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Hybrid Learning Performativity of Senior High School Teachers' Grit

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Abstract

This study explored how Senior High School teachers at Immaculada Concepcion College show grit while teaching in a hybrid learning setup. It focused on their experiences of perseverance, adaptability, and growth as they managed both online and face-to-face classes from September to November 2025. Using a qualitative phenomenological approach, three teachers were purposively chosen to share their experiences through semi-structured interviews. The responses were analyzed using Braun and Clarke's (2006) ^[3] thematic analysis. Seven themes emerged: perseverance, adaptability, passion, resilience, reflection, patience, and

growth. Results showed that grit helps teachers stay motivated, manage stress, and remain committed to their work despite the challenges of hybrid instruction. Teachers developed flexibility, emotional control, and reflective habits that improved their teaching performance and confidence. The study concludes that grit strengthens teachers' resilience and innovation in hybrid classrooms. It also recommends providing grit-building activities and psychosocial support to help teachers maintain well-being and professional balance.

Keywords: Hybrid Learning, Teacher Grit, Perseverance, Adaptability, Resilience

1. Introduction

1.1 Context and Rationale

Hybrid learning—combining online and face-to-face instruction—has become a major approach in education after the COVID-19 pandemic. This model provides flexibility, accessibility, and learning continuity for both teachers and students. According to UNESCO (2023) ^[8], hybrid education has reshaped teaching practices and required educators to adapt to digital and physical platforms. However, this transition also introduced emotional stress, increased workload, and technological challenges.

In the Philippines, the Department of Education's Basic Education Learning Continuity Plan promotes flexible learning modalities to maintain the flow of education. Despite this, teachers continue to face challenges with mental well-being, time management, and motivation. Research by Manlangit *et al.* (2022) ^[6] and Dela Cruz and Santos (2023) showed that many teachers struggle to sustain enthusiasm and engagement in hybrid settings. These issues highlight the need for grit, described by Duckworth (2016) ^[4] as perseverance and passion for long-term goals.

At Immaculada Concepcion College, Senior High School teachers face similar circumstances. While hybrid teaching supports creativity and innovation, it also creates difficulties such as unstable internet connections, heavy lesson planning, and varied student participation. Teachers' determination to continue performing effectively reflects their grit.

This study aims to explore how grit influences the teaching performance of Senior High School teachers in hybrid learning. It seeks to understand how teachers persist, adapt, and grow amid constant educational changes. The findings will help enhance teacher development programs and guide school leaders in providing better support for resilience and motivation.

1.2 Literature Review

Perseverance and Commitment

Duckworth (2016) ^[4] emphasized perseverance as a core element of grit and a key predictor of success. Teachers who demonstrate perseverance can maintain professional engagement despite pressure and difficulty. Aguilar and Lorenzo (2022) ^[1] found that such teachers report higher satisfaction and greater student motivation.

Adaptability and Instructional Flexibility

Adaptability allows teachers to adjust teaching methods based on learning conditions. Cutri *et al.* (2020) explained that hybrid learning demands lesson redesign, digital tool integration, and flexibility. Bautista and Ocampo (2022) further noted that adaptable teachers sustain student attention more effectively.

Passion and Motivation

Passion provides the emotional drive to continue teaching even under challenging conditions. Hiver *et al.* (2021) found that teacher passion enhances classroom enthusiasm. Similarly, Santos and Vega (2023) [7] concluded that passionate teachers are more likely to innovate and build meaningful relationships with students.

Resilience and Emotional Regulation

Resilience refers to one's ability to recover from difficulties. Faye *et al.* (2022) [5] and Kim (2021) stated that resilient teachers manage classroom stress well and remain composed. Emotional regulation, a part of resilience, helps educators respond to hybrid challenges with calmness and problem-solving skills.

Growth and Professional Development

Grit encourages lifelong learning and professional improvement. Alivio (2023) [2] noted that gritty teachers engage in reflective practice and expand their digital competence. Nguyen (2022) linked such growth to increased teaching quality and overall well-being.

1.3 Theoretical and Conceptual Framework

This study is anchored in Duckworth's Theory of Grit (2016), which describes grit as the combination of passion and perseverance that leads to long-term achievement. The theory is built on two components: consistency of interest and perseverance of effort.

In the context of education, grit helps teachers handle burnout, workload, and technological barriers. The conceptual framework of this study connects grit to hybrid learning performance—showing that perseverance, adaptability, passion, and resilience contribute to improved teaching outcomes and professional growth.

A high level of grit is assumed to correspond to better teaching performance, creativity, and work-life balance in hybrid learning.

1.4 Research Questions

1. How does hybrid learning affect teachers' grit in Senior High School?

- How has hybrid learning influenced your perseverance and commitment as a teacher?
- What adjustments in your teaching approach required you to demonstrate more grit?
- How do you sustain passion for teaching despite the demands of hybrid learning?
- In what ways does grit help you manage both online and face-to-face teaching tasks?
- How do you measure or recognize your own grit in the context of hybrid teaching?

2. What challenges do teachers encounter in hybrid learning that require grit?

- What difficulties do you face when handling online versus face-to-face classes?
- How do technical issues such as poor internet or lack of devices test your grit?
- What challenges do you encounter in maintaining student engagement in a hybrid setup?
- How does hybrid learning affect your workload, stress, and ability to cope?
- What strategies do you use to stay resilient when confronted with these challenges?

3. What benefits or growth opportunities do teachers gain through grit in hybrid learning?

- In what ways has grit helped you improve your teaching performance in hybrid learning?
- What new skills or strategies have you developed through perseverance in hybrid teaching?
- How has grit helped you balance personal life and professional responsibilities?
- What positive outcomes or successes have you achieved because of grit in hybrid teaching?
- How has grit shaped your relationship with students and your overall teaching experience?

1.5 Scope and Delimitation

This study focuses on Senior High School teachers of Immaculada Concepcion College during September to November 2025. It explores their experiences of grit in hybrid learning—specifically perseverance, adaptability, and growth. The study is limited to teachers currently teaching in hybrid settings and does not include students' perspectives or quantitative grit measurements.

2. Research Methodology

2.1 Sampling

Purposive sampling was used to select three Senior High School teachers currently practicing hybrid instruction. Participants were chosen based on their teaching experience, willingness to participate, and availability. Each was assigned a code (P1–P3) to ensure confidentiality.

2.2 Data Collection

This research used a qualitative phenomenological design to explore teachers' lived experiences. Data were collected through semi-structured interviews, each lasting 30–45 minutes. Questions were aligned with the study's research objectives. Interviews were recorded, transcribed verbatim, and validated by participants.

2.3 Ethical Issues

Participants signed an informed consent form before data collection. Their names and personal information were kept confidential. The study followed ethical standards under the Department of Education's research policy.

2.4 Data Analysis

Data were analyzed using Braun and Clarke's (2006) [3] six-phase thematic analysis method. Themes were developed

based on repeated patterns and categorized under perseverance, adaptability, and professional growth.

3. Results and Discussion

Analysis of interview data produced seven key themes: perseverance, adaptability, passion, resilience, reflection, patience, and growth.

Teachers expressed how hybrid learning strengthened their patience and adaptability despite frequent disruptions. They maintained motivation and found creative ways to engage students. These findings confirm Duckworth's (2016) ^[4] concept that perseverance and passion sustain performance and growth, even amid uncertainty.

Hybrid teaching also promoted deeper reflection and emotional stability. Teachers learned to balance technological challenges with personal resilience, which led to better classroom management and professional satisfaction.

4. Conclusion and Recommendations

4.1 Conclusion

Hybrid learning has reshaped teachers' grit, reinforcing perseverance, adaptability, and professional growth. Teachers who remain focused and passionate manage their workload effectively while continuing to innovate. Grit serves as a vital factor that enables them to overcome stress and maintain balance between their personal and professional lives.

4.2 Recommendation

Based on the findings of this study, it is recommended that educators participate in continuous reflection and peer collaboration to strengthen perseverance and adaptability. School administrators should offer time management and psychosocial support programs to address hybrid learning challenges.

The Department of Education (DepEd) should include grit-focused modules in professional development programs. Future researchers may explore quantitative approaches to measure grit and its relationship to teacher performance across larger populations.

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