

**The Lived Experiences of College Students in
Adapting the Blended Learning**

A Thesis

Presented to

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Bachelor of Arts in Political Science
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Abstract

With the pandemic compelling the entire country, the Covid-19 health crisis has forced colleges to adopt blended and digital-at-home learning approaches. As a result, it was crucial to acknowledge and give voice to the lived experiences of these students to fully comprehend educational journeys during this pandemic catastrophe. The purpose of this study was to explore the lived experiences of ABPSPA students at Central Philippine University in adapting to blended learning. This qualitative study utilized a descriptive phenomenology with seven participants. Three thematic analyses were generated such as online, face-to-face, and blended learning. In the online thematic analysis, there was one emerging theme: all about surviving, not learning anymore with two subthemes such as uncontrolled technological circumstances and poor interaction. In the face-to-face thematic analysis, there were two emerging themes: social interaction with one subtheme which was learning-focused, and the other was theme homesickness. In the blended thematic analysis, there were three emerging themes: hassle, struggle in adapting the blended learning with two subthemes such as poor time management and flexible time management, and the other theme was coping mechanism in adapting the blended learning with two subthemes such as peer collaboration and utilization of online resources. Findings revealed challenges in online mode, emphasizing the need for strategies to enhance engagement and address technological barriers. Face-to-face learning highlighted the importance of social interaction despite homesickness challenges. In blended learning, students coped through effective time management and peer collaboration. Theoretical implications included the CABLS Theory and Discovery Learning theories.

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