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The Influence of Value Beliefs Towards Teachers' Blended Learning Practice in Malaysian Primary ESL Classroom Context

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Abstract

The field of blended learning has gained significant traction in the educational landscape. While there is a growing body of research related to pupils' achievement in a blended learning classroom, there is limited research that addresses the teachers' perspective towards blended learning. Hence, this study attempts to investigate the teachers' value beliefs towards blended learning implementation in an English as Second Language (ESL) classroom and how these beliefs influence teachers' blended learning practice. This study employed the explanatory sequential mixed-method design. The participants consisted of 144 primary school teachers in the state of Negeri Sembilan. The instruments used to collect the data were questionnaires and semi-structured interviews. Firstly, based on the analysis of the questionnaires, the findings indicated that teachers overall have positive value beliefs towards blended learning implementation. Moreover, the findings from the interviews also concluded that teachers incorporate technology in their classrooms when they believe that technology is beneficial to themselves and their pupils. Consequently, the findings of this research highlighted the value of the blended learning approach to cater to the needs of current learners in line with 21st-century learning as well as the significant effect of teacher beliefs in assisting Malaysian primary ESL school teachers to reach the optimal use of blended learning.

INTRODUCTION

The role of a teacher is vital in determining the success of the teaching and learning process. In the educational context, teachers' belief certainly is a significant element in deciding a teacher's actions and has always been a focus in the field of teaching and teacher education. Borg (2011) defines teachers' beliefs as premises that the teacher considers to be true, tacit in nature, have a strong evaluative and affective component, provide a basis for action, and are resistant to change. On the other hand, Zheng (2009) defines teachers' beliefs as the psychologically held premises which are dynamic in nature and act as a filter where new knowledge and experience are screened for meaning. Among the various dimensions of

teacher beliefs, value beliefs refer specifically to the degree to which teachers perceive a particular pedagogical approach, such as blended learning, as useful or beneficial for achieving desired teaching and learning outcomes (Vongkulluksn et al., 2018). In accordance with the definitions given above, the beliefs that a language teacher holds have a substantial influence on their instructional practices in the classroom (Hong et al., 2025b; van Rijt et al., 2020). Undoubtedly, every teacher has their individual beliefs and perceptions towards language teaching, and those beliefs that they hold will eventually shape their actions and decisions in the classroom. Therefore, it can be inferred that all instructional decisions and teaching processes in the classroom are highly dependent on the psychological beliefs held by teachers.

On the other hand, the advancement of technology in the 21st century has brought many changes in various sectors worldwide. The education sector is no exception as the advent of technology offers vital reasons for educational institutions to make changes in line with emerging trends (Tanis, 2020). Moreover, the influence of online learning in the English Language Teaching field is widespread as the traditional 'chalk and talk' method to teach English is no longer relevant and favourable. In the recent years, there is an increased interest in the blended learning approach within global educational discourse where educational institutions are aligning this approach with local contexts, technological capacity, and pedagogical goals. Thus, the term 'blended learning' is not something new in the educational landscape as various scholars have supported and considered blended learning as the 'new norm' in educational technology and course delivery (Adams et al.,2020; Evans et al., 2020). Though there are many ambiguities surrounding its definition, the widely accepted definition of blended learning is the combination of both online learning or computer-mediated instructions and face-to-face classroom learning (Graham et al., 2019; Qindah, 2018). Hence, it should be known that blended learning is not merely integrating technology to supplement a learning program, but is a core part of the course itself (Ghazizadeh & Fatemipour, 2017). Therefore, it is not solely about using technologies but also about the ways that technologies are applied to get the best advantages. It is up to the teacher to 'blend' different teaching strategies to supplement students' needs as there is no set of formulas or recipe for a perfect blend.

However, despite the growing support by the Ministry of Education to adopt blended learning in all levels of education in Malaysia, the integration and understanding of a blended learning environment among primary teachers are still at an early stage, especially in primary schools in Malaysia (Zulkflee et al., 2022). This is because it is highly dependent on the competencies of teachers to adapt to the integration of online pedagogy and to take on new roles in the process of teaching and learning (Paliwal & Singh, 2021). Hence, to relate to the blended learning context, investigating the perspectives of teachers' beliefs will provide a basic understanding of the actual practice of integrating technology and implementing blended learning in their classroom. Therefore, this study will investigate the teachers' value beliefs towards blended learning implementation in an English as Second Language (ESL) classroom and how these beliefs influence their blended learning practice. Therefore, the present research addresses the following research objectives:

i) What are the value beliefs of teachers towards the implementation of blended learning in an ESL classroom?
ii) How do teachers' value beliefs influence their blended learning practice?

LITERATURE REVIEW

Teachers' value beliefs

According to Thurm and Barzel (2022), teachers' belief is not a unidimensional construct. Instead, the concept of teachers' beliefs encompass a variety of different beliefs as most of the theoretical literature argued that they are part of a larger, comprehensive system of beliefs (Fives & Gill, 2015; Pajares, 1992; Taimalu & Luik, 2019). This means that the beliefs that a teacher holds not only serve as a guide for teachers to execute their teaching strategies, but also shape pupils' learning environment, their motivation to learn, and also their learning achievement. Seeing teachers' beliefs as a powerful asset, it is essential to look into the concept with its historical basis, key components, conceptual domains, origins, and driving force (Ozturk, 2021). Particularly, scholars are interested in understanding teacher beliefs, the relationship between teacher beliefs and teaching practices, the factors influencing teacher beliefs, and their connections with teacher development (Xiang et al., 2016).

Among the teachers' beliefs, teachers' value belief is one of the most important factors in technology integration which refers to the beliefs about the value of technology towards good teaching and the expected learning outcomes (Cheok et al., 2017). In other words, teachers believe that the use of technology will have benefits for themselves and their pupils. Without a doubt, positive beliefs about the value of technology for teaching and learning predict how much teachers and students use technology (David et al., 2023; Uygun, 2023). When the teacher believes that technology is beneficial, he or she will spend additional time to integrate technology. This fact is in conformity with several studies which maintained that one of the strongest predictors of technology integration is the teachers' belief about the benefits of technology itself (McCulloch et al., 2018). Moreover, Vongkulluksn et al. (2018) added that teachers' value beliefs may influence how teachers view external barriers to integration. For example, they inferred that teachers who value technology will try to work around the constraints when they have limited access to technology resources compared to teachers who value technology less.

Blended learning

With the advent of ICT, blended learning courses have become quite significant to complement the traditional ways of learning. The concept of blended learning, which is the main focus of the present study, has been used and interpreted in a variety of ways within the field of language teaching. According to Hrastinski (2019), the most widely common and accepted is the combination of both face-to-face (physical environment) and computer-mediated instructions (virtual environment). As educators search for ways to complement 21st-century learning, some supported that blended learning might be the shift needed to be in line with the principles of 21st-century learning. In accordance with that, Win and Wynn (2015) pointed out that blended learning can be implemented using different learning methods (lecture, discussion, games, case study), different delivery methods (face-to-face instruction, flipped classroom or computer-based learning opportunities), and different level of guidance (individual, lecturer led or group learning).

In addition to the strategies employed by teachers, the success of blended learning environments depends heavily on students' active roles. Learners are no longer passive recipients of instruction but rather, they are expected to exercise autonomy, engage in meaningful collaboration, and develop self-regulated learning habits. Students must be able to navigate digital platforms independently, manage their own pace and time, and interact with both peers and content across multiple modalities (Rasheed et al., 2020). Thus, the effectiveness of blended learning hinges not only on instructional design but also on the learner's capacity for engagement and responsibility within a flexible and multimodal learning environment.

Over the years, the use of blended learning has certainly shown promising outcomes. Numerous researchers agreed that blended learning has vast advantages over the traditional mode of learning (Hong & Stapa, 2023; Krasnova & Ananjev, 2015; Wei et al., 2017), especially in terms of pupils' language skills. Namely, blended learning helps teachers to engage students in active learning that promotes skills such as communication, information literacy, creativity, and collaboration that transform into the ability to use digital technologies for different purposes. For instance, Gouseti et al. (2020) reported that employing digital technologies in everyday learning has been found to spark playful learning, increase motivation and engagement, and enhance pupil interest, which therefore offers many exciting opportunities for improved communication and collaboration practices among the teacher and pupils. Besides, blended learning has been shown to provide opportunities for pupils to be more self-directed as it offers high flexibility (Gulnaz et al., 2020; Sareen & Mandal, 2024). Hence, a blended learning classroom does not mean that the role of teachers is replaced with computers. Instead, it allows a class to shift from a mostly traditional teacher-centered class to a student-centered classroom where the teachers act as facilitators in the teaching and learning process (Bashir et al., 2023).

Aside from the vast advantages of blended learning for students' performance, teachers too benefit from the application of blended learning. This is because blended learning is not only able to assist teachers in delivering learning materials but also able to track students' performance and participation through various platforms (Wong et al., 2016). This is confirmed by Ottenbreit-Leftwich et al. (2018) who posited that teachers value technology as one of the ways to improve their teaching efficiency and effectiveness. It means that when teachers value technology, they try to work around the constraints as they believe that it will allow them to be competent in the use of technological tools. As such, Tucker (2019) emphasizes that blended learning is a term that covers many types of models, but the goal is to "combine active, engaged learning online with active, engaged learning in the classroom to give students more control over the path, pace, place and time of their learning" (p. 9).

While numerous studies extol the benefits of blended learning, some scholars have highlighted notable drawbacks. For instance, Rasheed et al. (2020) identified challenges in online components of blended courses, including poor internet connectivity, insufficient digital literacy, and limited access to reliable platforms. On the other hand, Ashraf et al. (2022) identified several challenges to blended learning, including poor pedagogical design, limited digital literacy and teacher training, weak ICT infrastructure, lack of student autonomy, increased workload, technical issues, and low learner engagement. Without careful instructional design, blended

learning may lead to learner frustration or disengagement. In the Malaysian contexts, issues such as teacher readiness, technical support, and the digital divide remain prevalent (Cheok et al., 2017; Paliwal & Singh, 2021). These findings suggest that while value beliefs may drive adoption, contextual limitations can undermine implementation efficacy.

METHODOLOGY

Research design

This research adopted the explanatory sequential mixed-method research design to understand the value beliefs that teachers hold towards blended learning and how their value beliefs influence their practices of integrating blended learning. According to Creswell and Plano Clark (2018), applying a mixed-method approach combines the unique strength of multiple methods to gain a more comprehensive understanding of a phenomenon. Different kinds of evidence will reflect different assumptions about the nature of teacher beliefs. Hence, by integrating questionnaires and semi-structured interviews, it allows the research to capture a more comprehensive understanding of teachers' beliefs and practices. At the same time, this approach enabled the validation and elaboration of findings across the two data types.

Participants

A total of 144 ESL primary school teachers participated in the quantitative phase of this study. The participants were composed of 82 females (57%) and 62 males (43%), ranging in age from 26 to 55 years. Teaching experience varied from 2 to 25 years, with the majority (68%) having more than 10 years of experience in teaching English.

For the qualitative phase, 14 teachers were selected based on purposive sampling. The criteria for being chosen as participant are actively teaching English, have active involvement in blended learning, and diverse digital proficiency levels. Participants also varied in academic qualifications and ICT exposure, factors that may influence their beliefs and implementation strategies. The number of interview participants were determined by thematic saturation where after 12 interviews, no new themes emerged. Two additional interviews were conducted to confirm data saturation.

Data collection

Surveys and semi-structured interviews were used in this study. Questionnaires were distributed to the teachers to look at their value beliefs towards blended learning implementation. The questionnaire contains 12 items to identify teachers' beliefs towards blended learning in the primary ESL classroom. The items were adapted from Wozney et al. (2006) who study on teachers' belief towards technology. Therefore, the items were modified to suit the blended learning context and the study's focus on teachers' value beliefs towards blended learning. The items were divided into two main categories namely value beliefs of blended learning towards teachers and value beliefs of blended learning towards pupils.

In the second phase, interviews were used to obtain teachers' specific value beliefs towards blended learning and how these beliefs influence their blended learning practices. An interview protocol was designed to see what are the specific value beliefs of teachers towards blended learning and how these beliefs influence their blended learning practices. The interview protocol adhered to the open-ended format so that the teachers could freely express their opinions about blended learning.

Validity and reliability

Prior to full implementation, the questionnaire was pilot-tested with 30 ESL primary teachers from a neighboring district to assess item clarity and scale reliability. Feedback was also obtained from two subject matter experts to establish content validity. The Cronbach's Alpha level is at 0.820, thus supported the result from the prior pilot-testing and expert validation. Similarly, the interview protocol underwent expert review for content alignment and was revised based on feedback before data collection.

Data analysis

For the quantitative data, they were analysed using Statistical Package for Social Science (SPSS) version 25.0 to obtain descriptive statistics based on the Likert Scale. The results were presented in the form of three levels which are high, average, and low. These levels were adapted from Hadiyanto et al. (2013) which focused on the use of the technology in teaching and learning. Hence, these levels of interpretation were seen as similar to the context of this research, thus suitable to be used to analyse the questionnaire. The results were interpreted based on Table 1 below:

Table 1

Mean interpretation scale (Hadiyanto et al., 2013)

Mean value	Mean interpretation	Level
1.00 – 2.33	Disagree / Strongly disagree	Low
2.34 – 3.66	Uncertain	Average
3.67 – 5.00	Agree / Strongly agree	High

As for the qualitative data, the interview recordings were transcribed verbatim and subsequently analyzed through thematic content analysis, guided by the procedures outlined in Christou (2023). The analytic process involved six systematic phases: familiarization with the data, initial coding, theme development, theme refinement, theme definition and naming, and final synthesis and reporting. Table 2 illustrates the implementation of this analytical framework, including the operationalization of codes and representative examples. This approach ensured methodological rigor and provided clarity in identifying the underlying patterns and themes emerging from the interview data.

Table 2

Example of thematic analysis

Coding descriptions	Sub-categories	Categories	Themes
"...**I can straight open YouTube or Google to find any supporting teaching material** for me to show to the pupils".	Easy access to materials	Value beliefs of blended learning towards teachers	Value belief towards blended learning
"...Now, everything is just at our fingertips. Teaching materials, exercises, and assessments, you can **get all of it easily now**".			
"...Pupils are visibly more **excited** when I connect my laptop to the TV in the classroom".	Fun learning	Value beliefs of blended learning towards pupils	
"...A blended learning classroom certainly is more **fun** for the pupils than a traditional classroom. It makes them to be more focused and eager to learn".			

RESULTS AND DISCUSSION

Value Beliefs

In this section, the respondents elicited their value belief of blended learning by responding to the 12 belief items. They rated each item based on the Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Accordingly, Table 3 below depicts the mean scores of teachers' value belief items.

Table 3

Mean scores of teachers' value beliefs

	Value beliefs	Mean	SD	Level
1.	Blended learning increases pupils' academic achievement (e.g., grades).	4.24	0.62	High
2.	The use of technology in a blended learning classroom does not result in students neglecting important traditional learning resources (e.g., library books).	3.35	1.03	Average
3.	Blended learning promotes student collaboration.	4.38	0.58	High
4.	A blended learning classroom promotes the development of communication skills (e.g., writing and presentation skills).	4.18	0.76	High
5.	Using technology is a valuable instructional tool in a blended learning classroom.	4.42	0.60	High
6.	Using technology in a blended learning classroom makes teachers feel more competent as educators.	4.29	0.61	High

	Value beliefs	Mean	SD	Level
7.	Blended learning gives teachers the opportunity to be learning facilitators instead of information providers.	4.46	0.55	High
8.	Technology is an effective tool for students of all abilities.	4.15	0.82	High
9.	Using technology in a blended learning classroom enhances the teacher's professional development.	4.43	0.74	High
10.	Blended learning helps accommodate pupils' personal learning styles.	4.38	0.69	High
11.	Blended learning motivates pupils to get more involved in learning activities.	4.40	0.71	High
12.	Blended learning promotes the development of pupils' interpersonal skills (e.g., ability to relate or work with others).	4.22	0.86	High
	Average	4.24	0.71	High

Overall, the mean scores of value belief items ranged from 3.35 to 4.46 with an average mean of 4.24 with a standard deviation of 0.71. Moreover, it is noticeable that out of the 12 value belief items measured for their level, 11 items were at a high level and one item was at an average level, thus indicating that the overall research participants have positive value beliefs towards blended learning implementation. Hence, it shows that teachers have the belief that the use of blended learning will have benefits for themselves and their pupils. This is in agreement with McCulloch et al. (2018), Taimalu and Luik (2019), and Waluyo and Apridayani (2021) who maintained that teachers' beliefs about the benefits of technology are one the strongest predictors of technology utilization in the classroom. Without a doubt, blended learning certainly benefits both educators and learners and this is not a surprising fact as when a teacher thinks technology is useful, they will take more time to include it in their lessons. Therefore, the findings were further discussed further in the following subsections based on teachers' value beliefs towards pupils and value beliefs towards teachers.

Value beliefs towards pupils

Firstly, teachers' value belief is reflected in Item 1 (M = 4.24, SD = 0.62) which shows that teachers believe the incorporation of blended learning can increase pupils' academic achievement. According to previous literature, numerous researchers generally agreed that blended learning has the benefit of improving pupils' academic achievement in terms of their language skills. Numerous research have investigated the effectiveness of blended learning in enhancing pupils' language skills (Hong & Stapa, 2023; Rasheed et al., 2020). For example, McHone (2020) noted that learners who engage in a blended learning setting demonstrated higher efficacy in applying their acquired knowledge compared to learners in a traditional settings. Without a doubt, blended learning enables teachers to combine a variety of synchronous and asynchronous tools to accommodate the diverse levels, understanding, and preferences of their pupils. Consequently, this method aids not only in retention but also in stimulating pupils' engagement in the learning process by means of engaging them in interactive blended learning tasks.

Next, Item 3 (M = 4.38, SD = 0.58) and Item 4 (M = 4.18, SD = 0.76) both showed high mean scores which indicates that teachers believed blended learning can promote pupils' collaboration and communication skills. According to McHone (2020), the pupil-pupil interactions that exist in blended learning are far greater than in traditional learning as blended learning environments

often promote active learning and student-centered instructional approaches, which can lead to increased engagement, participation, and pupil-pupil interactions. This is in line with a recent study by Johler (2022) who studied collaboration and communication in a blended learning environment and found that the use of digital technologies see an increase in collaborative learning among pupils.

In addition, Items 8 and 10 focused on teachers' value beliefs of technology in a blended learning classroom to cater to pupils' learning styles and abilities. Item 8 which is "*technology is an effective tool for students of all abilities*" showed a high mean score (M = 4.15, SD = 0.82) whereas Item 10 which is "*blended learning helps accommodate pupils' personal learning styles*" also recorded a high mean score (M = 4.38, SD = 0.69). Thus, these two statements indicate that teachers believe that a blended learning classroom is structured in a way that can cater to their pupils' individual needs and learning styles. This is in confirmation with Huang (2016) who stated that blended learning has the advantage of allowing pupils to learn and access materials in a variety of modes, hence meeting the needs of various learning styles. Conversely, traditional face-to-face instruction no longer meets the needs of diverse learners (Sheninger, 2016) as pupils prefer to have various kinds of materials that can cater to their personal preferences which in turn, allow them to learn in an enjoyable way. This is supported by Menggo and Darong (2022) and Prohorets and Plekhanova (2015) who stated that blended learning instructions can fulfil various learning styles as pupils do not favour only one way of learning. To relate to the Malaysian school context, catering to learners' diversity emerges as one of the key areas of the current School Transformation 2025 Program (TS25) which is an educational transformation initiative to improve students' outcomes and the quality of the schools. Therefore, the use of blended learning allows teachers to personalize their instructions to cater to the pupils' needs regardless of their level of proficiency, and at the same time, aligns with the concept of TS25. With the integration of technology to support face-to-face learning, teachers can easily access various kinds of materials or media according to their pupils' abilities and preferences.

Furthermore, Item 11 which is "*blended learning motivates pupils to get more involved in learning activities*" also displayed a high mean score (M = 4.40, SD = 0.71). Hence, it implies that teachers believe that pupils would feel motivated and be more engaged when the blended learning activities were fun and enjoyable. Indeed, the amalgamation of technology and face-to-face instruction offers pupils an alternative approach to learning in contrast to the traditional learning. This fact is echoed by Oweis (2018) who posited that the introduction of technology in learning presents a new dimension that can capture pupils' engagement and involvement in the learning process. Evidently, pupils now are deeply engrossed in utilizing technology, viewing it as an integral component of their everyday routines. As a consequence, the integration of technology into the learning process indirectly provides pupils the opportunity to engage in an enjoyable learning experience. This is also supported by Waluyo and Apridayani (2021) who put forward that interesting, blended learning activities help the teacher to capture learners' interest and increase their motivation.

Value beliefs towards teachers

Aside from the value of technology towards pupils' learning, the findings also showed that teachers also believe that the use of blended learning can benefit teachers themselves. For instance, Item 5 (M = 4.42, SD = 0.76) yielded a high mean score, thus indicating that teachers generally believe that technology is certainly a valuable instructional tool. Moreover, Item 6 (M = 4.29, SD = 0.61) and Item 9 (M = 4.43, SD = 0.74) which are "*Using technology in a blended learning classroom makes teachers feel more competent as educators*" and "*Using technology in a blended learning classroom enhances the teacher's professional development*" both also obtained high mean scores respectively. These statements indicate that teachers believe that they could improve themselves by integrating technology in a blended learning classroom. To relate to the findings, Ottenbreit-Leftwich et al. (2018) posited that teachers value technology as one of the ways to improve their teaching efficiency and effectiveness. It means that when teachers value technology, they try to work around the constraints as they believe that it will allow them to be competent in the use of technological tools. This aligns with Suo & Suo (2018), who stated that blended learning enables teachers to utilize a wide range of resources tailored to the proficiency level and preferences of their pupils, thus allowing them to continue to explore various fun and beneficial tools to be used in the classroom. For instance, the use of various technological tools such as social media, search engines, learning management systems, and interactive online media has enabled learning to occur interactively, which allows teachers to be salient users of technology in the teaching and learning process.

In addition, Item 7 (M = 4.46, SD = 0.55) which is "*blended learning gives teachers the opportunity to be learning facilitators instead of information providers*" showed the highest mean score among all the items. This shows that teachers strongly believe that blended learning provides an environment where the pupils play an active role in the learning process whereas the teachers only serve to guide pupils whenever necessary. This is because when pupils are engaging in group tasks, they create a community of learners where they contribute ideas and work in a concerted effort to complete the tasks whereas the teacher only assume the role of a facilitator and monitor (Lytras et al., 2020). As such, when the teacher implements blended learning in the classroom, it does not signify that technology replaces the role of a teacher. Instead, the role of the teacher shifts from a deliverer of knowledge to a facilitator where they will see it as a complementary tool that can be used in conjunction with other teaching strategies to create a more engaging and interactive learning experience for their students (Hong & Stapa, 2023). This finding also aligns with constructivist learning theory, where learning occurs through active participation, collaboration, and social interaction (Pan et al., 2024). In blended learning settings, pupils engage with digital content before, during, or after class activities. This structure shifts cognitive responsibility to learners and reduces teacher domination of classroom talk which in turn, supports higher-order thinking, learner autonomy, and peer-supported meaning making. Empirical studies report improved engagement, accountability, and self-regulation when teachers adopt this facilitative stance in blended environments (Albatti, 2023; Hong et al., 2025a). The high mean score therefore reflects not only positive beliefs about pedagogy but also teachers' acceptance of professional role transformation.

However, despite positive overall teachers' beliefs towards the use of technology in the classroom, it is imperative to note that teachers also believe that the use of technology in a blended learning classroom is causing pupils to neglect important traditional learning resources such as textbooks, library books, and others as evident in Item 2 which gained an average mean score (M = 3.35, SD = 1.03). This shows that teachers were uncertain that the use of technology would likely replace the function of using traditional learning resources, causing pupils to neglect it. This is understandable as pupils now are more tech-savvy and use technology as part and parcel of their daily lives. Therefore, it is not uncommon for pupils to choose to search for information online rather than searching in the textbook or going to the library to get knowledge. In the 21st century, the Internet has enabled learning to occur anywhere interactively where learners can get information from their gadgets as there are no place and time boundaries.

Based on the quantitative findings, it can be summarized that teachers overall generally have positive value beliefs towards blended learning where they certainly believe that blended learning can benefit teachers themselves and their pupils. Among the value beliefs towards pupils which have been discussed include increased academic achievement, increased motivation, more personalized learning where value beliefs towards teachers include the opportunity to be facilitators and increased teaching competency. Hence, the understanding of teachers' value beliefs associated with blended learning allows teachers to identify opportunities for its effective implementation.

Qualitative findings

To further support the quantitative findings, semi-structured interviews were conducted to look at teachers' specific value beliefs towards blended learning and how these value beliefs influence their blended learning practices. Based on the semi-structured interview data, it is clear all the participants exhibited shared beliefs about the significance and benefits that blended learning can offer, which in turn influence their blended learning practice. In particular, all of them highlighted the value of educational technologies in a blended learning classroom after experiencing using them in their respective classrooms. Therefore, the qualitative findings were discussed accordingly based on value beliefs towards pupils and teachers in the following subsections.

Value beliefs towards pupils

The following sub-themes emerged consistently across participants. It is important to note that the themes are reported by ten or more participants. Although only selected excerpts were presented here, these reflect patterns commonly reported during the interviews, ensuring that thematic representation is not based on isolated views.

<u>Fun learning and increased motivation</u>

Firstly, the data from the interviews found that teachers believed that blended learning is beneficial in engaging pupils in fun learning.

> *I have tried conducting both traditional learning and blended learning. A blended learning classroom certainly is more fun for the pupils than a traditional classroom. It makes them to be more focused and eager to learn. Seeing this, I tend to integrate more blended learning activities.* (Teacher 1)

> *Pupils are visibly more excited when I connect my laptop to the TV in the classroom. So, I make it my daily practice to use technology more to capture their interest.* (Teacher 6)

As seen in the excerpt above, Teacher 1 and Teacher 6 commented on the ability of blended learning to engage pupils in the teaching and learning process, which subsequently lead to higher usage of blended learning. Therefore, it is noticeable that both teachers articulated that they witnessed different positive reactions from their pupils upon using computer-mediated instructions, thus encouraging them to conduct blended learning activities. Primary school pupils, undoubtedly, exhibit a higher curiosity when they are engaged with new concepts. Therefore, the unfamiliar element of blended learning certainly excites them to take part actively in the learning process. At the same time, it enabled pupils to explore the interface, engage themselves in learning, and enjoy the learning process. This is in confirmation with Hong and Stapa (2023) who inferred that blended learning has the ability to engage and motivate pupils to be active learners. On a similar note, Ehsanifard et al. (2020) emphasized that engaging in blended authentic tasks can significantly enhance their learning experience and academic achievement. Therefore, from the above, it can be inferred that there is a positive relationship between blended learning and pupils' motivation to learn in a blended learning environment. This findings is supported by Albatti (2023) who mentioned that the blended learning activities can be interactive and engaging, thus keeping pupils motivated and interested in learning.

Creating community of learners

Additionally, another theme found regarding teachers' value beliefs towards pupils is the feature of blended learning to create a community of learners.

> *Based on my observation during blended learning tasks, I think that it is very beneficial for the pupils in terms of creating a community of learners who can contribute to knowledge building. In this way, they can learn from each other can develop their language skills.* (Teacher 8)

As expressed by Teacher 8, she observed that pupils can construct their knowledge independently when they learn in a community. Indeed, when teachers observe pupils actively engaging in collaborative activities during blended learning, it can reinforce their belief in the effectiveness of blended learning. In face-to-face sessions, pupils can engage in group discussions and presentations where pupils with higher proficiency can assist their friends of lower proficiency during the tasks. Indirectly, pupils can learn from each other while improving their language skills. Likewise, the online components such as discussion forums or social learning platforms, provide avenues for students to connect virtually, share thoughts, and

engage in meaningful conversations. Seeing students working together, discussing ideas, and collaborating on projects validated the notion that blended learning can promote meaningful student engagement and participation. This positive experience can strengthen teachers' beliefs and motivate them to continue implementing blended learning strategies. This is in agreement with Zibin and Altakhaineh (2018) who argued that blended learning improves pupils' communication skills as it enables constructive interactions in both online and offline environments.

Personalized learning experience

Next, teachers also articulated the benefit of blended learning to provide a personalized learning experience for their pupils.

> *I can find materials according to pupils' level and styles easily. My classroom is equipped with a smartboard, so I can use various online materials on the spot which has been my usual practice.* (Teacher 5)

As seen above, the findings supported that teachers' blended learning practice allows them to recognize their pupils' level of proficiency and choose technologies and activities in accordance with their proficiency levels and learning styles, which indirectly provides a personalized learning experience for their pupils. Bagheri and East (2021) argued that teachers' classroom experience in different contexts has enabled them to predict pupils' difficulties and therefore choose different activities to suit their learners. This concurs with Halverson et al. (2019) who put forward that blended learning enables teachers to differentiate instruction based on their pupils' learning styles. Aldosemani et al. (2018) also mentioned that blended learning is a pedagogical approach that enables educators and students to access learning materials through a diverse range of modes, thereby catering to the requirements of different learning styles

Value beliefs towards teachers

Easy access to materials

In addition, teachers articulated the benefit of technology to access teaching materials easily.

> *I feel that using technology to supplement my face-to-face teaching eases my work a lot. During my teaching, if the pupils can't imagine the things that I'm teaching, I can straight open YouTube or Google to find any supporting teaching material for me to show to the pupils.* (Teacher 2)

> *Well, I am amused about how much technology has advanced since my era. Now, everything is just at our fingertips. Teaching materials, exercises, and assessments, you can get all of it easily now. All of these certainly help pupils a lot. Imagine the last time when pupils depended a lot on the teacher for listening, speaking, reading, and writing tasks. Now, technology can make it happen anywhere and anytime.* (Teacher 12)

In the excerpt above, Teacher 2 and Teacher 12 posited that with the incorporation of technology into the blended learning environment, they have the option of choosing from a large pool of materials depending on the topic of that day and the level of their learners. Therefore, their constant use of technology to supplement face-to-face learning in their classroom makes them think that it is easier and more convenient. Adams et al. (2018) posited that the availability of various educational platforms expand learning materials and improve accessibility for teachers as a support to traditional classroom instruction. For example, with the availability of educational websites such as Youtube, Liveworksheet, and EduwebTV, teachers can find online exercises and other materials that incorporate interactive visuals and audio. Hence, from the teachers' experiences, it can be posited that the ease of finding materials online changes their perception and shapes their practice where they can design blended learning activities and find resources that cater to different learning preferences, thus allowing students to engage with the content in ways that align with their strengths and interests.

Facilitating roles of teacher

Besides, several teachers also commented on the switching roles when they conduct blended learning activities.

> *It makes my teaching easier, and I can be a facilitator guiding those who needed help.* (Teacher 4)

> *The higher proficiency pupils can work independently. I only need to go to of groups of lower proficiency to guide them, thus making my job easier.* (Teacher 11)

As seen above, Teachers 4 and 11 mentioned that blended learning tasks allow pupils to be independent learners where they can assume the role of a facilitator. They commented on their role in providing differentiated digital resources, monitoring online discussions, and scaffolding tasks during independent learning phases. Therefore, they considered pupils themselves and technology to play a primary role whereas the teacher plays the role of a facilitator to guide pupils upon facing any difficulties including acting as learning coaches, mentors, and guides. As a result, it provides pupils with a higher degree of autonomy as pupils can access the materials and activities according to their preferences, choose the activities according to their level, as well as working at their own pace and time during task completion. The findings are in agreement with Albatti (2023) and Cunningham (2021) who noted that when the teacher implements blended learning in the classroom, the role of the teacher shifted from a deliverer of knowledge to a facilitator where it provides learners with a learning experience that is flexible, student-centred, and self-paced.

Influence of teachers' value beliefs and practice of blended learning

As such, the data certainly supported that teachers' blended learning practice provided them with valuable positive feedback from pupils regarding their experiences with blended learning which certainly reinforce teachers' value beliefs. As a whole, the analysis revealed a close

association between espoused value beliefs on blended learning and their blended learning practices, yet the road to realization was different between some teachers. For example, there was agreement on the positive value beliefs about blended learning, but some teachers attached more importance kinds of value paths than others as seen from the analysis above. Without overjudging this result, it is interesting to note that all participants expressed agreement that blended learning has benefits for themselves and their pupils and consistently used technology in their blended learning classrooms as a direct influence from the value of blended learning. This is in confirmation with most of the literature that found that teachers' positive beliefs about the value of blended learning are associated with an increased degree of adopting technology integration in their classrooms (AlTameemy et al., 2020; Bowman et al., 2020; David et al., 2023; Katasila & Poonpon, 2022; Mulyono et al., 2021)

To correlate the findings, Bruggeman et al. (2022) researched on teacher beliefs about blended learning and how these beliefs are reflected in teachers' practice. Using a qualitative approach, they found that almost all the teacher describes their beliefs about realizing deep and meaningful blended learning experiences for the students and later enacted their beliefs by providing authentic learning experiences for their students. On the other hand, Uygun (2023) studied 52 English as Foreign Language (EFL) pre-service teachers' beliefs and engagement with digital technology. Using a survey research design, he found that teachers have positive views of digital technology as a complementary means for instructional purposes within the classroom which leads to increased usage. Furthermore, David et al. (2023) investigated teachers' technology integration practices in the Math Education of Children with Intellectual Disabilities and found that teachers believe that technology is useful and can be integrated at any moment of a lesson, in any type of lesson, and with any type of content. Similar to the findings in this study, all of the teachers could be seen integrating technology in various parts of their blended learning lessons which confirmed the fact above. As such, all these positive beliefs findings certainly highlighted the value that technology can bring into the classroom, which indirectly stresses the role of the teacher in conducting blended learning.

Nevertheless, in contrast to the findings of this study, Singh et al. (2018) discovered that despite the positive beliefs that technology enhances language teaching and learning and is valuable for pupils' learning, not all teachers embrace technology in their classrooms. Possible reasons included inadequate technical support, lack of time for planning digital content, and discomfort with digital tools (Hong et al., 2025a). Therefore, these findings point to institutional and professional development gaps that must be addressed to ensure inclusive implementation. In supporting this, Buehl and Beck (2015) affirmed that teachers' beliefs are disconnected from their practices in some circumstances. This is primarily due to the contextual factors that make it difficult to put their beliefs about teaching and learning into practice (Shafee, 2020). On a similar note, Ozudogru (2019) investigated pre-service teachers' beliefs regarding technology integration in education and found that their beliefs about technology value are only partially positive. However, his study did not specifically examine teachers' teaching practice but the author recommends that pre-service teachers should be trained about the value of the technology, which therefore emphasizes the importance of guiding pre-service teachers in integrating these beliefs into their actual teaching practices.

Overall, the findings reaffirm that value beliefs are not passive cognitive constructs but active determinants of classroom practice. However, the degree to which these beliefs are enacted varies based on contextual enablers such as infrastructure support, school leadership encouragement, and prior exposure to technology training. Teachers who expressed stronger belief in the personal and pedagogical value of blended learning, especially in enhancing pupil motivation and self-direction, were observed to integrate it more consistently. Conversely, those acknowledging the same value but facing technological or institutional constraints showed more fragmented implementation. This suggests that professional development programs must not only foster positive beliefs but also provide the structural support to translate these beliefs into action.

CONCLUSIONS

To sum it up, this research has managed to provide some inputs on teachers' value beliefs towards blended learning and how these value beliefs influence their blended learning practices. Based on the questionnaire, it has shown that teachers' generally have positive value beliefs towards blended learning implementation. This is further supported by the semi-structured interviews where teachers have enacted their value beliefs and how these beliefs influence their blended learning practices. The findings also underscore the significance of bridging the gap between what educators believe about the value of technology and how these beliefs manifest in their instructional approaches, ultimately contributing to a more effective and coherent blended learning environment. At the same time, it also signifies that teachers acknowledge the benefits of blended learning and consistently use it in their classrooms which is a reassuring fact. Therefore, the findings of this research can contribute to teachers, particularly primary school teachers to reflect their current beliefs towards blended learning. At the same time, they should be aware of the significant impact technology is having today as part of teaching and learning. Additionally, as the data were self-reported and drawn from a sample of 144 participants, generalizability remains limited. In light of the findings, future researchers can conduct a large-scale study comparing teachers' value beliefs towards blended learning in urban and remote schools. The findings will reveal how teachers in two different contexts respond to changes and how they perceive and use blended learning differently. In addition, methodologically, this research only involved the use of self-reported data such as questionnaires and interviews. Hence, future research can consider using classroom observations as part of the instruments to better capture the complexity of teachers' beliefs as well as providing direct evidence of the actual practices of blended learning itself.

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