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Assessing Hybrid Modality Learning Implementation at Parañaque City College Across All Programs for Academic Year 2024-2025

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ABSTRACT

The global shift toward hybrid learning models in higher education has accelerated, and schools need to ensure their teaching is fair and high quality. This study assesses the efficacy of the implementation of hybrid modalities at Parañaque City College (PCC) for the Academic Year 2024-2025 across all programs, specifically employing the ACCER Student Learning Framework, which includes Accessibility, Comprehensiveness, Continuity, Experiential Learning, and Reflectivity. Using a mixed-methods approach and a descriptive-One-Way ANOVA research design, the study collected data from 153 participants, comprising 131 students and 22 professors. Participants were divided into groups based on their programs: Bachelor of Science in Entrepreneurship, Bachelor of Science in Tourism Management (BSTM), and Bachelor of Science in Real Estate Management (BSREM). Quantitative analysis employed mean scores and standard deviations to assess effectiveness, whereas qualitative thematic synthesis was utilized to contextualize institutional challenges. The results show that people think the hybrid model works very well, since all parts of the ACCER framework are above the 3.0 mean. The Reflective (M = 3.42) and Continuous (M = 3.41) dimensions were the most successful, creating a strong culture of self-evaluation and ongoing learning. Nonetheless, the study revealed considerable disparities across disciplines: the BSREM program showed high satisfaction, whereas the BSTM curriculum had difficulties in the Comprehensive dimension. Also, even though the overall accessibility ratings were high, qualitative feedback highlighted important structural problems, such as the digital divide, unreliable internet access, and student burnout from too many deadlines. To make the hybrid modality work better, the study suggests standardizing learning materials, improving technical support, and collaborating with professors to enhance instructional design so that students have a fair amount of work to do. Interventions that are specific to the program, especially for the BSTM curriculum, are needed to close the gap between "High Effectiveness" and "Optimal Implementation."

Keywords: - Hybrid Modality, ACCER, Accessibility, Comprehensive, Continuous, Experiential, Reflective

INTRODUCTION

In response to the shifts brought about by the COVID-19 pandemic, higher education institutions worldwide, including those in the Philippines, have increasingly adopted hybrid learning models. These models blend face-to-face instruction with synchronous online components to enhance flexibility and access, and technological skills among learners. International research shows that hybrid learning methods are effective when both the interaction

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and training can meet learner autonomy standards (Raes et al., 2022, Means, B., et al 2013). In the local context, there are specific issues like unreliable internet access, educational differences, and pedagogical characteristics that do not align nicely with CHED Memorandum Order No. 4, Series of 2023, with a minimum of 75% onsite course content for students which provides the most durable education system (CHED, 2023). In a world of information scarcity, communication difficulties, and inequality, the same can take a long time to eradicate for students and can be better achieved if we invest in framework that do in fact connect more than just what was shared as we did in school.

Even though there's vast international literature evidencing beneficial results in hybrid learning—a greater retention rate and capacity to learn Accountancy, Business, and Management (ABM) subjects — the gap in research remains. Many studies don't allow for a robust qualitative analysis of hybrid learning at the institutional level in academic organizations, particularly those that rely on more formal methods to examine stakeholder outcomes. Overall, it is widely acknowledged that hybrid learning supports productive, more active learning on a large scale, but equity is at play in this digital society (Adnan & Anwar, 2020; Rupcic N, 2024). And, locally, while research reviews through 2020 Philippine studies identified existing structural barriers—including faculty training gaps and a student's readiness and preparation, and lack of attention on disciplinary boundaries, such as education in tourism management or studying in theory versus practice (Schönherr,. 2023;)—the research is very mixed and few studies exist to investigate them in other countries where it is used as hybrid settings. In Kolb's experiential learning framework (Kolb, 1984), student-driven models to develop and understand hybrid learning (or a mix of KLP and Kolb models) in the international learning context and what that means in a world that is not on an even footing can be done much better with practice in many countries, are the major ones (and so can others).

This study fills these gaps, evaluating hybrid modality learning in Parañaque City College (PCC) with ACCER Student Learning Framework, which ACCER stands for - Accessible, Comprehensive, Continuous, Experiential, and Reflective, as a more accurate method in relation to pedagogy comparison. It is used to review hybrid approaches and their alignment across PCC Programs. Based on the ACCER Report, there is a good number of its part-time and full-time faculty members who are working on ACCER requirements, proper monitoring of their respective program chairperson, deans, and focal person for ACCER Framework, and sharing of learning resources are consistently accessible to both faculty and students this Academic Year 2024-2025.

This research evaluates how the hybrid modality supports student success according to the ACCER framework. By comparing different programs, the study demonstrates the impact of this methodology on engagement and learning outcomes for both students and professors.

Statement of the Problem

This research study aimed to assess the implementation of hybrid-modality learning at Parañaque City College across all programs for Academic Year 2024-2025.

Specifically, it sought to answer the following questions:

1. What is the level of effectiveness of the hybrid modality learning implementation at Parañaque City College as assessed by students and faculty across the five ACCER

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framework indicators?

2. How do the experiences and challenges of implementing hybrid modality learning differ significantly across the various academic programs (BSENTREP, BSTM, and BSREM)?

3. What are the key contributing factors that influence the successful integration of the ACCER framework in a hybrid environment, and which areas require further refinement?

Conceptual Framework

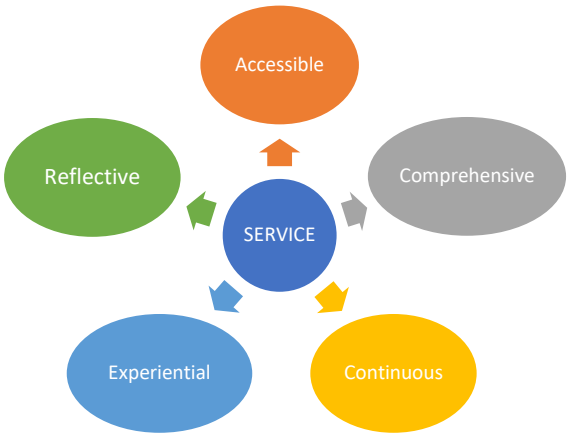

Figure 1: ACCER Learning Framework of Paranaque City College (Magnaye, 2021)

METHODOLOGY

The study employs a descriptive One-Way ANOVA research design within a mixed-methods framework to assess the implementation of the hybrid modality at Parañaque City College. This design is based on the ACCER Student Learning Framework, which includes Accessibility, Comprehensiveness, Continuity, Experiential learning, and Reflective as a way to check if the teaching is aligned. The research utilizes a sequential explanatory approach to initially establish a quantitative baseline for the framework's efficacy, subsequently incorporating qualitative feedback to contextualize institutional challenges..

Data gathering commenced in October 2024 and concluded in April 2025. There are 153 people in the study, including 131 students (85.62%) and 22 professors (14.38%). The sample is divided into three main academic programs: Bachelor of Science in Entrepreneurship (n=84), Bachelor of Science in Tourism Management (n=32), and Bachelor of Science in Real Estate Management (n=23). There is also a group of students from other programs (n=14). The sample is mostly made up of Freshmen (52.29%), then Sophomores (22.22%), Juniors (16.99%), and Seniors (8.50%). This gives a full picture of the student lifecycle under the hybrid model.

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A structured survey instrument with 20 items linked to the ACCER dimensions and an interview made it easier to collect data. Quantitative analysis employs descriptive statistics, particularly mean scores and standard deviations, to assess effectiveness on a 4-point scale. A One-Way ANOVA is employed to ascertain the statistical significance of differences in perceptions among the various academic programs. Qualitative data, obtained from open-ended recommendations concerning workload and technical support, are examined via thematic synthesis to connect statistical findings with student-faculty experiences.

RESULTS AND DISCUSSION

Table 1: Distribution of Respondents by Academic Program and Role

Program	**No. of Professor (n=22)**		**No. of Students (n=131)**		**Total (N = 153)**	
Bachelor of Science in Entrepreneurship	4	18.18%	80	61.07%	84	54.90%
Bachelor of Science in Tourism Management	2	9.09%	30	22.90%	32	20.92%
Bachelor of Science in Real Estate Management	2	9.09%	21	16.03%	23	15.03%
Others	14	63.64%	0	0%	14	9.15%
Total:	**22**	**100%**	**131**	**100%**	**153**	**100%**

Table 2: Distribution of Respondents by Academic Program and Year Level

Program	Freshmen	Sophomores	Juniors	Seniors	Total
Bachelor of Science in Entrepreneurship	38	21	20	5	84
Bachelor of Science in Tourism Management	22	6	2	2	32
Bachelor of Science in Real Estate Management	8	5	4	6	23
Others	12	2	0	0	14
Total (N)	80	34	26	13	153
Percentage (%)	52.29%	22.22%	16.99%	8.50%	100%

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Table 3: Descriptive Statistics of the ACCER Learning Framework Dimensions (N = 153)

ACCER Framework	N	Mean	Std. Deviation	Interpretation
Reflective	153	3.42	0.666	Very High Effectiveness
Continuous	153	3.41	0.633	Very High Effectiveness
Experiential	153	3.37	0.571	High Effectiveness
Accessible	153	3.23	0.674	High Effectiveness
Comprehensive	153	3.18	0.586	High Effectiveness

Table 4 (*Descriptive One-Way ANOVA*)

Descriptive

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	95% Confidence Interval for Mean Upper Bound	Minimum	Maximum
Q1	Bachelor of Science in Entrepreneurship	86	3.10	.841	.091	2.92	3.28	1	4
	Bachelor of Science in Tourism Management	32	3.06	.878	.155	2.75	3.38	1	4
	Bachelor of Science in Real Estate Management	21	3.24	.700	.153	2.92	3.56	2	4
	Others	14	3.43	.514	.137	3.13	3.73	3	4
	Total	153	3.14	.806	.065	3.01	3.27	1	4
Q2	Bachelor of Science in Entrepreneurship	86	3.22	.658	.071	3.08	3.36	2	4
	Bachelor of Science in Tourism Management	32	3.28	.523	.092	3.09	3.47	2	4
	Bachelor of Science in Real Estate Management	21	3.33	.730	.159	3.00	3.67	2	4
	Others	14	3.00	.961	.257	2.45	3.55	1	4
	Total	153	3.23	.674	.054	3.12	3.34	1	4
Q3	Bachelor of Science in Entrepreneurship	86	3.21	.738	.080	3.05	3.37	1	4
	Bachelor of Science in Tourism Management	32	3.09	.588	.104	2.88	3.31	2	4
	Bachelor of Science in Real Estate Management	21	3.24	.768	.168	2.89	3.59	2	4
	Others	14	3.29	.469	.125	3.02	3.56	3	4
	Total	153	3.20	.689	.056	3.09	3.31	1	4

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Q4	Bachelor of Science in Entrepreneurship	86	3.21	.576	.062	3.09	3.33	2	4
	Bachelor of Science in Tourism Management	32	3.16	.723	.128	2.90	3.42	1	4
	Bachelor of Science in Real Estate Management	21	3.19	.680	.148	2.88	3.50	2	4
	Others	14	3.00	.784	.210	2.55	3.45	2	4
	Total	153	3.18	.640	.052	3.07	3.28	1	4
Q5	Bachelor of Science in Entrepreneurship	86	3.19	.642	.069	3.05	3.32	2	4
	Bachelor of Science in Tourism Management	32	3.00	.508	.090	2.82	3.18	2	4
	Bachelor of Science in Real Estate Management	21	3.33	.483	.105	3.11	3.55	3	4
	Others	14	3.29	.469	.125	3.02	3.56	3	4
	Total	153	3.18	.586	.047	3.08	3.27	2	4
Q6	Bachelor of Science in Entrepreneurship	86	3.13	.629	.068	2.99	3.26	2	4
	Bachelor of Science in Tourism Management	32	2.91	.641	.113	2.68	3.14	2	4
	Bachelor of Science in Real Estate Management	21	3.43	.598	.130	3.16	3.70	2	4
	Others	14	3.29	.469	.125	3.02	3.56	3	4
	Total	153	3.14	.629	.051	3.04	3.24	2	4
Q7	Bachelor of Science in Entrepreneurship	86	3.22	.602	.065	3.09	3.35	1	4
	Bachelor of Science in Tourism Management	32	3.13	.660	.117	2.89	3.36	2	4
	Bachelor of Science in Real Estate Management	21	3.38	.590	.129	3.11	3.65	2	4
	Others	14	3.14	.663	.177	2.76	3.53	2	4
	Total	153	3.22	.617	.050	3.12	3.31	1	4
Q8	Bachelor of Science in Entrepreneurship	86	3.42	.641	.069	3.28	3.56	2	4
	Bachelor of Science in Tourism Management	32	3.47	.671	.119	3.23	3.71	2	4
	Bachelor of Science in Real Estate Management	21	3.33	.658	.144	3.03	3.63	2	4
	Others	14	3.29	.469	.125	3.02	3.56	3	4
	Total	153	3.41	.633	.051	3.30	3.51	2	4
Q9	Bachelor of Science in Entrepreneurship	86	3.12	.742	.080	2.96	3.28	1	4
	Bachelor of Science in Tourism Management	32	3.06	.716	.127	2.80	3.32	1	4
	Bachelor of Science in Real Estate Management	21	3.19	.680	.148	2.88	3.50	2	4
	Others	14	2.71	.726	.194	2.29	3.13	1	3
	Total	153	3.08	.730	.059	2.96	3.20	1	4

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Q10	Bachelor of Science in Entrepreneurship	86	3.09	.680	.073	2.95	3.24	1	4
	Bachelor of Science in Tourism Management	32	3.31	.471	.083	3.14	3.48	3	4
	Bachelor of Science in Real Estate Management	21	3.19	.602	.131	2.92	3.46	2	4
	Others	14	3.14	.663	.177	2.76	3.53	2	4
	Total	153	3.16	.630	.051	3.06	3.26	1	4
Q11	Bachelor of Science in Entrepreneurship	86	3.29	.591	.064	3.16	3.42	2	4
	Bachelor of Science in Tourism Management	32	3.44	.504	.089	3.26	3.62	3	4
	Bachelor of Science in Real Estate Management	21	3.52	.602	.131	3.25	3.80	2	4
	Others	14	3.43	.514	.137	3.13	3.73	3	4
	Total	153	3.37	.571	.046	3.27	3.46	2	4
Q12	Bachelor of Science in Entrepreneurship	86	3.50	.628	.068	3.37	3.63	2	4
	Bachelor of Science in Tourism Management	32	3.44	.716	.127	3.18	3.70	2	4
	Bachelor of Science in Real Estate Management	21	3.19	.814	.178	2.82	3.56	2	4
	Others	14	3.29	.469	.125	3.02	3.56	3	4
	Total	153	3.42	.666	.054	3.32	3.53	2	4
Q13	Bachelor of Science in Entrepreneurship	86	3.24	.750	.081	3.08	3.41	1	4
	Bachelor of Science in Tourism Management	32	3.25	.880	.156	2.93	3.57	1	4
	Bachelor of Science in Real Estate Management	21	3.57	.746	.163	3.23	3.91	2	4
	Others	14	3.00	.000	.000	3.00	3.00	3	3
	Total	153	3.27	.752	.061	3.15	3.39	1	4
Q14	Bachelor of Science in Entrepreneurship	86	3.14	.671	.072	3.00	3.28	2	4
	Bachelor of Science in Tourism Management	32	3.13	.833	.147	2.82	3.43	1	4
	Bachelor of Science in Real Estate Management	21	3.33	.483	.105	3.11	3.55	3	4
	Others	14	3.00	.555	.148	2.68	3.32	2	4
	Total	153	3.15	.676	.055	3.04	3.26	1	4
Q15	Bachelor of Science in Entrepreneurship	86	3.13	.665	.072	2.99	3.27	2	4
	Bachelor of Science in Tourism Management	32	3.13	.492	.087	2.95	3.30	2	4
	Bachelor of Science in Real Estate Management	21	3.33	.577	.126	3.07	3.60	2	4
	Others	14	2.86	.363	.097	2.65	3.07	2	3
	Total	153	3.13	.604	.049	3.03	3.23	2	4

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Q16	Bachelor of Science in Entrepreneurship	86	3.17	.723	.078	3.02	3.33	2	4
	Bachelor of Science in Tourism Management	32	3.09	.777	.137	2.81	3.37	1	4
	Bachelor of Science in Real Estate Management	21	3.24	.625	.136	2.95	3.52	2	4
	Others	14	2.86	.864	.231	2.36	3.36	1	4
	Total	153	3.14	.735	.059	3.02	3.25	1	4
Q17	Bachelor of Science in Entrepreneurship	86	3.26	.654	.071	3.12	3.40	2	4
	Bachelor of Science in Tourism Management	32	3.25	.622	.110	3.03	3.47	2	4
	Bachelor of Science in Real Estate Management	21	3.24	.625	.136	2.95	3.52	2	4
	Others	14	3.14	.663	.177	2.76	3.53	2	4
	Total	153	3.24	.639	.052	3.14	3.34	2	4
Q18	Bachelor of Science in Entrepreneurship	86	3.28	.730	.079	3.12	3.44	1	4
	Bachelor of Science in Tourism Management	32	3.25	.842	.149	2.95	3.55	1	4
	Bachelor of Science in Real Estate Management	21	3.67	.483	.105	3.45	3.89	3	4
	Others	14	3.00	.555	.148	2.68	3.32	2	4
	Total	153	3.30	.726	.059	3.18	3.42	1	4
Q19	Bachelor of Science in Entrepreneurship	86	3.21	.705	.076	3.06	3.36	2	4
	Bachelor of Science in Tourism Management	32	3.13	.793	.140	2.84	3.41	1	4
	Bachelor of Science in Real Estate Management	21	3.43	.507	.111	3.20	3.66	3	4
	Others	14	2.71	.469	.125	2.44	2.98	2	3
	Total	153	3.18	.699	.056	3.06	3.29	1	4
Q20	Bachelor of Science in Entrepreneurship	86	3.15	.775	.084	2.99	3.32	1	4
	Bachelor of Science in Tourism Management	32	3.16	.847	.150	2.85	3.46	1	4
	Bachelor of Science in Real Estate Management	21	3.43	.746	.163	3.09	3.77	1	4
	Others	14	2.57	.938	.251	2.03	3.11	1	4
	Total	153	3.14	.820	.066	3.01	3.27	1	4

DISCUSSION

Aligned with Paranaque City College Vision and Mission (PCC Policy and Guidelines). The implementation of the hybrid modality at Parañaque City College (PCC) is a strategic move that aligns with global shifts in higher education. It combines the flexibility of online components with the durability of face-to-face instruction. The ACCER Student Learning Framework, which includes Accessibility, Comprehensiveness, Continuity, Experiential Learning, and Reflectivity (Magnaye, Alejandro & Chua;

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Ethel, 2022), was used to evaluate this study. This gives us a more detailed picture of how these teaching pillars work in a hybrid setting.

Efficacy of the ACCER Framework

The quantitative results demonstrate that the academic community regards the ACCER Framework as an exceptionally effective model for hybrid learning, with all dimensions exceeding the 3.0 mean threshold.

- **Reflective and Continuous Dimensions:** These two areas were the strongest, getting "Very High Effectiveness" ratings (M = 3.42 and M = 3.41, respectively). This implies that the hybrid model at PCC effectively fosters a culture of ongoing learning and critical self-assessment.
- **Consistency in Experiential Learning:** The Experiential dimension (M = 3.37) exhibited the lowest variability in respondent opinions (SD = 0.571). This consistency indicates a reliable institutional achievement in incorporating practical, hands-on applications into the hybrid curriculum, in accordance with Kolb's experiential learning theory.

Different types of discipline and Challenges

The overall assessment was favorable; however, a comparative analysis of academic programs identifies particular areas for improvement:

- **Program Performance:** The Bachelor of Science in Real Estate Management (BSREM) had very high satisfaction in some framework areas (M = 3.67 in Q18). The Bachelor of Science in Tourism Management (BSTM), on the other hand, had more serious problems, especially in the Comprehensive dimension, where scores fell to 2.91.
- **The Digital Divide and Workload:** Even though the mean score for Accessibility is high (M = 3.23), qualitative feedback shows that there are still structural barriers. Students still experience a lot of stress due to unreliable internet access and deadlines that are too close together for both online and in-person tasks.

Bridging the Implementation Gap

The data suggest that although the ACCER roadmap is conceptually robust and consistently available in terms of resources, its implementation necessitates increased focus on student well-being and technical equity. The results are similar to what has been written about in the area about gaps in faculty training and student readiness. To go from "High Effectiveness" to "Optimal Implementation," the **institution** needs to close the "digital divide" by making technical support more consistent and improving scheduling to keep students from getting burned out.

CONCLUSIONS

The hybrid modality at Parañaque City College (PCC) is highly effective and both faculty and students have given the ACCER Student Learning Framework a lot of praise. The Reflective and Continuous dimensions are the most successful because they foster a strong culture of self-evaluation and continuous learning. The Experiential pillar is widely used by institutions, but performance varies widely across programs. For example, the Bachelor of Science in Tourism Management (BSTM) has trouble with the Comprehensive dimension. Also, even though the overall accessibility ratings are high, students still face major problems like the "digital divide," unreliable internet, and burnout from too much work and deadlines that are too close together.

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RECOMMENDATIONS

PCC should strengthen technical support and resources and standardize Learning Resource Materials to ensure that all students, regardless of their connectivity, can access them equally. This will help them implement the best way possible. To protect students' health, academic departments need to improve their instructional design by coordinating schedules through professors' collaboration, cooperation, and communication, so that deadlines don't overlap, and by considering "workload-free" days. The BSTM curriculum needs program-specific interventions to address the unique teaching challenges that arise in a hybrid setting. Finally, professors should focus on interactive engagement strategies and clarify instructions to close the gap and reduce student stress.

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