

# Waves of Change: Teachers' Perceptions of Growth in Blended Learning Environments

Madelyn R. Aplaoon, LPT, MAEd-Teaching Social Studies

*madelyn.aplaon@gmail.com / madelynroxas.aplaon@hcdc.edu.ph*  
*Master of Arts in Education major in Teaching Social Studies,*  
*Holy Cross of Davao College, Sta. Ana Avenue Corner C. De Guzman Street,*  
*Bry. 14-B, Davao City, 8000, Philippines*

---

## Abstract

Low professional and personal growth of teachers was alarming. I explored the perceptions of private school Senior High teachers on the sources of professional and personal growth in the teaching profession during the adoption of change in blended teaching. Qualitative descriptive design, purposive sampling, interview and focus group approaches, and thematic analysis were methods applied. My encounter with 11 study-participants revealed that teachers experienced increased autonomy through flexible work conditions, encountered competence-related challenges in technology and instruction, and developed stronger relatedness through support systems and improved work-life balance. Education practitioners may strengthen flexible policies, continuous digital training, and support systems to enhance autonomy, competence, and relatedness, thereby improving job satisfaction, effectiveness, and resilience while reducing stress and burnout of teachers. Exploratory Factor Analysis and multiple regression may be pursued to examine predictors of teacher professional and personal growth.

*Keywords: Waves of change; teachers' perceptions of growth; blended learning environments*

---

## 1. Introduction

In the global education landscape, the low level of professional and personal growth among teachers has become a significant concern. Recent studies emphasized that many teachers worldwide have made limited progress in professional competencies and personal development despite ongoing educational reforms and modernization efforts (OECD, 2024; Schleicher, 2023). Reports further indicated that participation in sustained professional learning and reflective practices remains inconsistent across systems, reflecting a broader pattern of stagnation in teacher growth (Darling-Hammond et al., 2023). These situations highlighted the persistent challenge of ensuring that teachers continue to evolve in both their professional roles and personal capacities within a rapidly changing global educational environment (OECD, 2024).

Researchers across different countries have observed similar patterns of low professional and personal growth among teachers. In England, research underscored concerns about limited advancement in teachers' professional learning trajectories and the need for more sustained engagement in development opportunities (Worth et al., 2024). In Vietnam, studies have documented that teachers' professional and personal development remains uneven, with many educators experiencing minimal progression over time (Nguyen & Tran, 2023). In India, recent findings also revealed that teachers encounter stagnation in both professional skills and personal growth, indicating ongoing challenges in strengthening development

pathways (Kaur & Singh, 2023). In summary, these international accounts demonstrated that limited teacher growth is evident across diverse educational systems.

149

In the Philippine context, low professional and personal growth among teachers remained a notable concern. Contemporary studies indicated that although professional development initiatives are in place, many Filipino teachers still exhibit limited advancement in both their instructional competencies and personal growth (Tarrayo et al., 2023; Barrot, 2023). National reports likewise underscored the need to strengthen teacher development outcomes, as current efforts have not consistently translated into substantial growth among educators (Department of Education, 2024). These readings reflected an ongoing challenge in fostering holistic teacher development within the Philippine educational system.

The consequences of low professional and personal growth among teachers are considerable. Research indicated that limited growth was associated with reduced instructional quality, lower levels of teacher motivation, and diminished job satisfaction (Toropova et al., 2023). The OECD (2024) also linked it to weaker student academic outcomes and overall declines in educational quality. Furthermore, persistent stagnation in teacher growth may have contributed to increased teacher attrition and reduced workforce stability, ultimately affecting the long-term effectiveness of educational institutions (Darling-Hammond et al., 2023). These implications underscore the critical importance of addressing the issue to sustain both teacher development and educational excellence. Hence, I conducted this study.

### *1.1. Significance of the Study*

This study may support Sustainable Development Goal 4 (Quality Education) by strengthening teachers' capacity to deliver inclusive, effective, and high-quality learning experiences in the evolving educational landscape. The findings may help the Department of Education improve alternative work schemes, enhance teacher capacity, and provide relevant training on mental health and technological competence. Likewise, school administrators and heads may use the results to design and implement intervention programs to address teacher burnout, develop additional school initiatives, and create more efficient, less burdensome work plans that support effective learning delivery. Social Studies teachers may also benefit from the insights on work experiences, flexibility, and adaptation, which can improve teaching practices, professional development, and student outcomes, ultimately enhancing the overall quality of education. Furthermore, this study may serve as a valuable reference for future researchers by providing deeper insights and contributing to emerging knowledge on teachers' experiences in the new normal, offering new perspectives for continuous improvement of the educational system.

### *1.2. Statement of the Problem*

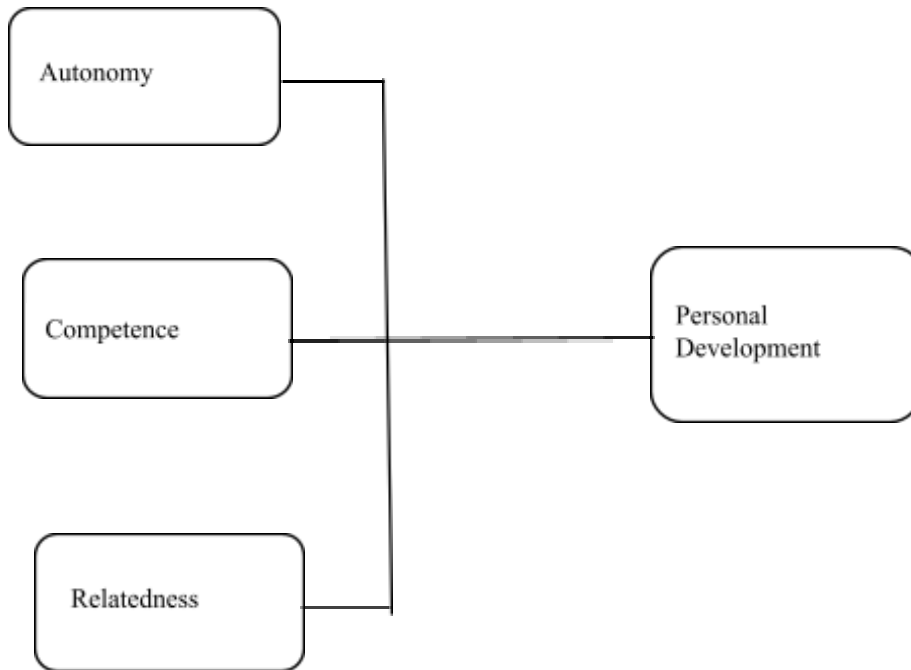
This study aimed to explore the perceptions of private school Senior High teachers regarding the sources of professional and personal growth in the teaching profession during the adoption of blended teaching. Below are the central research questions that guided this study:

1. What are the perceptions of private school Senior High teachers regarding their sense of autonomy in terms of control over time and work environment during adaptation to change?
2. What are the perceptions of private school Senior High teachers regarding their sense of competence in addressing technological and instructional challenges in online or blended teaching?
3. What are the perceptions of private school Senior High teachers regarding their sense of relatedness in terms of social connections and support systems during adaptation to change?

### *1.4. Theoretical Lens*

This study was viewed through the lens of Self-Determination Theory, as developed by Deci and Ryan (1985). Self-determination theory asserted that human beings possess an inherent tendency toward psychological growth, self-regulation, and well-being, and that supportive social environment fostered this natural development by satisfying three basic psychological needs, autonomy, competence, and relatedness; conversely, when environmental factors hindered these needs, individuals experience diminished motivation and optimal functioning, highlighting how the degree of fulfillment of these fundamental needs shaped the quality of motivation. 150

## Research Paradigm



### 1.3. Assumptions

I assumed that the information provided by my study participants aligned with the theoretical lens of Self-Determination Theory and inherently reflected the core psychological needs of autonomy, competence, and relatedness, as these emerged naturally from their narratives of adapting to blended learning. Their shared experiences reflected increased control over time and teaching arrangements, struggles with technological demands, and the importance of social connections and support systems, demonstrating how the fulfillment or frustration of these needs shapes their motivation and perceptions. Moreover, I assumed that while many of the participants' revelations aligned with the theoretical constructs of Self-Determination Theory, certain aspects of their experiences also extended beyond the theory, offering nuanced perspectives not explicitly addressed within the framework.

This chapter presented the research design, research locale, sample and sampling technique, data-gathering techniques, data analysis techniques, and the study's trustworthiness.

### *2.1 Research Design*

This study utilized a descriptive qualitative research design. This approach aimed to describe a phenomenon by examining individuals' experiences, perceptions, and behaviors in their natural settings using non-numerical data, while staying close to participants' actual accounts and minimizing heavy interpretation. Tenny et al. (2022) mentioned that it is commonly applied in fields such as education, healthcare, and the social sciences to understand real-life situations, including teachers' adaptation to blended learning and individuals' responses to social and health-related issues. Additionally, Oranga and Matere (2023) said that this design offers advantages such as producing rich, detailed data, capturing authentic participant perspectives, and providing flexibility and simplicity, making it useful for exploring complex or under-researched topics and generating practical, easy-to-understand findings.

### *2.2 Research Locale*

In this study, I conducted research in selected private senior high schools located in Davao City. Specifically, the research sites included one non-sectarian private institution and two Catholic higher educational institutions that offer senior high school programs. I chose these schools because they meet the selection criteria and provide relevant contexts for exploring teachers' perceptions in adapting to educational changes.

### *2.3 Sample and Sampling Technique*

In this study, I used purposive sampling to find the participants. According to Sharma (2017), purposive sampling is a subjective, intentional selection of participants based on the researcher's judgment, assumed to yield the needed information for the study. Hence, I used purposive sampling to select participants for their multifaceted abilities to elucidate the phenomenon and provide pertinent information based on their knowledge and experience.

The key informants were eleven (11), and I selected them purposively because of their familiarity and knowledge of the studied problem. Moreover, six participants participated in an in-depth interview, and another five participated in a focused group discussion. These faculty members had shifted to a blended learning arrangement, taught online in response to the demand, and remained committed to continuing to deliver education to our students. Moser and Korstjens (2018) pointed out that qualitative phenomenological studies typically require at least ten (10) interviews to achieve data saturation. Therefore, including 11 participants in this study was sufficient to meet this requirement and ensure the thoroughness of the research.

### *2.4 Data Gathering Techniques*

I conducted in-depth interviews and focus group discussions. Creswell (2007), as cited by Yüksel and Yıldırım (2015), emphasized that in-depth interviews are the primary method for exploring and describing the meaning of a phenomenon, conducted in face-to-face, telephone, or online modes. In my study, interviews were used to explore and understand private school teachers' perceptions about blended learning arrangements, with recorded data transcribed, securely stored, coded, analyzed, and thematically presented. To ensure credibility, a focus group discussion was conducted for triangulation, allowing participants to share and compare their experiences, perceptions, and insights. As supported by Noble and Heale (2019),

## 2.5 Data Analysis

Darlington and Scott (2020) explained that qualitative data analysis is a dynamic, purposeful process in which researchers carefully interpret data and justify their analytical decisions to ensure meaningful and feasible findings. I used thematic analysis to organize, describe, and interpret the collected data in a detailed and systematic manner. As noted by Braun and Clarke (2006), thematic analysis is a foundational qualitative method that develops essential analytical skills and supports trustworthy results when applied rigorously. Specifically, the study followed six steps: familiarization, coding, generating themes, reviewing themes, defining and naming themes, and writing up, while also using triangulation to strengthen the validity of the findings.

## 2.5 Trustworthiness of the Study

Connelly (2016), citing Polit and Beck (2014), explained that trustworthiness in qualitative research refers to the level of confidence in the data, interpretations, and methods, guided by the criteria of credibility, transferability, dependability, and confirmability proposed by Lincoln and Guba (1985). I ensured and achieved credibility through triangulation, persistent observation, and data saturation, while transferability through rich, detailed descriptions that allow applicability to other contexts. Furthermore, I maintained dependability through clear and well-documented procedures. I established confirmability through audit trails, field notes, and transcripts, ensuring that findings were grounded in participants' responses rather than in researcher bias. Moreover, I obtained informed consent to ensure their voluntary and fully informed participation in my study. Lastly, I secured ethical approval from the Society of Moral Integrity and Legal Ethics (SMILE), the official ethics review body of Holy Cross of Davao College, which confirmed that my study complied with ethical standards for responsible social research.

## 3. Results

This chapter presented the private school teachers' perceptions of the blended learning work arrangement through their narratives. I specifically included the modified paradigm based on the themes and subthemes added to the original themes embedded in the theory I used in this study. I organized the presentation to highlight the themes in the different paradigms.

### **Greater Control Over Time and Work Environment**

This section presents teachers' perceptions of increased autonomy in handling their professional responsibilities when working in blended learning or remote settings. My participants described how managing their own teaching arrangements and having flexible timetables helped them better plan their work and increased their job satisfaction.

This category gave rise to several subthemes.

**Autonomy in Managing Teaching Schedules.** A strong sense of control over participants' time emerged from their responses. Teachers' autonomy over work schedules has more freedom to design their own calendars and strike a work-life balance that suits them. As I listened to them, they seemed more relaxed and had the same energy. One of my participants said that: 153

*"Second, we have our time or we own our time in terms of our vacant time. So we can do whatever we want in our homes in our houses during our vacant time. So we can, we opt to rest, opt to have our own, tawag nito ah work, na, workspace namo." P2-IDI-F-Lines 6-9*

It sounded like a deeper sense of ownership. The participant enjoyed managing his schedule, as he could do whatever he wanted during his free time, including resting and using his workspace. Having more autonomy can help him enjoy free time rather than being too exhausted to work. Also, another participant added:

*"um comfortable ka kay tungod naa sa imoha ang time".P6-IDI-F-Lines 3-4*

While the participant shared this, I could really feel the comfort and ease. It reflected not merely convenience in the teaching environment but also a sense of ease. Then one participant further shared something that really stood out:

*"I can liken it to quasi vacation mode, when we say quasi means apparently but not really. This is so because the work from home set up, ah gives me a lot of time to do varied tasks. And I feel very comfortable and happy in this anu set up. It feels like ah I am a freelancer only that, there is a specific time where I have to be present online." P7-FGD-F-Lines 2-6*

It is an interesting part, as he described it as "quasi vacation mode," not quite a vacation, but something closely resembling it. As he excitedly shared, the participant can engage in various activities and pursue his interests outside of work, such as exercise and biking. He felt delighted and comfortable with the arrangement. While listening to their stories, I smiled because they reflected a lightness and ease in their experiences, and I was glad to hear how productive they are.

**Flexibility in Work Time and Teaching Arrangements.** Building on the sense of autonomy, teachers' control over their schedules extended into broader flexibility in their work time and teaching arrangements. A flexible work schedule can be one of the best things someone can have when considering advancing their career while maintaining a work-life balance. While listening to the participants, I could clearly sense how much they valued the flexibility. It felt like a shared perception that brought them a sense of ease and relief. One participant shared that:

*"The advantages for me is you have a flexible schedule, you can work in your comfort zone, you can manage your time properly." P5-IDI-F-Lines 6-7*

Working from the comfort of one's home offers teachers a unique, personalized professional experience. It made her happy, and the flexible schedule allowed her to tailor her workspace and manage her time effectively, resulting in optimal productivity. Similarly, one participant shared his thoughts in a more relaxed and expressive way:

*"In terms of kuan pud ma'am kanang sa sa positive side pud ma'am kay ah mas daghan kag time, tapos dili sya ingana ka stressful (chuckles)." P8-FGD-F-Lines 2-3*

As the participant shared, it conveyed a sense of lightness and ease in his mood. He discovered that greater control over time enables a more balanced approach to completing professional duties and personal obligations, reducing stress compared to traditional arrangements. This arrangement improved overall productivity and effectiveness at work, while lowering stress levels. 154

**Comfort and Adaptation to Blended Teaching.** Beyond flexibility, teachers gradually developed comfort and adapted to the blended teaching setup. I sensed their financial and physical relief, as it reduces the burden of daily commuting and associated expenses. As I listened, I could feel their happiness and a strong sense of comfort, along with a gradual adaptation to blended teaching. One of my participants said that:

*"First the arrangement of work in terms of the online class is very much convenient for, for the teacher because we will not go to our campus, we will not ah commute for going from our home to our workplaces." P2-IDI-F-Lines 2-4*

The participant highlighted that blended learning is very convenient for them. He emphasized not reducing the daily burden of commuting to the workplace. This arrangement relieved him of the stress of traffic and congestion, giving him more time to attend to his personal and professional activities. Another one shared something very relatable:

*"The time, wala koy huna huna na hala basig muulan, dili ko muhuna huna ana na guol kay naa ra man sa balay." P4-IDI-F-Lines 15-17*

She expressed noticeable excitement when she said that being at home gave her a sense of security and comfort, without worrying about the weather or other everyday concerns. Additionally, one participant emphasized the practical side of teaching preparation:

*"Maybe the preparation time is for me, is less hassle than the face-to-face ah class arrangement." P5-IDI-F-Lines 8-9*

While sharing this, I can feel her relaxed tone. Before, when she reported to work every day, she needed to be ready and prepare the necessary things. However, in blended learning, the preparation time was less hassle than the prior daily routine, which contributed to the participant's overall comfort. Moreover, one participant expressed it more directly, with a very honest tone:

*"So advantage on the part of the teacher anu, sa tinood lang ma'am kung naa ka sa balay dili ka magkara kara gyud coming to that matter no, less stress." P6-IDI-F-Lines 12-13*

Being at home helped him feel calmer and less pressured, as he reduced his stress level. I can feel the happiness as he shared this story of comfort brought by the setup. Moreover, one participant shared a more emotional reflection:

*"I'm happy, contented and comfortable talaga pag work from home. Impossible naman na since hindi na ako masaya ngayon kasi nandoon na kami sa school nagduduty na kami but I'm just really comfortable pag nasa bahay. Kasi comfort ang home." P7-FGD-F-Lines 78-81*

I could see the joy and satisfaction on his face as he talked. He revealed a strong emotional attachment to the home setting. He emphasized the feeling of happiness and ease in his home environment, which showed the importance of familiarity and comfort for his overall well-being and productivity. Lastly, one participant emphasized the adaptability that came with blended teaching:

*"pwede ka ah magteach in any setting, any place noh dili ka confined within the school premises, sa campus lang, so you can teach anywhere at your own convenience so kung igang sa inyong balay, walay tubig sa inyong balay pwede ka mag adto sa coffee shop or pwede ka mag klase sa mall." P9-FGD-F-Lines 13-17*

As she spoke, I sensed enthusiasm. The participant emphasized how blended learning increased flexibility and comfort as teaching extended beyond the traditional classroom. The participants' responses also reflected comfort and acceptance toward the new mode of instruction. Through blended learning, teachers found a more convenient and adaptable way to meet their professional obligations while easing the daily burden of commuting.

**Reduced Commuting Burden and Financial Savings.** An important aspect of autonomy is the reduced need for teachers to commute daily. I could immediately sense how significant the reduction in commuting was for the participants, not just physically, but financially as well. There was a tone of relief, as if someone had removed a burden from their daily routine. One participant expressed this in a very straightforward and almost repetitive way:

*"Yes. Oo, save my, save expenses na expenses sa face to face unsa tawag ana travel allowance, allowances."* P4-IDI-F-Lines 19-20

As she recalled, she emphasized the number of expense types they reduced. She appreciated working and staying in the house since she could save her travel allowance. It made her happy and advantageous. One participant confirmed this clearly:

*"And at the same time, you can save money for transportation going to school."* P5-IDI-F-Lines 7-8

She sounded straightforward, but it reaffirmed the idea that, under conventional structures, transportation was a consistent and inevitable expense. She shared that blended learning was favorable for her. She can save money on transportation since she takes public transport to school. Then one participant shared something that carried more weight, especially with his personal situation:

*"Yes! mas nakasave jud siya sa tinuod lang, labi na sa akoo na layo kaayo ang amoang residence."* P6-IDI-F-Lines 35-36

As the participant's residence is far from the workplace, the savings were substantial rather than small. While listening, I could sense the intensity, which led me to understand that the effect of reduced commuting varies depending on individual circumstances. However, for some, it truly made a big difference. One added another perspective that felt very grounded and practical:

*"Wala gani kay gasto for transpo kay naa lang ka sa balay, kunsomo naa lang sa balay."* P10-FGD-F-Lines 167-168

She shared that transportation costs decreased as she stayed home and switched to daily consumption. Everyone genuinely experienced this. Instead of allocating money for transportation costs, they could use it for other household needs or put it into savings. Based on the responses, participants believe that blended learning offers teachers financial savings and time efficiency. The arrangement can contribute to greater economic stability and happiness.

## Technological and Instructional Challenges in Online Teaching

As participants expressed their perceptions, pointing out the benefits of the autonomy provided, blended learning might be challenging for teachers at home, which affected their sense of competence in

The following subthemes illustrate these challenges.

**Limited Digital Skills in Using Online Teaching Platforms.** I sensed a quiet struggle when they started talking about technology. As we continued, the energy shifted slightly back from confident teachers to learners, as they navigated something unfamiliar. One of my participants shared that:

*"Another thing is the maybe the use of technologies. um, at first it was difficult for me because I am not really a techy person."*  
P5-IDI-F-Lines 18-20

It felt very honest and unfiltered. The way she expressed it made me feel that adjusting to technology did not come naturally to them and required extra effort and patience, as they had to force themselves to learn it. Another one sustained by sharing that:

*"Sa in terms kana sa zoom, in terms of how to teach the students. I also experienced many a lot of struggles on how am I going to strategize, para makabalo ko na nakalearn ba ng bata o wala."*  
P11-FGD-F-Lines 11-14

He shared that using an unfamiliar application made him feel overwhelmed, and I really sensed his deeper concern. It was not only about using the application or understanding the platform, but also about teaching effectively. As I listened to their stories, I saw only a significant challenge for teachers in the context of blended learning.

**Unstable Internet Connectivity and Inadequate Technical Resources.** In addition to skill-related difficulties, participants faced external barriers. The slow, unreliable internet connection was a challenge for the participants. This was significantly affecting their classes and activities. I could immediately feel the heaviness when they began talking about the internet and devices. As I listened, there was this shared frustration, almost collective, as if everyone had experienced the same interruptions over and over again, which sometimes slowed their productivity. One of my participants expressed that:

*"Yes, there is really a difficulty because we cannot anticipate problems, especially internet problems and blackouts."*  
P1-IDI-F-Lines 16-17

When I heard this, it felt like a constant uncertainty underpinned their teaching. The issue was not merely occasional but unpredictable, which added pressure to teachers' roles. The same participant added:

*"So our gadgets might not be enough, or might not be suitable for um technical needs for online or ah online teaching. So I think that will be the difficulties for me."* P1-IDI-F-Lines 21-23

While listening, I sensed the difficulty they faced not only with the internet connection but also with the availability of resources. It only means that if the gadgets are not suitable for online teaching, providing what is necessary for that setup is impossible. It made me realize that even if they were willing to adapt, their tools were not always capable of supporting them. Another participant mentioned:

*"I think that we have in online setting is first, the internet connection, slow internet connection."* P2-IDI-F-Lines 17-18

He sounded very straightforward. It is like, without it, everything else becomes difficult. This problem challenged him because it disrupted lesson delivery, and he sometimes had to revisit it. Additionally, 157 one shared that:

*“Second is the internet connection since we are in modality of online learning. So internet connection is very important. And though when you lost your internet connection that means you cannot proceed with your class.”* P5-IDI-F-Lines 32-34

The participant felt helpless when class instruction was unexpectedly interrupted, not because of a lack of preparation but because of factors beyond their control. Interruptions severely disrupt the teaching process and add stress to adjusting the planned lesson discussion. Another participant openly said:

*“Yes naa jud ma'am, first and foremost, internet connection, dili siya stable.”* P6-IDI-F-Lines 59-60

The participant responses felt unquestionable. It was not an occasional issue; it was a given reality in their experience. I could feel the stress brought on by this unstable internet connection, which left the participant unable to function effectively. Then, during the discussion, one sustained:

*“I can think of the first is whenever you whenever I lost my internet connection is most of the time. So yun sometimes or most of the time I got stressed especially if it happens during the class hours so yun.”* P7-FGD-F-Lines 9-10

The situation had become more than a simple inconvenience; it had become a source of stress. I could clearly sense the emotional strain they experienced. He emphasized that a bad connection or losing his internet connection makes his day even heavier since he cannot deliver his lesson. Another participant added:

*“Tapos isa pa ato na difficulty lalo na pagnagloloko ang unit noh, imohang laptop, imohang equipment.”* P10-FGD-F-Lines 18-19

She also highlighted that it is not just the internet; devices also fail. So even if the connection is stable, there are still technical barriers that affect their teaching. As I observed, these factors combine to create a learning environment that is fragile and easily disrupted. This technological issue, shared by many teachers, posed a significant obstacle in the participant's blended learning environment, disrupting teaching and learning.

**Difficulties in Designing Reliable Assessment Strategies.** As the discussion of challenges continued, I could feel a different kind of energy or worry when the participants started talking about class assessments. This time, it was more than just teaching; it was about whether meaningful learning was actually taking place. An underlying uncertainty kept coming up as I listened, as though they were doubting the very core of their role as teachers. One of my participants mentioned that:

*“Isa pud sa kanang ma'am noh, guol, guol ba na in term sa work from home or online classes kay kuan ma'am, dili na nimo dili na nimo ma measure ang ang capability sa isa ka studyante, dili na nimo dili na, kumbaga dili na relia, reliable ang assessment nimo. Kanang ang realibility sa imohang pagtudlo. Charot lang!”* P4-IDI-F-Lines 101-104

Though when she added a joke while she was sharing it, I could still sense the frustration and worry. It felt heavy as she emphasized how difficult it is to measure students' capabilities and the validity of evaluations in an online setting. Another participant sustained this by sharing that: 158

*"Yes mao pud na kay maskin on cam ka dili man gud nimo feel gyud even though we are in the virtual session, there are some doubts coming into our part whether our student is learning at the same time mao na usahay gyud na sigi ka pangutana pero wala gyud mutubag mao pud ng naging problema niya compared sa anu jud sa traditional classroom setting."* P6-IDI-F-Lines 27-31

He shared that there was a sense of disconnect, particularly because online learners may not always provide clear signs that they are learning. This highlighted for me how much teachers depend on immediate verbal and physical feedback, which virtual classrooms greatly reduce. As teachers, we wanted to be sure our students were truly engaged and learning in our classes.

**Challenges in Monitoring Student Participation and Academic Integrity.** Aside from the assessment concerns, I could sense a mix of concern and uneasiness when they began discussing student monitoring. Throughout the conversation, it felt like the participants were constantly trying to reach and connect with their students. However, there was always a gap, something missing between teaching and actually knowing what students are doing. One of my participants noted:

*"And then the most challenging part ma'am to give follow up to those learners that needs interventions."* P3-IDI-F-Lines 47-48

When I heard this, I noticed a worried expression. I realized that addressing the struggling learners was just as difficult as reaching them. Although the concept of "follow-up" seemed simple, it carried the burden of distance and limited access. Another participant mentioned that:

*"when in online ah online modality my first one is the monitoring of students..."* P8-FGD-F-Lines 4-5

The worry was really obvious on his face. He pointed out the core issue. Then, online classes suddenly made class monitoring a challenge. The same participant added something that slightly shifted the tone; there was a sense of doubt, even with a small laugh:

*"Next one, ang one of the kanang concerned actually dili lang sya sa akoo academic integrity. I'm not sure na ah we're not sure if the students really answered the activities kay basig magpa kuan ba, mag pa answer lang sa uban or sa classmates. (chuckles)"* P8-FGD-F-Lines 16-19

Though he was slightly laughing as he shared it, I could still feel the uncertainty. He tried to soften the concern, but the issue itself was serious. He had some doubts about whether the students were the ones who really answered the lesson activities or whether someone else was. The concern became even more pronounced when another participant shared:

*"Yes, as mentioned by I think, ah sino ba yun nakalimutan ko kung sino, yung academic integrity, we give assessment we give ah formative summative all kinds of assessment noh pero hindi natin ma assure sa atin mismong sarili that if the students ba, sila ba mismo ang gumawa noh sila ba mismo nag answer noh, wala bang ginamit na cheat codes or whatsoever so isa yun sa mga parang disadvantage and difficulty noh kay dili ka maka anu sa imohang sarili kung maayo ba ka nga teacher. Muabot pud sa sa point na tama pa ba ni na pagka kuan nako, perfect perfect lage ning ilahang scores so maayo ba ko na teacher or is there something going on noh, nganung ingon ani ilahang mga grado labun man kung discussion dili sila maningog kakuyaw ba ni na mga studyante."* P10-FGD-F-Lines 38-48

She felt the inconvenience of teaching, particularly the credibility and validity of the assessments. As she perceived things, she felt an internal conflict. At some point, she questions her teaching ability, wondering whether she is a good teacher, even though the students are not participating in discussions and are still getting perfect scores. What stood out to me is that, in their perceptions, monitoring and academic integrity are deeply connected. The inability to closely observe students leads to doubts not only about student behavior but also about the credibility of assessment results.

### Social Connections and Support Systems in Teaching

Despite the challenges brought by the blended learning arrangements, participants highlighted the importance of relatedness, emphasizing the value of supportive relationships in sustaining their motivation and professional commitment. It is significantly easier to know that even when at home, you are not alone.

Several forms of social connection emerged from the narratives.

**Improved Work–Life Balance and Family Engagement.** When they started talking about this, the participants displayed a different kind of energy. They are calm, more settled, like they had already made peace with how they were managing things. Their responses did not feel rushed; instead, they sounded more intentional, as if they had really reflected on how they divide their time. One of my participants shared that:

*“So I learned how to manage my time carefully that in this specific hour, I will just be doing my work and then the rest of the hours in this specific hour. I will be doing um the chores, the bondings and etc.”*

P1-IDI-F-Lines

94-97

As she shared, it felt like more than just scheduling. There was a sense of discipline and balance here. Efficient time management and compartmentalization are key to balancing work and personal responsibilities. She guaranteed that specific hours are dedicated to work-related tasks through careful scheduling, thereby optimizing productivity. Another participant mentioned:

*“The second one, ah, balancing my time schedule. When I say balancing my time schedule, the time to use for working, and the time to be spent for my family with my friends also.”*

P3-IDI-F-Lines

7-10

The way he shared, he really actively worked on balance. It sounded like a conscious effort to ensure that work does not take over everything while still nurturing relationships. For a teacher, time management is a difficult skill to master. Then one response really stood out to me:

*“Good siya in the sense that I was able to really make time with my family gyud mao jud ng number one. Kay, usahay pag gikan nakog trabaho kay wala na gyuy time, ma feel nako na pag abot nako sa balay natulog na sila. So mao pud ng good thing ana. And at the same time also, I could provide enough time for myself.”*

P6-IDI-F-Lines  
221-225

In his realization, there was warmth. I also felt relieved that he was able to spend time with his family and take care of himself. That part felt important because it reflected not just family engagement, but also

self-recognition. The participants in his study viewed the concept of work-life balance as a positive development, as it brought them closer to their families and potentially boosted their job satisfaction.

**Strengthened Parent–Child and Spousal Relationships.** I could hear the participants' genuine happiness and excitement in their voices, as the conversation moved from work-related subjects to family dynamics, individual roles, and presence within the home. One participant shared that:

*"And I also have a lot of time when it comes to doing my, my household errands, bonding with my daughter and at the same time with my wife, while working from home siguro ah setup was an advantage for me noh as a married person, because I was able to do more of my responsibility as a father, as a husband."* P3-IDI-F-Lines 23-27

He was satisfied with how he shared. It had purpose and did not feel like he was listing things to do. The arrangement made it possible for him to step more fully into those family roles, not just occasionally, but as part of his everyday routine. Then another participant shared, almost casually, but with a light tone:

*"I can always I can always attend to my kids because naa ra man ko sa balay (chuckles)".* P4-IDI-F-Lines 12-13

That chuckle carried something important. It felt natural, even a bit playful, yet it also reflected ease. In the response, I can feel the happiness. Being physically present at home removed a lot of the usual barriers, and this constant presence made it easier to respond to their children's needs in real time. As a researcher, I realized that this arrangement helped strengthen family relationships.

**Peer Support Through Shared Teaching Experiences.** It is significantly happier to know that even when at home, you are not alone and feel connected. As the participants shared their perceptions, I noticed a different kind of connection in how they spoke, as if there was a sense of companionship, as if they were not going through things alone. Their tone felt more open, as if recalling moments where they leaned on each other. One participant said that:

*"So we, we always keep on communicating through online. But there's always a time also that we example, during pay day, or 15th of the month or 30th of the month, we always set a somehow a outdoor activities."* P2-IDI-F-Lines 82-84

In dealing with the changes, they kept in touch online. The participant seemed happier when talking about his colleagues. They shared stories and struggles, like finding someone who can listen and understand. Their relationship went beyond work, showing that their support for each other carried over into their personal lives, strengthening their bond. Another participant reflected on something more personal:

*"Yung growth session namin was a great help noh on my part talaga because during the growth session namin we used to share our personal struggles ah not just only sa online classes, but at the same time ah sa family matter also."* P3-IDI-F-Lines 155-158

The depth of their support for one another is reflected in his insight. It created a safe space where they can be open and vulnerable without worrying about judgment. The participant's peer support extended beyond strategy sharing and technical issues in the instruction. It developed into something more emotional and relational.

**Institutional Support Through Professional Development Activities.** When the participants started talking about this, I noticed a mix of appreciation and realism in their tone as they recognized the institution's effort. However, I could still sense gaps in their shared perception. One participant shared that: 161

*"We can conduct actually every every start of the year or every start of the school year, we usually have a lot of trainings and seminars."* P2-IDI-F-Lines 201-202

I noticed a voice of appreciation for him. He reflected on how the institution's support had given him opportunities. These events are essential for teachers to be equipped with the necessary skills before class starts. The frequency of training ensures that teachers are equipped with the necessary approaches and knowledge to flourish in their individual tasks. Another participant added with more enthusiasm:

*"Attending seminars and conferences were also a great help on my part, because I used to learn some new strategies when it comes to handling the online classes not just only handling online classes but at the same time on how to handle my emotions at saka my mental health. (chuckles)"* P3-IDI-F-Lines 171-175

Participating in seminars and conferences was transformative, providing significant insights into successfully navigating online classes. It was a great help that he learned new ways to address the challenges of blended learning. It also shows how to manage his emotions and keep his mental health in check. Then another participant shared:

*"We also attended seminars before the semester, the semester class starts, so that we can equip ourselves with the new learning setup sa in our class."* P5-IDI-F-Lines 39-41

From this, I sensed preparation. The training was not just about compliance; it was meant to equip the teacher. The institution intended to help them transition to the new setup, and the participants seemed to recognize this. Interestingly, the same participant also shared:

*"Sa amoang academic institution is that ginatagaan gyud mig webinar and seminar activities, para pud matagaan mi ug added skills and competence what we need to do and what we need to address come into this ah kind, labi kaning online class setting naa mi sa balay so wala gihapon, dili gihapon mi gipabayaang from our management."* P6-IDI-F-Lines 194-198

The participants' reflections on teachers' support made me feel grateful. Despite the challenges, it carried a strong meaning of not being abandoned. Institutional commitment to delivering seminars, webinars, and training sessions demonstrates a dedication to educational quality and equips teachers to negotiate the challenges of the digital age. Most importantly, to cope emotionally.

**Enhanced Teacher-Student Relationships through Empathy and Compassion.** A teacher's personality shapes the hidden curriculum, which, in turn, affects teaching and education. When this topic surfaced, I could really feel a shift in emotional depth. The way the teachers spoke became more reflective, even a bit vulnerable. One participant shared that:

*"The thing that I found within myself is that I somehow appreciate the way I respond to any issues that I've experienced in working from home."* P2-IDI-F-Lines 109-111

It felt like a moment of self-realization, suggesting not only reacting to situations and circumstances but also becoming more aware of how to respond to them, as if rediscovering himself in the process. Another participant expressed:

In his insight, it felt like the values did not force, but naturally developed through their experiences. It is as if the challenges shaped not just their skills but their character. Then one response was really grounded:

*"Compassionate kay because of the pandemic man gud ma'am ang isa man gud sa apektadu sa student is their mental health. So you have to extend kindness consideration, compassion. (chuckles)" P4-IDI-F-Lines 83-85*

In her reflection, I could sense her awareness. She observed that students are affected as well. She was to extend her kindness, consideration, compassion, and more. The mention of mental health made it clear that their compassion was rooted in understanding what the students were going through. Another participant added, but meaningfully:

*"Being compassion! oo, na extend kanang a helping hand to your students. (chuckles)" P5-IDI-F-Lines 76-77*

Even though her insights were short, they carried weight. However, she said lightly but meant a lot, extending help, being present, and offering support when students needed it most. One participant reflected more on personal change:

*"And also my attitude at the same time, akong character pud, ang patience pud nako as a teacher, noh, usahay kato man gud sa traditional ang patience nako naa gyud syay borderline pero pag abot ug virtual gyud murag akong patience kay mas na prolong siya." P6-IDI-F- Lines 265-268*

As he realized, patience was something they had to develop intentionally, and it is learned, practiced, and strengthened over time. It was echoed when another shared:

*"So natun.an nako na to be patience gyud sa ilaha, understanding the ilahang situation." P9-FGD-F-Lines 162-163*

She learned to be more patient and understanding of the student's situation. She also emphasized that teachers can adjust their teaching style and encourage students by understanding their circumstances. Then one teacher stood out with a sense of growth:

*"I think mas ang values siguro more of attitude toward students naging mas kind ko, naging mas understanding pud ko sa mga bata kay everyone when through the same experience. So more of siguro approach ko sa mga bata nausab jud siya compare as before pandemic. I would say I become better in that sense." P10-FGD-F-Lines 209-213*

As I listened, it seemed like a quiet conclusion to her transformation. She acknowledged that she has become nicer and "more understanding, and that approach had changed. As a researcher, I feel a deep admiration for the teacher. They can create a positive, encouraging learning environment where learners feel appreciated and supported by demonstrating tolerance and empathy.

In summary, key words such as control over time, flexibility, comfort, challenges, and support were highlighted in the study participants' responses, indicating both empowerment and difficulty in a blended learning environment. When we discussed autonomy, I noticed that the study participants were at ease, laughing, smiling, and chatting lightly. Some of them were multitasking and had background noise, suggesting a flexible setting. When the teachers discussed challenges, their tones slowed and grew more hesitant, revealing a mix of ease from autonomy and comfort, and the stress they experienced. However, social connections continued to sustain against competence struggles. As a researcher, I felt a mix of relief, strong empathy, and admiration for the teachers. I began to grasp how these experiences collectively contribute to teachers' professional and personal growth.

163

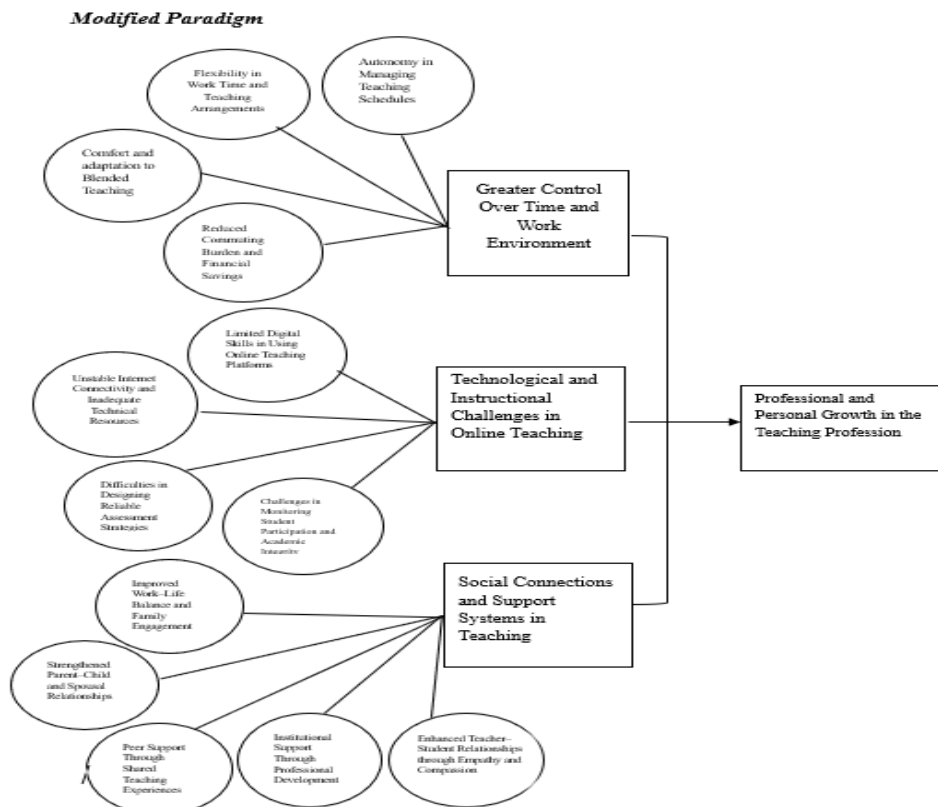
## Summary of Findings

The qualitative analysis of teachers' perceptions during the adoption of change in blended learning work arrangements revealed that:

1. Private school Senior High teachers perceived a strong sense of autonomy, manifested in taking options to do something else apart from the teaching task. Their autonomy was weighed by greater control over their time and work environment, characterized by flexible schedules, reduced commuting, and increased comfort.

2. Private school Senior High school teachers perceived their sense of competence as challenged during the adaptation to change, as they encountered difficulties using technology, needed to acquire additional resources as backup, managing unstable internet connections, enforcing authentic and reliable assessment outcomes, and effectively monitoring learners' engagement in online or blended learning.

3. Private school teachers perceived a strengthened sense of relatedness through better work-life balance, deeper and closer family relationships, maintaining peer collaboration, receiving institutional support, and more empathy toward their learners, which kept them motivated and committed to their careers.



**Figure 1. Emerging Themes Describing the Perceptions of Private Schools Teachers**

#### 4. Discussions

This chapter discussed the findings and presented the conclusion and recommendations.

#### **Greater Control Over Time and Work Environment**

The findings of my study revealed that private school senior high school teachers perceived a strong sense of autonomy, manifested in their taking the option to do something else besides the teaching task. The teachers' autonomy was weighed with greater control over their time and work environment, as shown through flexible schedules, reduced commuting time, and increased comfort. The findings aligned with a previous study indicating that autonomy enabled teachers to handle their professional responsibilities more effectively. For instance, Yorulmaz and Çolak (2023) observed that teachers with higher levels of autonomy were able to organize their instructional practices and schedule more effectively and efficiently, enhancing their sense of ownership over their work. Similarly, flexible work arrangements allowed individuals to manage their schedules, reduce travel-related stress, and work in more comfortable environments, thereby improving work-life balance (Al-Habaibeh et al., 2022). These studies affirmed that autonomy and flexibility are important factors in enhancing teachers' professional experiences and overall well-being.

However, my study's findings refuted Narayanan's (2024) findings, which demonstrated that standard curricula, institutional regulations, and prescribed teaching practices frequently limit teachers' autonomy. Such constraints restrict teachers' ability to manage their time and work environment independently, highlighting how structural factors can restrict autonomy in educational settings.

#### **Technological and Instructional Challenges in Online Teaching**

The findings of my study showed that private school teachers perceived their sense of competence as challenged during the adaptation to change, as they encountered difficulties using technology, managing unstable internet, and needed to acquire additional resources as backup, enforcing authentic and reliable assessment outcomes, and effectively monitoring student engagement in online or blended learning. This finding aligned with a previous study indicating that teachers encountered significant barriers related to both technology and pedagogy in virtual learning environments. For instance, Lalmuanpuii and Kaur (2025) reported that teachers encountered challenges such as unstable internet connectivity, inadequate digital resources, and difficulties in sustaining student engagement and assessment practices. Correspondingly, Baskici et al. (2024) emphasized that technological limitations and insufficient support hindered effective instructional delivery and made it difficult for teachers to meet the demands of online teaching.

However, my study's findings opposed those of Fernando et al. (2025), who highlighted that teachers gradually adapted to online teaching and enhanced their digital competence, resulting in improved instructional practices over time. Their study suggested that although teachers initially encountered technological and instructional difficulties, they were able to overcome these challenges through experience and continuous adaptation.

#### **Social Connections and Support Systems in Teaching**

This study found that private school teachers perceived a strengthened sense of relatedness through improved work-life balance, deeper family relationships, peer collaboration, institutional support, and enhanced empathy toward students, which sustained their motivation and professional commitment. The current findings supported the study by Ashu (2025), which claimed that support from colleagues, school leaders, and the wider community had significantly enhanced teachers' well-being, resilience, and engagement. Likewise, Jarabejo-Gaviana (2025) found that teachers cope with stress and sustain their professional responsibilities during difficult circumstances through emotional and social support from family, peers, and institutions. These studies reinforced the importance of strong social connections and support systems, which are vital for promoting teachers' sense of relatedness and overall well-being.

On the contrary, my study's findings contradicted those of Ammasiemuthusamy and Kamrozzaman (2025) and Conte et al. (2024), who reported that teachers experienced professional isolation and insufficient institutional support in their work settings. Their findings suggested that a lack of strong support systems could lead to limited collaboration, heightened stress, and a weakened sense of belonging among teachers.

Based on my findings, private school teachers shaped their perceptions of adaptation by their levels of autonomy, competence, and relatedness, which collectively influence their professional and personal growth in the teaching profession. Furthermore, the school administrators and policymakers may institutionalize flexible work arrangements and clear guidelines to strengthen teachers' autonomy in support of blended learning. It can enrich teachers' control over their time and environment, leading to improved job satisfaction and reduced burnout. Moreover, the school's ICT coordinators and administrators may provide ongoing training and workshops on digital pedagogy and ensure access to reliable technological resources. It will reinforce and strengthen teachers' competence, leading to more effective online instruction and less work-related stress. Lastly, the school leaders, peer groups, and teachers may foster strong support systems through mentoring, collaboration, and regular check-ins. It can cultivate a sense of belonging and resilience among teachers, helping them better cope with the demands of blended teaching.

### **Future Direction of the Study**

For future studies, consider employing multiple linear regression analysis to examine how greater control over time and work environment, technological and instructional challenges in online teaching, and social connections and support systems predict teachers' professional and personal growth. To support this, a questionnaire may be developed and validated using Exploratory Factor Analysis (EFA), with items derived from subthemes such as autonomy in scheduling, flexibility, blended teaching adaptation, reduced commuting burden, digital skill limitations, resource constraints, assessment and monitoring challenges, and social and institutional support. This approach will produce a reliable and valid measurement tool and generate empirical evidence on how these factors influence teachers' growth outcomes.

### **References**

- Al-Habaibeh, A., Watkins, M., Waried, K., & Javareshk, M. B. (2022). The effects of working remotely on employee productivity and work-life balance. *Sustainability*, 14(9), 1–16. <https://doi.org/10.3390/su14095733>
- Ammasiemuthusamy, T., & Kamrozzaman, N. A. (2025). Navigating support and isolation: ESL teachers' perceptions of leadership in a Malaysian international school. *International Journal of Research and Innovation in Social Science*, 9(9), 7166–7177. <https://doi.org/10.47772/IJRISS.2025.909000585>
- Ashu, C. N. (2025). A qualitative study exploring teachers' perspectives on support, collaboration, and well-being. *Journal of Educational Research and Practice*.
- Barrot, J. S. (2023). Teachers' professional development in the Philippines: Current status and future directions. *Asia Pacific Education Review*, 24(2), 215–229.
- Baskici, Ç., Aytar, A., Ersoy, H., Wikström-Grotell, C., Arell-Sundberg, M., Neves, H., Coutinho, V., Blaževičienė, A., Vaškelytė, A., Söderlund, A., Strods, R., Jansone-Ratinika, N., & Kav, S. (2024). "Being in the digital box": Academic staff experiences in online teaching and digital technologies. *Heliyon*, 10(2). <https://doi.org/10.1016/j.heliyon.2024.e24275>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*,

- Connelly, L. M. (2016). Trustworthiness in qualitative research. *Medsurg nursing*, 25(6), 435.
- Conte, E., Cavioni, V., & Ornaghi, V. (2024). Exploring stress factors and coping strategies in Italian teachers after COVID-19: Evidence from qualitative data. *Education Sciences*, 14(2), 152. <https://doi.org/10.3390/educsci14020152>
- Creswell, J. W. (2007). *Qualitative inquiry & research design: Choosing among five approaches* (2nd ed.). Sage Publications.
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2023). Effective teacher professional development: Recent advances and future directions. *Educational Researcher*, 52(6), 345–356.
- Darlington, Y., & Scott, D. (2020). *Qualitative research in practice: Stories from the field*. Routledge. <https://doi.org/10.4324/9781003117025>
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Springer Science & Business Media. <https://doi.org/10.1007/978-1-4899-2271-7>
- Department of Education. (2024). *Basic education report 2024*. DepEd Philippines.
- Fernando, M., Luis, E., & Luis, J. (2025). Navigating online teaching: Teachers' challenges and experiences as a basis for policy development. *Journal of Interdisciplinary Perspectives*, 3(8), 944–956. <https://doi.org/10.69569/jip.2025.198>
- Jarabejo-Gaviana, R. (2025). Teachers' well-being during the COVID-19 pandemic in Northern Palawan. *Journal of Interdisciplinary Perspectives*, 3(9), 177–190. <https://doi.org/10.69569/jip.2025.528>
- Kaur, R., & Singh, P. (2023). Teacher professional growth in India: Trends and challenges. *International Journal of Educational Development*, 96, 102688.
- Lalmuanpuui, I. R., & Kaur, N. (2025). Challenges and insights from teachers on online teaching: A qualitative analysis. *Mizoram Educational Journal*, 11(3), 13–25.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage Publications.
- Moser, A., & Korstjens, I. (2018). Series: Practical guidance to qualitative research. Part 3: Sampling, data collection and analysis. *European Journal of General Practice*, 24(1), 9–18. <https://doi.org/10.1080/13814788.2017.1375091>
- Narayanan, M. (2024). Teacher autonomy, scripted lessons, and the changing role of teachers: Perceptions of autonomy in contemporary classrooms. *Journal of Curriculum Studies*. <https://doi.org/10.1080/00220272.2023.2297229>
- Nguyen, T. H., & Tran, L. T. (2023). Teacher development in Vietnam: Contemporary issues and perspectives. Compare: *A Journal of Comparative and International Education*, 53(4), 623–639.

- Noble, H., & Heale, R. (2019). Triangulation in research, with examples. *Evidence-Based Nursing*, 22(3), 67– 167 68. <https://doi.org/10.1136/ebnurs-2019-103145>
- OECD. (2024). *Teachers as lifelong learners: Global perspectives on professional development*. OECD Publishing.
- Oranga, J., & Matere, A. (2023). Qualitative research: Essence, types and advantages. *Open Access Library Journal*, 10(12), 1-9.
- Polit, D. F., & Beck, C. T. (2014). *Essentials of nursing research: Appraising evidence for nursing practice* (8th ed.). Wolters Kluwer/Lippincott Williams & Wilkins.
- Schleicher, A. (2023). *World class: Building a 21st-century school system*. OECD Publishing.
- Sharma, G. (2017). Pros and cons of different sampling techniques. *International Journal of Applied Research*, 3(7), 749–752. <https://www.allresearchjournal.com/archives/2017/vol3issue7/PartK/3-7-69-542.pdf>
- Tarrayo, V. N., Paz, R. M., & Gepila, E. C. (2023). Professional development practices among Filipino teachers. *Teaching and Teacher Education*, 121, 103928.
- Tenny, S., Brannan, G. D., & Brannan, J. M. (2022). Qualitative study. In *StatPearls*. StatPearls Publishing. <https://www.ncbi.nlm.nih.gov/books/NBK470395/>
- Toropova, A., Myrberg, E., & Johansson, S. (2023). Teacher job satisfaction and professional growth: A cross-national analysis. *Teaching and Teacher Education*, 124, 104017.
- Worth, J., Faulkner-Ellis, H., & Van den Brande, J. (2024). Teacher career development in England: Challenges and opportunities. *British Educational Research Journal*, 50(1), 112–130.
- Yorulmaz, Y. İ., & Çolak, İ. (2023). Exploring teacher autonomy through teachers' perspectives: A qualitative case study. *Research on Education and Psychology*, 7(Special Issue 2), 537–556. <https://doi.org/10.54535/rep.1360698>
- Yüksel, P., & Yildirim, S. (2015). Theoretical frameworks, methods, and procedures for conducting phenomenological studies in educational settings. *Turkish Online Journal of Qualitative Inquiry*, 6, 1-20. <https://doi.org/10.17569/tojqi.59813>