

Teachers' Preparedness in The Implementation of Blended Learning in Balicutro Area, Division of Northern Samar

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Abstract — The demographic profile of home economics teachers offers insights into how prepared they are to implement blended learning. The findings show that people are generally sufficiently prepared, particularly when it comes to using digital tools and providing instructional support. Nevertheless, obstacles are noted, such as the inability to create a variety of asynchronous activities, offer all-encompassing student assistance, and handle the hands-on aspects of teaching home economics. The results also indicate that the highest level of education has a significant impact on teachers' readiness, with advanced degree holders in the implementation of blended learning more successfully. Age, gender, position, and training were among the other factors that did not significantly affect preparedness. These results indicate that training programs and support systems need to be strengthened, especially for teachers who have less education or have less access to resources. The delivery of home economics instruction may be improved through development and professional training with the diverse needs and backgrounds of teachers.

Keywords — *Teacher's preparedness, Blended learning, Digital tools, Instructional support, Home Economics*

I. Introduction

The rapid shifts in education, propelled by global challenges have necessitated the use of innovative and adaptive teaching strategies. Among these, blended learning has emerged as critical tools in delivering quality education, especially in remote and far-flung areas. In blended learning teachers structured materials and developed to guide students in independently accomplishing tasks aligned with curriculum standards. They serve as a bridge between teachers and learners, ensuring continuity of education even in the absence of face-to-face instruction.

The Covid-19 pandemic has dealt a severe blow to the educational systems of the majority of nations on the Earth. It has caused at least 290.5 million children' educations to be disrupted globally, leading to school closures in over a dozen nations (UNESCO, 2020). In a statement issued McCarthy (2020), UNESCO Director General Audrey Azoulay claimed that the current disruption

in education is unparalleled in its global extent and velocity and that, if it continues, it may jeopardize the right to an education. In order to ensure that education continues for everyone, he continued, they are working with other countries. National responses to the crisis differ. Others are sending paper-based tasks to students' homes or using public TV and radio broadcasting channels, while some have developed programs for remote learning and homeschooling that offer free online resources.

To ensure the continuity of learning while ensuring the health, safety, and well-being of everyone involved in the educational process, the department issued DepEd Order No. 12 series of 2020, which established new learning delivery modalities in all levels that were embodied in the Learning Continuity Plan (LCP) for the school year 2020–2021. All students, regardless of identity or location, were to get instruction through alternate formats. Homeschooling, remote learning, and blended learning were a few of the Learning Delivery Modalities (LDMs) that were employed.

In the Philippines, this has resulted to new educational practices, such as an adjustment from the conventional face-to-face classroom set up to distance learning delivery modality. The implementation of blended learning was made possible by the Department of Education's efforts to solve every issue that arose as distance learning progressed. These are teacher-made exercises that can be utilized as extra resources for students' self-study modules to help them grasp a certain subject more thoroughly (Lacsa, 2022).

Few studies have explicitly examined how prepared teachers are to implement the blended learning and to use learning activities, despite the fact that many have examined the creation and efficacy of activities in blended learning in raising student engagement and learning outcomes. The majority of the literature currently in publication highlights the structure and effects of blended learning on students, but it frequently ignores the crucial role that teachers' abilities, self-assurance, and preparedness play in their successful implementation. Understanding teachers' readiness becomes crucial in light of the quickly evolving demands in education, especially the move to more flexible learning modalities. By investigating the competencies, difficulties, and support networks, this study fills this knowledge gap and offers a more comprehensive understanding of how teacher readiness affects the effectiveness of learning delivery.

Literature Review

Teacher preparedness on delivery and instruction in the blended distance learning environment is very important in the success of the teaching and learning process. Based on the mean score of the respondents, the teachers in the district are prepared for the implementation of distance learning which means that they have undertaken essential preparations as to how they understand the delivery (Natividad, 2021).

The socio-economic context of students and their families can influence the effectiveness of blended learning in Home Economics education. Hartas (2011) discusses how parental

involvement and socio-economic factors can affect children's learning outcomes, suggesting that teachers must be prepared to engage with families to support student learning. This highlights the importance of implementation of blended learning that are accessible and relevant to diverse student backgrounds, ensuring that all learners can benefit from the educational activities provided.

Research indicates that teachers' self-efficacy plays a significant role in their preparedness to implement the blended learning and to use learning activities effectively. Beinert, et al. (2021) emphasize that Home Economics teachers who feel confident in their teaching abilities are more likely to engage in innovative pedagogical practices, including the development of active learning tasks that complement contemporary educational needs. This confidence is essential, as it directly impacts how teachers approach the integration and implementation of blended learning with the use of learning activities into the curriculum. Furthermore, Øvrebø's (2013) findings suggest that a lack of focus on essential topics, such as nutrition education, can hinder the effectiveness of Home Economics classes, indicating that teachers must be well-prepared to address these gaps through structured learning activities in blended learning.

II. Methodology

The research study made use of the descriptive-correlational research design. It is descriptive quantitative because it determines the profile of the school heads in terms of age, gender, civil status, educational attainment, and length of administrative experience; level of preparedness of teachers in Home Economics and the challenges encountered. In addition, this study is correlational because it tests the relationships between and among the listed variables. The respondents of this study were the teachers in public secondary schools in Balicutro Area, Division of Northern Samar, School Year 2024-2025. There are one hundred nine (109) respondents in this study handling Home Economics subject. Utilized a total population sampling technique.

III. Results and Discussion

The socio-demographic profile of the Home Economics teachers provides valuable insights into their preparedness to implement blended learning effectively. The age distribution reveals a diverse group of educators, with the largest segment (31.2%) in the 34-40 years age range, suggesting that many teachers possess a solid combination of experience and adaptability. Teachers in this age group likely have the professional maturity to implement blended learning in teaching while being receptive to new methodologies. However, they might also face challenges in adapting to modern technological tools or newer pedagogical approaches. The next significant group (22.9%) falls within the 41-47 age range, and while they bring valuable experience, they may require additional training or support to implement blended learning with the same ease as younger colleagues.

The gender distribution shows that a significant majority (71.6%) of the teachers are female. This can influence their approach in the implementation of blended learning, as female teachers might face unique challenges related to work-life balance and classroom management. It is essential to acknowledge these factors while providing continuous professional development opportunities tailored to their specific needs. This also highlights the importance of addressing the potential gender-specific barriers that may exist in terms of workload and personal responsibilities, which could affect their ability to fully implement the blended learning.

In terms of professional positions, the majority of respondents are classified as Teacher III (48.6%), with a considerable proportion (39.4%) being Teacher I. These teachers are likely to have a strong grasp of teaching fundamentals and classroom management, which are important when implementing blended learning effectively. However, with many teachers in these positions, especially Teacher III, the challenges might include large class sizes and increased workload, which can impact their preparedness to implement blended learning as efficiently as desired. Given that Teacher III educators are more experienced, they may also take on mentorship roles, guiding newer teachers in effective blended learning implementation.

When examining the educational background, it is noteworthy that the largest group (46.8%) holds Master's Degree-Units, followed by those with Master's Degrees (29.4%). This suggests that the majority of teachers have substantial pedagogical training, which is beneficial for understanding and implementing blended learning. However, teachers with Master's Degree-Units may still be in the process of completing their degrees, which could mean that their knowledge of the latest trends in educational strategies might still be evolving. The relatively smaller number of teachers with Doctorate Degrees (1.8%) or Bachelor's Degrees (22%) indicates that further advanced studies may not be widespread among these teachers, suggesting that ongoing professional development is critical for ensuring teachers can fully embrace new teaching methods like blended learning.

The distribution of years in service reveals that a significant number of teachers (41.3%) have 5-9 years of experience, a stage where teachers are likely confident in their teaching abilities but might still require support in terms of adapting new methods like blended learning. Those with less experience (28.4%) may struggle with preparedness and require structured training and mentoring to improve their competency in blended learning. Conversely, the group with 10 or more years of experience (30.3%) may bring valuable insights and could benefit from leadership roles in guiding peers.

With 89% of the teachers specializing in TLE-Home Economics, it is evident that the majority are familiar with the subject matter and likely have a better understanding of how to implement blended learning effectively in practical contexts. However, even with a solid specialization, challenges such as resource limitations or the integration of modern technology into their teaching methods may still arise. The smaller group specializing in TLE-Agri Fishery Arts

(11%) may face additional challenges in implementing blended learning due to differences in subject content and the need for specialized resources that are not as readily available.

Lastly, the data on training attended indicates that most teachers have participated in national-level professional development (37.6%), followed by regional and division-level training. This shows that while many teachers are exposed to broader educational trends and best practices, there may still be a gap in localized training that addresses the specific needs and resources of the teachers' immediate teaching contexts. Regional and district-level training could be vital for tailoring blended learning implementation to local realities, ensuring that teachers are better equipped to overcome the challenges specific to their environment.

Level of Preparedness of Teachers in Home Economics Subject in the Implementation of Blended Learning

The results indicate that Home Economics teachers are generally prepared in terms of delivery and instruction when implementing blended learning. The highest-rated indicators focus on the use of various tools and platforms to enhance learning. Teachers are comfortable utilizing TV and radio-based learning materials ($M = 4.40$) and conducting synchronous activities like Google Classroom, Webex, and Google Meet for class discussions ($M = 4.39$). The ability to provide guidance and support through digital platforms, such as email and other communication tools, demonstrates the teachers' readiness to navigate remote teaching. Their preparedness to offer instructional support any time during the day further emphasizes their adaptability in a virtual learning environment.

Despite this preparedness, some of the lowest-rated indicators include creating asynchronous activities like video recordings or term papers ($M = 4.31$) and providing instructional support for learners with difficulties ($M = 4.24$). This suggests that while teachers are proficient in synchronous activities and feedback, they may face challenges in developing more diverse asynchronous activities or addressing the varied learning needs of students without face-to-face interaction. Further professional development in these areas would help improve their capacity to engage students in a more well-rounded and comprehensive learning experience.

Teachers also demonstrate a prepared level of proficiency in assessment of learning through the use of both synchronous and asynchronous models. The highest-rated indicator in this category is the creation of written and performance assessment tools using synchronous models like online quizzes, video conferences, and presentations ($M = 4.39$). This suggests that teachers are effectively utilizing real-time tools to gauge student understanding and learning outcomes. They also provide activity sheets to evaluate learning outcomes ($M = 4.34$), which aligns with their commitment to traditional assessment approaches.

However, the creation of group activities using both synchronous and asynchronous models ($M = 4.30$) and validating students' understanding through online platforms ($M = 4.31$) received slightly lower ratings. While these activities reflect a positive trend in adapting traditional

assessments to remote learning, there is still room for improvement in encouraging more collaborative learning and creative assessments that engage students. Enhancing these aspects could foster a more interactive learning environment and provide deeper insights into students' learning experiences.

In terms of learning resources, teachers are highly prepared to support their students using both traditional and digital materials. The top-rated indicator, downloading learning resources and materials from the LRMS portal or DepEd Commons ($M = 4.43$), demonstrates that teachers are proficient in utilizing government-provided digital platforms. Additionally, teachers are skilled in developing both synchronous and asynchronous learning materials ($M = 4.42$), which is essential for diverse learning environments.

Although teachers are prepared to develop and share resources, the lower-rated indicators, such as creating instructional videos ($M = 4.30$) and preparing presentations for all lessons ($M = 4.30$), highlight a potential gap in the use of multimedia to enhance engagement. The ability to create compelling instructional videos and presentations can significantly enrich the remote learning experience by providing dynamic and engaging content. Additionally, while teachers utilize books and printed materials well ($M = 4.39$), there may be opportunities to expand the digital resource base, allowing for greater flexibility in how materials are accessed and consumed by students.

Finally, in the area of learning support, teachers also appear to be prepared to provide essential services to their students. The highest-rated indicators, such as offering different activities to strengthen interaction ($M = 4.39$) and providing cooperative group activities ($M = 4.34$), demonstrate teachers' commitment to maintaining a sense of community and engagement despite the physical distance. Additionally, the dedication of time for online consultations and home visits to address learning concerns ($M = 4.34$) reflects a high level of personal commitment to student success.

However, some of the lower-rated indicators, such as developing mechanisms to help learners cope with difficulties ($M = 4.31$) and dedicating time for guidance and counseling ($M = 4.29$), suggest that while teachers are generally well-prepared to support students, they may face challenges in offering personalized assistance on a larger scale. Addressing these areas by strengthening personalized support and ensuring that every student receives the help they need will be crucial in maintaining a positive and supportive learning environment.

Challenges Encountered by Teachers in the Implementation of Blended Learning

The findings presented highlight various challenges faced by teachers in the implementation of blended learning for Home Economics instruction. These challenges were ranked based on the frequency of responses from teachers, providing insight into the areas where improvements are most needed. Below is a detailed discussion of each of the challenges, starting from the most frequently encountered.

The most significant challenge reported by teachers is inadequately engage students in hands-on practical learning experiences. This is particularly crucial in Home Economics, where practical, skill-based learning is at the core of the curriculum. Despite the potential of blended learning as a method for organizing and structuring lessons, they fall short in providing students with opportunities to practice and apply their skills in real-world contexts. This limitation suggests a need for activities in blended learning to incorporate more interactive, hands-on tasks or supplementary resources that can bridge the gap between theoretical learning and practical application. Teachers might benefit from additional strategies or modifications to make these resources more engaging, such as including more project-based assignments to real-life activities that require students to physically engage with materials and skills.

The third-ranking challenge involves insufficient time allocated for completing tasks during lessons. Teachers report that the duration available during lessons is not enough for students to fully engage with and complete the tasks outlined. This can be particularly problematic in subjects like Home Economics, where tasks may require time for both theoretical understanding and practical application. To address this challenge, teachers may need to adjust their lesson plans to allow for more time dedicated to completing activities. Alternatively, it could be designed in a way that allows for more flexibility, enabling students to work on tasks over multiple sessions or at their own pace.

A notable challenge identified is lack of appropriate resources to support the activities outlined. In Home Economics, many lessons require specific materials and tools, which may not always be readily available, particularly in a remote learning setting. This limitation can hinder the effective implementation of blended learning, especially for activities that are resource-intensive. Teachers may need to explore more creative ways to source or substitute materials and incorporate virtual resources where physical materials are unavailable. The development of supplementary digital resources or partnerships with local businesses could help bridge this gap, ensuring that students have access to the tools needed to complete their tasks.

Another challenge teachers encounter is unclear or difficult to implement fairly in assessment criteria. This is particularly concerning because the assessment of student learning is a fundamental aspect of the educational process. If the criteria are ambiguous or not aligned with the learning outcomes, it becomes challenging for teachers to evaluate student progress fairly and consistently. Teachers may require clearer guidelines on how to assess students' work effectively and equitably. It may also be beneficial to include rubrics or more detailed feedback mechanisms to help students understand the expectations and how their work will be evaluated.

Teachers have expressed concern do not effectively promote critical thinking and problem-solving skills. In Home Economics, these skills are essential for students to apply their learning in practical situations. To address this issue, it should be revised to include activities that challenge students to think critically and solve real-life problems. This could involve case studies, scenario-

based tasks, or project-based learning assignments that require students to engage in problem-solving and apply their knowledge in new and innovative ways.

Aligning the implementation of blended learning with the curriculum objectives is another challenge that teachers face. Effective blended learning implementation should complement and align with the learning goals and competencies outlined in the curriculum. Teachers may struggle to ensure that the implementation of blended learning adequately address the essential learning competencies while still being flexible enough to accommodate the diverse needs of students. To resolve this, there could be a more collaborative effort between curriculum designers and teachers to ensure tied to curriculum goals and are adaptable to various teaching contexts.

Another challenge is that may not adequately cater to the diverse learning styles of students. Since students have different preferences and strengths in how they learn, it is essential to offer a variety of activities and assessments that address these diverse needs. Teachers might consider incorporating multimodal approaches to learning, such as visual aids, hands-on activities, written assignments, and digital tools, to ensure that all students have an opportunity to engage with the content in a way that suits their learning style.

The preparation time for blended learning is also a significant challenge. Teachers report that preparing is time-consuming, which adds to their workload. This can lead to burnout or compromise the quality of instruction. To address this, schools might explore ways to streamline the preparation process, such as creating a repository of ready-made activities for blended learning that teachers can adapt for their specific needs or providing more planning time within the school schedule.

Some teachers also find that implementation of blended learning lack clear guidelines for managing classroom activities. This lack of structure can lead to confusion or inefficiencies in class, especially when students are working independently or in groups. Providing more detailed guidelines for managing the classroom and student activities, including clear instructions for collaborative work or practical tasks, would help teachers better guide students through the learning process.

Although less frequently reported, some teachers noted often requires significant modifications to meet the diverse learning needs of students. This challenge may reflect the need for more adaptable and customizable LAS that can be easily modified to suit different student abilities and contexts.

Another challenge identified by a smaller proportion of teachers is the lack of sufficient training or support in implementing blended learning effectively. Professional development programs and training workshops that focus on the effective implementation of blended learning in Home Economics could help teachers better integrate these resources into their teaching practices.

Some teachers also noted that students struggle with tasks due to a lack of prior knowledge or preparation. This may indicate the need for more pre-assessments or preparatory activities to ensure that students are adequately equipped to tackle the tasks.

A few teachers pointed out that the tasks and concepts of blended learning is not flexible enough to accommodate changes or adapt to different teaching strategies. This could be addressed by designing with greater flexibility, allowing teachers to modify or adapt them based on the needs of their students or changes in teaching context.

The least cited challenge is the need for more interactive or digital resources to complement. While this is not a widespread concern, the incorporation of more interactive and digital tools could further enhance the learning experience and help students engage more deeply with the content.

Tests of Relationship and Differences of Testable Variables

It presented the results of a test of the relationship between teachers' preparedness in the implementation of blended learning in Home Economics and various socio-demographic and professional profile variables. The test results indicate that most of the variables, such as age, sex, position/designation, years in service, specialization, and training, show no significant relationship with teachers' preparedness in the implementation of blended learning. Specifically, the p-values for these variables are all greater than 0.05, suggesting that they do not play a significant role in influencing how prepared teachers feel when implementing blended learning.

However, highest educational attainment is the one variable that stands out. It has a statistically significant relationship with preparedness, with a p-value of 0.01 and a positive beta value of 0.87. This suggests that teachers with higher educational qualifications tend to feel more prepared in implementing blended learning for teaching Home Economics. The positive beta value further indicates that as the level of education increases, the preparedness of teachers in the implementation of blended learning also increases. This finding aligns with the idea that advanced educational backgrounds may equip teachers with deeper content knowledge, stronger pedagogical skills, and greater confidence in using various teaching methods.

Therefore, it can be inferred that educational attainment plays a crucial role in enhancing teachers' preparedness to implement blended learning effectively in the Home Economics subjects. Teachers with higher qualifications may be better able to understand the pedagogical benefits and incorporate them into their teaching in ways that enhance learning outcomes. Table 18 examines whether there are differences in the level of preparedness among teachers based on their profile variables. The analysis shows that none of the variables, including age, sex, position/designation, highest educational attainment, years in service, specialization, and training, result in statistically significant differences in preparedness, as all p-values exceed the 0.05 level of significance.

The results indicate no significant difference in preparedness levels based on age (p-value = 1.00). This suggests that whether a teacher is younger or older, it does not appear to affect how prepared they feel in implementing blended learning. Similarly, sex does not seem to influence teachers' preparedness, as indicated by the p-value of 0.99. Regardless of gender, teachers report similar levels of preparedness in the implementation of blended learning. The position or designation of a teacher also does not significantly affect their preparedness, as the p-value is 0.99. Despite the significant relationship between educational attainment and preparedness in the correlation analysis in Table 15, no significant difference is found when comparing different levels of educational attainment in the context of preparedness with p-value = 0.78. This might indicate that, while teachers with higher educational qualifications may report greater preparedness on average, the difference in preparedness levels is not stark enough when grouped by educational levels. Teachers' years of experience in teaching also show no significant effect on their preparedness with p-value = 0.97. This is interesting because one might expect that more experienced teachers would be more confident or prepared in implementing blended learning, but this data does not support that hypothesis. Teachers' specialization area does not significantly affect their preparedness with p-value = 0.94. This suggests that specialization in Home Economics does not necessarily correlate with higher preparedness for the implementation of blended learning. The level of training in implementing blended learning does not have a statistically significant impact on preparedness either, with a p-value of 1.00. Although one might expect that teachers who have undergone training in implementing blended learning would be more prepared, this data does not indicate a significant difference.

The results from both tests reveal that highest educational attainment is the only variable with a statistically significant relationship with preparedness, suggesting that teachers with higher qualifications tend to feel more prepared in implementing blended learning. On the other hand, other variables such as age, sex, position/designation, years in service, specialization, and training do not significantly impact teachers' preparedness levels.

Given that educational attainment plays a key role in preparedness, it might be beneficial to invest in higher education and advanced degrees for Home Economics teachers, as this could lead to a greater sense of preparedness in implementing blended learning. Additionally, targeted training programs focused on enhancing teachers' ability to implement blended learning could also improve preparedness.

Teachers with lower educational qualifications may require additional support and resources to improve their preparedness. Offering specialized workshops, mentoring, or peer collaboration opportunities could help address this gap.

The lack of a significant relationship between experience and training with preparedness highlights that simply increasing the years of service or training opportunities might not be sufficient to enhance preparedness. More comprehensive training programs focused on using

blended learning, as well as ongoing professional development, might be necessary to make a tangible difference.

As educational attainment appears to influence preparedness, curriculum designers may consider how blended learning can be tailored to suit different levels of teacher expertise. For example, providing varied difficulty levels of tasks or offering more detailed instructional guides could help teachers with less formal education or fewer years of service feel more confident in implementing blended learning effectively.

IV. Conclusion

1. The findings show that people are generally sufficiently prepared, particularly when it comes to using digital tools and providing instructional support. Nevertheless, obstacles were noted, such as the inability to create a variety of asynchronous activities, offer all-encompassing student assistance, and handle the hands-on aspects of teaching home economics.
2. The results also indicate that the highest level of education has a significant impact on teachers' readiness, with advanced degree holders implementing blended learning more successfully. Age, gender, position, and training were among the other factors that did not significantly affect preparedness.
3. These results indicate that training programs and support systems need to be strengthened, especially for teachers who have less education or have less access to resources.

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