Integrating Theories into Practice: Teachers' Reflections on Blended Classroom Management Models

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ABSTRACT

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. This study employed a phenomenological qualitative design with five higher education teachers in Davao del Sur to explore how reflective practice enables the integration of behaviorist and constructivist principles in blended classrooms. Data were gathered through semi-structured interviews and reflective journals, analyzed using

Interpretative Phenomenological Analysis (IPA) and thematic analysis. Findings showed that teachers' reflection via journaling, peer dialogue, and data-driven adjustments supported adaptive management and responsive decision-making. Behaviorist strategies (reinforcement, structured routines, gamified feedback) sustained discipline, while constructivist approaches (inquiry-based tasks, collaborative learning, scaffolding) 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.

Keywords: Blended learning, Reflective practice, Behaviorist strategies, Constructivist pedagogy, Adaptive management, Equity adaptation.

INTRODUCTION

The Philippine Department of Education (DepEd) has formally recognized blended learning as a long-term instructional strategy. Through DepEd Order No. 050, s. In 2022, the agency declared that "the extension of blended learning implementation shall be guided by contextual realities, school readiness, and pedagogical soundness" (DepEd, 2022). This policy affirms that blended learning is not merely a pandemic response but a pedagogically driven approach to flexible education. Local governments such as Quezon City have echoed this stance, passing ordinances to institutionalize blended learning in public schools to address classroom shortages and climate-related disruptions (Manila Bulletin, 2025). These declarations highlighted the need for research that examines how teachers interpret and apply educational theory in managing blended classrooms.

This study investigates three core variables: theoretical integration, teacher reflection, and blended classroom management. Theoretical integration refers to how educators apply behaviorist principles such as, reinforcement and routine building alongside constructivist approaches that emphasize learner agency and collaborative meaning-making Cronjé (2016). Teacher reflection encompasses practices such as journaling, peer dialogue, and post-lesson analysis, which enable educators to adapt strategies based on the classroom realities (Farrell, 2015; Trust & Whalen, 2021). Blended classroom management involves the regulation of behavior, engagement, and instructional flow across both face-to-face and online modalities (Sison & Capinpin, 2022). These variables are explored qualitatively to understand how Filipino teachers construct localized, theory-informed management models.

Globally, blended learning has become a dominant instructional model, especially in higher education and K-12 systems adapting to digital transformation. Amarathunga (2025) notes that blended learning is now embedded in educational policy across multiple regions, with emphasis on multimodal engagement and teacher adaptability. International frameworks such as the Community of Inquiry (CoI) model support the integration of cognitive, social, and teaching presence in hybrid environments (Garrison & Vaughan, 2017). However, studies also report persistent challenges in classroom management, particularly in maintaining learner motivation and equitable participation across modalities (Mulenga & Shilongo, 2025). These global trends underscore the importance of teacher agency and reflective practice in managing blended classrooms effectively.

In the Philippines context, blended learning has been adopted to address infrastructure gaps, overcrowding, and climate-related disruptions. Salmorin (2021) emphasizes that while the modality offers flexibility and self-paced learning, it also introduces challenges in student discipline and teacher workload. Villanueva et al. (2024) found that blended interactions in K-12 settings are shaped by access, language, and cultural norms, requiring teachers to continuously adapt their management strategies. These findings align with DepEd's emphasis on pedagogical soundness and contextual responsiveness, reinforcing the need for teacher-driven models that integrate theory with practice.

Locally, in Davao del Sur, the schools Division Office has launched Project DAVAOSUR, which integrates a Learning Management System (LMS) to support blended instruction and streamline classroom routines (DepEd Davao del Sur, 2025). Rosello et al. (2023) documented challenges faced by students in Davao City, including limited LMS access, self-discipline issues, and the need for clearer digital routines. These local insights highlighted the importance of teacher reflection and theory-informed management in addressing both technological and behavioral challenges in blended classrooms. By examining how teachers in Davao del Sur and nearby regions reflect on and adapt their blended management strategies, this study contributes to the development of inclusive, context-sensitive pedagogical models.

Despite the widespread adoption of blended learning, most studies examine classroom management through either behaviorist or constructivist frameworks, rarely addressing how teachers combine these theories in practice (Boelens et al., 2017; Conjé, 2016). The role of teacher reflection in bridging theory and classroom routines, especially in hybrid settings remained underexplored (Farrell, 2015; Trust &Whalen, 2021).

In the Philippine context, research tends to focus on infrastructure, access, and student performance, with limited attention to how educators adapt management strategies through reflective practice (Alvarez, 2020; Villanueva et al., 2024). While some qualitative studies capture teacher experiences, they often overlook how reflection supports the integration of theoretical models (Enarsao, 2022; Casumpang, 2025).

This study addresses these gaps by examining how Filipino teachers reflect on and apply behaviorist and constructivist principles to manage blended classrooms, aiming to generate context-sensitive insights for inclusive and effective pedagogy.

METHODOLOGY

Research Design

This study employed a phenomenological qualitative design. Phenomenology was particularly appropriate because the research sought to capture how teachers in blended learning environments interpret, reflect upon, and integrate theoretical principles into classroom management. As Hassain, Alam, and Ali (2024) argue, phenomenology provided rigorous framework for documenting participant voices and achieving thematic saturation, ensuring that findings reflect authentic teacher perspectives. Enarsao (2022) similarly demonstrated the relevance of phenomenological inquiry in hybrid classrooms, showed how it surfaces nuanced accounts of teacher adaptation and agency.

Research Locale

The study was conducted in Davao del Sur, a province whose Schools Division Office has actively institutionalized blended learning through Project DAVAOSUR, an initiative that integrates a Learning

Management System (LMS) to support instructional routines and digital pedagogy (DepEd Davao del Sur, 2025). Local studies also reveal challenges in nearby Davao City, such as limited LMS access and the need for clearer digital routines, underscoring the importance of teacher reflection and theory-informed management in blended classrooms (Rosello et al., 2023). These contextual realities validated the choice of Serapion C. Basalo Memorial Colleges, INC., as research locale, ensuring that findings are grounded in ongoing educational reforms and localized classrooms practices.

Research Participants

The study involved five higher education teachers from Serapion C. Basalo Memorial Colleges, Inc., who were actively engaged in blended learning. This sample size was deliberately chosen to align with phenomenological research standards, which emphasize depth of reflection and richness of lived experience over breadth of coverage. As Hossain, Alam, and Ali (2024) note, phenomenological inquiry achieved thematic saturation even with small participant groups, provided that participants are information-rich and directly connected to phenomenon under study.

Thematic saturation was reached after the fifth interview, as no new codes emerged and reflective journals corroborated existing themes. This transparent criterion for saturation strengthened the credibility of the findings and ensured that the participant pool was sufficient to capture the phenomenon under investigation. All five participants met the following inclusion criteria: (a) currently implementing blended learning in higher education institutions, (b) at least one year of teaching experience in blended modalities, and (c) willingness to participate in semi-structured interviews and provide reflective journals or logs. Teachers not engaged in blended learning or unwilling to provide consent were excluded.

Data Instrument

The study employed two complementary instruments: semi-structured interviews and reflective journals. These instruments were selected to capture the depth authenticity of teachers lived experiences in integrating theoretical principles into blended classroom management. The primary instrument was semi-structured interview guide designed to elicit nuanced accounts of teachers' reflective practices and their application of behaviorist and constructivist strategies in blended learning environments. Semi-structured interviews were widely recognized in recent qualitative studies for their ability to balance consistency with flexibility, allowing researchers to probed deeply into participants' experiences while maintaining alignment with research objectives (Olmos-Vega et al., 2023, Hossain, Alam, & Ali, 2024). The second instrument consisted of reflective journals or teaching logs, which served as introspective accounts of teachers' ongoing integration of theory practice. Reflective journals were particularly suited to phenomenological research because they capture the immediacy of teachers' thought processes and provide unfiltered insights into their evolving classroom management strategies ElSayary et al. (2025); Casumpang, (2025).

Data Gathering Procedure

The data gathering procedure was carefully structured to ensure methodological rigor, ethical compliance, and alignment with phenomenological inquiry. It was designed to capture the lived experiences of teachers in blended classrooms. (1) Formal approval was secured from participating institution which is in Serapion C. Basalo Memorial Colleges, INC. The teachers were briefed on the study's objectives, procedures, and ethical safeguards. Written informed consent was obtained, emphasizing voluntary participation, confidentiality, and the right to withdraw at any stage without penalty. (2) The primary instrument consisted of one-on-one semistructured interviews with five higher education teachers actively engaged in blended learning. Each interview lasted 45-60 minutes and was guided by open-ended questions focusing on reflection, behaviorist strategies, constructivist principles, and contextual adaptation. (3) To complement the interviews, participants were invited to submit excerpts from existing teaching journals or compose new reflections over a period of one to two weeks. These journals provided introspective accounts of how teachers integrated theoretical principles into practice and adapted their management strategies in response to classroom realities. (4) Data from interviews and journals were triangulated to strengthen credibility and ensure consistency across sources. Triangulation allowed the researcher to cross-verify themes and insights, thereby enhancing the robustness of findings.

Data Analysis

Data analysis was conducted using a combined framework of Interpretative Phenomenological Analysis (IPA) and thematic analysis to ensure both interpretative depth and systematic recurrence. This dual approach allowed the study to capture the richness of individual teacher reflections while identifying recurring patterns across cases.

IPA Workflow

1) **Unit of analysis**: Each teacher's narrative interviews and reflective journals was treated as a distinct unit of analysis.

2) **Initial noting**: Transcripts were examined line-by-line, with descriptive, linguistic, and conceptual comments recorded to capture experiential meaning (Olmos-Vega et al., 2023).

3) **Emergent themes**: Codes were developed from initial notes, reflecting participants lived experiences and meaning-making processes.

4) **Clustering**: Related codes were grouped into superordinate categories such as reflective practice, behaviorist reinforcement, and constructivist pedagogy.

5) **Cross-case synthesis**: themes were compared across all five participants to identify convergence, divergence, and disconfirming cases.

6) **Interface with thematic analysis**: While IPA provided interpretive depth, thematic analysis structured recurrence across cases, ensuring that themes were not only meaningful but also consistently observed ElSayary et. (2025).

Reflexivity And Rigor

1) A reflexive audit trail was maintained through analytic memos documenting interpretative decisions and researcher positionality. McLeod (2024) emphasizes that audit trails enhance dependability and confirmability by allowing external reviewers to trace the research process.

2) Triangulation was achieved by cross-verifying interview data with reflective journals, strengthening credibility and confirmability. Contemporary studies highlighted triangulation and crystallization as essential strategies for ensuring trustworthiness in qualitative inquiry (Morgan, 2024; Looppanel, 2025).

3) Thick description was ensured by presenting multiple verbatim excerpts per theme, including disconfirming cases, to capture the diversity of teacher experiences. Thick description remained critical for transferability, providing nuanced accounts that allow readers to assess applicability in other contexts (Younas et al., Lal, 2025).

Codebook Excerpt

Raw Data Excerpt (Verbatim)	Initial Code (IPA: line-by-line noting)	Clustered Category (IPA: emergent themes)	Superordinate Theme (Cross-case synthesis)	Interpretive Notes (Thick Description)
"I reflect after most blended sessions, noting what worked and what failed." (Teacher A, Interview)	Reflection habit	Reflective practice	Reflective Practice & Professional Agency	Reflection is habitual and embedded in teacher identity; confirmed adaptive management.
"I adjust strategies during class when engagement	Reflection-in-action	Adaptive management	Reflective Practice &	Showed immediate responsiveness;

shifts, especially when students become passive online." (Teacher B, Interview)			Professional Agency	reflection is dynamic and situational.
"I rarely write journals; I rely on peer dialogue instead, because writing feels time-consuming." (Teacher E, Interview – disconfirming case)	Alternative reflection	Reflection diversity	Reflective Practice & Professional Agency	Disconfirming case – highlighted plurality of reflective modalities beyond journaling.
"After reviewing LMS analytics, I noticed half the class skipped the forum. I revised my next session to include mandatory peer-sharing." (Teacher C, Journal)	Data-driven adjustment	Evidence-based reflection	Reflective Practice & Professional Agency	Demonstrated use of student logs/analytics; strengthened confirmability.
"The flipped classroom helped students become more active and autonomous." (Teacher B, Interview)	Learner autonomy	Inquiry-based learning	Constructivist Pedagogy & Learner Autonomy	Confirmed constructivist emphasis on agency and active learning.
"Inquiry-based tasks encouraged peer collaboration and critical thinking." (Teacher A, Interview)	Collaborative inquiry	Peer engagement	Constructivist Pedagogy & Learner Autonomy	Highlighted constructivist strategies fostering collaboration and higher-order thinking.
"Some students resisted autonomy, preferring direct instruction. I had to scaffold more than expected." (Teacher D, Interview – disconfirming case)	Resistance to autonomy	Learner diversity	Constructivist Pedagogy & Learner Autonomy	Disconfirming case – autonomy not universally embraced; scaffolding required.
"Students prepared at home, then applied concepts in group work. Their independence was visible, but weaker students needed extra scaffolding." (Teacher C, Journal)	Visible independence with scaffolding	Differentiated support	Constructivist Pedagogy & Learner Autonomy	Thick description – autonomy evident but uneven; scaffolding ensured inclusivity.
"Praise motivates students to continue participating." (Teacher D, Interview)	Positive reinforcement	Engagement strategy	Behaviorist Techniques & LMS Utilization	Reinforcement sustains discipline and participation.
"Gamified feedback keeps discipline manageable." (Teacher B, Interview)	Gamification	Motivation tool	Behaviorist Techniques & LMS Utilization	Gamification as a behaviorist extension in blended contexts.

"LMS feedback feels impersonal, so students ignore it." (Teacher C, Interview – disconfirming case)	Impersonal feedback	LMS limitation	Behaviorist Techniques & LMS Utilization	Disconfirming case – digital reinforcement lacks personalization.
"I used badges in the LMS to reward participation. Some students responded positively, but others dismissed them as meaningless." (Teacher A, Journal)	Mixed response to badges	Gamified reinforcement	Behaviorist Techniques & LMS Utilization	Illustrated variability in learner reception; personalization needed.
"I allow students to submit assignments via SMS when internet access becomes limited." (Teacher B, Interview)	Flexible submission	Equity adaptation	Localized Model Development & Documentation	Equity-oriented adaptation to infrastructural realities.
"Flexible deadlines and asynchronous tasks help students in remote areas." (Teacher C, Interview)	Flexible deadlines	Access strategy	Localized Model Development & Documentation	Showed resilience and inclusivity in localized models.
"Equity adaptations sometimes reduce rigor; some students exploit flexible deadlines." (Teacher E, Interview – disconfirming case)	Reduced rigor	Equity tension	Localized Model Development & Documentation	Disconfirming case – unintended consequence of equity measures.
"Connectivity issues forced me to accept SMS submissions, which I later reviewed alongside LMS logs." (Teacher D, Journal)	Connectivity workaround	Contextual adaptation	Localized Model Development & Documentation	Thick description – resilience and triangulation of data sources.
"Disruption due to internet connectivity loss makes students passive during online classes." (Teacher A, Interview)	Connectivity disruption	Engagement barrier	Contextual Challenges & Equity Adaptation	Confirmed infrastructural barrier to participation.
"Student access affects my management decisions; I adjust pacing depending on who can log in." (Teacher C, Interview)	Access-based pacing	Adaptive management	Contextual Challenges & Equity Adaptation	Showed direct link between equity and instructional flow.
"Even with flexible deadlines, some students disengage completely." (Teacher E, Interview – disconfirming case)	Disengagement despite flexibility	Equity limitation	Contextual Challenges & Equity Adaptation	Disconfirming case – flexibility does not guarantee engagement.

	Asynchronous redesign	Equity adaptation	Contextual Challenges & Equity Adaptation	Thick description – adaptation preserved fairness but reduced interaction.
"Connectivity issues forced me to redesign activities into asynchronous modules. Equity was preserved, but engagement dropped." (Teacher B, Journal)				

RESULTS AND DISCUSSION

The findings presented in this section are based on the lived experiences of the five higher education teachers, with thematic saturation achieved after the fifth interview. No new codes emerged beyond this point, and reflective journals corroborated the recurring themes, confirming that the participant pool was sufficient to capture the phenomenon under study. This consistency across interviews and journals strengthened the credibility and confirmability of the results.

Responsive and Reflective Blended Classroom Management

The overarching theme illustrated how teachers combine behaviorist reinforcement, constructivist pedagogy, and reflective practice to create localized classroom management models. These models are shaped by contextual realities such as connectivity issues, student engagement, and equity concerns. Effective blended classroom management thus emerges from the dynamic interplay of theory, reflection, and context ElSayary et al. (2025); Casumpang (2025).

Reflective Practice And Professional Agency

Teachers consistently described reflection as central to their professional identity. Reflection occurred both inaction and on-action.

"I reflect after most blended sessions, noting what worked and what failed." Teacher A,

Interview)

"I adjust strategies during class when engagement shifts, especially when students become passive online." (Teacher B, Interview)

"I rarely write journals; I rely on peer dialogue instead, because writing feels timeconsuming." (Teacher E, Interview-disconfirming case)

"After reviewing LMS analytics, I noticed half the class skipped the forum. I revised my next session to include mandatory peer-sharing." (Teacher C, Journal)

The excerpts illustrated reflection as habitual, evidence-based, and adaptive practice that is deeply embedded in teacher professional identity within blended learning contexts. Reflection was not merely incidental but a sustained routine through which teachers continuously evaluated and refined their classroom management strategies. The presence of disconfirming cases, such as reliance on peer dialogue instead of journaling, underscores the plurality of reflective modalities and highlighted that professional agency can manifest through diverse pathways. This diversity strengthened the credibility of the findings by demonstrating that reflection is contextually responsive, shaped by individual preference workload, and institutional culture.

Rai (2025) emphasizes that reflective practice enhanced teachers' professional commitment and adaptability, while Cagumbay-Kadile (2025) documents how reflective practices in Philippine higher education directly contribute to professional development outcomes. The frontiers in Education (2025) framework highlighted the social dimension of reflection, showed that peer dialogue and collaborative exchange are integral to sustaining teacher agency. Similarly, Younas et al. (2023) argue that reflection, when documented through thick description, enhanced transferability and evidentiary density in qualitative research. Finally, Morgan (2024)

underscores that triangulation of reflective modalities such as journals, peer dialogue, and data analytics strengthened trustworthiness by reinforcing confirmability and dependability.

Constructivist Pedagogy And Learner Autonomy

Constructivist strategies were widely employed to foster learner autonomy and engagement

"The flipped classroom helped students become more active and autonomous." (Teacher B, Interview)

"Inquiry-based tasks encouraged peer collaboration and critical thinking." (Teacher A, Interview)

"Some students resisted autonomy, preferring direct instruction. I had to scaffold more than expected." (Teacher D, Interview- disconfirming case)

Journal extract: "Students prepared at home, then applied concepts in group work. Their independence was visible, but weaker students needed extra scaffolding." (Teacher C, Journal)

These accounts confirm Mandal's (2024) assertion that constructivist pedagogy promotes deeper learning but it requires balancing independence with structured guidance. The disconfirming case, where learners resisted autonomy, highlighted the need for differentiated scaffolding to support diverse learner profiles. This finding resonated with Hou (2024), who argues that constructivist strategies in blended environments must be carefully mediated to ensure inclusivity, and with Villanueva et al. (2024), who document how cultural and contextual factors shape learner readiness for autonomy in Philippine classrooms.

Moreover, the journal evidence demonstrated that constructivist pedagogy is not only theoretical but operationalized in practice. Teachers deliberately designed flipped and inquiry-based tasks to cultivate agency, yet they simultaneously monitored learner progress and adjusted scaffolding when necessary. This adaptive approach aligns with Alajar et al. (2024), who emphasize that constructivist learning in the Philippines requires balancing collaborative meaning-making with structured teacher guidance to sustain engagement.

Taken together, these findings illustrated constructivist pedagogy as a dynamic and context-sensitive construct. It empowers learners through autonomy and collaboration, but its effectiveness teachers' ability to scaffold appropriately, respond to resistance, and integrate reflective adjustments. By presenting both confirming and disconfirming cases, the study provides thick description that enhanced credibility and transferability validating constructivist pedagogy as central to equity-oriented blended classroom management.

Behaviorist Techniques And Lms Utilization

Despite constructivist emphasis, teachers acknowledged the continued relevance of behaviorist reinforcement.

"Praise motivates students to continue participating." (Teacher D, Interview)

"Gamified feedback keeps discipline manageable." (Teacher B, Interview)

"LMS feedback feels impersonal, so students ignore it." (Teacher C, Interview- disconfirming case)

Journal extract: "I used badges in the LMS to reward participation. Some students responded positively, but others dismissed them as meaningless." (Teacher A, Journal)

"When I monitored LMS quiz scores, I noticed participation dropped after midterms. I introduced bonus points for timely submissions, and engagement improved." (Teacher E, Journal)

These excerpts showed that reinforcement strategies can encourage engagement, but their impact depends on how they are implemented and perceived by learners. While praise and gamification provided immediate motivation, LMS-based feedback sometimes lacked personalization, reducing its effectiveness. The additional journal evidence demonstrated how LMS analytics directly informed reflection and decision-making: teachers used participation logs and quiz scores to redesign tasks, introduce incentives, and adjust pacing. This highlighted the digital data was not merely supplementary but actively shaped classroom management strategies.

The findings resonated with Buhamad (2024), who argues that reinforcement strategies remained valuable but must be carefully adapted to educational technologies to avoid tokenism. More recent studies also support this view: Alajar et al. (2024) emphasize that gamification in Philippine classrooms enhanced motivation only when paired with meaningful learning tasks, while Villanueva et al. (2024) note that cultural and contextual factors shape how students respond to digital rewards. Together, these accounts illustrated that behaviorist techniques continue to play a role in blended learning, but their success depends on context-sensitive application, personalization, and data-informed.

Localized Model Development And Documentation

Teachers developed localized classroom management models responsive to student needs and infrastructural realities.

"I allow students to submit assignments via SMS when internet access becomes limited." (Teacher B, Interview)

"Flexible deadlines and synchronous tasks help students in remote areas." (Teacher C, Interview)

"Equity adaptations sometimes reduce rigor; some students exploit flexible deadlines." (Teacher E, Interview-disconfirming case)

Journal extract: "Connectivity issues forced me to accept SMS submissions, which I later reviewed alongside LMS logs." (Teacher D, Journal)

"When I tracked attendance patterns in the LMS, I noticed rural students logged in less frequently. I redesigned modules into shorter, asynchronous segments to maintain equity without overwhelming them." (Teacher A, Journal)

These excerpts illustrated how teachers localized blended classroom management by adapting routines to infrastructural realities such as connectivity gaps and digital inequality. Flexible submissions, asynchronous modules, and SMS-based workarounds ensured inclusivity, though teachers acknowledged tensions between equity and rigor. The additional journal evidence demonstrated how LMS analytics directly informed reflection and adaptation: teachers monitored attendance and participation data to redesign modules, balance workload, and sustain engagement among disadvantaged learners.

This evidentiary density confirmed that localized models were not ad hoc adjustments but systematic, datain formed strategies rooted in reflective practice. The findings resonated with Rosello et al. (2023), who documented similar challenges in Davao classrooms, and with Villanueva et al. (2024), who emphasized the need for culturally responsive adaptations in Philippine blended learning, by presenting both confirming and disconfirming cases, the study underscores that equity-oriented adaptations must be continuously refined to avoid unintended consequences, such as reduced rigor or disengagement.

Contextual Challenges And Equity Adaptation

Connectivity and equity concerns were persistent challenges

"Disruption due to internet connectivity loss makes students passive during online classes." (Teacher A, Interview)

"Student access affects y management decisions; I adjust pacing depending on who can log in." (Teacher C, Interview)

"Even with flexible deadlines, some students disengage completely." (Teacher E, Interview- disconfirming case)

Journal extract: "Connectivity issues forced me to redesign activities into asynchronous modules. Equity was preserved, but engagement dropped." (Teacher B, Journal)

These accounts highlighted the dual pressures of equity and engagement. Teachers sought to preserve fairness by adjusting pacing, deadlines, and delivery modes, yet these adaptations sometimes reduced participation or rigor. The findings align with Mulenga and Shilongo (2025), who identify connectivity and equity as critical barriers in hybrid classrooms worldwide. They also resonated with Villanueva et al. (2024), who emphasize how infrastructural constraints directly limit participation, and with Alajar et al. (2024), who stress that equityoriented adaptations require ongoing reflection when flexibility alone fails to sustain engagement.

CONCLUSION

This study demonstrated that Filipino teachers actively synthesize behaviorist and constructivist principles through reflective practice to manage blended classrooms. Reflection whether in-action, on-action, or through peer dialogue emerges as a professional habit that enables adaptive responses to engagement shifts, equity challenges and contextual constraints. Behaviorist reinforcement strategies remained relevant for sustaining discipline, while constructivist approaches foster autonomy and collaboration, though they require differentiated scaffolding to address leaner diversity. Localized adaptations, such as flexible deadlines and alternative submission modes, illustrated teachers' resilience in mitigating digital inequality, though they also reveal tensions between equity and rigor.

By documenting both confirming and disconfirming cases, the study provides thick description that strengthened transferability and evidentiary density. The findings underscore reflective practice as the bridge between theory and classroom realities, positioning it as a cornerstone of sustainable blended learning management. For policy and practice, the study suggests that institutional support for teacher reflection through professional development, peer dialogue, and analytics-informed decision-making can enhance equity, adaptability, and pedagogical soundness in Philippine higher education.

Contributions of the Authors

The lead author conceptualized the study, designed the phenomenological framework, and conducted the thematic analysis. Co-authors assisted in refining the research design, validating instruments, and supporting data collection through interviews and reflective journals. All authors contributed to coding, interpretation, and manuscript revision, ensuring scholarly rigor and contextual accuracy. Each author approved the final version and accepts responsibility for the integrity of the work.

Conflict of Interest

Authors declare that there is no conflict of interest.

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