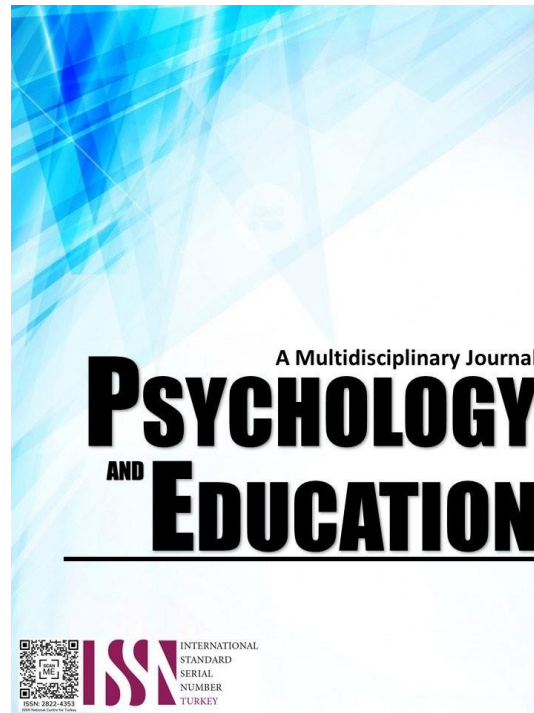


**NAVIGATING THE PEDAGOGICAL LANDSCAPE:
A STUDY OF COLLEGE INSTRUCTORS' LIVED
EXPERIENCES IN IMPLEMENTING
THE BLENDED LEARNING
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Navigating the Pedagogical Landscape: A Study of College Instructors' Lived Experiences in Implementing the Blended Learning Modality

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Abstract

This qualitative study explores college instructors' experiences with blended learning implementation. Emphasizing their challenges, coping strategies, and realizations. Conducted through in-depth interviews with 10 participants, the research focuses on four key aspects: (1) the instructors' diverse experiences navigating blended learning, (2) the multifaceted challenges encountered, (3) the adaptive coping mechanisms employed, and (4) the profound realizations gained. The findings reveal prominent themes such as the presence of ambivalent feelings, the persistent struggle, strategic thinking, and a strong commitment to the teaching profession. These insights shed light on the complex emotional and strategic dimensions inherent in the integration of blended learning. The study suggests the potential to foster a stronger emotional bond between educators and institutions, encouraging a collective effort to enhance pedagogical practices and make a setting that is suitable for learning for the students to achieve academic success and holistic development.

Keywords: *lived experiences, teachers, challenges encountered, coping mechanisms, commitment*

Introduction

Across all academic levels, 81.8% of students worldwide were impacted by the complete or partial closure of educational facilities, according to UNESCO. The teaching approach known as blended learning (BL), which blends in-person and online learning methodologies, emerged in many instances as a result of students gradually returning to face-to-face classes as their health improved (Batista-Toledo & Gavilan, 2022).

The educational system in the United States was designed to give people the skills they would need to succeed as adults and help create an economically strong nation, according to Hensley's (2020) study. It is the responsibility of educators to get learners ready for the workforce of the future. For the modern workforce, it is imperative to be flexible and acquire new skills that make use of technology.

For the academic year 2022–2023, the University of the Philippines (UP) introduced blended learning delivery methods. The document states that by giving access to a variety of learning resources in different media (text, video, audio, multimedia, interactive multimedia), blended learning further enhances the quality of teaching and learning. Along with improving communication across a variety of platforms, it also creates autonomous ways for people to learn and advance their digital abilities and increases chances for online and in-person collaborative learning. The document outlines both

face-to-face and online learning. In contrast to face-to-face instruction and synchronous or asynchronous online learning, blended learning was developed in 2020 (Dabu, 2022).

By exploring the lived experiences of study participants, educators can gain a deeper understanding of pedagogical practices to best support students in the 21st century. The goal of this study is to address the lived experiences of college instructors in the implementation of blended learning by identifying strategies and educational approaches that may be useful to other teachers facing blended learning, especially those who encounter difficulties. The results of this study can be applied to enhance comprehension of how to assist educators in modifying their pedagogical approaches to meet the requirements of all students. Most of the participants of other researchers are students by that this study is unique because the researchers give an opportunity to the teachers to express and share their thought regarding what they are experiencing because not only students who encountered difficulties brought by the new educational system which is the blended learning and also the teachers too.

Research Questions

The purpose of this study was to explore how college instructors actually experienced implementing blended learning.

The following were the specific questions that the researchers aimed to address:

1. What are the lived experiences of college instructors in the implementation of blended learning?
2. What are the challenges encountered by college instructors in the implementation of blended learning?
3. What are the coping mechanisms of college instructors in the implementation of blended learning?
4. What are the realizations of college instructors in the implementation of blended learning?

Literature Review

Blended Learning

One of the most common approaches for utilizing information and communications technology (ICT) in education is blended learning (BL). To put it simply, blended learning (BL) combines face-to-face and online educational settings to improve student engagement and offer flexible learning options. Rich settings go further by utilizing a basic online content library to supplement face-to-face instruction (Ashraf et al., 2021).

According to Ferlazzo (2020), blended learning combines traditional face-to-face instruction with elements of online learning while the students and teacher are in the same classroom. The goal of blended learning is to give students the best possible online and face-to-face learning experiences. In a blended learning environment, students receive in-person instruction through direct instruction or lectures, group discussions, and small-group work in addition to online learning that they can complete at home as long as they have access to the required technology.

The Growth of Blended Learning

Students can interact with the content at their own pace through blended learning, which employs games, apps, or quantifiable programs to teach concepts (Lynch, 2018). This makes a classroom with both fast and slow learners more balanced. Every learner can practice and take on new material at a pace that works best for them. It can enhance student satisfaction, encourage deeper learning, and lessen stress. With blended learning, there are more opportunities for students to interact with their instructors and professors. Through message boards, email, or program progress reports, they can stay in touch. This learning style encourages several useful strategies for raising student-teacher engagement levels. Ultimately, this change can be advantageous to both sides.

Challenges in Blended Learning

According to Alvarez's (2020) research, there are obstacles associated with implementing blended learning, and research indicates that not all teachers have a preference for blended learning. ICT use was still viewed by some as "time-consuming." For instance, it was discovered that the design and development of teaching materials for lectures or web-based platforms take longer to prepare than face-to-face interactions. Some people think that the preparations for teaching and learning are more rigorous when using a hybrid approach. This clarifies the notion put forth by Ma'arop and Embi (2016), referenced by Alvarez (2020), who characterized blended learning as a cognitive and physical strain. In other words, teachers believe that more time should be dedicated to tasks like creating the course platform, uploading the lesson plans, responding to inquiries, and reviewing the work that students submit online. Consequently, it adds to their workload and time commitment.

The difficulties with blended learning, according to Cabual & Cabual (2022), were limited internet access, the use of data-only devices, noise pollution, financial constraints, budgetary concerns, technical difficulties, a lack of face-to-face interaction, comprehension of course expectations, time management, maintaining motivation, and future uncertainty. However, the overall outcome does not indicate a significant correlation between the respondents' profiles and the difficulties encountered when learning online. Prior to the start of classes, each student should have their needs regarding internet access and the equipment required to meet the demands of the online format should be evaluated.

Coping Mechanisms

In accordance with a study by Ahmad et al. (2019), time management is seen as one of the keystones of success in traditional academic structures, where the ability to organize one's time effectively has a direct impact on marks. Absolutely, academic success is strongly correlated with one's ability to manage their time well. However, ineffective time management lowers achievement levels and leads to failure. In online learning, time management skills are more important than formal structure since it requires self-control to commit enough time to coursework. Students can participate in and finish academic activities at a time that works for them through the flexibility of online platforms learning. However, it requires a reservoir of motivation, inspiration,

consistency, optimism, and time management skills.

Effective teachers begin by planning, teaching, and evaluating the needs of their students in their classrooms before collaborating to use digital tools, according to Alaniz and Wilson (2015), as cited by Saeed (2020). Competent teachers must exhibit familiarity with the curriculum, technology, and subject matter. Finding educators with experience in these two fields can be challenging, according to Alaniz and Wilson (2015), who were cited by Saeed (2020). The goal of the blended learning model is to enable learning as well as promote learning.

Methodology

Research Design

This study used a phenomenological qualitative research strategy as its research methodology. It is one of the most popular qualitative research approaches in conducting in-depth interviews as part of a qualitative research methodology.

Creswell (2013) defines a phenomenological study as one that "describes the common meaning of several individuals of their lived experience of a concept or a phenomenon." There are two types of phenomenological studies: the second type is a transcendental phenomenological approach in which the researcher acknowledges their experiences with the phenomenon under investigation while bracketing themselves; the research participants' lived experiences must be allowed to tell the narrative of the study. Creswell (2013) further states that in a phenomenological research study, "collecting information involves primary in-depth interviews with as many as ten individuals. The important point is to describe the meaning of the phenomenon for a small number of individuals who have experienced it".

Conversational Partners

In this study, purposive sampling was used. By using this sampling design the conversational partners were equally distributed among 10 college instructors. We selected randomly the instructors of the College. Ten college instructors participated in the survey as conversational partners. By using a methodology that ensures data collected from in-depth interviews with the conversational partners is dependable, the questions are validated for appropriateness, understandability, as well as clarity, and results are obtained (Creswell, 2013).

The researchers initially selected ten (10) college instructors to be the conversational partners for the interview. The ten (10) conversational partners are from the Higher Educational Institution. The inclusion criteria used to identify the conversational partners were as follows: a) currently teaching in a private Institution using blended learning and b) Willing to provide responses.

Research Instrumentation

The researchers themselves served as the main instrument of this study. In order to gather data, the researcher created a semi-structured interview guide with a list of questions. The initial set of questions includes three inquiries concerning the conversational partners' actual experiences in implementing blended learning. Three 3) main questions and sub-questions about challenges and about coping mechanisms they use to overcome such challenges.

Lastly, one generalization question about a conversational partner's realization for those teachers who are experiencing blended learning.

The researchers cited similar incidents and how they were remedied, which encouraged the participants to narrate their experiences and their reactions. Open-ended questions are cautiously utilized in the interview.

Data Gathering Procedure

This research followed a systematic and orderly procedure as follows: A letter was delivered to Notre Dame of Midsayap College's Vice President of Academic Affairs' office, to the office of college Dean as a gesture of protocol in conducting the study. After receiving the approval letter coming from the office of the VPAA and College Dean, the researchers started to select ten (10) participants. Then, the conversational partners were then subjected to an extensive interview by the researchers using the guide questions. After this, the data gathered from the ten (10) conversational partners were transcribed by the researchers, and then copies of the transcript were given to the conversational partners for verification. Finally, following the study's validation, the participant data was handled with strict confidentiality.

Ethical Considerations

The main explanation for this is that adhering to ethical standards in research cultivates values essential to collaborative work, such as respect for one another and fairness, and helps determine the genuine goals of

the research such as knowledge, truth, and the avoidance of error (Resnik, 2015). This study adhered to and respected the research ethics guidelines from the Belmont Report to ensure ethical research (2010). Respect for an individual's autonomy, beneficence and non-maleficence, fairness, informed consent, confidentiality and data protection, and conflict of interest are among these principles.

Respect for a person's autonomy. The researcher ensured that the CPs took part voluntarily and without being subjected to any coercion or improper influence. The researcher also respected and fully protected their rights, dignity, and autonomy. Since it gives weight to CPs carefully formed opinions and choices, autonomy is important. So, if the CPs are incapable of making autonomous decisions, they would be safe from damage.

Beneficence and non-maleficence. Meaningful ethical research has benefits that surpass any risks or negative effects. To ensure the CPs by providing them with a platform and the chance to inspire others, while generating broader social benefits through the paper's social value; and to reduce the possibility of harm by guaranteeing anonymity and data privacy. The researcher took thorough efforts to reduce all potential hazards and harm.

Justice. One of the guiding principles of justice in research is equal treatment. This was demonstrated by the researcher by respecting the CPs. The inclusion and exclusion criteria were used to fairly and objectively choose research participants. The CPs were also advised on the nature of the research and told of their rights as study participants. They have the option to leave a chat at any time if they felt uncomfortable or requested it. The study's overall societal impact, advantages, and drawbacks were also taken into account by this researcher.

Informed consent. This was provided so that, free from coercion, participants may receive pertinent and understandable information about the study. The CPs informed permission was read by the researcher before they were instructed on the study's procedures. Additionally, the CPs had the option and flexibility to voluntarily sign the informed consent if they so desired.

Confidentiality and data protection. The researcher respects the nature of the data as well as personal details. Without the consent of the CPs, no information regarding the personal details was recorded. To protect the privacy of the CPs, the procedure of obtaining

informed consent was given top importance. Last but not least, the researcher adhered to the Republic of the Philippines' Data Privacy Act of 2012. (Republic Act 10173, 2012).

Conflict and interest. To maintain the independence of the research, the researcher guaranteed that there were no conflicts of interest during the study's development. Realizing the importance of the study, the researcher simply dedicated himself to improving and maintaining the objectivity of the outcome.

Results and Discussion

The generated analysis of the conversational partner's responses yielded the results, findings, and important themes that are presented in this article. The conversational partners are Ten College Instructors who were selected based on the criteria set by the researcher. They were all asked the same question, as reflected in the interview guide. In categorizing the information, the researchers formulated the themes into four (4) which are the following: (1) Having ambivalent feelings and experiences, (2) An Uphill Battle, (3) Strategic thinking, and (4) Committed to the Profession.

Theme 1: Having ambivalent feelings and experiences

In this study the conversational partners have ambivalent feelings on the implementation of blended learning. There are some who feel positive outlook towards on it and there are also some who have negative emotion on it. On the other hand each conversational partners shared their own priceless moments that consider as their unforgettable experiences during the implementation of blended learning.

Teacher 8 mentioned that, " I feel more excited when teaching because it innovates the teaching learning process to a new level of perspective using different kind of technological approaches/application in the process of education open new avenue of discovering and the teachers can deliver new learning style. "

Conversational partners say that they are happy they must give a time to have rest specially during online session and able to prepare some materials and upload it in advance through online which is needed in face to face classes were the teacher will be going to discuss and student reach some concerns about it. The research of (Comas-Quinn, 2011; Kassner, 2013 as cited by

Cunningham, 2021) is supported by these findings. In order to effectively implement blended learning, educators must be able to think through the ways in which technology can support learning in addition to being knowledgeable about the tools and applications. They also need to be able to consider how the teaching and learning relationship is affected by the combination of the two modalities—online facilitation and face-to-face instruction. Most importantly, they need to reconsider what instruction looks like and move toward more of a facilitation role. Teachers rarely used technology to support student-centered practices; instead, they mostly used it for planning, organizing, communicating, and administrative tasks.

Teacher 7 mentioned that, “At first, I was a bit anxious because I was not so a depth with the information technology because I'm not really good at technology so I think on my part, I really need a more training.”

Conversational partners feel negative emotion like feel sad, bad and disappointment because the school implemented online modality quite fast, and the schools were not totally ready, there are a lot of challenges facing by teachers and students like lack of materials, internet connection, orientation on the application they used and many more. The results of the study confirm that the following factors—teachers' lack of technological proficiency, their lack of professional development, the difficulty of adjusting to new roles demanded by blended environments, the length of time needed to plan and implement blended/online learning, their inability to balance competing educational priorities—particularly standardized testing and student-centered approaches—and traditional school structures that hinder cross-disciplinary sharing and learning—are among the reasons mentioned in K–12 studies for the lack of change in teacher practice observed and reported (Barbour et al., 2011) as cited by (Cunningham, 2021).

Teacher 2 mentioned that, (laughing) Some of my students cannot hear me and see my presentation during zoom class especially those students who live in the mountains and there is no strong signal so, during the time of face to face in school I made up and then re-explain to them what that happen during the lesson presentation and during our blended learning activity.”

Teacher 6 mentioned that, “ We are really struggling specially in zoom conference because that was the first thing the zoom conference, sometimes we do not know

that our camera is on, the audio is on and then we are talking things beside our teacher and we discover that we so the faces of our students they are all smiling because our camera or the microphone is on in our side and then we are taking vernacular, we are complaining”

Teacher 3 mentioned that, “My most memorable moment during the implementation of blended learning is of course I build rock wall as well as good relationship to my students since our age gap is not so much far so I can easily interact with them and build this good relationship.”

According to Lynch (2018), this assertion was accurate. Deeper learning is encouraged, stress is decreased, and student satisfaction is raised through blended learning. Instructors and students can interact more. Students have more opportunities to interact with their professors and teachers through blended learning.

Theme 2: An Uphill Battle

In contrast to good times, hard times foster growth. The ability to overcome obstacles and overcome them strengthens resilience. In this challenging scenario, blended learning presents a number of issues and challenges for teachers. Most of the problems that educators encounter have to do with using technology in the classroom. In this study the conversational partners have experienced uphill battle in the implementation of Blended Learning there are some who feel difficult undertaking, struggle, a tremendous task, a challenge with obstacles like having Poor Time Management, slow Internet Connection, Ineffective Teaching, Difficulties in Teaching through Technology and Affected Physical Health.

Teacher 6 mentioned that, “First difficulties is the Time Management not only students have to adjust but also the teachers. Adjustment in line wake up early then pressure in school.”

Teacher 1 mentioned that, “As of my case, there may be some difficulties like “proper time management you do not want your lessons to be like a redundant. In my case, I do forget that we have already done discussing this topic and sometimes I forget to remember that I'm not yet done discussing those things with them, I go directly give an activity without asking or without even evaluating if were already done with the discussion”

Research indicates that not all faculty members are

comfortable with blended learning, which presents challenges for its implementation. ICT use was still viewed by some as "time-consuming." For instance, it was found that the design and development of teaching materials for lectures or web-based platforms take longer than in-person interactions. In terms of preparing for teaching and learning, some people think that using a hybrid approach is more rigorous. This explains the idea presented by Ma'arop and Embi (2016) as cited by Alvarez (2020) wherein they characterized blended learning as an intellectual and physical burden. This indicates that teachers believe they should devote more time to creating the course platform, adding lesson plans, responding to inquiries, and reviewing students' online work. Consequently, it adds to their workload and time commitment.

Teacher 8 mentioned that, "The most challenging part if Blended Learning here in the Philippines is the internet connection were few site locations have a strong signal".

Teacher 6 mentioned that, "Also we have the issue of internet that really the most I think problematic since we are here at Philippines which have poor internet"

The Philippines' poor Internet connectivity makes this a national issue. Bringula et al. (2021) cited Natividad (2021) as the source of information for the Philippines' poor Internet connection. They both agreed that the Philippines' poor Internet infrastructure—which is a result of antiquated legislation and onerous bureaucratic procedures for building new infrastructure—is the reason for the country's slow Internet connections. Research carried out by Nashruddin et al. al. (2020), mentioned by Lodo & Ajito (2023), indicates to the fact that a portion of students reside in isolated rural locations without access to the Internet. As a result of their residence being somewhat remote from the signal range, their internet network is frequently unstable. This issue also frequently arises in online learning, making its implementation less successful and impacting students' comprehension of the subject matter. We frequently hear from teachers who are experiencing the same issue—a bad internet connection. Low-level behavior that reveals the learning is brought on by an unstable connection, which disrupts the flow and delivery of your carefully prepared lessons. Despite these difficulties, they do their best to instruct students effectively and inspire them.

Teacher 3 stated that "As a teacher I also affected on it because I question myself, what I need to do just to

convince my students to attend the face to face class. How to encourage them. What are the alternative solutions that I might impose just to see my students.

The conversational partners say that these challenges of online learning can impact student performance, loss of motivation and can affect teaching strategies. These teachers have difficulty in adjusting the new educational system. Furthermore, the study's results confirm those of Le (2022), who claims that their research supports previous findings about poor internet connections and a lack of social interactions. Universities all over the world faced a great challenge when they decided to transition to online learning. Additional obstacles concerning the lecturers' ability to teach online include their technical proficiency, the lack of synchronous sessions, their inability to upload lesson materials, their use of multiple platforms, and their confusing schedules. As these relate to the teacher's intended student learning outcomes, it suggests that the teacher is also challenged to develop the ability to effectively match these strategies and behaviors, at the appropriate time, to individual students and student groups in particular teaching situations.

Teacher 2 stated that, "I think it would affect my way of giving them the right instruction because I always see to it that when I been having a lecture they should understood my lesson well so this thing will happen and then some of them they shout that "sir I cannot hear you".

Teacher 4 stated that, " During the first teaching on the implementation of blended learning is that there are students who can already draw lines during online activity they do not know how to use the icons especially in online, so that could be my experiences".

These difficulties have an impact on how teachers instruct their students. Students' poor learning experiences are linked to their inability to introduce new instructional approaches through the use of technology, an increase in mental health issues, and difficulty multitasking while using technology in the classroom. The results confirm the study by Brown et al. (2022), which claims that other studies conducted during this time period concentrated on broadband and other connectivity-related issues. Data from a representative sample of post-primary school principals revealed that schools in areas with less high-speed broadband coverage were more likely to report a perceived decline in engagement. In other places, these authors and their associates have documented that problems with student involvement and engagement,

for example, seem to have been more prominent in schools located in areas with less high-speed broadband availability, DEIS status, and lower household income.

Teacher 7 stated that, "I still remember that when started teaching in the ETD I got sick I really was sick of 2 months that I really stop going to school but because of online that was a good thing. "

These results confirm the research by Bailenson (2021), which was referenced by Alibudbud (2021) and which found that embracing new technologies is typically difficult. It has been reported that using video conferencing tools for synchronous online learning is mentally exhausting. As a voice out of conversational partners, teachers experiencing pressure from work that affects their physical health. Therefore, teachers fulfil their task regardless if they are experiencing health problems or not, Furthermore it implies that they compromise their health in order to fulfil their task.

Theme 3: Strategic Thinking

Teachers are constantly expanding and improving blended learning methods, which gives them a great opportunity to weave it into their instruction successfully. Using any of the blended learning models, teachers can show practical examples, illustrate content, keep instruction hands-on, differentiate learning, and more. When getting started with blended learning, there are some strategies teachers can try to increase their chances of success. Some factors to consider from the onset are the space and budget restrictions teachers may face, whether or not they're purchasing new technology, and how that technology will be used and maintained. Obviously, this is important for many reasons but, namely, it helps teachers connect with students and the digital world. It also helps them find a way to 'blend' digital learning and traditional instruction.

Teacher 6 stated that, "In face to face you are going to explain and discuss to them so that in online time they already know what to do."

Teacher 7 also expressed that, "I think it is also time management and you have to do it as a teacher, as a professional I have to give myself time for self-care. That is the most important thing I need also to test so that when you get energized it can be a non-stop thing for you as a teacher. So, the strategies that I employed really help me a lot. Why? Because I am trying to cope

and I think my students also get better, not only me."

This result supports a study by Ahmad et al. (2019), which found that the ability to organize one's time effectively is considered to be one of the key success factors in a traditional academic framework where time management directly impacts grades. Absolutely, academic success is strongly correlated with one's ability to manage their time well. However, ineffective time management lowers achievement levels and leads to failure. In online learning, time management skills are more important than formal structure since it requires self-control to devote enough time to coursework. Students can participate in and finish academic activities at a time that works for them thanks to the flexibility of web learning. However, it requires a reservoir of motivation, inspiration, consistency, positivity, and time management skills. Because everyone varies in their capacity to effectively manage their time, each person has a unique personality and nature.

Teacher 3 conveyed, "I used teaching strategies so during the implementation of blended learning I give cooperative learning activities so that some of the students can interact with their classmates through this cooperative learning activities students can interact of course they gain confidence and to established rack wall and strong relationship with their classmates."

In addition, as stated by Alaniz and Wilson (2015) as cited by Saeed (2020), effective teachers begin collaboratively utilizing technology digital tools by planning, teaching, and assessing the needs of students in their classrooms. Effective instructors must demonstrate knowledge of the curriculum as well as knowledge of technology. Teachers must also know how to take the necessary steps to gather additional information that will allow them to make more grounded judgments about what is going on and what strategies may be helpful.

Teacher 1 stated that, "I do prepare notes or reminders what should be done this day what should be done on the next day or in a following day. I do have a planner to be more specific and with regards to use elements I've been using it for 2 years already."

The other conversational partners stated that "the most effective teaching strategies that include is the preparation for the materials. The results agreed the study by Borup & Evmenova (2019), which Huck & Zhang (2021) cited, and these found that teacher preparation for online programs is practically nonexistent, despite the need for educators who are

qualified to teach online. Although it is not entirely integrated with pre-service teacher coursework, online teaching necessitates a vastly different set of skills and competencies than traditional teaching. In addition to possessing technological proficiency, educators also need to design strategies for fostering relationships with students and meeting their academic, social, and emotional needs.

Teacher 1 mentioned that, " I encourage student-centered approach in teaching. So let them do that talking, the sharing but for the past I have my input also. I recorded outcomes or outputs at the end of the week and it helps me a lot in applying those strategies in my teaching"

The student-centered learning approach, which is a philosophy of education tailored to the unique needs of each student, is the most effective coping mechanism available. The results of this investigation support the claims made by Harrington and DeBruler (2019), which Green & Harrington (2020) cite. They state that in a real student-centered learning environment, educators and learners collaborate to jointly design a learning plan or pathway that best meets the needs of each unique learner. A teacher assists in creating a setting that is specific to each student's learning needs in a student-centered learning environment. The role of the teacher is to design each student's educational journey.

Teacher 5 mentioned that, "To overcome the challenges I really have to upgrade, invest on devices especially in gadgets, how to speak properly especially online and then search on how do you respond to their appearance in online."

Teacher 6 said that, " When Schoology was introduced to our schools we are all not really that excited but we were really looking into how good the platform is to the student because we are already a teacher who delivered our lesson but during this pandemic it challenges as to bring the lesson in an online platform which means if there are lessons that we cannot conduct in the video conference we have to encode them in the PDF files now not all books have an e-file of the lesson"

Teacher 8 articulated that, "I educate myself in terms of blended learning and I invest in new technologies or gadgets in implementing online class much better. Why? Because it can lessen my work and help me a lot in aiding the process of learning. "

Instructors were compelled to spend more money in

order to purchase data for their smartphones. A few of them also required new laptops and smartphones due to storage issues (Petrakova et al., 2021). This development has brought to light a deficiency in knowledge regarding the ways in which ICT tools facilitated learning in the early phases of the pandemic and necessitates that educators stay current with online learning platforms. According to this study, technology is becoming a more crucial teaching tool as 21st-century skills become more necessary. Thus, teachers must consider appropriate pedagogy and learning design. Various online tools and digital technology are available for lecturers to adopt new technology and to equip them to be more innovative in their pedagogical delivery. Importantly, online education allows for a collaborative and interactive learning environment where educators can use a combination of audio, videos, and text to reach out to their students and to maintain their students' engagement as cited by Idris et al. (2021). Given the growing emphasis on incorporating technology into the teaching and learning process, teachers should make use of all available resources to continue their own education as well as the findings of this study, which are expected to enhance the information and communication technology skills required to implement the transformation of the educational system.

Theme 4: Committed to the Profession

Commitment from teachers has been compared to a love of their jobs. The foundation of a successful education is passion. Teachers are motivated to act by their passion, which comes from their excitement about ideas that have the power to improve the world, their enthusiasm for improving students' academic performance, and their dedication to their students' intellectual growth and job performance. Thus, committed educators are constantly looking for ways to improve learning as well as the teaching profession. In a learning environment, care, motivation, and willingness are essential components that are brought about by passionate and committed teaching (Altun, 2017).

Teacher 1 mentioned that, "It takes time to adjust for the basic foundation that really helps a lot on the implementation of blended learning. You know how we apply the five pillars of Learning. So for my case I learned how to perform whatever task are required for me to do. For the realization it's not that hard, it's easy if you are prepared and you are equipped with the necessary skills. "

According to the study of Ahmad et al. (2019) time management skills are more important in online learning than in traditional learning environments, where students must exercise self-control to devote enough time to their coursework. Online learning allows students to participate in and complete coursework at their own pace, but it also requires a resource bank of inspiration, motivation, regularity, a positive outlook, and time management skills. Therefore, each person is unique in personality and nature, and each person's ability to manage time effectively is strongly correlated with scholarly achievement. On the other hand, poor timing results in failure and lower achievement level.

Teacher 2 stated that, “ (laughing) I believe it will be effective implementation of the lesson that you have prepared through zoom or Schoology. I think that is realization for me if all of them can attain my classes during blended learning activity because what purpose could not attain and most of them could not understand your lessons during their examination schedule, prelim, midterm, and final exam”

According to Suka et al. (2017), this assertion was confirmed: "Effective communication is defined as reaching the target audience and providing pertinent, accurate, easily comprehensible information. It also needs to be convincing and acceptable to the target audience." Knowledge, techniques, procedures, and behaviors that produce positive student outcomes are the foundation of effective teaching. Effective teachers use their knowledge to enhance learning and have a positive effect on their students. These favorable results are frequently those that are easily quantifiable, typically via summative evaluation.

Teacher 3 mentioned that, "During the implementation of blended learning they are all given a chance to have this blended learning were we can interact with them online and face to face classes. Students find difficulties in the two modality that we used today here at NDMC, since we have asynchronous and synchronous the students become confuse and can't focus”

The students also mentioned some difficulties they encountered when taking their classes online, including anxiety, depression, bad Internet service, and an unfavorable home environment for learning. These difficulties are made worse for marginalized and remote students. The study conducted by Fawaz et al. (2021), which was referenced by Barrot et al. (2021), revealed that students expressed concerns regarding methods of learning and assessment, excessive

workloads, technical issues, and confinement. Students actively handled the situation by asking for assistance from their teachers and family, participating in extracurricular activities, and addressing these issues. Students struggled with self-study, a bad internet connection, sleep deprivation, and not having enough time to complete all the modules because of the numerous activities, diversions, and lack of focus. As a college student at NDMC, I also struggle with blended learning, which combines synchronous and asynchronous sessions because some of the teachers used Schoology, Class, etc.

Teacher 4 sated that, " My realization as a teacher, I need to be equip with technological perspective. We need to be ready because as a teacher we should be versatile that you teach physically and have strategy to show my students physically and that is a challenge. ”.

The literature discusses how teachers and students are being mediated with ICT through the notion of blended-based instruction. Given the rapid development of technology-based teaching delivery, it can be argued that the findings of the study by Alvarez (2020) showed teachers' satisfaction in terms of experiencing professional development training through blended learning approach. In the context of a virtual classroom, learners have the opportunity to access the learning materials regardless of time and space. This suggests that regardless of physical location or in-person classroom meetings, teachers and students in blended learning are both a part of the virtual classroom.

Teacher 5 mentioned that, " The teacher have to explain it well to the students and have a time to check the output specially during the time of Schoology. Having the time for the teacher to reflect the materials for the students and the students have a time to really think together to independent learning."

The research by Lancaster (2017), which asserts that ideologies and their integration of student lectures as a means of effective instruction, served as the foundation for teacher-centered methods. The results of this study show that teachers can create a classroom environment that is focused on the needs of their students in order to increase academic achievement, foster independence and leadership qualities, and engage students. It is expected of teachers to give up their exclusive claims to authority or power in the classroom. Consequently, the teacher's role shifts to that of a coach or facilitator.

Teacher 6 stated that, " My realization is that we

embrace education the more we have to consider our learner what are their condition that is why I still keep on requiring the student to write a journal and submit the journal because from then I will be able to see their condition and then some of my student are very honest about their condition as teacher I have realize that we can really go on with education in any manner that we want because no pandemic could ever stop the flow of education.

This assertion is in line with a study by Nortvig et al. (2018) that Jones (2019) cited. This study emphasizes the value of teachers and students communicating in order to make sure that activities are appropriately differentiated to meet the needs of the diverse range of students. It makes the case that tailoring instructional activities to each student's needs increases the chances for students to engage deeply with the material being covered.

Teacher 7 stated that, " In general blended learning is a step forward in innovate of educational process were people can learn more and increase their confidence. It promotes the use of new technologies and advancement in this new ERA of learning."

The study by Anthony et al. (2020) also states that blended learning provides flexibility for both the teacher and the students, enhanced personalization, better student outcomes, growth in autonomy and self-directed learning, opportunities for professional learning, lower costs, and increased communication between students and the teacher. In an effort to reclaim the goals of higher education, BL supports the reform of pedagogical policies. By taking into account the attitudes of students as well as teachers, BL aims to create a peaceful and coherent balance between traditional human teaching and online knowledge access. For this reason, BL is still an important pedagogical idea because its primary goal is to deliver the best possible teaching and learning environment.

Conclusion

Educational transformation, as illuminated through the narratives of educators, underscores the significance of incorporating teachers' experiences as a catalyst for the effective integration of digital platforms in education. This research highlights the multifaceted challenges encountered by College Instructors in their transition to Blended Learning methodologies, revealing their initial apprehension and lack of preparedness for the abrupt shift. The challenges spanned various domains, including infrastructural limitations, technological

unfamiliarity, and instructional hurdles, such as classroom management in the new digital context. Nonetheless, the study illuminates instructors' resilience, as they engaged in self-directed learning, collaborative efforts, and a blend of traditional pedagogical practices with digital tools. Notably, the educators' commitment to lifelong learning emerged as a core value, driving them to independently explore diverse learning applications, proactively seek solutions, embrace technological advancements, and adapt available resources to suit the evolving educational landscape. This study underscores the pivotal role of adaptive strategies and an open-minded approach in facilitating the seamless integration of Blended Learning practices, thus paving the way for a more dynamic and innovative educational paradigm. Interpersonal relationships have been shown to be of the outmost importance for successful learning, and these need to be formed and maintained both online and face to face. We do hope that this research study could surface in opening the eyes of those in authority to address the concerns and hope of our beloved teachers especially regarding the challenges they experience in the implementation of blended learning.

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