"An Evaluation of the Implementation of Adu Hybrid Learning Program in the Undergraduate Level"

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ABSTRACT

This study evaluated the implementation of the Hybrid Learning Program at the undergraduate level of Adamson University (AdU), in response to the growing integration of flexible learning in higher education. The research sought to determine students' assessment of the program in terms of clarity and accessibility, support and assistance, and the use of technology. The Technological Acceptance Model (TAM) was adopted as the theoretical framework to examine how students' perceptions of usefulness and ease of use influenced their engagement with the program.

A quantitative descriptive research design was employed. Data were gathered from 384 undergraduate students across eight academic colleges using a validated survey instrument. Stratified random sampling ensured balanced representation. Descriptive statistics and ANOVA were used to analyze the data.

Findings revealed that while students generally agreed on the effectiveness of the program's digital platforms—such as Blackboard Learn Ultra and Microsoft Teams—there were notable challenges regarding internet access, device availability, and digital literacy. Differences in student assessments were found to be associated with their demographic profile and available digital resources. Students particularly emphasized the need for more synchronous learning support and training on the use of learning platforms.

The study recommends the enhancement of digital skills training, improved technical assistance, and strategic scheduling of online sessions to ensure a more inclusive and effective hybrid learning environments for all students.

METHODOLOGY

This study employed a quantitative descriptive research design to assess undergraduate students' evaluation of the hybrid learning program. Data were collected through a validated survey questionnaire administered to 384 students from eight academic colleges at Adamson University using stratified random sampling. Descriptive statistics and ANOVA were used to analyze students' perceptions in terms of clarity and accessibility, support and assistance, and technology utilization.

RESULTS

The demographic profile of the respondents revealed insights into device access, internet provider preferences, and college distribution. Most students (60.2%) reported using both smartphones and laptops to access course materials. This finding underscores the increasing reliance on mobile technology to complement traditional computing devices. However, only a small percentage (0.8%) relied solely on tablets, suggesting limited functionality or preference for these devices in academic settings.

In terms of internet access, PLDT emerged as the most utilized service provider, followed by Converge and Globe. The use of multiple internet providers was rare but highlighted efforts by some students to establish redundancy for connectivity. This finding supports the idea that while infrastructure is improving, stable and reliable internet remains a critical factor influencing the quality of students' learning experience.

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Assessment of the Hybrid Learning Program's clarity and accessibility showed generally positive responses. The highest-rated item was the accessibility of course materials such as recorded lectures, assignments, and presentations (mean score: 3.39). Students appreciated being able to access these resources asynchronously, which allowed for flexible study schedules. However, the lowest-rated item was the allocation of time for synchronous sessions (mean score: 3.16), suggesting that scheduling and time management remain pain points in the delivery of hybrid courses.

In the area of support and assistance, students rated data privacy as the most effectively implemented feature (mean: 3.38). This indicates that the university succeeded in building trust around the secure use of digital platforms. However, the availability of seminars and workshops to help students use the platform effectively received the lowest rating (mean: 3.13). The results highlight a need for more comprehensive orientation and training initiatives to support students, especially those less familiar with online systems.

Technology-wise, students found Blackboard Learn Ultra generally easy to navigate but expressed concerns about its interface consistency and learning curve. Students in technology-focused colleges reported higher ease-of-use scores, possibly due to greater digital fluency. ANOVA tests confirmed significant differences in students' assessments based on college affiliation, device used, and internet provider. These findings emphasize the importance of considering demographic variables when implementing digital education strategies.

CONCLUSIONS

The results of this study affirm that the AdU Hybrid Learning Program has been a vital step forward in modernizing higher education and expanding access to learning. Most students found the platform useful, content accessible, and the system secure. However, the study also highlights a critical reality: hybrid learning, while innovative, can inadvertently deepen educational inequality when digital disparities are not addressed.

To close this gap, institutions must move beyond platform deployment to holistic digital inclusion strategies. First, universities should offer regular digital literacy workshops and system onboarding sessions, particularly for first-year students. Second, technology support services must be accessible, responsive, and well-publicized. Third, AdU and similar institutions should explore hardware loan programs and collaborate with telecom providers to offer subsidized internet packages for students.

Policy-wise, it is essential to include student feedback in the iterative redesign of hybrid systems. Clear communication channels, standardized templates for course layouts, and better time management for synchronous sessions can all contribute to a more cohesive user experience. Instructors also play a crucial role. Professional development focused on digital pedagogy should be prioritized so that educators are not only users of technology but also facilitators of engaging and equitable learning experiences.

Keywords: hybrid learning, flexible learning, educational technology, higher education, Blackboard Learn Ultra, Technological Acceptance Model