CIPP Lens on Blended Teaching Modality:
An Evaluation of Implementation and Impact

Venus E. Niñeza
Buenavista Community College
escabasvenus1992@gmail.com

ABSTRACT

This study evaluated the effectiveness of the blended teaching modality (BTM) using the Context, Input, Process, and Product (CIPP) Evaluation Model as a framework for assessing its alignment with institutional goals, adequacy of instructional resources, implementation processes, and contribution to students' learning outcomes. The study employed a descriptive research design with 170 first-year students enrolled in Purposive Communication from a Local College in Bohol, school year 2025-2026. Participants were selected using purposive stratified sampling, wherein four sections practicing blended learning served as strata to ensure proportional representation. Data were collected using an adopted closed-ended Likert-type questionnaire based on the CIPP evaluation framework and the data were analyzed using weighted mean and standard deviation. In the context evaluation, students generally perceived blended teaching as aligned with learning objectives, curriculum design, and their learning needs, and expressed high levels of satisfaction with the modality. However, technological infrastructure, particularly network reliability and access to digital resources, emerged as a major challenge. In the input evaluation, instructors were perceived to possess strong pedagogical competence and the ability to facilitate meaningful learning despite limited institutional resources. Nevertheless, concerns were raised regarding insufficient technological tools, inadequate training and orientation, and limited institutional support for innovation. The process evaluation indicated that instructors were effective in maintaining classroom interaction and managing blended instruction; however, weaknesses were observed in the limited use of diverse instructional strategies, insufficient feedback mechanisms, and minimal integration of advanced digital tools. The product evaluation showed that blended teaching positively contributed to students' learning outcomes, including improvements in critical thinking, self-directed learning, practical skills, academic performance, and digital literacy. Despite these benefits, students expressed reservations about the long-term sustainability and value of the modality due to technology-related constraints and inconsistent institutional support. Overall, the study concludes that while blended teaching modality demonstrates pedagogical effectiveness and positive learning outcomes, strengthening technological infrastructure, enhancing institutional support systems, and improving instructional design and feedback mechanisms are essential to ensure its sustainability and maximize its educational potential.

Keywords: *Blended teaching modality, CIPP evaluation model, descriptive research, technology integration, instructional effectiveness, student learning outcomes*

INTRODUCTION

The rapid development of computer technology and the need for adaptive flexibility in all spheres of society are two convergent forces that have caused a significant paradigm shift in the worldwide educational environment. As observed by Karagöl and Esen (2019), the sheer speed of current educational technology developments encourages, and often demands, adaptability in teaching and learning models. In order to keep instruction current, efficient, and responsive to students' evolving needs, educators and educational institutions must constantly modify their approaches due to the rapid advancement of technology in the classroom. This transformation has moved online and offline blended teaching from an innovative novelty to a mainstream approach within universities and Higher Education Institutions (HEIs) worldwide (Zhang et al., 2025).

This institutional shift is not merely a technological trend but a strategic institutional necessity that is frequently supported by the national policy. For instance, in the Philippine context, the transition to flexible modalities was formally mandated under the Commission on Higher Education (CHED) Guidelines on Flexible Learning (FL), adopted through Commission en Banc Resolution No. 412-2020. Rooted in Republic Acts No. 7722 ("Higher Education Act of 1994") and No. 11469 ("Bayanihan to Heal as One Act"), this policy required HEIs to demonstrate judicious use of alternative modes of delivery in lieu of traditional in-campus or face-to-face instruction. Ultimately, the guidelines highlight that flexible learning must be a student-centered approach that offers a great deal of flexibility in terms of schedules, content, access, and creative assessment.

Furthermore, HEIs are explicitly required to formulate data-driven decisions and establish resilient learning continuity plans (LCPs) to ensure the educational ecosystem remains prepared for disruption. This complex policy landscape provides the essential Context for evaluating how institutions operationalize this mandatory flexibility. It also stresses how important it is to determine whether institutional rules actually match the requirements of learners and the resources at hand. Furthermore, these requirements indicate how crucial it is to assess how well HEIs convert national instructions into practical, efficient strategies in their local contexts.

Within this adaptive environment, blended learning (BL) has emerged as the principal strategy for integrating pedagogy and technology into teaching and learning (Gingoyon, 2023). Blended learning is conceptually defined as the structured, intentional combination of the conventional learning model with an online learning system. This implies that blended learning has emerged as the most popular strategy for enhancing teaching efficacy by fusing traditional teaching methods with digital resources. It enables teachers to design adaptable, interactive, and technologically assisted learning experiences that better meet the needs of current education.

According to Lalima and Dangwal (2017), blended modality inherently encompasses four dimensions of learning activity: direct learning (face-to-face), indirect learning (independent study), group learning (collaborative activities), and computer-assisted learning (digital resources and tools). In light of the careful planning of these elements, the combined instruction becomes a strong, learner-centered

approach whose effectiveness is firmly anchored in modern educational theories that place an emphasis on active student participation and connectivity.

Among these theories is Piaget's Theory of Constructivism (1972), a fundamental principle in educational psychology which holds that learners are not passive recipients of information but rather actively develop their understanding and knowledge through experience and interaction with their surroundings. Blended learning explicitly prioritizes these constructivist concepts. The modality gives students practical opportunity to apply theoretical knowledge to real-world situations by fusing traditional instruction with digital technologies including online simulations, virtual laboratories, and interactive discussion forums.

By shifting the spotlight from content transmission to knowledge generation and meaning-making, this interactive approach improves students' logical and conceptual growth and increases their conceptual understanding. This aligns to connectivity that is further bolstered by Connectivism, a theory proposed by Siemens (2005) that addresses the educational needs of the digital age by emphasizing the role of social and technological networks in the learning process. It suggests that knowledge is dispersed throughout a network of nodes and that the capacity to create, traverse, and manage these networks constitutes true learning. This is naturally made possible by blended learning environments, which encourage students to work together, share materials, and participate in collaborative inquiry through digital platforms.

The successful integration of these principles within a blended environment is structurally addressed by the Community of Inquiry (CoI) model (Garrison, Anderson, and Archer, 2000). By combining three interrelated components - Social Presence, Cognitive Presence, and Instructional Presence - the CoI model provides a thorough foundation for creating a collaborative learning environment. The CoI model is crucial for organizing and assessing educational experiences in blended learning, making sure that technology is utilized efficiently to create a coherent, dynamic learning community rather than just to deliver content.

This comprehensive framework presents a strategic opportunity to address existing structural challenges, most notably the access to quality education, especially for students in developing regions or underserved communities (Santiago et al., 2021). Blended learning could effectively overcome geographical barriers, cater the diversity of learners' needs, and enhance accessibility through ensuring flexible learning options to students. Furthermore, the supportive learning environment has been found to be motivationally beneficial, encouraging students to study independently, actively participate, and develop their digital literacy (Setyaningrum, 2018; Sahni, 2019).

Academic research confirms this correlation, noting that having access to technology in classrooms can have a beneficial effect on students' academic performance (Hu et al., 2018). In the same manner, educators are free to develop their own teaching strategies, which enables more individualized content delivery, progress tracking, and prompt feedback. This instructional flexibility leads the educators to better address the varied needs and preferences of their students. It also creates a more dynamic learning environment where students are given opportunities for deeper engagement and timely assistance.

However, despite the modality's solid theoretical foundation and many documented benefits in many institutions, the practical use of the blended learning approach is still confusing and inadequate. There is a gap in the authenticity of its design, delivery, and assessment, despite the fact that many reports highlight its potential to improve the teaching-learning process. One major challenge cited by institutions is the resistance rooted in institutional teaching culture - a deep-seated preference for the conventional system that hinders the comprehensive adaptation of the blended approach (Rasheed et al., 2020). Blended learning might not succeed if it is only applied as a surface-level application rather than an essential reconfiguration of pedagogical practice. Furthermore, the modality places significant demands on the learners themselves; reports indicate that several students struggled to achieve the requirements of blended learning, which called for extremely high levels of attentiveness and discipline from the students (Rasheed et al., 2020).

A crucial, yet often overlooked, challenge lies in the design effectiveness itself. Bizami, Tasir, and Kew (2023) highlight that while the ability of blended learning to improve outcomes is widely known, little research exists on the best ways of designing effective blended learning environments that genuinely support immersive learning experiences and accessibility. The lack of standardized, evidence-based design protocols conveys that institutions may be using frameworks without the necessary instructional design rigor which could result in inconsistent outcomes and discontented stakeholders. A thorough, methodical assessment is required due to the ongoing uncertainty around implementation efficacy, instructional integrity, and impact.

According to Feng et al. (2024), blended teaching mode significantly improves students' learning participation and performance, but further improvements are needed in teaching design, process management, and other aspects. Applying the appropriate learning model can improve the learning experience and have an effect on student achievement or competency (Prasetya et al., 2019). Hence, while blended teaching effectively enhances students' academic performance and engagement, it still depends on the systematic management and quality of instructional design for the learning processes. This could ensure coherence, well-structured and supportive learning activities to the students.

The idea is supported by Zhang et al., (2020) that the online material using blended learning is more effective in boosting the students' interaction and collaboration to improve their active learning. Moreover, students who were taught using blended learning had better academic results or achievement than those who were taught using the conventional method (Ma & Lee, 2021). A richer learning environment that will encourage students to participate actively will be developed through interactive and collaborative features of blended learning. Thus, the benefits will be gained by the students where deeper understanding be enhanced as well as their engagement that could lead to higher academic performance compared to traditional method of teaching. Similarly, Uz and Uzun (2018) highlighted the potential of blended learning which promotes student autonomy and self-regulated learning, ultimately leading to improved academic performance. These studies underscore the multifaceted nature of blended learning and the importance of considering various pedagogical approaches within this modality.

However, technology aspect becomes the biggest challenges as well as issue in blended learning implementation. Issues such as limited bandwidth access, bad weather, and the incapability to see students'

body language in the online conditions are some of the limitations of technology (Maarop & Embi, 2016). These challenges could disrupt communication, reduce instructional clarity, and even hamper the ability of teachers in monitoring students' engagement effectively. These would also weaken the overall learning experience that signifies that the success of blended learning requires a reliable technological support and stable learning environments.

The aforementioned implementation gap underscores the necessity for comprehensive program evaluation. Evaluation, in its fundamental definition, is an activity that consists of the process of collecting, describing, and presenting various information about the progress of something, which can then be used as a basis for drawing conclusions and recommendations (Ariawan et al., 2016). Therefore, a strong evaluative framework is essential to moving from potential to proven efficacy in the blended modality.

To fulfill this complex mandate, this study utilizes the Context, Input, Process, and Product (CIPP) Evaluation Model, a comprehensive framework developed by Stufflebeam (2003) for conducting formative and summative evaluations of programs, projects, and systems. The philosophical core of CIPP is captured by the idea that the "most important purpose of the evaluation is not to prove but to improve" (Stufflebeam, 2003, p. 31), an improvement-oriented view that makes it a highly recommended systematic method for quality enhancement in education (Neyazi et al., 2016; Lei, 2024). The structural framework for the methodical evaluation of the blended learning approach can be assessed through CIPP model. Starting with the first accountable component, Context Evaluation concentrates on the diagnosis of needs, evaluating the context and background of the teaching implementation to clarify the subject to be evaluated and its needs, and ensuring that the objectives reflect the needs of the institution and the students.

This is immediately followed by Input Evaluation, which evaluates the program's viability by analyzing the distribution of the personnel and resources needed to meet the learning objectives. This includes a close examination of investment costs and problem-solving techniques. This stage guarantees that the organization has the infrastructure, skills, and training required to facilitate successful implementation. Additionally, it aids in the early detection of any gaps or restrictions, enabling decision-makers to make well-informed changes prior to the program's completion.

The fidelity of program implementation is then covered in the key Process Evaluation. Its formative goal is to gather feedback information during the teaching process in order to optimize delivery and to identify or anticipate flaws in the design or execution by keeping an eye on actual delivery and adherence to frameworks such as CoI. Finally, Product Evaluation will then identify and assess the intended and unintended program outcomes by comparing these results to the assessed needs of the stakeholders. This component addresses the ultimate impact of the blended modality on student academic performance, satisfaction, and digital literacy.

With the presented relevance of flexible learning mandates, a thorough assessment is indeed essential and timely considering the strong theoretical foundation for blended learning, and the shown discrepancy between theoretical promise and actual implementation fidelity. Thus, the purpose of this study is to employ the Context, Input, Process, and Product (CIPP) Evaluation Model to systematically evaluate the implementation and impact of the blended teaching modality. The findings are intended to yield

actionable, evidence-based insights for policy makers, administrators, and educators, thereby improving the institutional design, resource allocation, delivery effectiveness, and overall student outcomes of the blended teaching modality to ensure its delivery is effective, resilient, and truly student-centered.

Objectives

The primary purpose of this study is to evaluate the implementation and impact of the blended learning modality using Stufflebeam's Context, Input, Process, and Product (CIPP) evaluation model.

Specifically, the study aims to:

1. Determine the alignment of blended teaching modality to objectives, curriculum design, learning needs and technical access (Context);
2. Assess the resource adequacy and instructional design employed (Input);
3. Investigate the implementation of instructional methods and the quality of interaction provided by instructors during blended teaching modality (Process); and
4. Measure the effectiveness and impact of blended teaching modality on the students' learning outcomes (Product).
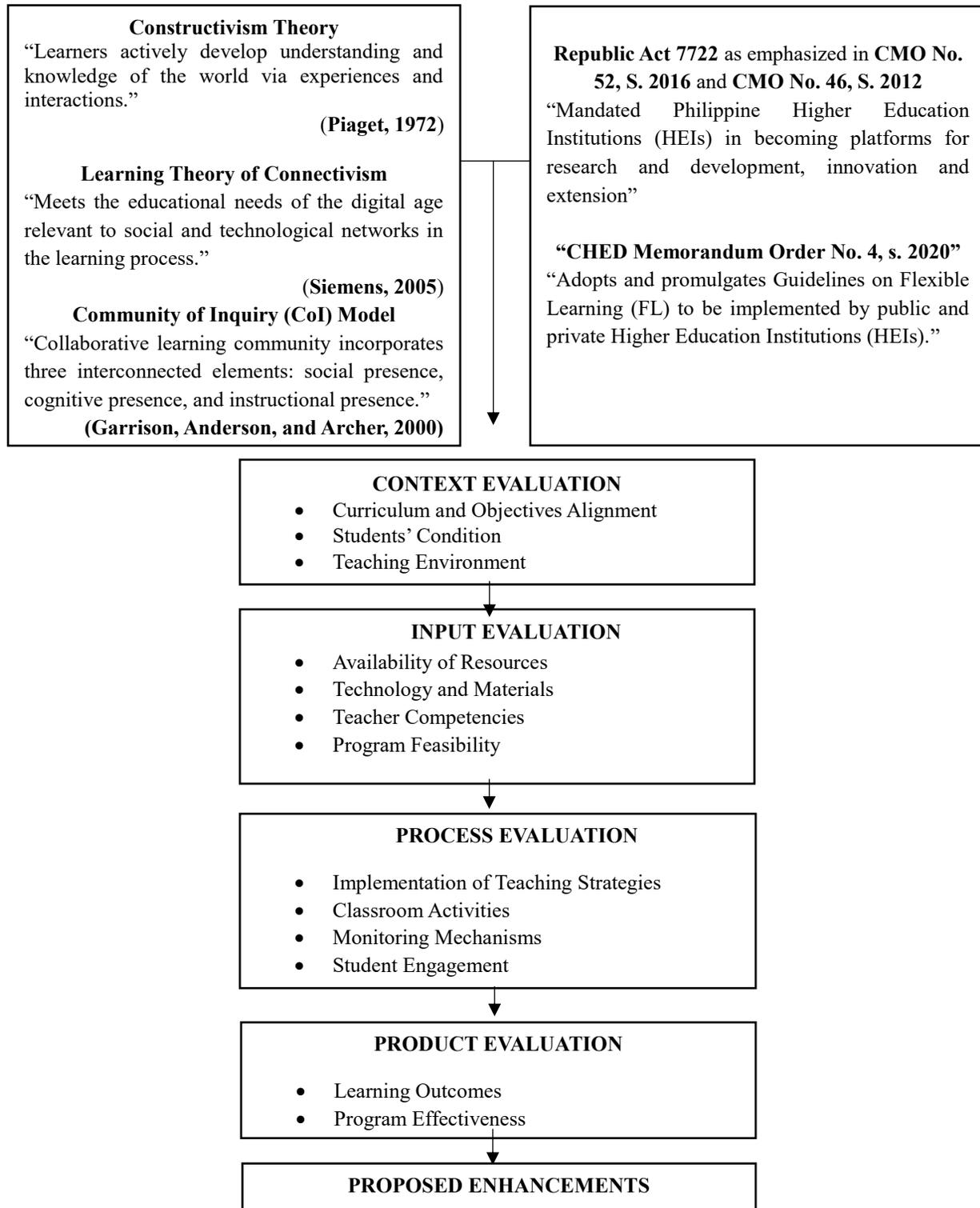
Theoretical Framework/Model

Constructivism Theory
"Learners actively develop understanding and knowledge of the world via experiences and interactions."

(**Piaget, 1972**)

Learning Theory of Connectivism
"Meets the educational needs of the digital age relevant to social and technological networks in the learning process."

(**Siemens, 2005**)

Community of Inquiry (CoI) Model
"Collaborative learning community incorporates three interconnected elements: social presence, cognitive presence, and instructional presence."

(Garrison, Anderson, and Archer, 2000)

Republic Act 7722 as emphasized in **CMO No. 52, S. 2016** and **CMO No. 46, S. 2012**
"Mandated Philippine Higher Education Institutions (HEIs) in becoming platforms for research and development, innovation and extension"

"CHED Memorandum Order No. 4, s. 2020"
"Adopts and promulgates Guidelines on Flexible Learning (FL) to be implemented by public and private Higher Education Institutions (HEIs)."

CONTEXT EVALUATION
- Curriculum and Objectives Alignment
- Students' Condition
- Teaching Environment

INPUT EVALUATION
- Availability of Resources
- Technology and Materials
- Teacher Competencies
- Program Feasibility

PROCESS EVALUATION
- Implementation of Teaching Strategies
- Classroom Activities
- Monitoring Mechanisms
- Student Engagement

PRODUCT EVALUATION
- Learning Outcomes
- Program Effectiveness

PROPOSED ENHANCEMENTS

Figure 1. *Theoretical and Conceptual Framework*

METHODS

Research Design

This study made use of a descriptive research design, which described and quantified the perceptions of the respondents toward the variables being investigated without manipulating any data. It was conducted in a Local College of Bohol, an institution that offers blended teaching, combining face-to-face and online instruction, which provided the appropriate environment for gathering data from students under blended learning modalities. Respondents who participated in the study were 170 first-year Bachelor of Science in Criminology students enrolled in Purposive Communication during the First Semester of Academic Year 2025–2026, representing four sections, namely Alpha, Bravo, Foxtrot, and Golf.

Sampling Technique

The study employed Purposive Stratified Sampling. The sampling was purposive because out of the seven sections in the program, only four sections were included for the reason that they practiced blended learning, while the stratified sampling was employed since each section served as a stratum with representatives who were determined using ratio and proportion to ensure that the samples are proportionately represented.

Research Instrument

The primary instrument used in this study was a closed-ended Likert-type questionnaire. It contained four response options, namely Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). The questionnaire was adopted from the study of Zhao et al. (2024) and other modifications were based on the CIPP Evaluation Model and literatures reviewed. It consisted of four parts: the first part, Context Evaluation, which consisted of 14 items; the second part, Input Evaluation, with 14 items; the third part, Process Evaluation, with 11 items; and the fourth part, Product Evaluation, with 11 items. From the pilot test result, the instrument has high reliability for Cronbach's alpha values of 0.840 for the first part, 0.923 for the second part, 0.923 for the third part, and 0.794 for the fourth part. It shows that the questionnaire is reliable and consistent. Weighted mean and Standard Deviation were used to analyze the data collected, where weighted means determined the overall level of responses for each indicator, while standard deviation refers to the variability or dispersion of responses from the mean.

Ethical Considerations

To uphold the rights, dignity, and safety of all participants, this study conformed with established ethical guidelines. Informed consent was sought from instructors and students prior to data collection, with an emphasis of voluntary participation and the freedom to withdrawal from the participation of the study at any phase without facing repercussions in their academic or professional lives. To ensure awareness and understanding, participants were given an in-depth explanation of the study's goals, methods, and type of data to be gathered.

Anonymity and confidentiality were rigorously upheld during the whole research procedure. In order to safeguard participant identities, codes were employed to sort responses and personal information were eliminated from all datasets. Only the researchers who were actively involved in the study had access to the safely stored data. Furthermore, no compulsion of any kind was used in the study, so neither instructors nor students were obliged to take part because of their institutional affiliations.

The study also ensured that no participant was exposed to physical, psychological, or academic harm. Feedback and results were reported objectively, without manipulation or distortion of data, thus upholding scientific integrity. Overall, every step of the research process was guided by respect, fairness, and responsibility toward all stakeholders involved.

RESULTS AND DISCUSSION

This chapter deals with the presentation, analysis, and interpretation of the data gathered. It encompasses a comprehensive contextual evaluation result by examining the alignment of the blended teaching modality with established learning objectives, curriculum design, students' learning needs, and their level of technical access. In addition, it presents the results of the input evaluation, particularly focusing on the adequacy of available resources and the appropriateness of the instructional design used in blended learning. Likewise, the process evaluation outlines the degree of implementation of instructional methods and the quality of teacher–learner interactions throughout the blended learning experience. Moreover, the product evaluation highlights how the blended teaching modality influences and contributes to students' learning outcomes.

Table 1: *Contextual Alignment of Blended Learning Modality*

CONTEXT EVALUATION	MEAN	SD	DI
The Blended Teaching Modality was necessary to address existing challenges in traditional course delivery (e.g., scheduling, accessibility).	3.17	0.420	A
The goals of the Blended Teaching Modality clearly align with the long-term educational mission of the institution.	3.21	0.504	A
The Blended Teaching Modality design adequately addresses the specific learning needs and expectations of the target population.	3.03	0.488	A
The institutional technological infrastructure (e.g., network reliability, software availability) is sufficiently prepared to support large-scale BTM.	1.83	0.377	DA
I think teachers understand the skill needs of their students.	3.31	0.620	A
I think that teachers understand the basic qualities that students have.	3.34	0.527	SA
I think that the blended teaching objectives set by teachers are in line with our lesson objectives.	3.25	0.470	A
I think that the classroom ideological and political goals set by teachers are in line with our quality cultivation.	3.19	0.458	A
I can learn using multiple learning methods.	3.20	0.463	A
I can complete classroom tasks according to the teacher's requirements.	3.30	0.512	SA

I am satisfied with this course.	3.45	0.533	SA
I accept the teacher's teaching method.	3.42	0.495	SA
I am willing to share the course with more people.	3.35	0.496	SA
I can listen attentively and actively share.	2.31	0.462	A

Legend: SA: Strongly Agree – 3.27 – 4.00; A: Agree – 2.51 – 3.26; DA: Disagree – 1.75 -2.50; SD: Strongly Disagree – 1.00 – 1.74

Table 1 presents the context evaluation aimed at determining the degree to which the blended teaching modality (BTM) aligns with institutional objectives, curriculum design, learning needs, and technical access. As revealed, there are varying levels of agreement among the respondents, with the highest-rated items indicating strong student satisfaction and acceptance of the blended teaching modality.

Students expressed the highest level of agreement with the statement that they were satisfied with the course (M = 3.45), followed closely by their acceptance of the teacher's blended teaching method (M = 3.42). These imply that the mixed approach does not only improves students' motivation and overall learning experience but also accepted fully by the students. Similarly, students strongly agreed that teachers understand their basic qualities (M = 3.34) and recognize their skill needs (M = 3.31), emphasizing that the instructional design of blended learning is appropriately aligned with student characteristics. This alignment highlights a key characteristic of the modality since teachers seem to be able to modify their lessons to be suitable with the skills and developmental necessities of their students.

Moreover, students also demonstrated readiness and confidence in navigating blended environments, as evidenced by their strong agreement that they can complete tasks according to teacher requirements (M = 3.30) and their agreement that they can learn through multiple methods within the blended setup (M = 3.20). It is very clear that students are capable of transitioning between online and face-to-face components, which signifies their flexibility in adapting blended teaching.

Furthermore, the modality's relevance is reinforced by the students' agreement that blended teaching is aligned with lesson objectives (M = 3.25) and with the institution's long-term educational mission (M = 3.21). Students also believed that the modality effectively addresses issues such as scheduling and accessibility (M = 3.17), indicating that BTM responds well to contextual challenges in traditional course delivery. This is evident that students view the modality as intentional and well-organized, supporting the institution's larger educational goals and immediate course objectives. Their consensus response on schedule and accessibility issues further implies that it effectively tackles real-world obstacles in traditional instruction, making learning more adaptable and suitable for a variety of student demands.

Moderate agreement was observed in students' perception that classroom goals promote quality cultivation (M = 3.19) and their willingness to share the course with more people (M = 3.35). Although these items remain positively rated, they suggest that students' enthusiasm toward recommending or extending the blended experience, while favorable, is slightly more reserved compared to their satisfaction with instruction. A notably lower, though still positive, rating was given to their ability to listen attentively and actively participate (M = 2.31). This result draws attention to a behavioral issue with blended learning,

where sustained engagement may be impacted by decreased urgency, possible distractions, and diverse learning contexts.

The most critical finding appears particularly in the institution's technological infrastructure. Students disagreed that the network reliability, software availability, and technological preparation are sufficient to support blended teaching (M = 1.83). This significant disparity shows that inadequate technology support limits blended learning's effectiveness despite its pedagogical advantages and general learner acceptability which coincides with what Maarop & Embi (2016) highlighted that technology aspect becomes the biggest challenge as well as an issue in blended learning implementation. Such challenge has major consequences for the CIPP context evaluation since it might hinder blended learning's efficacy, consistency, and sustainability. The results suggest that although the blended teaching approach is pedagogically feasible with institutional goals and student needs, its long-term viability will primarily depend on expanding access to technology, boosting connectivity, and ensuring institutional preparedness to fully support blended learning environments.

Table 2: *Adequacy of Available Resources and Appropriateness of Instructional Design*

INPUT EVALUATION	MEAN	SD	DI
Instructors demonstrated the appropriate knowledge, skills, and positive attitude necessary for effective blended teaching.	3.32	0.504	SA
The resources provided (e.g., LMS, digital content, hardware) were sufficient and high-quality for effective BTM delivery.	1.83	0.377	DA
The BTM curriculum design achieved a proper balance between theoretical instruction (face-to-face) and practical application (online).	2.20	0.404	DA
The budget allocated for technology maintenance and ongoing technical support for the BTM was adequate.	1.83	0.377	DA
The training and orientation provided to participants (faculty/students) before the course started were comprehensive and useful.	1.76	0.427	DA
The school has a strong atmosphere of innovation.	1.72	0.451	SD
Teachers can fully utilize blended teaching equipment.	2.20	0.404	DA
Teachers can utilize network resources such as information platforms, information construction, and databases.	2.22	0.416	DA
Teachers can systematically carry out professional theoretical knowledge teaching.	3.22	0.455	A
Teachers can introduce the latest theoretical achievements of professional development into blended teaching.	3.21	0.450	A
Teachers can introduce the current development of the subject.	3.20	0.463	A
Teachers can conduct practical teaching.	3.25	0.475	A
Teachers can design teaching processes reasonably.	3.23	0.479	A
Teachers guide students to recognize the importance/ significance of course learning.	3.34	0.493	SA

Legend: SA: Strongly Agree – 3.27 – 4.00; A: Agree – 2.51 – 3.26; DA: Disagree – 1.75 -2.50; SD: Strongly Disagree – 1.00 – 1.74

The findings in Table 2 indicates a generally positive yet uneven assessment of resource adequacy and instructional design within the blended teaching modality. Overall, participants expressed the highest agreement with statements related to instructors' pedagogical competency and capacity to facilitate meaningful learning. The ability of teachers to help students understand the value and significance of course learning received the highest favorable evaluation (M = 3.34). This demonstrates that teachers are successful in encouraging student participation and assisting students in realizing the significance of the material, even in the midst of limited resources. In addition, strong agreement was observed in teachers' capacity to demonstrate appropriate knowledge, skills, and attitudes necessary for blended teaching (M = 3.32). This points to a well-prepared workforce who are able to adapt to blended modalities and sustain teaching quality even under adverse settings.

Other areas positively include teachers' ability to conduct practical teaching, introduce the latest theoretical achievements, and deliver updated subject content (Ms between 3.20 and 3.25). These stipulate that educators are continuously incorporating new information into their work in along with continuing their professional development. These advantages support a strong foundation for instructional design, indicating that the most important factor influencing blended learning efficacy at the moment is human resources rather than technology.

However, as concentration goes to the availability of institutional resources, the data shows declining levels of agreement, exposing significant flaws in the blended learning environment. Moderate agreement was reported regarding teachers' ability to utilize network resources (M = 2.22) and effectively use blended learning equipment (M = 2.20), indicating that while teachers possess instructional competence, their technological tools and digital platforms may be insufficient or unreliable. Thus, despite having sufficient teaching abilities, their capacity to fully utilize blended learning is hampered with the unavailability of technological and digital resources. This suggests the need to utilize technology in the classroom, better infrastructure and specialize training to boost teachers' confidence and effectiveness in teaching.

Additionally, the curriculum design was viewed to have an imbalance between theoretical and practical components (M = 2.20), suggesting that instructional goals and blended delivery requirements may not be aligned. This poor assessment indicates the students' realistic observation within the goals of the curriculum and the method by which the content is actually taught in the hybrid mode. This mismatch could often lead to less opportunities to apply concepts in real-world or simulated practical settings, which is crucial for deeper learning. In order to guarantee that theoretical comprehension and the development of practical skills are sufficiently supported in a hybrid learning setting, the curriculum may need to be revisited and reviewed.

More critical issues emerge as learners expressed disagreement that the school has a strong atmosphere of innovation (M = 1.72). This describes a culture that may not fully support new technologies or creative instructional approaches for innovative teaching learning process. This emphasizes a limited institutional initiative toward modernization and technological advancement. Training and orientation before the course were also deemed inadequate (M = 1.76). The faculty members and students may not have been adequately prepared to navigate the blended learning environment with its possible challenges.

This will result to negative effects on learning engagement and instructional effectiveness since the stakeholders might experience uncertainty and even reduced confidence in the implementation process.

Furthermore, insufficient budget allocation for technology maintenance (M = 1.83) and low agreement regarding the sufficiency of technological resources such as LMS, digital content, and hardware (M = 1.83) demonstrate systemic resource gaps that could undermine the effectiveness of blended learning initiatives. These realities highlight relevant financial and structural limitations that could hamper the harmonious implementation of the modality. The scarcity of budget allocation and insufficiency of technological resources like LMS platforms, updated digital content, and reliable hardware are either outdated, lacking or poorly maintained. This could limit the faculty's ability to deliver and maintain quality instruction and hinder students' access to meaningful and engaging learning experiences.

Table 3: *Instructional methods and Quality of Instructors' Interaction*

PROCESS EVALUATION	MEAN	SD	DI
The planned proportion of online versus face-to-face instruction was consistently maintained throughout the course.	3.17	0.459	A
When technical or logistical problems arose, they were quickly and efficiently addressed by the institutional support staff.	1.86	0.344	DA
Instructors consistently provided opportunities for interaction and feedback in both the online and face-to-face components.	3.21	0.504	A
The institution effectively collected and utilized feedback from participants during the execution phase to make timely course adjustments (formative evaluation).	1.86	0.353	DA
In blended learning, teachers provide feedback on students' learning of online resources.	2.22	0.416	DA
In blended teaching, teachers provide feedback on the use of extracurricular materials by students.	2.17	0.377	DA
In blended teaching, teachers emphasize interaction with classmates and create a lively classroom atmosphere.	3.16	0.471	A
In blended teaching, teachers use various teaching methods such as case teaching, challenge- solving teaching, and group discussion.	2.20	0.404	DA
In blended teaching, teachers can integrate ideological and political content into the curriculum.	3.13	0.425	A
In blended teaching, teachers can grasp the blended teaching process and carry out teaching activities in an orderly manner.	3.22	0.416	A
In blended teaching, teachers can use different technical means (cloud classroom, multimedia technology, traditional blackboard writing, mind maps, etc.) to carry out teaching.	1.80	0.404	DA

Legend: SA: Strongly Agree – 3.27 – 4.00; A: Agree – 2.51 – 3.26; DA: Disagree – 1.75 -2.50; SD: Strongly Disagree – 1.00 – 1.74

Table 3 illustrates a varied pattern regarding the implementation of instructional methods and the quality of instructor–student interaction within the blended teaching modality. Several instructional elements reflect effective pedagogical practices. For instance, respondents agreed that instructors consistently provided opportunities for interaction and feedback across both online and face-to-face components (M = 3.21). Thus, communication and engagement were successfully maintained in the

blended format. Likewise, it is also evident that teachers create a lively classroom atmosphere and emphasize students' interaction among classmates (M = 3.16). This entails that the ability to foster supportive learning environments is given importance.

Additionally, students expressed that teachers could grasp the blended teaching process and carry out classroom activities in an orderly manner (M = 3.22). With this, it is clear that instructors are competent in managing the dual demands of in-person and online instruction. The integration of ideological and political content into the curriculum (M = 3.13) further indicates teachers' adaptability in aligning blended instruction with the broader educational goals of the institution. This presents that teachers were able to go beyond subject-specific training by including socially important and values-oriented themes into blended classes. Additionally, it suggests that the blended modality offers adaptable chances for contextualized conversations, allowing educators to make relevant connections between political and ideological content and contemporary situations.

However, a number of data point to serious flaws in blended learning's deeper instructional components. It is evident that professors failed to give students sufficient feedback regarding their use of extracurricular materials and their acquisition of online resources (M = 2.22 & 2.17). It is clear that there are deficiencies in formative assessment procedures, which are crucial for tracking student progress in hybrid environments. Moreover, teachers still rely on traditional methods rather than using varied instructional strategies—such as case teaching, problem-solving activities, and group discussion (M = 2.20). This may limit the active learning opportunities expected in blended environments.

The most critical weakness identified concerns the limited use of technological tools for instructional delivery. Instructors did not use different technical means in the delivery of lessons such as cloud classrooms, multimedia technology, digital blackboard writing, and mind maps (M = 1.80). So, teachers are using extremely simple or conventional teaching techniques in the blended learning environment. This might restrict the interactive and multimodal learning opportunities that technology-supported environments are meant to provide. Because of this, students might not fully take advantage of the increased chances for collaboration, engagement, and visualization that tools like cloud-based platforms, digital boards, and multimedia presentations can offer. This proves that there are significant difficulties in integrating technology.

System-level issues also emerged from the analysis. Respondents reported that technical or logistical problems were not addressed efficiently by institutional support staff (M = 1.86), and that the institution did not effectively collect or utilize participant feedback for formative evaluation (M = 1.86). These negative evaluations indicate fundamental flaws that impede the blended learning process's seamless deployment and ongoing development. According to the CIPP paradigm, these shortcomings point to unfulfilled criteria in the Process dimension, where continuous oversight and assistance are necessary for instructional innovations to succeed.

The aforementioned depicts a blended learning environment that is strengthened by effective classroom management and strong interpersonal interaction, but weakened by inadequate institutional

support systems, inconsistent use of cutting-edge teaching techniques, and inadequate technology integration. Although educators show proficiency in developing stimulating learning environments and overseeing blended learning procedures, the modality's full potential is hampered by the infrequent use of digital resources and delayed feedback. To guarantee that blended learning has the desired effect, these findings highlight the need for increased professional development in technology integration, reinforced institutional support structures, and enhanced feedback systems. By filling in these gaps, blended learning approaches would better align with the CIPP evaluation model's requirements and foster an instructional system that is more efficient and adaptable.

Table 4: *Impact of Blended Teaching Modality to Students' Learning Outcomes*

PRODUCT EVALUATION	MEAN	SD	DI
The BTM delivery format contributed positively to my overall academic achievement in the subject.	3.15	0.446	A
I acquired or enhanced relevant learning skills (e.g., critical thinking, self-directed learning) as a direct result of the BTM structure.	3.16	0.392	A
The BTM delivery format increased my confidence in using technology for educational or professional purposes.	3.14	0.476	A
The online practice activities facilitated faster and more robust feedback than I typically receive in traditional analog assignments.	2.14	0.353	DA
Based on the results, the BTM is an effective and valuable modality that justifies its continued use and expansion within the institution.	2.17	0.377	DA
I performed well in the classroom assessment.	3.19	0.419	A
My practical skills have improved.	3.20	0.463	A
My overall quality has been improved.	3.20	0.481	A
My studies have received recognition from my classmates.	3.07	0.448	A
My learning has been recognized by the teacher.	3.14	0.470	A
I accept the teacher's teaching content.	3.36	0.498	SA

Legend: SA: Strongly Agree – 3.27 – 4.00; A: Agree – 2.51 – 3.26; DA: Disagree – 1.75 -2.50; SD: Strongly Disagree – 1.00 – 1.74

The results of the product evaluation indicate that students generally perceived blended teaching modality (BTM) as beneficial with positive contribution to learning outcomes. As found, learners present acceptance of the instructors' content (M = 3.36) which clearly signifies that instructional materials were appropriate, relevant, and aligned with their expectations. This high level of acceptance proves that the modality was able to deliver the content in an accessible and meaningful way. This reinforces the modality's effectiveness in presenting the lessons clearly and coherently.

Moreover, significant improvements in several skill-based and performance-related outcomes were stipulated. As evident, the modality enhanced their relevant learning skills such as critical thinking and self-directed learning (M = 3.16) and contributed positively to their overall academic performance (M = 3.15). This underscores that blended learning fosters cognitive engagement through conventional and digital components that promotes autonomy and active learning. These findings aligned with the emphasis of Lalima and Dangwal (2017) that blended modality inherently encompasses direct learning, indirect learning, group learning, and computer-assisted learning. Likewise, it successfully fosters students'

capacity to handle their own learning assignments and helps them build higher-order thinking skills. This favorable impact on academic achievement demonstrates that students were able to successfully employ these improved abilities to fulfill course requirements.

Additionally, students indicated that their practical skills and overall quality of work improved (M = 3.20), supporting existing evidence that blended environments can strengthen applied competencies through varied learning activities and flexible pacing. Recognition-related outcomes also emerged positively where students felt that their learning was acknowledged by the teacher (M = 3.14) and that their classmates recognized their academic efforts (M = 3.07). The results presented imply that the blended learning environment not only improves students' practical skills but also gives them chances to showcase their abilities in a more significant and varied ways. Students' motivation and sense of accomplishment are further reinforced by positive reinforcement from peers and teachers, which helps to create a more encouraging and helpful learning environment.

Furthermore, students' classroom assessments were also positively evaluated (M = 3.19) and with the use of technology, and self-confidence was also enhanced with the aid of technology for academic and professional purposes (M = 3.14). This entails the modality's advantage in building digital literacy which is a key competency in contemporary education. This emphasizes that the modality's implementation promoted academic growth, skills development and engagement of the learners that represents the outcomes in the product evaluation through CIPP model. This is relevant to the claim of Uz and Uzun (2018) that blended learning leads to improved academic performance.

In contrast, students expressed that online practice activities did not necessarily provide faster or more robust feedback compared with traditional assignments (M = 2.14). This points a weakness in the digital feedback systems' responsiveness and quality, which could restrict alternatives for prompt improvement and learning reinforcement. This restriction denotes that the modality's online elements might not be tailored to provide prompt, insightful guidance that assists students in fixing errors while they are still learning. It also suggests that the promised benefits of blended learning, such as instant clarification and ongoing skill improvement, would not be completely realized in the dearth of effective feedback mechanisms.

Another issue found is the respondents' claims that the modality is not effective and valuable modality that justifies continued use and expansion within the institution (M = 2.17). This raises concerns about the sustainability or institutional preparedness for long-term blended learning adoption, which may be caused by technology constraints, inconsistent facilitation, or inadequate support systems. This view suggests that students may not be confident in the combined approach's long-term sustainability, which may have an impact on future acceptance and participation. It also suggests that the modality may find it difficult to produce reliable and significant learning outcomes in the absence of deliberate advancements in infrastructure, teacher preparedness, and institutional support.

Collectively, although the blended teaching mode successfully improves student learning outcomes, confidence, and skill development, areas pertaining to feedback mechanisms and overall

perceived value need to be improved. To guarantee timely and insightful feedback, there is a need for improved instructional design, more responsive communication mechanisms, and ongoing teacher capacity building. Addressing these gaps could improve student satisfaction and support blended learning's long-term sustainability at the school.

CONCLUSION AND RECOMMENDATIONS

The evaluation of blended teaching modality (BTM) through CIPP Framework (Context, Input, Process, and Product) demonstrates a significant educational value, but is limited to fundamental institutional and technological constraints. As clearly presented in the context evaluation, BTM is in line with the needs of learners, curriculum objectives, and institutional goals. Strong course satisfaction and widespread acceptance of the blended learning approach were observed by students, suggesting that the modality boosts motivation, facilitates flexible learning, and cultivates readiness to navigate various learning contexts. These results demonstrate a pedagogically effective and student-centered learning approach.

However, the context evaluation also highlights the serious problem caused by insufficient technology infrastructure. Students' disputes about the adequacy of software availability, network stability, and technical preparedness point to a significant obstacle that compromises the long-term viability of blended learning. This disparity demonstrates that while the pedagogy is successful, institutional capacity to improve digital access and support mechanisms is necessary for long-term implementation.

Moreover, the expertise and flexibility of teachers is further confirmed in the input evaluation. Despite the lack of material resources, they still showed great pedagogical abilities, updated content instruction, and significant student learning stimulation. Their strength in maintaining blended learning is demonstrated by their capacity to incorporate pertinent knowledge and uphold instructional quality. However, persistent issues with technology accessibility, efficient use of digital platforms, curriculum disparity, and inadequate training illustrate structural and resource-related deficiencies that obstruct the best feasible instructional design.

Additionally, similar discrepancies were found in the process evaluation. Deeper instructional gaps still exist regardless of how teachers successfully sustain classroom interaction, offer opportunities for feedback, and competently oversee blended learning activities. Students' options for engagement, visualization, and collaborative learning are constrained by a tendency to rely on traditional ways, as evidenced by the limited usage of technology-based tools and the failure to diversify teaching methods. The efficacy of the blended learning process is further limited by weak institutional support, such as delayed technical issue resolution and insufficient procedures for gathering and responding to feedback.

Furthermore, the product analysis demonstrates that the blended learning approach improves academic achievement, skills development, and learning outcomes. Students' critical thinking, independent learning, practical skills, and computer literacy were improved. These findings support the modality's ability to improve performance-based and cognitive outcomes. However, problems with online feedback systems' responsiveness and students' reluctance to support blended learning's long-term adoption still exist.

These issues reflect doubts about the modality's overall sustainability, technological adequacy, and institutional preparedness.

Ultimately, the study suggests that the blended teaching mode is pedagogically successful and capable of creating substantial educational outcomes, but its full potential is impeded by systemic technological and institutional inadequacies. Currently, the institution's ability to successfully implement blended learning depends more on the proficiency of its instructors than on technology support - an imbalance that puts long-term viability at risk.

Strengthening its digital facilities and infrastructure, school leaders must have the courage to buy and invest on equipment that could at least meet the necessity of blended learning environment. It is a must to allocate a sufficient budget for technology support which could be overcome through linkages with other agencies such as local governments and even private donors. Additionally, improving curriculum alignment also warrants attention. The school should review and revise curricular components to ensure balance between theoretical implications and practice. When it comes to sustainability and development, thorough training to both professors and students should also be conducted. If these crucial gaps addressed, blended teaching modality will be able to operate as an efficient, fair, and future-ready educational system that is in line with the objectives of the CIPP evaluation model.

REFERENCES

Anderson, T., Liam, R., Garrison, D. R., & Archer, W. (2001). Assessing teaching presence in a computer conferencing context. Internet and Higher Education, 15(2), 89-95.

Ariawan, P., Sanjaya, D., & Divayana, D. G. (2016). An evaluation of the implementation of practice teaching program for prospective teachers at Ganesha University of Education based on CIPP-forward chaining. IJARAI) *International Journal of Advanced Research in Artificial Intelligence, 5(2), 1–5*. www.ijarai.thesai.org

Bizami, N. A., Tasir, Z., & Kew, S. N. (2023). Innovative pedagogical principles and technological tools capabilities for immersive blended learning: A systematic literature review. Education and Information Technologies, 28(2), 1373-1425.

Feng, Y. et al. (eds.), Proceedings of the 4th international conference on Internet, Education andInformation Technology (IEIT 2024), Atlantis Highlights in Social Sciences, Education and Humanities 26, https://doi.org/10.2991/978-94-6463-574-4_65

Gingoyon, E. (2023). Implementation of blended learning modality: An evaluation based on ABCD model. *CNU Journal of Higher Education: Vol. 17: Iss. 1, Article 2*. DOI: https://doi.org/10.70997/2546-1796.1004 Available at: https://jhe.researchcommons.org/journal/vol17/iss1/2

Hu, X., Gong, Y., Lai, C., & Leung, F. K. S. (2018). The relationship between ICT and student literacy in mathematics, reading, and science across 44 countries: A multilevel analysis. Computers and Education, 125(June), 1–13. https://doi.org/10.1016/j.compedu.2018.05.021

Karagöl, İ., & Esen, E. (2019). The effect of flipped learning approach on academic achievement: A meta-analysis study. Hacettepe Egitim Dergisi, 34(3), 708–727. https://doi.org/10.16986/HUJE.2018046755

Lalima, & Dangwal, K. L. (2017). Blended learning: an innovative approach. *Universal Journal of Educational Research, 5(1), 129–136.* https://doi.org/10.13189/ujer.2017.050116

Lei, Z. (2024). The application of CIPP model in the evaluation of teaching quality of college education in the context of new era. Appl. Math. Nonlinear Sci. 9, 1–17. doi: 10.2478/amns.2023.2.01568

Ma, L., & Lee, C. S. (2021). Evaluating the effectiveness of blended learning using the ARCS model. Journal of Computer Assisted Learning, 37(5), 1397–1408. https://doi.org/10.1111/jcal.12579

Maarop, A. H., & Embi, M. A. (2016). Implementation of blended learning in higher learning institutions: a review of literature. International Education Studies, 9(3), 41. https://doi.org/10.5539/ies.v9n3p41

Neyazi, N., Arab, M., Farzianpour, F., Mahmoudi, M., 2016. Identifying weaknesses in undergraduate programs within the context input process product model framework in view of faculty and library staff in 2014. Korean J. Med Educ. 28 (2), 185–194. https://doi.org/10.3946/kjme.2016.29.

Rasheed, R. A., Kamsin, A., & Abdullah, N. A. (2020). Challenges in the online component of blended learning: a systematic review. Computers and Education, 144(March 2019), 103701. https://doi.org/10.1016/j.compedu.2019.103701

Santiago Jr., C. S., Ulanday, M. L. P., Centeno, Z. J. R., Bayla, M. C. D., & Callanta, J. S. (2021). Flexible learning adaptabilities in the new normal: E learning resources, digital meeting platforms, online learning systems and learning engagement. Asian Journal of Distance Education, 16(2), 38-56. https://doi.org/10.5281/zenodo.5762474

Uz, R. & Uzun, A. (2018). The influence of blended learning environment on self-regulated and self-directed learning skills of learners. European Journal of Educational Research 7(4): 877-886. http://www.eu-jer.com/

Zhang, J. H., Zou, L. Cong, Miao, J. Jia, Zhang, Y. X., Hwang, G. J., & Zhu, Y. (2020). An individualized intervention approach to improving university students' learning performance and interactive behaviors in a blended learning environment. Interactive Learning Environments, 28(2), 231–245. https://doi.org/10.1080/10494820.2019.1636078

Zhang S, Bai L and Yang B (2025) Mixed teaching quality evaluation of organizational behavior course based on CIPP model. Front. Educ. 10:1538539. doi: 10.3389/feduc.2025.1538539

Zhao, Y. et. al, 2024. Development of a blended teaching quality evaluation scale (BTQES) for undergraduate nursing based on the Context, Input, Process and Product (CIPP) evaluation model: A cross-sectional survey. www.elsevier.com/locate/issn/14715953

Piaget, J. (1972). Theory on constructivism. https://www.teachnology.com/currenttrends/constructivism/piaget/

Sahni, J. (2019). Does blended learning enhance student engagement? evidence from higher education. Journal of E Learning and Higher Education, 2019, 1–14. https://doi.org/10.5171/2019.121518

Setyaningrum, W. (2018). Blended learning: does it help students in understanding mathematical concepts? Jurnal Riset Pendidikan Matematika, 5(2), 244–253. https://doi.org/10.21831/jrpm.v5i2.21428

Siemens, G. (2005). Connectivism: learning as network-creation.

Stufflebeam, D. L. (2003). The CIPP Model for Evaluation. In T. Kellaghan, D. L. Stufflebeam, & L. A. Wingate (Eds.), International Handbook of Educational Evaluation (pp. 31–62). Dordrecht: Kluwer Academic Publisher.