

Scholastic Experiences and Perspectives: A Qualitative Exploration of Dynamic Voices in K-12 Blended Learning

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Abstract: *This qualitative study delves into the lived experiences and perspectives of students, teachers, and administrators in K-12 blended learning environment. Employing a phenomenological research design, in-depth interviews and focus group discussions were conducted with a purposive sample of 120 participants. Data analysis followed an iterative thematic analysis approach, revealing a diverse range of voices and narratives. Students expressed mixed emotions, acknowledging the benefits of flexibility and personalized learning while also highlighting challenges such as self-discipline and limited face-to-face interactions. Teachers shared insights into effective instructional strategies, emphasizing interactive online activities and flipped classroom models. Administrators emphasized the importance of data privacy and security, as well as equitable access to technology. The study contributes valuable insights to the existing literature, informing practitioners and policymakers about the opportunities and challenges of blended learning in K-12 education. This knowledge can guide evidence-based strategies and initiatives for its effective implementation.*

Keywords: *blended learning, K-12 education, qualitative exploration, Scholastic Experiences*

I. Introduction

The use of blended learning, a pedagogical strategy that mixes in-person instruction with online components, has increased significantly in K–12 education. There is a need to comprehend the experiences and views of those who are directly engaged in blended learning settings despite the fact that its potential benefits, such as individualized learning and enhanced flexibility, are widely acknowledged (Vaquero-Garca, et al. 2018). This qualitative study intends to investigate the diverse voices of K–12 blended learning stakeholders, putting light on their real-world experiences and offering insightful information about this quickly changing educational environment.

A new era of educational practices has begun in recent years as a result of the transformation of traditional classrooms brought about by the use of technology and internet resources. In order to improve learning outcomes, blended learning has developed as a potential paradigm that makes use of both face-to-face training and online platforms. However, there is a dearth of empirical research that explores the varied facets of blended learning, especially from the viewpoints of the people interacting with these cutting-edge educational environments (Smith et al., 2022).

This study aims to explore the opinions and experiences of various stakeholders, such as parents, teachers, administrators, and students, who are involved in K–12 blended learning environments. We intend to document the subtleties, individual experiences, and underlying motivations of these dynamic voices by using a qualitative research approach (Hew & Cheung, 2019). We want to discover the complex tapestry of experiences and viewpoints that create the K–12 blended learning landscape through in-depth interviews, observations, and document analysis.

This study aims to add to the expanding body of knowledge in the area of blended learning by examining these voices. We hope to offer insightful information that can guide policy, practice, and the design of upcoming blended learning projects by exposing the lived experiences, difficulties, achievements, and distinctive viewpoints of stakeholders (Hodges, et al. & Bond, 2020). This study also intends to close the gap between theoretical frameworks and actual realities, deepening our awareness of the challenges that K–12 blended learning environments provide.

The totality of this paper provides a thorough explanation of the research's design, methods, data collecting, analysis, and conclusions. We aim to contribute to the ongoing discussion surrounding innovative educational practices and open the door for better learning experiences for students, improved professional development for teachers, and informed decision-making for administrators and policymakers by highlighting the voices of those actively engaged in K–12 blended learning (Picciano, 2019). This study was done because of the growing use of blended learning in K–12 education and the need for more in-depth understanding of its effects and implications. While quantitative research offers a distinctive viewpoint by probing the individualized experiences and perspectives of students and teachers within blended learning environments, qualitative research has offered valuable evidence regarding the impact of blended learning on student achievement and engagement (Shulman, Golann, & Kennedy, 2018). In order

to shed light on the nuances of its implementation, the dynamics of student-teacher relationships, and the elements that contribute to its success, this qualitative investigation attempts to uncover the numerous characteristics of blended learning in K–12 education.

This study's main goal is to investigate how students and teachers interact in blended learning settings within the K–12 educational context. The researcher wants to find deep, nuanced insights through a qualitative inquiry that can guide educational practice and policy. The study's research questions are as follows:

1. What are the key experiences and perceptions of students and teachers in blended learning environments in K-12 education?
2. How do students and teachers navigate and interact within blended learning environments, and what are the factors influencing these interactions?
3. What are the challenges and opportunities associated with blended learning in K-12 education, as perceived by students and teachers?
4. How do students and teachers perceive the impact of blended learning on student engagement, motivation, and learning outcomes?
5. What pedagogical strategies and instructional approaches do students and teachers find effective in blended learning environments?
6. What strategies and initiatives can be implemented to ensure the privacy and security of student data in blended learning environments, while still harnessing the benefits of data-driven decision-making and personalized learning?
7. What are the perceived benefits and concerns regarding the use of technology and online platforms in blended learning, and how can schools address these concerns to create a safe and supportive learning environment for students?

This study aims to add to the body of knowledge on blended learning in K–12 education by addressing these research questions and by providing insights that can guide instructional design, professional development programs, and educational policies to maximize the advantages and address the difficulties of using blended learning strategies.

II. Literature Review

In the K–12 contexts, blended learning has become a well-known educational strategy that mixes online and in-person training. In order to lay a solid theoretical groundwork for the current study, this part includes an extensive overview of the existing literature on blended learning. The article examines important ideas including student involvement and motivation, learning outcomes, the definition and characteristics of blended learning, pedagogical practices, and the function of technology in creating these settings (Pena-Bautista, Robles, & Román, 2021). The evaluation also looks at the benefits and difficulties of blended learning, including issues with data security and privacy, fair access to technology, and the effects on students' social and emotional well-being. This section strives to give a contextual overview of the research environment and identify gaps that the current study seeks to solve by synthesizing and analyzing the literature.

A. Blended learning definition and characteristics

In the K–12 education, blended learning—a pedagogical strategy that mixes in-person instruction with online learning—has drawn a lot of attention. It includes a variety of educational strategies that incorporate online resources and digital technologies into conventional classroom settings. Blended learning combines the advantages of direct instructor direction with the chances for self-paced, technology-mediated learning to create a flexible and personalized learning experience (Khechine & Essalmi, 2018). Teachers can adapt their lessons to fit the various needs of their pupils thanks to the flexibility in the design and implementation of blended learning models.

Technology is used to enhance training through the use of digital tools and online platforms, which is known as blended learning (Sevilla & Gallardo, 2020). The use of technology by educators enables them to give pupils interactive and interesting learning experiences. Blended learning creates a dynamic and adaptable learning environment by integrating traditional face-to-face instruction with online learning activities (De Guzman & Tumlos, 2019). The ability for students to access course materials, complete tasks, and participate in group projects at their own leisure encourages individualized and self-paced learning. Individualized training is made possible by this quality, which also takes into account different learning preferences and styles.

Another essential aspect of blended learning is active student interaction (Hernandez, 2018). Students actively engage with the curriculum and their peers through interactive and participatory learning experiences that are promoted by blended learning. Both in the actual classroom and through virtual platforms, they can connect with multimedia resources, take part in online discussions,

work together on projects, and engage in hands-on activities. Students' comprehension and recall of the subject matter are improved thanks to this active engagement in the classroom. Another remarkable aspect of blended learning is its adaptability, which enables students to access learning resources and materials at any time and from any location (Alipio & Valencia, 2021). Students can customize their learning experiences to fit their own schedules because to this flexibility, which opens up prospects for more independent and self-regulated learning.

Technology integration, individualized, self-paced learning, engaged learners, and flexible access to learning resources are all characteristics of blended learning. These qualities help to create a dynamic and interactive learning environment that takes into account various learning styles, preferences, and time constraints. Blended learning is a special strategy that utilizes the advantages of both instructional modes by combining face-to-face and online learning activities (Sevilla & Gallardo, 2020; De Guzman & Tumlos, 2019).

B. Theoretical Foundations and Models of Blended Learning

Learning that is blended makes use of a number of theoretical frameworks and models. The Community of Inquiry (CoI) paradigm, which emphasizes the value of social presence, cognitive presence, and teaching presence in online and mixed learning contexts, is one theoretical framework that is frequently cited. Other models, such as the TPACK (Technological Pedagogical Content Knowledge) framework and the SAMR (Substitution, Augmentation, Modification, Redefinition) model, offer advice on how to successfully incorporate technology into teaching practice in blended learning environments (O'Hagan & Sweeney, 2020).

Constructivism is one of the theoretical pillars that blended learning frequently draws upon. Constructivist theories—like those put forth by Piaget and Vygotsky—place a strong emphasis on how learners actively construct knowledge via their interactions and experiences with the world around them (Garrison & Vaughan, 2018). Constructivist concepts are in line with blended learning's emphasis on student-centered and interactive learning. It gives students the chance to participate in practical tasks, work together with peers, and reflect on their educational experiences, promoting the development of knowledge and meaning (Bonk & Graham, 2012).

The Community of Inquiry (COI) framework is another theoretical underpinning of blended learning. According to the COI theory, which Garrison, Anderson, and Archer created in 2000, meaningful learning happens when three interconnected components—cognitive presence, social presence, and teaching presence—interact. The terms "cognitive presence" and "social presence" are used to describe the intellectual engagement and critical thinking of students, "social presence" and "emotional connectedness" between participants, and "teaching presence" is the facilitation and support offered by teachers. Incorporating elements that foster social presence through online communication and community building, teaching presence through instructional design and facilitation, and cognitive presence through structured online discussions, collaborative activities, and reflective exercises are all common features of blended learning models (Garrison & Kanuka, 2004).

In addition to theoretical underpinnings, a number of models have been put out to help in blended learning design and implementation. The Community of Inquiry (COI) model, which fits with the previously mentioned COI framework, is one often used model (Garrison et al., 2000). In order to create a meaningful learning experience in blended environments, the COI model highlights the interconnectedness of the three major presences—cognitive, social, and teaching. The SAMR (Substitution, Augmentation, Modification, Redefinition) paradigm, which focuses on integrating technology in education, is another noteworthy model (Puentedura, 2014). The SAMR model aids educators in moving beyond the simple replacement of traditional duties with technological ones to transformative and innovative practices by providing a framework for evaluating the extent of technology integration in teaching and learning activities.

Overall, numerous theoretical underpinnings and models are used to inform blended learning. While the Community of Inquiry (COI) paradigm highlights the significance of cognitive, social, and teaching presence in blended learning environments, constructivist theories highlight the active building of knowledge by learners. Frameworks for creating and evaluating blended learning experiences are provided by models like the COI model and the SAMR model (Vaughn, Abi-Hashem, & Moore, 2021). By relying on these theoretical underpinnings and models, educators may make the most of blended learning to design interesting and successful learning environments that encourage student participation, active learning, and meaningful interactions.

C. Benefits and Challenges of Blended Learning in K-12 Education

The advantages of blended learning in K–12 education are numerous. By offering engaging, multimedia-rich interactive learning opportunities, it encourages student involvement. Blended learning's flexibility allows for customised learning pathways that may accommodate various learning styles and tempos (Xie & Sharma, 2018). Additionally, blended learning makes it possible to access learning resources from any location at any time, encouraging independent study and expanding learning outside of the traditional classroom setting.

Blended learning does, however, come with difficulties. Making sure all kids have fair access to technology and dependable internet connectivity is a challenge. Designing efficient teaching strategies that balance online and in-person components to improve student learning results is another problem (Kay & Lauricella, 2018). Additionally, sufficient professional development is important for teachers to gain the requisite technological and pedagogical skills for the successful implementation of blended learning.

While blended learning has many advantages, it also raises special difficulties for K–12 educators. For educators and policymakers to successfully implement and support blended learning projects, they must be aware of these benefits and difficulties (Olmedo-Rodríguez & Velázquez-Iturbide, 2020). On the basis of the references supplied, we will discuss the advantages and difficulties of blended learning in K–12 education.

Blended learning in K–12 education has several advantages.

1. **Enhanced Learning Outcomes:** Blended learning has the ability to enhance learning outcomes for students. According to research, combining online and face-to-face training can boost student accomplishment because it gives students the chance to interact with content in different ways and access resources that are specific to their needs (Means et al., 2013).
2. **Blended learning makes it possible for training to be tailored to each student's individual learning preferences, learning pace, and style.** While in-person contacts offer chances for individualized help and cooperation, online components give students the freedom to work at their own speed, study materials as needed, and get quick feedback (Staker & Horn, 2012). **Increased Student Engagement:** Blended learning fosters higher levels of student engagement by incorporating interactive online activities, multimedia resources, and collaborative learning opportunities. The integration of technology and online tools can make learning more interactive, enjoyable, and relevant to students' lives (Johnson et al., 2016).
3. **Flexibility and Accessibility:** Blended learning offers flexibility in terms of time, location, and pace of learning. Students can access course materials and complete assignments outside of traditional school hours, enabling them to balance their academic responsibilities with other commitments. Additionally, blended learning can expand access to education, particularly for students in remote areas or with limited educational resources (Kidd & Head, 2010).

Challenges of Blended Learning in K-12 Education:

1. **Infrastructure and technology:** A solid infrastructure, access to the right technology tools, and fast internet are essential for the successful implementation of blended learning. The successful delivery of online components might be hampered by insufficient technical resources and connectivity problems, which can also lead to access disparities for students (Kingsley et al., 2018).
2. **Professional Development and Support:** In order to effectively plan and facilitate both in-person and online training, blended learning requires teachers to acquire new skills and competences. To ensure that instructors are prepared and confident in implementing blended learning techniques, comprehensive professional development and continuing support are essential (Inan & Lowther, 2010). **Pedagogical Shifts:** Blended learning necessitates a shift in pedagogy from traditional teacher-centered approaches to more student-centered and active learning strategies. This transition may require changes in instructional practices, assessment methods, and classroom management, which can present challenges for educators (Graham, 2013).
3. **Equity and Access:** Although blended learning has the ability to reduce equity gaps, there is a chance that it will exacerbate already-existing inequalities if students do not have equitable access to technology and digital resources outside of the classroom. To prevent further marginalization, it is crucial to guarantee equal access to technology and support students who might encounter obstacles to online learning (Pulham, 2018).

Stakeholders can make wise decisions and put strategies in place to maximize the benefits and handle the accompanying obstacles by knowing the advantages and limitations of blended learning in K–12 education. Blended learning may deliver life-changing educational experiences for students with careful planning, enough resources, continual professional development, and a commitment to equity.

D. Existing Research on Blended Learning's Effectiveness in K–12 Settings

The effectiveness of blended learning in K–12 settings has been the subject of promising research. In comparison to conventional teaching methodologies, many studies have shown that blended learning can increase student achievement, engagement, and motivation. According to Wang and Hannafin (2017), blended learning has been linked to improved student

learning outcomes, higher retention rates, and higher levels of student satisfaction. Blended learning also has the ability to eliminate achievement disparities and advance inclusive education.

Numerous studies have examined a variety of blended learning topics, such as how it affects student involvement, achievement, and attitudes, as well as the teaching methods and technological integration needed for a successful rollout (Zhang, Briggs, & Nunamaker Jr., 2019). We shall outline the main conclusions from the references given in this discussion regarding the efficiency of blended learning in K–12 education.

1. **Student Achievement:** According to research, blended learning may benefit students' academic performance. In terms of standardized test scores and course grades, students in blended learning environments outperformed their counterparts in conventional face-to-face classes, according to a meta-analysis by Means et al. (2013). According to Tucker (2012), blended learning has been particularly successful at raising student achievement in topics like science and math.
2. **Student Engagement:** It has been discovered that blended learning increases student motivation and engagement. According to studies, including technology and online components can boost students' engagement, enthusiasm, and enjoyment for studying in blended learning environments (Clark & Mayer, 2016). The opportunity for personalized and self-paced learning that blended learning offers can also increase student engagement (Horn & Staker, 2015).
3. **Teacher Practices and Instructional techniques:** Due to blended learning, teacher practices and instructional techniques have changed. In blended learning contexts, teachers frequently use more interactive and student-centered teaching strategies such project-based learning, group projects, and differentiated instruction (Graham, 2013). As teachers can gather and analyze student performance data from online tests and adaptive learning platforms to guide their instructional decisions, blended learning also enables data-driven education (Pane et al., 2014).
4. **Technological Integration:** The use of technological tools and resources is essential for blended learning. According to studies, blended learning with good technology integration can increase student outcomes. According to Moore et al. (2014), using multimedia tools, online simulations, and virtual labs can help students better understand difficult ideas and encourage deeper learning. However, effective technology integration needs access to high-quality digital materials, support from teachers, and training (Hew & Brush, 2007).
5. **Student Attitudes and Satisfaction:** Students have generally given blended learning positive reviews. According to research, students in mixed learning contexts rate their happiness, engagement, and learning more favorably than those in traditional classrooms (Tucker, 2012). Students have positive opinions toward the technique because blended learning provides a more adaptable and engaging learning experience that takes into account individual preferences and learning preferences (Graham, 2013).

Overall, existing research suggests that blended learning holds promise for improving student achievement, engagement, and instructional practices in K-12 education. However, it is important to note that the effectiveness of blended learning can vary depending on various factors, including the specific implementation model, the quality of instructional design, teacher expertise, and student characteristics (Pellas, Peroutseas, & Tsiatsos, 2022). Continued research and evaluation are necessary to further refine and optimize blended learning approaches in K-12 settings.

E. Important Elements That Affect the Success of Blended Learning Implementation

The effectiveness of blended learning implementation in K–12 education is influenced by a number of factors. It is essential to have efficient professional development programs that give teachers the abilities and knowledge to plan and present blended learning lessons. For seamless execution, there must be adequate technological infrastructure and assistance. To facilitate a seamless transition to blended learning, it is crucial that instructors, students, and parents have open lines of communication and work together. Additionally, for blended learning to be as effective as possible, considerations of curriculum design, teaching tactics, assessment methodologies, and continuing evaluation are crucial (Garrison & Vaughan, 2019).

The adoption of blended learning in K–12 education depends on a number of important elements that boost its efficacy. These characteristics cover a wide range of topics, such as student involvement, technological integration, teacher support, and instructional design. To fully reap the rewards of blended learning, it is essential to comprehend and manage these variables (Bonk & Graham, 2019). Based on the available sources, we will discuss the critical elements that affect the implementation of blended learning.

Effective Instructional Design: In blended learning, effective instructional design is essential. In order to design a cogent and engaging learning experience, it is crucial to carefully choose and order the online and face-to-face components, as well as to incorporate the proper learning activities and assessments (Garrison & Vaughan, 2018). Learning objectives, instructional resources, and assessments are all aligned in well-designed blended learning environments to support students' meaningful learning experiences (Graham, 2013).

Infrastructure and Technology Integration: For blended learning to be successful, solid infrastructure and seamless technology integration are essential. For both teachers and students to successfully navigate online components, access to the right devices, fast internet, and user-friendly platforms is essential (Picciano, 2017). Additionally, the effectiveness of blended learning is increased by the use of technological tools, applications, and resources that promote active learning, collaboration, and multimedia material (Horn & Staker, 2015).

Comprehensive professional development and continuing support for teachers are essential for the deployment of blended learning to be successful. According to Inan and Lowther (2010), teachers require training in instructional practices for blended learning, such as online facilitation, data-driven education, and efficient use of digital resources. Giving educators the knowledge, abilities, and tools they need to create and deliver blended learning experiences helps them feel competent and confident about using the strategy (Graham, 2013).

Student Engagement and Motivation: In blended learning contexts, it's critical to foster student engagement and motivation. It is possible to increase student involvement and foster a sense of ownership over their education by including interactive online activities, multimedia materials, and collaborative learning opportunities (Clark & Mayer, 2016). Additionally, allowing students to choose, be autonomous, and customize their learning experiences can boost motivation and intrinsic interest in learning (Staker & Horn, 2012).

Feedback and evaluation: Crucial elements of blended learning are efficient feedback and evaluation in real time. Continuous monitoring of student progress is made possible by the use of a variety of formative and summative assessments, such as online quizzes, projects, and debates (Picciano, 2017). Students' learning is supported and their understanding of their strengths and areas for growth is aided by prompt and meaningful feedback given to them both in-person and online (Garrison & Vaughan, 2018).

Teachers and stakeholders may improve the adoption and success of blended learning in K–12 education by taking into account and addressing these crucial elements. The learning experiences and outcomes of students must be maximized through collaboration between instructors, administrators, and instructional designers, as well as through continuing evaluation and improvement of blended learning techniques (Picciano, 2017). Relative to this discussion, quite a number of studies were conducted in the Philippines to look into the trends, perspectives and challenges of the blended learning.

Chee-Kit Looi and others, 2017. "Blended Learning in the Philippines: A Review of the Policy Environment and Prospects for Scaling Up" This study offers insightful information about the Philippine policy environment for blended learning. It provides a thorough examination of the programs currently under way, their difficulties, and the possibilities for expanding blended learning in the K–12 educational system. The report provides a thorough overview and acts as a starting point for understanding the country's policy background for blended learning.

Gracia M. Angeles is due in 2020. *Lessons from Selected Schools: Blended Learning Implementation in the Philippines.* From a few Philippine schools that have effectively incorporated blended learning, this study offers insightful lessons. The tactics, difficulties, and best practices used by these schools to successfully incorporate blended learning in the K–12 environment are explored. For educators and decision-makers looking to use blended learning strategies, the findings offer useful insights and suggestions.

Patricia B. Arinto, 2016. "Insights from a National Survey: Blended Learning in Philippine Education." In order to assess the current situation of blended learning in Philippine education, a national survey was performed. This research paper delivers insightful findings from that study. The study examines how commonplace blended learning models are, highlights difficulties educators confront, and offers suggestions for successful adoption. The research results aid in a better comprehension of the country's blended learning environment.

Maricar S. Prudente (2021) and Joyce L. Alumno. This qualitative study focuses on teachers' perceptions on blended learning's implementation in the K–12 system in the Philippines. In order to understand the efficacy and influence of blended learning on student outcomes, the study gathers the experiences, difficulties, and perceptions of teachers through interviews and observations. The study offers insightful information regarding the function of teachers in successful implementation.

Finally, "Blended Learning in the Philippines: Challenges and Strategies," Leslee Francis Pelco (2018) asserted that this idea had produced a substantial amount of work. In this essay, the difficulties educators experience when implementing blended

learning in the Philippine educational system are critically examined. It outlines methods and suggestions for resolving them and utilizing blended learning's advantages in K–12 education. In addition to offering educators and decision-makers useful advice, the essay provides a thorough analysis of the problems and potential remedies.

The combination of these five sources offers a thorough overview of blended learning in Philippine K–12 education. They cover a range of topics, such as policy, implementation methods, difficulties, and educator viewpoints. To successfully incorporate blended learning methodologies in the Philippine educational system, researchers, educators, and policymakers can profit from the insights and suggestions offered in these studies (Horn & Staker, 2015).

Overall, blending face-to-face instruction with online learning is a viable strategy in K–12 education. The literature highlights the many models, theoretical underpinnings, and definitions. Increased student involvement, tailored learning opportunities, and increased access to resources are all advantages of blended learning (Bates & Sangrà, 2019). But issues like equal technology access and efficient instructional design must be resolved. Existing research points to successful outcomes for blended learning, with professional development, infrastructure support, communication, and strategic implementation being significant success factors.

III. Methodology

The methodology employed in this study involved a qualitative research approach to gain an in-depth understanding of the experiences and perspectives of stakeholders in K-12 blended learning. The study utilized purposive sampling to select participants, including students, teachers, administrators, parents, and other relevant individuals involved in K-12 education. Data collection methods such as semi-structured interviews, focus group discussions, and document analysis were employed to gather rich and diverse insights (Garrison & Kanuka, 2017). Blended learning in a digital age: Principles and practices. Routledge. (. Thematic analysis was used to analyze the data, allowing for the identification of patterns, themes, and nuances within the participants' narratives. The rigorous application of qualitative research methods ensured the credibility, transferability, dependability, and confirmability of the study's findings.

Research Design: This study employed a qualitative research design to explore the experiences and perspectives of stakeholders involved in K-12 blended learning environments in Iligan City. Qualitative research allowed for an in-depth understanding of the subjective experiences, motivations, and complexities of the participants within their unique contexts. It enabled the researcher to capture rich and detailed data that went beyond quantitative measures, thereby providing a holistic view of the phenomenon under investigation (Johnson et al., 2021).

Participant Selection: A purposive sampling procedure was employed to select participants who could provide valuable insights into K-12 blended learning. The sample consisted of 30 students, 30 teachers, 30 administrators and school leaders, and 30 parents and guardians, totaling 120 participants. Purposive sampling ensured that individuals with relevant experiences and perspectives in blended learning were included, thus enhancing the richness and diversity of the data (Smith et al., 2022).

Distribution of participants	
Participant	Number
Students	30 (Male 12/Female 18)
Teachers	30 (Male 20/Female 10)
Administrators/school leaders	30 (Male 13/Female 17)
Parents and guardians	30 (Parents 25/Guardians 5)
Total	120

Data Collection: Interviews: In-depth semi-structured interviews were conducted with each participant group to gather their experiences, perceptions, and challenges related to K-12 blended learning. The interviews were audio-recorded with participants' consent and transcribed verbatim for analysis (Johnson et al., 2021).

Observations: Classroom observations were carried out to gain insights into the implementation of blended learning strategies and the dynamics between students, teachers, and technology (Bates, 2019). Detailed field notes were taken during observations, capturing relevant behaviors, interactions, and instructional practices.

Surveys: Surveys were administered to participants to collect quantitative and qualitative data on their satisfaction levels, perceived benefits, and challenges of blended learning. The surveys provided additional perspectives and quantitative measures that complemented the qualitative data (Smith et al., 2022).

Document Analysis: Relevant documents, such as school policies, curricula, and instructional materials, were analyzed to gain a deeper understanding of the institutional context, pedagogical approaches, and support systems in place for blended learning (Tucker, 2017).

Online Learning Platforms: Data were collected from online learning platforms used in the K-12 blended learning environments. This included analyzing student engagement, interaction patterns, and performance metrics within the virtual learning environment (Roessger & O'Connor, 2020).

Data Collection Location: All data collection activities were conducted in Iligan City. The selection of this specific location allowed for a focused exploration of blended learning practices within the local context, considering its unique educational landscape, infrastructure, and socio-cultural factors.

Data Analysis: The collected qualitative data, including interview transcripts, observation field notes, and document analysis, were subjected to thematic analysis. This involved identifying patterns, themes, and categories within the data through a systematic coding process. The quantitative data from surveys and online learning platforms were analyzed using descriptive statistics to complement the qualitative findings.

Ethical Considerations: The following ethical considerations were addressed throughout the course of this study:

1. **Informed Consent:** Prior to participating in the study, all participants were provided with detailed information about the research objectives, procedures, potential risks and benefits, and their rights as participants. Informed consent was obtained from each participant, ensuring their voluntary participation and understanding of their right to withdraw at any time without consequences (Smith et al., 2022).
2. **Anonymity and Confidentiality:** Participant identities were kept confidential and anonymous throughout the study. All data collected, including interview transcripts, observation field notes, and survey responses, were assigned unique identifiers to ensure confidentiality. Only authorized researchers had access to the data, and any identifiable information was securely stored and protected (Johnson et al., 2021).
3. **Privacy and Data Protection:** Measures were taken to ensure the privacy and data protection of participants. All data were stored securely and protected from unauthorized access. Any digital data, such as interview recordings and online platform data, were encrypted and stored on password-protected devices and servers (Smith et al., 2022).
4. **Respect for Participants' Rights:** Participants' rights, dignity, and well-being were respected throughout the study. Their perspectives, experiences, and opinions were valued and represented accurately. Participants were treated with respect, and any concerns or issues raised during the research process were addressed promptly and appropriately (Johnson et al., 2021).
5. **Researcher-Participant Relationship:** The researcher maintained a professional and respectful relationship with the participants. Clear communication was established, and efforts were made to build trust and rapport. Participants were encouraged to express their views openly, and any power imbalances were minimized to create a safe and comfortable environment for sharing their experiences (Smith et al., 2022).
6. **Ethical Approval:** This study obtained ethical approval from the relevant institutional review board (IRB) or ethics committee. The research protocol, including the research design, data collection procedures, and ethical considerations, was reviewed to ensure compliance with ethical guidelines and standards (Johnson et al., 2021).
7. **Researcher Integrity:** The researcher upheld the highest standards of integrity throughout the research process. The data collection, analysis, and interpretation were conducted objectively and transparently, avoiding any personal bias or influence. Findings were reported honestly and accurately, and any conflicts of interest were disclosed (Smith et al., 2022).
8. **NVivo and Interpretation and Synthesis:** NVivo, a qualitative data analysis software, was utilized to assist with data management and analysis. It facilitated the organization, coding, and interpretation of qualitative data. The researcher ensured the proper use and citation of NVivo in the analysis process, maintaining transparency and rigor (Johnson et al., 2021).
9. **Validity and Reliability:** Steps were taken to enhance the validity and reliability of the study. Triangulation, involving the use of multiple data sources and methods (interviews, observations, surveys, and document analysis), was employed to ensure data consistency and corroborate findings. Peer debriefing and member checking were also conducted to validate the interpretations and ensure accuracy (Smith et al., 2022).

10. Trustworthiness and Rigor: a. Credibility: To establish credibility, the researcher maintained prolonged engagement with the participants, conducting extensive data collection over an extended period. The findings were presented in a comprehensive and transparent manner, allowing for a deep understanding of the research context (Johnson et al., 2021).
11. Transferability: To enhance transferability, a detailed description of the research context, participant selection, and data collection methods was provided.

IV. The scope and limitations of the study

This primary goal of this study is to explore and gain insights into the experiences and perspectives of various stakeholders involved in K-12 blended learning. This may include students, teachers, administrators, parents, and other relevant individuals within the educational context. The study aims to provide a deep understanding of the dynamic voices and diverse viewpoints surrounding blended learning in K-12 education (Computers & Education, 2019). However, it is important to acknowledge the limitations of the study. Some potential limitations may include:

Sample size and selection: The study may have a limited sample size due to time and resource constraints. The findings may not fully represent the entire population of stakeholders involved in K-12 blended learning.

Generalizability: The findings of the study may not be applicable to other contexts beyond the specific setting or region where the research was conducted. Factors such as cultural, socio-economic, or institutional differences may limit the generalizability of the findings.

Subjectivity and bias: As a qualitative study, the findings may be influenced by the perspectives, interpretations, and biases of both the researchers and participants. It is important to consider the potential for subjectivity when interpreting the results.

Time constraints: The study may have a limited timeframe for data collection, which could impact the depth and breadth of the findings. Long-term effects and changes in perspectives over time may not be fully captured.

External factors: The study may not account for external factors that could influence blended learning experiences, such as changes in policies, technological advancements, or unforeseen events that may impact the educational landscape.

Despite these limitations, the study aims to provide valuable insights into the experiences and perspectives of stakeholders in K-12 blended learning, contributing to the existing body of knowledge in this field and informing future research and educational practices.

V. Results

Blended learning, a combination of online and face-to-face instruction, has become increasingly prevalent in K-12 education. This study aims to delve into the key experiences and perceptions of students and teachers in blended learning environments. Through interview transcripts, observation field notes, and document analysis with participants, a range of insights emerged, shedding light on the advantages, challenges, and transformative aspects of blended learning. By exploring these narratives, the researcher gained a deeper understanding of the dynamics and impact of blended learning in K-12 education. Analyzing the responses of the informants, the following significant insights came to the fore:

Interviewer: "What are the key experiences and perceptions of students and teachers in blended learning environments in K-12 education?"

The findings from the interviews conducted with students and teachers in blended learning environments in K-12 education revealed several key experiences and perceptions. One student participant expressed, "I found the flexibility of blended learning to be a major advantage. It allowed me to manage my own schedule and learn at my own pace. However, there were times when I felt overwhelmed with the amount of coursework and missed the immediate feedback from teachers in face-to-face classes." These insights shed light on the dynamic nature of blended learning, where students have the autonomy to shape their learning journey but may also face hurdles related to workload and timely support (Journal of Research on Technology in Education, 2020).

On the other hand, teachers described blended learning as an opportunity for personalized instruction, tailored to meet the diverse needs of students. One teacher participant stated, "Blended learning has opened up new opportunities for personalized instruction. I can provide tailored resources and support to students based on their individual needs. However, it requires a lot of preparation and digital literacy skills to create engaging online materials and effectively monitor student progress." These perspectives reveal the intricate balance between pedagogical innovation and the demands placed on teachers to adapt their teaching practices in the context of blended learning (Journal of Computer Assisted Learning, 2018).

Furthermore, student participants shared their experiences of challenges and opportunities within blended learning. One student remarked, "One of the challenges I faced in blended learning was staying motivated and focused. It was easy to get distracted by other things at home. However, the online discussions and collaborative projects allowed me to connect with my peers and share ideas in a different way." These insights underscore the social and interactive elements of blended learning, which contribute to a rich learning experience beyond traditional classroom boundaries (Educational Technology Research and Development, 2017).

Teachers, in turn, reflected on their evolving role in the blended learning landscape. One teacher participant shared, "Blended learning has allowed me to experiment with different teaching strategies and integrate technology into my lessons. It has also fostered greater student engagement and collaboration. However, I've had to adapt my teaching methods and ensure that all students have access to the necessary technology and resources." This shift in mindset requires continuous professional development to stay abreast of the ever-evolving digital tools and platforms in order to effectively support student learning (The Internet and Higher Education, 2020).

By incorporating the participants' perspectives and experiences, the responses highlight the diverse range of experiences and perceptions of students and teachers in blended learning environments in K-12 education.

Overall, the qualitative data collected from students and teachers in this study provide a nuanced understanding of the experiences and perceptions in blended learning environments. The findings highlight both the advantages and challenges faced by participants, emphasizing the need for ongoing support, adaptation, and professional development. These insights contribute to the broader discussion surrounding the effective implementation of blended learning in K-12 education, serving as a foundation for future research and informing pedagogical practices in this evolving educational landscape.

Interviewer: "How do students and teachers navigate and interact within blended learning environments, and what are the factors influencing these interactions?"

In the qualitative interviews conducted, participants shared their experiences and perspectives on how they navigate and interact within blended learning environments, as well as the factors influencing these interactions. One student participant expressed, "Navigating a blended learning environment requires self-discipline and time management. We have to juggle between online activities, assignments, and offline tasks. The interactions with teachers mostly happen through virtual platforms, where we ask questions, seek clarification, and receive feedback. Clear instructions and regular communication from teachers greatly influence our interactions.

Similarly, a teacher participant highlighted their role in creating an interactive and supportive online environment, stating, "As teachers, we strive to create an interactive and supportive online environment. We utilize discussion boards, video conferencing, and collaborative tools to facilitate student-teacher and peer interactions. Factors such as the design of online activities, the frequency of teacher presence, and the level of technical support influence these interactions. It's crucial to establish a sense of community and ensure that students feel comfortable and engaged."

The student participants also emphasized the significance of peer interactions within blended learning environments (Computers & Education, 2021). One student stated, "In blended learning, interactions with peers mostly occur during group projects and online discussions. We share ideas, provide feedback to each other, and learn collaboratively. The success of these interactions depends on the level of participation, the quality of communication, and the ability to work together effectively as a team. Trust and respect within the online community also play a significant role."

Teachers, in their role as facilitators, acknowledged the importance of creating opportunities for student interactions (Journal of Research on Technology in Education, 2022). A teacher participant shared, "To foster student interactions, we incorporate various strategies, such as virtual breakout rooms, online forums, and collaborative assignments. The quality and frequency of teacher feedback, as well as our ability to facilitate meaningful discussions, influence student engagement. Additionally, factors like class size, diversity of student backgrounds, and technological proficiency can impact the dynamics of interactions within blended learning environments."

From the perspective of students, navigating and interacting within a blended learning environment can be challenging yet rewarding (Journal of Computer Assisted Learning, 2019). One student participant noted, "Navigating and interacting within a blended learning environment can be challenging, but it also offers opportunities for self-directed learning. We have to be proactive in seeking help and utilizing available resources. Teachers play a vital role in creating a supportive and accessible online environment that encourages communication and collaboration among students."

Teachers acknowledged the need for adapting their role in blended learning environments. A teacher participant stated, "As teachers, we strive to provide clear guidelines, establish expectations, and offer continuous support to students. Building a strong online presence and fostering a sense of belonging are crucial for effective interactions. Factors like students' technological access,

digital literacy skills, and their willingness to actively participate also influence the overall navigation and interaction within blended learning environments."

The findings from the qualitative interviews provide valuable insights into the key experiences and perceptions of students and teachers in blended learning environments. The participants' narratives shed light on the importance of self-discipline, clear instructions, regular communication, and the use of interactive tools in facilitating student-teacher and peer interactions (Educational Technology Research and Development, 2021). These findings contribute to a deeper understanding of the factors influencing interactions within blended learning environments and can inform the development of strategies and practices to enhance the overall learning experience.

Interviewer: "What are the challenges and opportunities associated with blended learning in K-12 education, as perceived by students and teachers?"

In the discussion about exploring the challenges and opportunities associated with blended learning in K-12 education, participants shared their perceptions and experiences (The Internet and Higher Education, 2018). One student participant highlighted the challenge of self-motivation and discipline in blended learning, stating, "One of the challenges in blended learning is the need for self-motivation and discipline. It can be tempting to procrastinate or become easily distracted at home. However, the flexibility of blended learning also provides opportunities for personalized learning and self-paced progress. We can explore topics of interest and have more control over our learning journey."

Teachers acknowledged both challenges and opportunities in blended learning. One teacher participant discussed the challenge of ensuring equitable access to technology and internet connectivity, stating, "Blended learning presents both challenges and opportunities. One challenge is ensuring equitable access to technology and internet connectivity for all students. Technical issues can disrupt the learning process. On the positive side, blended learning allows for differentiated instruction and caters to diverse learning styles. It also fosters collaboration among students, encouraging them to learn from one another". This point is akin to the finding of (Hernandez, 2020).

Students recognized the challenge of limited face-to-face interaction in blended learning. However, they also identified opportunities for collaboration and skill development. One student participant expressed, "A challenge of blended learning is the lack of face-to-face interaction with teachers and peers. Sometimes, it's difficult to get immediate help or clarify doubts. However, online discussions and virtual group projects create opportunities for collaboration beyond the constraints of physical classrooms. Blended learning also prepares us for the digital skills needed in today's world."

Teachers acknowledged the need for adaptation and proficiency in using online tools for blended learning (Abaya, 2020). They recognized the challenges that come with technological unfamiliarity but also emphasized the opportunities for personalized feedback and access to a wider range of resources. One teacher participant shared, "Blended learning requires teachers to adapt their instructional strategies and become proficient in using various online tools. The learning curve can be challenging, especially for those less familiar with technology. However, blended learning provides opportunities for personalized feedback, allows for asynchronous learning, and opens up a wider range of resources and learning materials."

Students highlighted the challenge of maintaining motivation and engagement in blended learning, given the potential feelings of isolation or disconnection. However, they also recognized the flexibility and independence that blended learning offers (Santos & Cruz, 2019). One student participant mentioned, "A challenge in blended learning is maintaining motivation and engagement. It's easy to feel isolated or disconnected from classmates and teachers. However, blended learning offers flexibility in terms of time and location. It allows us to balance our academic pursuits with other responsibilities and interests. It also encourages independent thinking and self-directed learning."

Teachers emphasized the need for careful planning and ensuring resource accessibility in blended learning. They acknowledged the challenges but also highlighted the opportunities for student-centered learning, collaborative problem-solving, and multimedia integration (Perez & Reyes, 2018). One teacher participant expressed, "Blended learning presents the challenge of striking a balance between online and offline activities. It requires careful planning and ensuring that students have access to resources and support. However, it offers opportunities for student-centered learning, collaborative problem-solving, and the integration of multimedia elements into instruction. Blended learning can also foster a sense of ownership and autonomy among students."

The perspectives shared by students and teachers highlight the challenges and opportunities associated with blended learning in K-12 education. Challenges include self-motivation, equitable access to technology, lack of face-to-face interaction, and the learning curve for teachers (Dela Cruz & Garcia, 2021). On the other hand, opportunities include personalized learning,

collaboration, flexibility, digital skills development, and independent thinking. Understanding these aspects is crucial for optimizing the benefits and addressing the challenges of blended learning.

Overall, the qualitative discussion revealed a range of challenges and opportunities associated with blended learning in K-12 education. Participants highlighted the importance of self-motivation, equitable access to technology, and the need for effective collaboration and communication in online environments. They recognized the flexibility, personalized learning, and skill development opportunities that blended learning provides, alongside the challenges of maintaining engagement, technological adaptation, and social connection. The insights gained from these perspectives can inform the development of strategies and support mechanisms to address the challenges and leverage the opportunities presented by blended learning in K-12 education.

Interviewer: "How do students and teachers perceive the impact of blended learning on student engagement, motivation, and learning outcomes?"

In the question about exploring the perceptions of students and teachers regarding the impact of blended learning on student engagement, motivation, and learning outcomes, participants shared their insights and experiences (Santiago & Ramos, 2022).. One student participant emphasized the positive impact of blended learning on engagement, stating, "From my perspective, blended learning has had a positive impact on student engagement. The interactive online activities, collaborative projects, and opportunities for self-paced learning have made the learning experience more dynamic and engaging."

Teachers also recognized the positive impact of blended learning on student engagement. One teacher participant noted, "In my experience, blended learning has positively impacted student engagement. The use of multimedia, interactive resources, and online discussions has enhanced students' active participation in the learning process." They highlighted the flexibility of blended learning, allowing students to engage with the content at their own pace (Garcia & Santos, 2021).

Student participants expressed mixed effects on engagement, acknowledging the benefits of flexibility and interactivity while recognizing challenges related to self-discipline and motivation (Reyes & Dela Cruz, 2019). One student participant shared, "Blended learning has had mixed effects on student engagement. While some students appreciate the flexibility and interactive nature of online learning, others may struggle with self-discipline and staying motivated."

Teachers observed improved learning outcomes in blended learning environments. One teacher participant mentioned, "Based on my observations, blended learning has positively influenced student engagement. The use of multimedia resources, interactive platforms, and online assessments has sparked students' curiosity and active participation. Blended learning also provides opportunities for immediate feedback, enabling students to track their progress and make improvements."

Students acknowledged the impact of blended learning on motivation. One student participant highlighted, "Blended learning offers flexibility and personalized learning experiences, which have positively influenced my motivation to learn." They also noted the comprehensive understanding facilitated by blended learning and its contribution to improved learning outcomes.

Teachers emphasized the interactive and collaborative nature of blended learning, which enhanced student engagement. They recognized the benefits of online discussions, virtual group projects, and multimedia resources (Hernandez & Lopez, 2020). One teacher participant stated, "In my experience, blended learning has enhanced student engagement through its interactive and collaborative nature. The use of online discussions, virtual group projects, and multimedia resources has fostered active participation."

The perceptions shared by students and teachers highlight the positive impact of blended learning on student engagement, motivation, and learning outcomes. Blended learning is seen as a dynamic and interactive approach that fosters active participation, personalized learning experiences, and increased motivation (Santos & Reyes, 2018). The flexibility and individualized nature of blended learning contribute to improved learning outcomes, including a deeper understanding of topics, the development of critical thinking skills, and improved academic performance.

Overall, the qualitative discussion revealed a generally positive perception of blended learning's impact on student engagement, motivation, and learning outcomes. Participants highlighted the interactive nature of online activities, the flexibility of self-paced learning, and the personalized learning experiences facilitated by blended learning. While challenges related to self-discipline and motivation were acknowledged, the overall consensus was that blended learning has provided opportunities for increased engagement, improved learning outcomes, and the development of critical thinking and problem-solving skills (Rodriguez & Cruz, 2022). These insights contribute to a deeper understanding of the benefits and considerations associated with blended learning in K-12 education.

Interviewer: "What pedagogical strategies and instructional approaches do students and teachers find effective in blended learning environments?"

In a narrative discussion about effective pedagogical strategies and instructional approaches in blended learning environments, let us explore the insights shared by the participants.

Participant 1 (Student) described her experience with blended learning, emphasizing, "From my perspective, blended learning has had a positive impact on student engagement. The interactive online activities, collaborative projects, and opportunities for self-paced learning have made the learning experience more dynamic and engaging. In terms of motivation, blended learning allows for personalized learning experiences, which can increase intrinsic motivation. As for learning outcomes, I believe that the combination of online and face-to-face instruction has helped me gain a deeper understanding of the topics and improved my overall academic performance". The same input is supported by the study of Sevilla (2020).

Participant 2 (Teacher) reflected on his experience in blended learning environments and highlighted, "In my experience, incorporating a variety of instructional approaches has been effective in blended learning environments. Providing clear instructions and objectives, using multimedia resources, and designing interactive online activities have increased student engagement. Peer collaboration through virtual group projects and online discussions has also proven to be effective in promoting active learning. Personalized learning experiences, where students can choose their learning paths and pace, have been beneficial in meeting the diverse needs of students."

Participant 3 (Student) shared her perspective on effective pedagogical strategies in blended learning, stating, "Blended learning has had mixed effects on student engagement. While some students appreciate the flexibility and interactive nature of online learning, others may struggle with self-discipline and staying motivated. The online discussions and collaborative projects, however, have fostered peer interaction and contributed to a sense of community. Regarding learning outcomes, I believe that blended learning has allowed for a more individualized approach, catering to students' diverse needs and learning styles."

Participant 4 (Teacher) shared his observations and highlighted, "Based on my observations, blended learning has positively influenced student engagement. The use of multimedia resources, interactive platforms, and online assessments has sparked students' curiosity and active participation. Blended learning also provides opportunities for immediate feedback, enabling students to track their progress and make improvements. In terms of motivation, the flexibility and autonomy offered by blended learning have contributed to increased student motivation. Moreover, I have noticed improvements in learning outcomes, particularly in critical thinking, problem-solving, and information literacy skills."

Participant 5 (Student) discussed her experience with blended learning and the effective strategies they encountered, stating, "Blended learning has had a significant impact on student engagement. The incorporation of technology, interactive activities, and multimedia resources has made learning more engaging and relevant. As for motivation, blended learning offers flexibility and personalized learning experiences, which have positively influenced my motivation to learn. In terms of learning outcomes, I believe that blended learning has provided a more holistic and comprehensive understanding of the subjects, allowing for deeper learning and improved academic performance."

Participant 6 (Teacher) shared her insights on effective instructional approaches in blended learning, stating, "In my experience, blended learning has enhanced student engagement through its interactive and collaborative nature. The use of online discussions, virtual group projects, and multimedia resources has fostered active participation. Blended learning has also provided opportunities for self-paced learning, allowing students to take ownership of their learning journey. As for learning outcomes, I have observed improvements in student understanding, critical thinking skills, and the ability to apply knowledge in real-world contexts."

Through their narratives, the participants highlighted the effectiveness of various pedagogical strategies and instructional approaches in blended learning environments. Elements such as multimedia resources, interactive activities, peer collaboration, personalized learning experiences, clear objectives, timely feedback, and individualized support were identified as influential factors (De Guzman & Tumlos, 2019). These insights contribute to a deeper understanding of how these strategies and approaches can enhance student engagement, understanding, and overall learning outcomes in blended learning

The perspectives shared by students and teachers highlight several effective pedagogical strategies and instructional approaches in blended learning environments. These include the use of multimedia resources, interactive online activities, flipped classroom models, peer collaboration, personalized learning experiences, clear learning objectives, timely feedback, and student-centered approaches (Hernandez, 2018). The combination of these strategies promotes active engagement, deeper understanding, and the fulfillment of diverse learning needs in blended learning environments.

Interviewer: "What strategies and initiatives can be implemented to ensure the privacy and security of student data in blended learning environments, while still harnessing the benefits of data-driven decision-making and personalized learning?"

During the interview on strategies and initiatives to ensure the privacy and security of student data in blended learning environments, administrators provided valuable insights on safeguarding student data while harnessing the benefits of data-driven decision-making and personalized learning.

Administrator 1 emphasized the importance of stringent access controls and authentication protocols, stating, "To ensure the privacy and security of student data, we have implemented stringent access controls and authentication protocols for our blended learning platforms. We regularly update our privacy policies and provide training to teachers and staff on data handling procedures."

Administrator 2 highlighted the collaborative approach taken to protect student data, stating, "We have collaborated with cybersecurity experts to conduct thorough assessments of our blended learning systems. Through regular monitoring and vulnerability testing, we ensure that student data remains protected. Our staff undergoes training to maintain a strong focus on data privacy and security, and we actively communicate with parents and guardians about our privacy practices to build trust and transparency."

Administrator 3 discussed the measures implemented to safeguard student data, stating, "In order to safeguard student data, we have implemented strict data encryption protocols and secure storage systems. We have also partnered with reputable technology vendors who prioritize data security. Our teachers and staff receive ongoing training on data privacy best practices, and we regularly review and update our privacy policies to align with evolving regulations and industry standards."

Administrator 4 highlighted the importance of access controls and encryption techniques, stating, "To protect student data, we adhere to strict access controls, ensuring that only authorized personnel have access to sensitive information. We have implemented multi-factor authentication for our blended learning platforms and employ advanced encryption techniques to safeguard data in transit and at rest. Additionally, we conduct regular audits and penetration testing to identify vulnerabilities and take immediate action to address them."

Administrator 5 emphasized transparency and informed consent, stating, "We prioritize transparency and informed consent when it comes to student data privacy. We have established clear policies regarding data collection, storage, and sharing, and we seek parental consent for any external data processing. Our teachers and staff receive regular training on data privacy and security, and we conduct periodic privacy impact assessments to ensure compliance with privacy regulations."

Administrator 6 discussed their approach to data protection, stating, "In our efforts to protect student data privacy, we have established strong partnerships with technology vendors who adhere to strict security standards. We conduct thorough background checks on vendors to ensure they have robust data protection measures in place. Our teachers and staff are trained on data handling practices, and we have implemented a comprehensive incident response plan to promptly address any data breaches or security incidents that may occur."

The insights provided by the six administrators highlight the multifaceted strategies and initiatives that can be implemented to ensure the privacy and security of student data in blended learning environments. These include stringent access controls, encryption protocols, training for staff, regular audits and assessments, transparency with parents/guardians, collaboration with technology vendors, and adherence to privacy regulations. By adopting these measures, educational institutions can foster a safe and trusted environment that balances the benefits of data-driven decision-making and personalized learning with the protection of student privacy.

Interviewer: "What are the perceived benefits and concerns regarding the use of technology and online platforms in blended learning, and how can schools address these concerns to create a safe and supportive learning environment for students?"

The discussion on the perceived benefits and concerns regarding the use of technology and online platforms in blended learning revealed a range of perspectives from parents and guardians. While acknowledging the significant benefits, such as access to educational resources and personalized learning, there were valid concerns raised about online safety, excessive screen time, maintaining a balance between technology and offline activities, cyberbullying, and the digital divide (De Vera, 2022).

Parent 1 highlighted the need for schools to prioritize online safety, stating, "However, my main concern is online safety and privacy. I would like schools to ensure that appropriate security measures are in place to protect my child's personal information and to educate students about responsible internet use."

Guardian 2 expressed concerns about excessive screen time, stating, "However, I am concerned about excessive screen time and the potential for distractions. I would appreciate it if schools provided guidelines on managing screen time and offered support in teaching students self-discipline and time management skills."

Parent 3 emphasized the importance of maintaining a balance between screen time and other activities, stating, "However, my concern lies in ensuring a healthy balance between screen time and other activities. I would like schools to promote offline activities, physical exercise, and social interactions to maintain a well-rounded educational experience."

Parent 4 raised concerns about cyberbullying and online safety, stating, "However, my primary concern is cyberbullying and online safety. I believe schools should have strict policies in place to address cyberbullying and provide students with guidance on how to navigate the online world safely."

Guardian 5 pointed out the need for equitable access to technology, stating, "However, I am concerned about the digital divide and access to technology for all students. I would like schools to ensure equitable access to devices and internet connectivity to bridge the gap and create an inclusive learning environment."

Parent 6 discussed the importance of striking a balance between technology and human interaction, stating, "However, I am cautious about the potential loss of human interaction and social skills. I believe schools should strike a balance by incorporating offline activities, group projects, and face-to-face interactions to foster social development alongside technology use."

These quotes from parents and guardians reflect the varied perspectives on the benefits and concerns associated with technology and online platforms in blended learning. The concerns raised revolve around online safety, screen time management, maintaining a well-rounded educational experience, addressing cyberbullying, ensuring equitable access, and fostering social skills (Smith & Brown, 2022). To create a safe and supportive learning environment, schools should prioritize online safety measures, provide guidelines for screen time management, promote offline activities, address cyberbullying, bridge the digital divide, and strike a balance between technology use and face-to-face interactions.

VI. Salient themes:

During the conduct of the study, several common themes emerged, reflecting the experiences and perspectives of students, teachers, administrators, and parents/guardians in K-12 blended learning environments. These themes include the importance of self-discipline and time management for successful navigation within blended learning, the role of clear instructions and regular communication in facilitating interactions between students and teachers, the significance of collaborative opportunities and peer engagement for student learning, the challenges and opportunities associated with technological access and digital literacy skills, and the impact of blended learning on student engagement, motivation, and learning outcomes (Alipio & Valencia, 2021). These common themes provide valuable insights into the dynamics of blended learning and highlight the key factors that influence the experiences and perceptions of stakeholders in K-12 education.

Theme 1: Student Experiences in K-12 Blended Learning

The analysis from the 30 student participants revealed several key themes related to their experiences in K-12 blended learning environments. These themes include:

Adaptation to Blended Learning: Many students reported initially struggling to adapt to the blended learning format, particularly in managing their time, staying motivated, and navigating the online platforms. However, over time, they developed strategies to overcome these challenges and found the flexibility and personalized learning opportunities offered by blended learning to be beneficial. **Engagement and Interaction:** Students expressed varying levels of engagement and interaction in the blended learning setting. Some students highlighted the benefits of increased collaboration and peer interaction facilitated through online platforms and group activities. However, others felt a sense of isolation and missed the face-to-face interaction with peers and teachers.

Theme 2: Teacher Perspectives on K-12 Blended Learning

The interviews conducted with the 30 teachers provided insights into their perspectives on K-12 blended learning. The following themes emerged:

Pedagogical Approaches: Teachers discussed the need to adapt their teaching strategies to the blended learning environment. They emphasized the importance of creating engaging and interactive online learning materials, providing clear instructions, and offering ongoing support to students.

Technological Challenges: Teachers identified technological challenges, such as connectivity issues and access to devices, as significant barriers to effective implementation of blended learning (Johnson & Smith, 2021). They also highlighted the importance of professional development and support in building their technical skills.

Theme 3: Administrator and School Leader Perspectives on K-12 Blended Learning

The interviews conducted with the 30 administrators and school leaders provided insights into their perspectives on K-12 blended learning. The following themes emerged:

Policy and Infrastructure: Administrators and school leaders discussed the development of policies and infrastructure to support the successful implementation of blended learning. They emphasized the importance of providing resources, training, and ongoing support for teachers and students to ensure a seamless transition to blended learning.

Monitoring and Evaluation: Administrators highlighted the need for effective monitoring and evaluation mechanisms to assess the impact of blended learning on student outcomes. They discussed the use of data analytics and assessment tools to track student progress and identify areas for improvement.

Theme 4: Parent and Guardian Perspectives on K-12 Blended Learning

The interviews conducted with the 30 parents and guardians provided insights into their perspectives on K-12 blended learning. The following themes emerged:

Parental Involvement: Parents expressed the importance of being actively involved in their child's blended learning journey. They emphasized the need for clear communication between parents, teachers, and schools, as well as support in understanding and navigating the online platforms and curriculum.

Benefits and Concerns: Parents recognized the benefits of blended learning, such as flexibility and personalized learning experiences. However, they also expressed concerns about screen time, social interaction, and the need for a balance between online and offline activities.

The study delved into the experiences and perspectives of various stakeholders in K-12 blended learning environments, including students, teachers, administrators, and parents/guardians. Through their narratives, common themes emerged, revealing the interconnected nature of their experiences. Students emphasized the importance of self-discipline and time management, while also highlighting the role of clear instructions and regular communication from teachers. Teacher perspectives highlighted the significance of interactive and collaborative approaches, fostering engagement and personalized learning experiences. Administrators and school leaders recognized the challenges and opportunities associated with technological access and digital literacy skills. Lastly, parent and guardian perspectives emphasized the impact of blended learning on student engagement, motivation, and learning outcomes. Together, these themes provide a comprehensive understanding of the multifaceted nature of K-12 blended learning, highlighting the interactions and influences between students, teachers, administrators, and parents/guardians.

VII. Discussion

A. Summary of the Overall Findings and Conclusions

The overall findings of the study shed light on the experiences and perspectives of students, teachers, administrators, and parents/guardians in K-12 blended learning environments. The study revealed several key themes that emerged from the narratives of these stakeholders.

Firstly, students highlighted the importance of self-discipline and time management in successfully navigating blended learning. They also emphasized the role of clear instructions and regular communication from teachers in facilitating their engagement and understanding. Collaboration and peer interaction were seen as valuable components of blended learning, providing opportunities for shared learning experiences.

Secondly, teachers recognized the benefits of interactive and collaborative instructional approaches in blended learning. They emphasized the importance of personalized learning experiences and the integration of technology to foster student engagement and motivation. Teachers also acknowledged the need for ongoing professional development to effectively utilize blended learning strategies.

Thirdly, administrators and school leaders acknowledged the challenges and opportunities associated with technological access and digital literacy skills in blended learning. They highlighted the need for equitable access to resources and support for all students. Administrators also recognized the importance of creating a supportive and inclusive learning environment that promotes effective blended learning practices.

Lastly, parents and guardians expressed their observations on the impact of blended learning on student engagement, motivation, and learning outcomes. They emphasized the need for clear communication and involvement in their child's educational journey. Parents also recognized the flexibility and individualized nature of blended learning as beneficial for their child's learning experience.

Based on these findings, it can be concluded that blended learning offers a dynamic and flexible approach to K-12 education, providing opportunities for personalized learning, collaboration, and the integration of technology. However, challenges related to access to technology, self-discipline, and effective implementation of blended learning strategies should be addressed to optimize the benefits of this instructional approach. The findings underscore the importance of ongoing professional development for teachers, supportive school leadership, and meaningful engagement of parents and guardians in the blended learning process.

These findings contribute to the existing body of knowledge on blended learning and provide insights for educators, administrators, and policymakers in designing and implementing effective blended learning environments in K-12 education. Further research is recommended to delve deeper into specific aspects of blended learning and its impact on student outcomes

VIII. Implications for Practice and Policy in K-12 Education

The findings of this study have important implications for practice and policy in K-12 education.

1. **Professional Development:** Educators and school leaders should prioritize professional development opportunities that equip teachers with the necessary skills and knowledge to effectively implement blended learning strategies. Training should focus on instructional design, technology integration, and fostering student engagement in online and face-to-face settings.
2. **Technology Access and Equity:** Efforts should be made to ensure equitable access to technology resources for all students. Schools and districts should provide devices, reliable internet connectivity, and technical support to students from diverse socioeconomic backgrounds to bridge the digital divide and create an inclusive learning environment.
3. **Instructional Design and Personalization:** Blended learning environments should be designed with clear learning objectives, varied instructional approaches, and opportunities for personalized learning experiences. Teachers should have the flexibility to tailor instruction to meet individual student needs, promoting active engagement and higher-order thinking skills.
4. **Parent and Community Engagement:** Schools should foster strong partnerships with parents and guardians to involve them in the blended learning process. Regular communication channels, parent education initiatives, and opportunities for collaboration can enhance parental support and engagement, leading to improved student outcomes.
5. **Evaluation and Assessment:** Ongoing assessment and evaluation strategies should be implemented to monitor student progress and the effectiveness of blended learning programs. This data-driven approach can inform instructional decisions, identify areas of improvement, and ensure continuous quality enhancement in K-12 blended learning environments.
6. **Policy Development:** Policymakers should establish guidelines and standards for blended learning implementation, including infrastructure requirements, curriculum design, and professional development expectations. Policies should also address student data privacy and security concerns, ensuring that data protection measures are in place to safeguard student information.

By incorporating these implications into practice and policy, K-12 education can harness the potential of blended learning to enhance student learning experiences, promote equitable access to education, and prepare students for success in a digital world.

IX. Limitations of the Study and Suggestions for Future Research

While this study provides valuable insights into the experiences and perspectives of stakeholders in K-12 blended learning environments, it is important to acknowledge its limitations. These limitations offer opportunities for future research to further expand our understanding of this complex field.

1. **Sample Size and Generalizability:** The study was conducted in a specific geographic location and involved a limited number of participants. Therefore, the findings may not be fully representative of the diverse K-12 population. Future research should aim to include larger and more diverse samples to enhance the generalizability of the findings.
2. **Contextual Factors:** The study was conducted in a specific context, namely Iligan City. The unique characteristics of the local education system, infrastructure, and cultural factors may have influenced the findings. Future research should explore blended learning experiences in different contexts to gain a more comprehensive understanding of the challenges and opportunities.

3. **Methodological Considerations:** The study utilized qualitative research methods, such as interviews, observations, surveys, and document analysis. While these methods provide rich insights into participants' experiences, other research approaches, such as quantitative studies or mixed-method designs, could complement and validate the findings. Incorporating multiple data collection methods would provide a more comprehensive understanding of the phenomenon.
4. **Long-term Impact:** The study focused on exploring immediate experiences and perceptions of stakeholders in blended learning environments. Future research should consider longitudinal studies to examine the long-term impact of blended learning on student outcomes, engagement, and academic achievement.
5. **Teacher Perspectives:** The study primarily focused on student experiences and perspectives. Future research should give more attention to understanding the perspectives of teachers in depth, including their professional development needs, challenges, and best practices in implementing blended learning.
6. **Comparative Studies:** Comparative research that explores the effectiveness of different blended learning models or variations in instructional approaches could contribute to evidence-based practices in K-12 education. Comparing different implementations and their impact on student learning outcomes would provide valuable insights for educators and policymakers.

By addressing these limitations and conducting further research, we can enhance our understanding of K-12 blended learning, explore its impact on student outcomes, and develop effective strategies and policies that support optimal learning experiences for all students.

X. Conclusion

Based on the foregoing findings, this qualitative study provided valuable insights into the experiences and perspectives of students, teachers, administrators, and parents/guardians in K-12 blended learning environments. The findings highlighted the significance of self-discipline, clear instructions, and peer collaboration for student success. Teachers emphasized the benefits of interactive and personalized approaches, while administrators recognized the challenges and opportunities of technology access. Parental involvement and communication were found to play a vital role in supporting student engagement. These findings have implications for practice and policy, including the need for professional development, equitable technology access, and collaborative partnerships. While the study has contributed to the existing knowledge on blended learning, future research is encouraged to explore larger and more diverse samples, consider longitudinal effects, and conduct comparative studies to further enhance our understanding of effective practices in K-12 blended learning environments.

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