

Difficulties of Teachers in the Implementation of Blended Learning Modality: Basis for an Intervention Plan

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Date Submitted:

April 22, 2026

Date Accepted:

May 13, 2026

Date Published:

June 19, 2026

DOI:

10.5281/zenodo.20760410

ABSTRACT

This study determined the difficulties of teachers in the implementation of blended learning modality and used the findings as basis for an intervention plan. A descriptive research design was employed among 175 elementary school teachers from a district in a medium-sized Division in Central Luzon during School Year 2021-2022. The study described the respondents according to age, length of service, and highest educational attainment; assessed their difficulties in the preparation of modules, reinforcement on content delivery, and interaction with learning facilitators; and tested whether significant differences existed across profile groups. Data were gathered using a researcher-made questionnaire validated by three experts with an excellent validity rating of 4.62 and a reliability index of .977.

Frequency, percentage, weighted mean, and Mann-Whitney U test were used in the analysis. Findings showed that most respondents were older teachers, had shorter length of service, and had higher educational attainment. Teachers experienced a high level of difficulty in the preparation of modules ($M = 3.66$) and reinforcement on content delivery ($M = 3.58$), while they experienced a moderate level of difficulty in interaction with learning facilitators ($M = 3.20$). The highest specific difficulties were investing in a fast and reliable internet service provider for uploading modules, enhancing metacognitive and creative problem-solving skills among learners, and accomplishing school roles and responsibilities. No significant differences were found when difficulties were grouped by age, length of service, and highest educational attainment. The study concludes that teachers shared similar implementation difficulties under blended learning regardless of profile and therefore need a practical intervention plan focused on learning resource preparation, content-delivery support, assessment, technology use, collaboration, and institutional assistance.

Keywords: *blended learning modality, content delivery, intervention plan, learning facilitators, module preparation, teacher difficulties*

INTRODUCTION

The COVID-19 pandemic required schools to adopt alternative learning delivery modalities so that instruction could continue despite restrictions on face-to-face classes. In the Philippine basic education system, teachers were expected to prepare learning materials, coordinate with parents and learning facilitators, communicate with learners, and assess learning outcomes through flexible arrangements. These changes affected the daily work of teachers and introduced new difficulties in planning, delivery, monitoring, and learner support.

Blended learning combines face-to-face instruction with online distance learning, modular distance learning, television- or radio-based instruction, and other flexible learning arrangements. During the pandemic, however, blended learning in many local public elementary schools depended heavily on printed modules, learning activity sheets, digital communication, and coordination with parents or guardians. This made teachers responsible

not only for instruction but also for reproducing modules, uploading materials, developing rubrics, communicating with families, and reinforcing learning beyond the classroom.

The implementation of blended learning created practical concerns related to internet connectivity, availability of devices, module reproduction, assessment preparation, content reinforcement, and interaction with learning facilitators. Teachers also had to sustain collaboration with colleagues while managing their own school roles and responsibilities. Since these difficulties could affect instructional quality and teacher well-being, it became necessary to assess the specific areas where teachers needed support.

This study was anchored on Perkins' Theory of Difficulty, which emphasizes that recurring difficulties should be understood by identifying the specific trouble spots and the causes behind them. In this study, teachers' difficulties were examined in three areas: preparation of modules, reinforcement on content delivery, and interaction with learning facilitators. The findings served as basis for an intervention plan intended to strengthen teacher support in the implementation of blended learning modality.

Literature Review

Blended Learning and Distance Education During the Pandemic

Blended learning became a major response to school disruption during the pandemic. It allowed instruction to continue through a combination of printed modules, online platforms, digital materials, and home-based learning support. Grant (2015) described distance learning as a coordinated use of modalities and methods to deliver the curriculum, while Alsobhi (2021) emphasized that blended learning integrates traditional classroom instruction with digital online learning.

The shift to blended learning required teachers to adjust instructional routines. They prepared modules, learning activity sheets, weekly home learning plans, assessment tasks, and feedback mechanisms. UNICEF (2020) emphasized that monitoring and stakeholder feedback are important in improving the reach and effectiveness of distance learning modalities. These ideas highlight that blended learning requires not only materials but also monitoring, communication, and support systems.

In the local context, blended learning was relatively new to many public elementary schools. Teachers faced issues related to availability of resources, quality of modules, digital access, communication with parents, and learner engagement. These concerns made the implementation of blended learning a demanding task, especially for teachers who had limited preparation for emergency remote education.

Difficulties in Module Preparation and Content Delivery

Preparation of modules was one of the major areas of difficulty during blended learning. Teachers had to reproduce printed modules, prepare learning activity sheets during module shortages, develop rubrics, prepare instructional materials, and upload resources. Pe Dangle and Sumaoang (2020) reported that teachers encountered difficulties with incomplete modules, errors in learning materials, and communication with parents and students.

Reinforcement on content delivery also became difficult because teachers had to simplify concepts, conduct online assessments, produce clear assessment tools, provide constructive feedback, make analogies, and develop learner mastery. Lloria et al. (2021) noted that pandemic teaching disrupted the development of competencies such as adaptability, teamwork, metacognition, and creative problem-solving. These issues are reflected in teachers' difficulty in enhancing learners' metacognitive and problem-solving skills through blended modalities.

The reviewed literature shows that technology readiness, pedagogical adjustment, and instructional resource preparation are key concerns in blended learning. Panol et al. (2020) emphasized that teacher readiness includes the intellectual, emotional, and psychomotor domains, while Corcuera and Alvarez (2021) noted that the abrupt shift in teaching and learning delivery created gaps because many teachers lacked sufficient preparation and expertise in online teaching and distance education.

Interaction with Learning Facilitators and Institutional Support

Interaction with learning facilitators refers to the communication and coordination among teachers, colleagues, parents, guardians, and other persons who support learners during blended learning. This area is important because learners in modular and distance modalities depend on adults at home and school personnel for guidance, feedback, monitoring, and encouragement.

Research during the pandemic identified communication and collaboration as recurring challenges. Romaniuk et al. (2020) observed that remote education may create feelings of loneliness, isolation, and disconnection due to lack of direct contact. Tomczyk and Walker (2021) also identified challenges involving technology, methodological solutions, teacher-student relationships, parent-teacher concerns, and equipment availability.

Support systems are therefore needed to help teachers sustain teamwork, communication, camaraderie, constructive feedback, and role accomplishment. When teachers receive technical assistance, adequate resources, and collegial support, they are better able to implement blended learning in ways that protect both instructional quality and teacher well-being.

METHODS

Research Design

The study employed a descriptive research design. This design was appropriate because the study determined the existing level of difficulties encountered by teachers in implementing blended learning modality and compared these difficulties across selected respondent profile variables without manipulating any condition.

Research Locale

The study was conducted in a district in a medium-sized Division in Central Luzon. The district had four elementary schools with a total learner population of 5,299 during the third quarter of School Year 2021-2022. The locale was appropriate because the schools implemented blended learning during the pandemic and required teachers to prepare modules, reinforce content delivery, and interact with learning facilitators.

Respondents and Sampling Technique

The respondents were 175 elementary school teachers from the four schools in the district. Purposive sampling was used because the study specifically required teachers who had direct experience implementing blended learning modality. The respondent distribution was 25 teachers from School A, 60 from School B, 16 from School C, and 74 from School D.

Table 1. *Distribution and Profile of Respondents*

Profile variable	Category	Frequency	Percentage
School	A	25	14.29%
School	B	60	34.29%
School	C	16	9.13%
School	D	74	42.29%
Age	Younger (below 39 years old)	81	46.3%
Age	Older (39 years old and above)	94	53.7%
Length of service	Shorter (less than three years)	110	62.9%
Length of service	Longer (3 years and more)	65	37.1%
Highest educational attainment	Lower (Bachelor's degree)	76	43.4%
Highest educational attainment	Higher (Master's and Doctorate degrees)	99	56.6%

Research Instrument

The study used a researcher-made questionnaire. The first part gathered respondent profile information in terms of age, length of service, and highest educational attainment. The second part measured teachers' difficulties

in the implementation of blended learning modality in three areas: preparation of modules, reinforcement on content delivery, and interaction with learning facilitators. A five-point Likert scale was used, with responses interpreted from Very Low Level to Very High Level.

Validity and Reliability

The questionnaire was subjected to face and content validation by three experts in educational research and new-normal learning modalities. The instrument obtained a validity rating of 4.62, interpreted as Excellent. Reliability testing was conducted among 30 elementary teachers from another district who were not included as actual respondents. The instrument obtained a Cronbach's alpha reliability index of .977, interpreted as Excellent.

Data Gathering Procedure

The researcher secured permission from the Schools Division Superintendent through the Public Schools District Supervisor and school heads. Because face-to-face transactions were discouraged during the health crisis, the questionnaire was administered using Google Online Survey Forms. Instructions and clarifications were given through phone, text, email, or Facebook Messenger when necessary. Responses were retrieved, tallied, tabulated, and interpreted.

Data Analysis

Frequency and percentage were used to describe the respondents' profile. Weighted mean was used to determine the level of difficulties in preparation of modules, reinforcement on content delivery, and interaction with learning facilitators. Mann-Whitney U test was used to determine whether significant differences existed when respondents were grouped by age, length of service, and highest educational attainment. The level of significance was set at .05.

Ethical Consideration

The study observed informed consent, voluntary participation, confidentiality, respect for respondents, and responsible data handling. Respondents were working adults and were informed that participation was voluntary. Their responses were reported in aggregate form, and identifying information was protected. The final journal submission should include the confirmed institutional ethics-review or approval reference number if required by the journal.

RESULTS AND DISCUSSION

Profile of Teachers

The respondents were 175 elementary teachers. Most were older teachers aged 39 years old and above (53.7%), while 46.3% were younger than 39 years old. In terms of length of service, most had shorter service of less than three years (62.9%), while 37.1% had longer service of three years and more. In terms of highest educational attainment, most belonged to the higher educational attainment group with master's or doctorate degrees (56.6%), while 43.4% had bachelor's degree as their highest educational attainment.

Level of Difficulties in Blended Learning Implementation

Teachers experienced a high level of difficulty in preparation of modules and reinforcement on content delivery, while they experienced a moderate level of difficulty in interaction with learning facilitators. The highest overall mean was in preparation of modules (M = 3.66), followed by reinforcement on content delivery (M = 3.58), and interaction with learning facilitators (M = 3.20).

Table 2. *Summary of Teachers' Difficulties in Implementing Blended Learning Modality*

Area	Overall mean	Interpretation	Highest-rated difficulty	Lowest-rated difficulty
Preparation of modules	3.66	High Level	Investing in a fast and reliable internet service provider for uploading modules (M = 3.77)	Having basic technological skills (M = 3.49)

Reinforcement on content delivery	3.58	High Level	Enhancing metacognitive and creative problem-solving skills among learners (M = 3.66)	Conducting summative tests, quizzes, and exams online (M = 3.52)
Interaction with learning facilitators	3.20	Moderate Level	Accomplishing school roles and responsibilities (M = 3.26)	Sustaining camaraderie along with co-workers (M = 3.12)

The high difficulty in preparation of modules indicates that blended learning placed heavy demands on teachers in terms of materials production, internet access, module uploading, and assessment preparation. The highest item in this area was the need to invest in a fast and reliable internet service provider, showing that connectivity directly affected teachers' ability to prepare and deliver learning resources.

The high difficulty in reinforcement on content delivery shows that teachers struggled not only with materials but also with sustaining learning quality. The highest-rated item was enhancing metacognitive and creative problem-solving skills among learners. This suggests that teachers found it difficult to develop higher-order thinking skills when instruction was mediated through modules, online tasks, and reduced face-to-face interaction.

The moderate difficulty in interaction with learning facilitators suggests that teachers were still able to maintain collaboration and communication, but several issues remained. Accomplishing school roles and responsibilities obtained the highest mean in this area, indicating that teachers experienced pressure in balancing teaching tasks, coordination duties, and blended-learning responsibilities.

Difficulties When Grouped by Profile Variables

When grouped by age, both younger and older teachers reported high difficulty in preparation of modules and reinforcement on content delivery. In interaction with learning facilitators, both groups reported moderate difficulty. Older teachers reported slightly higher difficulty in preparation of modules (M = 3.71), while younger teachers reported slightly higher difficulty in reinforcement on content delivery (M = 3.59).

When grouped by length of service, teachers with shorter service reported a high level of difficulty in preparation of modules (M = 3.73) and reinforcement on content delivery (M = 3.63), and moderate difficulty in interaction with learning facilitators (M = 3.29). Teachers with longer service also reported high difficulty in preparation of modules (M = 3.55) and reinforcement on content delivery (M = 3.50), and moderate difficulty in interaction with learning facilitators (M = 3.04).

When grouped by highest educational attainment, both lower and higher educational attainment groups reported high difficulty in preparation of modules and reinforcement on content delivery and moderate difficulty in interaction with learning facilitators. The lower educational attainment group obtained slightly higher means in preparation of modules (M = 3.69), reinforcement on content delivery (M = 3.67), and interaction with learning facilitators (M = 3.22).

Table 3. *Selected Overall Means of Difficulties by Respondent Profile*

Grouping variable	Preparation of modules	Reinforcement on content delivery	Interaction with learning facilitators	Synthesis
Age: Younger	3.62 High	3.59 High	3.07 Moderate	Younger teachers reported high difficulty in modules and delivery and moderate difficulty in interaction.
Age: Older	3.71 High	3.57 High	3.30 Moderate	Older teachers reported slightly higher difficulty in module preparation and interaction.
Service: Shorter	3.73 High	3.63 High	3.29 Moderate	Teachers with shorter service reported higher descriptive means across all areas.

Service: Longer	3.55 High	3.50 High	3.04 Moderate	Teachers with longer service still experienced notable difficulty. Teachers with bachelor's degree reported slightly higher difficulty overall. Teachers with graduate-level attainment also reported difficulty in all areas.
Education: Lower	3.69 High	3.67 High	3.22 Moderate	
Education: Higher	3.64 High	3.53 High	3.17 Moderate	

Significant Differences Across Groups

The Mann-Whitney U test results showed that there were no significant differences in teachers' difficulties when grouped by age, length of service, and highest educational attainment. All p-values were greater than .05. Therefore, the null hypothesis was accepted. This indicates that the difficulties encountered in blended learning implementation were generally shared among teachers regardless of demographic and professional profile.

Table 4. *Summary of Difference Tests by Preparation, Reinforcement, and Interaction*

Area	Grouping variable	Mann-Whitney U	p-value	Interpretation
Preparation of modules	Age	3551.000	.443	Not significant
Reinforcement on content delivery	Age	3685.000	.714	Not significant
Interaction with learning facilitators	Age	3494.000	.346	Not significant
Preparation of modules	Length of service	3347.000	.480	Not significant
Reinforcement on content delivery	Length of service	3372.500	.530	Not significant
Interaction with learning facilitators	Length of service	3218.000	.267	Not significant
Preparation of modules	Highest educational attainment	3729.000	.921	Not significant
Reinforcement on content delivery	Highest educational attainment	3519.500	.464	Not significant
Interaction with learning facilitators	Highest educational attainment	3684.500	.814	Not significant

The absence of significant differences suggests that blended learning difficulties were not limited to younger or older teachers, less experienced or more experienced teachers, or teachers with lower or higher educational attainment. This finding supports the need for a broad intervention plan that can be applied across the district rather than a plan limited to one teacher group.

Proposed Intervention Plan

Based on the findings, the proposed intervention plan focuses on the areas where teachers experienced difficulty: preparation of modules, reinforcement on content delivery, and interaction with learning facilitators. It emphasizes technical assistance, learning-resource development, internet support, assessment development, metacognitive teaching strategies, time management, collaboration, and recognition of teacher effort.

Table 5. *Proposed Intervention Plan for Blended Learning Implementation*

Area of concern	Basis from findings	Suggested activities	Expected outcome
Preparation of modules	Teachers had high difficulty in internet access, learning activity sheets, instructional materials, and assessment rubrics.	Conduct learning-resource development workshops, provide technical assistance on module preparation, support internet	Teachers prepare complete, clear, and accessible learning

		connectivity, and allocate funds for learning materials.	modules and assessment tools.
Reinforcement on content delivery	Teachers had high difficulty in metacognitive and creative problem-solving skills, content mastery, assessments, and limited online time.	Conduct seminars on metacognitive strategies, creative problem-solving, formative assessment, time management, and content simplification.	Teachers strengthen content delivery and support learner mastery under blended learning.
Interaction with learning facilitators	Teachers experienced moderate difficulty in role accomplishment, teamwork, sympathy, constructive feedback, and camaraderie.	Conduct supervisory visits, mentoring, learning action cell sessions, recognition programs, and coordination meetings with parents and learning facilitators.	Teachers sustain collaboration, support systems, and effective communication with facilitators and colleagues.

CONCLUSION

The study concludes that teachers encountered meaningful difficulties in implementing blended learning modality during School Year 2021-2022. The respondents were mostly older, had shorter length of service, and had higher educational attainment. Despite differences in profile, the difficulties experienced by teachers were generally similar across groups.

Teachers experienced a high level of difficulty in the preparation of modules and reinforcement on content delivery. The most difficult concerns included securing fast and reliable internet for uploading modules, preparing instructional materials, developing assessment rubrics, enhancing metacognitive and creative problem-solving skills among learners, producing clear assessment tools, and developing learner mastery. These findings show that blended learning demanded both technical and pedagogical adjustment from teachers.

Teachers experienced a moderate level of difficulty in interaction with learning facilitators. The highest concern in this area was accomplishing school roles and responsibilities, followed by valuing effort in distance learning and showing sympathy with co-teachers facing similar problems. This indicates that collaboration and emotional support remained important in sustaining blended learning implementation.

No significant differences were found in the level of difficulties when teachers were grouped by age, length of service, and highest educational attainment. Therefore, the intervention plan should be inclusive, district-wide, and responsive to shared implementation needs.

Recommendation

School heads, Public Schools District Supervisors, and curriculum supervisors should provide sustained technical assistance to teachers in module preparation, instructional-material development, assessment-rubric construction, and online resource uploading. Schools should improve support for internet connectivity, printing, reproduction, and access to devices needed for blended learning implementation.

Teachers should be given capacity-building activities on content reinforcement, metacognitive and creative problem-solving strategies, formative assessment, online assessment preparation, constructive feedback, and time management. Learning Action Cell sessions may be used as regular venues for sharing strategies, addressing common difficulties, and mentoring teachers who need additional support.

School administrators should strengthen collaboration among teachers, parents, guardians, and learning facilitators through structured communication systems, consultation schedules, and clear feedback mechanisms. Recognition programs and psychosocial support activities may also be provided to help teachers sustain motivation and professional well-being.

Future researchers may conduct similar studies in other divisions, use mixed-method designs to capture deeper teacher narratives, include learner and parent perspectives, and evaluate the effectiveness of the proposed intervention plan after implementation.

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