicate that supplementary instruction, skill development or technical assistance could be furnished to attain superior outcomes with regard to student performance.

The median score for personalization in hybrid blended learning was 4.0, indicating a high level of competency. The data indicates that the items obtained a median score of 4.0, suggesting that the educators who took part in the research exhibit competence in personalization. This suggests that educational institutions may prioritize this aspect to offer sufficient support to educators in personalizing their teaching methods, given its significance in hybrid blended learning.

Finally, the teacher participants provided a median score of 5.0 regarding their online interactions, indicating a significant level of proficiency. Specifically, four out of seven items received a rating of 5.0 which means highly competent, while the remaining three obtained a median score of 4.0 that is equivalent to competent. According to the findings, educators demonstrate competence in motivating pupils to collaborate effectively in small teams, facilitating peer assistance through digital platforms, and delivering diverse forms of feedback to learners. The data suggests that there is a need for improvement in the areas of collaboration among students and feedback mechanisms in the context of online interactions.

Table 4. Level of Teachers' Self-Efficacy in Hybrid Blended Learning

Items	Median	Verbal Interpretation
Instructional Strategies		
1. use variety of online assessment platforms and strategies.	4.00	High
2. provide an alternative explanation or example when students are confused.	4.00	High
3. effectively implement alternative strategies in hybrid blended classroom.	4.00	High
5. adjust lessons to support individual student's needs.	4.00	High
6. utilize collaboration to achieve a learning goal.	4.00	High
Median	4.00	High
Online Classroom Management		
1. manage disruptive behaviors in hybrid blended class.	4.00	High
2. require students to follow the norms and policies of hybrid blended classroom rules.	5.00	Very High
3. establish a hybrid blended classroom management system with each group of students.	4.00	High

4. build an engaging hybrid blended classroom environment.	4.00	High
5. establish routines to keep activities running smoothly asynchronously and synchronously.	5.00	Very High
Median	5.00	Very High
Student Engagement		
1. motivate students to believe that they can do well in all schoolwork.	5.00	Very High
2.. encourage students to value learning.	5.00	Very High
3. inspire students to comply to the learning activities and assignments in hybrid blended class by providing incentives.	5.00	Very High
4. improve the students critical thinking skills and understanding through interactive learning activities.	5.00	Very High
5. foster student creativity by providing activities relevant to their interests.	5.00	Very High
Median	5.00	Very High
Overall Median	4.00	High

Note: For interpretation, the following remarks apply to the median interval: 5.00 – 4.20 for Very High, 4.19 – 3.40 for High, 3.39 – 2.60 for Moderate, 2.59 – 1.80 for Low, and 1.79 – 1.00 for Very Low.

Table 4 explains the level of self-efficacy exhibited by teachers regarding instructional strategies, management of online classrooms, and student engagement. The data indicates that the educators attained an average rating of 4.0, indicating a high level of self-efficacy in the context of hybrid blended learning.

As for instructional strategies, teacher participants rated 4.0 which means high self- efficacy. Empirical evidence suggests that teachers are equipped with high level of self- efficacy in instructional strategies, however, this domain requires further attention, given its criticality in the provision of education within a hybrid blended learning environment. Therefore, an instructional strategy needs to consider many instructional components before it is implemented, such as learners, learning objectives, contents, learning context, overall context, conditions, and lecturers' skills in selecting learning principles, techniques to accomplish the learning objectives they specified.

The score value of 5.0 obtained by the online classroom management indicates very high level of self-efficacy. The table indicates that two items obtained a median score of 5.0, while the remaining three items obtained a score of 4.0, which corresponds to a very high and high level of self-efficacy, respectively. Teacher participants exhibited an extremely high self- efficacy in terms of requiring the students to follow the norms and policies of hybrid blended classroom rules and establishing routines to keep activities running smoothly asynchronously and synchronously. However, a high level of self-efficacy was noted in terms of managing disruptive behaviors, establishing classroom management system with each group of students, and building engaging hybrid blended classroom environment. The statement suggests that educators seemed to have lower self-confidence in hybrid blended learning classroom management because they were currently adapting and enhancing their skills in response to the new educational method, which significantly differs from the traditional approach.

Finally, all components pertaining to student engagement received a rating of 5.0, indicating a very high level of self-efficacy. The findings suggest that educators can effectively involve learners in a hybrid blended learning setting, which is an essential aspect of any educational context.

Significant Difference on the Assessment of the Status of Hybrid Blended Learning Implementation When Participants are Grouped According to Profile

Table 5.1 Significant Difference on the Assessment of the Status of Hybrid Blended Learning Implementation When Participants are Grouped According to Age

Hybrid Blended Learning Implementation	Age	Median	Mean Rank	Kruskal-Wallis Statistics	P Value	Remarks
Parent and Learner Support	35 and below	5.00	130.70	0.822	0.663	Accept Ho
	36 to 49	5.00	124.86			
	50 and above	5.00	120.03			
Teacher Support	35 and below	5.00	128.94	2.044	0.360	Accept Ho
	36 to 49	5.00	130.70			
	50 and above	5.00	108.63			
Instructional Planning Support	35 and below	5.00	127.74	0.840	0.657	Accept Ho
	36 to 49	5.00	131.25			
	50 and above	4.50	115.92			
Technology Support	35 and below	5.00	128.31	2.257	0.324	Accept Ho
	36 to 49	5.00	132.24			
	50 and above	4.00	106.97			
Assessment and Feedback Support	35 and below	5.00	133.81 a	5.995	0.049	Accept Ho
	36 to 49	4.00	113.88 b			
	50 and above	5.00	142.87a			
Total	35 and below	5.00	129.36	0.525	0.769	Accept Ho
	36 to 49	5.00	127.71			
	50 and above	5.00	118.32			

To determine this, the Kruskal- Wallis Statistics was used using 0.05 level. The results indicate a total p-value of 0.769, which exceeds the standard significance level of 0.05. Thereby, there is sufficient evidence to conclude that there is no significant difference in the assessment of hybrid blended learning implementation status among participants who are categorized based on their age. This further means that any age of the teacher participants has experienced a high-quality implementation of hybrid blended learning in terms of parent and learner support, teacher support, instructional planning support, technology support, and lastly, assessment and feedback support. This can be attributed to the fact that the school's division office together with the local government unit (LGU) and external partners exerted efforts in providing the various support for all the teachers.

The results of the analysis aimed at assessing the significant difference in the assessment of hybrid blended learning implementation status among participants categorized based on their civil status is presented in Table 5.1. The obtained p-values were found to be higher than the standard level of significance of 0.05 accepting the null hypothesis. Thus, there is no significant difference on the participants' assessment in the status of hybrid blended learning implementation when categorized according to civil status. Teacher participants, whether single and married experienced an excellent level of hybrid blended learning implementation.

Table 5.2 Significant Difference on the Assessment of the Status of Hybrid Blended Learning Implementation When Participants are Grouped According to Civil Status

Hybrid Blended Learning Implementation	Civil Status	Median	Mean Rank	Mann-Whitney U Statistics	P Value	Remarks
Parent and Learner Support	Single	5.00	124.33	7383.000	0.446	Accept Ho
	Married	5.00	130.37			
Teacher Support	Single	5.00	122.48	7197.500	0.253	Accept Ho
	Married	5.00	131.56			
Instructional Planning Support	Single	4.75	122.99	7248.500	0.330	Accept Ho
	Married	5.00	131.24			
Technology Support	Single	5.00	130.07	7543.000	0.689	Accept Ho
	Married	5.00	126.66			
Assessment and Feedback Support	Single	4.25	121.90	7139.500	0.234	Accept Ho
	Married	5.00	131.94			
Total	Single	5.00	120.68	7018.000	0.135	Accept Ho
	Married	5.00	132.72			

The p-values that were acquired showed to be higher than the standard level of significance of 0.05, which indicates acceptance of the null hypothesis. The results show that there is no significant difference in the assessment of the status of hybrid blended learning implementation among participants when classified by gender, as presented in Table 5.2. Teacher participants whether male or female perceived that there is a high quality of hybrid blended learning implementation. This implies that an equal opportunity and support has been provided to the teacher participants.

Table 5.3 Significant Difference on the Assessment of the Status of Hybrid Blended Learning Implementation When Participants are Grouped According to Sex

Hybrid Blended Learning Implementation	Sex	Median	Mean Rank	Mann-Whitney U Statistics	P Value	Remarks
Parent and Learner Support	Male	5.00	127.64	7018.000	0.950	Accept Ho
	Female	5.00	128.17			
Teacher Support	Male	5.00	116.29	6098.500	0.040	Accept Ho
	Female	5.00	133.45			
Instructional Planning Support	Male	5.00	124.31	6748.500	0.543	Accept Ho
	Female	5.00	129.72			
Technology Support	Male	5.00	127.88	7037.000	0.984	Accept Ho
	Female	5.00	128.06			
Assessment and Feedback Support	Male	5.00	124.04	6726.000	0.511	Accept Ho
	Female	5.00	129.84			

Total	Male	5.00	124.00	6723.000	0.488	Accept Ho
	Female	5.00	129.86			

As displayed in table 5.3, the result of the p-vales obtained demonstrates higher values than the standard significant level of 0.05 thereby accepting the null hypothesis. The findings suggest that there is no significant difference in the assessment of the implementation of hybrid blended learning among participants when stratified by level of attainment in education. The educational attainment of teacher participants does not appear to have an impact on their assessment of the status of hybrid blended learning implementation since all groups rated it excellently. The aforementioned statement denotes that the various measures of hybrid blended learning were duly fulfilled and effectively implemented to achieve a prosperous implementation.

Table 5.4 Significant Difference on the Assessment of the Status of Hybrid Blended Learning Implementation When Participants are Grouped According to Educational Attainment

Hybrid Blended Learning Implementation	Educational Attainment	Median	Mean Rank	Kruskal-Wallis Statistics	P Value	Remarks
Parent and Learner Support	BS Degree	5.00	130.46	5.962	0.051	Accept Ho
	Master's Units	5.00	135.00			
	Postgraduate	5.00	112.75			
Teacher Support	BS Degree	5.00	131.76	0.446	0.800	Accept Ho
	Master's Units	5.00	128.34			
	Postgraduate	5.00	124.35			
Instructional Planning Support	BS Degree	5.00	129.60	0.175	0.916	Accept Ho
	Master's Units	5.00	126.32			
	Postgraduate	5.00	129.91			
Technology Support	BS Degree	5.00	125.22	1.125	0.570	Accept Ho
	Master's Units	5.00	132.17			
	Postgraduate	5.00	122.30			
Assessment and Feedback Support	BS Degree	5.00	143.65	5.999	0.050	Accept Ho
	Master's Units	5.00	128.50			
	Postgraduate	4.00	114.57			
Total	BS Degree	5.00	133.50	4.904	0.086	Accept Ho
	Master's Units	5.00	133.23			
	Postgraduate	5.00	113.70			

Table 5.4 elucidates that the p-values obtained exhibit statistical significance above the standard level of 0.05 for the assessment of significant differences in the implementation of hybrid blended learning among participants, stratified by position. Thus, the hypothesis is accepted which means that there is no significant difference on hybrid blended learning implementation when participants are grouped according to their position. Hence, the implementation was rated excellently by the teacher participants regardless of their position. The successful implementation of hybrid blended learning was facilitated by the provision of

necessary support throughout the progression from Teacher I to Master Teacher position.

Table 5.5 Significant Difference on the Assessment of the Status of Hybrid Blended Learning Implementation When Participants are Grouped According to Position

Hybrid Blended Learning Implementation	Position	Median	Mean Rank	Kruskal-Wallis Statistics	P Value	Remarks
Parent and Learner Support	Teacher I	5.00	136.39	4.473	0.215	Accept Ho
	Teacher II	5.00	128.69			
	Teacher III	5.00	118.99			
	Master Teachers	4.50	110.75			
Teacher Support	Teacher I	5.00	130.43	2.644	0.450	Accept Ho
	Teacher II	5.00	132.04			
	Teacher III	5.00	116.91			
	Master Teachers	5.00	134.67			
Instructional Planning Support	Teacher I	5.00	130.34	0.418	0.936	Accept Ho
	Teacher II	5.00	124.40			
	Teacher III	5.00	127.92			
	Master Teachers	5.00	131.78			
Technology Support	Teacher I	5.00	132.09	1.303	0.728	Accept Ho
	Teacher II	5.00	129.36			
	Teacher III	4.50	123.36			
	Master Teachers	4.50	115.86			
Assessment and Feedback Support	Teacher I	5.00	136.83	3.238	0.356	Accept Ho
	Teacher II	5.00	125.24			
	Teacher III	4.00	121.94			
	Master Teachers	4.00	113.72			
Total	Teacher I	5.00	135.99	4.536	0.209	Accept Ho
	Teacher II	5.00	129.18			
	Teacher III	5.00	114.18			
	Master Teachers	5.00	127.00			

In table 5.5, the p- values obtained are greater than 0.05 significant level that accepts the hypothesis. The result implies that there is no significant difference on the assessment of hybrid blended learning implementation when participants are grouped according to their area of specialization. It is reflected in the table that all the items / indicators were rated excellent by various specializations except for PE / Values / Social Studies had given instructional planning support a very good rating. This may be attributed to the fact that teachers with these specializations encountered difficulties in terms of organizing lesson contents into concise and manageable scopes. Thus, the content and performance standards together with the most essential learning competencies of the mentioned specializations may undergo review and revision to come up with a more specific contents of the lesson. In that way, it is suggested to employ explicit instruction to provide the needs of the learners.

Table 5.6 Significant Difference on the Assessment of the Status of Hybrid Blended Learning Implementation When Participants are Grouped According to Area of Specialization

Hybrid Blended Learning Implementation	Area Of Specialization	Median	Mean Rank	Kruskal-Wallis Statistics	P Value	Remarks
Parent and Learner Support	English/Pilipino	5.00	125.80	3.725	0.293	Accept Ho
	Math/Science	5.00	136.82			
	PE/Values/Soc.Stud	5.00	115.10			
	TVL -TLE	5.00	130.29			
Teacher Support	English/Pilipino	5.00	127.23	0.754	0.860	Accept Ho
	Math/Science	5.00	132.73			
	PE/Values/Soc.Stud	5.00	123.27			
	TVL -TLE	5.00	126.41			
Instructional Planning Support	English/Pilipino	5.00	138.77	5.804	0.122	Accept Ho
	Math/Science	4.50	122.27			
	PE/Values/Soc.Stud	4.00	112.11			
	TVL -TLE	5.00	133.23			
Technology Support	English/Pilipino	5.00	125.48	2.100	0.552	Accept Ho
	Math/Science	5.00	126.38			
	PE/Values/Soc.Stud	5.00	122.61			
	TVL -TLE	5.00	140.20			
Assessment and Feedback Support	English/Pilipino	5.00	126.88	0.245	0.970	Accept Ho
	Math/Science	5.00	128.43			
	PE/Values/Soc.Stud	5.00	125.51			
	TVL -TLE	5.00	131.69			
Total	English/Pilipino	5.00	127.32	2.111	0.550	Accept Ho
	Math/Science	5.00	131.89			
	PE/Values/Soc.Stud	5.00	116.95			
	TVL -TLE	5.00	133.64			

Table 5.6 presents that the p-values (0.550) is greater than 0.05, indicating that the null hypothesis is accepted. The findings indicate that there is no significant difference in the assessment of hybrid blended learning implementation among participants categorized according to their years of teaching experience. This indicates that teachers at varying levels of experience were provided with the necessary assistance in terms of teacher support for the implementation of hybrid blended learning.

Table 5.7 Significant Difference on the Assessment of the Status of Hybrid Blended Learning Implementation When Participants are Grouped According to Years of Teaching Experience

Hybrid Blended Learning Implementation	Years Of Experience	Median	Mean Rank	Kruskal-Wallis Statistics	P Value	Remarks
Parent and Learner Support	5 and below	5.00	131.98	2.053	0.562	Accept Ho
	6 to 10	5.00	130.04			

	11 to 15	5.00	124.19			
	16 and above	5.00	115.34			
Teacher Support	5 and below	5.00	131.27	0.672	0.880	Accept Ho
	6 to 10	5.00	127.16			
	11 to 15	5.00	127.74			
	16 and above	5.00	121.35			
Instructional Planning Support	5 and below	5.00	127.48	0.421	0.936	Accept Ho
	6 to 10	5.00	130.58			
	11 to 15	4.50	122.16			
	16 and above	5.00	128.57			
Technology Support	5 and below	5.00	131.87	2.111	0.550	Accept Ho
	6 to 10	5.00	126.43			
	11 to 15	5.00	134.59			
	16 and above	4.50	114.60			
Assessment and Feedback Support	5 and below	5.00	132.89	1.067	0.785	Accept Ho
	6 to 10	5.00	124.87			
	11 to 15	4.50	121.69			
	16 and above	5.00	129.21			
Total	5 and below	5.00	134.56	1.738	0.629	Accept Ho
	6 to 10	5.00	125.32			
	11 to 15	5.00	121.93			
	16 and above	5.00	123.07			

When participants are grouped in terms of number of hours on trainings, webinars, and/or workshops attended with respect to hybrid blended learning modality within the School Year the p- values obtained are higher than 0.05 significant level, thus accepting the hypothesis. Table 5.7 gathers all the evidence to conclude that there is no significant difference on the assessment of hybrid blended learning implementation in terms of number of hours on trainings, webinars, and/or workshops attended with respect to hybrid blended learning modality within the School Year. This implies that whether teachers are trained or not, they perceived that hybrid blended learning is excellently implemented.

Table 5.8 Significant Difference on the Assessment of the Status of Hybrid Blended Learning Implementation When Participants are Grouped According to Number of Hours on Trainings, Webinars, and/or Workshops Attended with Respect to Hybrid Blended Learning Modality within the School Year

Hybrid Blended Learning Implementation	Number Of Training Hours	Median	Mean Rank	Kruskal-Wallis Statistics	P Value	Remarks
Parent and Learner Support	None	5.00	135.29	1.743	0.627	Accept Ho
	1 to 10 hrs.	5.00	127.17			
	11 to 25 hrs.	5.00	124.62			
	26 Hrs. & above	5.00	120.18			

Teacher Support	None	5.00	126.62	0.534	0.911	Accept Ho
	1 to 10 hrs.	5.00	131.71			
	11 to 25 hrs.	5.00	125.46			
	26 Hrs. & above	5.00	125.10			
Instructional Planning Support	None	5.00	120.82	1.910	0.591	Accept Ho
	1 to 10 hrs.	5.00	134.41			
	11 to 25 hrs.	5.00	125.06			
	26 Hrs. & above	5.00	130.91			
Technology Support	None	5.00	122.89	1.339	0.720	Accept Ho
	1 to 10 hrs.	5.00	134.20			
	11 to 25 hrs.	5.00	125.75			
	26 Hrs. & above	5.00	125.90			
Assessment and Feedback Support	None	5.00	128.58	1.524	0.677	Accept Ho
	1 to 10 hrs.	4.50	121.96			
	11 to 25 hrs.	5.00	132.31			
	26 Hrs. & above	5.00	135.99			
Total	None	5.00	130.13	1.919	0.589	Accept Ho
	1 to 10 hrs.	5.00	133.31			
	11 to 25 hrs.	5.00	120.31			
	26 Hrs. & above	5.00	121.72			

Table 5.8 revealed that there is no significant difference in the assessment of hybrid blended learning implementation based on the number of training hours attended, after obtaining p-values for all domains are greater than the level of significance of 0.05, which caused the acceptance of null hypotheses in every cases. This implies that training hours did not significantly influence the teachers' perception regarding implementation status of hybrid blended learning.

Significant Difference on the Level of Teacher's Hybrid Blended Learning Competencies when Participants are Grouped According to Profile

Table 6.1. Significant Difference on the Level of Teachers' Competencies in Hybrid Blended Learning when Participants are Grouped According to Age

Hybrid Blended Learning Competencies	Age	Median	Mean Rank	Kruskal-Wallis Statistics	P Value	Remarks
Technology Skills	35 and below	4.00	140.75 a	16.474	0.000	Reject Ho
	36 to 49	4.00	105.08 b			
	50 and above	4.00	125.47 ab			
Online Integration	35 and below	5.00	138.19 a	9.377	0.009	Reject Ho

	36 to 49	4.00	112.22 b			
	50 and above	4.00	114.89 ab			
Data Practices	35 and below	5.00	123.82	2.053	0.358	Accept Ho
	36 to 49	5.00	132.13			
	50 and above	5.00	143.61			
Personalization	35 and below	4.00	125.39	0.662	0.718	Accept Ho
	36 to 49	4.00	132.66			
	50 and above	4.00	128.71			
Online Interaction	35 and below	5.00	128.74	0.195	0.907	Accept Ho
	36 to 49	4.00	125.72			
	50 and above	5.00	132.00			
Total	35 and below	4.00	136.42 a	6.622	0.036	Reject Ho
	36 to 49	4.00	114.75 b			
	50 and above	4.00	118.05 ab			

The null hypothesis was accepted based on the total p-values 0.536 exceeding the standard significant level of 0.05, as indicated in Table 6.1. The findings suggest that there is no significant difference in the level of teachers' competencies in hybrid blended learning when participants are categorized based on their civil status. This means that both single and married teacher participants demonstrated a high level of competency in hybrid blended learning. This suggests that teachers were provided with sufficient time and training to adapt to the competencies of hybrid blended learning, irrespective of their civil status. The table suggests that in order to guarantee the maximum level of competency, personalization and technology skills require additional attention.

Table 6.2. Significant Difference on the Level of Teachers' Competencies in Hybrid Blended Learning when Participants are Grouped According to Civil Status

Hybrid Blended Learning Competencies	Civil Status	Median	Mean Rank	Mann-Whitney U Statistics	P Value	Remarks
Technology Skills	Single	4.00	136.33	6917.000	0.098	Accept Ho
	Married	4.00	122.63			
Online Integration	Single	4.00	127.60	7709.500	0.936	Accept Ho
	Married	4.00	128.26			
Data Practices	Single	5.00	124.28	7377.500	0.463	Accept Ho
	Married	5.00	130.40			
Personalization	Single	4.00	119.98	6947.500	0.117	Accept Ho
	Married	4.00	133.18			
Online Interaction	Single	5.00	129.37	7613.500	0.787	Accept Ho
	Married	5.00	127.12			
Total	Single	4.00	131.10	7440.500	0.536	Accept Ho
	Married	4.00	126.00			

Table 6.2 indicates that the total calculated p-values 0.146 which exceed the significance level of 0.05, thereby indicating acceptance of the hypothesis. The results indicate that there exist no significant differences in the level of competencies in hybrid blended learning among teacher participants, when classified according to their sex. Both male and female teacher participants exhibited a high degree of competency in hybrid blended learning. As indicated in the table, it may be beneficial to improve the technological skills, online integration, and personalization of both sexes, as they are both inexperienced in hybrid blended learning.

Table 6.3. Significant Difference on the Level of Teachers' Competencies in Hybrid Blended Learning when Participants are Grouped According to Sex

Hybrid Blended Learning Competencies	Sex	Median	Mean Rank	Mann-Whitney U Statistics	P Value	Remarks
Technology Skills	Male	4.00	121.58	6527.000	0.278	Accept Ho
	Female	4.00	130.99			
Online Integration	Male	4.00	126.73	6944.000	0.832	Accept Ho
	Female	4.00	128.59			
Data Practices	Male	5.00	126.20	6901.000	0.763	Accept Ho
	Female	5.00	128.84			
Personalization	Male	4.00	123.96	6720.000	0.503	Accept Ho
	Female	4.00	129.88			
Online Interaction	Male	4.00	124.17	6737.000	0.520	Accept Ho
	Female	5.00	129.78			
Total	Male	4.00	119.43	6352.500	0.146	Accept Ho
	Female	4.00	131.99			

According to the data presented in Table 6.3, the computed p-values of 0.752 exceed the prescribed significance level of 0.05, leading to the conclusion that the hypothesis is accepted. The findings suggest that there are no significant differences in the level of hybrid blended learning competencies among teacher participants, based on their educational attainment. This indicates that teachers who possess Bachelor's degree, Master's units, or a postgraduate degree have demonstrated a high level of competency in hybrid blended learning. This high level of competency maybe attributed to the notion that teachers irrespective of their educational attainment has high adaptability in hybrid blended learning.

Table 6.4. Significant Difference on the Level of Teachers' Competencies in Hybrid Blended Learning when Participants are Grouped According to Educational Attainment

Hybrid Blended Learning Competencies	Educational Attainment	Median	Mean Rank	Kruskal-Wallis Statistics	P Value	Remarks
Technology Skills	BS Degree	4.00	119.56	3.043	0.218	Accept Ho
	Master's Units	4.00	125.82			
	Post Graduate	4.00	138.86			
Online Integration	BS Degree	4.00	126.26	1.142	0.565	Accept Ho
	Master's Units	4.00	131.97			
	Post Graduate	4.00	121.84			

Data Practices	BS Degree	4.00	122.27	0.845	0.655	Accept Ho
	Master's Units	5.00	127.74			
	Post Graduate	5.00	133.07			
Personalization	BS Degree	4.00	127.07	3.414	0.181	Accept Ho
	Master's Units	4.00	134.47			
	Post Graduate	4.00	116.46			
Online Interaction	BS Degree	4.00	121.96	0.788	0.674	Accept Ho
	Master's Units	4.00	128.26			
	Post Graduate	4.00	132.33			
Total	BS Degree	4.00	122.22	0.570	0.752	Accept Ho
	Master's Units	4.00	129.46			
	Post Graduate	4.00	129.83			

Based on the information provided in Table 6.4, it can be inferred that the total p-value calculated was 0.067, which exceeds the significance level of 0.05, therefore, it can be concluded that the hypothesis is accepted. The results indicate that there are not any statistically significant differences in the level of hybrid blended learning competencies among teacher participants, as per their position.

However, the hypothesis was rejected based on the computed p-value of 0.009, with regards to online integration. The table indicates that the Teacher I position garnered the highest mean rank, signifying a notable level of competence among the participants in integrating online resources. The available evidence indicates that there exists a significant difference in the level of competency of teachers in hybrid blended learning with regards to online integration when they are categorized based on their respective positions. The observed phenomenon may be explained by the prevalence of younger teaching personnel in the role of Teacher I. These individuals tend to exhibit a proclivity towards utilizing a variety of online platforms, which in turn enhances their skill in utilizing digital tools.

Table 6.5. Significant Difference on the Level of Teachers' Competencies in Hybrid Blended Learning when Participants are Grouped According to Position

Hybrid Blended Learning Competencies	Position	Median	Mean Rank	Kruskal-Wallis Statistics	P Value	Remarks
Technology Skills	Teacher I	4.00	135.95	2.727	0.436	Accept Ho
	Teacher II	4.00	122.48			
	Teacher III	4.00	121.54			
	Master Teachers	4.00	132.06			
Online Integration	Teacher I	5.00	145.67 a	11.569	0.009	Reject Ho
	Teacher II	4.00	119.77 b			
	Teacher III	4.00	114.18 b			
	Master Teachers	4.00	117.19 b			
Data Practices	Teacher I	5.00	126.46	0.723	0.868	Accept Ho
	Teacher II	5.00	124.87			

	Teacher III	5.00	132.63			
	Master Teachers	5.00	134.44			
Personalization	Teacher I	4.00	128.66	1.908	0.592	Accept Ho
	Teacher II	4.00	123.11			
	Teacher III	4.00	127.88			
	Master Teachers	5.00	146.67			
Online Interaction	Teacher I	4.00	124.24	1.474	0.688	Accept Ho
	Teacher II	4.00	126.40			
	Teacher III	5.00	131.74			
	Master Teachers	5.00	142.47			
Total	Teacher I	4.50	136.74	7.163	0.067	Accept Ho
	Teacher II	4.00	117.76			
	Teacher III	4.00	120.57			
	Master Teachers	5.00	152.08			

Based on the information provided in Table 6.5, it can be inferred that the total p-value calculated was 0.937, which is higher than the standard level of significance of 0.05. Therefore, it can be concluded that the hypothesis is accepted. The results indicate that there is no significant difference in the hybrid blended learning competencies of teacher participants, depending on their field of specialization, as per statistical analysis.

Table 6.6. Significant Difference on the Level of Teachers' Competencies in Hybrid Blended Learning when Participants are Grouped According to Area of Specialization

Hybrid Blended Learning Competencies	Area Of Specialization	Median	Mean Rank	Kruskal-Wallis Statistics	P Value	Remarks
Technology Skills	English/Pilipino	4.00	130.24	1.791	0.617	Accept Ho
	Math/Science	4.00	133.89			
	PE/Values/Soc.Stud	4.00	122.00			
	TVL -TLE	4.00	120.46			
Online Integration	English/Pilipino	4.00	124.86	6.926	0.074	Accept Ho
	Math/Science	5.00	140.75			
	PE/Values/Soc.Stud	4.50	131.57			
	TVL -TLE	4.00	109.95			
Data Practices	English/Pilipino	5.00	134.90	5.202	0.158	Accept Ho
	Math/Science	4.00	115.79			
	PE/Values/Soc.Stud	5.00	123.86			
	TVL -TLE	5.00	139.08			
Personalization	English/Pilipino	4.00	122.73	1.985	0.575	Accept Ho
	Math/Science	4.00	136.51			
	PE/Values/Soc.Stud	4.00	124.14			

	TVL -TLE	4.00	127.55			
Online Interaction	English/Pilipino	5.00	135.32	6.391	0.094	Accept Ho
	Math/Science	4.00	117.23			
	PE/Values/Soc.Stud	4.00	118.07			
	TVL -TLE	5.00	141.61			
Total	English/Pilipino	4.00	129.10	0.416	0.937	Accept Ho
	Math/Science	4.00	129.79			
	PE/Values/Soc.Stud	4.00	128.55			
	TVL -TLE	4.00	122.69			

This suggests that the level of competency exhibited in hybrid blended learning is not influenced by the individual's field of specialization. Furthermore, it was observed that educators across various specializations exhibited a high level of competency in hybrid blended learning. This can be ascribed to the circumstance that educators who partake in the study have received training to have the required knowledge and skills in diverse proficiencies pertaining to the implementation of hybrid blended learning.

The data presented in Table 6.6 indicates that the computed total p-value was 0.819, exceeding the standard significance level of 0.05. Thus, it can be inferred that the hypothesis has been accepted. The findings suggest that there is no significant difference in the competencies of teachers in hybrid blended learning who participated in the study, stratified based on their duration of teaching experience. The results indicate that the teacher participants exhibited a high level of competency throughout the various years of their teaching experience.

Table 6.7. Significant Difference on the Level of Teachers' Competencies in Hybrid Blended Learning when Participants are Grouped According to Years of Teaching Experience

Hybrid Blended Learning Competencies	Years Of Experience	Median	Mean Rank	Kruskal-Wallis Statistics	P Value	Remarks
Technology Skills	5 and below	4.00	131.84	2.810	0.422	Accept Ho
	6 to 10	4.00	132.10			
	11 to 15	4.00	120.80			
	16 and above	4.00	113.71			
Online Integration	5 and below	4.00	127.03	1.678	0.642	Accept Ho
	6 to 10	5.00	132.95			
	11 to 15	4.00	129.27			
	16 and above	4.00	116.18			
Data Practices	5 and below	5.00	127.77	0.459	0.928	Accept Ho
	6 to 10	5.00	126.41			
	11 to 15	5.00	126.13			
	16 and above	5.00	134.84			
Personalization	5 and below	4.00	118.87	3.206	0.361	Accept Ho
	6 to 10	4.00	134.48			
	11 to 15	4.00	128.30			

	16 and above	4.00	135.84			
Online Interaction	5 and below	4.00	124.85	1.071	0.784	Accept Ho
	6 to 10	5.00	133.48			
	11 to 15	4.00	123.30			
	16 and above	4.50	126.97			
Total	5 and below	4.00	124.82	0.935	0.817	Accept Ho
	6 to 10	4.00	132.66			
	11 to 15	4.00	129.36			
	16 and above	4.00	123.00			

The findings depicted in Table 6.7 reveal that the total calculated p-value was 0.324, higher than the standard range of significance of 0.05. Therefore, it can be concluded that the hypothesis has been confirmed.

Table 6.8. Significant Difference on the Level of Teachers' Competencies in Hybrid Blended Learning when Participants are Grouped According to Number of Hours on Trainings, Webinars, and/or Workshops Attended with Respect to Hybrid Blended Learning Modality within the School Year

Hybrid Blended Learning Competencies	Number Of Training Hours	Median	Mean Rank	Kruskal-Wallis Statistics	P Value	Remarks
Technology Skills	None	4.00	122.16	1.755	0.625	Accept Ho
	1 to 10 hours	4.00	134.60			
	11 to 25 hours	4.00	127.73			
	26 Hours and above	4.00	123.12			
Online Integration	None	5.00	130.14	2.792	0.425	Accept Ho
	1 to 10 hours	4.00	134.36			
	11 to 25 hours	4.00	123.14			
	26 Hours and above	4.00	114.19			
Data Practices	None	4.00	120.27	3.495	0.321	Accept Ho
	1 to 10 hours	5.00	137.03			
	11 to 25 hours	5.00	128.86			
	26 Hours and above	4.00	118.74			
Personalization	None	4.00	131.51	0.471	0.925	Accept Ho
	1 to 10 hours	4.00	124.96			
	11 to 25 hours	4.00	126.90			
	26 Hours and above	4.00	130.51			

Online Interaction	None	4.00	125.31 ab	8.393	0.039	Reject Ho
	1 to 10 hours	5.00	142.16 a			
	11 to 25 hours	4.00	119.93 ab			
	26 Hours and above	4.00	108.76 b			
Total	None	4.00	129.58	3.476	0.324	Accept Ho
	1 to 10 hours	4.00	135.54			
	11 to 25 hours	4.00	122.32			
	26 Hours and above	4.00	113.54			

The results indicate that there is no significant difference in the hybrid blended learning competencies of teachers who took part in the research, categorized according to the amount of time they spent attending training sessions, webinars, and/or workshops, in relation to the hybrid blended learning mode during the academic year.

The findings suggest that the teachers who participated in the study demonstrated a high level of competency in hybrid blended learning methodology, as evidenced by their participation in numerous training sessions, webinars, and/or workshops over a certain period of time. However, the table also reveals that the p-value for online interaction competencies is 0.324, which is below the significance level of 0.05. This suggests that the null hypothesis is rejected.

Significant Difference on the Level of Teacher's Self- Efficacy in Hybrid Blended Learning

Table 7.1. Significant Difference on the Level of Teacher's Self- efficacy in Hybrid Blended Learning when Participants are Grouped According to Age

Teachers' Self-Efficacy	Age	Median	Mean Rank	Kruskal-Wallis Statistics	P Value	Remarks
Instructional Strategies	35 and below	4.00	124.80	1.359	0.507	Accept Ho
	36 to 49	4.00	130.73			
	50 and above	5.00	141.84			
Online Classroom Management	35 and below	5.00	130.73	3.319	0.190	Accept Ho
	36 to 49	5.00	128.99			
	50 and above	4.00	101.74			
Student Engagement	35 and below	5.00	128.89	0.146	0.930	Accept Ho
	36 to 49	5.00	125.85			
	50 and above	5.00	130.26			
Total	35 and below	4.00	127.67	0.132	0.936	Accept Ho
	36 to 49	4.00	127.45			
	50 and above	5.00	133.11			

Based on the data presented in the table, it can be concluded that the outcome exceeds the threshold of statistical significance at the 0.05 level. This indicates that the null hypothesis is supported. The findings denote that there is no significant difference in teacher self-efficacy levels in hybrid blended learning when

participants are categorized based on age profile. This further implies that teacher participants in any age demonstrated a high level of self- efficacy in terms of instructional strategies, online classroom management and student engagement.

Table 7.1 presents the computed total p-value of 0.872 for the analysis of an important difference in the level of teacher self-efficacy in hybrid blended learning, as categorized by civil status. The presented table data indicates that the outcome goes above the statistical significance standard at a 0.05 level of significance. This suggests that the null hypothesis is accepted. The results suggest that civil status does not have a significant impact on teacher self-efficacy levels in hybrid blended learning. This further implies that teacher participants whether single or married demonstrated a high and very level of self- efficacy in terms of instructional strategies, online classroom management and student engagement.

Table 7.2 Significant Difference on the Level of Teacher's Self- efficacy in Hybrid Blended Learning when Participants are Grouped According to Civil Status

Teachers' Self-Efficacy	Civil Status	Median	Mean Rank	Mann-Whitney U Statistics	P Value	Remarks
Instructional Strategies	Single	4.00	122.88	7237.500	0.316	Accept Ho
	Married	4.00	131.31			
Online Classroom Management	Single	4.50	125.57	7506.500	0.634	Accept Ho
	Married	5.00	129.57			
Student Engagement	Single	5.00	137.23	6827.000	0.065	Accept Ho
	Married	5.00	122.05			
Total	Single	4.00	127.20	7670.000	0.872	Accept Ho
	Married	4.00	128.52			

Table 7.2 presents findings that reveal a computed p-value of 0.709 for the analysis of a significant difference in teacher self-efficacy levels in hybrid blended learning, as classified by sex. This value goes above the 0.05 significance level, indicating that the hypothesis is accepted. Result implies that there is no significant difference on the level of teacher's self- efficacy when participants are grouped with regards to sex. It can be inferred in the table that both male and female demonstrated high level of self- efficacy in hybrid blended learning. Specifically, the teacher participants showed high level of self- efficacy in instructional strategies while very high self- efficacy in terms of online classroom management and student engagement.

Table 7.3. Significant Difference on the Level of Teacher's Self- efficacy in Hybrid Blended Learning when Participants are Grouped According to Sex

Teachers' Self-Efficacy	Sex	Median	Mean Rank	Mann-Whitney U Statistics	P Value	Remarks
Instructional Strategies	Male	4.00	125.57	6850.000	0.686	Accept Ho
	Female	4.00	129.13			
Online Classroom Management	Male	5.00	125.25	6824.500	0.649	Accept Ho
	Female	5.00	129.28			
Student Engagement	Male	5.00	126.02	6886.500	0.737	Accept Ho
	Female	5.00	128.92			
Total	Male	4.00	125.81	6870.000	0.709	Accept Ho
	Female	4.00	129.02			

The generated total p- value of 0.639 is shown in Table 7.3 for the test of a significant difference in level of teacher self-efficacy in hybrid blended learning in terms of educational attainment. It can be inferred in the table that the result obtained is higher than 0.05 which clearly denotes that the hypothesis is confirmed. This implies that when participants are grouped in terms of educational attainment, there no significant difference has been observed. Furthermore, it can be noted that participants demonstrated high and very high level of self-efficacy regardless of the educational background they had.

Table 7.4. Significant Difference on the Level of Teacher's Self- efficacy in Hybrid Blended Learning when Participants are Grouped According to Educational Attainment

Teachers' Self-Efficacy	Educational Attainment	Median	Mean Rank	Kruskal-Wallis Statistics	P Value	Remarks
Instructional Strategies	BS Degree	4.00	124.90	0.327	0.849	Accept Ho
	Master's Units	4.00	130.24			
	Post Graduate	4.00	126.22			
Online Classroom Management	BS Degree	4.00	125.03	0.191	0.909	Accept Ho
	Master's Units	5.00	128.08			
	Post Graduate	5.00	130.21			
Student Engagement	BS Degree	5.00	129.30	0.297	0.862	Accept Ho
	Master's Units	5.00	125.94			
	Post Graduate	5.00	130.88			
Total	BS Degree	4.00	121.64	0.895	0.639	Accept Ho
	Master's Units	4.00	128.29			
	Post Graduate	5.00	132.52			

According to the findings presented in Table 7.4, the total p-value obtained was 0.942, exceeding the significance level of 0.05. This indicates that the hypothesis regarding the significant difference in teacher self-efficacy levels in hybrid blended learning with respect to position is accepted. The findings indicate that there is no statistically significant difference in teacher self-efficacy levels in hybrid blended learning when participants are categorized based on their position. However, the table suggests that Teacher I to III positions exhibited a high level of self-efficacy based on their median scores, while Master Teachers demonstrated a very high level of self-efficacy. The occurrence can be linked to the career stages of Master Teachers as outlined in RPMS- PPST, wherein they exhibit exceptional teaching proficiency and possess a comprehensive and sophisticated understanding of the teaching and learning process. Furthermore, they consistently demonstrate a superior level of performance in their teaching practice.

Table 7.5. Significant Difference on the Level of Teacher's Self- efficacy in Hybrid Blended Learning when Participants are Grouped According to Position

Teachers' Self-Efficacy	Position	Median	Mean Rank	Kruskal-Wallis Statistics	P Value	Remarks
Instructional Strategies	Teacher I	4.00	124.65	1.978	0.577	Accept Ho
	Teacher II	5.00	134.20			
	Teacher III	4.00	121.95			
	Master Teachers	5.00	138.81			
Online Classroom	Teacher I	5.00	131.64	1.460	0.692	Accept Ho

Management	Teacher II	4.00	120.66			
	Teacher III	5.00	131.16			
	Master Teachers	4.50	130.50			
Student Engagement	Teacher I	5.00	132.04	0.729	0.866	Accept Ho
	Teacher II	5.00	124.33			
	Teacher III	5.00	127.79			
	Master Teachers	4.50	123.50			
Total	Teacher I	4.00	127.09	0.393	0.942	Accept Ho
	Teacher II	4.00	128.16			
	Teacher III	4.00	126.61			
	Master Teachers	5.00	136.83			

Table 7.5 displays the computed p-value of 0.041 for the test on significant difference in the level of teacher's self-efficacy in hybrid blended learning with respect to area of specialization. The p-value being lower than 0.05 indicates that the hypothesis is rejected. This means that there is a significant difference in the level of teacher's self-efficacy in hybrid blended learning with respect to area of specialization. The table displays that educators with a specialization in Math or Science have exhibited a very high degree of self-efficacy in hybrid blended learning, which is markedly distinct from educators who have majored in English or Filipino, who have demonstrated a high level of self-efficacy.

Table 7.6. Significant Difference on the Level of Teacher's Self- efficacy in Hybrid Blended Learning when Participants are Grouped According to Area of Specialization

Teachers' Self-Efficacy	Area Of Specialization	Median	Mean Rank	Kruskal-Wallis Statistics	P Value	Remarks
Instructional Strategies	English/Pilipino	4.00	118.56	4.549	0.208	Accept Ho
	Mathematics/Science	4.00	127.15			
	PE/Values/Soc.Stud	5.00	143.79			
	TVL -TLE	4.00	130.93			
Online Classroom Management	English/Pilipino	4.00	124.04	3.572	0.312	Accept Ho
	Mathematics//Science	5.00	138.98			
	PE/Values/Soc.Stud	5.00	127.74			
	TVL -TLE	4.00	117.89			
Student Engagement	English/Pilipino	5.00	121.52	6.835	0.077	Accept Ho
	Mathematics//Science	5.00	143.95			
	PE/Values/Soc.Stud	4.00	118.30			
	TVL -TLE	4.50	123.50			
Total	English/Pilipino	4.00	115.50 b	8.234	0.410	Accept Ho
	Mathematics/Science	5.00	143.17 a			
	PE/Values/Soc.Stud	5.00	132.52 ab			
	TVL -TLE	4.00	121.78 ab			

In Table 7.6, the result on the test of significant difference in the level of teacher's self-efficacy in hybrid blended learning with respect to years of teaching experience is presented. Accordingly, the total computed p-value is 0.472 which is higher than 0.05 standard significant level that indicates null hypothesis is accepted. There is no significant difference in the level of teacher's self-efficacy in hybrid blended learning with respect to years of teaching experience.

Table 7.7. Significant Difference on the Level of Teacher's Self- efficacy in Hybrid Blended Learning when Participants are Grouped According to Years of Teaching Experience

Teachers' Self-Efficacy	Years Of Experience	Median	Mean Rank	Kruskal-Wallis Statistics	P Value	Remarks
Instructional Strategies	5 and below	4.00	130.95	2.722	0.436	Accept Ho
	6 to 10	4.00	123.77			
	11 to 15	4.00	118.21			
	16 and above	5.00	141.15			
Online Classroom Management	5 and below	5.00	134.15	4.726	0.193	Accept Ho
	6 to 10	5.00	131.58			
	11 to 15	4.00	121.99			
	16 and above	4.00	107.44			
Student Engagement	5 and below	5.00	123.04	0.946	0.814	Accept Ho
	6 to 10	5.00	131.73			
	11 to 15	5.00	130.71			
	16 and above	5.00	129.10			
Total	5 and below	4.00	129.08	2.517	0.472	Accept Ho
	6 to 10	5.00	133.25			
	11 to 15	4.00	113.36			
	16 and above	4.00	126.00			

According to the findings presented in Table 7.7, the total p-value obtained was 0.372, exceeding the significance level of 0.05. This indicates that the hypothesis regarding the significant difference in teacher self-efficacy levels in hybrid blended learning with respect to number of hours on trainings is accepted. The findings indicate that there is no significant difference in teacher self-efficacy levels in hybrid blended learning when participants are categorized based on their number of hours on trainings. The table further shows that majority of the teacher participants has high level of self- efficacy regardless of the number of trainings they attended with respect to hybrid blended learning.

Table 7.8. Significant Difference on the Level of Teacher's Self- efficacy in Hybrid Blended Learning Competencies when Participants are Grouped According to Number of hours on trainings, webinars, and/or workshops attended with respect to hybrid blended learning modality within the School Year

Teachers' Self-Efficacy	Number Of Training Hours	Median	Mean Rank	Kruskal-Wallis Statistics	P Value	Remarks
Instructional Strategies	None	4.00	126.77	5.281	0.152	Accept Ho
	1 to 10 hours	5.00	135.93			
	11 to 25 hours	4.00	111.81			

	26 hrs. & above	5.00	135.82			
Online Classroom Management	None	5.00	129.44	4.496	0.213	Accept Ho
	1 to 10 hours	5.00	135.53			
	11 to 25 hours	4.00	112.29			
	26 hrs. & above	5.00	130.41			
Student Engagement	None	5.00	136.24	2.988	0.393	Accept Ho
	1 to 10 hours	5.00	122.35			
	11 to 25 hours	5.00	132.52			
	26 hrs. & above	4.00	118.16			
Total	None	4.00	125.38	3.131	0.372	Accept Ho
	1 to 10 hours	5.00	136.68			
	11 to 25 hours	4.00	118.37			
	26 hrs. & above	4.00	126.00			

Table 7.8 showed that there are no significant difference in the level of teachers' self-efficacy across different training-hour groups. The results presents that all p-values are above 0.05, indicating the acceptance of null hypotheses. This suggests that training hours alone do not substantially influence self-efficacy perceptions in hybrid blended learning contexts.

Relationship Between the Level of Status of Hybrid Blended Learning Implementation and Hybrid Blended Learning Competencies, Level of Status of Hybrid Blended Learning Implementation and Self-Efficacy, and Level of Teacher's Hybrid Blended Learning Competencies and Self-efficacy

Table 8.1. Relationship Between Level of Status of Hybrid Blended Learning Implementation and Hybrid Blended Learning Competencies

Teacher's Hybrid Blended Learning Competencies	Level Of Status Of The Implementation Of Hybrid Blended Learning	Spearman Ranked Correlation Coefficient	P-Value	Remarks
Technological Skills	Parent and Learner Support	0.231	0.000	Reject Ho
	Teacher Support	0.167	0.008	Reject Ho
	Instructional Planning Support	0.014	0.819	Accept Ho
	Technology Support	0.164	0.009	Reject Ho
	Assessment and Feedback Support	0.256	0.000	Reject Ho
	Total	0.225	0.000	Reject Ho
Online Integration	Parent and Learner Support	0.262	0.000	Reject Ho
	Teacher Support	0.202	0.001	Reject Ho
	Instructional Planning Support	0.080	0.203	Accept Ho
	Technology Support	0.196	0.002	Reject Ho
	Assessment and Feedback Support	0.208	0.001	Reject Ho
	Total	0.261	0.000	Reject Ho
Data Practices	Parent and Learner Support	0.015	0.807	Accept Ho

	Teacher Support	0.007	0.913	Accept Ho
	Instructional Planning Support	0.279	0.000	Reject Ho
	Technology Support	-0.035	0.573	Accept Ho
	Assessment and Feedback Support	0.080	0.203	Accept Ho
	Total	0.064	0.306	Accept Ho
Personalization	Parent and Learner Support	0.262	0.000	Reject Ho
	Teacher Support	0.329	0.000	Reject Ho
	Instructional Planning Support	0.063	0.319	Accept Ho
	Technology Support	0.274	0.000	Reject Ho
	Assessment and Feedback Support	0.265	0.000	Reject Ho
	Total	0.345	0.000	Reject Ho
Online Interaction	Parent and Learner Support	0.017	0.787	Accept Ho
	Teacher Support	0.034	0.589	Accept Ho
	Instructional Planning Support	0.283	0.000	Reject Ho
	Technology Support	-0.013	0.836	Accept Ho
	Assessment and Feedback Support	0.037	0.556	Accept Ho
	Total	0.092	0.143	Accept Ho
Total	Parent and Learner Support	0.244	0.000	Reject Ho
	Teacher Support	0.238	0.000	Reject Ho
	Instructional Planning Support	0.143	0.022	Reject Ho
	Technology Support	0.170	0.006	Reject Ho
	Assessment and Feedback Support	0.229	0.000	Reject Ho
	Total	0.281	0.000	Reject Ho

Table 8.1 presents the results of relationship between the level of status of hybrid blended learning implementation and hybrid blended learning competencies. The Spearman Rank Correlation Coefficient was used to determine significant relationship between the level of status of hybrid blended learning implementation and hybrid blended learning competencies of the teacher participants using 0.05 level. As presented in the table, the total computed p- value 0.000 was obtained which is relatively significant at 0.05 level. This means that the null hypothesis of no significant relationship between the level of status of hybrid blended learning implementation and hybrid blended learning competencies was rejected. The table suggests that there exists a positive correlation between the level of status of hybrid blended learning implementation in terms of parent and learner support (with a computed Spearman rank correlation coefficient value of 0.244), teacher support (with a value of 0.238), instructional planning support (with a value of 0.143), technology support (with a value of 0.170), and assessment and feedback support (with a value of 0.229) and hybrid blended learning competencies.

Technology skills obtained a total p- value 0.000 and are positively correlated with parent and learner support (0.231), teacher support (0.167), technology support (0.164), and assessment and feedback support (0.256). The result implies that there is a significant relationship between technology skills and various dimensions of hybrid blended learning in terms of parent and learner support, teacher support, technology support, and assessment and feedback support. This implies that there exists a positive correlation between the level of competence of technology skills among teacher participants and the status of hybrid blended learning, whereby an increase in one variable leads to a corresponding increase in the other, or vice versa.

In terms of online integration, the total p- value obtained is 0.000 thereby rejecting the hypothesis. Specifically, it is positively correlated with parent and learner support, teacher support, technology support, and assessment and feedback support whose Spearman rank correlation coefficient values are 0.262, 0.202, 0.196, and 0.208 respectively. Thus, based on the available evidence, it can be inferred that a significant relationship exists between the teacher's competency of online integration skills and the status level of hybrid blended learning.

Data practices and instructional planning support are positively correlated with a Spearman rank correlation coefficient value of 0.279 and computed p- value of 0.000. This implies that data practices skills have a significant relationship with instructional planning support in hybrid blended learning implementation. The provision of instructional planning support for teachers by the school or school head is essential in attaining a significant level of competency in data practices.

With regards to personalization, the total p- value obtained is 0.000 thereby rejecting the hypothesis. Specifically, it is positively correlated with parent and learner support, teacher support, technology support, and assessment and feedback support which have Spearman rank correlation coefficient values of 0.262, 0.329, 0.274, and 0.265 respectively. The findings suggest that a significant relationship exists between personalization and the implementation of hybrid blended learning, specifically with regard to parents and learners, teachers, technology, as well as assessment and feedback support.

Finally, online interaction is positively correlated with instructional planning support with a Spearman rank correlation coefficient value of 0.283 and computed p- value of 0.000. The result implies that there is a significant relationship existed between the two mentioned variables

The findings regarding the significant correlation between the degree of status of hybrid blended learning implementation and teacher self-efficacy are summarized in Table 8.1. The computed total p-value of 0.290 exceeds the significance level of 0.05, indicating that the null hypothesis of an insignificant correlation is observed. The findings suggest that there is no statistically significant relationship between the level of hybrid blended learning implementation and the level of teacher self-efficacy. The result further suggests that teacher's self-efficacy has nothing to do with the status of hybrid blended learning implementation.

However, instructional strategies and teacher support received a p- value of 0.032 and Spearman rank correlation coefficient value of 0.135 which signifies that two variables are positively correlated. Therefore, it is imperative to conclude that in self- efficacy in terms of instructional strategies and teacher support has a significant relationship exist.

Likewise, hybrid blended classroom management efficacy and parent and learner support has found to be positively correlated with each other having a Spearman rank correlation coefficient value of 0.126. The computed p- value is 0.044 is less than 0.05 significant level, therefore, the evidence is sufficient to infer that there is a significant relationship exist between teacher's hybrid blended classroom management efficacy and status of hybrid blended learning implementation in terms of parent and learner support.

Table 8.2. Relationship Between Level of Status of Hybrid Blended Learning Implementation and Teacher's Self- efficacy

Teacher's Level of Self-Efficacy	Level of Status of the Implementation of Hybrid Blended Learning	Spearman Ranked Correlation Coefficient	P-value	Remarks
Instructional Strategies	Parent and Learner Support	0.005	0.931	Accept Ho
	Teacher Support	0.135	0.032	Reject Ho
	Instructional Planning Support	0.000	0.995	Accept Ho
	Technology Support	-0.025	0.696	Accept Ho
	Assessment and Feedback Support	-0.020	0.746	Accept Ho

	Total	0.050	0.429	Accept Ho
Online Classroom Management	Parent and Learner Support	0.126	0.044	Reject Ho
	Teacher Support	0.076	0.226	Accept Ho
	Instructional Planning Support	-0.040	0.520	Accept Ho
	Technology Support	0.000	0.995	Accept Ho
	Assessment and Feedback Support	0.026	0.679	Accept Ho
	Total	0.083	0.184	Accept Ho
Student Engagement	Parent and Learner Support	-0.024	0.708	Accept Ho
	Teacher Support	0.005	0.931	Accept Ho
	Instructional Planning Support	-0.114	0.070	Accept Ho
	Technology Support	-0.051	0.414	Accept Ho
	Assessment and Feedback Support	-0.007	0.913	Accept Ho
	Total	-0.009	0.887	Accept Ho
Total	Parent and Learner Support	0.083	0.188	Accept Ho
	Teacher Support	0.105	0.093	Accept Ho
	Instructional Planning Support	-0.096	0.128	Accept Ho
	Technology Support	-0.031	0.627	Accept Ho
	Assessment and Feedback Support	0.019	0.760	Accept Ho
	Total	0.067	0.290	Accept Ho

Table 8.2 summarizes the results pertaining to the significant correlation between the level of hybrid blended learning competencies and teacher self-efficacy. The computed total p-value is 0.379, which exceeds the significance level of 0.05. This suggests that the null hypothesis of a significant relationship is confirmed. In general, no significant relationship exists between the level of hybrid blended learning competencies and teacher self-efficacy. However, it can be inferred in the table that classroom management and personalization have a Spearman rank correlation coefficient value of 0.126 and p- value 0.037 which is lower than 0.05 significant level that denotes the null hypothesis is rejected. Thus, it can be noted that there is a significant relationship between the level of teacher's self- efficacy in classroom management and personalization skills. This phenomenon can be associated to the fact that classroom management involves organizing students, space, time, learning resources and individualizing instructions so that students learning can take place.

Table 8.3. Relationship Between Level of Teachers' Hybrid Blended Learning Competencies and Teacher's Self- efficacy

Teacher's Level Of Self-Efficacy	Level Of Teachers' Hybrid Blended Learning Competencies	Spearman Ranked Correlation Coefficient	P-Value	Remarks
Instructional Strategies	Technological skills	-0.096	0.124	Accept Ho
	Online integration	0.042	0.505	Accept Ho
	Data Practices	0.004	0.949	Accept Ho
	Personalization	0.100	0.112	Accept Ho
	Online Interactions	0.083	0.187	Accept Ho

	Total	0.033	0.602	Accept Ho
Hybrid Blended Classroom Management	Technological skills	0.095	0.132	Accept Ho
	Online integration	0.059	0.347	Accept Ho
	Data Practices	-0.042	0.509	Accept Ho
	Personalization	0.131	0.037	Reject Ho
	Online Interactions	0.006	0.928	Accept Ho
	Total	0.050	0.425	Accept Ho
Student Engagement	Technological skills	-0.047	0.452	Accept Ho
	Online integration	0.087	0.166	Accept Ho
	Data Practices	-0.063	0.313	Accept Ho
	Personalization	0.018	0.775	Accept Ho
	Online Interactions	0.008	0.897	Accept Ho
	Total	0.041	0.513	Accept Ho
Total	Technological skills	-0.010	0.880	Accept Ho
	Online integration	0.096	0.128	Accept Ho
	Data Practices	-0.091	0.147	Accept Ho
	Personalization	0.182	0.004	Reject Ho
	Online Interactions	0.026	0.680	Accept Ho
	Total	0.055	0.379	Accept Ho

Educators who exhibit a strong sense of self-efficacy in managing their classrooms possess a heightened level of competency with regards to personalization. By providing clear guidelines, norms and routines, teacher grants learners more autonomy while yet directing and facilitating the classroom learning process (Patrick et al., (2013). In line with this, according to Cho and Tobias (2016), the educator's role is essential in scaffolding students to effectively engage in asynchronous online discussions. This is achieved by providing explicit guidelines on how to initiate and participate in online discussions that promote learning.

Problems Encountered by the Public Secondary School Teachers in the Implementation of Hybrid Blended Learning

Table 9. Problems Encountered by the Public Secondary School Teachers in the Implementation of Hybrid Blended Learning

Items	Median	Verbal Interpretation
1. Surge in workload.	4.00	Serious Problem
2. Time-consuming.	4.00	Serious Problem
3. Emotionally and physically exhausting.	4.00	Serious Problem
4. Lack of technological and pedagogical expertise.	3.00	Somewhat A Problem
5. Lack of experience in conducting hybrid blended learning.	3.00	Somewhat A Problem
6. Lack or absence of instructional delivery framework for hybrid blended learning.	4.00	Serious Problem
7. Lack of teacher training and support.	3.00	Somewhat A Problem

8. Insufficient ICT facilities.	3.00	Somewhat A Problem
9. Unstable internet infrastructure and resources.	4.00	Serious Problem
10. Plagiarism and credibility problems.	3.00	Somewhat A Problem
Overall Median	3.50	Serious Problem

Note: For interpretation, the following remarks apply to the median interval: 5.00 – 4.20 for Very Serious Problem, 4.19 – 3.40 for Serious Problem, 3.39 – 2.60 for Somewhat a Problem, 2.59 – 1.80 for Minor Problem, and 1.79 – 1.00 for Not a Problem.

As depicted in Table 9, an overall median of 3.50 was given by the teacher participants which means that serious problems have been encountered in the implementation of hybrid blended learning. To be more specific, the serious problems encountered by the teacher participants includes surge in workload, time consuming, emotionally, and physically exhausting, lack or absence of instructional delivery framework, and unstable internet connection.

Proposed Hybrid Blended Learning Instructional Delivery Framework

Since hybrid blended learning is a new approach in the Philippines education system, it is imperative that there should be a clear instructional delivery framework that will assist the schools and teachers in the processes included towards the proper implementation of hybrid blended learning. Thus, the hybrid blended instructional delivery framework (Fig. 2) is based on the results of the conducted study.

The objective of this framework is to establish a well-defined approach and perspective in implementing hybrid blended learning, which is grounded on the fundamental principles of education such as access, equality, quality, well- being, and resiliency with mechanisms of governance. As a result, this framework seeks to address the diverse limitations and issues that have been identified in the research, enhance the essential support, and establish a systematic mechanism to elevate the implementation of hybrid blended learning modality.

The acronym GENTRI comes General Trias, which is named after its Patron Saint, Francis of Assisi and has been changed to General Trias in honor of Gen. Mariano Trias (1869-1914), by virtue of a law fathered by Emilio P. Virata during his term as representative of Cavite, 1919-1921. Each letter on the acronym highlights the objectives and mission that address the gaps revealed on the study. The center of the framework are the symbols for hybrid blended learning and the logo of the Division of General Trias City. The elements of the GENTRI framework include the Polynesian Blue and Kelly-Green color which are the official color of the Division of General Trias City relative to Division Memorandum 289, s. 2023. These colors have been carefully selected to reflect the vibrancy and essence of the division to help strengthen the brand image and promote recognition and unity among stakeholders.

Gearing towards an improved Hybrid Blended Learning implementation through the provision of various support that includes, learner and parent, teacher, technology, instructional planning and assessment and feedback. Particularly, it is necessary to improve the following areas of support:

1. Assisting teachers with instructional planning by improving their ability to divide class topics and contents into clear, achievable scopes and levels of difficulty while taking the learning objectives into account.
2. Increase internet connectivity, make use of learning management systems, offer a variety of technology tool training, and take advantage of the utilization of DepEd Commons.
3. Upskilling teachers in timely, constructive, and relevant feedback delivery based on learners' progress reports must be the main goal of assessment and feedback support.

Engaging learners in hybrid blended learning environment that ensures that mantra “Education for All” which is responsive on diverse needs. Education for all aims to promote inclusivity in accessing basic quality education. To meet each student's individual learning needs, teachers must be equipped with efficient and

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue VII July 2025

effective instructional methods.

Nurturing learners and teachers through safeguarding the safety and well- being. The schools shall constantly assure and enforce the safety and well- being of learners and teachers by providing programs and activities that adopts and implement required health standards.

Transforming teacher's competencies and self- efficacy by providing adequate professional development programs. Since hybrid blended learning is a new approach in education, teachers must be given ample amount of training to enhance varied competencies that includes technology integration skills, online integration, data practices, personalization, and online interaction. Teachers play a crucial role in blended learning because they are knowledgeable in their subject areas, have a foundation in technology, and are also familiar with the new pedagogies that come along with it, like constructivism and collaboration. Expertise in blended learning offers both conventional classroom instruction and ICT-supported learning, encompassing both offline and online learning (Mathur and Shukla, 2021). Additionally, enhancing self- efficacy in terms of instructional strategies, classroom management and student engagement shall be a priority. In a hybrid blended learning, it is crucial that teachers have expertise in employing positive discipline in a face-to-face classroom, synchronous and asynchronous setting. Positive Discipline is an approach to teaching that helps children succeed, gives them the information they need to learn, and supports their development. It respects children's rights to healthy development, protection from violence, and active participation in their learning.

Re- aligning instruction based on the intended curriculum that is relevant to the learners. Accordingly, the use of Most Essential Learning Competencies (MELC), which emphasizes the essential learning competencies and has been reviewed and rephrased, aims to meet the performance and content standards in each learning area. It acts as the primary resource for all schools, the Schools Division Office, and the Regional Office (RO) in choosing and putting into practice learning delivery strategies that are appropriate for the unique needs of the learners in the area. This section of the framework shall focus on aligning the objectives, developmental activities, assessment and learning materials on the various MELCs of the different learning areas.

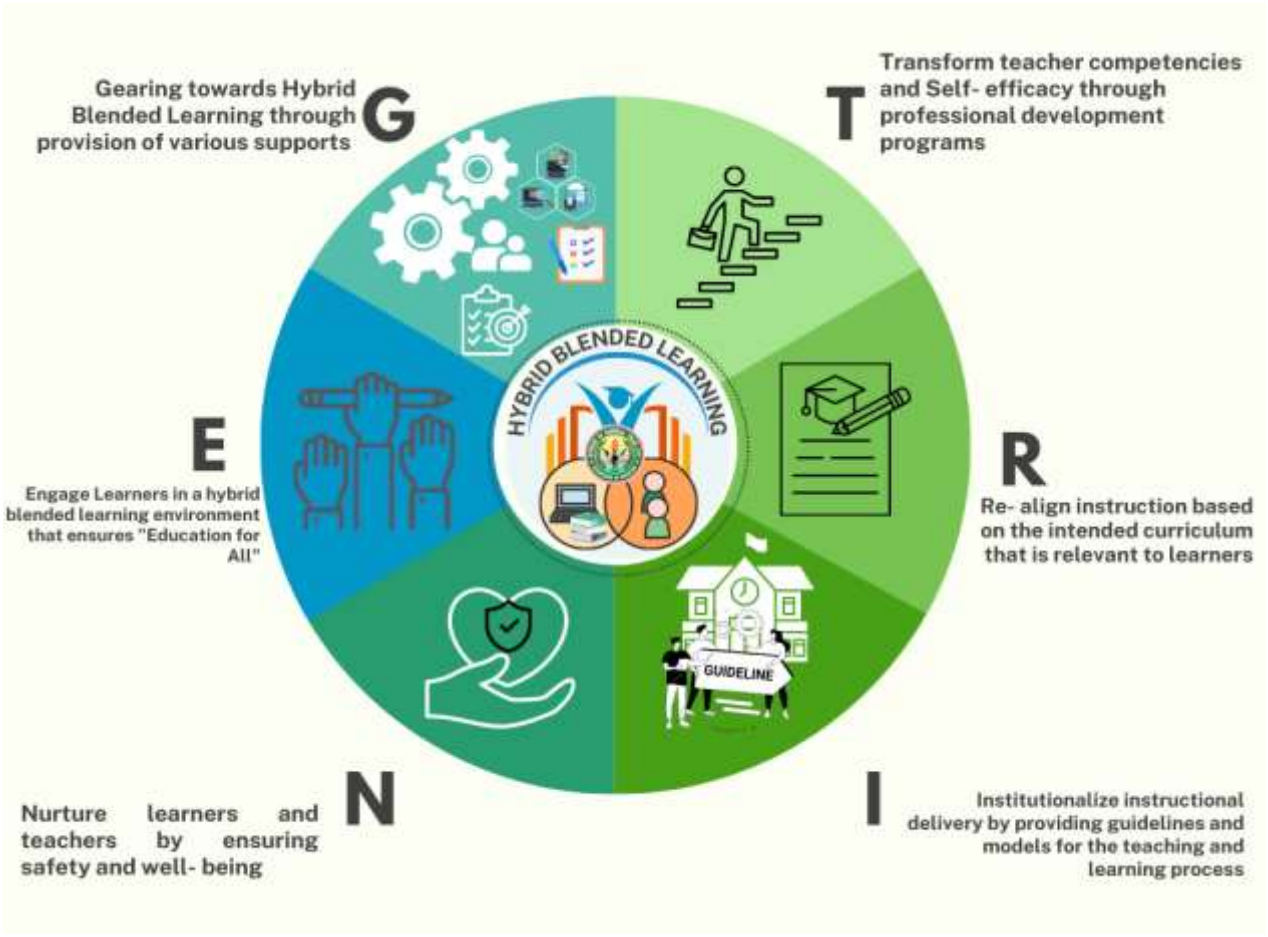

Figure 2. GENTRI Hybrid Blended Learning Instructional Delivery Framework

Institutionalizing hybrid blended learning instructional delivery by providing guidelines, models and standards for the teaching and learning process. Basically, the model for hybrid blended learning that has been adopted and implemented in the schools is the combination of in- person and asynchronous classes that includes modular and online activities. Therefore, to deliver the MELCs and achieve learning target the following guidelines and standards are suggested:

In- Person (Face- to- face Classes)

1. In- Person Classes involves 3 days face to face classes
2. Teachers must prepare daily lesson plan / daily lesson log which should be delivered using the following suggested procedures:

Part Of The Daily Lesson Log / Plan	**Activities**
INTRODUCTION	• Review of the past lesson • Motivation • Introducing the purpose of the lesson and
ENGAGEMENT	• Discussion • Integration of content knowledge within and across curriculum teaching areas • Use range of teaching strategies to integrate and enhance learner achievement in literacy and numeracy skills. • Utilization of pedagogical and teaching strategies that will engage learners to develop critical and creative thinking skills. • Use differentiated developmentally sequenced teaching and learning process
ASSIMILATION	• Demonstration of student's knowledge and skills • Application of the learned knowledge in practical situations
GENERALIZATION	• Summarizing the knowledge and skills learned by the students
ASSESSMENT	• Utilization of various forms of assessment to evaluate the learning gain of the learners
REMEDIATION	• Additional activities for selected learners who falls under low mastery

Asynchronous Classes (Online or Modular Class)

1. The teachers complete and compile a structured Weekly Learning Plan for the students to follow so that they can successfully complete the assignments and assigned activities.
2. Teachers should supply the students with links to video lessons that can be found on DepEd TV, PIVOT LINK, or any other video materials that will further benefit the students in their academic endeavors.
3. Monitor the learners through varied platforms such as Facebook messenger, google classroom and text messages.
4. Provide timely feedback by constantly checking and recording learner's output in a record book and informing parents of the status of their children in school through anecdotal and progress reports.
5. Home visitation should provide if leaners were unable to submit the required activities crucial to the competencies.

CONCLUSION

The study revealed that the public secondary school teachers were predominantly young professionals, married, female, and held a Bachelor's degree with master's units, Proficient Teachers, with English / Filipino specialization, less experienced, and are slightly trained in hybrid blended learning modality. The implementation of hybrid blended learning was assessed to be at an excellent level in terms of learner and parent support, teacher support, instructional planning, technology support, and assessment and feedback mechanisms. Teachers also demonstrated a relatively high level of competency in hybrid blended learning, particularly in technology skills, online integration, data practices, personalization, and online interactions. Moreover, their level of self-efficacy was high in terms of instructional strategies, classroom management, and student engagement, indicating a strong capacity to perform necessary teaching behaviors and achieve high levels of performance. Additionally, it was concluded that the excellent assessment of hybrid blended learning implementation was not influenced by the demographic profiles of the teacher participants, inferring that all forms of support mechanisms are critical to the success of such implementation. However, age was found to be a contributing factor in teacher competencies, as younger teachers exhibited higher proficiency in technology and online integration skills. Additionally, teachers specializing in Mathematics and Science showed a notably high level of self-efficacy in hybrid blended learning compared to those in other fields, implying that specialization influences self-efficacy levels. Furthermore, effective hybrid blended learning requires highly competent teachers, and strong school support plays a significant role in enhancing instructional strategies. Meanwhile, effective classroom management in this modality also depends on adequate learner and parent support, the coordination of students, an enabling physical environment, appropriate time allocation, sufficient educational resources, and personalized instruction. Lastly, serious challenges were identified in the implementation of hybrid blended learning, including increased workload, time constraints, emotional and physical exhaustion, lack of a clear instructional framework, and unstable internet connectivity. A proposed hybrid learning instructional delivery framework is provided to ensure the implementation of hybrid blended learning.

RECOMMENDATIONS

Based on the findings and conclusion of the study, the study recommended that the Department of Education–Division of General Trias City must use the identified teacher characteristics to design targeted programs that enhance competencies and professional standards. While hybrid blended learning is well-implemented, school administrators should ensure full teacher readiness through ongoing support. School heads may provide focused training on technology integration, personalization, and online interaction, and strengthen self-efficacy through sustained Teacher Induction Programs. Also, regular monitoring of implementation is advised to maintain its quality. Additional training for middle-aged and older teachers on ICT use is recommended, with younger teachers acting as facilitators. Math and Science teachers may lead discussions to share effective practices. Technical assistance and support for classroom management and personalized instruction should be sustained. To address challenges, schools may request additional Learning Support Aides, implement wellness programs, and improve internet infrastructure. The developed framework may guide proper hybrid blended learning implementation and should be evaluated for effectiveness. Lastly, future research may explore other learning modalities and involve broader participant groups, including elementary teachers and students.

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.

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