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Exploring Teachers' Practice of Technology Use in Blended Teaching: A Qualitative Inquiry

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ABSTRACT This qualitative study investigates how 14 faculty members recruited via purposive sampling integrate technology within a blended learning context at Cagayan State University-Aparri, utilising the SAMR model as an analytical framework. Semi-structured interview data were analysed using Braun and Clarke's (2006) thematic analysis. Findings revealed that technology utilisation spans a developmental spectrum from instructional enhancement to pedagogical transformation. In lesson presentation, faculty advanced beyond tool substitution, leveraging multimodal platforms and blended classroom architectures to achieve augmentation and modification. In facilitating discourse, the strategic use of synchronous collaborative workspaces shifted practices into modification and redefinition by establishing an elastic instructional loop. Finally, in evaluation, the deployment of gamified platforms and real-time diagnostic visualisations modified traditional testing paradigms into dynamic feedback loops, while automated analytics pushed practices toward redefinition. Collectively, the findings demonstrate that technology has matured from an ad hoc additive into a structural element that fosters transformative, student-centred learning.