

Unveiling the Pedagogical Tapestry: Understanding the Efficacy of Hybrid Learning Environments

Ritzcen A. Durango, Ph.D.¹, Stephanie L. Colorada, MAED-ELT²

^{1,2}St. Michael's College of Iligan, Inc.

ABSTRACT: Hybrid learning, which combines online and face-to-face instruction, has become an essential educational model, yet maintaining student engagement and instructional effectiveness remains a challenge. Many students face difficulties due to internet accessibility, digital literacy, and passive learning approaches, while educators struggle to sustain participation and adapt teaching methods for both learning modes. These challenges impact academic performance, comprehension, and overall learning outcomes, raising concerns about the effectiveness and inclusivity of hybrid education. This study aims to address these issues by developing a Hybrid Learning Engagement Framework that integrates interactive strategies such as gamified learning, real-world applications, and structured digital tools. Using qualitative research design, data was collected from seven teachers and eight students through semi-structured interviews and focus group discussions (FGDs), and analyzed using thematic analysis. Findings indicate that while hybrid learning offers flexibility and personalized learning opportunities, students and teachers require structured engagement strategies, adaptive instructional methods, and improved technological accessibility to maximize its benefits. Results suggest that a well-balanced hybrid learning model incorporating active discussions, case-based learning, and digital interactivity can enhance engagement and comprehension. This study underscores the need for educational institutions to improve digital infrastructure, offer teacher training in hybrid pedagogy, and ensure equitable access to online learning resources. By implementing effective engagement frameworks, hybrid learning can evolve into a more inclusive, adaptive, and effective educational system, fostering both independent learning and collaborative engagement.

KEYWORDS: Hybrid Learning, Student Engagement, Digital Literacy, Instructional Strategies, Blended Education, Learning Effectiveness

I. INTRODUCTION

Hybrid learning, a combination of face-to-face and online instruction, has emerged as a widely adopted educational model. However, ensuring consistent student engagement and learning effectiveness in hybrid settings remains a challenge. Many students struggle with internet accessibility, digital literacy, and passive learning approaches, while educators find it difficult to sustain participation and monitor student progress across both learning modes. Additionally, the lack of interactive elements in online learning often results in lower engagement compared to traditional classroom settings, leading to inconsistent learning outcomes.

The challenges in hybrid learning have significant implications for student academic performance, teacher effectiveness, and overall education quality. Students who lack proper engagement strategies may experience lower comprehension and retention rates, affecting their long-term learning success. Teachers, on the other hand, face difficulties in adapting their instructional methods to suit both online and face-to-face environments. If these challenges persist, hybrid learning may fail to maximize its potential as an innovative and flexible educational approach, limiting its effectiveness in achieving desired learning outcomes.

Studies have highlighted the importance of engagement strategies, digital tools, and active learning methodologies in hybrid education. According to Garrison and Kanuka's (2004) Community of Inquiry (CoI) framework, successful online learning requires a balance of cognitive, social, and teaching presence to facilitate deep learning. Similarly, Anderson's (2003) Theory of Interaction Equivalency emphasizes the need for student-student, student-instructor, and student-content interactions to ensure effective learning. Empirical research by Means et al. (2010) also supports the idea that blended learning approaches outperform fully online or face-to-face methods when structured properly.

While existing studies emphasize the importance of engagement and interactivity in hybrid learning, many current implementations lack structured frameworks that integrate gamified learning, case-based discussions, and adaptive teaching strategies. Furthermore, limited research has explored how educators modify their instructional strategies to address engagement disparities in hybrid environments. This study aims to address these gaps by identifying effective improvements and innovations that can enhance student engagement, learning retention, and instructional effectiveness in hybrid learning settings.

II. OBJECTIVES

The primary objective of this study is to develop a Hybrid Learning Engagement Framework that integrates structured and interactive learning strategies to improve student engagement, comprehension, and academic performance. Specifically, the study aims to analyze current instructional challenges in hybrid education, identify best practices for enhancing engagement, and propose a model that balances online flexibility with face-to-face interaction. Through this research, a more structured and effective hybrid learning approach can be developed, ensuring greater inclusivity, accessibility, and long-term educational success.

III. METHODS

This study employs a qualitative research design to explore the challenges, instructional strategies, and potential innovations in hybrid learning environments. The research participants include seven teachers and eight students, who will provide insights based on their experiences in hybrid learning. Purposive sampling is used to select participants who have actively engaged in both online and face-to-face learning modalities, ensuring that the study captures a diverse range of perspectives. Data collection will be conducted through semi-structured interviews and focus group discussions (FGDs) to allow for in-depth exploration of engagement issues, instructional practices, and proposed improvements. Thematic analysis will be used to identify patterns, challenges, and best practices from participant responses, categorizing them into key themes such as student engagement, instructional modifications, digital competency, and effective assessment strategies. To enhance credibility and validity, the study will incorporate triangulation by comparing teacher and student responses, as well as aligning findings with existing literature on hybrid learning. Additionally, member checking will be conducted by sharing initial interpretations with participants to ensure accuracy and consistency in data representation. Ethical considerations will be strictly observed, ensuring informed consent, participant anonymity, and voluntary participation throughout the research process. The findings from this study will contribute to the development of a Hybrid Learning Engagement Framework, which aims to provide structured, interactive, and effective learning strategies for hybrid education environments.

IV. RESEARCH QUESTIONS

The primary objective of this study is to assess the efficacy of hybrid learning environments in facilitating effective teaching and learning experiences. Specifically, this study seeks to answer the following questions:

1. How do students and educators perceive the effectiveness of hybrid learning environments in terms of engagement, comprehension, and academic performance?
2. What are the challenges and benefits encountered by students and educators in a hybrid learning setup?
3. How do technological accessibility and digital literacy impact the effectiveness of hybrid learning?
4. In what ways do instructional strategies differ between online and face-to-face components of hybrid learning, and how do these strategies influence learning outcomes?
5. What improvements or innovations can be implemented to enhance the effectiveness of hybrid learning environments?

V. RESULTS AND DISCUSSION

Problem 1: How do students and educators perceive the effectiveness of hybrid learning environments in terms of engagement, comprehension, and academic performance?

1.1 How does the hybrid learning setup influence your level of engagement in class activities?

Theme: Engagement in Hybrid Learning

The theme of Engagement in Hybrid Learning explores how students and teachers perceive participation in a blended educational environment. Responses from both groups indicate that engagement levels vary between face-to-face and online learning, influenced by factors such as interaction, flexibility, technological accessibility, and instructional strategies.

Sub-Theme 1: Active Participation in Face-to-Face vs. Online Learning. A significant insight from the participants is that face-to-face learning fosters higher levels of engagement compared to online sessions. Teachers observed that students are more actively involved in classroom discussions when physically present. One teacher noted, “Kung face-to-face, mas dako ang participation sa students. Sa online, daghan dili active” (T1), highlighting the difficulty in encouraging participation during online sessions.

Students similarly expressed a preference for face-to-face learning, citing the ease of interaction with peers and instructors. One student shared, “Mas ganahan ko sa face-to-face kay daghan interactions ug dali ra mangutana sa teacher” (S2), emphasizing that immediate clarification and discussions enhance their learning experience. Another student explained, “Mas klaro kung face-to-face kay makita nako ang energy sa class” (S5), indicating that the physical presence of classmates and teachers contributes to a more engaging learning atmosphere.

However, not all students favor face-to-face engagement. Some appreciate the flexibility of online learning, allowing them to adjust their study schedules based on personal availability. One student remarked, “Usahay, mas ganahan ko sa online kay maka-

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adjust ko sa akong oras, pero mingaw siya” (S4), suggesting that while online learning provides convenience, it lacks the social interaction that makes learning more engaging.

Sub-Theme 2: Challenges in Maintaining Engagement in Online Learning. Despite the advantages of flexibility, online learning poses challenges to student engagement. Teachers find it difficult to monitor students’ participation, as many prefer to mute their microphones and turn off their cameras during discussions. One teacher expressed frustration, stating, “Hybrid learning makes it difficult to monitor student participation kay uban mu-mute lang” (T3). This issue makes it harder for teachers to assess student attentiveness and engagement in virtual classrooms.

Students also face technical barriers that hinder their participation. Poor internet connectivity often disrupts their ability to engage in class discussions. One student lamented, “Sa online, usahay makasabay ko pero kung mahina ang internet, maglisod ko participate” (S1), illustrating how unstable connections affect their learning experience.

Moreover, online learning does not suit all student personalities. Some students find it easier to express themselves in a virtual setting, while others prefer face-to-face interactions. One teacher noted, “Some students engage better online because they are shy in face-to-face settings” (T5). Similarly, another teacher observed, “Naa koy students nga mas active online kay mahadlok mag-share sa personal” (T6), suggesting that certain students thrive in less intimidating virtual environments. However, students who prefer active, real-time discussions still find online learning less engaging, reinforcing the need for instructional strategies that accommodate different learning styles.

Sub-Theme 3: Teacher Strategies to Sustain Engagement. Given the differences in student engagement across learning modes, teachers employ various strategies to maintain participation. In response to lower engagement in online classes, one teacher shared, “Engagement is lower in online sessions, so I use interactive activities para ma-motivate sila” (T4). These activities include gamified quizzes, video discussions, and other interactive tools designed to keep students involved.

However, maintaining equal levels of engagement across hybrid learning modes requires extra effort. One teacher emphasized this challenge, stating, “Teachers have to double their effort para pareha ang engagement sa online ug face-to-face” (T7). This highlights the additional workload educators must undertake to ensure that students remain actively involved in both physical and virtual classrooms.

Students also provided insights into what keeps them engaged in online learning. One student remarked, “Mas daghan ko makatabang sa group work kung face-to-face, pero sa online, okay ra kung recorded” (S7), indicating that collaborative tasks are more effective in face-to-face settings, while recorded lectures allow students to review lessons at their own pace. Another student suggested that live virtual discussions enhance engagement, stating, “Kung synchronous ang online, mas okay, pero kung puro lang readings, dili ko ganahan” (S8). This aligns with Hrastinski’s (2019) findings, which emphasize that synchronous e-learning fosters higher levels of interaction and motivation compared to self-paced, asynchronous learning.

The discussion reveals that student engagement in hybrid learning is influenced by multiple factors, including mode of delivery, technological accessibility, and instructional strategies. Face-to-face classes encourage active participation through direct interactions, while online learning offers flexibility but presents challenges such as distractions, internet instability, and limited real-time engagement.

To optimize engagement in hybrid learning, educators must balance their instructional approaches by incorporating interactive activities, real-time discussions, and structured content delivery across both online and face-to-face platforms. By implementing these strategies, teachers can create a more inclusive and engaging learning experience, ensuring that students remain actively involved regardless of the learning mode.

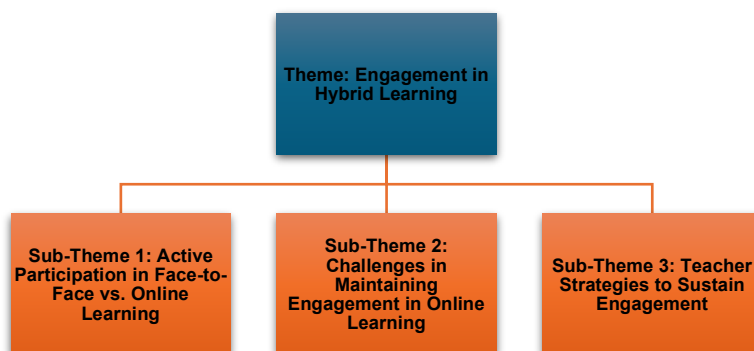


Figure 1. Theme and Subthemes on how the hybrid learning setup influence your level of engagement in class activities

1.2 In what ways does hybrid learning affect your ability to comprehend and retain information compared to fully face-to-face or online learning?

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Theme: Comprehension and Retention in Hybrid Learning

The theme of Comprehension and Retention in Hybrid Learning explores how students and teachers perceive the effectiveness of hybrid learning in comparison to fully face-to-face or fully online modes. The responses reveal that comprehension and retention levels vary depending on learning format, instructional strategies, and the availability of interactive components.

Sub-Theme 1: Higher Retention in Face-to-Face Learning. A dominant insight from teachers and students is that face-to-face learning leads to better comprehension and retention due to immediate feedback and interactive discussions. One teacher observed, “Mas taas retention sa face-to-face kay naa’y immediate feedback” (T1), emphasizing how real-time engagement enhances students’ ability to understand and remember lessons.

Similarly, students acknowledged that face-to-face learning allows them to absorb information more effectively. S1 stated, “Mas daghan akong malimtan sa online kaysa face-to-face kay di kaayo ma-discuss”, highlighting the challenge of self-directed online learning where discussions are limited.

In addition, hands-on activities play a crucial role in comprehension. T5 pointed out, “Face-to-face helps with comprehension through hands-on activities”, which was supported by S5, who shared, “Mas klaro sa face-to-face kay daghan makatabang”. These responses indicate that interactive, experiential learning opportunities contribute significantly to knowledge retention.

Sub-Theme 2: The Role of Online Learning in Retention and Challenges of Self-Directed Study. While some students find online learning beneficial for flexibility and accessibility to recorded materials, not all fully utilize them. T2 explained, “Online learning can help through recorded lectures, pero not all students review them”, pointing out that while digital resources are available, their effectiveness depends on how students engage with them.

Some students struggle with online learning, particularly when it becomes too reliant on independent study. S2 stated, “Kapoy magbasa lang sa online, mas nindot kung may discussion sa face-to-face”, indicating that passive learning through reading materials alone does not support effective retention.

Additionally, self-study without proper guidance can lead to lower retention rates. S4 shared, “Usahay sa online, murag self-study ra, wala kaayo makatabang sa akong learning”, illustrating how lack of interaction and engagement makes it difficult to retain information.

Distractions also play a role in the effectiveness of online learning. S6 expressed, “Dali ma-distract sa online, labi na kung walay guide si teacher”, showing that without structured lessons, students may struggle to maintain focus, leading to lower retention.

However, when online learning incorporates interactive elements, students tend to remember information better. S3 noted, “Kung may interactive activities sa online, mas mahinumduman nako”, emphasizing the importance of engagement in digital learning environments.

Sub-Theme 3: Balancing Theory and Practice for Effective Retention in Hybrid Learning. To maximize retention in hybrid learning, a balance between guided lessons and self-directed study is essential. T6 highlighted, “Students learn better when hybrid learning includes both guided lessons and self-study”, pointing out that neither method alone is sufficient.

Students also believe that learning is more effective when teachers actively explain concepts rather than relying solely on text-based content. S7 shared, “Mas dali ko makasabot kung mag-storya gyud ang teacher kay sa basa lang sa slides”, highlighting the significance of instructor-led discussions.

The blended approach of hybrid learning, which combines online flexibility with face-to-face interaction, was seen as the most effective method for retention. S8 stated, “Kung blended ang learning, mas effective kaysa kung online ra tanan”, reinforcing the idea that a combination of learning modes leads to better outcomes.

Finally, T7 emphasized the need for balancing theory and practice, stating, “Kinahanglan og balance between theory and practice para mas dali ma-retain”. This suggests that a well-structured hybrid learning environment should integrate theoretical discussions with hands-on applications to enhance comprehension and long-term retention.

The discussion highlights that students and teachers perceive face-to-face learning as more effective for comprehension and retention due to direct interaction, hands-on activities, and immediate feedback. While online learning provides accessibility and flexibility, passive study methods, distractions, and lack of engagement make it harder for students to retain information.

To optimize retention in hybrid learning, educators must implement a balanced instructional approach that incorporates structured guidance, interactive elements, and a mix of synchronous and asynchronous learning opportunities. By doing so, hybrid learning can maximize both comprehension and retention, ensuring that students benefit from the strengths of both online and face-to-face modalities.

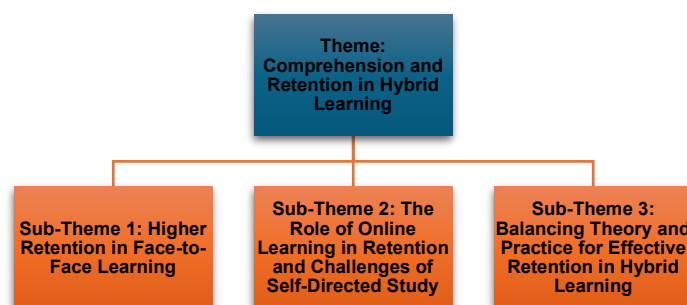


Figure 2. Theme and Subthemes on ways hybrid learning affect the ability to comprehend and retain information compared to fully face-to-face or online learning

Problem 2. What are the challenges and benefits encountered by students and educators in a hybrid learning setup?

2.1 What are the most significant difficulties you face when participating in hybrid learning?

Theme: Challenges in Hybrid Learning

The theme of Challenges in Hybrid Learning explores the difficulties faced by both students and teachers in a blended learning environment. The responses reveal that technical constraints, instructional challenges, and engagement issues impact the effectiveness of hybrid learning. These challenges underscore the need for improved strategies to ensure an equitable and engaging learning experience.

Sub-Theme 1: Technical Barriers and Accessibility Issues. One of the most pressing challenges in hybrid learning is unreliable internet connectivity, which affects both teachers and students. One teacher emphasized this issue, stating, “Internet connection issues are a major problem, both for students and teachers” (T1). Similarly, students shared their frustrations with frequent disconnections, which disrupt their participation and ability to follow lessons. S1 expressed, “Makalagot kung magputol-putol ang internet during class,” reflecting how connectivity problems hinder learning.

Beyond internet issues, lack of access to proper gadgets further complicates online learning for many students. T2 pointed out that “Some students don’t have proper gadgets, making online learning difficult,” highlighting the digital divide as a significant barrier. This concern was echoed by S2, who shared, “Usahay, lisod mag-access sa modules kay wala mi laptop,” demonstrating how limited access to devices restricts students from fully engaging in online components of hybrid learning.

These accessibility issues indicate that not all students have equal learning opportunities, making hybrid learning challenging for those without stable internet or appropriate digital tools.

Sub-Theme 2: Struggles with Lesson Preparation and Assessment. For educators, managing both online and face-to-face lessons is a demanding task. T3 shared, “Teachers struggle with preparing both online and face-to-face lessons,” underscoring the additional workload required to develop materials suitable for both learning formats.

The difficulty in assessing student progress in a remote setup further adds to these challenges. T4 stated, “Monitoring student progress is difficult when they are learning remotely,” showing that lack of physical presence makes it harder for teachers to gauge comprehension and provide timely feedback.

Additionally, hybrid learning demands extensive planning and adjustment of teaching strategies. T5 emphasized, “Hybrid learning requires more time for lesson planning and adjustments,” which implies that educators must constantly modify their approaches to ensure that students receive an equitable learning experience across both modes.

Students, on the other hand, struggle with excessive online tasks and lack of direct teacher supervision. S3 shared their frustration, saying, “Di ko ganahan kung daghan kaayo assignments sa online kay kapoy kaayo,” indicating that an overload of self-directed tasks makes learning exhausting rather than productive.

Sub-Theme 3: Student Engagement and Communication Challenges. Another major difficulty in hybrid learning is limited engagement and communication between teachers and students, particularly in online settings. T6 noted, “Communication between students and teachers is harder online,” which reflects the lack of immediate, personal interaction that is naturally present in face-to-face learning.

Some students also experience discomfort in online classes, making participation more challenging. S4 admitted, “Dili ko comfortable mag-video on sa online class, murag awkward,” showing that some learners hesitate to engage actively in virtual classrooms.

Additionally, collaboration among students suffers in an online setup, making group work harder to coordinate. S5 shared, “Mas lisod ang group work sa online kay usahay, walay coordination,” highlighting how lack of real-time interaction weakens teamwork and productivity.

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Furthermore, student participation tends to be inconsistent in hybrid learning. T7 pointed out, “Students’ participation is inconsistent; some engage only when required,” showing that many students contribute only when absolutely necessary, rather than actively engaging throughout the class.

Some students view online learning as less engaging and more passive. S7 explained, “Ang online class usahay murag walay challenge, murag self-study lang,” which suggests that without structured interactions and engaging activities, online learning can feel monotonous and ineffective.

Similarly, distractions at home further affect student concentration. S8 noted, “Daghan distractions sa balay, dili jud same sa classroom environment,” pointing out that the home setting lacks the discipline and structured learning atmosphere of traditional classrooms.

The discussion highlights that technical barriers, instructional challenges, and engagement difficulties are among the most significant hurdles in hybrid learning. Unstable internet, lack of access to gadgets, and difficulty in monitoring progress make it harder for both students and teachers to fully adapt to hybrid education.

Additionally, lesson preparation and assessment require more effort from educators, as they must balance teaching methods for both online and face-to-face learners. Students, on the other hand, struggle with excessive online tasks, lack of real-time communication, and distractions in remote learning environments.

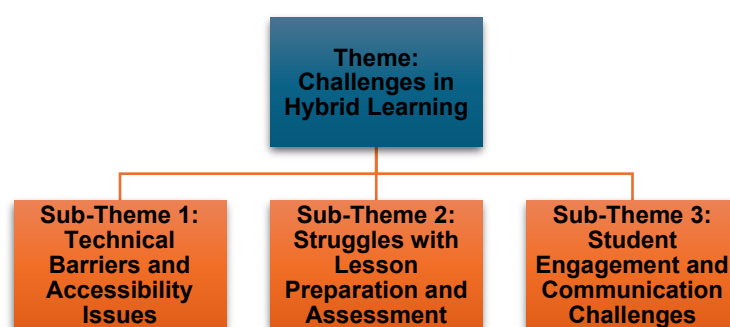


Figure 3. Theme and Subthemes on significant difficulties faced when participating in hybrid learning

2.2 What aspects of hybrid learning do you find most beneficial for your learning or teaching experience?

Theme: Benefits of Hybrid Learning

The theme of Benefits of Hybrid Learning explores the advantages that both students and teachers experience in a blended learning environment. Responses indicate that hybrid learning offers flexibility, personalized pacing, technological skill development, and a balance between structured and independent learning. These benefits highlight why hybrid learning is increasingly favored as an adaptive educational model.

Sub-Theme 1: Flexibility in Learning and Teaching. A primary advantage of hybrid learning is the flexibility it provides for both students and educators. Teachers appreciate the ability to design and deliver lessons in a way that best suits the topic and student needs. T1 explained, “Online learning allows flexibility sa teaching materials,” highlighting how educators can integrate various resources such as multimedia content, interactive tools, and digital assessments to enhance learning.

Students also find flexibility in scheduling to be a key benefit. S2 shared, “Mas maka-manage ko sa akong time kay flexible,” suggesting that hybrid learning allows them to adjust their study schedules based on personal availability. Similarly, S8 stated, “Okay ang hybrid kay pwede mo-adjust sa schedule,” reinforcing how students can better plan their academic responsibilities alongside other commitments.

One major advantage student emphasized is the ability to review recorded lectures at their own pace. S1 explained, “Nindot kay maka-replay ko sa mga recorded lectures,” which provides a valuable opportunity for reinforcement and clarification, particularly for difficult subjects. This aligns with T2’s observation that hybrid learning helps conserve time and resources, as teachers do not have to repeat the same lessons multiple times:

“Sa hybrid, maka-save sa oras ug resources kay dili pirmi face-to-face.”

These responses indicate that hybrid learning offers flexibility and efficiency, making education more accessible and manageable for both students and instructors.

Sub-Theme 2: Personalized Learning and Self-Paced Education. Another key benefit of hybrid learning is that it allows students to learn at their own pace, which is particularly helpful for challenging topics. T3 emphasized, “Students can learn at their own pace online, especially for difficult topics,” illustrating that online resources enable students to revisit lessons as needed without feeling pressured by time constraints.

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Students echoed this sentiment, with S3 stating, “Kung online, makatuon ko og independent learning,” suggesting that the hybrid format encourages students to take responsibility for their own education. This aligns with T5’s observation that hybrid learning strikes a balance between structured and independent learning, allowing students to develop self-discipline while still receiving guided instruction.

Furthermore, hybrid learning supports students’ ability to focus on their strengths. S5 shared, “Naay opportunity mag-focus sa ilang strengths,” indicating that hybrid learning provides more autonomy in learning preferences, allowing students to concentrate on areas where they excel while taking extra time for subjects they find challenging.

These insights suggest that hybrid learning promotes self-regulated learning, making education more tailored to individual needs.

Sub-Theme 3: Technology Integration and Digital Skill Development. One of the most notable advantages of hybrid learning is that it enhances students’ technological skills, which are increasingly essential in today’s digital world. T4 explained, “Hybrid allows students to develop tech skills,” emphasizing how engaging with online platforms, research tools, and digital collaboration methods prepares students for a tech-driven future.

Students also appreciate the ease of access to online research materials. S4 noted, “Mas sayon mag-search og additional learning materials,” highlighting how digital resources broaden the scope of knowledge beyond traditional textbooks.

Moreover, online learning tools contribute to interactive learning experiences. T6 stated, “Online tools help make learning more interactive,” suggesting that the integration of educational technologies such as quizzes, discussion boards, and virtual simulations enhances engagement and comprehension.

Additionally, hybrid learning minimizes unnecessary travel and time spent commuting, making it more convenient for students. S6 remarked, “Dili nako kinahanglan magbalik-balik sa school para sa simple lang nga lessons,” showing that students appreciate the efficiency of attending online sessions for topics that do not require physical presence.

These responses align with the broader trend of digital literacy becoming an integral part of modern education, further emphasizing the role of hybrid learning in preparing students for future careers that require strong technological competencies.

Sub-Theme 4: Adaptability to Different Learning Styles and Productivity. Hybrid learning is also recognized for its ability to accommodate diverse learning styles. T7 noted, “Hybrid learning accommodates different learning styles,” indicating that students who prefer visual, auditory, or hands-on learning can all benefit from the variety of teaching methods available in both online and face-to-face settings.

Furthermore, students find that hybrid learning helps them manage their workload more efficiently. S7 shared, “Pwede mag-multitask kung online, mas productive,” suggesting that students can balance academics with other responsibilities, such as part-time jobs or extracurricular activities, making learning more adaptable to their personal circumstances.

These insights suggest that hybrid learning is not only beneficial in terms of flexibility and accessibility but also in accommodating individual learning preferences and increasing overall productivity.

The discussion highlights that hybrid learning provides numerous benefits, including flexibility, self-paced learning, enhanced digital literacy, and adaptability to different learning styles. Students and teachers appreciate how hybrid learning allows for better time management, access to recorded lectures, and the development of independent learning skills.

Additionally, the integration of technology enhances engagement and prepares students for a digital future, while the ability to balance online and face-to-face learning accommodates different student needs and improves overall productivity.

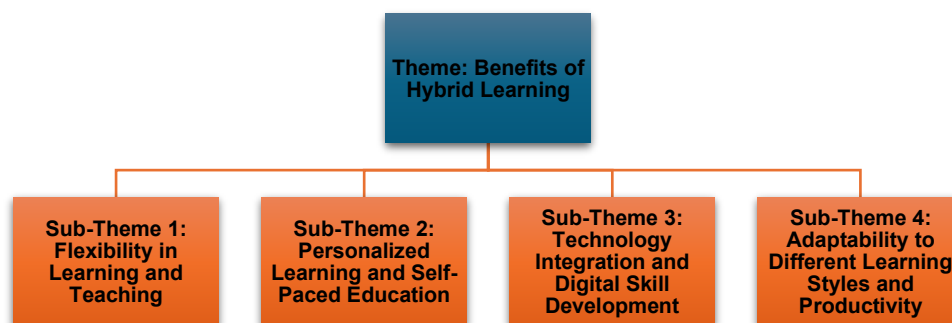


Figure 4. Theme and Subthemes on aspects of hybrid learning found most beneficial on learning or teaching experience

Problem 3. How do technological accessibility and digital literacy impact the effectiveness of hybrid learning?

3.1 How does access to digital devices and a stable internet connection affect your participation in hybrid learning?

Theme: The Impact of Digital Access and Internet Stability on Hybrid Learning

The theme of The Impact of Digital Access and Internet Stability on Hybrid Learning explores how students and teachers perceive the role of technological infrastructure in ensuring meaningful participation in a hybrid learning environment. The responses indicate

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that internet connectivity, availability of digital devices, and accessibility to learning resources significantly impact engagement and academic performance.

Sub-Theme 1: Internet Stability as a Key Factor in Participation. One of the most common challenges faced in hybrid learning is the inconsistency of internet connectivity, which directly affects students' ability to participate actively in online sessions. Teachers observed that students who have stable internet connections are more engaged and participative. T1 noted, "Mas active ang students nga naa'y stable internet," emphasizing that connectivity plays a crucial role in online learning interactions.

Conversely, students with weak internet connections struggle to keep up with lessons. S1 shared, "Kung hinay ang internet, lisod jud mag-participate," illustrating how poor connectivity leads to delays in accessing discussions, difficulty in submitting tasks on time, and an overall disrupted learning experience.

The lack of internet stability not only affects students but also teachers. T5 expressed, "Teachers struggle when students have unstable connections," highlighting that frequent disconnections make it difficult for educators to maintain student engagement and monitor progress.

Sub-Theme 2: The Digital Divide and Its Impact on Learning Equity. Another significant issue in hybrid learning is the digital divide, where students without proper digital devices face greater challenges in online learning. T2 stated, "Without proper gadgets, online learning is ineffective," underscoring the importance of having the right technological tools for participation.

Students who lack access to laptops or tablets find it difficult to navigate digital learning platforms, often relying solely on mobile phones. S2 shared, "Wala koy laptop, phone lang, so lisod," indicating that limited screen space and functionality hinder effective engagement with online learning materials.

Moreover, students without gadgets are at a distinct disadvantage. T3 remarked, "Dili fair para sa uban nga walay gadgets," pointing out that hybrid learning exacerbates educational inequality, as students with better access to technology perform better than those who struggle with limited resources.

Additionally, internet connectivity issues often prevent students from accessing essential learning materials. S3 explained, "Dili ko ka-open og mga modules kung walay internet," reflecting how technical limitations hinder students' ability to study independently.

To address this gap in accessibility, students suggested that educational institutions should provide alternative learning options for those with connectivity issues. S8 proposed, "Dapat accessible ang resources maski offline," suggesting that offline access to study materials could help bridge the digital divide and allow students to continue learning even without constant internet access.

Sub-Theme 3: The Cost of the Internet and Its Impact on Engagement. Aside from internet availability, the financial burden of maintaining a stable connection is another challenge. T4 noted, "Some students rely on mobile data, which is expensive," highlighting how students from low-income backgrounds struggle to afford continuous access to online learning.

Students themselves recognize the difference in learning experience between those with unlimited Wi-Fi access and those dependent on mobile data. S4 shared, "Usahay dili ko makasabay kay dili ko ka-connect," emphasizing that the unpredictability of data limits their ability to participate in hybrid learning effectively.

In contrast, students who have access to institutional internet connections find online learning much smoother. S5 stated, "Mas okay kung naa internet sa school kay walay putol-putol," suggesting that having a stable internet connection in school can help minimize technical difficulties and ensure uninterrupted learning.

These responses highlight that economic factors contribute to disparities in digital learning experiences, reinforcing the need for educational institutions to consider policies that provide equitable access to internet resources.

Sub-Theme 4: The Psychological Impact of Connectivity Issues on Learning. Limited access to digital resources and unstable internet connections can lead to frustration and disengagement in students. T6 remarked, "Connectivity issues reduce engagement," showing how students who experience frequent disconnections may lose motivation and become less involved in class activities.

Students also admitted that if they have no internet access, they often feel disconnected from the learning process. S7 stated, "Kung walay internet, murag absent nalang ko," indicating that being unable to attend online sessions can make them feel left behind, similar to missing an in-person class.

Additionally, unstable connections affect students' ability to concentrate. S6 pointed out, "Di jud same ang experience kung putol-putol ang signal," highlighting that frequent disruptions make it difficult to follow lessons, leading to reduced comprehension and academic struggles.

These responses align with broader studies on digital learning inequalities, which emphasize that consistent access to digital resources and connectivity is crucial for maintaining student engagement and preventing dropout rates in online learning environments.

The discussion highlights that access to digital devices and stable internet connections significantly impact participation in hybrid learning. Students with reliable internet and proper gadgets are more engaged, while those who face technical barriers struggle to keep up with lessons.

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Additionally, the digital divide remains a pressing issue, as students without laptops, stable Wi-Fi, or financial resources for mobile data are at a disadvantage. Teachers also face challenges in maintaining engagement when students are unable to participate due to technical constraints.

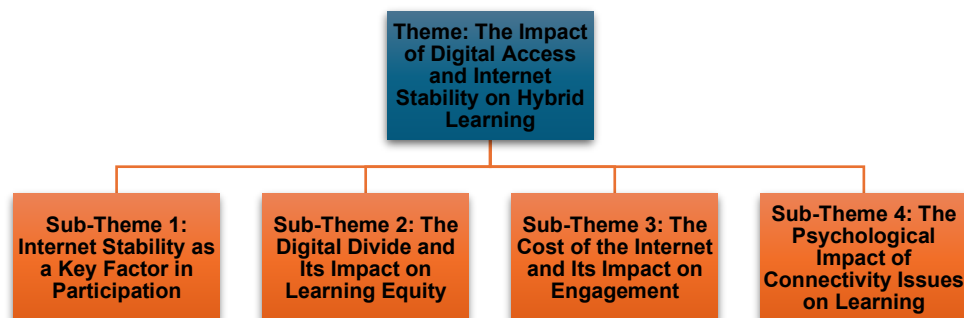


Figure 5. Theme and Subthemes on access to digital devices and a stable internet connection affect participation in hybrid learning

3.2 What digital skills or competencies do you think are necessary to maximize learning in a hybrid environment?

Theme: Essential Digital Skills and Competencies for Hybrid Learning

The theme of Essential Digital Skills and Competencies for Hybrid Learning explores the technological and pedagogical skills necessary for maximizing engagement and learning effectiveness in a hybrid educational environment. Responses highlight that digital literacy, interactive tools, structured discussions, and balanced teaching approaches are critical in ensuring that students and teachers benefit fully from hybrid learning.

Sub-Theme 1: The Importance of Digital Literacy and Visual Learning Tools. In a hybrid learning environment, digital literacy is essential for both students and educators to navigate online platforms effectively. Teachers recognize the importance of visual aids in enhancing comprehension, particularly in online settings where students rely on screen-based learning. T1 shared, “More visual aids are used online,” indicating that incorporating images, videos, and infographics helps make lessons more engaging and accessible.

However, some students still find face-to-face explanations more effective, as they provide clearer visual representation. S1 explained, “Mas klaro sa face-to-face kay makita ang whiteboard,” suggesting that physical classroom tools such as whiteboards and diagrams enhance understanding compared to digital alternatives.

To bridge this gap, a combination of digital and physical visual learning tools should be integrated, ensuring that students can grasp concepts effectively in both online and face-to-face settings.

Sub-Theme 2: Interactive Digital Tools for Engagement. Another crucial competency in hybrid learning is the ability to integrate interactive online tools that encourage student participation. T2 highlighted the importance of incorporating short quizzes and assessments to keep students engaged, stating, “I use short quizzes online para interactive.”

Students also expressed that interactive activities significantly improve their learning experience. S5 shared, “Mas enjoy kung interactive,” emphasizing that learning becomes more effective when students actively participate in discussions, games, and collaborative exercises rather than passively consuming information.

However, some students find online learning boring and ineffective when there is a lack of engagement. S4 noted, “Kapoy ug walay interactive tools,” suggesting that lessons should include digital tools such as polls, breakout rooms, and discussion boards to make hybrid learning more stimulating.

Educators who recognize this challenge utilize breakout rooms for group discussions and collaborative learning. T4 stated, “More breakout rooms for engagement,” highlighting that small group interactions help maintain student attention and foster deeper learning in virtual classrooms.

These responses indicate that mastering the use of digital engagement tools is a necessary skill for educators to keep students actively involved in hybrid learning environments.

Sub-Theme 3: Balancing Online and Face-to-Face Instruction. A key skill required for effective hybrid learning is the ability to balance structured lessons with flexible learning approaches. T5 noted, “Flexible ang pacing online,” indicating that students benefit when they can progress through content at their own pace in an online format.

However, students emphasized that learning is most effective when different teaching strategies are combined. S6 shared, “Mas effective kung mixed strategies,” underscoring the need for a hybrid approach that integrates both synchronous and asynchronous learning methods.

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Teachers also recognize that online learning requires clarity and structure to avoid confusion. T7 emphasized, “Online requires clear instructions,” meaning that digital learning should be well-organized, with step-by-step guidelines to help students follow lessons efficiently.

Students, too, value consistency in learning methods across both online and face-to-face settings. S8 suggested, “Dapat ang approach pareha para dili maglibog,” indicating that teachers should maintain a uniform teaching style across different learning modes to ensure clarity and coherence.

These insights highlight that a structured yet flexible approach, along with clear instructions, helps students navigate hybrid learning more effectively.

Sub-Theme 4: Enhancing Communication and Discussion-Based Learning. Effective communication is another critical skill required for successful hybrid learning. T6 observed that face-to-face learning benefits from more discussion-based teaching, stating, “More discussion-based teaching face-to-face.” This suggests that physical interactions foster deeper engagement and active participation in classroom conversations.

Students agree that a balance between discussion and structured teaching is necessary for effective learning. S7 shared, “Mas nindot kung balance,” emphasizing that both online and in-person learning must incorporate elements of discussion, independent study, and structured lessons to maximize comprehension.

These responses align with research on hybrid learning, which highlights that active learning strategies, such as guided discussions, improve student retention and engagement.

The discussion highlights that digital literacy, interactive tools, structured learning, and effective communication strategies are essential skills for both teachers and students in a hybrid learning environment. Educators must integrate visual learning aids, interactive quizzes, and group discussions while maintaining clear and structured lesson plans to ensure that students remain engaged across different learning modes.

Furthermore, students benefit most when a hybrid learning approach includes a balance of online flexibility, interactive digital tools, and structured face-to-face discussions. To maximize learning outcomes, institutions should continue to develop hybrid learning strategies that incorporate digital engagement while maintaining traditional instructional methods. By doing so, hybrid learning can remain an inclusive, engaging, and effective educational model for both teachers and students.

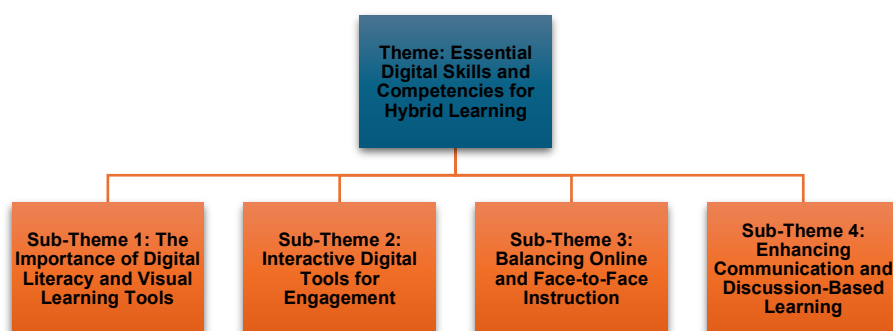


Figure 6. Theme and Subthemes on digital skills or competencies necessary to maximize learning in a hybrid environment

Problem 4. In what ways do instructional strategies differ between online and face-to-face components of hybrid learning, and how do these strategies influence learning outcomes?

4.1 How do your teachers modify their teaching strategies in online versus face-to-face sessions?

Theme: Adapting Teaching Strategies for Hybrid Learning

The theme of Adapting Teaching Strategies for Hybrid Learning explores how educators modify their instructional approaches in online versus face-to-face settings to ensure effective learning. Responses from both teachers and students highlight the differences in engagement, content delivery, and interaction levels in each learning mode. The discussion reveals that while face-to-face learning fosters hands-on and discussion-based activities, online learning requires more multimedia tools, self-directed learning, and structured digital engagement strategies.

Sub-Theme 1: The Use of Multimedia Tools and Interactive Strategies in Online Learning. Teachers recognize that online learning requires a different set of instructional tools to keep students engaged and ensure comprehension. T1 shared, “Kung online, mas daghan akong gamiton nga multimedia tools, sama sa videos ug interactive quizzes. Sa face-to-face, mas daghan discussions ug activities nga hands-on,” emphasizing that visual and interactive materials play a key role in maintaining engagement in virtual classrooms.

Students also observed that online learning tends to focus on self-paced materials rather than real-time interactions. S1 noted, “Mas daghan mi buhaton nga group work ug discussion kung face-to-face, pero sa online, murag daghan ra ug readings ug

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self-paced tasks,” indicating that while online learning allows flexibility, it often lacks the collaborative and dynamic engagement found in physical classrooms.

To address this challenge, teachers incorporate more structured self-directed learning approaches in online settings. T2 explained, “Sa online, more on self-directed learning ang approach, so naghatag ko og asynchronous materials nga pwede nilang ma-review anytime.” This allows students to study at their own pace and revisit lessons when needed, providing a level of flexibility that is not always possible in face-to-face classes.

However, some students find this method less engaging. S2 shared, “Kung online, nag-base ra mi sa modules ug recorded lectures, pero sa face-to-face, daghan mi discussions nga makapalambo sa among pagsabot,” suggesting that recorded lessons alone are not enough for effective comprehension and should be supplemented with interactive discussions.

Sub-Theme 2: Assessment and Engagement Techniques in Hybrid Learning. One major adjustment in hybrid learning is the modification of assessment strategies to suit both online and face-to-face environments. T3 explained, “I make sure nga sa online, naa gyud mga short assessments per topic para macheck kung nakasabot ba sila, pero sa face-to-face, mas daghan interactions ug group activities.” This approach ensures that students receive consistent feedback on their progress, regardless of the learning mode.

However, students feel that online assessments often focus too much on readings and presentations without practical applications. S3 stated, “Kung online, usahay nag-focus lang sa PowerPoint presentations ug readings, pero sa face-to-face, naa gyud hands-on activities ug interactions,” suggesting that while digital materials are helpful, interactive elements such as group projects and discussions are still crucial for effective learning.

To balance these elements, some teachers integrate traditional and digital learning strategies. T4 shared, “Ginabalanse nako ang traditional ug digital learning strategies. Sa face-to-face, mas storytelling ug discussions, sa online, more on gamification ug case studies.” This approach allows students to engage with the material in different ways, depending on the learning mode.

Despite these efforts, some students still find online learning more isolated and research-heavy. S4 expressed, “Mas dali nako masabtan kung face-to-face kay interactive, pero sa online, kapoy usahay kay puro lang research ug basa.” This suggests that online learning should not rely solely on independent study but must include interactive sessions to sustain engagement.

Sub-Theme 3: The Role of Flipped Classrooms and Active Learning Techniques. A notable strategy used in hybrid learning is the flipped classroom approach, where students access learning materials online before engaging in interactive discussions during face-to-face sessions. T5 explained, “Kung hybrid, gina-integrate nako ang flipped classroom approach—nagahatag ko daan og materials sa online para sa face-to-face, focus nalang sa application ug discussion.”

This strategy allows students to come to class prepared, enabling deeper discussions and active engagement. However, students believe that there should be consistency in instructional strategies across both learning modes. S5 emphasized, “Mas maayo kung pareha ra ang approach sa duha ka mode para di maglibog, pero mas nindot kung naa jud engagement.” This suggests that while adaptation is necessary, maintaining a coherent learning structure is crucial for student success.

Teachers also utilize breakout rooms in online learning to replicate face-to-face discussion settings. T6 shared, “I use breakout rooms sa online para sa discussion, pero sa face-to-face, nagpa-roleplay ug active learning techniques ko.” This highlights that collaborative learning remains an essential component, regardless of whether students are online or in a physical classroom.

However, students feel that online learning still leans too heavily toward self-study. S6 remarked, “Kung online, murag self-study lang, pero sa face-to-face, mas interactive ug klaro ang explanation.” This aligns with research that suggests that online learning is most effective when it includes real-time engagement, not just independent coursework.

Sub-Theme 4: The Need for Interactive and Structured Learning Approaches. To ensure that online learning remains effective, teachers adjust their strategies based on student feedback. T7 stated, “I adjust my strategies based on students’ feedback. Kung daghan maglisod sa online, nagahatag ko og additional consultations ug guided exercises.” This reflects the importance of responsiveness in hybrid learning, where teachers must continuously evaluate and refine their methods to meet student needs.

Students also emphasize that online learning should not be purely assignment-based but should include live discussions for better comprehension. S8 suggested, “Dapat sa online, dili lang assignments ang ibutang, dapat naa pud live discussions aron mas dali masabtan.” This aligns with studies that indicate that synchronous learning (real-time discussions) enhances student understanding and engagement.

Similarly, students prefer a mix of structured and interactive content in online settings. S7 noted, “Kung online, dapat naa jud videos ug interactive activities kay dali ma-bored. Sa face-to-face, mas klaro ug mas engaging.” This suggests that the key to successful hybrid learning lies in combining structured lessons with engaging, interactive elements to maintain student motivation.

The discussion highlights that teachers modify their instructional strategies in hybrid learning by incorporating multimedia tools, self-directed learning approaches, and active engagement techniques. While face-to-face learning fosters discussions and hands-on activities, online learning requires structured digital content, assessments, and interactive tools to maintain engagement.

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Students emphasize the need for a balanced approach, where online learning is not overly reliant on self-study but includes structured, engaging discussions and interactive components. To enhance hybrid learning, teachers should continue to refine their strategies based on student feedback, ensuring that online and face-to-face lessons complement each other seamlessly.

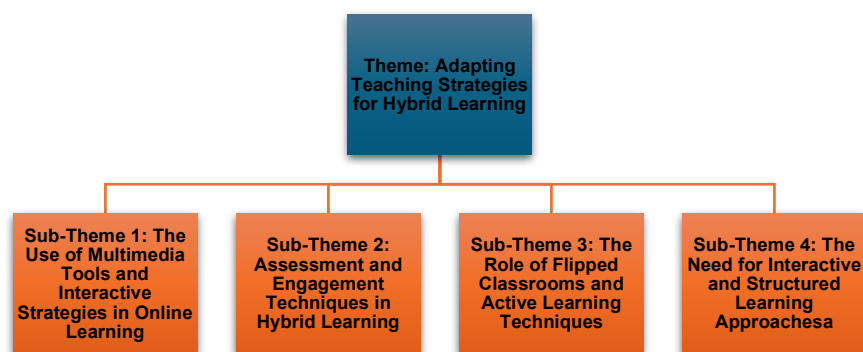


Figure 7. Theme and Subthemes on how teachers modify their teaching strategies in online versus face-to-face sessions

4.2 Which instructional strategies in hybrid learning do you find most effective in improving your learning outcomes?

Theme: Effective Instructional Strategies in Hybrid Learning

The theme of Effective Instructional Strategies in Hybrid Learning explores the teaching methods that best support student learning outcomes in a blended educational environment. The responses indicate that structured discussions, interactive activities, real-world applications, and adaptive learning tools play a crucial role in maximizing the effectiveness of hybrid learning. Both students and teachers emphasize the importance of balancing online flexibility with in-person engagement to ensure a productive learning experience.

Sub-Theme 1: The Blended Learning Approach and Flipped Classroom Strategy. A widely favored instructional strategy in hybrid learning is blended learning, which combines structured face-to-face discussions with flexible online modules. T1 emphasized, “The blended learning approach works best—nag-combine sa structured face-to-face discussions ug flexible online modules,” suggesting that this method allows students to experience the benefits of both synchronous and asynchronous learning. Students also appreciate interactive activities in online learning rather than being limited to self-paced readings and assignments. S1 shared, “Mas nindot kung naa jud interactive activities sa online, dili lang puro readings ug assignments,” highlighting the need for engaging content such as quizzes, discussions, and video-based learning materials.

Another effective method mentioned is the flipped classroom strategy, where students review materials independently online before applying their knowledge in face-to-face sessions. T2 explained, “The flipped classroom strategy is effective. Students read or watch materials online, then apply what they learned during face-to-face sessions.” This approach encourages independent learning while ensuring in-person discussions are focused on application and deeper understanding.

Students agree that engaging online components improve motivation and comprehension. S2 shared, “Ganahan ko sa gamified learning sa online, kay mas motivated ko kung naay interactive quizzes ug rewards,” emphasizing that elements of game-based learning make the online experience more stimulating and enjoyable.

Sub-Theme 2: Real-World Applications and Case-Based Learning. Both teachers and students recognize that connecting lessons to real-world applications enhances learning outcomes. T3 noted, “Real-world applications ug problem-based learning ang akong ginagamit para mas makonect nila sa actual experiences,” showing that learning is more meaningful when students can relate concepts to real-life situations.

Students also favor case-based learning as it helps them better understand abstract concepts. S3 shared, “Mas ganahan ko kung naay case studies ug real-world examples kay dali nako masabtan ang topic,” reinforcing that applying lessons to realistic scenarios deepens comprehension and retention.

These responses suggest that hybrid learning should integrate problem-solving tasks, case studies, and applied learning opportunities to bridge theoretical knowledge with practical applications.

Sub-Theme 3: Interactive Digital Tools for Engagement. Teachers recognize that engagement is a key factor in hybrid learning and incorporate interactive digital tools to keep students actively involved. T4 explained, “Dapat naa jud engagement, so nagagamit ko og kahoot, discussion boards, ug live polling tools sa online,” illustrating that technology-enhanced instruction helps sustain student interest and participation.

Students also prefer video-based materials over lengthy text-based content. S4 remarked, “Mas ganahan ko sa hybrid learning kung naay mga short video tutorials kaysa taas nga readings,” highlighting the need for concise and visually engaging learning materials in hybrid education.

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Moreover, collaborative learning is seen as one of the most effective instructional strategies in hybrid learning. T5 shared, “Collaborative learning works best sa hybrid—nagapatrabaho ko og online discussion forums, unya mag-group work sa face-to-face,” showing that group activities encourage teamwork and deepen understanding.

Students agree that structured activities in both online and face-to-face settings improve knowledge retention. S5 explained, “Mas maayo kung naa mi gamay nga tasks kada session para mas maretain among learning,” reinforcing the idea that frequent, small-scale learning tasks are beneficial in hybrid settings.

Sub-Theme 4: Personalized and Adaptive Learning Strategies. Another effective approach in hybrid learning is the use of adaptive learning tools, which allow teachers to customize learning experiences based on student needs. T6 stated, “Adaptive learning tools help—nagahatag ko og customized exercises depende sa level sa student,” indicating that personalized assessments help ensure that students progress at their own pace.

Students also find recorded lectures useful, as they provide the opportunity to review lessons multiple times. S6 shared, “Mas makatabang ang recorded lectures kay pwede mabalik-balik kung di pa kasabot,” emphasizing the importance of on-demand learning resources in hybrid education.

Teachers also incorporate one-on-one consultations to provide personalized support for students. T7 stated, “Personalized learning strategies like one-on-one online consultations improve student engagement,” reinforcing that direct interaction with instructors helps clarify difficult concepts and keeps students motivated.

Students echo this sentiment, stating that regular teacher interaction is necessary for successful hybrid learning. S7 noted, “Ang hybrid na maayo kung balanced siya—naay online resources, pero naa pud face-to-face na klaro ang discussion,” while S8 added, “Kung naa jud regular interaction sa teachers, online o face-to-face, mas klaro ang learning ug mas motivated ko.”

These responses indicate that a hybrid learning environment should combine structured, teacher-led discussions with self-paced, personalized learning tools to ensure that students receive the support they need.

The discussion highlights that effective instructional strategies in hybrid learning include blended learning, flipped classrooms, real-world applications, interactive digital tools, and personalized learning approaches. These strategies enhance student engagement, improve retention, and ensure that students remain motivated across different learning modes.

Hybrid learning is most effective when it includes a balance of structured discussions, hands-on application, digital engagement, and personalized support. To further improve learning outcomes, educators should continue integrating collaborative activities, gamified learning tools, and real-world case studies to ensure that students remain actively engaged in both online and face-to-face environments.

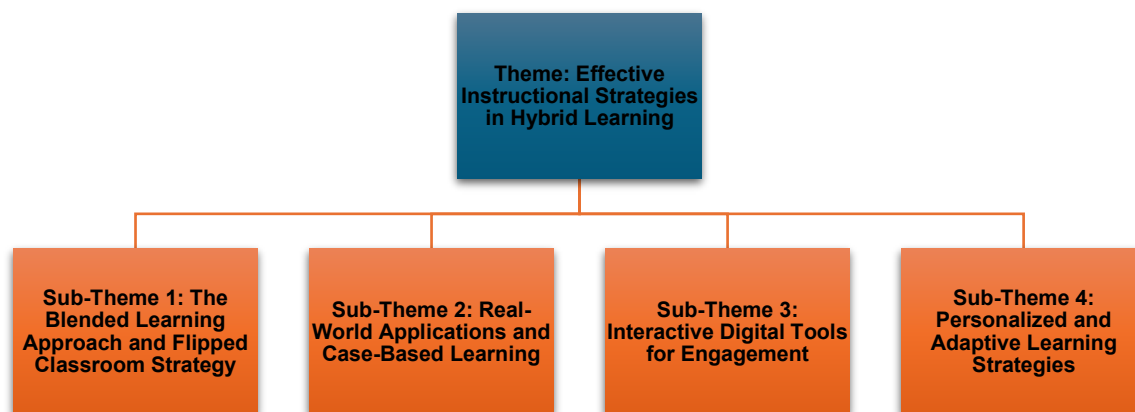


Figure 8. Theme and Subthemes on instructional strategies in hybrid learning found most effective in improving in learning outcomes

Problem 5. What improvements or innovations can be implemented to enhance the effectiveness of hybrid learning environments?

Development of a Hybrid Learning Engagement Framework

Rationale:

One of the primary challenges in hybrid learning is ensuring consistent student engagement across both online and face-to-face settings. Many students struggle with passive learning approaches, such as excessive readings, self-directed modules, and a lack of real-time interaction. At the same time, teachers find it difficult to maintain student participation in virtual sessions compared to physical classrooms. By developing a structured engagement framework, hybrid learning can become more interactive, collaborative, and student-centered, ensuring that both learning modes complement each other effectively.

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Objectives:

- To implement a balanced engagement strategy that integrates gamified activities, real-world applications, and case-based learning to enhance student participation.
- To design interactive learning approaches, including live discussions, online collaborative tasks, and structured group work, to sustain motivation and comprehension.
- To provide clear guidelines for instructors on optimizing engagement in hybrid classrooms, ensuring equal participation in both face-to-face and online environments.
- To improve student retention and academic performance by fostering active learning techniques that make hybrid education more effective and inclusive.

Areas of Concern	Strategies/Activities	Persons Involved	Timeframe	Budget	Monitoring Scheme	Expected Output
Student Engagement in Hybrid Learning	Develop a Hybrid Learning Engagement Framework to integrate interactive activities	Faculty, Curriculum Developers, IT Team	3-6 months	200,000	Progress reports, student feedback surveys, faculty evaluation	Improved student participation and motivation
Lack of Interactive Online Components	Implement gamified learning tools, discussion forums, and live polling tools	Teachers, Educational Technology Experts	6-12 months	150,000	Platform analytics, student activity tracking	Increased online student engagement and collaboration
Limited Real-World Application	Introduce case-based learning and problem-solving activities	Subject Matter Experts, Faculty	Ongoing	100,000	Student assessments, course evaluations	Enhanced critical thinking and application skills
Teacher Readiness for Hybrid Learning	Conduct faculty training on hybrid teaching strategies and digital tools	Administrators, Teachers, EdTech Trainers	3 months	300,000	Training assessment, teacher feedback surveys	Improved instructor competency and teaching effectiveness
Technology Access and Digital Literacy	Provide digital literacy workshops and device support programs	IT Department, School Admin, Students	6 months	500,000	Workshop completion reports, student evaluations	Improved student digital skills and accessibility
Monitoring and Continuous Improvement	Establish a Hybrid Learning Evaluation Committee to track progress and make adjustments	School Administrators, Faculty, IT Team	Continuous	250,000	Quarterly review meetings, feedback collection	Sustainable and adaptive hybrid learning system

VI. CONCLUSION

The findings from the study highlight that hybrid learning presents both opportunities and challenges for students and educators. While it offers flexibility, personalized learning, and access to digital resources, issues such as internet connectivity, digital literacy, and the need for engagement-driven strategies remain critical concerns. Students express a preference for interactive and structured learning approaches, emphasizing the importance of balancing face-to-face discussions with online activities that promote engagement, such as gamified learning, real-world applications, and collaborative tasks. Teachers, on the other hand, modify their strategies to integrate multimedia tools, adaptive learning, and self-paced content, ensuring that students receive comprehensive and interactive learning experience. However, equity in access to technology and stable internet remains a major barrier to maximizing hybrid learning's full potential.

To enhance the efficacy of hybrid learning, educational institutions must focus on improving digital infrastructure, providing offline learning options, and ensuring that teaching methods cater to diverse learning styles. The results suggest that a well-structured hybrid model should incorporate interactive discussions, case-based learning, personalized assessments, and continuous teacher-student interaction to sustain motivation and improve academic outcomes. With proper implementation of technology-enhanced learning strategies, hybrid education can serve as a powerful and inclusive approach that fosters both

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independent learning and collaborative engagement, ultimately leading to improved student performance and deeper comprehension.

VII. RECOMMENDATION

Based on the findings of this study, the following recommendations are proposed to improve hybrid learning effectiveness and provide guidance for future research in this field:

For Educational Institutions. Schools and universities should enhance digital infrastructure and internet accessibility to ensure that all students have equal opportunities to engage in hybrid learning. Providing offline learning resources such as downloadable materials and recorded lectures can help students who struggle with connectivity issues.

For Educators and Curriculum Developers. Teachers should integrate interactive learning strategies, including gamification, case-based learning, and real-world applications, to sustain student engagement in both online and face-to-face settings. Additionally, faculty training programs should be conducted to help educators effectively transition between learning modes and optimize engagement across hybrid platforms.

For Policymakers. Government and education policymakers should establish guidelines and support systems for hybrid learning implementation, particularly in regions with limited access to digital tools. Subsidized laptops, mobile data assistance programs, and digital literacy workshops should be considered to bridge the digital divide and promote inclusive education.

For Students. Learners should be encouraged to develop self-regulated learning skills, such as time management and digital literacy, to maximize the benefits of hybrid education. Schools should provide orientation sessions on effective online learning strategies to help students adapt to the hybrid model and improve their independent learning capabilities.

To Future Researchers. Future research should focus on evaluating the long-term impact of hybrid learning on student performance across different subjects and academic levels. Further studies should also explore the psychological and cognitive effects of hybrid learning, including student motivation, stress levels, and social interaction dynamics. Researchers may also consider conducting comparative studies between fully online, face-to-face, and hybrid learning approaches to determine the most effective instructional methods based on different learning contexts.

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