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LEARNING MODALITIES AND TEACHING STRATEGIES USED BY JUNIOR HIGH SCHOOL TEACHERS IN THE 1ST DISTRICT OF SORSOGON: AN ASSESSMENT

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ABSTRACT

The study determined the Learning Modalities and Teaching Strategies the junior high school used in the 1st District of Sorsogon: An Assessment. The respondents were twenty-four (24) Araling Panlipunan teachers in Junior High Schools in selected schools in the 1st District of Sorsogon. Problems met by the Teacher in the utilization of Learning modalities and teaching strategies and infer the significant agreement among the ranks met by teachers in the utilization of learning modalities and teaching strategies. Also, some recommendations for intervention activities can be given to the junior high school teacher.

The descriptive correlation method used primary data from the teachers and secondary data sources related to the study. The questionnaires were administered personally by the researcher, with a 68% retrieval rate. Based on the result, face-to-face teaching is standard, while online and blended learning is moderately used, and modular, homeschooling, and TV radio-based instruction are infrequently used in teaching. Various challenges are impacting teaching methods; including increased workloads, limited training, and difficulties in collaboration. Recommendations emphasize comprehensive teacher development, adaptive pedagogical approaches, and collaborative platforms to address these issues effectively.

KEYWORDS: Learning Modality, Teaching Strategies, Junior High School Teachers, Assessment, Sorsogon, Philippines.

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1. INTRODUCTION

The changing nature of Education highlights the necessity for junior high school teachers to comprehend and use a variety of learning modalities. According to Verde, A., & Valero, J. M. (2021). Research, learning modalities include a range of instructional strategies, including blended learning, remote learning, face-to-face learning, and Module Distance Learning. Establishing an inclusive and stimulating learning environment for junior high school students requires understanding various modalities and integrating them into instructional tactics.

Teachers must consider the varied learning styles of their pupils for practical instructions. Different teaching approaches must be used while utilizing several modalities to accommodate students with diverse learning preferences. By using this, educators may design a dynamic learning environment that appeals to kinesthetic, auditory, and visual learners. This strategy supports the conclusions of Cabual. R. A.'s (2021) research highlights learning styles' role in helping students comprehend concepts more thoroughly. The awareness of how junior high school instructors adjust to changing educational dynamics is deepened by Saro's 2022 examination of teaching-learning techniques, methods, and trends. This research offers insightful information on methods that effectively impart knowledge to pupils and strike a chord with them. Enhancing junior high school instruction with these results can result in better learning outcomes and more engaged students.

Teachers are faced with navigating the intricacies of new instructional modes as educational landscapes face unprecedented difficulties like the COVID-19 epidemic. The study on modular distant learning modes by Castro Verde, F., & Acala, M. (2021) provides insight into teachers' obstacles and coping strategies. Junior high school teachers must thoroughly understand these difficulties to modify their methods and guarantee that their pupils have worthwhile and successful learning experiences. The area of Education is dynamic, and teaching and learning strategies are constantly changing to suit the requirements of students. To create a positive and productive learning environment in junior high school, it is essential to comprehend and apply effective learning modalities and tactics. This study explores significant findings from various academic publications, illuminating the vast diversity of instructional approaches and tactics junior high school teachers use.

Research about "New Normal Education: Strategies, Methods, and Trends of Teaching-Learning," another pertinent research study, highlights the application of blended learning strategies in the post-pandemic educational environment. This research offers insight into how Education is changing and emphasizes the value of incorporating different approaches and trends into instructional techniques. These ideas inspire junior high school instructors to customize their approach and ensure it meets their pupils' requirements and preferences, Saro, J. (2022).

Neil Fleming's VARK model is examined in "Learning Styles and Preferred Learning Modalities," highlighting that each learner has a unique preferred learning mode. Junior high school instructors can use this approach, which considers students' visual, auditory, read/write, and kinesthetic learning styles, to help them identify and accommodate the many ways in which their pupils absorb knowledge. By putting these many modalities into practice, instructional techniques can improve student understanding and engagement.

The adoption of blended learning is a response to the globalization of Education. Countries worldwide have recognized the potential of technology to transcend geographic boundaries and provide quality education to diverse populations. Research from international organizations, such as the World Bank and UNESCO, highlights the benefits of blended learning in improving educational Access and outcomes. These global perspectives provide insight into best practices, innovative approaches, and the role of instructional strategies and performance-based interventions in improving learning activities on a broader scale, Duffy, S. A. (2022).

Blended learning can give students greater flexibility and personalization in their learning. It can also help improve student engagement and outcomes due to several factors, including the increasing availability of technology, the need for flexible and personalized learning, and the growing demand for Education. One of the critical drivers of blended learning in Southeast Asia is the increasing availability of technology. In recent years, the Number of people with internet access and Smartphone's has increased significantly in the region. Another driver of blended learning in Southeast Asia is the need for flexible and personalized learning. Blended learning can allow these students to learn at their own pace. Finally, the growing demand for Education is also driving the growth of blended learning in Southeast Asia. In recent years, the Number of students studying at regional education institutions has increased significantly. Gaol, F. L., & Hutagalung, F. (2020)

Educators who successfully integrate technology with traditional teaching methods achieve more favorable learning outcomes in college students. However, the unique challenges that DepEd teachers face in the Philippine context remain unexplored, creating gaps in existing knowledge, Smith and Clark (2020)

DepEd has embarked on a transformation journey in the Philippines to adapt to the changing educational landscape. National perspectives provide insight into policy initiatives, curriculum reform, and deployment of digital resources. The K-12 curriculum and Basic Education Learning Continuity Plan (BE-LCP) exemplify national efforts to adopt blended learning. His research uses technology to improve student outcomes in blended learning environments. Sereno's article is an essential resource for educators and policymakers who want to learn more about national efforts to adopt blended learning in the Philippines. Using technology and innovative teaching methods can help improve student outcomes in blended learning, increase Access to Education, and reduce costs, Sereno, M. L. A. (2023).

Local studies commissioned by DepEd and conducted by educational institutions provide insight into the challenges and successes of implementing blended learning nationally. These studies shed light on the complexity of instructional strategies and the incorporation of performance-based interventions in the Philippine context; at the heart of this educational transformation are DepEd's dedicated teachers who serve as knowledge carriers. Teachers face unique challenges in delivering quality education through blended learning at the local level. These challenges include limited Access to technology, diverse learning needs, and the need for ongoing professional development in digital pedagogy. Integrating performance-based interventions into instructional strategies becomes a microcosm of this complexity, requiring local solutions tailored to the realities of each school and community. DepEd teachers face many obstacles in finding effective teaching strategies that

support blended learning. These challenges include limited Access to technological resources, inadequate training in digital pedagogy, and varying levels of technological competency among students. Additionally, the need to maintain engagement and interaction in physical and virtual classrooms while assessing student learning outcomes is a multifaceted issue. Sereno, M. L. A. (2023).

Performance-based interventions that include personalized assessment and feedback mechanisms are essential in assessing and improving student learning outcomes. However, integrating these interventions into diverse blended learning contexts presents complex challenges. Ensuring that those interventions are consistent with instructional strategies and meet the diverse needs of students is essential but also tricky, Sereno, M.L.A. (2023). DepEd teachers adopt blended learning and seek to integrate performance-based interventions into their teaching strategies. These challenges include the digital divide that impacts student access to online resources, the need for continued professional development in digital pedagogy, and innovative pedagogies that accommodate diverse teaching styles and skills. The COVID-19 pandemic has highlighted the urgency of solving these problems. While adopting technology and online resources has accelerated, it has also highlighted disparities in digital Access between students and teachers. Additionally, there is a need for performance-based interventions to assess student progress and provide individualized support when academic routines become increasingly apparent. M.L.A. Sereno (2023).

In Sorsogon School District 1, there are significant differences in student engagement and academic performance. There may need to be more than traditional teaching methods to address the diverse learning needs of students, and there are limitations to the use of technology to enhance classroom instruction. Teachers often need more precise guidelines for effectively implementing blended learning strategies and performance-based interventions, which can impact student motivation and performance. One of the most important legal instruments is the Advanced Basic Education Act of 2013 (Republic Act No. 10533), commonly known as his K-12 law. This law emphasizes the importance of improving the quality of primary Education, enhancing the curriculum, and promoting student participation through innovative methods.

Additionally, the Philippine Development Plan 2017-2022 emphasizes integrating technology and innovative teaching methods in Education to meet the needs of 21st-century learners. The plan recognizes the role of technology in enhancing the learning experience and calls for the introduction of blended learning strategies. Additionally, his 2020 "Implementation Guide for Blended Learning in Public Elementary and Secondary Education," published by the Department of Education (DepEd), provides a framework for integrating technology in teaching, teaching, and learning.

The guide emphasizes the need for performance-based assessment and encourages schools to adopt a blended learning approach that combines face-to-face and online methods. By referring to these legal tools, educators, administrators, and policymakers can understand the importance of addressing problem situations and using these legal tools to improve student outcomes. It can support the implementation of effective instructional strategies, blended learning, and outcome-based interventions: attendance status and academic performance of Donsol National

Comprehensive High School. The importance and relevance of teachers' use of instructional strategies to support blended learning is of great significance in modern educational contexts, primarily through performance-based interventions. Blended Her Learning, which combines traditional face-to-face instruction with online learning components, is gaining attention for its ability to improve student engagement, personalized learning experiences, and outcomes—in school in general. Integrating effective teaching strategies into these framework further increases the benefits. Research can contribute to teachers' instructional strategies that support different learning styles. Provides teachers with evidence-based guidance on effectively implementing performance-based assessment methods and strategies in their classrooms. It highlights the challenges and an opportunity associated with using different techniques and strategies in secondary Education and suggests solutions to these challenges. Demonstrate the impact of modalities and strategies.

OBJECTIVES OF THE STUDY

The primary objective of this study is to identify and determine the Blended learning modality strategies among junior high school teachers in the second district of Sorsogon: An Assessment.

1. Determine how often junior high school teachers use Learning Modalities.
 - a. Face to Face
 - b. Online
 - c. Blended
 - d. Modular
 - e. TV Radio Based Instruction
 - f. Homeschooling
2. Identify Teaching Strategies Utilized by The Teachers.
 - a. Face to Face
 - b. Online
 - c. Blended
 - d. Modular
 - e. TV Radio Based Instruction
 - f. Homeschooling
3. Determine how often teachers meet problems in the utilization of.
 - a. Learning modalities
 - b. Teaching Strategies
4. Infer the significant agreement on the ranks order met by teachers in the utilization of learning modalities and strategies.
5. Intervention activities that may be offered in blended learning modality strategies used by junior high school teachers are recommended.

THEORETICAL FRAMEWORK

Introducing the following theoretical framework serves as the basis of this study.

Connectivity Theory, a well-defined theory in education, emphasizes the role of technology in creating learning networks. Blended learning, a concept that incorporates face-to-face instruction, online resources, and collaborative activities, aligns with Connectivity Theory. This approach fosters a comprehensive, well-rounded learning experience for junior high school students. Digital

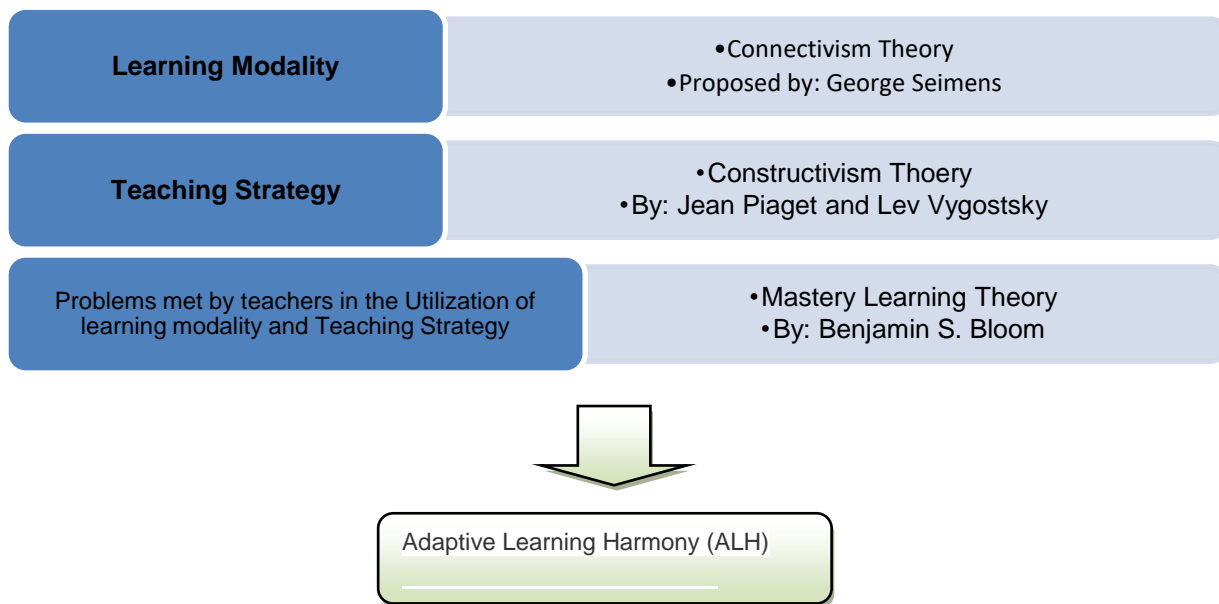
collaboration and technology integration are also crucial in blended learning strategies, enhancing connectivity and allowing students to engage in collaborative projects. The connectivism perspective aligns with the interconnected nature of blended learning modalities, George Siemens', (2005)

Constructivism Theory: The learning theory known as constructivism is frequently linked to the research of Lev Vygotsky and Jean Piaget, (1896). Leading proponents of constructivism include Swiss psychologist Jean Piaget and Soviet psychologist Lev Vygotsky. The significance of knowledge building, social interaction, and active learning in the learning process was underscored by both thinkers. Under the framework of the research on "Blended Learning Modality Strategies Among Junior High School Teachers," constructivism is consistent with the ideas of meaningful learning experiences and student-centered learning. Blended learning, which combines in-person and virtual components, aligns with constructivism by giving students the chance to actively interact with the material, work together with classmates, and create their own knowledge,

Mastery Learning: Proficiency, methods, and teaching strategies are interrelated in education. Mastery Learning emphasizes personalized learning, where students progress at their own pace. This approach can be implemented through a variety of modalities, including online learning and modular teaching supported by customized teaching strategies. Benjamin S. Blooms, (1968)

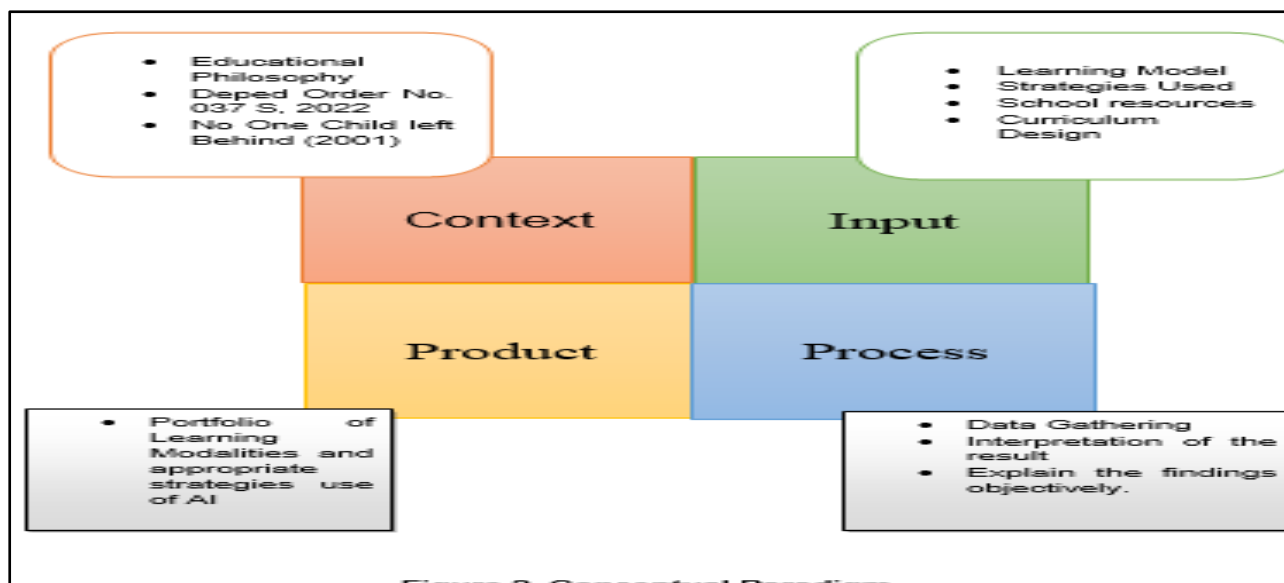
These challenges are a major obstacle in the field of education. Teachers struggle to strike a balance between traditional classroom activities and online components, making time management and workload vital. The need for assistance and instruction also becomes apparent when teachers work to improve their ability to use technology and integrate blended learning techniques. Blended learning, which combines online and in-person instruction, is a complex task that requires teachers to skillfully integrate the two modes in order to provide students with a seamless and interesting learning experience. Together, these difficulties highlight the requirement for comprehensive support systems, professional development, and a strategic approach to address the intricacies of modalities and strategies. Rasheed, A. A., Kamsin, A., & Abdullah, N. A. (2019).

Adaptive Learning Harmony (ALH)". The ALH theory sets the special combinations of learning modalities, comprising face to face, online, blended, modular, TV radio base and Homeschooling. These modalities connected in a energetic and personalized way, shaping a interesting learning profile for each individual. The significance of recognizing and grasping the differences of learning modalities to make a harmonious and effective educational experience for all teachers to have a good teaching strategy for the sake of learners, Aquino, 2024.



CONCEPTUAL FRAMEWORK

The researcher used the Context, Input, Process, and Product (CIPP) model created by Daniel Stufflebean in the 1960s, which provides a framework for program evaluation. In today's diverse learning landscape, teachers need a multifaceted approach to create effective learning experiences for their students. This is how learning models, teaching strategies, school resources and curriculum design work together to provide a structured and comprehensive framework for choosing teaching methods and most suitable teaching strategy: Learning models determine the overall structure and philosophy of teaching. These models can be traditional and teacher-centered (direct instruction), student-centered (inquiry-based learning), or hybrid (blended learning). Instructional strategies are the specific methods teachers use to deliver content within their chosen learning models and methods. Examples include lectures, group discussions, simulations, technology-assisted learning, and manipulative. School resources include physical and technological tools that enhance learning. Using a portfolio of learning methods, teaching strategies, and AI tools will support a comprehensive, in-depth, data-driven approach to your research. This combined approach produces high-quality results accompanied by clear and targeted recommendations, providing a valuable resource for educators seeking to optimize the teaching and learning experience in secondary schools. through-university. During the data collection phase of the process, university teachers' learning methods and teaching strategies will be assessed.



2. METHODOLOGY

This section presents the research design and methodology. It also includes the source of data, respondents of the study, data gathering procedure, sample design and statistical treatment. The researcher used the descriptive correlation with adequate interpretation by using questionnaire as the main instrument in gathering information about Learning modalities and Teaching strategies among junior high school teachers in the 1st district of Sorsogon: An Assessment. The approach combines quantitative and qualitative research methods to ensure a comprehensive examination of the topic. Quantitative data will be collected through administering teacher's surveys. The surveys collected valued information about the extent of strategy and modality used its impact on student outcomes. Additionally, qualitative data collected through semi-structured using interview guide with teachers to gain a deeper understanding of their experiences, challenges, and successes in implementing the modalities strategies use by the teacher.

Research method examined the learning modalities, and teaching strategies used by junior high school teachers within the 1st district of Sorsogon: An assessment. The research instrument was self-made questionnaire by the researcher it consists of five parts. Part 1 deals with the Learning Modalities used by the junior high school in the 1st District of Sorsogon. Part 2 the teaching strategies among the modalities. Part 3 the problems met by the teacher in the utilization of Learning modalities and teaching strategies. Part 4 infer the significant agreement among the ranks met by teachers in the utilization of learning modalities and teaching strategies. Part 5 recommendations intervention activities can be given for the junior high school teacher, school administrators and education policy makers to improve learning modalities and teaching strategies of junior high school teachers.

This instrument was validated on November 14, 2023; the participants for the validation were Research Coordinator in the Division Office of Sorsogon and two master's teachers in Donsol National Comprehensive High School.

Data gathering started on 2nd week of October 2024 submitted a letter from the school head of Sorsogon asking a permission to conduct a data gathering on the selected school in the 1st district of Sorsogon. On the 1st week and 2nd week of November 2024 the researcher asked permission from the school heads of Casiguran Technical Vocational School, Cumadcad National High Schools, Donsol National Comprehensive High School, Pilar National Comprehensive High School, and Magallanes National High Schools to conduct a data gathering. In that day the researcher distributed the survey questionnaire to the respondent schools to gather the data needed in this study. The data gathered were tallied, tabulated, and computed using the appropriate statistical tool. Finalization and formulation of the data took place on the 1st and 2nd week of December. Total enumeration was used of the researcher in getting the number of respondents in this study.

TABLE A
Number of Respondents according to schools and teacher's respondent according to grade level

Schools	Frequency	Percentage
Cumadcad National High School	6	25
Casiguran Vocational Technological High School	4	16.7
Donsol National Comprehensive High School	6	25
Pilar National Comprehensive High School	5	20.8
Magallanes National High School	3	12.5
Total	24	100

Grade Level	Frequency	Percentage
Grade 10	7	29.2%
Grade 9	5	22.5%
Grade 8	6	25%
Grade 7	6	23.3%
Total	24	100%

Tables A represent the number of the teacher respondents according to schools and respondents by grade level 7 to 10. Table A shows the profile of the respondents according to schools. This table discloses that 6 out of 24 are from Cumadcad National High School, 6 out of 24 from Donsol National Comprehensive High School, 5 out of 24 are from Pilar National Comprehensive High School, 4 out of 24 from Casiguran Vocational Technological High School, and 3 out of 24 are from Magallanes National Comprehensive High School. Based on most of the respondents are from Cumadcad National High School 7 out of 24 and Donsol National Comprehensive High School 7 out of 24, followed by Pilar National Comprehensive High School 5 out of 24, followed by Casiguran Vocational Technological High School 3 out of 24 last school with the least respondent is Magallanes National High School 2 out of 24.

The teacher respondents according to grade level's distribution of respondents is relatively even across the four grade levels, with no grade having a disproportionately large or small representation. Grade 10 has the highest number of respondents (7), making up 29.2% of the total. Grades 8 and 7

have similar number of respondents (6 and 6), each accounting for about 25% of the total. Grade 9 has the lowest number of respondents (5.), representing 22.5% of the total.

The researcher identified learning modality strategies and teaching strategies used by junior high school teachers in the 1st district of Sorsogon: An Assessment. Both quantitative and qualitative approaches were used in the treatment of data. By using this formula $P = \frac{f}{N} \times 100$. Where, P = Percentage, f = frequency, N = Number of cases, and 100 is constant. Simple frequency, percentage and ranking were used as modes of quantification to facilitate data analysis while qualitative research was used to explain the findings objectively. Spearman Wins Ranks with His T-Test: Spearman's rank correlation measures the strength and direction of a monotonic relationship between two variables. Combined with a t-test, it assesses the statistical significance of an observed correlation and indicates whether the relationship is due to chance.

Weighted Mean- A weighted average is a type of average that considers the importance or significance of each data point by assigning a weight to it.

Weighting mean and Rank- are combined to derive a representative measure.

Spearman Wins Ranks with His T-Test: Concept: Spearman's rank correlation measures the strength and direction of a monotonic relationship between two variables. Combined with a t-test, it assesses the statistical significance of an observed correlation and indicates whether the relationship is due to chance.

3. RESULTS AND DISCUSSIONS

The data gathered from twenty-four (24) Araling Panlipunan teachers in Junior High School in selected schools in the 1st District of Sorsogon, Casiguran Technical Vocational School, Cumadcad National High Schools, Donsol National Comprehensive High School, Pilar National Comprehensive High School, and Magallanes National High Schools, are presented using tables. The table I is the learning modalities used by 24 junior high school teachers. To evaluate the frequency and importance of each learning modality, the table includes weighted mean (WM) ratings and frequency (f) evaluations on a Likert scale (1 to 5). The AI (Adjectival interpretation) classifies the frequency level, whereas the total weighted mean gives an overall assessment of frequency and significant.

TABLE I

**Learning Modalities Used By The Junior High School Teachers
 N=24**

	5		4		3		2		1		TWM	AI
	f	WM	f	WM	f	WM	f	WM	f	WM		
Indicator												
A. Face to Face	22	4.58	2	0.33	0	0	0	0	0	0	4.91	VO

B. Online	1	0.21	6	1.00	10	1.25	5	0.42	2	0.08	2.96	S
C. Blended	3	0.62	5	0.83	12	1.5	4	33	0	0	3.28	S
D. Modular Instruction	0	0	7	1.17	11	1.38	4	0.33	2	0.08	2.96	S
E. TV Radio Based Instruction	1	0.21	2	0.33	5	0.62	4	0.33	12	0.5	1.99	Sel
F. Home Schooling Instruction	1	0.21	2	0.33	7	0.88	4	0.33	11	0.46	2.21	Sel

Legend: Very Often- 5-4.5- Often- 4.49-3.50 Sometimes- 3.49-2.50 Seldom- 2.49-1.50 Never 1.49-1.00

Face-to-Face Instruction (A) has a weighted mean of 4.91, which indicates that it is used very often with weighted averages of 2.96. Online instruction (B), blended Instruction (C) and Modular Instruction (D) with the total weighted mean of 2.96, 3.28 and 2.96 are classified sometimes used. The usage of TV radio-based instruction (E) and home-schooling instruction (F), which had weighted averages of 1.99 and 2.21, respectively, is classified as seldom used. The data suggest a largest reliance on face-to-face instruction, with online and blended learning being moderately integrated. Modular instruction is also present, though less frequently. TV Radio Based and Home-Schooling Instruction are infrequent, aligning with a blended learning approach commonly observed in educational settings. These results offer insights into the prevailing teaching modalities among junior high school educators. Like the study of McKellar & Wang (2023) this study found that in-person learners were more engaged in their academic work and connected with their teachers and classmates than students in blended and distance learning. Additionally, students' connections with classmates and teachers explained the relationship between learning styles and academic engagement. These results suggest that face-to-face learning can foster a greater sense of connectedness among youth and, in turn, promote academic engagement.

Table 2 lists the different face-to-face teaching strategies used by junior high school teachers. Each technique is scored using a Likert scale, incorporating both frequency (f) and weighted mean (WM). The Adjectival Interpretation (AI) classifies the degree of agreement among teachers about the frequency of employing of the technique, while the Total Weighted Mean (TWM) offers an overall estimate.

TABLE 2.A

Teaching Strategies Used by the Teacher in Junior High School

N=24

Strategies	5		4		3		2		1		TWM	AI
	f	WM	f	WM	f	WM	f	WM	f	WM		
A. Face to Face												

I used face-to-face lectures or presentations	6	1.25	7	1.17	4	0.5	1	0.08	1	0.04	3.29	S
I used face-to-face group discussions or activities	7	1.48	8	1.33	6	0.75	1	0.08	2	0.08	3.72	O
I used face-to-face peer review or feedback sessions	6	1.25	5	0.83	6	0.75	5	0.42	2	0.08	3.33	S
I used face-to-face problem-solving or case study sessions in	4	0.83	5	0.83	8	1	6	0.5	1	0.04	3.2	S
I used face-to-face simulations or role-playing activities	3	0.62	5	0.83	9	1.12	6	0.5	1	0.04	3.11	S
I used face-to-face project presentations or exhibitions	5	1.04	7	1.17	7	0.88	4	0.33	2	0.08	3.5	O
I used face-to-face meetings to provide additional support and instruction for the printed or digital modules in blended learning	4	0.83	10	1.67	5	0.62	3	0.25	2	0.08	3.45	S
I used face-to-face one-on-one or small group conferences	4	0.83	4	0.67	10	1.25	5	0.42	1	0.04	3.21	S
											3.35	S

Analyzing the data, several face-to-face strategies stand out with high weighted means and an Adjectival Inter-agreement of 'O' (Often) suggest that in-person group discussions or activities (TWM: 3.72) and in-person project presentations or displays (TWM: 3.5) are used very frequently. The 'S' (Sometimes) category denotes modest utilization for in-person sessions for extra help in blended learning (TWM: 3.45). A balanced approach to teaching modalities is demonstrated by the occasional use of strategies like in-person peer review or feedback sessions (TWM: 3.33), in-person conferences for one-on-one or small groups (TWM: 3.21), and in-person lectures or presentations (TWM: 3.29). The information emphasizes the variety of in-person strategies in junior high school teachers employ, with a focus on interactive and team-based learning. GW Mapacpac Jr.'s (2023) study was to evaluate how well interactive learning techniques worked in teaching global history to eighth-grade pupils. The goal of the study was to determine how various tactics affected students' interest in and recall of the material. It was discovered that interactive approaches improved student pleasure and retention of the material, suggesting the potential advantages of using them in history instruction.

Table 2.B focuses on online instruction Teaching Strategies Used by the Teacher in Junior High School in the selected school in the 1st District of Sorsogon Province.

TABLE 2.B
Teaching Strategies Used by the Teacher in Junior High School (B. Online
Instructions)
N=24

Indicator												
I used asynchronous discussion forums or chats	4	0.83	4	0.67	9	1.12	5	0.42	2	0.08	3.12	S
I used asynchronous peer review or feedback activities	4	0.83	6	1	10	1.25	4	0.33	0	0	3.41	S
I used asynchronous self-assessments or quizzes	5	1.04	7	1.17	7	0.88	4	0.33	1	0.04	3.47	S
I used digital modules or online resources	5	1.04	8	1.33	7	0.88	3	0.25	1	0.04	3.54	O
I used self-paced activities within the printed or digital modules	3	0.62	8	1.33	9	1.12	4	0.33	0	0	3.4	S
I used online discussion forums or chats to supplement the printed or digital modules in blended learning	1	0.21	10	1.67	10	1.25	3	0.25	0	0	3.38	S
I used online self-assessments or quizzes to assess student progress in the printed or digital modules	2	0.42	6	1	8	1	5	0.42	3	0.12	2.96	S
I used online simulations or games to supplement the printed or digital modules	2	0.42	4	0.67	8	1	7	0.58	3	0.12	2.79	S
I used online resources	5	1.04	7	1.17	5	0.62	5	0.42	2	0.08	3.33	S
											3.27	S

Upon data analysis, a few online instruction strategies stand out: The most often used method in blended learning (TWM: 3.54) is the use of digital modules or online resources, showing a high degree of integration of online materials into the teaching approach. Emphasizing the value of self-assessment and additional online materials in the blended learning environment, strategies such as utilizing asynchronous self-assessments or quizzes (TWM: 3.47) and online resources in blended learning (TWM: 3.33) are also often used. Other approaches, such as asynchronous peer review or feedback activities (TWM: 3.41) and the use of online discussion forums or chats to augment printed or digital courses (TWM: 3.38), fall into the 'S' (Sometimes) category, suggesting modest usage. The data highlights the many applications of online tactics underscoring the need of integrating digital materials, self-evaluation instruments, and interactive interfaces to augment the whole educational encounter.

Table 2.C focuses on blended instruction Teaching Strategies Used by the Teacher in Junior High School in the selected school in the 1st District of Sorsogon Province.

TABLE 2.C
Teaching Strategies Used by the Teacher in Junior High School
N=24

C. BLENDED	5		4		3		2		1		TWM	AI
	f	WM	f	WM	f	WM	f	WM	f	WM		
I used differentiated instruction to meet the needs of all learners.	13	2.71	7	1.17	2	0.25	2	0.17	0	0	4.3	0
I used lectures and discussions in my teaching.	18	3.75	4	0.67	2	0.25	0	0	0	0	4.67	0
I used music and other audio recordings in my teaching.	8	1.67	6	1	7	0.88	3	0.25	0	0	3.8	0
I let them create their own visual representations of what they learned, such as drawings, mind maps, and diagrams.	10	2.08	7	1.17	4	0.5	3	0.25	0	0	4	0
I let students create their own audio recordings of what they learned	10	2.08	7	1.17	7	0.88	0	0	0	0	4.13	0
I used to create their own written products, such as essays, reports, and stories.	14	2.92	6	1	0	0	4	0.33	0	0	4.25	0
I let students read and write about what they learned	11	2.29	9	1.5	2	0.25	1	0.08	1	0.04	4.16	0
I used textbooks and other written materials in my teaching.	13	2.71	8	1.33	2	0.25	2	0.17	0	0	4.46	0
I let students create their own demonstrations and presentations of what they learned.	13	2.71	7	1.17	2	0.25	2	0.17	0	0	4.3	0
											4.23	0
Legend:	Very Often- 5.00	Often- 4.00	Sometimes- 3.00	Seldom- 2.00	Never- 1.00							

Analyzing the data, a few blended instructions are reflected. Differentiated Instruction: The teacher understands the value of utilizing a range of strategies to accommodate the needs of students with varying learning styles. Interestingly, the method of allowing students to produce their own audio recordings and visual representations achieves high weighted mean ratings (4.0 and 4.13, respectively), highlighting the effectiveness of combining multimedia components. Cabual, R. A.

Based on Neil Fleming's VARK model, (2021) The study highlights the unique ways in which students absorb information, or their "preferred learning modes." Learning styles are divided into four categories under the VARK model: visual, auditory, reading/writing, and kinesthetic. The research explores how students adjust to the difficulties posed by the "New Normal" in education and how these adjustments connect to the learning modalities and styles that they prefer. Traditional Approaches: Despite the focus on innovation, conventional approaches like talks and lectures, as well as the utilization of written materials and textbooks, are still widely used (4.67 and 4.46, respectively). This implies a well-rounded strategy that blends cutting-edge methods with traditional instruction. Student Engagement: High scores (4.25 and 4.3, respectively) are shown in strategies that involve active student engagement, such as writing products and demonstrations/presentations, which show a dedication to getting students involved in practical learning opportunities. All things considered, the teacher takes a well-rounded approach, utilizing both online and traditional approaches to produce a blended learning environment with an average weighted mean of 4.23. This method guarantees a customized learning experience that considers a range of learning preferences and is consistent with the concepts of differentiated teaching. Collaborative Techniques: The inclusion of group projects and cooperative learning activities is obvious, with weighted mean scores of 3.2 and 3.97, respectively. This implies that modular training should place a strong focus on encouraging collaboration and shared learning experiences. Interactive Approaches: Techniques like talks (3.71) and simulations (3.83), which require active student engagement, are commonly used. This shows a dedication to involving students in dynamic, interactive learning experiences. Multimedia Integration: Utilizing technology (3.74), movies and multimedia materials (4.13), and visual aids (4.12), illustrates a multi-pronged strategy to improve the educational process. The focus on multimedia and visual components points to an understanding of different learning styles. Blended learning components: Two notable examples of a hybrid strategy that combines conventional and technology-mediated instructional approaches are the integration of multiple digital resources and the incorporation of printed modules as part of blended learning (3.9). Overall, with a weighted mean of 3.83, the learning environment is thorough and engaging due to the instructor's well-rounded use of multimedia, interactive, and collaborative aspects in modular education. In the study of Zhang and Liu's (2023) provide clear and concise instructions for in-person and online learning activities. Use technology in ways that enhance student learning, such as using online learning platforms, educational apps, and interactive simulations.

Table 2.D focuses on modular instruction Teaching Strategies Used by the Teacher in Junior High School in the selected school in the 1st District of Sorsogon Province

TABLE 2.D
Teaching Strategies Used by the Teacher in Junior High School
N=24

D. MODULAR INSTRUCTION	5		4		3		2		1		TWM	AI
	f	WM	f	WM	f	WM	f	WM	f	WM		
Group projects in modular instructions	5	1.04	5	0.83	6	0.75	6	0.5	2	0.08	3.2	S
Discussions in modular instructions	8	1.67	5	0.83	7	0.88	3	0.25	2	0.08	3.71	O
Simulations in modular instructions	4	0.83	9	1.5	7	0.88	7	0.58	1	0.04	3.83	O
Printed modules as part	7	1.48	8	1.33	7	0.88	2	0.17	1	0.04	3.9	O
Hands-on activities and experiments. modular instructions	8	1.67	8	1.33	5	0.62	3	0.25	0	0	3.87	O
Cooperative learning activities in a modular instruction	9	1.88	7	1.17	6	0.75	2	0.17	0	0	3.97	O
Visual aids in my teaching, such as diagrams, charts, and images in a modular instruction	13	2.71	5	0.83	4	0.5	1	0.08	0	0	4.12	O
Videos and other multimedia resources in my teaching in a modular instruction	8	1.67	13	2.17	1	0.12	2	0.17	0	0	4.13	O
Technology in my teaching in a modular instruction	13	2.71	8	1.33	1	0.12	1	0.08	1	0.04	3.74	O
											3.83	O
Legend	Very Often- 5-4-5-		Often- 4-4-3-50		Sometimes- 3-4-9-2-50		Seldom- 2-4-9-1-50		Never- 1-4-9-1-50			

In the context of modular instructions, the instructor strategically incorporated various pedagogical approaches. Group projects were occasionally utilized, adding a collaborative dimension to the learning experience with a total weighted mean of 3.2. Additionally, the instructional approach involved simulations, hands-on activities, cooperative learning practices, printed modules, multimedia resources, and technology integration, fostering a diverse and engaging environment that combined traditional and modern instructional techniques to enhance the overall learning experience for students with e adjectival rating of often used.

Table 2.E focuses on TV Radio Base instruction in Teaching Strategies Used by the Teacher in Junior High School in the selected school in the 1st District of Sorsogon Province.

Table 2.E
Teaching Strategies Used by the Teacher in Junior High School Student.
N=24

E. TV Radio Base Instruction	5		4		3		2		1		TWMM	AI
	f	WM	f	WM	f	WM	f	WM	f	WM		
I used pre-recorded or live TV broadcasts for instruction in blended learning	4	0.83	3	0.5	6	0.75	7	0.58	7	0.17	2.83	S
I used pre-recorded or live radio broadcasts for instruction in blended learning	3	0.62	4	0.67	7	0.88	3	0.25	7	0.29	2.71	S
I used online discussion forums or chats to supplement TV or radio instruction in your blended learning	3	0.62	4	0.67	7	0.88	3	0.25	7	0.29	2.71	S
I used online self-assessments or quizzes to assess student progress in TV or radio instruction in blended learning	3	0.62	1	0.17	9	1.12	4	0.33	7	0.29	2.53	S
Legend			Very Disan- 5-1.5		Disan- 4-2.5		Somewhat- 3-3.5		Seldom- 2-1.5		2.7	S

The information that is provided describes the teaching strategies used in TV Radio Base Instruction, with an emphasis on the frequency and weighted mean scores of different strategies. Using pre-recorded or live TV broadcasts

For instruction in blended learning indicate a moderate frequency, with a weighted mean of 2.83. This suggests that teachers often incorporate televised content, possibly leveraging visual aids and multimedia elements to enhance the learning experience. The utilization of pre-recorded or live radio broadcasts in blended learning also shows a moderate frequency, with a weighted mean score of 2.71. This implies that instructors recognize the value of auditory learning and broadcast content, possibly incorporating discussions or interviews through radio for a dynamic learning approach. Teachers supplementing TV or radio instruction with online discussion forums or chats score 2.71, emphasizing the integration of interactive platforms. This indicates an effort to foster student engagement and collaborative learning, aligning with the principles of blended learning. The use of online self-assessments or quizzes to gauge student progress in TV or radio instruction yields a score of 2.53. This implies a moderate frequency, indicating an awareness of the importance of assessing comprehension and progress through online platforms. Embracing a multimedia approach, integrating both visual and auditory elements, show a moderate frequency across these strategies suggests a balanced utilization, aiming to cater to diverse learning preferences and enhance the overall effectiveness of blended learning.

TABLE 2.F
Teaching Strategies Used by the Teacher in Junior High School

Table 2.F focuses on TV Radio Base instruction in Teaching Strategies Used by the Teacher in Junior High School in the selected school in the 1st District of Sorsogon Province.

TABLE 2. E
Teaching Strategies Used by the Teacher in Junior High School
(TV Radio Base Instruction)
N=24

Indicator

I used pre-recorded or live TV broadcasts for instruction in blended learning	4	0.83	3	0.5	6	0.75	7	0.58	74	0.17	2.83	S
I used pre-recorded or live radio broadcasts for instruction in blended learning	3	0.62	4	0.67	7	0.88	3	0.25	7	0.29	2.71	S
I used online discussion forums or chats to supplement TV or radio instruction in your blended learning	3	0.62	4	0.67	7	0.88	3	0.25	7	0.29	2.71	S
I used online self-assessments or quizzes to assess student progress in TV or radio instruction in blended learning	3	0.62	1	0.17	9	1.12	4	0.33	7	0.29	2.53	S
											2.7	S

The data presented describe various teaching techniques and strategies in Homeschooling used by a teacher, providing an understanding of their teaching methodologies. With a mean of 4.08, the teacher often includes hands-on activities in their courses. This suggests a strong dedication to offering hands-on learning, encouraging involvement, and developing practical skills. With a high mean of 4.34, students have plenty of opportunity to learn independently. This implies a focus on independence, motivating learners to steer their own learning process. With a mean of 4.3, the instructor emphasizes the value of reflecting techniques. The teacher wants to improve self-awareness and tailored learning techniques, so they ask students to reflect on their learning and indicate preferred learning styles. Using technology in the education setting, especially for pupils who are homeschooled, has a mean of 4.7. This high ranking indicates a strong use of digital

technologies, which may provide engaging and creative learning opportunities. The results, taken together, demonstrate a flexible approach to teaching that integrates peer cooperation, autonomous learning, hands-on activities, reflective practices, and efficient use of technology. This multi-modal approach seeks to support student in homeschooling, accommodate a variety of learning styles, and keep up with the latest developments in educational technology.

Table 3a presents a comprehensive data of the problems encountered by teachers in the utilization of various learning modalities, ranked from the highest to lowest based on the Total Weighted Mean (TWM) scores:

Modalities	5		4		3		2		1		TWM	AI	RANK
	f	WM	f	WM	f	WM	f	WM	f	WM			
1.Trouble accessing necessary resources and equipment for implementing different learning modalities?	3	0.62	8	1.33	10	1.25	3	0.25	1	0.04	3.49	S	7
2.Challenged to engage students in learning activities in a remote or blended learning environment?	4	0.83	11	1.83	4	0.5	4	0.33	1	0.04	3.53	O	6
3.Differentiating instruction and providing personalized learning experiences for all students across different learning modalities?	3	0.62	9	1.5	8	1	4	0.33	0	0	3.45	S	8.5
4.Increased workload and stress due to the demands of implementing different learning modalities?	4	0.83	9	1.5	7	0.88	4	0.33	1	0.04	3.58	O	3
5.Feel lack of support from school administration or colleagues when implementing different learning modalities?	2	0.42	5	0.83	8	1	9	0.75	0	0	3.0	S	15
6.Encountered difficulties managing classroom behavior and maintaining a focused learning environment in face-to-face	3	0.62	8	1.33	9	1.12	4	0.33	1	0.04	3.44	S	10

settings?													
7. Challenged to provide individualized attention to all students and address their diverse needs in face-to-face settings?	3	0.62	7	1.17	10	1.25	4	0.33	0	0	3.37	S	13
8.Experienced difficulties meeting the needs of all learners and ensuring equity in face-to-face settings?	2	0.42	8	1.33	11	1.38	3	0.25	0	0	3.38	S	11
9. Encountered technical difficulties, such as connectivity issues or software malfunctions, during blended learning?	3	0.62	7	1.17	10	1.25	4	0.33	0	0	3.37	S	13
10. Find it challenging to engage students and maintain their motivation in blended learning environments?	3	0.62	7	1.17	10	1.25	4	0.33	0	0	3.37	S	13
11.Experience a lack of social interaction and opportunities for collaboration among students in blended learning environments?	3	0.62	8	1.33	11	1.38	3	0.25	0	0	3.58	O	3
12.Experienced an increased workload due to the additional tasks associated with blended learning, such as preparing and coordinating both online and offline components?	2	0.42	11	1.83	9	1.12	2	0.17	0	0	3.54	O	5
13.Lack of adequate training or support in effectively utilizing different learning modalities in your teaching practice?	4	0.42	9	1.5	7	0.88	4	0.33	1	0.04	3.58	O	3
14. Find it challenging for students to manage their time effectively and balance their workload across different learning	4	0.83	10	1.67	8	1	2	0.17	0	0	3.70	O	1

modalities?														
15. Trouble accessing necessary resources and equipment for implementing different learning modalities?	2	0.83	6	1	12	1.5	4	0.33	0	0	3.45	S	8.5	

Legend: Very Often-5-4.5- Often-4.49-3.50 Sometimes-3.49-2.50 Seldom-2.49-1.50 Never1.49-1.00

Difficulty obtaining equipment and resources needed to apply various learning modalities (Rank 1) with a total weighted mean of 3.70. Increased workload and stress due to the demand of implementing different learning modalities, Lack of social interaction and opportunities for collaboration among students, lack of adequate training or support in effectively utilizing different learning modalities (Rank 2) with a total weighted mean of 3.58. Challenges to engage students in learning activities in a remote learning environment (Rank 3) with a total weighted mean of 3.53, Trouble accessing necessary resources and equipment (Rank 4) with a total weighted mean of 3.49. Differentiating instructions and providing personalized learning experiences for all students across different learning modalities and accessing necessary resources and equipment for implementing different learning modalities (Rank 5) with a total weighted mean of 3.45. The study of Baliling, V. F. (2020) concluded that using a variety of intelligence tactics can improve the way this topic is taught. Baliling recommended that Araling Panlipunan teachers attend training so they may successfully incorporate and use diverse intelligence tactics in the classroom. This highlights how crucial it is to provide teachers the abilities and information they need to use a variety of instructional pedagogies to create more memorable and stimulating learning experiences.

Feel lack of support from the school administration or colleagues when implementing different modalities (Rank 9) it is the lowest problems met by the teacher in the utilization in learning modalities and teaching strategies with the total weighted mean of 3.0. Challenged to provided individualized attention to all students and address the diverse needs, engaged students and maintain their motivation, Encountered technical difficulties, such as connectivity issues or software malfunction rank 8 with the total weighted mean of 3.37. Experienced difficulties meeting the needs of all learners and ensuring equity rank 7 with the total weighted mean of 3.38. Managed classroom behavior and maintained a focus learning environment rank 6 with the total weighted mean of 3.44. The study of Yuhanida, Milhani., Harun. (2022). Bringing social science learning to online learning during the COVID-19 pandemic required delivering and assessing materials using various platforms such as WhatsApp, YouTube, and Zoom. 4,444 social studies teachers faced several challenges with online learning, including lack of facilities and infrastructure, lack of IT skills, limited social interaction between students, excessive student workload, and reduced class time allocation. faced. To address these issues, teachers suggested optimizing learning media, implementing situated learning, improving teacher-parent collaboration, reducing student task load, and improving teaching materials. To overcome these challenges, we recommend providing teachers with stronger support for online learning.

Table 3b presents an overview of the difficulties instructors have while implementing various learning techniques, arranged in descending order according to the Total Weighted Mean (TWM)

TABLE 3b
Problems Met by Teachers in the Utilization of Learning Strategy

Strategies	5		4		3		2		1		TW M	A I	RAN K
	f	W M	f	W M	f	W M	f	WM	f	W M			
Trouble in monitoring student progress and identifying areas for improvement when using strategies?	2	0.4 2	5	0.83	1 2	1.5	4	0.33	1	0.0 4	3.12	S	11.5
Challenged to collaborate with colleagues and share best practices related to using strategies?	2	0.4 2	4	0.67	1 4	1.75	4	0.33	0	0	3.17	S	7
Difficulty in monitoring student progress and identifying areas for improvement when using strategies?	3	0.6 2	3	0.5	1 2	1.5	6	0.5	0	0	3.12	S	11.5
Struggled with managing classroom behavior and maintaining focus when implementing different strategies?	3	0.6 2	7	1.17	9	1.12	4	0.33	1	0.0 4	3.28	S	4
Encountered difficulty in providing timely and effective feedback to students using various strategies?	6	1.2 5	0	0	1 2	1.5	6	0.5	0	0	3.25	S	5.5
Feel a lack of adequate training or professional development opportunities to enhance your ability to utilize strategies effectively?	2	0.4 2	5	0.83	1 3	1.62	3	0.25	1	0.0 4	3.16	S	8
Find it challenging to collaborate with colleagues and share	3	0.6 2	7	1.17	1 1	1.38	3	0.25	0	0	3.42	S	1

best practices related to using strategies?														
How often do you experience difficulties in creating a positive and supportive learning environment that encourages the use of strategies?	3	0.6 2	3	0.5	1 3	1.62	4	0.33	1	0.0 4	3.11	S	13	
Find it challenging to engage students in learning activities and maintain their motivation when using different strategies?	2	0.4 2	6	1	1 2	1.5	4	0.33	0	0	3.25	S	5.5	
Find it challenging to select appropriate strategies for different learning objectives and student needs?	2	0.4 2	4	0.67	1 3	1.62	5	0.42	0	0	3.13	S	9.5	
Encountered difficulty in implementing strategies effectively due to limited time or resources?	2	0.4 2	7	1.17	1 3	1.62	2	0.17	0	0	3.38	S	2	
Experienced challenges in adapting strategies to diverse learning styles and abilities?	2	0.4 2	7	1.17	1 2	1.5	3	0.25	0	0	3.34	S	3	
Find it difficult to assess the effectiveness of implemented strategies and make adjustments as needed?	2	0.4 2	5	0.83	1 1	1.38	6	0.5	0	0	3.13	S	9.5	

Very
Often-

Seldom-
Never

Legend: 5-4.5- 4.49-3.50 3.49-2.50 2.49- 1.50 1.49-1.00

Collaborating with peers and exchanging best practices was tough for the teachers rank1 they received a TWM of 3.42. Difficulty in implementing strategies effectively due to limited time or resources rank 2 with a total weighted mean of 3.38. Adapting strategies to diverse learning styles and abilities rank 3 with a total weighted mean of 3.34. Managing classroom behavior and maintaining focus when implementing different strategies rank 4 with a total weighted mean of

3.28. Providing timely and effective feedback to students and engaged students in learning activities and maintain their motivation rank 5 with the total weighted mean of 3.23. The study of Patrisius, et.al., (2022). Describe teachers' strategies in online teaching and learning and the problems encountered in online learning activities. This study used a descriptive qualitative research design and collected data through interviews with private middle school teachers and online lesson observations. A teacher uses a variety of techniques in her online lessons, including using videos, practicing dialogue, discussing material, using media-assisted teaching models, providing feedback, collecting assignments, and motivating student participation. Issues identified in online learning activities include lack of student engagement, not listening to explanations, fiddling with cell phones, completing tasks and activities, and turning on the camera except at the beginning and end of online learning activities. This implies that creative methods are required to maintain students' active participation.

Collaborated with colleagues and share best practice rank 6 with the total weighted mean of 3.17. Lack of adequate training or professional development opportunities to enhance the ability of the learner rank 7 with the total weighted mean of 3.16. Select appropriate strategies for different learning objectives and Difficult to assess the effectiveness of implemented strategies rank 8 with the total weighted mean of 3.13. Trouble in monitoring student progress and identifying areas for improvement and monitoring student progress and identifying areas for improvement rank 9 with the total weighted mean 3.12. Experience difficulties in creating a positive and supportive learning environment that encourage learner rank 10 from the weighted mean of 3.11.

This ranking gives significant insights into the primary issues teachers encounter while adopting learning methodologies, stressing teamwork, classroom management, resource optimization, progress tracking, and student involvement.

Significant Agreement among the Ranks Order Met by Teachers in the Utilization of Learning Modalities and Strategies

Table 4

The data in Table 4 involves the significant agreement of ranks met by teachers in the utilization of learning modalities and strategies.

A		B				
Learning Modalities		Teaching Strategies		R A	R B	G
Face to Face	4.91	Face to Face	3.35	1	4	
Online	2.96	Online	3.27	3.5	6	
Blended	3.28	Blended	4.23	2	2	0
Modular	2.96	Modular	3.83	3.5	3	.5
TV-radio	1.99	TV-radio	2.70	6	5	1
Homeschooling	2.21	Homeschooling	4.31	5	1	4
						$\in G = 55$

Variables	Computed P	Computed t-value	Tabulated Tat 5%	Decision
Learning modalities and Teaching Strategies	.06	.12	1.96	Ho=Accepted

The computed p-value is 0.06, and the computed t-value is 0.12. In contrast, the tabulated t-value at a 5% significance level is 1.96. The decision rule states that if the computed t-value falls within the range of the tabulated t-value, then the null hypothesis (Ho) is accepted. In this instance, with the computed t-value of 0.12 being substantially lower than the tabulated t-value of 1.96, the data supports the acceptance of the null hypothesis. The null hypothesis posits that there is no significant difference in the ranks met by teachers in the utilization of learning modalities and strategies. Therefore, the findings imply that there is no statistically significant disagreement or variation in the ranks assigned to the utilization of these educational approaches. This interpretation relies on the assumption that the computed values align with the context of the specific statistical test conducted. This shows that the teaching strategies used are aligned with the learning modalities employed by the teachers.

4. CONCLUSIONS

The data provided contain insights into the learning modalities and teaching strategies junior schoolteachers use and the challenges they face in using these methods.

1. This information reveals that the teachers used varied learning modalities such as face-to-face sometimes used, online is sometimes used, blended often used, modular often used, TV-radio sometimes used, and homeschooling sometimes used in lessons in teaching Araling Panlipunan in the Junior High School.
2. The teachers appear to utilize various strategies to address different learning preferences and situations and demonstrate adaptability in their teaching practices.
3. The teachers met various problems in implementing the strategies on the different modalities in teaching Araling Panlipunan in the junior high school.
4. The teaching strategies used are aligned with the learning modalities employed by the teachers in teaching Araling Panlipunan based on the significant agreement among the ranks of the utilized learning modalities and teaching strategies.
5. The Teacher's recommended a portfolio of learning modalities and teaching strategies which can use of the junior high school teachers in the 1st district of Sorsogon.

5. RECOMMENDATIONS

Based on the conclusions, the following are the recommendations:

1. **Professional Development Program:** offer a comprehensive professional development program for teachers focused on improving their skills using different learning modalities. It includes workshops, training, LAC sessions in every department, and providing resources to give them the knowledge and confidence they need to implement various instructional strategies effectively.

2. **Collaborative Platform:** Foster a collaborative environment among teachers by creating a platform to share best practices and strategies. Facilitate regular online and offline meetings where teachers can discuss challenges, share ideas, and learn from each other's experiences implementing different teaching methods.

3. **Supporting Adaptability:** Recognizing the need for adaptability in educational approaches. Dep Ed has to provide a support system that helps teachers adapt strategies to changing circumstances, including different learning styles and abilities, in meeting challenges posed by natural and artificial calamities.

4. **Feedback Mechanism:** Establish an effective feedback mechanism to help teachers monitor student progress and identify areas for improvement in real-time. It may include implementing technology solutions and optimized communication channels for quick and constructive feedback.

5. **Utilization of the Portfolio of the teachers in the 1st District of Sorsogon-** Provides resources and guidance to overcome challenges in creating a positive and supportive learning environment. It may include insight into classroom management, behavioral strategies, and techniques that promote a positive atmosphere and practical learning. By implementing these recommendations, educational institutions can contribute to the continuous improvement of educational practices, improve the learning experience for students, and build a collaborative community among educators.

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