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Impact of Blended Learning on Teachers' Classroom Management at Young Achievers School of Caloocan Incorporated

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Abstract

This study aims to determine the impact of blended learning on teachers' classroom management at Young Achievers' School of Caloocan, Incorporated. This school was implementing flexible learning by only having online class and face-to-face classes every Friday. The study examined teachers' perceptions of the effects of blended learning on teaching and classroom management. The findings revealed that out of 25 respondents of teachers of Senior High School Department, revealed that blended learning generally helps to improve students' academic performance and enables teachers to address their struggles and observations over the behavior, performance, participation, and engagement at flexible learning approach. It also, assists some teachers in

preparing lessons more efficient by the help of digital tools and online resources. However, the findings also showed that blended learning presents more several challenges by the observations of teachers among their learners, stated that some students are having limited internet access, lack of learning devices, financial problems, classroom management struggles, less student participation and engagement, increased stress among teachers, and struggles to giving direct control to the learners. Overall, the results indicate that while blended learning provides valuable educational opportunities, its effectiveness depends on resources, teachers' preparedness, and a positive classroom management.

Keywords: Management, YASCI, Covid-19

1. The Problem and a Review of Related Literature

This chapter presents the introduction, background of the study, statement of the problem, research hypotheses, significance of the study, scope and delimitation, conceptual framework, and definition of terms. It shows the overview of the research by discussing the impact of blended learning on teachers' classroom management at Young Achievers' School of Caloocan Incorporated. Then, this chapter establishes the foundation of the study by identifying the research problem, its objectives, and its relevance to teachers, students, parents, the school, and other stakeholders.

Introduction

The education system had a lot of changes in recent years, specifically with technology into teaching and learning. One of the most developments is blended learning, an approach that combines traditional face to face teaching with online learning activities. This approach allowed schools to provide flexible, engaging, and technology-supported instructions. Blended learning continues to be implemented in many educational institutions specifically at Young Achievers' School of Caloocan Incorporated, teachers are also faced with new challenges in managing their classrooms.

Classroom management has an important role effective teaching, in maintaining order, student participation, managing student behavior, and positive learning environment. In a blended learning, teachers must balance classroom routines, technology use, student engagement, and online interaction while ensuring that learning objectives are achieve, which is the common problem for teachers to handle. It add more to their workloads, and the difficulty of keeping learners in participating both face to face and online classes, students learning routines changes depending on the way of the schedules they take whether it is a face to face classes or giving activity only classes.

Background of the Study

Blended learning is the new approach for teaching, specifically in Young Achievers' School of Caloocan Incorporation, they implemented this approach for the school year 2026-2027, it states that every Friday all students are only going to take synchronous or asynchronous classes to provide flexibility. Combining face-to-face teaching with online digital platforms, the school allow students to learn at their own pace, and equip learners with essential digital skills for the future. In other hand, blended learning somehow became one of the struggles of teachers, it doubles their workloads and requires them to manage two entirely different teaching environments at the same time.

Given these circumstances, implementing the blended learning impacts teacher classroom management by requiring a shift from traditional way of discipline control to flexible space and digital device control, that can cause the way of the teachers deliver their learning strategies, it may affect the students' participation, academic performance, classroom behavior, and other more that depends whether what do learning approach they use. Teachers must manage two environments at once: the physical room and the virtual learning platform. This demands clear procedures for transitioning between screens and paper, setting strict rules for device use, and tracking student progress in real time. Therefore, the teacher spends less time lecturing the whole class and more time managing smaller, self-directed student groups.

Therefore, in blended learning teachers need to shifts a teacher role from a sole lecturer to a facilitator. Mixing face-to-face classes with online self-paced study, it transforms classroom management. Instead of keeping all students doing the exact same thing at the exact time, educators manage rotating groups, monitor digital focus, and guide individualized learning. To ensure this approach does not cause chaos, teachers establish clear digital routines and use physical space and time more intentionally. Teachers spend less time policing behavior and more time addressing individual academic needs through small-group collaborations and one-on-one check ins.

Review of Related Literature

Cirdro (2023) states that Department of Education directed all institutions to adapt blended learning. It is implemented or strengthened during the Covid-19 pandemic. Most of the schools used the blended learning as a tool to keep the learners from learning through distance. However, blended learning did a large impact to teachers, it causes the learners to lessen their engagement in their classes. Whether it is asynchronous or synchronous class. It affects the student engagement specifically in their English classes. The educators need to put more effort to persuade all students to participate. It uses varied activities, and gamification, just to improve the energy or productivity of all learners.

Another study on the topic by Talosa *et al* (2025) ^[16] explains that blended learning has a big impact for teachers, that digital technologies is also important nowadays, and to improve the flexible learning educators need to improve their technical skills so that they can create more interactive activities or courses. That can lead to more students' motivation, interest, engagement, and achievement.

On the other hand, the study of Ampo (2025) states that students prefer the face-to-face classes that helps them to

interact with their teachers for some concerns for more understanding. It also helps them to excel more and to be more productive. However, some students faced difficulties from flexible learning like lack of essential resources, including Internet access, devices, and stable learning spaces. Financial struggles, high data costs, and distractions at home exacerbate the situation.

It affects their learning capabilities that teachers one of the struggles when it comes to flexible learning environment.

Capinpin *et al* (2026) states that in blended learning most teachers or schools used Google Classroom in their online classes. It helps teachers to post activities, and monitor the participation of their students. This also improves their way of managing classroom from digital world. It is highly suggested by teachers when it comes to classroom management, it practiced their learning strategies, monitoring their students' engagement, and giving the traditional way of managing a classroom.

Similarly, the study of Anon *et al* (2026) states that teachers' ability to effectively manage classroom whether digital or traditional learning, or both significantly affects the behavior, emotional, and cognitive engagement of students in blended learning. That effective classroom management goes beyond maintaining discipline; it encompasses the ability to organize instructional processes, implement clear rules, promote learner autonomy, and integrate digital tools that support interaction and engagement. Moreover, poor classroom management leads to disengagement, technological distractions, and Inconsistent learning experiences.

According to Inhatova (2022) that blended learning environment such as face-to-face and online classes play a major role in the student engagements. That most teachers prefer face-to-face rather than online classes, for some reasons that it affects the students' communication within the educators. The main problems in the online learning groups occurred due to the specifics of network base communication.

A lack of commitment, difficulties in motivating other participants to actively participate in the cooperative studying, technical and temporal coordination problems as well as the diffusion of responsibility.

According to states the importance of all three types of engagement strategies in online learning, especially learner-to-teacher engagement. that engagement can be enhanced both in the interactive design of online courses and also in the facilitation of the online courses. Teacher facilitation is crucial; hence, educators need to have strategies for time management and engaging discourse. Teacher presence is very important to online learners. They want to know that someone "on the other end" is paying attention. Online learners want teacher who support, listen to, and communicate with them. they appreciate frequent updates from their instructors and want to have an instructor who is not only responsive but supportive.

According to Sto. Tomas *et al* (2025) Blended Learning is characterized with onsite and online modes of instruction employing benefits from both modalities widely used during the COVID-19 Pandemic. Therefore, the combination of satisfaction with Blended Learning are valuable factors in understanding and in influencing students' Academic Performance in Blended Learning classrooms implying that there are learners who may perform better or worse in a Blended setting due to the levels of Satisfaction thus

recognizing and addressing these factors can have a significant effect on educational outcomes.

According to Padagas (2021) The technology in modern times has resulted in the development of highly educational systems, and foreign/second language classrooms are no exception to this colossal pedagogic change. Blended Learning as a newly introduced innovative pedagogy has been well noted in different fields of second language teaching and learning including that of English for Academic Purposes. Blended Learning fosters student-student and student-teacher interactions, reduces communication anxiety, encourages students to become self-directed and independent learners, and enhances their academic writing skills in English. Nonetheless, going through the experiences of these students, certain challenges relating to internet connection, and lack of proper training for students and teachers were revealed. The study offers pedagogical implications as to how the teaching and learning of research writing in a blended learning modality can be improved.

According to Planas *et al* Blended learning has been institutionalized in the Philippines through DepEd, affirming its pedagogical soundness beyond pandemic exigencies. While widely adopted, challenges in classroom management, equity, and teacher workload persist. Findings showed that teachers' reflection via journaling, peer dialogue, and data-driven adjustments supported adaptive management and responsive decision-making. Behaviorist strategies such as reinforcement, structured routines, gamified feedback, and sustained discipline. While constructivist approaches such as inquiry-based tasks, collaborative learning, and scaffolding have promoted learner autonomy. Integration of these paradigms produced balanced, context-sensitive management models, with localized adaptations addressing digital inequality and diverse learner profiles. The study highlighted reflective practice as central to adaptive classroom management and offers insights for sustainable blended learning policies in Philippine higher education.

According to Lathifah *et al* (2021) ^[10] The policy of adapting new habits during the COVID-19 pandemic in yellow and green zone schools became the basis for blended learning practices, which became a pilot school in the Bogor Regency area. It indicated from some aspects, teacher's ability to manage learning, utilize learning media optimally, positive response of students to learning activities, learning objectives can be achieved, quantity of student assignments, giving fair rewards and grades to students, periodic assessments, classical minimum completeness criteria achievement, actively involving students, attracting students' interest and attention, active communication between teachers and parents regarding information related to student and school learning, having facilities and infrastructure to support the teaching and learning process. Furthermore, implementing blended-based learning is considered effective in maximizing learning activities during the Covid-19 pandemic.

According to Jaja *et al* (2025) ^[9] The policy of adapting new habits during the COVID-19 pandemic in yellow and green zone schools became the basis for blended learning practices, which became a pilot school in the Bogor Regency area. It indicated from some aspects, teacher's ability to manage learning, utilize learning media optimally, positive response of students to learning activities, learning

objectives can be achieved, quantity of student assignments, giving fair rewards and grades to students, periodic assessments, classical minimum completeness criteria achievement, actively involving students, attracting students' interest and attention, active communication between teachers and parents regarding information related to student and school learning, having facilities and infrastructure to support the teaching and learning process. Furthermore, implementing blended-based learning is considered effective in maximizing learning activities during the Covid-19 pandemic.

According to Inprasitha (2023) ^[8] The purpose of this research is to explore how and to what extent the Blended Learning Classroom model enhances students' learning experience. The creation of the Blended Learning Classroom model was to provide different learning approaches to overcome the challenges in independent learning. The results revealed that Lesson Study teams created the problem situations substantially by emphasizing across subjects. The qualitative findings revealed that there are three valuable insights in terms of the strengths, challenges, and effectiveness of implementing the Blended Learning Classroom model. Research limitations/implications. This research adds new insight to the scarce amount of literature on students' active, interactive, and self-regulated learning in a Blended Learning environment.

Hou *et al* (2023) ^[6] Blended teaching and other information teaching models promote a new type of teaching revolution and enhance the interaction and communication among teachers and students. However, most colleges and universities still adopt the traditional teaching model where students' learning efficiency and quality. Thus, the adoption of both Class models can enhance the learning outcomes of males and females. Our findings provide new ideas and methods for deepening the development of the theoretical basis of PAD Class, expanding the perspective and application of Bridge-Objective-Bridge-Pre-assessment-Participatory and improving students' learning enthusiasm.

Pramadita (2022) ^[14] In this pandemic era, a blended learning model applied to school to teach students. Blended learning is a relatively new field that combines traditional teaching approaches with online learning. Other than that, students' engagement is a key aspect in the improvement of getting to know each other in the classroom. The purpose of this research is to find out students' engagement in blended learning in reading classroom from the teacher's point of view. The findings of this research based on teachers' perception from participants are behavioral engagement of students in blended learning in reading classrooms that have the same position between offline and online learning in classrooms. Cognitive engagement of students in blended learning in reading classroom is more positive when offline learning than when online learning. Emotional engagement of students in blended learning in reading classroom is more positive when offline learning than when online learning. It means that in blended learning, student involvement is more likely to look good or positive during offline learning compared to online learning.

Synthesis of the Study

The reviewed literature indicates that blended learning enhances student engagement, academic performance, flexibility, and collaboration when supported by effective

classroom management and appropriate technology. Studies consistently emphasize that teachers play a vital role in creating organized, interactive, and learner-centered, blended learning environments that improve learning outcomes. However, challenges such as poor internet connectivity, limited digital resources, inadequate training, and unequal access to technology continue to affect its successful implementation. Although many studies have explored blended learning, there is still limited research on teachers' classroom management practices in blended learning particularly in the Philippine secondary education context. This gap provides the basis for the present study.

Conceptual Framework

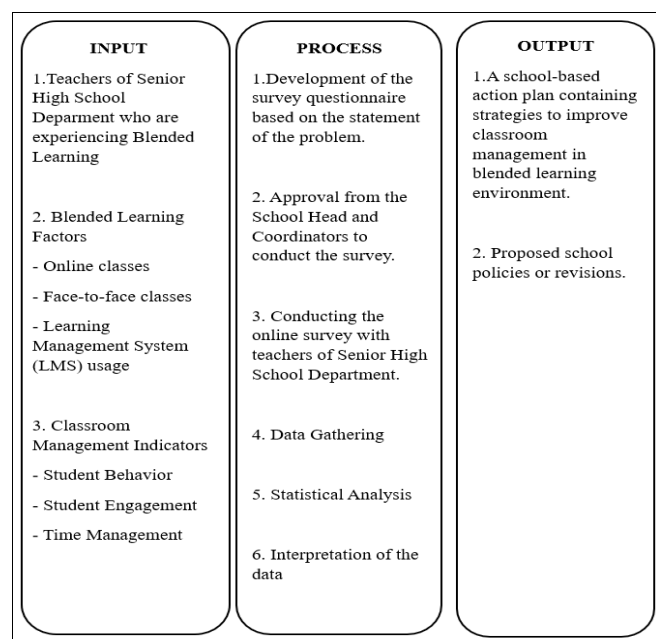


Fig 1: Input-Process-Output Model

The Conceptual Framework shows the process that the researchers did in conducting this research study. It utilizes the Input-Process-Output Method. The Input presents the main problem that this research seeks to determine, such as Blended Learning Factors, and Classroom management indicators. The Process shows the procedure that the researchers used in conducting the study, such as Development of survey questionnaire, Approval from the Senior High School Department Heads, *et al.* Lastly the output, this is the final outcome of the data after the researchers interpreted the data.

Statement of the Problem

Blended learning is a way of institutions do nowadays, it helps to have a more flexible learning style. However, it has an impact to teachers' who are using this learning style specifically at Young Achievers' School of Caloocan Incorporated. Face-to-face and online classes has an advantage and disadvantages for the educators delivering their learning strategies. This study will focus on finding the factors that affect a teachers' way of handling classrooms through the digital and traditional classes. This research identifies the teachers' observations on student behavior, participation, excellence, productivity, and discipline in a classroom setup. Therefore, this study asks: What is the impact of blended learning on teachers' classroom

management at Young Achievers' School of Caloocan Incorporated?

1. What are the teachers' perceptions for the blended learning in terms of its use and effectiveness in classroom instruction;
2. What is the perceived impact of blended learning on teachers' classroom management;
3. What challenges do teachers encounter in managing classrooms through blended learning;
4. Based on the findings of the study, what recommendations may be proposed to improve classroom management practices in a blended learning environment?

Hypotheses of the Study

There is significant relationship between blended learning and teachers' classroom management at Young Achievers' School of Caloocan, Incorporated.

Significance of the Study

This study aims to provide valuable information on impact of blended learning on teachers' classroom management at Young Achievers' School of Caloocan, Incorporated. This research would then be specifically significant and beneficial to the following:

Department of Education (DepEd): This study may help Department of Education (DepEd) to provide valuable information, that may serve as a basis for developing or strengthening policies, programs, and training initiatives that support effective blended learning implementation in schools.

Schools Division Office (SDO) of Caloocan: This study may help Schools Division Office (SDO) of Caloocan to have some insights, that can help to assess the effectiveness of blended learning practices within its school. It may also provide evidence that can guide the planning of professional development programs, instructional supervisions, and classroom management support for teachers.

Young Achievers' School of Caloocan, Incorporated (YASCI): This study may help Young Achievers' School of Caloocan, Incorporated (YASCI), to evaluate its current blended learning practices and identify areas of improvement in classroom management. It may also assist school administrators in designing strategies, providing resources, and strengthening teacher support to enhance teaching effectiveness.

Parents: This study may provide valuable information to help parents for better understanding about how blended learning influences classroom management and their children's learning experiences. It may also encourage stronger collaboration between parents and teachers in supporting students both at home and in school.

Students: This study may help students to provide contribution to improve students' learning experiences by promoting better classroom management practices in blended learning environment. Improved classroom management may lead to increased student engagement, participation, discipline, and academic performance.

Scope and Limitations of the Study

This study will cover the impact of blended learning on teachers of Senior High School Department classroom management. The primary subjects of this research study will consist of teachers who are working in the academic

year 2026-2027 at Young Achievers' School of Caloocan, Incorporated stating that teachers from different schools, academic year, and faculty department will not be included in the study. The participants will be limited to twenty-five (25) Senior High School Department teachers.

This limitation ensures that the study specifically captures the experiences and perceptions of teachers withing the Senior High School Department at Young Achievers' School of Caloocan Incorporated, allowing for an in-depth understanding of their experiences and observations in blended learning affecting the classroom management.

Definition of Terms

Assessment: The process of evaluating students' learning, skills, and knowledge.

Blended Learning: A teaching approach that combines face-to-face and online instruction.

Classroom Discipline: The management of student behavior to promote a productive learning environment.

Classroom Management: The strategies teachers use to maintain an organized and effective learning environment.

Digital Learning Tools: Technological resources used to support teaching and learning.

Face-to-Face Learning: Traditional classroom instruction where teachers and students meet in person.

Impact: The long-term effect or influence of one factor on another.

Instructional Strategies: Teaching methods and techniques used to achieve learning objectives.

Learning Environment: The physical or virtual setting where teaching and learning take place.

Learning Outcomes: The knowledge, skills, and competencies students are expected to achieve.

Lesson Preparation: The process of planning instructional activities and materials before teaching.

Online Learning: Learning conducted through digital platforms using the internet.

Perception: A person's understanding or opinion about a particular subject or experience.

Productivity: The effectiveness of teaching and learning.

Student: A learner who participates in classroom and online educational activities.

Student Engagement: The level of students' participation and involvement in learning.

Student Participation: The active involvement of students in classroom activities and discussions.

Teacher: A professional who facilitates learning and guides students in the classroom.

Teacher Stress: The physical or emotional strain experienced by teachers in carrying out their responsibilities.

Time Management: The effective planning and use of instructional time to maximize learning.

2. Methods

This chapter describes the method of research design, the locale of the study, the respondents of the study, the data gathering procedure, and the instrument used, and the statistical tools being used.

Research Design

This study will implement a quantitative descriptive-correlational research design to examine the impact of blended learning on teachers' managing a classroom from

different learning mobilities. It is descriptive it identifies the extent of blended learning teacher who have been experiencing the flexible learning approach. It is also a correlational because it examines the relationship of the blended learning affecting the way of the teachers handling different classroom management, at Young Achievers School of Caloocan.

Data were gathered by using structured survey on teachers of Senior High School Department. The results were analyzed through descriptive statistics to summarize the results, correlation analysis to determine relationships, and regression analysis to identify the results analyzations. This design ensures that findings are measurable, evidence-based, and practical, connecting inclusive education policies with classroom realities.

Locale of The Study

The study will be conducted at Young Achievers School of Caloocan, Incorporated, it is one of the private institutions in Caloocan City, in first districts and operates under its own distinct Department of Education (DepEd) division called the **Schools Division Office (SDO) of Caloocan City**. The school was selected because it implements blended learning modality, making it an appropriate setting for examining its impact on teachers' classroom management. It also, serves system of basic to secondary education from kindergarten to k-12 curriculum.

Young Achievers' School of Caloocan, Incorporated was chosen because it uses the blended learning modality, that it serves as a way of delivering the learning materials, synchronous, and asynchronous class. The school implemented this approach specifically this school year 2026-2027. It was used every Friday that all students are only need to attend class on their MS TEAMS account that are given by the institutions. They are implementing synchronous and asynchronous classes.

Respondents of The Study

The respondents of this study will be the Senior High School teachers at Young Achievers School of Caloocan who are currently implementing blended learning in their classes. All qualified teachers will be invited to participate. Their responses will provide the data needed to determine the impact of blended learning on classroom management.

Data Gathering Instrument

Margin of error: 8.49%

This means, in this case, there is a 95% chance that the real value is within $\pm 8.49\%$ of the measured/surveyed value. statistics, information is often inferred about a population by studying a finite number of individuals from that population, i.e. the population is sampled, and it is assumed that characteristics of the sample are representative of the overall population. For the following, it is assumed that there is a population of individuals where some proportion, p , of the population is distinguishable from the other $1-p$ in some way; e.g., p may be the proportion of individuals who have brown hair, while the remaining $1-p$ have black, blond, red, etc. Thus, to estimate p in the population, a sample of n individuals could be taken from the population, and the sample proportion, $\hat{p}$, calculated for sampled individuals who have brown hair. Unfortunately, unless the full population is sampled, the estimate $\hat{p}$ most likely won't equal the true value p , since $\hat{p}$ suffers from sampling noise,

i.e. it depends on the particular individuals that were sampled. However, sampling statistics can be used to calculate what are called confidence intervals, which are an indication of how close the estimate $\hat{p}$ is to the true value p .

In Statistics of a Random Sample

The uncertainty in a given random sample (namely that is expected that the proportion estimate, $\hat{p}$, is a good, but not perfect, approximation for the true proportion p) can be summarized by saying that the estimate $\hat{p}$ is normally distributed with mean p and variance $p(1-p)/n$. For an explanation of why the sample estimate is normally distributed, study the Central Limit Theorem. As defined below, confidence level, confidence intervals, and sample sizes are all calculated with respect to this sampling distribution. In short, the confidence interval gives an interval around p in which an estimate $\hat{p}$ is "likely" to be. The confidence level gives just how "likely" this is – e.g., a 95% confidence level indicates that it is expected that an estimate $\hat{p}$ lies in the confidence interval for 95% of the random samples that could be taken. The confidence interval depends on the sample size, n (the variance of the sample distribution is inversely proportional to n , meaning that the estimate gets closer to the true proportion as n increases); thus, an acceptable error rate in the estimate can also be set, called the margin of error, ϵ , and solved for the sample size required for the chosen confidence interval to be smaller than ϵ ; a calculation known as "sample size calculation."

Confidence Level

The confidence level is a measure of certainty regarding how accurately a sample reflects the population being studied within a chosen confidence interval. The most commonly used confidence levels are 90%, 95%, and 99%, which each have their own corresponding z-scores (which can be found using an equation or widely available tables like the one provided below) based on the chosen confidence level. Note that using z-scores assumes that the sampling distribution is normally distributed, as described above in "Statistics of a Random Sample." Given that an experiment or survey is repeated many times, the confidence level essentially indicates the percentage of the time that the resulting interval found from repeated tests will contain the true result. sample size equations where z is the z score ϵ is the margin of error N is the population size $\hat{p}$ is the population proportion EX: Determine the sample size necessary to estimate the proportion of people shopping at a supermarket in the U.S. that identify as vegan with 95% confidence, and a margin of error of 5%. Assume a population proportion of 0.5, and unlimited population size. Remember that z for a 95% confidence level is 1.96. Refer to the table provided in the confidence level section for z scores of a range of confidence levels. sample size example Thus, for the case above, a sample size of at least 385 people would be necessary. In the above example, some studies estimate that approximately 6% of the U.S. population identify as vegan, so rather than assuming 0.5 for $\hat{p}$, 0.06 would be used. If it was known that 40 out of 500 people that entered a particular supermarket on a given day were vegan, $\hat{p}$ would then be 0.08.

Data Gathering Procedure

The researcher will first seek approval from the school coordinators before conducting the study. After obtaining permission, the researcher will explain the purpose of the study to the respondents and secure their informed consent. The questionnaires will then be distributed through google forms. Sufficient time will be given for the respondents to answer the questionnaire honestly and completely. After retrieval of the completed questionnaires, the researcher will organize, encode, and tabulate the data for statistical analysis. Throughout the data gathering process, confidentiality and anonymity of the respondents will be strictly observed.

Statistical Tools

The data collected from the online survey questionnaire will be analyzed by using descriptive and statistics.

The researchers will use the Linear Regression Analysis; it is a statistical method used to analyze the relationship between two variables by fitting a linear equation. It looks for how a change in one variable affects another variable. It helps the researchers to understand if it can use one factor to predict the outcome of another. This type of statistical tool was discovered during the late 19th Century by Sir Francis Galton the father of "Regression". He called this phenomenon "regression toward mediocrity", also known as regression to the mean. It was chosen by the researchers, because it determines cause-and-effect and measures how much the blended learning actually, influence or change the classroom management of teachers at Young Achievers' School of Caloocan, Incorporated. Making it the most appropriate statistical tool for the study.

The formula for Simple Linear Regression is:

$$\hat{Y} = a + bX$$

Where:

- $\hat{Y}$: The predicted Classroom Management score.
- X : The actual Blended Learning score from a teacher.
- a : The baseline classroom management score if blended learning implementation is zero.
- b : The impact score (how much a teachers classroom management improves for every point increase in blended learning usage).

To compute for slope b

$$b = \frac{n(\sum XY) - (\sum X)(\sum Y)}{n(\sum X^2) - (\sum X)^2}$$

Where:

- $\hat{Y}$: The predicted Classroom Management score.
- X : The actual Blended Learning score from a teacher.
- a : The baseline classroom management score if blended learning implementation is zero.
- b : The impact score (how much a teachers

classroom management improves for every point increase in blended learning usage).

To compute for Intercept a

$$a = \frac{\sum Y - b(\sum X)}{n}$$

Where:

- **Y:** The predicted Classroom Management score.
- **X:** The actual Blended Learning score from a teacher.
- **a:** The baseline classroom management score if blended learning implementation is zero.
- **b:** The impact score (how much a teachers classroom management improves for every point increase in blended learning usage).

3. Results and Discussion

This chapter presents the findings of the study by listing the main themes found from the data gathered. It will also discuss the correlations between each theme. This study aims to identify the impact of blended learning on teachers' classroom management at Young Achievers' School of Caloocan, Incorporated. This study specifically seeks to understand the factors affecting the teachers in managing different classroom from flexible learning. Also, the results within this chapter will use descriptive-correlational analysis, followed by discussion connected to the findings of existing literature.

1. Teachers prefer using blended learning in delivering their teaching strategies in classes

Table 1: Teachers prefer using blended learning in delivering their teaching strategies in classes

Yes	36%
No	24%
Maybe	8%
Sometimes	32%
Never	0%

The data reveals that 36% of teachers prefer using blended learning modalities in delivering their teaching strategies in classes, while 24% of teachers does not prefer blended learning in implementing their strategies at classes. And also, some of teachers specifically 8% of them is not sure if they prefer the flexible learning in teaching the learners, and 32% sometimes wanted the flexible learning in teaching in classes, and 0% respondents doesn't like blending in delivering their teaching strategies in classes.

The findings connect on the topic by Capinpin *et al* (2026) states that in blended learning helps teachers to post activities, and monitor the participation of their students. This also improves their way of managing classroom from digital world. It is highly suggested by teachers when it comes to classroom management, it practiced their learning strategies, monitoring their students' engagement, and giving the traditional way of managing a classroom.

2. Teachers observed that most students are sometimes not responding positively in blended learning modality

Table 2: Teachers observed that most students are sometimes not responding positively in blended learning modality

Yes	32%
No	20%
Maybe	12%
Sometimes	36%
Never	0%

The findings states that 36% of the respondent states "sometimes", learners tend to sometimes not responding positively when educators are implementing flexible learning approach, while 32% stating "Yes" that most students are responding accordingly whenever what flexible learning approach is being used. On the other hand, 20% of educator states "No" that learners are responding negatively in blended learning, and 12 % stating "Sometimes" students are responding positively in classes, and 0% stating "Never" that students do not really participate positively.

This result aligns with the latest study by Ampo (2025) states that students prefer the face-to-face classes that helps them to interact with their teachers for some concerns for more understanding. It also helps them to excel more and to be more productive. However, some students faced difficulties from flexible learning like lack of essential resources, including Internet access, devices, and stable learning spaces. Financial struggles, high data costs, and distractions at home exacerbate the situation. It affects their learning capabilities that teachers one of the struggles when it comes to flexible learning environment.

3. Blended learning does not reduce classroom management of teachers

Table 3: Blended learning does not reduce classroom management

Yes	16%
No	44%
Maybe	8%
Sometimes	32%
Never	0%

According to the findings 44% of educators stated "No", that blended learning do not reduce their classroom management problems, while 32% of the teachers stated "Sometimes", it sometimes reduced their struggles in classroom management in flexible learning approach. On the other hand, some teachers with rate of 16% stated "Yes", that it really reduced their struggles and problems in blended learning, and 8% stating that "Maybe", is not sure if it really reduced their struggles, and 0% stated "Never".

This study connects to the study of Anon *et al* (2026) states that teachers' ability to effectively manage classroom whether digital or traditional learning, or both significantly affects the behavior, emotional, and cognitive engagement of students in blended learning. That effective classroom management goes beyond maintaining discipline; it encompasses the ability to organize instructional processes,

implement clear rules, promote learner autonomy, and integrate digital tools that support interaction and engagement. Moreover, poor classroom management leads to disengagement, technological distractions, and Inconsistent learning experiences.

4. Teachers observes that blended learning lessen the student participation and engagement.

Table 4: Teachers observes that blended learning lessen the student participation and engagement

Yes	8%
No	28%
Maybe	12%
Sometimes	44%
Never	8%

The data shows that 44% stated “Sometimes”, educators observed that students has sometimes lesser participation in blended learning activities, and 28% stating “No”, that students does not participate more in activities. On the other hand, 12% states “Maybe” are not sure if students engage more in this approach, and 8% of teachers stated both “Never” and “Yes”, that half of teachers observes that blended learning helps students to engage more in blended learning activities. While some teachers stated that “Never”, students does not participate at all in blended learning activities.

These findings connect to the study of Cirdro (2023) states that Department of Education directed all institutions to adapt blended learning. It is implemented or strengthened during the Covid-19 pandemic. Most of the schools used the blended learning as a tool to keep the learners from learning through distance. However, blended learning did a large impact to teachers, it causes the learners to lessen their engagement in their classes.

Whether it is asynchronous or synchronous class. It affects the student engagement specifically in their English classes. The educators need to put more effort to persuade all students to participate. It uses varied activities, and gamification, just to improve the energy or productivity of all learners.

5. Teachers observes that sometimes blended learning helps them to make lesson preparation easier

Table 5: Teachers observes that sometimes blended learning helps them to make lesson preparation easier

Yes	36%
No	20%
Maybe	0%
Sometimes	40%
Never	4%

Based on the data, 40% of the teachers stated that “Sometimes”, it helps them to prepare their lesson materials faster, while 36% of the respondents stated that “Yes”, it really does help them to prepare and make lessons easier. Somehow, 20% of educators stated that “No”, it does not help them to make lesson easier. And, 4% stating “Never”, that it does not help them to make lesson materials easier at all.

This result aligns in the latest study by Talosa *et al* (2025) [16] explains that blended learning has a big impact for

teachers, that digital technologies is also important nowadays, and to improve the flexible learning educators need to improve their technical skills so that they can create more interactive activities or courses. That can lead to more students’ motivation, interest, engagement, and achievement.

6. Teachers feel stress managing classes with blended learning sometimes, but other teachers does not feel stress at all

Table 6: Teachers feel stress managing classes with blended learning sometimes, but others teachers do not feel stress at all

Yes	28%
No	28%
Maybe	16%
Sometimes	28%
Never	0%

The results stated that 28% of the respondents stated that “Yes”, blended learning lessen their stress in managing classes, while 28% also stated that “No”, it does not lessen their stress in classes in using blended learning approach. And 16% stating that “Maybe”, is not sure if it lessened their stress in classes, and 28% again stating “Sometimes”, it lessened their stress but not all the time in classes using this learning approach. And 0% stating “Never”.

This result connects to study of Inhatova (2022) that blended learning environment such as face-to-face and online classes play a major role in the student engagements. That most teachers prefer face-to-face rather than online classes, for some reasons that it affects the students’ communication within the educators. The main problems in the online learning groups occurred due to the specifics of network base communication. A lack of commitment, difficulties in motivating other participants to actively participate in the cooperative studying, technical and temporal coordination problems as well as the diffusion of responsibility.

7. Blended learning reduced the teachers’ direct control to the learners

Table 7: Blended learning reduced the teachers’ direct control to the learners

Yes	48%
No	12%
Maybe	4%
Sometimes	36%
Never	0%

The data shows that 48% stating “Yes”, the teachers felt that blended learning lessened their direct control to the students, and 36% stating “Sometimes”, it reduce their control to students over the blended learning approach. While 12% are stating “No”, It does that affect their direct control to the learners. And 0% stating “Never”.

This result connects to study of Padagas (2021) The technology in modern times has resulted in the development of a highly dynamic and sophisticated educational landscape, and foreign/second language classrooms are no exception to this colossal pedagogic change. Blended Learning as a newly introduced innovative pedagogy has been well noted in different fields of second language teaching and learning including that of English for

Academic Purposes. Blended Learning fosters student-student and student-teacher interactions, reduces communication anxiety, encourages students to become self-directed and independent learners, and enhances their academic writing skills in English. In the context of Research Writing, however, Blended Learning has received less attention not to mention that research about Blended Learning.

8. Teachers do not find it difficult to balance online and face-to-face classroom management.

Table 8: Teachers do not find it difficult to balance online and face-to-face classroom management

Yes	20%
No	48%
Maybe	4%
Sometimes	28%
Never	0%

Based on the data, 48% of respondents stated “No”, teachers stated that they do not feel it difficult to balance traditional and online in terms of managing a classroom, and 28% stating “Sometimes”, it does sometimes have difficulties in managing both type of blended learning when it comes to classroom management. And 20% stating “Yes”, it really has a difficulty when it comes to managing classroom in both learning approach, and 4% stating “Maybe”, that is not sure if it felt difficult to manage both approach in classroom setup.

These findings align to study by Planas *et al* (2026) ^[13] blended learning has been institutionalized in the Philippines through DepEd Order No. 050 s. 2022, affirming its pedagogical soundness beyond pandemic exigencies. While widely adopted, challenges in classroom management, equity, and teacher workload persist.

9. Blended learning presents more challenges in managing classrooms rather than having benefits on it, but sometimes it's not

Table 9: Blended learning presents more challenges in managing classrooms rather than having benefits on it, but sometimes it's not

Yes	32%
No	28%
Maybe	8%
Sometimes	32%
Never	0%

Based on the results, 32% of the respondents stated that “Yes”, blended learning give more challenges rather than benefits to the teachers, and also 28% stating “Sometimes”, it does give challenges but also give benefits to the teachers and sometimes not. And 28% stating “No”, blended learning does not give only challenges but also benefits to the teachers, and 8% stating “Maybe”, is not sure if blended learning only presents challenges rather than benefits. And 0% stating “Never”.

This aligns to the study of Jaja *et al* (2025) ^[9] This study examined Influence of Teachers' Classroom Management on Students' Engagement in Blended Learning Classrooms in Secondary Schools in Rivers State. Blended learning has emerged as a strategic instructional model that integrates traditional face-to-face teaching with digital technologies to

foster deeper learning experiences. Within this framework, the role of teachers' classroom management becomes increasingly pivotal, particularly in ensuring active student participation, maintaining discipline, and fostering engagement across physical and virtual platforms. The study investigated how specific classroom management practices such as setting clear expectations, monitoring students' behavior, managing transitions between online and in-person tasks, and creating a supportive learning climate influence students' cognitive, behavioral, and emotional engagement.

10. Teachers are unsure if they can recommend using blended learning in classroom management approach

Table 10: Teachers are unsure if they can recommend using blended learning in classroom management approach

Yes	24%
No	28%
Maybe	32%
Sometimes	12%
Never	4%

Based on the data, 32% stated “Maybe”, are unsure if they can recommend flexible learning in terms of classroom management, and 28% stating “No”, that educators do not recommend to use blended learning in effective classroom management. While 24% stating “Yes”, they want to recommend blended learning for effective classroom management approach, and 4% stating “Maybe”, who think maybe it can be recommended to use blended learning in terms of having effective classroom management approach. And 4% stating that “Never”, they will never recommend flexible learning for effective managing a classroom.

This result aligns to the latest study of Inprasitha (2023) ^[8] the purpose of this research is to explore how and to what extent the Blended Learning Classroom model enhances students' learning experience. The creation of the Blended Learning Classroom model was to provide different learning approaches to overcome the challenges in the new normal regarding how we could manage the Thailand Lesson Study Incorporated Open Approach model to maximize students' independent learning. The results revealed that Lesson Study teams created the problem situations substantially by emphasizing across subjects. The qualitative findings revealed that there are three valuable insights in terms of the strengths, challenges, and effectiveness of implementing the Blended Learning Classroom model.

4. Summary, Conclusion, Recommendations

This chapter will present the summary of the study, conclusion, and recommendations for our following beneficiaries.

Summary

The study examined teachers' perceptions of the effects of blended learning on teaching and classroom management. The findings revealed that blended learning generally helps improve students' academic performance and enables teachers to address learners' educational needs through flexible instructional approaches. It also assists some teachers in preparing lessons more efficiently by utilizing digital technologies and online resources. However, the findings also showed that blended learning presents several

challenges, including limited internet access, lack of learning devices, financial constraints, classroom management difficulties, reduced student participation and engagement, increased stress among some teachers, and reduced direct teacher supervision over learners. Overall, the results indicate that while blended learning provides valuable educational opportunities, its effectiveness depends on resources, teacher preparedness, and active student participation.

Conclusion

Based on the findings, the study concludes that blended learning is an effective instructional approach that offers several benefits to both teachers and students, particularly in improving academic performance, providing flexible learning opportunities, and supporting lesson preparation. However, it cannot completely eliminate the challenges encountered in teaching, especially in classroom management, maintaining student engagement, reducing teacher stress, and ensuring direct supervision of learners. Therefore, the successful implementation of blended learning requires sufficient technological resources, continuous teacher training, and strategies that encourage active student participation to maximize its educational benefits.

Recommendations

This will be the recommendations we can provide for our following beneficiaries:

Department of Education (DepEd): The Department of Education should continue strengthening policies and programs that support the effective implementation of blended learning. It should provide schools with adequate technological resources, learning materials, and teacher training programs to address challenges related to classroom management, student engagement, and access to learning opportunities.

Schools Division Office (SDO) of Caloocan: The Schools Division Office of Caloocan should conduct regular monitoring and evaluation of blended learning implementation among schools under its jurisdiction. It should also organize professional development programs, technical assistance, and capacity-building activities that equip teachers with effective classroom management strategies and innovative instructional practices for blended learning.

Young Achiever's School of Caloocan Incorporated (YASCI): Young Achiever's School of Caloocan Incorporated should strengthen its implementation of blended learning by improving technological facilities, providing reliable internet connectivity, and continuously training teachers in the effective use of digital learning platforms. The school should also establish programs that promote active student engagement and address challenges related to classroom management and learner supervision.

Parents: Parents should actively support their children's education by providing a conducive learning environment at home, monitoring their academic progress, and encouraging responsible study habits. They should also maintain regular communication with teachers to help address students' learning difficulties and improve participation in blended learning activities.

Students: Students should actively participate in both face-to-face and online learning activities by managing their time

effectively, completing academic requirements responsibly, and making proper use of available learning resources. They should also communicate with their teachers whenever they encounter difficulties to enhance their learning experience and academic performance.

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