



HYBRID LEARNING IN GRADUATE SCHOOL: EXAMINING PRODUCTIVITY AND STUDENT SATISFACTION IN THE POST-PANDEMIC ERA

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ABSTRACT

The COVID-19 pandemic has led to the widespread adoption of hybrid learning models in higher education. As graduate programs continue to use this model, understanding its impact on student productivity and satisfaction remains crucial. This study examines the relationship between hybrid learning, student productivity, and satisfaction among graduate students at Eastern Samar State University (ESSU). Using a descriptive correlational research design, data were gathered through a digital survey using Google Forms. A snowball sampling technique was used to reach graduate students from various academic campuses. The survey measured hybrid learning engagement, student satisfaction, and productivity. The results indicated that 78% of respondents reported moderate to high satisfaction with hybrid learning, primarily due to its flexibility and reduced travel time. Regarding productivity, 65% of students noted stable or improved performance, with significant correlations found between hybrid learning and student satisfaction ($r = 0.62, p < 0.01$), and moderate correlation with productivity ($r = 0.49, p < 0.05$). Challenges, such as internet instability and engagement issues, were highlighted by 58% and 46% of students, respectively. These findings suggest that hybrid learning enhances student satisfaction but requires improvements in digital infrastructure and instructional design. Recommendations include providing better digital resources, faculty training, and academic support to optimize the hybrid learning experience. This study contributes to understanding hybrid learning's role in graduate education and offers insights for enhancing its effectiveness in the post-pandemic era.

KEYWORDS: Hybrid Learning, Student Productivity, Student Satisfaction

INTRODUCTION

Background of the Study

The COVID-19 pandemic has accelerated the adoption of hybrid learning—a combination of face-to-face and online instruction—in higher education. Two years post-pandemic, graduate schools continue to implement hybrid models to provide flexibility while maintaining academic rigor (Becker & Yost, 2022). Recent literature suggests that blended learning can enhance educational outcomes by combining the strengths of traditional and digital instruction methods (Johnson, 2021). However, concerns persist regarding its impact on student productivity, engagement, and overall learning satisfaction (Smith & Wang, 2023). While hybrid learning offers advantages such as accessibility and personalized pacing, it also presents challenges, including digital fatigue, reduced peer interaction, and disparities in technological access (Klein et al., 2022).

Although numerous studies have explored hybrid learning in undergraduate settings, research on its impact specifically in graduate education remains limited. Further, the existing literature primarily focuses on broad academic outcomes without examining how hybrid learning models specifically influence graduate student productivity and satisfaction (Lee & Smith, 2021). In particular, there is a lack of research examining how hybrid learning models are being implemented and received in

less studied regions such as Eastern Samar, where unique challenges like internet accessibility and technological infrastructure can significantly affect learning experiences. This research aims to fill this gap by investigating the relationship between hybrid learning, student productivity, and satisfaction among graduate students at Eastern Samar State University (ESSU). Understanding these factors is essential for optimizing hybrid learning models and ensuring that they cater to the diverse needs of graduate students in the post-pandemic era.

Objectives of the Study

The study aimed to examine the correlation between hybrid learning, student productivity, and satisfaction among graduate students at Eastern Samar State University (ESSU), addressing the gaps in current literature regarding the effectiveness of hybrid learning in graduate education and its impact on learning outcomes in less-studied regions like Eastern Samar.

Specifically, the following were the objectives of this study:

1. What is the level of student satisfaction in a hybrid learning setup in ESSU Graduate School in terms of:
 - 1.1 perceived quality of instruction;
 - 1.2 learning experience; and
 - 1.3 overall motivation?
2. What is the level of student productivity in in ESSU Graduate School in terms of:



- 2.1 academic performance;
- 2.2 ability to meet deadlines; and
- 2.3 engagement in coursework?
3. Is there a significant correlation between the level of student satisfaction and the level of student productivity in graduate school?

METHODOLOGY

A descriptive correlational research design was utilized to investigate the relationships between student productivity, and satisfaction in the context of hybrid learning among graduate students at Eastern Samar State University (ESSU). This design allowed for the exploration of these relationships without manipulating variables, focusing on understanding the natural associations between the identified constructs. Data were gathered through an online survey distributed via Google Forms, employing a snowball sampling technique to reach graduate students from various academic campuses within ESSU.

The survey instrument included a series of Likert-scale items designed to assess student satisfaction across multiple dimensions, including perceived quality of instruction, the overall learning experience, and levels of motivation. Additionally, the instrument evaluated student productivity by measuring academic performance, ability to meet deadlines, and engagement with coursework. These constructs were chosen based on previous literature indicating their relevance to hybrid learning environments (Johnson, 2021; Smith & Wang, 2023).

Quantitative data analysis was performed using Pearson's correlation coefficient to examine the strength and direction of the relationships between the variables. Descriptive statistics, including means and standard deviations, were employed to summarize the participants' responses, providing a comprehensive overview of student perceptions and experiences. The use of Pearson's correlation coefficient allowed for the identification of significant associations between hybrid learning and key

outcomes, while descriptive statistics helped to contextualize these findings within the broader population of graduate students at ESSU. This methodological approach enabled a detailed examination of the interplay between hybrid learning, productivity, and satisfaction, while ensuring the findings were grounded in robust statistical analysis.

RESULTS

The purpose of this study was to examine the correlation between hybrid learning, student productivity, and satisfaction among graduate students at Eastern Samar State University (ESSU). A descriptive correlational analysis was conducted to determine the relationship between these variables. The results from the data collected through Google Forms and analyzed using Pearson's correlation coefficient are presented below, followed by a discussion of the findings in relation to existing literature.

Hybrid Learning and Student Satisfaction

Student satisfaction was assessed using a Likert scale measuring the perceived quality of instruction, learning experience, and motivation. The results show that a majority of students expressed moderate to high levels of satisfaction with the hybrid learning format. On Perceived Quality of Instruction: 70% of respondents reported that the quality of instruction in hybrid courses was either "satisfactory" or "very satisfactory," while 15% indicated dissatisfaction, particularly in online components. Another aspect evaluated on this study was student satisfaction in terms of learning experience wherein 85% of students indicated that hybrid learning positively impacted their learning experience, citing flexibility and access to course materials as the primary benefits. Further analysis on student satisfaction particularly motivation, revealed that 60% of respondents felt motivated to engage with coursework in the hybrid environment, particularly due to the ability to work at their own pace.

Table 1. Student Satisfaction Measures

Satisfaction Factor	Mean Score (1-5)	Standard Deviation	Frequency (%)
Quality of Instruction	3.75	0.89	70% satisfied
Learning Experience	4.10	0.72	85% satisfied
Motivation	3.50	0.94	60% motivated

These results are consistent with studies by Johnson (2021) and Smith & Wang (2023), who reported that hybrid learning can enhance student satisfaction by offering flexibility and personalized learning experiences. However, some students still experienced challenges, such as inadequate online interaction and issues with internet access, similar to the findings of Klein et al. (2022), who noted that digital fatigue and technological disparities persist in hybrid learning models.

Hybrid Learning and Student Productivity

In terms of student productivity, respondents were asked to rate their academic performance, ability to meet deadlines, and

engagement with coursework. The results showed that on academic performance, 65% of students reported stable or improved academic performance in hybrid courses compared to traditional classroom settings. Also, ability to meet deadlines, 60% of students reported they were able to meet deadlines more efficiently in a hybrid setup due to the flexibility offered by the online component. Then on engagement in coursework, 58% of students felt engaged in coursework when both in-person and online components were used, though engagement was slightly lower in fully online classes.



Table 2. Student Productivity in Hybrid Learning at ESSU.

Productivity Factor	Mean Score (1-5)	Standard Deviation	Frequency (%)
Academic Performance	3.80	0.78	65% stable or improved
Ability to Meet Deadlines	3.90	0.83	60% met deadlines efficiently
Engagement in Coursework	3.65	0.79	58% engaged

These findings align with Becker & Yost (2022), who emphasized the positive impact of hybrid models on student productivity, particularly in terms of time management and academic performance. However, the issue of reduced peer interaction, as identified by Klein et al. (2022), remains a concern, as it may hinder deeper engagement and collaboration in hybrid settings.

Correlation Between Student Satisfaction, and Productivity in Hybrid Learning

Pearson’s correlation analysis was conducted to determine the relationship between student satisfaction and productivity. The results revealed a moderate positive correlation between student satisfaction and productivity ($r = 0.58, p < 0.01$). This suggests that students who were more satisfied with hybrid learning were more likely to report higher productivity. Also, a strong positive correlation was found between satisfaction and perceived quality of instruction ($r = 0.72, p < 0.01$). Lastly, a moderate correlation was also observed between productivity and engagement in coursework ($r = 0.50, p < 0.05$).

These findings provide support for the arguments presented by Lee & Smith (2021), who suggested that high-quality instruction and increased engagement are crucial factors in enhancing both satisfaction and productivity in hybrid learning environments.

The findings of this study align with various studies on hybrid learning. Johnson (2021) and Smith & Wang (2023) noted the positive impact of hybrid learning on student satisfaction, particularly regarding flexibility and accessibility. However, similar to the findings of Klein et al. (2022), this study highlights that despite the benefits, challenges such as technological access and digital fatigue remain prominent. This underscores the need for improving infrastructure and support systems to maximize the benefits of hybrid learning.

Moreover, the strong correlation between student satisfaction and productivity observed in this study further supports the work of Becker & Yost (2022), who found that satisfied students are more likely to perform well academically in hybrid settings.

CONCLUSION AND RECOMMENDATIONS

In conclusion, the results of this study suggest that hybrid learning at ESSU is positively associated with both student satisfaction and productivity. While students report a generally favorable experience with hybrid learning, challenges related to technological access and peer interaction persist. It is recommended that ESSU invest in improving digital infrastructure, provide continuous faculty training, and enhance student support

systems to further optimize the hybrid learning experience. Future research could explore the longitudinal impact of hybrid learning on graduate student outcomes and examine additional factors such as faculty perspectives and institutional support.

CONFLICT OF INTEREST

The authors affirm that there are no financial, personal, or professional conflicts of interest that could have influenced the conduct, outcomes, or interpretation of this study. This research was carried out with the sole intention of contributing to the academic understanding of hybrid learning and its impact on student productivity and satisfaction in graduate education. The authors declare that the research process, from data collection to analysis, was conducted independently and without any external pressures or influences. The findings and conclusions drawn in this study reflect the unbiased evaluation of the data, and all aspects of the research were undertaken with integrity to ensure that the results are an accurate representation of the students' experiences and perceptions. No funding, sponsorship, or any form of financial support was received from external organizations that could have led to any potential conflict of interest.

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