

# Sustaining Blended Learning: A Strategic Framework for Long-Term Educational Resilience

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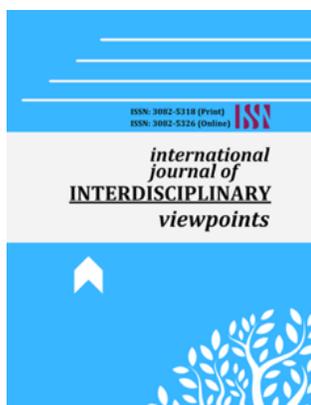
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## Research Article



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## ABSTRACT

This study examined the sustainability of blended learning at Saint Michael's College of Laguna (SMCL), focusing on three critical aspects: faculty preparation, implementation challenges, and the influence of school leadership. The study used an exploratory sequential mixed-methods approach. It started with interviews to learn about people's personal experiences and thoughts, and then used surveys to see how these findings held up across a broader group. This method led to a more complete and fairer picture of the institution's current situation. The results show that most faculty members are confident and able to teach blended learning, as the institution offers robust, ongoing professional development programs. But teachers still face many challenges, especially when it comes to managing their workloads, supporting students in asynchronous settings, and ensuring that all students can always access digital tools and the internet. School leaders have helped create a friendly, cooperative environment, but they might do a better job of engaging parents and the community as a whole. To keep blended learning going at SMCL, teachers will need to continue training, the school will need to keep buying new technology, communication will need to improve, and new ways will need to be found to keep students interested and motivated in a changing educational environment.

## Keywords

blended Learning, Sustainability, Faculty Preparedness, Leadership Support, Student Engagement

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## INTRODUCTION

Schools around the world are still getting used to long-term changes, fast-paced technological growth, and new ideas about how to teach. What started as emergency remote instruction has become a full institutional study of how to make blended learning settings more resilient and sustainable. The worldwide change made it clear that education needs long-term digital integration and structural change, not just short-term fixes (Bozkurt & Sharma, 2020; Bond et al., 2020). However, to sustain blended learning, there must be consistent leadership, clear institutional goals, and coordinated implementation (Fullan & Quinn, 2020). Online learning was flexible during times of crisis (Dhawan, 2020). Problems that keep happening in the online part of blended settings also show how important it is to have ready infrastructure and plan strategically (Rasheed et al., 2020).

Around the world, education systems are still changing because of how quickly technology and institutions evolve, and because it is important to find long-lasting ways to learn. What started as emergency remote teaching has become a lasting change in how lessons are taught (Bozkurt & Sharma, 2020; Bond et al., 2020). While online learning kept things going during crises (Dhawan, 2020), modern researchers stress that, for blended learning to endure, there must be institutional unity, strategic leadership, and systemic alignment (Fullan & Quinn, 2020; Zhang et al., 2022). The problems that arise in the online part of mixed settings, such as limited infrastructure and changes to how lessons are taught, highlight the importance of long-term implementation plans rather than short-term fixes (Rasheed et al., 2020). Not only is blended learning a response to change, but it is also increasingly being promoted as a way to make change more inclusive and ensure that education will endure (Shaya et al., 2025; Wang et al., 2022).

Institutions need professional capital, reflective practice, and a mindset of working together to stay open. To ensure that mixed systems have effective teaching, teachers need to be skilled, and groups need to be accountable (Hargreaves & Fullan, 2020). Teachers and students who have moved to remote and hybrid learning have said that flexibility, contact, and planned participation have a big impact on how well students learn (Khan et al., 2021; Stevens, 2020). According to studies (Müller et al., 2023; Tang et al., 2023; Şahin & Kılıç, 2025), mixed training based on sound design principles can improve how well people learn and how well they do in school. Positive thoughts about mixed learning are linked to structured course integration and clear teaching methods in inclusive and teacher education settings (Rasmitadila et al., 2020; Uygur, 2022). As shown by blended learning exchanges shaped by community and inquiry-based frameworks (Villanueva et al., 2024), contextual alignment is very important in Philippine schools. This all points to the fact that training, infrastructure, and working together are what make things last.

A new study examines how long blended learning can persist, focusing on the organization's culture and the local school setting. K–12 execution problems directly affect how ready teachers are to teach and how well they can do their jobs. These problems highlight structural issues that need to be addressed in the long run (Galaura & Simpall, 2025; Cariaga et al., 2025). In online learning, constructivist methods

emphasize the importance of engagement when lessons are designed to link to students' real-life experiences (Cariaga, 2025). Collaborative professional learning communities have a big effect on how well teachers do their jobs and how much the whole group grows (Cole, 2025). Problems with legitimacy and power in multilingual and diverse schools show how institutional dynamics shape pedagogical identity and practice (Arrogante, 2021). Policy-level assessments of the global rebound indicate that reactive solutions are insufficient for long-term change. Instead, we need strategic planning and systemic coherence (OECD, 2021; Reimers & Schleicher, 2020; Zawacki-Richter, 2021). These points of view support the idea that structural, social, and cultural factors all play a role in how long blended learning lasts.

Even though there are more local and foreign studies, it is still not possible to combine measurable indicators of institutional preparedness and stakeholders' real-life experiences into a single analytical framework. Some studies have looked at teacher competence, collaboration, and problems that arise in different situations (Cariaga et al., 2025; Cole, 2025; Galaura & Simpall, 2025); others have looked at how well students learn, how engaged they are, and how the lessons are designed (Müller et al., 2023; Tang et al., 2023; Şahin & Kılıç, 2025). However, there are few studies that fully combine quantitative and qualitative factors to evaluate long-term sustainability. A mix of research methods was used in this study to get both structured data and first-hand information. Another aspect of sustainability is institutional consistency (Fullan & Quinn, 2020), professional capital strength (Hargreaves & Fullan, 2020), contextual responsiveness (Villanueva et al., 2024), inclusive organizational dynamics (Shaya et al., 2025), and modality continuity. By using real-world examples and empirical data, this study establishes a flexible, fair, and long-lasting paradigm for blended learning.

## MATERIALS AND METHODS

### Design

To determine whether blended learning at Saint Michael's College of Laguna (SMCL) would endure, this study used an exploratory sequential mixed-methods approach. The first part of the study was qualitative, focusing on in-depth experiences, institutional practices, and recurring themes regarding how mixed learning was used. The results from this phase were used to create a quantitative polling tool, which was used in the second phase to confirm and expand on the qualitative insights from the first group of respondents. Combining qualitative and quantitative research methods enabled the collection of three sets of results, thereby increasing the reliability and depth of the findings.

### Locale

The research was conducted at Saint Michael's College of Laguna (SMCL), a private school that used its Michaelian Distance Learning System (MDLS) to implement a blended learning approach. The school uses a variety of delivery methods, such as in-person lessons, online classes through Learning Management Systems (LMS) and Microsoft 365, printed learning packets, and solo study sessions that do not happen at the same time. The technology at SMCL includes internet access across the whole school, ICT labs, Microsoft Teams integration, and digital classroom tools that allow for blended learning.

### Sampling

For the qualitative part, purposeful sampling was used to choose ten (10) participants. These were school officials and faculty members who were directly involved in setting up and running the blended learning program. Participants were selected based on their roles, experience, and level of involvement in decision-making at the school and in teaching. Quantitatively, twenty-five (25) people filled out the poll. The people who answered were chosen to represent different groups with a stake in implementing mixed learning. Before being fully used, the poll tool was tested with fifteen (15) people to make sure it was clear, had a good structure, and that the questions were all matched up.

### Instruments

There were two main tools used: A semi-structured interview procedure was used in the qualitative phase to gather information on faculty readiness, implementation challenges, leadership support, sustainability practices, and institutional strategies. Experts reviewed the interview guide to ensure it was reliable and useful, leading to changes that made it clearer and more comprehensive. The themes that emerged from the qualitative analysis were used to develop the quantitative tool. There were organized statements, and a six-point Likert scale from "Strongly Disagree" (1) to "Strongly Agree" (6) was used to rate them. A Cronbach's alpha score of 0.72 indicates that the test was reliable and that internal consistency was good.

### Data Collection Methods

People in charge and staff members were interviewed in a semi-structured way. Institutional readiness, stakeholder involvement, infrastructure support, curriculum adaptation, and sustainability strategies were the main topics of the interviews. After thematic analysis of interview data, a structured poll was used to confirm the qualitative results and determine how ready people were, which sustainability practices they were using, and how effective they thought those practices were. Before data collection, all subjects provided informed consent.

### Data Analysis

The interview responses were analyzed using thematic analysis. Codes were generated from recurring patterns, grouped into themes, and used to help create the poll. The survey answers were looked at with descriptive statistics. A six-point Likert scale was used for interpretation, ranging from "Very Low" to "Very High." To get a full picture of how sustainable blended learning is at the school, triangulation was used to connect qualitative themes and quantitative results. To be more objective, the data analysis and interpretation were reviewed by someone outside the school who was not affiliated with it.

### Ethical Considerations

The study followed the principles of responsible research. Before execution, ethical approval was obtained. The participants provided informed consent, and the answers were kept private by anonymizing them and storing the data in a secure location. Once the study was completed, the proper methods for data disposal were followed. The study was better because of the mixed-methods approach because: allowing for qualitative research before numeric measurement Pilot tests and internal consistency checks are used to make sure the system is reliable. Building credibility through external study and expert validation. The study ensured that both the theoretical and practical aspects of assessing the long-term viability of mixed learning at SMCL were taken into account by using this organized, connected set of methods.

## RESULTS AND DISCUSSION

Table 1. Summary of Readiness for Blended Learning Implementation

Stakeholder Group	Preparedness Area	Key Measures/Initiatives	Supporting Themes/Sub-Themes
Faculty & Administrators	Training & Professional Development	Regular training on LMS, Microsoft Teams, and MS Office tools; exposure to pedagogical strategies and trends.	Technological & Pedagogical Training; Institutional Support
	Assessment & Readiness	Evaluations of technological and teaching skills to tailor PD plans.	Faculty Skills Evaluation; Training Needs Assessment
	Continuous	Quarterly INSETs and access to updated teaching materials and tools.	Scheduled Trainings; Professional

	Learning Support		Development Support
Students	Innovation Encouragement	Support for innovative teaching practices in blended modalities.	Adaptive Learning Approaches
	Awareness & Orientation	Pre-implementation surveys, orientation seminars, and parental notifications.	Surveys; Orientation Seminars; Communication Strategies
	Digital Literacy & LMS Training	LMS orientation, hands-on seminars, adviser-led sessions.	Tech Training; LMS Familiarity; Institutional Guidance
	Institutional Structuring	Blended schedules and clear procedures established before school year starts.	Structured Schedules; Blended Learning Workflow
Parents & Community	Technical & Academic Support	Continued access to help desks, LMS troubleshooting, and virtual learning resources.	Support Services; Digital Literacy
	Communication & Orientation	Seminars/webinars, clear communication platforms, and transparent updates.	Orientation; Communication Channels
	Capacity Building	Digital literacy support, informative materials, and blended learning workshops.	Capacity Building; Informative Content
	Feedback & Inclusion	Parental involvement in consultations, surveys, and resource provision.	Stakeholder Involvement; Feedback Mechanisms
	Ongoing Engagement	Clear expectations set for continuous support and student monitoring.	Monitoring; Sustained Communication

This table presents a consolidated overview of how various stakeholder groups, namely faculty members, administrators, students, and parents/community members, have been prepared for the implementation of blended learning. The summary categorizes key preparedness areas such as professional development, digital literacy, communication strategies, institutional structuring, and stakeholder engagement. Each area is supported by thematic insights derived from qualitative responses, highlighting institutional initiatives, training programs, orientation activities, and ongoing support systems. The table demonstrates the institution's multi-faceted and inclusive approach to ensuring a smooth and effective transition to blended learning.

Table 2 Summary of Challenges, Lessons Learned, and Best Practices in Blended Learning Implementation

Focus Area	Key Insights	Thematic Areas
Challenges Encountered	- Poor internet and device access	Technological Barriers; Student Engagement; Parental Involvement; Assessment Challenges
	- Digital literacy issues	
Institutional Responses	- Parental confusion and limited support	Tech Improvements; Contingency Plans; Training & Support
	- Assessment complexity in online settings	
Lessons Learned	- Infrastructure upgrades	Flexibility; Preparedness; Institutional Commitment
	- Alternative learning modes	
Equity and Accessibility	- Training for all stakeholders	Inclusive Access; Resource Readiness
	- Need for flexibility and adaptability	
Best Practices	- Importance of robust infrastructure	Scheduling; Communication & Collaboration; Blended Learning Approach; Assessment Use
	- Proactive planning and continuous development	
Sustainability Strategies	- Ensure all students have access to tools and resources	Resource Allocation; Equity; Stakeholder Involvement
	- Include low-connectivity learners in planning	
	- Clear scheduling structures- Strong communication channels	
	- Collaboration among staff- Balanced online and offline learning	
	- Data-driven improvement	
	- Invest in training and tools	
	- Maintain clear policies	
	- Promote stakeholder engagement and feedback	

This table summarizes the institution's experiences in implementing and sustaining blended learning, highlighting major challenges, corresponding institutional responses, lessons learned, and identified best practices. The findings reflect common obstacles such as technological limitations, digital literacy gaps, assessment difficulties, and parental involvement issues. Institutional responses include infrastructure upgrades, flexible learning options, and inclusive training programs. Lessons learned emphasize adaptability, robust planning, and the importance of equitable access to resources. Best practices identified from internal and external benchmarks include structured scheduling, collaborative teaching, blended instructional strategies, and data-driven decision-making. These insights inform the development of a sustainable and inclusive blended learning framework.

Table 3 Summary of Institutional Strategies for Facilitating the Transition to Blended Learning

Key Area	Institutional Strategies and Initiatives	Thematic Areas
Human Resources	Conducted seminars, webinars, INSET, and peer mentoring- Provided professional development and flexible scheduling	Training & Development; Flexibility & Support
	Technology training for teachers and students- Provision of tools like Microsoft Teams accounts and storage devices	Technology Support
Technology & Facilities	Ongoing tech support and collaborative teaching design	Peer & Technical Support
	Shift from analog to digital tools (e.g., digital boards)- Upgraded LMS and subscribed to Microsoft Teams	Technology Integration
Curriculum & Instruction	Improved internet connectivity and provided Wi-Fi and pocket Wi-Fi- Expanded internal server capacity	Internet & Connectivity
	Created e-libraries, computer labs, redesigned classrooms with smart TVs and digital boards	Facility Enhancements
Administrative Systems	Invested in long-term IT infrastructure	Infrastructure Development
	Adjusted curriculum for blended delivery with asynchronous components- Developed engaging instructional materials	Curriculum Adjustments; Instructional Design
	Emphasized collaboration, student engagement, and integration of traditional and digital tools	Collaborative & Balanced Learning Approaches
	Ensured alignment with learning competencies and enhanced assessments	Competency Alignment; Assessment Strategies
	Introduced digital services (e.g., e-payments, digital book borrowing, Outlook use)- Reduced reliance on paper-based processes	Digital Transformation
	Updated policies for better communication and support- Implemented faculty and student monitoring systems	Policy & Support Enhancements
	Conducted needs analyses and offered pedagogical support programs	Continuous Improvement

Invested in digital learning materials and long-term planning for blended learning sustainability	Commitment to Blended Education; Resource Investment
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This table consolidates the school's comprehensive efforts to facilitate the transition to blended learning across four domains: human resources, technology and facilities, curriculum and instruction, and administrative systems. Human resource strategies included capacity-building programs, professional development workshops, flexible scheduling, and sustained technical support. In the area of technology and facilities, the institution invested in digital tools, improved internet connectivity, upgraded LMS systems, and created learning-conducive environments such as e-libraries and digital classrooms. Curriculum enhancements involved redesigning instructional materials, aligning content with competencies, and integrating both traditional and digital teaching strategies to encourage collaborative and active learning. Administratively, the institution transitioned to paperless operations, revised policies to strengthen communication, conducted regular needs assessments, and invested in long-term infrastructure and support programs. These coordinated strategies illustrate the school's proactive and systemic approach to building a sustainable blended learning environment.

Table 4 Faculty-Identified Resources, Initiatives, and Institutional Support for Blended Learning Implementation

Focus Area	Key Insights	Thematic Areas
Resources & Support Needed	- Access to user-friendly devices, high-speed internet, and smart classroom tools	Technology Infrastructure; Professional Growth; Learning Platforms; Institutional Framework
	- Ongoing professional development including wellness	
Faculty-Driven Initiatives	- Accessible and inclusive learning platforms	Teaching Spaces; Peer Support; Research & Innovation; Content Development
	- Clear policies and IT support	
	- Dedicated spaces for online instruction	
Institutional Response to Needs	- Peer mentoring, interdisciplinary collaboration	Needs-Based Support; Tailored PD; Tech Assistance; Flexible Strategy
	- Action research to refine practices	
	- Creation of digital teaching materials	
	- Conducting needs assessments to tailor support	
	- Customized CPD programs and mentorship	
	- Infrastructure upgrades and access to tools	
	- Embracing innovation through strategic planning	

This table consolidates the findings related to faculty perspectives on essential resources, proactive initiatives, and institutional strategies for enhancing blended learning. Faculty emphasized the importance of accessible, high-quality technology; continuous professional development that includes wellness support; inclusive digital platforms; and clearly defined institutional frameworks. Faculty-led recommendations include creating dedicated teaching spaces, peer mentoring programs, and engaging in action research. Additionally, content development through digital learning materials is seen as a valuable initiative. To address faculty concerns, the institution conducts needs assessments, tailors CPD and mentorship, improves infrastructure, and fosters innovation through strategic planning. These insights support a comprehensive, faculty-informed approach to sustaining effective blended teaching.

Table 5. Implications of Blended Learning Based on the Dimensions of Learner Choice, Equivalency, Reusability, and Accessibility

Dimension	Key Findings	Thematic Areas
Learner Choice	- Supports flexibility in mode, pace, and place of learning	Flexible Learning Modalities; Student Empowerment; Shared Decision-Making; Institutional Support
	- Encourages personalized and self-directed learning	
Equivalency	- Guided by student and parent input	Curriculum Alignment; Quality Assurance; Communication Consistency; Contextualized Content
	- Institutional support enhances academic outcomes	
	- Aligned learning objectives across modalities	
Reusability	- Research-based quality assurance	Digital Resource Management; Format Adaptability; Faculty Collaboration; Equity and Support Concerns
	- Maintained engagement and communication	
	- Tailored interactive resources	
	- Use of LMS and cloud storage for content reuse	
Accessibility	- Multiple content formats (print/digital)	Evidence-Based Access Strategies; Technology Provision; Inclusive Instructional Design; Capacity Building
	- Time-saving and collaboration benefits	
	- Accessibility and learner support challenges	
	- Policy-informed accessibility practices	
	- Provision of devices and tech infrastructure	
	- Inclusive and responsive curriculum design	
	- Faculty training and learner accommodations	

This table presents the key findings and thematic areas that emerged from faculty responses regarding the broader implications of implementing blended learning. Under the dimension of Learner Choice, respondents emphasized the value of flexibility, autonomy, and institutional support in enabling personalized learning experiences. Equivalency findings pointed to the importance of curriculum alignment across learning modalities, supported by quality assurance mechanisms and consistent communication practices. For Reusability, the effective use of learning management systems and content-sharing platforms was highlighted, with themes centering on format adaptability and collaborative resource development. Lastly, the dimension of Accessibility revealed institutional efforts to provide inclusive and equitable learning through device provision, faculty training, and responsive curriculum design. These themes reflect the institution's commitment to sustainable, learner-centered, and quality-driven blended learning environments. Following the qualitative analysis, this section presents the quantitative data findings, which validate and expand on the emerging themes. Statistical analyses provide measurable insights into the effectiveness and sustainability of blended learning strategies. These results offer a broader perspective on trends, relationships, and significant patterns, ensuring data-driven conclusions that support long-term educational resilience. The interpretation of quantitative data follows the standard six-point Likert scale (Doronila & Cariaga, 2025). This scale categorizes responses into six levels, ranging from "Strongly Disagree" to "Strongly Agree," with corresponding score ranges and qualitative descriptions that aid in data analysis and interpretation.

Table 6. Interpretation of Quantitative Data

Scale	Options	Score Range	Level
6	Strongly Agree	5.17–6.00	Very High
5	Agree	4.33–5.16	High
4	Partially Agree	3.49–4.32	Average
3	Partially Disagree	2.67–3.50	Average
2	Disagree	1.83–2.66	Low
1	Strongly Disagree	1.00–1.82	Very Low

Table 7. Overall Analysis of SOP 1 – Readiness for Blended Learning

Aspect	Key Strengths	Areas for Improvement	Overall Interpretation
Faculty Readiness	Strong ongoing professional development (5.28, <i>Very High</i> )	Faculty readiness evaluations (4.76) and workload management (4.76) could be enhanced.	<i>High to Very High</i>
Student Preparation	Advance information for students and parents (5.40, <i>Very High</i> )	Hands-on LMS training (4.72) and hands-on training for students and parents (4.72) need improvement.	<i>High to Very High</i>
Stakeholder Engagement	Defined roles and responsibilities (5.28, <i>Very High</i> )	Communication with parents and the community (4.80) could be more consistent.	<i>High to Very High</i>
Overall Readiness	Strong faculty training, student preparation, and stakeholder support.	Refining faculty assessments, LMS training, and communication strategies will enhance readiness.	<i>Well-Prepared</i>

Table 8 Overall Analysis of SOP 2 – Blended Learning Challenges, Lessons Learned, and Best Practices

Aspect	Key Strengths	Areas for Improvement	Overall Interpretation
Institutional Response to Challenges in Blended Learning	Strong efforts in engagement strategies (5.00, High) and scheduling solutions (5.12, High).	Digital literacy challenges (3.72) and scheduling issues (3.56) require further attention.	<i>Moderate to High</i>
Lessons Learned for Sustainability	High investment in technology and infrastructure (5.56, <i>Very High</i> ) and ongoing professional development (5.44, <i>Very High</i> ).	Technological infrastructure and connectivity (4.88) need further improvement.	<i>High to Very High</i>
Best Practices for Sustainability	Strong collaboration and teamwork (5.64, <i>Very High</i> ), structured scheduling (5.56, <i>Very High</i> ), and resource investment (5.56, <i>Very High</i> ).	Communication strategies (5.04) and data-driven decision-making (5.00) could be enhanced.	<i>Very High</i>
Overall Sustainability	Effective response strategies, strong faculty training, and institutional commitment to blended learning.	Continued focus on digital accessibility, structured scheduling, and communication will strengthen sustainability.	<i>Well-Supported</i>

Table 9 Overall Analysis of SOP 3 – Strategies for Facilitating the Transition to Blended Learning

Aspect	Key Strengths	Areas for Improvement	Overall Interpretation
Faculty Adaptation	Strong peer mentoring and collaboration (5.48, <i>Very High</i> ) and access to essential technological tools (5.44, <i>Very High</i> ).	Technical support (4.88) could be enhanced to improve accessibility and responsiveness.	<i>High to Very High</i>
Technology and Facilities	Upgraded hardware and software (5.32, <i>Very High</i> ) and enhanced internet connectivity (5.08, High).	Individual access to technology (4.88) could be further improved to ensure equitable access.	<i>High to Very High</i>
Curriculum and Instruction	Use of technology-enhanced teaching methods (5.28, <i>Very High</i> ) and clear learning objectives (5.24, <i>Very High</i> ).	Faculty guidance in developing asynchronous content (5.08) and curriculum adaptation (5.12) could be refined.	<i>High to Very High</i>
Administrative Improvements	Digital transformation of processes (5.20, <i>Very High</i> ) and continuous evaluation of learner needs (5.20, <i>Very High</i> ).	Flexible supervision and monitoring practices (5.04) could be strengthened.	<i>High to Very High</i>
Overall Transition	Comprehensive faculty support, technological upgrades, and strategic curriculum adjustments.	Enhancing accessibility, technical assistance, and monitoring strategies will further improve the transition.	<i>Well-Facilitated</i>

The school has made it easier for students to switch to mixed learning .Technical support (4.88), on the other hand, could still be improved, but faculty adaptation supported, especially by peer mentoring programs (5.48) and access to university technology (5.44). Heavy spending on hardware (5.32) and internet infrastructure (5.08) indicates that institutions are committed to going digital. However, people's access to technology (4.88) is still an issue that needs to be addressed. Research shows that institutions can successfully adopt mixed learning when they invest in infrastructure and develop clear ways to implement it (Zhang et al., 2022). Organizational approaches that view blended learning as a long-term solution emphasize that infrastructure must be paired with rules that allow everyone to access it and with clear ways to run the system (Shaya et al., 2021). When it comes to curriculum and instruction, clearly stated learning goals (5.24 and 5.28) and technology-enhanced teaching methods are clear strengths. Still, faculty direction of asynchronous content (5.08) and supervisory methods (5.04) indicate areas that could be improved further. Müller et al. (2023) and Tang et al. (2023) both show that the quality of the lessons and the consistency of the course are just as important as the technology that is available for learning to be successful in blended environments. Furthermore, comparative analyses of blended and online learning models show that structured facilitation and alignment between pedagogy and modality greatly affect academic achievement and epistemological development (Şahin & Kılıç, 2025). Positive institutional responsiveness is shown by administrative reforms, such as digital transformation efforts (5.20) and ongoing assessment mechanisms (5.20). Leadership that encourages coherence, strategic planning, and a collaborative professional culture can make blended learning changes more successful (Fullan & Quinn, 2020; OECD, 2021). It is even more likely that implementation will last if faculty growth and peer collaboration are built into professional learning communities (Hargreaves & Fullan, 2020; Cole, 2025). However, problems in educational change show that, for long-term success, technical support, inclusive planning, and regular supervision are all essential (Galaura & Simpal, 2025; Reimers & Schleicher, 2020). Overall, the switch to blended learning has been mostly handled well. Infrastructure investment, academic capacity-building, administrative coherence, and inclusive governance work best as interconnected systems rather than separate projects that do not last (Zhang et al., 2022; Shaya et al., 2021).

Table 10. Overall Analysis of SOP 4 – Faculty-Identified Needs and Support for Blended Learning

Aspect	Key Strengths	Areas for Improvement	Overall Interpretation
Resources & Support	Strong emphasis on continuous professional development (5.52, <i>Very High</i> ).	Further improvements in faculty mental health and wellness support (5.40).	<i>Very High</i>
Faculty-Driven Initiatives	High recognition of faculty training accessibility (5.48) and institutional investment in tech (5.40).	Enhancing peer mentoring and collaboration opportunities (5.20).	<i>Very High</i>
Addressing Faculty Concerns	Strong need for strategic planning and research-driven solutions (5.28).	Clearer institutional policies and support for compensation incentives (5.00).	<i>Very High</i>
Overall Support & Readiness	Faculty highly value structured training, institutional guidance, and tech support.	Addressing specific faculty needs through policies, incentives, and collaboration will strengthen long-term success.	<i>Well-Supported</i>

The results show that for blended learning to work well, teachers need to put significant effort into ongoing professional development (5.52), technical support (5.48), and long-term investments in technology (5.40). Support for faculty well-being (5.40) and institutional advisory processes (5.44) are also seen as important parts of a sustainable model. These goals align with research indicating that professional capital and collective effectiveness are key to transforming education (Hargreaves & Fullan, 2020). Research shows that teacher expertise and reflective practice have a significant impact on how well blended settings work, especially when teachers are supported with structured engagement and skill development (Stevens, 2020; Rasmitadila et al., 2020). Additionally, institutional coherence and strategic alignment are needed to ensure that efforts to improve teacher education lead to long-term improvements in the classroom (Fullan & Quinn, 2020; Zhang et al., 2022). Investing in infrastructure (5.40), working together on content (5.20), and making training programs easier to access (5.48) all demonstrate the importance of systemic integration. Several studies have shown that the success of mixed learning depends on the quality of the lessons and how the school implements them (Müller et al., 2023; Tang et al., 2022). Organizational frameworks that view blended learning as a long-term, open model emphasize the need for structured mentoring, governance systems, and long-term planning (Shaya et al., 2025; OECD, 2021). Clear policies (5.28), institutional support (5.20), and strategic planning (5.28) can ease teachers' concerns. This shows that sustainability depends on both structural and relational support systems. Faculty development programs work best when they are part of professional groups where people work together (Cole, 2025) and align with broader efforts to change education (Reimers & Schleicher, 2020). Also, problems in K–12 adoption highlight how a lack of systemic support can affect teachers' ability to teach and the long-term success of an initiative (Galaura & Simpal, 2025; Cariaga et al., 2025). Overall, these results show that to keep a blended learning ecosystem running smoothly, it needs a full support system that includes ongoing training, ready technology, cohesive institutions, open and fair leadership, and the health and happiness of teachers. For this reason, long-term success depends not only on technology but also on coordinated leadership, professional teamwork, and the design of organizations based on facts (Hargreaves & Fullan, 2020; Shaya et al., 2025).

Table 11. Overall Analysis of SOP 5 – Implications of Blended Learning on Learner Choice, Equivalency, Reusability, and Accessibility

Aspect	Key Strengths	Areas for Improvement	Overall Interpretation
Learner Choice and Flexibility	Strong appreciation for personalized learning paths (5.32) and flexible scheduling (5.28).	Improving engagement and motivation strategies (4.72).	Very High
Equivalency in Learning Modalities	Clear communication and consistent standards (5.16) ensure instructional integrity.	Enhancing access to high-quality asynchronous materials (4.88).	Very High
Reusability and Content Adaptability	Strong implementation of content reuse strategies (5.16) and accessibility measures (5.16).	Addressing engagement challenges (4.88) and faculty training needs (4.92).	Very High
Accessibility and Inclusivity	Proactive research on student challenges (5.20) and ongoing monitoring (5.08).	Strengthening Universal Design for Learning (4.84) and inclusivity training.	Very High
Overall	Blended learning effectively provides flexibility, instructional equivalency, and content adaptability.	Enhancing engagement, asynchronous materials, and faculty training will improve success.	Very High

The results show that students really want to be independent and have options in blended learning settings. Personal learning trips (5.32) and adaptive scheduling (5.28) were rated as the most important things by students. Research shows that blended structures help students be self-regulated and in charge when they are structured that way (Stevens, 2020; Müller et al., 2023). This focus on independence fits with that. Even though flexibility is highly respected, it is still clear that we need more interactive and interesting ways to teach (4.72). Tang et al. (2023) and Şahin & Kılıç (2025) both found that blended environments that use dynamic teaching methods like structured facilitation and meaningful digital contact greatly improve student motivation and academic performance. Strong institutional dedication to open communication (5.16) and quality assurance (5.08) shows that people are working hard to make sure that face-to-face and online communication are equal. To keep this balance, institutions must work together and strategies must be aligned (Fullan & Quinn, 2020; Zhang et al., 2022). Also, for blended learning models to last, they need organizational structures that include evaluation, mentoring, and professional growth in the ways they are put into action (Shaya et al., 2025; OECD, 2021). Even though digital accessibility and content adaptability got good marks (5.16 each), there is still room for improvement in the creation of high-quality asynchronous materials (4.88). Research shows that the success of mixed learning depends on how well the lessons are designed and how well the courses are integrated (Müller et al., 2023; Rasheed et al., 2020). High levels of accessibility are evident, but keeping students interested (4.88) and supporting faculty development (4.92) remain problems. Hargreaves and Fullan (2020) and Cole (2025) say that professional capital and collaborative teacher growth are key to addressing these issues. Studies in inclusive and teacher education settings show that structured training and pedagogical help are even more important for getting the most out of blended learning (Rasmitadila et al., 2020; Uygur, 2022). Institutional dedication to inclusion is shown by proactive needs analysis (5.20) and technical help (5.04). However, greater focus on Universal Design for Learning (4.84) and inclusive pedagogical training can improve access for everyone. Using sustainable, welcoming organizational models with blended learning has been shown to improve institutions' long-term efficiency (Shaya et al., 2025; Wang et al., 2022). Overall, blended learning is a good way to encourage flexibility, adaptability, and digital accessibility. However, to keep it working, you need to keep investing in engagement strategies, high-quality asynchronous resource development, structured faculty capacity-building, and inclusive instructional frameworks. Not only does the technology infrastructure matter, but so do institutional cohesion, professional collaboration, and evidence-based execution models (Fullan & Quinn, 2020; Zhang et al., 2022).

### Discussion

The results suggest that the school is mostly ready to begin and continue mixed learning. Peer mentoring, structured professional development, and group planning are all signs that teachers and partners are ready to go. Because Hargreaves and Fullan (2020) argue that for blended learning systems to endure, schools should embed professional capital, collective effectiveness, and continuous learning into their culture. Also, implementation is more stable when there is clear leadership and alignment of the plan across all subsystems (Fullan & Quinn, 2020). The outcomes indicate that for long-term success, shared control and teacher skill development are key. However, concerns about handling too much work and about talking to parents suggest that there are areas that need better ways to work together. Research shows that blended learning systems need clear policy frameworks, organized oversight, and institutional coherence to prevent job-hunting fatigue and ensure people know what to do with their applications. In blended situations, problems can arise when students do not know how to use technology consistently, have different levels of access to it, or vary in their engagement with it (Rasheed et al., 2020; Wang et al., 2022). The school has spent a lot of money on tools for organizing and infrastructure, but they need to address digital equality and ensure that everyone can connect to the internet if they want to keep doing well (Shaya et al., 2025; Zhang et al., 2022).

You can see how students, teachers, materials, technology, learning support, and institutional leadership are all linked in dynamic ways when you view the results through the lens of interconnected subsystems. When teachers are planned to get ongoing professional development, peer coaching, and technology-enhanced lessons, there is alignment between the teacher and administrative subsystems (Hargreaves & Fullan, 2020; Cole, 2021). Research shows that students learn better in mixed situations when they have clear learning goals and flexible paths. However, asynchronous materials and planned facilitation methods need to be made even better to keep students interested. This is because instructional design has a big effect on how well students do in school (Şahin & Kılıç, 2025; Stevens, 2020). We can get things done with the help of infrastructure and support systems, but to make things last, we will need more professional help and planning methods that include more people. Hardware and internet access are not enough for institutions to adopt blended learning in the long run. Also, it needs clear rules, mentoring methods, and assessments based on facts (Shaya et al., 2025; Zhang et al., 2022). Lack of systemic support for teachers in grades K–12 can make it hard for them to adapt and do their work well. As Galaura and Simpall (2025) and Cariaga et al. (2025) note, this shows how important it is to review policies and make changes as needed continually. The school has many strengths that enable mixed learning. However, to be durable, you need to be constantly watched, have fluid leadership, make sure your classroom is welcoming, and make decisions based on facts. Together with strong institutional leadership, professional teamwork, infrastructure investment, and stakeholder participation, blended learning can be a powerful and flexible approach to teaching and learning (Fullan & Quinn, 2020; Shaya et al., 2025). Still, to be successful in the long run, you need to keep improving based on facts and including everyone.

### Conclusion and Recommendations

Based on the study, the school did a great job of implementing mixed learning and keeping it stable by investing wisely in technology, improving the program, and providing teachers with extensive training. It's much easier for teachers to do their jobs and be ready for anything now that leaders have set up professional development groups and ongoing training programs. In general, the structure shows that the response to changes in education is coordinated and flexible. However, more needs to be done to organize students' work and test their ability more regularly. Students still have trouble accessing technology, learning to use it, and staying motivated. In other words, blended learning will only last if schools keep their word, create tools that everyone can use, and set up quick-response methods for academic support.

To be sustainable in the long run, the school should create a plan that includes open governance, equal access to technology, and ongoing professional growth. It is important to make it easier for administrators to work together, improve how stakeholders communicate, and establish structured ways to track and evaluate progress so that everyone is held accountable and things keep getting better. You should also allocate more funding to programs that support teachers who understand the health issues and promote fairness in the digital world. Students should be able to take part in these events as well. The school can create a strong, welcoming, and flexible blended learning environment that adapts to the needs of both students and the school by anticipating the arrival of new tools and ongoing changes in student requirements.

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