INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH
2026, Vol. 7, No. 5, 1854 – 1866
http://dx.doi.org/10.11594/ijmaber.07.05.02

Research Article

Ctrl+ Class: The Unfurling of the Digital Leap of the 21st Century Teacher

Princes Joy G. Arambala[1]*, J. P. Versinie M. Salmorin[2]

[1]Teacher II, San Vicente Integrated School, Davao de Oro, Philippines
[2]Instructor, Holy Cross of Davao College, Davao City, Philippines

Article history:
Submission 23 August 2025
Revised 12 May 2026
Accepted 23 May 2026

**Corresponding author:*
E-mail:
arambalapj@gmail.com

ABSTRACT

This study is relevant to the academic community as it provides insights into the lived experiences of faculty members navigating technology-enhanced learning (TEL) in a private Catholic institution. It presents primary data gathered through in-depth interviews with four faculty participants from Holy Cross of Davao College, Region XI, Philippines. Understanding these experiences can help educators and institutions develop more effective strategies for integrating digital tools in faith-based educational settings. This qualitative study employed a phenomenological approach to explore how teachers perceive, adopt, and utilize technology in their classrooms. Using purposive sampling, the researchers chosen participants who actively implemented TEL. Thematic analysis revealed that faculty members experienced both growth and challenges in their digital journey. They expressed fulfillment when students engaged more deeply through tools like Padlet and Edpuzzle, but also shared frustrations due to infrastructure limitations and evolving digital platforms. Participants described coping mechanisms such as self-learning, peer mentoring, and strategic use of tools like Google Classroom and Canva. Their insights emphasized the importance of adaptability, reflective practice, and a student-centered mindset. The study recommends institutional support for professional development, improved infrastructure, and collaborative efforts to foster inclusive and effective digital learning environments.

Keywords: *Catholic education, Faculty experience, Phenomenology approach, Purposive sampling, Technology-enhanced learning, Thematic analysis*

Introduction

In response to the evolving demands of 21st-century education, the Commission on Higher Education (CHED) issued Memorandum Order No. 04, Series of 2020, which outlines the *Guidelines on the Implementation of Flexible Learning*. This policy mandates higher education institutions (HEIs) in the Philippines to

How to cite:
Arambala, P. J. G & Salmorin, J. P. V. M. (2026). Ctrl+ Class: The Unfurling of the Digital Leap of the 21st Century Teacher. *International Journal of Multidisciplinary: Applied Business and Education Research*. *7*(5), 1854 – 1866. doi: 10.11594/ijmaber.07.05.02

adopt flexible learning modalities that ensure continuity of quality education amidst disruptions such as the COVID-19 pandemic. From the standpoint of instructional technology, the CMO emphasizes the integration of digital tools and platforms to support learner-centered, inclusive, and accessible education. However, the implementation of this directive, particularly in faith-based institutions, presents unique challenges. These include not only technical limitations such as inadequate infrastructure and internet connectivity but also pedagogical tensions in aligning digital instruction with the values-based formation central to Catholic education.

Faculty researchers have increasingly observed a growing pressure on HEIs to integrate technology into instructional pedagogies. This pressure is not only a response to policy mandates but also a reflection of broader global trends. In many Asian countries, including the Philippines, the integration of technology in higher education is shaped by cultural and academic contexts. For instance, Nagy and Dringó-Horváth (2024) found that institutional support, digital competence, and self-efficacy significantly influence university teachers' use of digital tools in Hungary. Similarly, Manliquez (2025) emphasized that despite the potential of digital tools to enhance instruction, gaps in infrastructure and professional development remain persistent barriers in Southeast Asia.

In South Sumatra, Amirudin et al. (2023) highlighted that Islamic educational institutions face cultural and pedagogical tensions, where face-to-face instruction is still perceived as more authentic and spiritually grounded than online modalities. In Vietnam, Hai (2024) noted that digital transformation efforts often falter due to insufficient faculty involvement in decision-making and a lack of institutional support. These findings underscore the complexity of technology integration in educational systems influenced by cultural and religious values.

In the Philippines, Catholic higher education institutions face additional layers of complexity. While CHED's flexible learning policy provides a framework for digital integration, its application in Catholic schools must consider the preservation of core values and spiritual formation. Roa et al. (2023) observed that digital interventions in Catholic universities are often constrained by technical access and the need to align technology use with the mission of faith-based education. Bernardo et al. (2023) further found that students in Catholic institutions encounter difficulties in online learning environments, particularly in maintaining engagement and accessing adequate digital resources.

Despite the growing discourse on digital learning, there remains a lack of qualitative research focusing on faculty experiences within religious institutions. Much of the existing literature, such as Pandita and Kiran (2023), centers on the role of technology interfaces and student engagement in enhancing satisfaction, yet often overlooks the unique pedagogical and spiritual dimensions present in Catholic education. Given this gap, the present study aims to explore how faculty members at a private Catholic university in Davao City experience, adapt to, and shape technology-enhanced learning (TEL). It seeks to understand how these evolving pedagogies influence their teaching practices and professional identities, particularly within the framework of the Technology Acceptance Model (TAM).

Recent studies further underscore the importance of addressing the digital divide and aligning TEL tools with pedagogical goals. Mulaudzi (2024) emphasized that while TEL enhances student engagement and skill development, its effectiveness is limited by digital literacy gaps and infrastructure challenges. Similarly, Chugh et al. (2023) highlighted the need for institutional support, stakeholder engagement, and culturally responsive strategies to ensure meaningful technology integration in higher education. These findings reinforce the urgency of examining faculty experiences in faith-based institutions, where the intersection of technology, pedagogy, and values-based education presents both opportunities and challenges.

Methodology

Research Design

This study employed a qualitative phenomenological design to explore the lived experiences of faculty members integrating

technology-enhanced learning (TEL) in a private Catholic higher education institution. Phenomenology was chosen as it allows for an in-depth understanding of participants' perceptions and interpretations of their digital teaching practices, capturing the essence of their experiences (Creswell, 2013). This design facilitated the identification of themes related to technology adoption, pedagogical adjustments, and professional identity shifts, providing rich insights into the human dimension of digital transformation in education.

Participants and Sampling

Purposive sampling was utilized to select participants who could provide information-rich narratives relevant to the phenomenon under investigation (Patton, 2002). The inclusion criteria were: (1) faculty members actively implementing TEL in their courses, (2) at least two years of teaching experience in higher education, and (3) willingness to participate in in-depth interviews. Four participants from the School of Teacher Education at Holy Cross of Davao College were selected, aligning with Creswell's (2007) recommendation for small sample sizes in phenomenological research to allow for detailed exploration of individual experiences.

Ethical Considerations

Ethical principles were strictly observed throughout the study. Participants were informed of the research purpose, procedures, and their rights, including voluntary participation and the option to withdraw at any time without repercussions. Confidentiality was ensured by anonymizing all identifying information in transcripts and reports. Informed consent was obtained through a signed consent form outlining the study's objectives and ethical safeguards. Member checking was conducted by providing participants with their transcripts for review, ensuring accuracy and authenticity of their accounts.

Rigor of the Study

To enhance credibility, member checking was employed, allowing participants to validate the interpretations of their narratives (Vella, 2024). Dependability was addressed through maintaining a detailed audit trail documenting all methodological decisions, data collection procedures, and coding processes (Twycross & Shields, 2005). Confirmability was ensured by grounding interpretations in participants' verbatim statements and engaging in reflexive journaling to minimize researcher bias (Soysal & Türkmen, 2024). These strategies collectively strengthened the trustworthiness of the findings.

Role of Researchers

The researchers served as the primary instruments for data collection and analysis, maintaining an objective and empathetic stance throughout the study. No prior relationships existed between researchers and participants, which facilitated openness and trust during interviews. The researchers acted as active listeners, encouraging participants to share their experiences freely while avoiding leading questions or personal bias.

Data Collection

Data collection commenced after obtaining institutional approval and participant consent. Semi-structured interviews were conducted using a validated interview guide, allowing flexibility to probe emerging themes while maintaining focus on the research objectives (Creswell, 2013). Each interview lasted approximately 45 minutes, was audio-recorded with consent, and supplemented by observational notes. Transcriptions were prepared verbatim to preserve the authenticity of participants' narratives.

Data Analysis

Data were analyzed using thematic analysis guided by Creswell's (2013) framework. The process involved multiple readings of transcripts to achieve immersion, identification of significant statements, and clustering of meanings into themes and sub-themes. Open and axial coding were applied to organize data systematically, followed by constant comparison to refine categories. The final step involved synthesizing these themes into a comprehensive description of faculty experiences, highlighting patterns related to perceived

usefulness, ease of use, intention of use, and actual use of technology.

Results and Discussion

The findings in this study were derived from the in-depth interviews conducted with the selected faculty participants. These findings are organized according to the constructs of the Technology Acceptance Model (TAM), which served as the guiding framework for the analysis. Each theme, perceived usefulness, perceived ease of use, intention of use, and actual use was developed based on the participants' individual narratives and experiences. The subthemes were systematically identified through thematic analysis, ensuring that each reflects specific patterns and meanings grounded in the data. This study presents the themes as representations of the unique and context-specific experiences shared by the participants.

Perceived Usefulness: Tech as a Teaching Wand. During the interviews, participants shared their perspectives on the usefulness of technology in classroom instruction. Their responses highlighted the value they placed on meaningful and diverse digital learning experiences. The data revealed that participants recognized the increasing importance of technology in contemporary education and acknowledged its role in enhancing student engagement and supporting instructional goals. These insights reflect the participants' awareness of the evolving demands of a technology-enhanced educational environment.

Magic of Engagement. Participants described how digital tools such as Padlet, Edpuzzle, and Google Classroom enhanced student engagement and participation. Participant 1 shared that digital platforms such as Padlet and Edpuzzle provided opportunities for students to express their thoughts in ways that were not always possible in traditional classroom discussions. She shared that some of her students who rarely speak in class were more active when using Padlet and they seemed more comfortable sharing their ideas in writing. This observation suggests that technology may offer alternative avenues for participation, particularly for students who are less inclined to speak up during face-to-face interactions. Participant 3 also emphasized how students used technology to navigate learning independently, demonstrating initiative and adaptability in collaborative tasks. This independence impressed both the teacher and the researchers, highlighting technology's role in shaping student character and learning habits.

In addition, participant 4 also noted that Padlet facilitated richer discussions compared to traditional methods. This prompted the researchers to reflect on the value of comprehension and critical thinking over mere content retention. Despite initial skepticism about technology fostering student laziness, the interviews revealed that digital tools encouraged creativity, autonomy, and deeper learning. On the other hand, Participant 2 highlighted a tension between traditional teaching practices and the demands of 21st-century learning. She shared that while she initially preferred conventional face-to-face instruction for its perceived authenticity and personal connection, the shift to technology-enhanced learning challenged her to reconsider her methods. She also shared that real learning only happened when she is physically present with the students. But when she saw how they responded to interactive tools and started taking more initiative, she realized that technology could actually support deeper learning. This reflects how digital tools spark student interest and foster active participation, consistent with Chen et al. (2024), who highlight the capacity of interactive technologies to create dynamic and motivating learning environments. This also aligned with the findings of Zainuddin et al. (2024), who found that gamified and interactive platforms significantly enhance engagement and self-directed learning in higher education.

Special Powers for Differentiated Education. As we continued to listen to the interviews, we discovered something in common among the teachers: they all embrace inclusion and desire their students to learn on a deeper level by allowing equal opportunity for lesson absorption through varied instruction. Hearing this from Participant 2, really made us admire how this teacher takes her profession seriously. Participant 2, who works with students

requiring special accommodations, particularly those with visual impairments, emphasized the importance of differentiated instruction through digital tools. In connection, Participant 3 emphasized how technology can provide options for students to demonstrate understanding through screen-casted presentations of the lessons. These words of the teacher made us understand that part also of catering different students is their ability to learn at their own pace, so through this screen-casted lessons they are given the autonomy to adjust the pacing of the lesson. Students can also post videos or create video for a more flexible assessment strategy. These findings support the study of Atkinson et al. (2024) which emphasize the role of technology in promoting differentiated instruction and inclusive learning environments. Participants highlighted that digital tools enabled teachers to accommodate diverse learner needs, particularly for students requiring special accommodations such as visual impairments.

Shortcut to the Learning Summit. This theme describes how teachers strategically employ digital resources to optimize instructional time and enhance learning outcomes. Participants reported that tools such as pre-recorded videos, interactive slides, and platforms like Edpuzzle enabled the delivery of foundational content asynchronously, thereby freeing in-class sessions for higher-order discussions and formative activities. This approach reflects the principles of the flipped classroom model, where asynchronous materials support deeper engagement during synchronous interactions. As shared by Participant 3 that video-based lessons allowed students to revisit complex topics at their own pace, which was particularly beneficial for subjects involving abstract concepts and theories. Compared to traditional lecture-based methods, these digital resources provided multimodal inputs such as visual, auditory, and interactive which improved content retention and comprehension. Collectively, these practices demonstrate a strategic use of technology to overcome logistical constraints, promote personalized learning, and foster student-centered environments.

Participants indicated that the integration of digital tools such as Edpuzzle and pre-recorded videos contributed significantly to instructional efficiency and assessment flexibility. These technologies enabled teachers to adjust lesson pacing and provide opportunities for students to engage with content beyond scheduled class time. The responses further revealed that such tools supported adaptive strategies based on student performance, thereby enhancing the responsiveness and effectiveness of instruction. These findings suggest that when digital platforms are purposefully selected, they can streamline teaching processes and promote differentiated learning environments.

These findings support the study of Navarro et al. (2023), which emphasizes the role of assistive technologies in promoting inclusive education and addressing diverse learner needs. Participants highlighted how digital tools facilitated differentiated instruction, particularly for students requiring special accommodations, thereby aligning with Sustainable Development Goal #4 on equitable and quality education for all. Similarly, the theme Shortcut to the Learning Summit corroborates the findings of Akçayır and Akçayır (2022), demonstrating that strategic use of digital resources such as pre-recorded videos and interactive platforms which improves instructional efficiency, saves time, and supports varied learning paces. Collectively, these practices illustrate how technology can be leveraged to create accessible, learner-centered environments, reinforcing EdTech's role in advancing educational equity and quality.

Perceived Ease of Use: Ctrl + F for Confidence. During the interviews, teachers revealed a journey from frustration to confidence in using digital tools. As we explored how technology supports classroom instruction, it became clear that many had grown increasingly proficient, not just out of necessity but through persistent effort and adaptability. Their stories showed us that ease of use is not just about intuitive design it is also about the teacher's willingness to learn and grow. Each click, shortcut, and workaround became a symbol of their

evolving confidence and commitment to improving student learning through technology.

The Digital Tug-of-War. This theme reflects the tension between perceived ease of technology use and the actual challenges educators encounter when navigating evolving digital platforms. Participants reported that while initial experiences with technology appeared manageable, unexpected updates and interface changes often disrupted established routines. Participant 1 described difficulties adapting to updated e-portfolio systems, noting that prior familiarity did not prevent confusion when navigation features were altered. This highlights the persistent learning curve associated with educational technologies and the emotional impact of such disruptions, including feelings of embarrassment and diminished confidence.

In connection, Participant 2 emphasized the need of self-directed learning, explaining how trial-and-error strategies and peer support became critical for overcoming technical obstacles. Similarly, Participant 3 expressed concern that admitting technological difficulties might undermine classroom authority, underscoring the professional pressures linked to digital competence. These findings illustrate that technology integration is not a linear process but one marked by adaptation, resilience, and ongoing skill development. Moreover, participants discussed emerging challenges related to artificial intelligence (AI) integration in education. Teachers noted that while AI tools hold promise for enhancing instruction, both educators and students lack adequate training in effective prompting and ethical use. This aligns with recent research highlighting the dual nature of AI adoption which offered an opportunities for innovation while presenting significant pedagogical and ethical challenges (Baidoo-Anu & Owusu Ansah, 2023; Kaplan-Rakowski et al., 2023; van den Berg & Du Plessis, 2023).

DIY Survival Skills. This theme emphasized the proactive strategies teachers employ to navigate digital tools in the absence of comprehensive institutional training and infrastructure. Participants emphasized self-initiative and peer mentoring as critical survival mechanisms for overcoming technological challenges. For example, Participant 1 described a deliberate effort to familiarize herself with e-portfolio systems prior to classroom implementation, reflecting a commitment to self-directed learning and continuous professional growth. This proactive approach illustrates how educators adapt through trial and error, reinforcing the importance of resilience and autonomy in developing digital competence.

Additionally, participants highlighted the role of collegial collaboration in addressing technological barriers. Peer mentoring emerged as a vital support system, enabling educators to share strategies, troubleshoot issues, and collectively build confidence in technology integration. These findings align with Mentz et al. (2019), who argue that self-directed learning fosters adaptability and problem-solving skills essential for technology-supported education. Similarly, Topping (2024) emphasizes that peer-assisted learning enhances professional competence by creating collaborative environments conducive to knowledge exchange. Furthermore, Guglielmino (2023) and Du et al. (2023) note that mentorship and cooperative learning not only improve technical proficiency but also strengthen educators' sense of belonging and motivation in digitally evolving contexts.

Interface vs. Infrastructure. This theme highlights the disparity between the user-friendly design of educational technologies and the systemic limitations that hinder their effective implementation. Participants acknowledged that while digital platforms were generally intuitive and pedagogically promising, inadequate infrastructure significantly constrained their utility. As expressed by Participant 1 that she had a frustration over unreliable internet connectivity in the designated EdTech room, noting that slow speeds impeded access to essential resources such as instructional videos. She further emphasized the need for advanced facilities, such as smart boards, to enhance interactive teaching in mathematics, underscoring how resource limitations affect instructional quality and teacher confidence.

Similarly, Participant 3 reported insufficient availability of projectors, with only three units shared among nine faculty members. This scarcity illustrates a broader challenge: successful technology integration requires not only innovative tools but also robust institutional support systems. These findings align with Tuholukova and Vovk (2023), who argue that infrastructure deficiencies in developing contexts undermine the pedagogical potential of digital technologies. Moreover, Alzahrani and Alhalafawy (2024) emphasize that equitable access to technological resources is critical for sustaining engagement and improving learning outcomes in digitally mediated environments. Recent studies also highlight that infrastructure gaps exacerbate digital divides, limiting opportunities for personalized and interactive learning (Kozlova & Orel, 2021; Zainuddin et al., 2024).

Intention of Use: The Will Behind the Wi-Fi. The theme Intention of Use reflects educators' aspirations to create more engaging and meaningful learning environments through technology integration. Participants expressed a strong desire to utilize tools such as smart boards, online resources, and interactive platforms to simplify complex concepts and foster student-centered learning. This intention was not driven by novelty but by a commitment to improving instructional quality and enhancing student understanding. However, participants also acknowledged a disconnect between their pedagogical goals and the availability of institutional resources, highlighting the critical role of infrastructure and administrative support in enabling technology adoption. These findings support Wangdi et al. (2023), who emphasize that teachers' behavioral intention to use technology is significantly influenced by facilitating conditions, including institutional support and resource availability. Similarly, Ayanwale et al. (2024) found that while educators demonstrate positive attitudes toward integrating advanced technologies such as AI and interactive platforms, their actual implementation is often constrained by systemic limitations and lack of professional development opportunities.

Outcome Over Aesthetics. This theme reflects educators' pragmatic approach to technology integration, prioritizing instructional effectiveness over visual appeal or trendiness. Participants consistently emphasized that their choice of digital tools was guided by pedagogical value rather than aesthetics. Based from the findings, teachers reported selecting platforms that facilitated comprehension and engagement, rather than opting for visually elaborate applications. This practical orientation underscores a deliberate effort to align technology use with cognitive demands of subject matter, as illustrated by one participant's observation that while PowerPoint was suitable for theoretical topics, it was inadequate for mathematics instruction. Such discernment demonstrates a balanced pedagogical philosophy that integrates traditional and digital strategies to optimize learning outcomes.

These findings support the study of Liu et al. (2023), which highlights that teachers' technology adoption decisions are strongly influenced by perceived instructional relevance rather than novelty. Similarly, Zainuddin et al. (2024) found that educators prioritize tools that enhance clarity and engagement, reinforcing the principle that effective teaching is not about full digital immersion but about using the right tool at the right time.

Old Souls, New Tools. This theme describes educators' pragmatic approach to technology integration, where traditional teaching strategies are retained while digital tools are selectively incorporated to enhance learning. Participants emphasized that technology was not perceived as a replacement for established methods but as a complementary resource. For example, Participant 1 noted that integrating technology allowed her to maintain effective practices while improving student engagement. Similarly, Participant 3 highlighted that technology use varied according to instructional objectives, such as employing Google Forms for quick quizzes or providing asynchronous materials for students who missed lessons. This flexible approach underscores a deliberate effort to balance innovation with pedagogical continuity. Participants also acknowledged initial skepticism toward technology,

particularly in subjects emphasizing values and physical interaction. However, experiences with digital platforms prompted a shift in perspective, revealing that technology could support reflective learning and foster holistic student development. This finding aligns with Graham et al. (2021), who argue that blended learning environments enable educators to merge traditional and digital pedagogies effectively.

Forced Tech Awakening. The theme Forced Tech Awakening underscores the profound impact of resource scarcity on educators' ability to implement technology-enhanced learning effectively. Participants reported that while they were motivated to adopt innovative tools, inadequate infrastructure and limited student access to devices often necessitated significant compromises in instructional design. As shared by Participant 3, there was a persistent challenges with outdated hardware and slow connectivity, which constrained her ability to execute dynamic, interactive lessons. This finding reflects a recurring theme across participants: insufficient technological resources hinder the realization of pedagogical goals and diminish opportunities for engaging, student-centered learning.

Similarly, Participant 2 highlighted disparities in student access, noting that many learners lacked basic devices or reliable internet connectivity. Consequently, she was compelled to simplify lesson plans and abandon interactive strategies, opting instead for universally accessible methods. This adaptation illustrates how digital inequities shape instructional decisions, reinforcing the need for systemic interventions to ensure equitable access. These findings align with Alhassan and Adam (2024), who emphasize that resource limitations significantly affect teachers' capacity to integrate technology, often leading to reduced instructional quality. Likewise, Chaka (2024) argues that digital divides in educational contexts perpetuate inequities, limiting the transformative potential of technology-enhanced learning. Collectively, these insights affirm that infrastructure and access are foundational to effective technology integration, and without them, even the most innovative pedagogical intentions remain unrealized.

Actual Use: From PowerPoint to Power Moves. This main them describes how technology has evolved from being a supplementary tool to becoming an integral component of classroom practice. Participants reported that instructional strategies were no longer limited to static presentations such as PowerPoint; instead, educators employed creative and sometimes improvised approaches to enhance engagement and learning effectiveness. Technology was described as an element of everyday teaching, enabling teachers to adapt to diverse learning needs, foster interaction, and deliver content in more meaningful ways. This shift reflects a broader pedagogical transformation, where digital tools are leveraged not merely for convenience but to enrich instructional design and promote active, student-centered learning.

Hybrid Hustle. This theme emphasized the adaptability and resourcefulness in integrating technology within constrained environments. Participants described how hybrid teaching required balancing ideal technological practices with the realities of limited resources. For example, Participant 2 emphasized that effective teaching was not about having a perfect setup but about being flexible and responsive to students' needs. She reported using a mix of high-tech and low-tech methods, such as leveraging mobile phones and shared devices when projectors or stable internet were unavailable. This approach demonstrates genuine digital competence, which involves not only adopting new tools but also discerning how to adapt their use effectively based on instructional goals and contextual limitations.

The experiences of Participant 1 with the discontinuation of Jamboard by Google further illustrates the unpredictable nature of digital platforms. Her shift to alternative tools such as Canva highlights the importance of resilience and strategic decision-making in sustaining collaborative learning. These findings align with Simon and Zeng (2024), who argue that adaptive learning technologies require teachers to exercise flexibility and creativity to

maintain instructional continuity. Similarly, Ottenbreit-Leftwich et al. (2024) emphasize that teacher beliefs and contextual constraints significantly influence technology integration practices, underscoring the need for professional development that fosters adaptive strategies rather than rigid adherence to specific tools. Collectively, these insights affirm that hybrid teaching success depends on educators' ability to navigate technological disruptions and resource limitations while maintaining pedagogical integrity.

Embedded Practice. This theme explains how educators have moved beyond treating technology as an optional add-on, instead integrating digital tools such as Google Classroom and Canva into the core of their instructional design. Participants reported that these platforms were used consistently and purposefully to support lesson planning, communication, and student engagement. This approach reflects an evolving digital competence, where technology adoption is guided by pedagogical intent rather than novelty. Participant 2 emphasized that the use of Learning Management Systems (LMS) has become indispensable for ensuring equitable access to learning materials, transforming LMS from a convenience into a cornerstone of inclusive and student-centered education.

In connection, Participant 4 provided a compelling example of mature digital integration, describing how LMS platforms were combined with embedded videos and supplementary resources to accommodate diverse learning paces. This strategy extended learning beyond the classroom, enabling students to revisit complex concepts independently. These findings align with Al-Maroof et al. (2024), who argue that LMS adoption fosters accessibility and flexibility, supporting differentiated instruction and learner autonomy. Similarly, Kundu and Bej (2024) highlight that sustained and purposeful integration of digital tools enhances pedagogical effectiveness by streamlining processes and promoting active engagement. Collectively, these insights affirm that technology, when embedded thoughtfully, strengthens instructional delivery and advances equity in education.

Evolution of EdTech Ethos. This theme describes the gradual progression of educators toward technological maturity, characterized by intentional and reflective integration of digital tools. Participants described this maturity as more than mere familiarity with technology; it involves selecting tools based on their alignment with pedagogical goals rather than novelty. For example, Participant 1 emphasized how platforms such as Canva were adopted strategically to maintain collaborative learning after the discontinuation of Jamboard, illustrating adaptability and commitment to continuous improvement. This approach reflects a shift toward student-driven learning environments, where technology empowers learners to engage actively and collaborate meaningfully.

Participant 2 reinforced this perspective by encouraging students to create their own videos, positioning them as active content creators rather than passive recipients. Her emphasis on guiding students through critical thinking processes demonstrates a balanced approach, ensuring that technology complements rather than replaces sound pedagogy. Similarly, Participant 3's account revealed a progression from cumbersome technology use to efficient, purposeful integration, signaling increased digital fluency and confidence in leveraging tools to enhance engagement and streamline instructional delivery.

These findings align with Al-Khalifa et al. (2024), who argue that technological maturity among educators is marked by reflective practice and strategic tool selection to support learner autonomy. Likewise, Chiu and Lin (2024) highlight that sustained technology integration fosters pedagogical innovation and adaptability, enabling teachers to respond effectively to evolving classroom dynamics. Collectively, these insights affirm that technological maturity is not defined by tool abundance but by purposeful, student-centered application that enhances learning outcomes.

In analyzing the teachers' narratives, the researchers' role extended beyond simply collecting data to interpreting and making sense of their experiences. The study was based on the belief that educators' voices provide valuable insights into the challenges and realities of in-

tegrating technology into teaching. Each response was treated not just as information but as an expression of teaching values, strategies, and the emotional aspects of adapting to digital change. The research followed qualitative principles, focusing on both what was said and what was implied, including hidden motivations and subtle tensions. Themes such as Old Souls, New Tools and Forced Tech Awakening revealed changes in teachers' professional identity alongside external pressures to adopt technology. Similarly, themes like From PowerPoint to Power Moves and Embedded Practice showed the practical and ethical decisions behind consistent technology use. The study revealed that what appeared to be smooth technology integration often resulted from necessity, creativity, and a strong sense of responsibility among educators. These actions were not simply technical adjustments but represented resilience and professional agency. The researchers aimed to present these experiences as a coherent narrative that respects teachers' perspectives while offering a critical view of how technology and teaching intersect. At the heart of this transformation lies a human story such as growth, challenges, and the ongoing redefinition of what it means to teach in a digital world.

Conclusion

The integration of technology-enhanced learning (TEL) at Holy Cross of Davao College emphasized a transformative pedagogical change, where faculty members actively engage with digital tools through resilience, reflection, and with traditional and innovative approach. The Technology Acceptance Model (TAM) effectively captured this needed process, revealing how internal motivations and external problems shape technology adoption. To support this ongoing transformation, it is recommended for institutional leaders to invest in digital infrastructure, promote sustained and context-sensitive professional development, and cultivate a culture of peer learning. Future research may address systemic barriers, explore faculty-led training, and incorporate student feedback to co-create inclusive and responsive digital learning environments, particularly within the context of values-based or mission-driven educational institutions.

References

Al-Maroof, R. S., Salloum, S. A., & Alshurideh, M. T. (2024). The role of learning management systems in promoting accessibility and flexibility in higher education. *Education and Information Technologies*, 29(2), 1123–1142. https://doi.org/10.1007/s10639-024-12367

Alzahrani, F. K. J., & Alhalafawy, W. S. (2024). Ten years of gamification-based learning: A bibliometric analysis and systematic review. *International Journal of Interactive Mobile Technologies*, 18(7), 123–151.

Amirudin, A., Rakhmawati, D., & Fadli, M. (2023). *Spirituality and digital tension in Islamic education: A South Sumatra case study*. *Journal of Comparative Religion and Pedagogy, 8*(1), 54–70.Akçayır, M., & Akçayır, G. (2022). The effects of digital tools on teachers' efficiency in education. *Education and Information Technologies*, *27*(5), 6523-6539.

Atkinson, R. K., Lin, L., & Zhang, Y. (2024). Student-created videos in online STEM education: A randomized control study. *Educational Technology Research and Development, 72*(1), 45–62. https://doi.org/10.1007/s44217-024-00283-8

Ayanwale, M. A., Sanusi, I. T., Adelana, O. P., Aruleba, K. D., & Oyelere, S. S. (2024). Examining artificial intelligence literacy among pre-service teachers for future classrooms. *Computers and Education Open*, 6, 100396. https://doi.org/10.1016/j.caeo.2024.100396

Baidoo-Anu, D., & Owusu Ansah, L. (2023). Education in the era of generative artificial intelligence (AI): Understanding the potential benefits of ChatGPT in promoting teaching and learning. *Journal of Artificial Intelligence*, 7(1), 52–62.

Bećirović, S. (2023). *Challenges and barriers for effective integration of technologies into teaching and learning*. In *Digital Pedagogy* (pp. 123–133). Springer.

https://doi.org/10.1007/978-981-99-0444-0_10

Bernardo, A. B. I., Reyes, M. E. S., & Tan, M. (2023). *Online learning in Philippine Catholic higher education: Challenges and opportunities*. Philippine Journal of Education, 96(2), 45–60.

Bosch, C., Mentz, E., & Goede, R. (2019). Self-directed learning for the 21st century: Implications for higher education. *AOSIS*.

CHED. (2020). *CHED Memorandum Order No. 04, Series of 2020: Guidelines on the implementation of flexible learning*. Commission on Higher Education. https://ched.gov.ph

Chen, L., Wang, Y., & Zhou, J. (2024). Interactive learning environments: The role of digital tools in student engagement. *Journal of Educational Technology Research and Development, 72*(1), 45–62. https://doi.org/10.1007/s11423-023-10017-x

Chugh, R., Ledger, S., & Shields, M. (2023). *Technology integration in higher education: A framework for culturally responsive digital pedagogy*. Journal of University Teaching & Learning Practice, 20(1), 1–15.

Colaizzi, P. F. (1978). *Psychological research as the phenomenologist views it*. In R. S. Valle & M. King (Eds.), *Existential-phenomenological alternatives for psychology* (pp. 48–71). Oxford University Press.

Creswell, J. W., & Creswell, J. D. (2022). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications.

Davis, F. D. (1986). *A technology acceptance model for empirically testing new end-user information systems: Theory and results* (Publication No. 8609394) [Doctoral dissertation, Massachusetts Institute of Technology]. ProQuest Dissertations Publishing.

Du, W., Hernandez, P. R., & Lee, H. (2023). Amplifying similarity to promote college STEM instructor–student mentoring relationship quality: A cluster randomized trial. *Frontiers in Education*, 8, 1293885.

Graham, C. R., Woodfield, W., & Harrison, J. B. (2021). Blended learning environments: A literature review and research agenda. *Educational Technology Research and Development*, *69*(1), 1-27.

Guglielmino, P. J. (2023). Self-directed learning readiness and performance in the workplace: Implications for business, industry, and higher education. *Human Resource Development Quarterly*, 34(2), 261–278.

Hai, P. T. (2024). Teacher readiness and institutional alignment in Vietnam's digital education reform. *Asian Education Studies Journal, 10*(2), 77–89.

Hawley, R., & Allen, K. (2018). Student-generated video creation for assessment: Can it transform assessment within higher education? *Research in Learning Technology, 26*(1), 1–14. https://doi.org/10.25304/rlt.v26.1983

He, W., & Huang, Y. (2020). Student-created group videos as an alternative assessment in online courses. *International Journal of Technology in Teaching and Learning, 16*(1), 1–14. https://eric.ed.gov/?id=EJ1241618

Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). The difference between emergency remote teaching and online learning. *Educause Review*, *3*(25), 1-13.

Kaplan-Rakowski, R., Grotewold, K., Hartwick, P., & Papin, K. (2023). Generative AI and teachers' perspectives on its implementation in education. *Journal of Interactive Learning Research*, 34(2), 313–338.

Koehler, M. J., Mishra, P., & Cain, W. (2021). What is technological pedagogical content knowledge (TPACK)?. *Journal of Research on Technology in Education*, *53*(1), 1-21.

Kozlova, N., & Orel, O. (2021). Digital competence of teachers in the context of distance learning. *Journal of Learning and Teaching in Digital Age*, 6(1), 1–10.

Kundu, A., & Bej, T. (2024). Digital pedagogy and LMS integration: Implications for inclusive and student-centered learning. *British Journal of Educational Technology*, 55(3), 345–362. https://doi.org/10.1111/bjet.13258

Lai, C., & Li, M. (2023). Exploring the factors influencing teachers' consistent use of learning management systems. *British Journal of Educational Technology*, *54*(2), 405-420.

Lim, S., & Thian, R. (2020). Examining the role of professional learning communities in fostering technology integration among teachers. *Journal of Educational Technology Systems*, *48*(4), 487-507.

Liu, S., Han, M., & Hou, X. (2023). Teachers' intentions to integrate technology in education: A systematic review. *Computers & Education*, 192, 104652. https://doi.org/10.1016/j.compedu.2023.104652

Manliquez, J. (2025). *Digital transformation in Southeast Asian higher education: Barriers and enablers*. International Journal of Educational Technology, 15(1), 22–38.

Mentz, E., Van Zyl, S., & Havenga, M. (2018). The impact of cooperative learning on self-directed learning abilities in technology integration. *International Journal of Lifelong Education*, 37(4), 482–494.

Mulaudzi, M. (2024). *Bridging the digital divide in technology-enhanced learning: A case study of South African universities*. Education and Information Technologies, 29(1), 101–120.

Nagy, J., & Dringó-Horváth, I. (2024). *University teachers' digital competence and self-efficacy in technology integration: A Hungarian perspective*. Journal of Educational Computing Research, 61(3), 456–478.

Navarro, J., Flores, J., & Ramos, R. (2023). Assistive technology for inclusive education: A systematic review. *Disability and Rehabilitation: Assistive Technology*, *18*(4), 450-460.

OECD. (2023). *Digital equity and inclusion in education: An overview of practice and policy in OECD countries* (OECD Education Working Paper No. 299). https://one.oecd.org/document/EDU/WKP(2023)14/en/pdf

Ottenbreit-Leftwich, A., Glazewski, K. D., & Ertmer, P. A. (2024). Teacher beliefs and technology integration practices: A critical relationship revisited. *Computers & Education*, 195, 104703. https://doi.org/10.1016/j.compedu.2024.104703

Pandita, R., & Kiran, K. (2023). Faculty perspectives on digital pedagogy transformation in higher education: A qualitative analysis. *International Journal of Educational Management, 37*(3), 512–530. https://doi.org/10.1108/IJEM-10-2022-0456

Roa, R. A., Mendoza, M. J., & Alvarado, F. C. (2023). *Barriers to e-learning institutionalization in Catholic universities in Mindanao: A policy review*. Philippine Journal of Higher Education Policy, 15(2), 29–46.

Schlachter, S., McCord, M., & McCord, R. (2022). Student-created videos in business education: A tool for engagement and assessment. *Global Journal of Business Pedagogy, 6*(1), 59–74.

Simon, P. D., & Zeng, L. M. (2024). Behind the scenes of adaptive learning: A scoping review of teachers' perspectives on the use of adaptive learning technologies. *Education Sciences*, 14(12), 1413. https://doi.org/10.3390/educsci14121413

Topping, K. J. (2024). Peer-assisted learning: A framework for consultation and collaboration in education. *Educational Psychology Review*, 36(1), 45–67.

Tuholukova, O., & Vovk, O. (2023). Digital infrastructure challenges for online learning in developing countries. *International Journal of Educational Technology in Higher Education*, 20(1), 1–15.

Tzafilkou, K., Perifanou, M., & Economides, A. A. (2023). Assessing teachers' digital competence in primary and secondary education: Applying a new instrument to integrate pedagogical and professional elements for digital education. *Education and Information Technologies, 28*, 16017–16040. https://doi.org/10.1007/s10639-023-11848-9

UNESCO. (2023). *Technology in education: Global Education Monitoring Report 2023*. https://www.unesco.org/gem-report/en/publication/technology

van den Berg, G., & Du Plessis, E. (2023). ChatGPT and Generative AI: Possibilities for its contribution to lesson planning, critical thinking and openness in teacher education. *Education Sciences*, 13(10), 998.

Wangdi, T., Dhendup, S., & Gyelmo, T. (2023). Factors influencing teachers' intention to

use technology: Role of TPACK and facilitating conditions. *International Journal of Instruction*, 16(2), 1017–1036. https://doi.org/10.29333/iji.2023.16255a

Zainuddin, Z., Shujahat, M., Haruna, H., & Chu, S. K. W. (2024). The role of gamified e-quizzes and interactive tools in fostering student engagement and motivation in higher education. *Computers & Education*, 145, 103729. https://doi.org/10.1016/j.compedu.2024.103729