The Lived Experiences of Educators on Blended Learning in Private Higher Education Institution

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ABSTRACT

This phenomenological study explored the lived experiences of higher education teachers in adopting blended learning in private higher education institutions in Bacolod City. Specifically, it examined their experiences, perceived benefits and challenges, the influence of blended learning on their teaching practices, and insights for improving its implementation. A qualitative phenomenological research design was employed, involving eight faculty members selected through purposive sampling. Data were collected through semi-structured face-to-face interviews and analyzed using Colaizzi's phenomenological method. The findings revealed that teachers experienced blended learning as a process of transition, adaptation, and continuous professional growth. Eight themes emerged, highlighting teachers' adjustment to digital teaching, resilience, instructional flexibility, technological and instructional challenges, pedagogical transformation, professional commitment, institutional support, and lifelong learning. Although participants encountered difficulties related to technology, connectivity, workload, and student engagement, they recognized blended learning as an effective approach for promoting instructional flexibility, innovation, and continuous learning. The findings emphasize the importance of teacher adaptability, institutional support, and ongoing professional development in the successful implementation of blended learning. The results may serve as a basis for strengthening institutional policies, faculty development programs, and support systems that promote the effective and sustainable implementation of blended learning in higher education.

Keywords: Problem-Solving Skills; Attitude Toward Mathematics; Academic Performance; Grade 8 Learners; Mathematics Education

INTRODUCTION

Blended learning, which combines online and face-to-face instruction, has become increasingly common worldwide because of its flexibility, accessibility, and potential to increase student engagement and learning autonomy. Its adoption accelerated during the COVID-19 pandemic, but challenges such as unreliable internet access, limited digital resources, technological gaps, and insufficient teacher preparation continue to affect its implementation (Niyomves et al., 2024; Kaakandikar et al., 2025; UNESCO, 2021).

In Southeast Asia, countries such as Malaysia, Singapore, and Thailand have adopted blended learning to improve educational access and support digital transformation. However, differences in infrastructure, digital literacy, and institutional policies have resulted in varied implementation across institutions (Chai et al., 2020; Lim & Graham, 2021). Similarly, the Philippines strengthened the use of flexible and blended learning during the pandemic through policies such as CHED Memorandum Order No. 4, s. 2020. Despite its benefits, Filipino students and teachers continue to experience challenges involving connectivity, technology access, student engagement, and faculty training (CHED, 2020; World Bank, 2021; Reyes & Santos, 2021).

In private higher education institutions in Bacolod City, faculty members have experienced both opportunities and difficulties in adopting blended learning. While some have successfully redesigned their courses and developed new teaching strategies, others have faced limitations in technical support, student participation, and

adapting to new instructional practices. These varied experiences highlight the need to understand blended learning from the perspective of those who implement it.

Thus, this phenomenological study explored the lived experiences of faculty members adopting blended learning in private higher education institutions in Bacolod City. It aimed to understand their challenges, benefits, adjustments, and coping strategies and to provide insights that could help institutions improve faculty training, technical support, instructional resources, and policies for more effective and sustainable blended learning implementation.

METHODOLOGY

This study employed a qualitative research design using a phenomenological approach to explore the lived experiences of teachers in implementing blended learning in private higher education institutions in Bacolod City. The phenomenological approach was appropriate because the study focused on understanding how teachers experienced, interpreted, and gave meaning to blended learning in their actual instructional contexts. Rather than measuring variables or testing hypotheses, the study sought to capture the participants' firsthand experiences regarding the advantages, challenges, adjustments, and coping strategies associated with blended learning. Data were gathered through semi-structured, face-to-face interviews, which allowed participants to express their experiences in their own words. Probing questions were also used to obtain clarification and deeper descriptions of significant experiences. Through this approach, the study aimed to generate rich and contextualized insights that could contribute to the improvement of instructional practices and the effective implementation of blended learning in private higher education institutions.

The participants of the study were faculty members from two private higher education institutions in Bacolod City that actively implemented blended learning modalities. The two institutions were purposively selected based on their implementation of blended learning in instructional delivery. Four faculty members from each institution were selected, resulting in a total of eight teacher-participants. To qualify for inclusion, participants had to be employed as faculty members in a private higher education institution in Bacolod City, actively teach courses using blended learning, and have three to five years of experience in implementing blended learning. The participants were considered key informants because they possessed direct and relevant experiences in planning, facilitating, and evaluating blended learning instruction. Their firsthand experiences provided meaningful information concerning the perceived benefits and challenges encountered in the implementation of blended learning.

The population of the study consisted of faculty members from private higher education institutions in Bacolod City that implemented blended learning modalities. From this population, eight faculty members were selected through purposive sampling. The sample consisted of four faculty members from each of the two participating institutions. The sample size was considered appropriate for the phenomenological design because the study emphasized the depth and richness of participants' experiences rather than statistical representation. The selected participants were expected to provide detailed descriptions of their experiences and perspectives concerning the implementation of blended learning. Purposive sampling was used because it allowed the researcher to intentionally select individuals who possessed direct knowledge and substantial experience relevant to the phenomenon being investigated.

The primary research instrument was a semi-structured interview guide developed to obtain comprehensive descriptions of teachers' experiences with blended learning. The interview guide consisted of open-ended questions that focused on the participants' experiences, perceptions, challenges, adjustments, coping strategies, and perceived benefits in implementing blended learning. The questions explored both the positive aspects or "ups" and the challenges or "downs" experienced by teachers. Follow-up and probing questions were used when necessary to clarify responses and encourage participants to provide more detailed accounts. Before its actual administration, the interview guide was reviewed by three specialists in education, research, and blended learning to determine its clarity, relevance, appropriateness, and alignment with the objectives of the study. A Content Validity Index was determined based on the experts' ratings, with ratings of 3 or 4 considered relevant. The experts' comments and recommendations were incorporated into the final version of the interview guide.

The trustworthiness of the qualitative data was established through several procedures. Member checking was conducted by providing participants with their transcribed responses and allowing them to verify the accuracy and authenticity of the information they provided. Participants were given the opportunity to clarify, correct, or confirm their statements. Triangulation was also employed by comparing the accounts of participants from the two participating institutions to identify commonalities and differences in their experiences. The study further followed the trustworthiness criteria of Lincoln and Guba (1985), namely credibility, dependability, confirmability, and transferability. Credibility was strengthened through participant engagement, probing questions, and member checking. Dependability was supported through the maintenance of an audit trail documenting the data-gathering and analysis processes. Confirmability was enhanced by grounding interpretations in the participants' actual statements and maintaining objectivity during the analysis. Transferability was supported by providing detailed descriptions of the research context, participants, and procedures.

Data gathering was conducted systematically after securing formal permission from the administrators of the two participating private higher education institutions in Bacolod City. Letters of request and relevant research documents were submitted for review and approval. After authorization was obtained, qualified faculty members were identified and invited to participate based on the established inclusion criteria. The researcher explained the purpose and procedures of the study and obtained informed consent before conducting the interviews. Face-to-face semi-structured interviews were then conducted with the eight teacher-participants at times and locations convenient to them. Each interview lasted approximately 30 to 45 minutes and was audio-recorded with the participants' permission to ensure accuracy and completeness. The researcher used the interview guide while allowing participants to elaborate freely on their experiences. Probing questions were asked to clarify responses and obtain deeper insights. After the interviews, the recordings were transcribed verbatim by a designated third-party transcriber. The researcher reviewed the transcripts against the audio recordings to verify their accuracy and completeness. Member checking was subsequently conducted by allowing participants to review and validate their transcripts. The finalized transcripts were then organized and prepared for analysis.

The interview data were analyzed using Colaizzi's (1978) phenomenological method. The researcher began by repeatedly reading the transcripts to become immersed in the participants' accounts and develop an overall understanding of their experiences. Significant statements directly related to the phenomenon of blended learning were identified and extracted from the transcripts. Formulated meanings were then developed from these significant statements while remaining grounded in the participants' original descriptions. Similar meanings were organized into clusters, from which recurring themes were developed. The themes were subsequently integrated into an exhaustive description of the phenomenon, encompassing both the advantages or "ups" and challenges or "downs" experienced by teachers. This exhaustive description was further refined into a fundamental structure that represented the essence of the participants' lived experiences. Member checking was used to validate the interpretations, while comparison of responses across participants and institutions supported the credibility of the emerging themes. The analysis was intended to provide a rich and in-depth understanding of the phenomenon rather than to produce statistically generalizable findings.

Ethical principles were strictly observed throughout the conduct of the study. Formal authorization was obtained from the participating institutions before data collection commenced. All participants were fully informed about the purpose, procedures, duration, potential risks, and anticipated benefits of the study, and written informed consent was obtained prior to participation. Participation was voluntary, and participants were informed of their right to refuse participation or withdraw at any time without penalty or adverse consequences. Confidentiality and anonymity were maintained by assigning codes instead of using participants' names and by excluding identifying information from the presentation of findings. Access to the raw data was restricted to authorized individuals. The principle of non-maleficence was observed by ensuring that the interviews were conducted in a respectful and non-intrusive manner and that participants could decline to answer questions that caused discomfort. Equity and fairness were maintained by providing all participants equal opportunities to express their experiences and perspectives. The researcher also maintained honesty and transparency in data collection, transcription, analysis, and reporting by avoiding fabrication, falsification, manipulation, or selective alteration of findings. The dignity, autonomy, privacy, and rights of all participants were respected throughout the research process.

RESULTS AND DISCUSSIONS

Lived Experiences

Theme 1: Navigating the Transition to Digital Teaching

The participants described the initial implementation of blended learning as difficult, and unfamiliar, mainly because they didn't really have much prior experience with digital teaching tools. Most teachers said they had to lean on self-learning, support from peers, and whatever training the institution provided , just to build the skills required for online instruction.

This result relates to what Salmorin and Motus (2023) reported. They said teachers at first struggled with technological readiness and the kind of instructional adjustment that comes with moving into blended learning. Likewise, Abayon (2024) highlighted that educator felt anxiety and uncertainty during the early phase of online teaching , but later they gradually gained digital competence through continued experience.

What the participants shared about the transition lines up with what Hodges et al. (2020) called "emergency remote teaching" where instructors were pushed to shift modalities suddenly , without enough preparation. In the specific setting of Bacolod City, it seems the adoption wasn't only a smooth developmental process, more like a reactive response. That implies the implementation was driven by necessity rather than by readiness.

The transition phase is basically about why structured digital capacity building efforts matter so much in higher education institutions. If there is not enough preparation, teachers can end up in this kind of "forced adaptation," and that could sway the teaching quality as well as their confidence. It relates with Lim et al (2020), since they underlined that institutional readiness , like training together with infrastructure, is essential for blended learning to keep working in a sustainable way.

Theme 2: Experiencing Continuous Adaptation and Resilience

Participants kept describing blended learning like this steady, almost unending process of tweaking and adjusting, it takes flexibility, some patience, and real perseverance. Even with all the obstacles, teachers still seemed resilient, they kept adjusting their teaching methods and they also changed what they did as circumstances shifted continuously.

This result relates with Talite and Napil (2024). They reported that Filipino teachers ended up creating more inventive coping strategies, and their instructional practices got better even when there were both technological and pedagogical issues. In the same way, Laingo and Miralles (2023) highlighted that being adaptable, plus managing time well, were important coping mechanisms for teachers working in blended learning settings.

Also, the resilience shown in this study seems to match Kim and Asbury's (2020) "adaptation phase," where teachers slowly recover from the initial disruption and move back toward professional stability. In ASEAN contexts, Rasmitadila et al. (2020) observed a comparable movement too, the teachers shifted from anxiety into more adaptive professional behavior, over time.

Resilience emerged as a key trait for teachers working in blended learning settings, and you can see why. It suggests that success is not only about having the right infrastructure, but also about how well people can adapt mentally and professionally , day to day. So, institutions really should back up teachers with more than plain technical training, they also need emotional support and professional well-being programs to keep teacher effectiveness sustained.

To answer question 1 - Can you describe your experiences in adopting blended learning in your classes? The following answers are shared by all interviewees:

As explained by Mr. A:

"It was a difficult, exciting, challenging experience, because we have to learn new techniques, add skills particularly on how to use technology, how to use in a kind of rapport to students that they can maintain your presence in your class, at same time how we can be effective in transmitting faith and the rel. truth to our students. So really I said it was really difficult, at the same time exciting, at the same time challenging experience."

Further, Mr. B explained that:

"In my own experiences, the blended learning gives me a greater flexibility, personalize learning experiences, and increase students' engagement, better access to learning resources, and the development of digital literacy skills for the students."

Mr. C expressed that:

"It was challenging and there are times, to be honest I'd like to question the effectivity of the blended learning, because there are times that I would post online materials and the students don't tend to give importance to these online materials. So, sometimes, it feels frustrating, giving the effort that you have uploaded materials online, only to find out that students don't even bother to open these materials, and all you have to do is just simply to use it over again inside the classroom because they don't have even the time to open or to browse."

Ms. D also stated that:

"My experience has been both challenging and rewarding. It allowed me to use different teaching strategies and technologies while giving students greater flexibility in accessing learning materials."

Furthermore, Mr. E explained that:

"I was in Korea for almost two weeks. I conducted online classes because of rampant internet connection problems and the high heat index, so the teachers were encouraged to do online classes or asynchronous classes."

Likewise, Mr. F said:

"During the time when I handled online class, I asked the students to open their camera. They needed to follow my instruction. If they don't, I will mark them absent. Some students, maybe they were sleeping, so those were my experiences."

In addition, Mr. G said:

"So as what I've said, I was just only in our Ilonggo term, 'kapa-kapa.' I learned through mentoring from my fellow teachers because I didn't have any background on how to use blended learning. Since I tried to search for myself to equip myself with knowledge, I started to learn and ultimately knew how to deliver my lessons using blended learning. Even giving quizzes using Google Forms and Google Meet, I learned these from my mentors until I became familiar with them. Still, there were a lot of struggles, but towards the end of the pandemic, I already had more knowledge on how to use blended learning."

Lastly, Mr. H expressed:

"That was a question that was addressed during the time on how are we going to have this blended learning. As we all know, in our generation, we older teachers had a hard time doing online classes. If you are not blending or not learning these applications, it is difficult. We even tried to refuse blended learning. The question would be, during blended learning, are my students listening when I'm discussing?"

The participants' narratives show that moving into blended learning was kind of a tangled, multifaceted experience, with both bright chances and some real hurdles. Even if each teacher talked about their own context,

a few similar trends still popped up across their day to day lived experiences, like some stuff that kept repeating.

One of the main parts everyone seemed to mention was the difficulty of adjusting to less familiar technologies and digital teaching approaches. Interviewees 1, 7 and 8 said the shift felt rough, mostly because it pushed them to build technological competencies while also trying to keep classroom instruction working smoothly at the same time. And for teachers who already had many years of teaching behind them, that transition away from conventional face to face teaching towards technology-mediated learning meant they had to keep learning on the fly, doing self-study and getting peer mentoring, before they felt truly comfortable using the digital platforms.

Another rather significant experience was how the student engagement and participation were maintained, especially when things start going a bit off. Interviewee 3 mentioned being genuinely frustrated when students just didn't access or use the online learning materials, even after the participant invested time to prepare them. In a similar way, Interviewee 6 had trouble keeping students attentive during synchronous online sessions, so the students were asked to keep their cameras on, not just for convenience but to spark participation and a kind of accountability. From these accounts, it's clear there was a continuing worry among teachers, about whether learners were truly active in online learning spaces.

Even with all those obstacles, the participants also saw real advantages in blended learning. Interviewees 2 and 4 said that blended learning gave more instructional flexibility, allowed the use of varied teaching strategies, improved the access to learning resources, and supported students' digital literacy development. Overall, these answers seem to show that teachers slowly came to recognize the educational value of merging technology with regular classroom instruction, rather than treating tech as an extra add-on. The results also suggest that blended learning turned into a kind of adaptive solution when unexpected circumstances appeared. Interviewee 5 described how, while abroad and during stretches of high heat index, plus times when the internet was disrupted, they still implemented online classes and asynchronous sessions. This kind of detail indicates that blended learning, it hasn't only been a pandemic reaction. It has become a practical method for keeping instruction running, even when institutions, or even the environment, behave in unpredictable ways.

In summary, the participants' lived experiences show blended learning as something dynamic and not static. At first it required quite a lot of adjustment, technology know-how, and pedagogical flexibility. Although teachers faced problems involving technology, student engagement, and classroom management, they also built new teaching competencies and gradually recognized long-term benefits, like better continuity, more flexibility, and expanded learning opportunities. In the end, these findings indicate that adopting blended learning became a transformative professional experience, reshaping teachers' instructional practices and increasing their ability to respond effectively to the changing requirements in higher education.

To answer question 2 - Can you share a specific experience that is most significant to you while using blended learning? The following answers were shared by all interviewees:

Mr. A elaborated that:

"When one of my students, texts and inform me that the internet connection in their area was not really good, she has to use other means by climbing a tree to get a connection so that she can be part of our class. And so, that experience reminds me to think of what I can use to make students learn in that condition, so I must think of alternative or techniques so that the students can still learn despite this hindrance in this learning process. Also, I remember when we were preparing for modules, some students can't avail of those copies because they have difficulty in going into our school. So, the modules that we prepared were not found to be of use by many of our students. So that was discouraging. We prepared so much time to work on that and it was to be useful during those times. Also, the modules that we prepared were more than enough for the abilities of our students. We could not estimate how much we need to prepare in those modules so that the students can acquire the needed knowledge and skills in the program we give them."

Also, Mr. B explained:

"For me, the challenge, I consider it very significant because in using online learning, it requires reliable internet and technology access for students, and the students need good discipline and time management skills. For me, teachers also need additional training to actively integrate technology. Since we can't really compare it to face-to-face classes, students may appear on the screen and seem present; however, maybe they are sleeping. You can only see their picture, and when I say something or ask a question, only a few students answer. So, I'm not sure if they are present. Maybe, just to be honest, there's a challenge about reliable internet and technology access, although, as what I've said, students need good self-discipline and time management."

Mr. C further explained:

"I'm a Physical Education teacher, and every time there is a suspension of classes due to a high heat index or even storms or storm signals, shifting mostly to blended learning is challenging. What makes it very significant is that there are times that we go unprepared with the shifting of classes to blended learning, most especially because within our institution right now, blended learning is not yet established. It only comes when the need arises. So, that is quite challenging for me because I must instantly devise online materials and online activities. Again, it is challenging because it is a Physical Education class. Having it online would not suffice the competencies that the course would require."

Moreover, Ms. D said that:

"One significant experience was seeing students who were usually quiet in face-to-face classes become more active through online discussions and activities. This showed me that blended learning can cater to different learning preferences."

Mr. E explained that:

"The most significant was not only in Korea, but also in Iligan, during the Iligan National Writers Workshop. I was instructed to conduct online classes because there were changes in the schedules, and at the same time, the venue was not good for internet connection. So, I was advised to conduct online classes during my free time only. The funny thing was that I conducted the online class, but then my students could not hear me. After 30 minutes, I just wanted to give up and gave them reading materials and guide questions. I was teaching Arts Appreciation at that time. So, that was my most significant experience."

Also, Mr. F said:

"When I handled my class during the discussion, some students were having their dance practice, so because of that, I asked them to write a letter asking for an apology."

Mr. G expressed that:

"My experience with regard to this blended learning, because in the first place, in my personal opinion, I don't like this kind of mode of delivery. First, there were a lot of reasons and difficulties encountered because during that time, it was very hard to acquire a Wi-Fi signal. I experienced that during the middle of a class, some of my students were suddenly out, and I only found out that some of my students were in the middle of a sugarcane field just to catch a signal. So, I don't like this kind of mode, but during that time, it was the pandemic, and that was the only way to continue the learning of our students."

Mr. H also stated that:

"The first time to handle this online learning or blended learning was very difficult. What happened was that we didn't have any orientation yet. It was very hard, but slowly but surely, we tried to learn that kind of application."

The participants' responses show that the most major experiences in putting blended learning into practice were kind of formed by unexpected problems, technological limits and that constant need for instructional flexibility.

Even though each participant remembered a different kind of situation, their stories together suggest that blended learning basically pushed teachers to answer quickly, in a creative way, to things that were beyond their control.

Something that kept coming up for many of them was the trouble caused by weak or limited internet connectivity. Interviewees 1, 2, 5, and 7 described moments where the internet was unstable, and it really disrupted the teaching–learning flow. One person told it almost like a scene, a student went and climbed a tree to reach a mobile signal just to join an online class. Another recounted that some learners stayed in sugarcane fields to get some kind of signal, even if it was not comfortable. Taken together, these examples show how the digital divide stayed there throughout the blended learning implementation. They also point to the unusual efforts teachers and students put in, just to keep education going, even with those hard technological restrictions.

A further theme points to teachers feeling worried about engagement and accountability once students were in online spaces. Interviewees 2 and 6 shared experiences that made it clear how difficult it was to be sure students were participating during virtual classes. Teachers mentioned not knowing whether learners were really listening during discussions. In other cases, they noticed students doing non-academic things while the session was scheduled and still running. Overall, these accounts highlight the real obstacles in observing learning conduct, and keeping classroom discipline, when instruction is filtered through technology mediation.

The participants also kept coming back to flexibility, and this sort of quick instructional decision, right there in the moment. Interviewees 3 and 5 talked about moments where the classes shifted, shifted fast, into blended learning, because the high heat index advisories were issued, severe weather conditions showed up, there were scheduling changes, and the internet connectivity at the teaching venues was poor. In those cases, teachers had to redesign instructional materials almost immediately, create alternative learning activities on the fly, and revise how assessment strategies worked, without any long, careful preparation beforehand. That kind of experience really shows how blended learning is not this fixed plan, it’s more like something dynamic, where instructional plans must get adjusted to match whatever educational context is happening.

Even with all those difficulties, some participants also named real, meaningful outcomes linked to blended learning. Interviewee 4 noted that students who were usually passive during face-to-face lessons became more involved in online discussions, which suggests blended learning can open different pathways for participation and it can match diverse learning preferences better. Also, Interviewee 8 reflected on how learning digital applications happened little by little, even though there wasn’t formal orientation, and this, in a way, highlighted resilience. It also showed teachers’ willingness to pick up new competencies as new educational demands started appearing.

Overall , the participants’ biggest lived experiences indicate that blended learning goes beyond just placing technology into instruction. Instead, it functions like a continuous process of professional adaptation , resilience, and even a kind of innovation when technology isn’t cooperating, institutions are shifting, and environmental conditions keep changing. Their narratives make it clear that meaningful teaching still can happen even when resources are limited, as long as educators stay flexible, stay resourceful, and keep focused on learning continuity for students. These experiences underline the transformative nature of blended learning because teachers were constantly refining their pedagogical practices while responding to the evolving realities of higher education.

To answer question 3 - How has adopting blended learning changed your teaching practices?

The following answers were shared by all interviewees:

Mr. A stated:

"There is really a big change in terms of on how you handle students in face-to-face class, online and modules. So, really have to in the online class, we really have to introduce technique that can really get the attention of the students and sustain their attention for one hour they can be with you in this virtual classroom, so you have to be more creative in introducing those technique and at the same time you need to learn on how to communicate the students virtually not personal through text messages, chat, to really have a lot of adjustment on that, coz at

my age, I really have difficulty doing those things but I have to because that is necessary to learn in your program."

Mr. B also stated that:

"Actually, when we have face-to-face, it is teacher centered, but with using the blended learning it becomes now students centered. So, meaning, as a teacher, you are just a facilitator of the knowledge that students achieve during their time. So, in this way, students benefit from this both direct interaction and the flexibility of online learning."

Mr. C explained:

"It has changed in terms of coming up with new teaching strategies, I'd like to focus on strategies because that is where really the challenge would come in. So again, I have to look for different strategies to improve as well as my teaching practices, and aside from I think the assessment, would also be a challenge in terms of blended learning."

In addition, Ms. D also explained that:

"It encouraged me to become more innovative in designing lessons, using digital tools, and creating interactive activities. I also became more focused on student-centered learning."

Mr. E added:

"So, maybe the thing that change me to my teaching practice and not only that by my point of view also, is my adaptability, and at the same time, it does not mean that we are teachers, we will stay only in the classrooms. There are cases, like for example, I'm active in creative writing and community research, so, I use that experiences to my classes to go out also to use that blended learning to learn from outside."

Further, Mr. F explained:

"The focus in the online class is different from the face-to-face class, because in the face-to-face you can still catch up but in the online, we have no knowledge at all, so there is really a big difference between online and face-to-face class."

On the other hand, Mr. G said that:

"Until then that when the pandemic was over, and then schools started to adapt alternative learning mode, of using online, asynchronous, but still, we are doing face-to-face classes. So, the most significant experience using this when I got sick, I stayed at home, so very significant because you can still communicate with your students, you still give discussion, you can still adapt particular learning strategies, so it really somewhat changed my perspective regarding using the blended learning."

Lastly, Mr. H explained:

"As a traditional teacher, yet it's really changed my teaching style, but it was very fortunate because the school gave a lot of orientations, but nevertheless, we keep on telling ourselves, how are we going to impart to the students this kind of learning while talking to a monitor and at the same you are very sure if the students are listening or not…"

Participants' answers showed that blended learning really did transform how they teach, because it forced a lot of adjustments in teaching delivery, classroom management, communication, and even how they think about pedagogy. Even though the shift at the beginning felt quite difficult and challenging, teachers slowly started to accept those new strategies, which helped them handle the needs of both online and face-to-face instruction.

Some participants said that blended learning moved their instructional style away from the older teacher centered approach, and toward a more student-centered learning environment. Interviewee 2 said it clearly, that his role changed from being the main source of knowledge into a learning facilitator, so students had more flexibility , and more responsibility in building their own understanding. In the same way, Interviewee 4 pointed out that blended learning supported the use of digital tools, interactive learning activities , and fresh lesson designs, all of which increased student involvement.

The results also indicate that teachers became more inventive and responsive when they were planning instruction. Interviewees 1 and 3 explained that keeping students focused on virtual settings meant they had to develop new techniques, create creative instructional strategies, and use alternative assessment tools. Instead of leaning only on the usual classroom routine, participants kept testing different digital resources and online platforms, just to raise the overall quality of their teaching.

Adaptability came out as a kind of key trait in teachers' professional development too, Interviewee 5 explained clearly how blended learning shifted his view past the usual classroom, because it pulled in community experiences and turned those into instruction. Interviewee 7 on the other hand also saw that blended learning stayed useful after the pandemic, mainly since it kept learning moving even when he had personal illness, so instruction didn't stop. Put together these responses show that blended learning did more than just change what happened in class, it also made instruction more adjustable when circumstances were different.

Still, participants talked about concerns that did not really disappear, especially around student engagement and monitoring. Interviewees 6 and 8 mentioned that in online settings it can be harder to figure out whether students are really participating or even paying attention during the lesson. Because of that, teachers had to tweak how they communicate and how they manage the room at the same time, while also learning how to teach in digital spaces that were basically unfamiliar to them.

So overall, the findings suggest blended learning worked like a catalyst for pedagogical change. The stories from the participants indicate that the transition wasn't only about taking up new educational tools. It instead demanded a deeper rethinking of instructional routines, teacher student interaction, assessment, and even professional identity. In practice, the lived experiences suggest that implementation success relied on more than technical skill, it also depended on teachers' willingness to experiment, adjust quickly, and keep refining their teaching even when the challenges showed up.

Benefits And Drawbacks

What are the perceived benefits and drawbacks of blended learning from their perspectives? Two significant themes emerged regarding the benefits and challenges of blended learning: a. Enhancing Flexibility, Accessibility and Continuity of Learning; and b. Confronting Technological and Instructional Challenges.

Theme 3: Enhancing Flexibility, Accessibility, and Continuity of Learning

Participants said blended learning was a useful way to keep education going even when things got disrupted such as the COVID-19 pandemic, extreme weather situations, and transportation interruptions. They also mentioned it helped students reach learning materials wherever they were. and it apparently encouraged independent learning, at their own pace.

This result lines up with UNESCO (2021) which said blended learning boosted access and flexibility in higher education across the world. In a similar way, Lim and Chai (2019) pointed out that blended learning improves accessibility, and it supports a learner-centered style of education throughout ASEAN countries.

In the Philippine setting, CHED Memorandum Order No. 4, s. 2020 basically institutionalized flexible learning modalities, so education would continue during emergencies. That policy seems to mirror what the participants shared in this study.

Blended learning has proven to be an effective educational continuity strategy. However, its effectiveness depends on equitable access to digital tools and connectivity. Without addressing the digital divide identified by the World Bank (2021), the benefits of flexibility may remain unevenly distributed among students.

Theme 4: Confronting Technological and Instructional Challenges

Even with its advantages, participants said there were big problems, especially the internet being unstable , sudden power interruptions, limited ability with digital tools, and trouble monitoring student engagement. A few also described conflicting institutional requirements, which then added workload and extra scheduling pressure, like a lot all at once.

These results match what Kaakandikar et al. (2025) described, they found technological gaps plus not enough teacher preparation, as the main barriers for blended learning. Likewise, Boelens et al. (2017) pointed out that blended learning can raise the workload and make instructional explanations less clear, but that is usually when the design is not handled well.

In the Philippines situation, Reyes, and Santos (2021) also reported that faculty members ran into difficulties related to student engagement, digital access, and training. Also, the World Bank (2021) noted that more than 30 percent of Filipino learners deal with unstable internet access, and that affects how instruction is delivered in a direct way.

These challenges indicate that blended learning effectiveness is highly dependent on infrastructure and institutional support. Without addressing connectivity issues and workload concerns blended learning may lead to teacher fatigue and reduced instructional effectiveness. This supports Castro's (2019) assertion that institutional support systems are critical for successful implementation.

To answer question 4 - What challenges have you encountered in the implementation of blended learning? The following were shared by all interviewees:

As explained by Mr. A:

"There are many difficulties, the use of technology, how can you communicate to the students effectively, how do you maintain rapport during delivery of class, the most challenging there was how you impart values, how you ensure that the students learn to be honest, to be true in their work, because we don't have the control of the situation what's going on in their own personal life, because its virtual. There are opportunities for to learn those challenges 'pero ang pina ka grabe gid 'yong' how sure 'nga' you are imparting the faith to the students, because you don't have personal meeting... so I am wondering on that whether I'm effective or not. But I try to give the students the opportunity to give feedback, to express whatever concern they have.

...well, we have to understand the situation was difficult not only to their study but to their personal life, 'sa ila' relationship 'sa' family, many of the students were having of mental concerns, they are tired of doing this kind of work, they are not attentive because they are affected by the situation.

'Pero now that we are in the normal situation, its really on the disposition of the students to learn, if the students really desire to learn, then, they can learn, 'pero' if they are really not disposed to this kind of teaching method, naturally 'bisan' how much effort we will do as teachers, it's really difficult for the students to learn from this."

Mr. B stated that:

"Of course, compared to students now a days they are from 'Z' generation, so they are as digital natives, while we teachers, the challenges, we need additional training to technology."

Mr. C also stated:

"One challenge I think is knowing how to make use of the different online platforms especially the learning management system (LMS), we have to know to maneuver, how to go with the different features of the LMS. The

second is internet connection, since most of the submission sometimes would require online submission, checking it one by one, and having poor internet connection would impact how we check the different submission online."

Ms. D also explained:

"Some challenges include unstable internet connections, limited access to devices for some students, technical difficulties, and maintaining student engagement in online activities."

Additionally, Mr. E. stated that:

"Maybe, the common answer was the internet connection, but one of the challenges I encountered was the misalignment of the institution, they are pushing for online classes but on my part it seemed that it was conflict because I was in my workshop or in my official academic leave. So that was one of the challenges, as a professor, I was representing the school for official leave but instructing me to conduct online class."

Mr. F added:

"You need to have a strong character and change your teaching style or method."

Mr. G further explained:

"So, as what I've said, there is a lot of challenges, difficulties, like brown out, losing your wi-fi signal, students did not have signal also, they could not join the class, another thing that considered difficulty and challenges, I personally experienced, was the cellphone of my friend was on the table and so I asked my friend 'what is that,' and he said, 'that is the online class of my daughter, but she did not attend,' so that is very challenging on the part of the teacher, coz we don't know if they are present or not when we give discussion. When we ask them to open their cameras, they didn't. and when they opened their camera, you could not see their faces…."

Moreover, Mr. H explained that:

"Challenges, during our time in high school, what we learned was only the typewriter, this time we will be fusing a lot of gadgets, gadget from the cellphone, and other gadgets. So, it is really challenging because we are not used to this, doing of this kind of technology. Very challenging because we are dealing with the technology and challenging when we handled online class in our home because of the very slow connection."

The participants identified several challenges when implementing blended learning, and it seemed like the whole transition really asked for adjustments in things like technological competence, day to day instructional practices, institutional backing, and also student participation. Even though they talked about the benefits of blended learning, the participants kept coming back to obstacles that, in practice, affected both teaching effectiveness and the general quality of the students' learning experience.

One recurring issue mentioned by several of them was the integration and use of technology. Interviewees 2, 3, and 8 said that many educators had only a limited technological background, so they needed more training to use digital tools, learning management systems (LMS) , and other online platforms effectively. What this suggests is that blended learning cannot really work well just because technology exists, it also depends on teachers' digital competence, plus ongoing professional growth.

A further concern was technological infrastructure, especially the unstable internet connection and the limited availability of digital devices. Interviewees 3, 4, 7, and 8 pointed out that unreliable connectivity interrupted online classes. In addition, it caused delays with submitting and reviewing student work, and it also left some students unable to fully take part in virtual learning activities. These comments indicate that technology-related limits are still among the most significant barriers to delivering blended learning in a truly effective way.

The participants also stressed how hard it is to keep students engaged and to monitor who's really participating in virtual settings. Interviewee 7 mentioned situations where learners looked like they were there for the online sessions, but they were absent from the learning, and Interviewee 4 echoed this, saying that sustaining

engagement stays difficult even when teachers try their best. In short, these findings show that teachers had clear limits in what they could notice about students' attentiveness, involvement, and learning behaviors during online instruction, especially when you compare it to face-to -face classrooms.

Of course, it wasn't only technology. Several participants pointed out pedagogical and interpersonal issues too. Interviewee 1 talked about the struggle of communicating clearly, keeping rapport going, and more importantly trying to instill values like honesty, integrity, and faith in a virtual context where teachers have very limited personal contact with students. That participant also noted the emotional and mental stress students went through during the pandemic, and that those struggles really changed motivation, and learning readiness. Likewise, Interviewee 6 emphasized that teachers need to build resilience, and adjust their teaching methods, because blended learning brings different demands than normal routines.

Institutional factors showed up as well. Interviewee 5 described facing conflict between what the institution expects and what their professional obligations require, particularly when they were asked to teach online even while they were on official academic leave. This seems to suggest that organizational policies, plus administrative backing, can strongly shape how well blended learning works in practice. Taken together, the findings indicate that the obstacles linked to blended learning go beyond technical barriers alone. They include teacher preparedness, challenges with student engagement, infrastructure limitations, the level of institutional support, and the added difficulty of building meaningful teacher-student relationships through screens. Overall, these experiences make it clear that blended learning can open important educational doors, but for it to succeed it needs more than just platforms. It also calls for full support systems, dependable technological resources , ongoing faculty development, and strategies that consider both the academic needs and the socio-emotional needs of learners.

To answer question 5 - How have you managed these challenges?

The following answers were shared by all interviewees:

Explained by Mr. A

"Well. the school provides the support through trainings and seminars, particularly on the use of technology and how to be more creative in presenting different techniques so that you can sustain the attention of the students to your class, and they can really participate with you... and the support of your fellow mentors, fellow teachers, we share insights, sharing our experiences to the students. Those were the things I've done to overcome those challenges but at the same time, we need to seek the parents to get involve helping us monitor, how their students do their duties in blended learning.

…training to the use of technology, on how to improve 'yung' delivery, introducing more techniques, particularly in virtual class…feedbacking... and the support of this institution and the sharing of the teachers help really cope with these challenges. Sometimes, the teachers will inform us the situation of the students, 'Oh, this person is leaving in Don Salvador Benedicto, so don't be surprised if a sometimes he's attending class or not because of the situation."

Mr. B stated that:

"So, I was saying that I'm not really a digital native, so I have to do training, however I strategize, for example I met in a classroom during pandemic, there is no time to meet, but after pandemic, you can meet your students twice a week for lectures and discussion. And what I did was to require the students to watch recorded lesson, complete online quizzes, and participate classroom forum during class meeting."

Mr. C said that:

"Managing these challenges, you need to be very patient, I'd like to focus more on values, you have to be really patient relearning or learning new things, patient in terms of understanding not only your situation but to the situation of the students as well. the second is being adaptable, I believe that blended learning is part of

innovation, so, this is a must, blended learning is a must of our times right now, we need to adapt, flexible, to be patient."

Ms. D provided that:

"I provide alternative learning materials, record lectures, when possible, maintain open communication with students, and remain flexible with deadlines when necessary."

Mr. E further said that:

"It is a semi-under the table discussion, just like to let them join only in zoom, but giving them only the asynchronous activity, because it was impossible for me to conduct virtual class because I was in my workshop or in a conference. That is my method in handling this situation."

Mr. F mentioned that:

"I need to have a self-control,"

Mr. G also stated that:

"Well, since this is a requirement, we have to persevere, encourage our students also to do some works and giving them extra points."

Mr. H also said that:

"Coping with the technology, try to ask people who are very expert on this to help me…"

Participants talked about a bunch of strategies they used, to handle the problems they met when trying blended learning. From what they said, it looks like these obstacles couldn't really be beaten with just one thing. It took institutional help, ongoing professional development, some teamwork, flexibility, and frankly a bit of personal grit. So, instead of going with one single method, teachers seemed to use several moves at once, dealing with tech issues and teaching issues at the same time.

One big idea that kept showing up in the answers was how important continuous learning is, especially professional growth. Interviewees 1, 2 and 8 really stressed trainings, seminars, and reaching out to colleagues or other people who had stronger technological know-how. Their answers show that they felt they needed to keep improving their digital skills if they wanted blended learning to work well. And there was also this institutional backing, like faculty development activities, which clearly helped teachers feel more confident and more effective in class.

Collaboration came up too, as a key coping mechanism. Interviewee 1 pointed to sharing classroom experiences with other teachers and staying in touch with parents, to keep track of how students were doing. At the same time, they noted that the institution helped, especially when learners had individual circumstances that needed attention. Overall, this kind of outcome hints that blended learning success doesn't sit only on the teacher, it kind of spreads out, and it depends on real cooperation between educators, parents, and school administrators.

The participants also highlighted adaptability and flexibility, as a vital personal quality. Interviewee 3 said that handling blended learning is mostly about patience, being willing to start relearning new skills, and adapting to educational innovations, like not just once. Interviewee 4, in a similar way, talked about the technological side and accessibility problems by putting in place alternative learning materials, recording lectures, keeping open communication, and if needed, extending deadlines with some extra flexibility. Taken together, these approaches show that teachers are committed to keep learning going no matter how different student situations are.

Some participants then described ways of coping that were tied to their specific context, not generic solutions. Interviewee 5 adjusted the way instruction worked, assigning asynchronous tasks while also attending official academic responsibilities, and it sounded like a balancing act. Interviewee 7 motivated students through encouragement and an incentive system, like offering extra points for participation. Interviewee 6 instead leaned on self-control and emotional regulation, explaining how students-teachers alike cope when blended learning demands become too much, and how personal resilience really matters for adapting to change in education.

Overall, the findings suggest that teachers managed blended learning challenges through a mix of professional learning, collaborative support, instructional flexibility, tech adjustment, and personal perseverance. The coping strategies that came up reflect educators' commitment to protecting instructional quality even when the implementation gets complicated. In addition, the participants' experiences indicate that effectively managing these challenges involves not only institutional support but also teachers who are ready to keep learning, experimenting, and adjusting as the educational environment keeps shifting.

To answer question 6 - What factors have helped you successfully in adopting blended learning? The following answers were shared by all interviewees:

Expressed by Mr. A

"We need to really appreciate the support of the school, of the institution, because if the teachers are not provided those, maybe we give up, 'Pero' the support we were provided not just the technical support, not only seminars on how to cope with our own personal concern. So mental health is important during this time, so we were provided awareness on this concern. I think we need also to emphasize 'yung' guidelines that the teachers and students must observe during this blended learning, so we have cleared policies and rules because if the system is not well defined, sometimes, we will have problems and we don't know how to deal with that. So, the success of this type of learning will depend so much on how prepared the teachers technically in handling these things, how the system is established in terms of policies and guidelines and then, at the same 'yung' important of the supervision. So, we need the support of the parents, in monitoring the involvement of the children in this online class. Because even though how much we try if there is no parental support from them, then naturally, the effectiveness of our work will not… So, this really calls for the understanding of the parents to help teachers do their job."

Mr. B also expressed:

"The factors: 1) starts with learning outcomes not technology, you select online, then and face-to-face activities, based on what students need to learn, not simply because the tool is available like technology. 2) Design a clear course structure, meaning you organize modules consistently so that the students know where to find materials, submit assignment, and access announcement. So, in this case I make a group chat in which you can put your modules there, the materials, and they can submit assignments and at the same they can access announcements."

Mr. C said that:

"First factor is the administrative support, since we are using the learning management system, the school/institution always provides training, that will help us navigate to the different features of the platform. The second is the support of colleagues, in terms of helping you on how to use the different features and understanding how the learning management system works."

Ms. D also said that:

"Institutional support, professional development training, reliable technology, and the willingness of both teachers and students to adapt have greatly contributed to successful implementation."

Mr. E mentioned:

"Attending seminars and talking with my other friends that are handling these blended learning."

Further, Mr. F said:

"I attended many seminars and conferences in high school not only here in Negros Occidental but also in Cebu, Manila just to develop on how to do blended learning."

Mr. G stated:

"Just continue to ask to some experts who can provide better delivery, continued learning, attending seminars, orientations, learn from the online experts."

Moreover, Mr. H said that:

"The factor is to accept the load; you need to teach. If you can't teach, you have no income, So the factor is to motivate yourself to learn for your survival…"

The participants identified a few factors that helped blended learning get adopted successfully, and they really underline how much institutional support matters, plus continuous professional development, collaboration, good instructional planning, and also personal motivation. From what they said, it seems like successful implementation depended on more than just the tech tools. It was also tied to organizational, pedagogical, and individual factors that basically made it easier for teachers to adjust their teaching modalities as things changed.

One dominant thing that came up in the responses was institutional support. Interviewees 1 , 3 and 4 pretty much kept saying the same idea. They emphasized that school support helped a lot, especially when it came through training programs, administrative help, and access to dependable technological resources. That support made the move into blended learning feel more manageable. Interviewee 1 also noted that the help was not only technical training. It included mental health awareness, more clearly written policies, and operational guidelines that were easy to follow. This apparently helped teachers deal with both professional pressure and personal strain from the change in how instruction was delivered.

Another major enabling factor was continuous professional development. Interviewees 2, 5, 6,and 7 spoke about going to seminars, conferences, orientations, and other training chances. They did this to get better at technology, but also to improve how they deliver instruction. Overall, the findings suggest that teachers viewed ongoing learning as something unavoidable, like a necessary lifelong practice, to build the knowledge and skills needed for blended learning. And the fact that they were willing to ask for expert advice, and keep improving instructional practices, shows a strong commitment to professional progress, in response to educational demands that keep evolving.

Collaboration and collegial support also played a role, in the successful implementation. Interviewee 3 said that colleagues helped them figure out how to navigate the learning management system, and Interviewees 5 and 7 pointed out the worth of swapping experiences and learning from fellow educators and technology experts . Taken together, these answers suggest that learning communities, made teachers more confident and more competent when it came to using blended learning strategies.

The findings also show that good instructional organization mattered. Interviewee 2 stressed starting with clearly defined learning outcomes, not just chasing the technology, and they further noted that course materials, assignments , and communication channels need to be arranged in an orderly way. In other words , purposeful instructional design stays at the center of effective blended learning, even if the technological tools change

Lastly, personal drive and adaptability came through as essential individual factors. Interviewee 8 mentioned that accepting the demands of blended learning, and keeping motivation to keep learning, were needed for professional survival . Meanwhile Interviewee 4 emphasized that teachers and students both need a readiness to adjust when education changes. So, it seems that blended learning adoption depends not only on outside support but also on educators' inner motivation, resilience, and openness to new ways.

Overall, the participants' experiences indicate that successful adoption of blended learning comes from how institutional support, ongoing professional development, collaborative ties, instructional planning, and personal

commitment connect. These elements helped teachers manage obstacles and keep quality instruction running in a blended setting, and it also highlights that educational innovation calls for both organizational readiness , and an individual willingness to adapt.

Effects On Teaching Journey

How do these experiences affect their teaching practices and overall teaching journey? Analysis of the interview data revealed two major themes: a. Transforming Pedagogical Approaches and Professional Growth and b. Strengthening Commitment to the Teaching Profession

Theme 5: Transforming Pedagogical Approaches and Professional Growth

Participants reported significant improvements in their teaching practices, including enhanced creativity in instructional design and increased use of educational technology. Many also became more student-centered in their approaches.

This aligns with Abayon (2024), who found that teachers developed digital competencies and pedagogical innovation through online teaching. Similarly, Trust and Whalen (2020) emphasized that teachers experienced a transformation in professional identity, shifting toward digitally adaptive educators.

Means et al. (2013) also supported this finding, stating that blended learning improves outcomes when teachers adapt instructional strategies effectively.

Blended learning functions as a catalyst for professional development. However, this growth occurs through experience rather than preparation, suggesting the need for structured training programs that accelerate pedagogical transformation.

Theme 6: Strengthening Commitment to the Teaching Profession

Participants expressed a deeper sense of fulfillment and commitment to teaching despite challenges. Overcoming difficulties contributed to professional pride and strengthened their identity as educators.

This finding reflects Kim and Asbury (2020), who noted that teachers developed renewed professional identity after initial disruption. Similarly, Toquero (2020) highlighted Filipino teachers' resilience and dedication during crisis-driven educational shifts.

Emotional resilience and professional identity are strengthened through adversity. This suggests that blended learning not only transforms pedagogy but also reinforces teachers' long-term commitment to education, contributing to workforce stability in higher education institutions.

To answer question 7 - How do you feel about your experience of adopting blended learning? The following answers were shared by all interviewees:

Mr. A stated that:

"*Mixed feelings, at first, I was hesitant to submit myself into this because I was not prepared, 'pero' as I go through the system, the process, I learn to understand things… so excited, feeling fulfilled, although sometimes in the process you feel you lost your patience to the students, sometimes you are wondering what is going on, in the virtual classroom. It's just part on how we grow in this new style of teaching…feeling of fulfillment, although this is my first time to handle this, the response of the students is still very encouraging, motivating to continue to this kind works, the students sometimes give their support, and the result sometimes of their evaluation, my exam it was found to be outstanding 'naman.'*

Also, Mr. B stated that:

"*For me, we can use the face-to-face time strategically, keep online materials engaging and manageable, maintain regular communication, promote active learning, be flexible and inclusive, assess learning in multiple ways, provide prompt and meaningful feedback and continuously reflect and improve.*

Mr. C said that:

"*It was innovative, in a sense that it is a way of improving ourselves personally and most especially professionally.*

Ms. D expressed that:

"*Overall, I feel positive about the experience. Although it requires additional preparation and effort, it has enhanced the learning experience and expanded opportunities for students.*

Mr. E explained on the other hand:

"*Both positive and negative, negative in a way because of conflict in the institution, and positive because you are connecting with them, and at the same time to enhance my creative writing.*

Mr. F mentioned:

"*If there is always a blended learning, I would rather use the asynchronous, because they are forced to answer the questions.*

Mr. G also emphasized:

"*In the other way, I found it not effective to our students, coz you could not observe them if they are listing or not, but on our part, it makes us easier for to conduct classes, like for example the declaration of non-class days, because of heavy rains, typhoons…this is one tool to continue and maintain the learnings. If I rate the blended learning from 1-10, I rate it 4 and then on face-to-face.*

Moreover, Mr. H said that:

"*At first, I was very frustrated and to focus in my office, but upon learning during my class, as I observed it, I was really shock that I really did it, that was one factor that really motivate me to continue doing these online classes.*

The responses from the participants show that when they started adopting blended learning, they weren't feeling just one thing. It seems more like a whole spectrum of emotions, balancing the good chances with the hard parts of this approach. A few participants at first showed hesitation, frustration, and uncertainty because blended learning pushed them to get used to unfamiliar technologies, and also to teaching methods that felt slightly alien. Yet once they kept going, and after they had more practice and confidence, those first negative feelings slowly transformed. Instead of just worry they began to report fulfillment, professional satisfaction, and even a stronger sense of self-efficacy. So, overall, it looks like their emotional reactions changed, almost at the same time as their competence in applying blended learning grew.

Participant 1 talked about having "mixed feelings," starting with hesitation because his preparation felt inadequate, but later he described excitement and fulfillment once he became more familiar with the whole system. In a similar way, Participant 8 said he felt frustrated during the early phase, then later he felt surprised and proud when he realized he had been able to manage online classes well. Taken together, these stories show that adaptation is not something that happens immediately, it is more like a developmental journey, where continuous learning matters, along with perseverance and reflection, and maybe even a bit of patience.

Also, many participants highlighted how blended learning improved their professional work. Participant 3 described it as an innovative experience, one that supported both personal and professional growth. Participant 4 recognized that it demanded extra preparation, but still it improved students' learning experiences and gave

wider educational opportunities. Participant 2 focused more on practical elements—like staying in communication, encouraging active learning, and refining teaching strategies step by step. This indicates that when blended learning works well, it goes further than just technology skills; it also depends on solid pedagogical choices and decisions made along the way.

On the other hand, some participants kept expressing reservations about how effective blended learning really was. Participant 7 felt that online instruction sort of limited teachers' ability to really monitor student attention and engagement too. Still, he admitted it was useful for keeping instruction going during emergencies like typhoons and heavy rainfall, so it wasn't all bad. Likewise, Participant 5 talked about the experience as both positive and negative, mentioning institutional conflicts while at the same time appreciating that he could stay connected with students and pursue professional interests. Participant 6, instead, said he preferred asynchronous learning because it basically nudged students to finish the assigned tasks on their own, without too much direct prompting.

Overall, these findings seem to indicate that teachers' perceptions of blended learning were not the same for everyone. They were shaped by individual experiences, institutional situations, and how adaptable each teacher felt. Even if the participants ran into a mix of emotional and instructional issues, most eventually saw blended learning as valuable, kind of flexible and innovative, and something that helped their professional development. In other words, the experiences suggest that adopting blended learning successfully depends not only on having technological resources but also on whether teachers are willing to accept change, review what they do, and keep improving their teaching methods. These findings also strengthen the emerging idea of continuous adaptation and resilience, and they point out that the long-term success of blended learning relies a lot on educators being open to new approaches, along with a real commitment to lifelong professional growth.

To answer question 8- How has this experience influenced your beliefs about teaching and learning? The following answers were shared by all interviewees:

Mr. A explained that:

"So, it broadens my understanding of what it means to teach and what it means to learn, before I was only used to do lecture/discussion this time you have to really equip yourself with so many techniques so that the students can learn. So, teaching really is a kind of profession that is not stagnant, it will continue to progress…."

Mr. B stated that:

"As a summary, blended learning is most effective when technology supports, rather than replaces meaningful teaching and learning, So, by combining well planned online activities, and engaging face-to-face interaction, we can create flexible students centered learning environment that promote deeper understanding, greater engagement, and lifelong learning skills."

Mr. C also said:

"It makes me understand more that teaching is really a noble profession, with this innovation, it is again changing, and we are able to see the flexibility of teachers, how teachers would constantly adapt to these changes, and how teachers are passionately devoting themselves into learning this new system, I would even admire different teachers especially those who are old and they are still very eager to learn these different innovations, and I believe that is a part of their commitment to quality education."

Ms. D added:

"It reinforced my belief that learning can happen beyond the traditional classroom. Effective teaching requires flexibility, adaptability, and responsiveness to students' diverse needs."

Mr. E said that:

"Concept of adaptability, this is just a way to adapt what is new, this blended learning was already practiced before especially by the big universities outside, focus on student centered learning, and so let us only adapt for us to develop something new."

Mr. F further said:

"I find it sometimes difficult, but it was manageable because of methods and teachings I have experienced."

Mr. G mentioned:

"I personally, I favored face-to-face classes, but this blended learning can provide a venue to continue the learnings of the students if in case there an emergency…"

Mr. H also mentioned that:

"During that time, supposed to be I just want to refuse doing online class, but after how many months, I could do more, becoming creative in presentation, until I realize that it was good to do online class, rather than face-to-face…."

The participants' responses show that their experiences with blended learning really did shape how they see teaching and learning, not just in a small way, but by kind of growing their appreciation for being adaptable , ongoing professional development, and student-centered instruction. Even if a few participants started out unsure, like with a little hesitation, in the end their own experiences changed how they thought. They noticed that real teaching goes beyond what happens in the traditional classroom setting. Several teachers also said, basically, that the profession is moving all the time and it needs continued learning, especially new pedagogical strategies, updated technological skills, and different instructional approaches, because education demands keep shifting.

One big theme that keeps showing up in the responses is teacher adaptability alongside professional growth. Participants stressed that blended learning can only work well if educators stay flexible , accept new ideas, and keep improving how they teach. Some participants even mentioned that learning is not locked into physical classrooms, it can happen just as well through well planned online activities and face to face learning moments. This points to a wider shift in thinking, toward constructivist and learner centered educational philosophies, where teachers don't just deliver content, but help students have meaningful learning experiences across multiple teaching formats.

A further important finding is how participants started to see technology. They described it as supportive rather than something meant to replace instruction. Instead of removing teachers, technology was seen to increase engagement, support deeper understanding, and keep learning going during emergencies or other disruptions. Even participants who said they still prefer traditional face-to-face learning, still admitted that blended learning has real practical worth, especially for keeping education accessible and for encouraging creativity in how teachers deliver lessons.

Taken as a whole, the findings suggest that when teachers work through blended learning, it strengthens their professional drive, broadens their instructional viewpoints, and underlines why lifelong learning matters for both educators and students. Their reflections, in a way, show a growing belief that teaching that is truly effective must be constantly adjusted, innovative, and responsive to learners' varied needs, which then makes the integration of blended learning in higher education feel more achievable.

Insights For Improvement

What insights can be drawn from these lived experiences to improve the implementation of blended learning in private higher education institutions? Two significant themes emerged regarding the benefits and challenges of blended learning: a. Sustaining Institutional Support and Capacity Building; and b. Cultivating a Mindset of Lifelong Learning and Adaptability.

Theme 7: Sustaining Institutional Support and Capacity Building

Participants emphasized the importance of continuous institutional support, including training, technical assistance, and peer mentoring.

This aligns with Lim, Wang, and Graham (2019), who stressed that faculty development and institutional readiness are essential components of sustainable blended learning systems. Similarly, Castro (2019) highlighted that institutional support directly affects implementation success.

Higher education institutions must prioritize continuous professional development programs to ensure long-term success in blended learning. Investment in human capital is as important as technological infrastructure.

Theme 8: Cultivating a Mindset of Lifelong Learning and Adaptability

Participants emphasized the importance of openness to change and continuous learning as essential qualities for educators in blended learning environments.

This supports Graham (2013) and Horn and Staker (2015), who argue that blended learning requires flexibility, adaptability, and continuous innovation. It also reflects Dhawan (2020), who emphasized lifelong learning as essential in digital education environments.

A culture of lifelong learning is necessary for sustainable blended learning implementation. Institutions must foster innovation-oriented environments where teachers are encouraged to continuously upgrade their skills.

To answer question 9- How would you describe the essence of your experience in adopting blended learning? The following answers were shared by all interviewees:

Mr. A said that:

"As a teacher, I can describe my experience in this blended learning to be a kind of openness, you need to open your heart and mind, many ways of doing things, listen to your teachers, to cooperate with your superiors so that you can go through this new style of teaching, openness…for both teachers and students, must cooperate, must understand, if only teachers will do, it is really difficult task to do, So, as teachers we need to have that kind of attitude and that is really required in blended learning to succeed. But at the same time, we need also to maintain our core values. So, teachers and students must have a clear understanding of what is meant why we are this kind of life… So, the values that you want to impart must be cleared to both (teachers and students). So, for the Augustinians, we promote the values of 'unitas', 'caritas' et 'veritas.' In our journey in this blended style of learning, we need teachers and students to be together to help one another, to understand our limitation and difficulties so that we can support each other. So, that is really required so that the blended learning can be effective in this century."

Mr. C mentioned that:

"It is meaning, because again it is finding patient, courage, ways and means to adapt, to become better, and really provide quality to our students."

Ms. D shared that:

"The essence of my experience is adaptability. Blended learning combines the strengths of traditional and digital instruction, creating a more flexible and inclusive learning environment."

Mr. E explained that:

"This is very subjective, it is quite challenging and at the same time, enjoyable, we need to enjoy the process."

Mr. F stated that:

"During the blended learning, I told my students to have focus on the discussion and discipline, coz after the discussion, I asked them orally."

Mr. G expressed that:

"I would like to describe the blended learning a new method of class delivery, before there was only one mode of delivery face-to-face, but now a days, we can use the technology, but when it comes to effectivity, for me the online is not good, but because it is a demand, then we have to develop, maybe the IT would like to enhance this…"

Mr. H shared that:

"During that time, the essence of why I should teach, why should I do this, maybe I realized that it is not only face-to-face classes would always matter, but also really nice to have a break having this kind of online classes, because you can do more, you can be more creative in terms of teaching, this gives me the essence of a satisfaction… In online class, you have a lot of opportunity because of my experiences teaching in Vietnam."

The participants' responses show, in a kind of overall way, that adopting blended learning is really about being open to change , able to adjust, willing to work together, and also staying steady with perseverance , plus still caring a lot about high quality education. Mr. A said clearly that openness is the core thing, and he stressed how important it is that teachers , students, and school administrators cooperate, and not just in theory. His reflection also kind of made the point that educational innovation should stay connected to institutional values, so it keeps unity, charity, and truth as guiding ideas during the whole teaching learning process , you know, step by step.

A good number of participants also pointed to adaptability as the main feature of their blended learning experience. Mr. C described it as something that takes patience, courage, and a readiness to keep improving, so quality education can happen. Similarly , Ms. D saw blended learning as an approach that blends the strengths of the traditional classroom with digital teaching, which then makes learning more flexible and more welcoming for different learners. Taken together, these views suggest that teachers didn't treat blended learning only as a technological novelty, but rather as a professional path that demands resilience and, more than once , lifelong learning.

They also recognized that adopting blended learning comes with challenges along with opportunities. Mr. E admitted that it was difficult, still it felt enjoyable when educators approached it in a positive manner. Mr. F focused on keeping student discipline and engagement, even while the way instruction is delivered is changing, and that shows classroom management is still essential, no matter what format is used. On the other side, Mr. G said he personally prefers face to face instruction, but he accepted blended learning as an unavoidable direction in education, and he emphasized the need for continuous improvement in technology, so it can work better and become more effective.

Finally, Mr. H reflected on how blended learning transformed his perspective on teaching by encouraging more creativity and also by widening the space for instructional innovation. Even though at first, he was reluctant to teach online , he ended up feeling a kind of quiet satisfaction from trying different new teaching strategies and he realized that learning that really matters can happen beyond just the traditional classroom setting. In the end, his experience shows that exposure to blended learning can rearrange teachers' professional identities , and it also boosts confidence when integrating technology into instruction.

Overall , the findings indicate that the core idea of adopting blended learning is not only about technology integration. Instead, it reads like a transformative professional experience that asks for openness, adaptability, and collaboration , plus resilience and still staying aligned with educational values . With those qualities, educators can move through shifting instructional environments while staying committed to providing meaningful, inclusive , and high-quality learning experiences for students.

To answer question 10- What insights have you gained from this experience? The following answers were shared by all interviewees:

Mr. A said that:

"I'm grateful that I was given a chance to experience this opportunity, because this is where I think, I was tested as a teacher, I really lift up the standard of this teaching profession… So, for me, I am very thankful that I was given an opportunity to go through this blended learning because for me that is a greater challenge on the profession how to become truly a teacher and human in this condition."

Mr. C mentioned that:

"Change is constant, that is the only thing that keeps running on my mind, change is inevitable, change has to be a part of us, and that we always have to constantly adapt change."

Ms. D shared that:

"I learned that technology is most effective when used to support meaningful learning experiences. I also realized the importance of continuous learning and innovation as an educator."

Mr. E explained that:

"Just enjoy the process, if we don't enjoy the process, we don't learn something from it."

Mr. F stated that:

"My insights I experienced was very challenging, coz in high school you still control but in college, we can't coz of many factors."

Mr. G expressed that:

"For me, talking about blended learning we have no choice, because this is a part of new generation, my observation is that Philippines is not yet ready for this comparing to other countries. So, 'agad-agad' we adapted this immediately, even the students are not well adapted to this comparing to other countries."

Mr. H shared that:

"My insight is that, don't put limitation to yourself, because even though how old you are, you can still come up with this kind of generation, the technology, you can do more in terms of experience, in terms of learning, there is no what we call traditional now, if you need to learn, just learn so that you can impart to your students."

The participants' responses seem to show that taking on blended learning gave them a bunch of useful professional and personal insights, not just those quick things like learning new tech skills. There was this clear, recurring idea that change, well it is sort of always there, and in a way, it feels essential for the teaching profession. Mr. A mentioned that blended learning was a big professional challenge for him, it sorts of tested his competence and at the same time made him appreciate teaching even more. In a similar way, Mr. C said that ongoing change means educators have to keep adjusting, so flexibility ends up feeling like a nonnegotiable trait in today's education.

Also, another point that kept showing up is how continuous learning and innovation really matter. Ms. D noticed that technology works best when it supports purposeful learning experiences, not when it is treated like the main goal or an end. She also said educators have to stick with lifelong learning, plus keep pushing instructional innovation. Then Mr. H encouraged teachers to avoid putting personal limits on themselves, he basically stressed that age should not stop anyone from learning new technologies and responding to shifts in educational expectations. Overall, these thoughts point toward a kind of growth mindset among the participants, showing they're genuinely ready to keep developing professionally across their careers.

The participants also emphasized the importance of resilience and keeping a positive perspective during times when education is shifting. Mr. E said that learning really happens when educators see the whole process , even

when it is tough, and they can appreciate it and enjoy it a little too, not just endure it. Meanwhile, Mr. F pointed out that blended learning becomes more difficult in higher education especially because students vary a lot in independence and you also have to handle classroom management , which is never simple. All of that shows that even if blended learning brings big obstacles, it also creates meaningful chances for professional development and growth.

Finally, Mr. G gave a wider kind of background by noting that the fast roll-out of blended learning was challenging, because schools and students were not fully prepared for that transition, not really. His reflection also suggests that institutional readiness and the technological infrastructure matter a great deal for whether blended learning works successfully. Still, even with those issues, the combined answers show that participants ended up seeing the experience to strengthen adaptability, widen their pedagogical thinking, and re-affirm their commitment to delivering quality education in this changing learning environment.

Overall, the findings indicate that teachers gained useful insights about adaptability, lifelong learning, resilience, and professional growth through their blended learning experiences. Their reflections seem to underline that embracing change, staying open to new methods, and continuously improving one's competencies are important traits for educators trying to meet the demands of twenty-first century teaching and learning.

The Essence of the Lived Experience

The lived experiences of higher education teachers reveal blended learning as a dynamic process characterized by transition, adaptation, resilience, and professional transformation. While participants encountered technological, instructional, and institutional challenges, they demonstrated perseverance and commitment to maintaining educational continuity.

Consistent with Hodges et al. (2020) and Lim and Chai (2019), the findings suggest that blended learning is not simply a technological shift but a pedagogical and human-centered transformation. Teachers in this study emerged as more adaptable, innovative, and resilient professionals due to both institutional support and self-directed learning.

The Exit Part

To answer the closing questions: a. In your opinion, how important is blended learning in the Higher Education Institution, and b. What advice would you give to your fellow teachers in Higher Education in adopting blended learning? The following answers were shared by the interviewees:

1. In your opinion, how important is blended learning in the Higher Education Institution?

Mr. A stated that:

"That is very important because we are now in the control of condition or circumstances in our times, we have to prepare ourselves to be open for the possibilities because we can't always think that we are in the classroom settings, to equip ourselves what is required so that we can prepare ourselves…"

Mr. B mentioned that:

"Blended learning is so effective, but you cannot replace the person meaning, the teacher, nobody can replace the teacher who provides the meaningful teaching to students. So, it should be combined, by combining well planned online activities, and engaging face-to-face interaction, we can create flexible students centered learning environment that promote deeper understanding, greater engagement, and lifelong learning skills."

Mr. C shared that:

"Actually being a part of the risk management council of the school, I have seen the very importance of blended learning, given the situation that we have right now, with all the increasing enrollment especially given to one of our programs here in the college, there is a need for us to device ways on how we can maximize the classroom,

and one way to maximize the classroom is through having blended learning. There will be times that students will be having on site classes and there will be times that students will have their online classes. That will maximize the use of classrooms. That one thing that blended learning in our institution is very important. The next thing is blended learning will develop more of students independent in term of learning. Given that we are now on student centered approach, it is also very important that the students need to learn by themselves, and with the role of the teachers we're just support what they have learned. In this way, we are not only letting our students learn in our course, but we are also preparing them to become more independent in their future field."

Ms. D stated that:

"Blended learning is very important because it promotes flexibility, accessibility, and digital literacy. It prepares students for modern learning and working environments while allowing institutions to respond effectively to changing educational needs."

Mr. E shared that:

"It is important because it introduces inclusivity, open for enrollment for example for the students from the other places or if you are very busy, you can still work on it, so that is how important the blended learning in the university."

Mr. F mentioned that:

"In my own perspective, this is very important, but we need to suit this to the type of students, because some students are well prepared on this, so there must be a category."

Mr. G stated that:

"In the Philippines, we are not yet ready for this because as we discussed this to my fellow teachers, enrolling to graduate school, most often, the teachers use the blended learning or online class, and it is not effective, but we need to continue this…furthermore, if we are in the classroom, students are using cellphones, their focus are divided…we are not yet fully ready of this."

Mr. H shared that:

"The importance of blended learning, well, we knew that it was started during the pandemic because of the safety of the students, during our time, even though how hot it was, we needed to come in school, but right now, we have the priority of doing something about this kind of pandemic, this kind of situation. Well, blended learning is very important in terms of teaching most especially in the higher education and it really extends, you can even invite people from all over the world just to talk with you, just to be one of your speakers."

2. What advice would you give to your fellow teachers in Higher Education in adopting blended learning?

Mr. A stated that:

"It is assumed that You have the mastery of your programs, you have to equipped yourself with the needed skills so that you can be an effective teacher, but I said more than that, you need to have more passion, more love for the profession because really the challenges are big and so if you want to surpass it, you need to have a big heart also."

Mr. B mentioned that:

"Blended learning is so effective, but you cannot replace the person meaning, the teacher, nobody can replace the teacher who provides the meaningful teaching to students. So, it should be combined, by combining well planned online activities, and engaging face-to-face interaction, we can create flexible students centered learning environment that promote deeper understanding, greater engagement, and lifelong learning skills."

Mr. C shared that:

"Stay committed with your passion, with your profession, that is where all of this adapting would come natural and easy. It is within our commitment that we become better and become open to changes in innovation that help us to provide always the quality education that we would like to provide."

Ms. D stated that:

"I would advise them to start gradually, be open to learning new technologies, and focus on student engagement rather than simply using technology for its own sake. Patience, flexibility, and continuous professional development are key to successful blended learning implementation."

Mr. E mentioned that:

"We just have to be open for the possible changes because we are dealing of technology, and the technology is upgraded always every year, so we need to be open for it."

Mr. F stated that:

"There must be a compassion, focus, be patient, must not be disturbed about the factors of the students, once you can't focus, your assessment can't be obtained. So, self-control, don't be emotional."

Mr. G shared that:

"So far, all of us except for the fast learners, for myself, I'm not really effective on how to manipulate gadgets, so for my advice, just continue and share if there is an updating…"

Mr. H stated that:

"This is not the only application that we have, technology keeps on advancing, doing things for the better future of our generation. My advice to the teachers, just keep on learning, as long as you are learning you can do more to your students."

The participants, unanimously, recognized the importance of blended learning in higher education, and it emphasized its role in promoting flexibility ,accessibility, continuity of instruction, independent learning, and responsiveness to changing educational circumstances. While a few of them noted that the Philippines is still in the process of building its readiness for full implementation, they were still of the same mind that blended learning has already become an essential component of modern education and should continue to be strengthened.

When it came to advising fellow educators, the participants kept mentioning that maintaining a positive attitude toward change really matters, and that they should keep upgrading their technological competencies through training, and professional development. They also said educators must stay loyal to the teaching profession itself. In general, they underlined passion, patience, adaptability, openness to innovation, and lifelong learning as practical qualities that help someone carry out blended learning successfully. So overall, their responses show a common belief that the success of blended learning does not depend only on technology, but also on whether the teacher is willing to evolve, adjust, and remain devoted to giving quality education.

CONCLUSIONS

Based on the findings of the study, the following conclusions were formulated:

The Grade 8 learners display a high level of problem-solving skills across creativity, analysis, teamwork, emotional intelligence, and research, with decision-making as the relative area needing improvement. They excel in generating and analyzing ideas but need more opportunities to refine their judgment and adaptability.

Grade 8 learners have neutral attitude toward mathematics, indicating that they neither strongly favor nor strongly dislike the subject. There is a balance but somewhat indifferent outlook, where students acknowledge mathematics without strong enthusiasm or resistance.

The Grade 8 learners are consistently achieving above-average results and demonstrating strong understanding of the subject matter. They could go beyond simply meeting expectations, and showing reliable understanding, application, and retention of knowledge.

The problem-solving skills of Grade 8 leaners do not affect academic achievement, nor did academic performance directly reflect their level of problem-solving skills. This emphasized that other factors, such as study habits, motivation, teaching strategies, and classroom environment, could play a more influential role in shaping academic outcomes.

The attitude of Grade 8 learners towards Mathematics directly influenced their academic performance. The learners with more favorable attitudes toward mathematics tend to achieve higher academic outcomes, while those with less positive dispositions may struggle to perform as well.

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