

Navigating Hybrid Education: Criminology Professors' Experiences with 90-Minute Face-to-Face and Modular Online Learning

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Abstract

The study "Navigating Hybrid Education: Criminology Professors' Experiences with 90-Minute Face-to-Face and Modular Online Learning" explores the implementation and experiences of a hybrid learning model at Samar College. This qualitative research, utilizing a phenomenological approach, examines how criminology professors balance 90-minute face-to-face classes with modular online learning to address the challenges of increasing student populations and limited classroom resources. Through in-depth interviews and thematic analysis, the study identifies key themes such as interaction and engagement, overcoming challenges, technological and logistical considerations, professional development and support, and satisfaction with the hybrid model. The findings highlight the importance of effective communication, continuous professional development, robust technological infrastructure, and student support mechanisms. Recommendations for enhancing the hybrid learning model focus on improving technological resources, providing ongoing training for professors, developing strategies for student engagement, and creating a conducive learning environment. These insights aim to optimize hybrid learning, ensuring effective education and improved outcomes for both professors and students at Samar College.

Keywords: Hybrid learning, criminology education, face-to-face classes, modular online learning, Community of Inquiry, TPACK, Self-Determination Theory, professional development, student engagement, technological infrastructure

Introduction:

In recent years, the College of Criminal Justice Education at Samar College has encountered the growing challenge of accommodating an increasing number of students with limited classroom facilities. This issue has been particularly pronounced in the criminology program, where the demand for high-quality education continues to rise. In response, the college

adopted a hybrid learning model that combines weekly 90-minute face-to-face classes with an additional 90 minutes of modular online learning per subject to fulfill the three-hour instructional requirement for a three-unit class.

Hybrid learning, which blends online and face-to-face instruction, has become increasingly popular in higher education due to its flexibility and potential to enhance learning outcomes (Garrison & Vaughan, 2008; Means et al., 2010). The face-to-face component allows professors to engage directly with students, providing immediate feedback and fostering interactive discussions. However, the constraint of only 90 minutes per week per subject may pose challenges in covering extensive curricula and ensuring comprehensive understanding. Conversely, the modular online learning component offers flexibility and the opportunity for students to study at their own pace, yet it may also present difficulties in maintaining consistent student engagement and participation (Graham, 2013; Picciano, 2009).

Research indicates that effective hybrid learning requires careful integration of online and face-to-face components to optimize student engagement and learning outcomes (Means, Bakia, & Murphy, 2014; Shea & Bidjerano, 2010). However, implementing such models can be challenging for faculty, necessitating adaptation in teaching strategies and continuous professional development (Vaughan, 2007). The current study aims to explore the perspectives of criminology professors who are navigating this hybrid learning model at Samar College, focusing on their positive and negative experiences, the effectiveness of their teaching methods, and the overall impact on their professional experiences.

Through in-depth interviews and focus group discussions, this research will gather insights from criminology professors regarding their adaptation to this hybrid model, the effectiveness of their teaching methods, and the overall impact on their professional experiences. By capturing the voices of the professors, the study aims to provide valuable feedback to the College of Criminal Justice Education at Samar College, contributing to the continuous improvement of its instructional strategies and addressing the challenges posed by the increasing student population and limited classroom availability.

Objective of the Study

The primary objective of this study is to explore and evaluate the experiences and perspectives of criminology professors navigating the hybrid learning model at the College of Criminal Justice Education, Samar College. Specifically, the study aims to determine the effectiveness of the hybrid learning model, which combines weekly 90-minute face-to-face classes with 90 minutes of modular online learning, in facilitating quality education. It seeks to identify the challenges professors face in adapting to the hybrid learning model, focusing on both the face-to-face and online components. Additionally, the study aims to gain a comprehensive understanding of professors' positive and negative experiences with the hybrid learning approach, including their engagement, motivation, and overall satisfaction. By collecting valuable feedback from professors, the study intends to inform the College of Criminal Justice Education's instructional strategies and help optimize limited classroom resources. Ultimately, the research aims to provide insights and recommendations for improving the hybrid learning model to better support professors in delivering effective education and to enhance overall educational outcomes.

Statement of the Problem

This study seeks to address the following primary problem: How effective is the hybrid learning model, which combines weekly 90-minute face-to-face classes with 90 minutes of modular online learning, in facilitating quality education for criminology professors at the College of Criminal Justice Education, Samar College?

To explore this overarching problem, the study will investigate the following specific questions:

1. What are the positive and negative experiences of criminology professors with the 90-minute face-to-face component of the hybrid learning model?
2. What are the positive and negative experiences of criminology professors with the 90-minute modular online learning component of the hybrid learning model?
3. What challenges do criminology professors face in adapting to the hybrid learning model?
4. How does the hybrid learning model impact criminology professors' engagement, motivation, and overall satisfaction with their teaching roles?
5. What feedback do criminology professors provide that can help improve the hybrid learning model and optimize limited classroom resources?
6. How can the insights and recommendations gathered from criminology professors be used to enhance the educational outcomes of the College of Criminal Justice Education at Samar College?

By addressing these questions, the study aims to provide a comprehensive understanding of the hybrid learning model's effectiveness and identify areas for improvement to better support criminology professors in delivering effective education and enhancing overall educational outcomes.

METHODOLOGY

Research Design

This study utilizes a phenomenological research approach, a form of qualitative research. According to Creswell and Poth (2017), qualitative research is inherently exploratory, aiming to uncover the complexities of human experiences. The primary goal is to gain deep insights into individuals' lived experiences, their activities, how they utilize resources, and what they require in their daily or professional lives. In this context, the study aims to explore the experiences of criminology professors engaging with the hybrid learning model at the College of Criminal Justice Education, Samar College. The focus is on understanding their interactions and experiences during the 90-minute face-to-face classes and the 90-minute modular online learning sessions.

Population and Sample of the Study

The participants of this study will be criminology professors who have been teaching under the hybrid learning model, which combines face-to-face and modular online learning

components. A purposive sampling method will be employed to select these professors, ensuring that the insights gathered reflect a substantial depth of experience and expertise with the hybrid learning model. This approach aims to provide a comprehensive understanding of the professors' perspectives and experiences.

Instrumentation

As part of the research methodology, the investigator developed an interview guide, a standard tool in qualitative research to facilitate in-depth exploration of participant experiences (Creswell & Poth, 2017). This guide consisted of open-ended questions designed to allow criminology professors to express their perceptions and experiences with the hybrid learning model at the College of Criminal Justice Education.

Open-ended questions, as defined by Creswell and Poth (2017), are inquiries that enable respondents to describe and interpret the experiences and events that influence their engagement, motivation, and satisfaction with the hybrid learning model. These questions allow participants to share detailed, nuanced responses that can yield rich data for analysis.

The prepared questions were then used to conduct individual and focus group discussions with selected criminology professors who have been teaching hybrid classes. While most interviews were conducted face-to-face, some were conducted online via Google Meet, offering flexibility and convenience to the informants (Creswell & Poth, 2017). This approach ensured comprehensive data collection and accommodated the varying schedules and preferences of the participants.

Hypothesis of the Study

This study is based on several hypotheses regarding the hybrid learning model at the College of Criminal Justice Education, Samar College. First, it hypothesizes that the hybrid learning model, which combines weekly 90-minute face-to-face classes with 90 minutes of modular online learning, is effective in delivering quality education to second-year Criminology students. It further posits that students who experience the hybrid learning model will report positive engagement and motivation during the face-to-face classes. However, while the modular online learning component is expected to provide flexibility and self-paced learning opportunities, it may also present challenges in maintaining student motivation and participation. Additionally, the study hypothesizes that students will face difficulties in covering the extensive curriculum within the limited 90-minute weekly face-to-face sessions. It is also anticipated that the overall satisfaction and learning outcomes of students will be influenced by their ability to effectively balance the face-to-face and modular online components of the hybrid learning model. Finally, the study hypothesizes that the insights and feedback gathered from students will highlight specific areas for improvement in the hybrid learning model, contributing to the enhancement of instructional strategies and better accommodation of the growing student population.

Research Questions

1. What are the positive and negative experiences of students with the 90-minute modular online learning component of the hybrid learning model?

- a. How do you manage the 90 minutes of modular online learning each week?
- b. What are the advantages of the online learning component for you?
- c. What difficulties, if any, do you encounter with online learning?
- d. How do you stay motivated and engaged with the online modules?

2. What challenges do students face in adapting to the hybrid learning model?

- a. What initial challenges did you face when adapting to the hybrid learning model?
- b. How have you overcome these challenges, if at all?
- c. What difficulties do you encounter with the hybrid learning model?

3. How does the hybrid learning model impact students' engagement, motivation, and overall satisfaction with their education?

- a. How would you describe your level of engagement and participation in both face-to-face and online components of the hybrid model?
- b. What factors influence your engagement and motivation in these different learning environments?
- c. What level of satisfaction are you with the hybrid learning model overall?
- d. What aspects of this model do you appreciate the most?
- e. What aspects do you think need improvement?

4. What feedback do students provide that can help improve the hybrid learning model and optimize limited classroom resources?

- a. Based on your experiences, what recommendations would you make to improve the hybrid learning model at the College of Criminal Justice Education?
- b. How can the college better support students in adapting to and succeeding in this hybrid learning environment?

5. How can the insights and recommendations gathered from students be used to enhance the educational outcomes of the College of Criminal Justice Education at Samar College?

- a. What changes or improvements do you think would significantly enhance your learning experience?
- b. How do you think these changes could be implemented effectively?
- c. What specific suggestions do you have for the college to better accommodate the growing student population and limited classroom resources?

Results and Discussion

This study employs a qualitative method and thematic analysis to identify, analyze, and report patterns (themes) within the data, following the six phases of thematic analysis as outlined by Braun & Clarke (2020). The researcher meticulously collected data and extracted one hundred fifty-eight (158) significant statements from the informants' responses, subsequently formulating an equal number of core meanings.

Most of the informants answered professionally in plain English, enabling them to freely express their perspectives, while some responded in a combination of English and Filipino. This diverse linguistic approach allowed for richer and more nuanced data.

From the detailed analysis of the informants' responses, five distinct themes emerged, capturing the essence of the informants' experiences and insights. These themes are: Interaction and Engagement, Overcoming Challenges and Continuous Improvement, Technological and Logistical Considerations, Professional Development and Support, and Satisfaction and Recommendations. Each theme provides a comprehensive understanding of the various aspects and dynamics of the hybrid learning model.

I. Interaction and Engagement

This theme encompasses the importance of direct interaction, student engagement, and the benefits of these elements in both face-to-face and online learning environments. This theme is illustrated through several clustered sub-themes, including Effective Communication and Direct Interaction, Student Engagement and Participation, Enhancing Learning through Interaction, Management and Engagement Strategies, Classroom Dynamics and Student Engagement, Maintaining Student Motivation and Participation, and the Benefits of Interaction and Engagement.

Each of these sub-themes highlights critical aspects of the interactive dynamics within the educational environment. Effective communication and direct interaction are essential for building rapport and understanding between students and instructors. Student engagement and participation are vital for ensuring active learning and fostering a supportive educational community. Enhancing learning through interaction underscores the importance of real-time discussions and hands-on activities

1. Effective Communication and Direct Interaction. Effective communication and direct interaction are fundamental for establishing strong connections and clear understanding between instructors and students. According to Informant 1 :

As a new person in academe, the 90-minute face-to-face classes have been quite prominent for me. I have learned to communicate more effectively with students and to simplify complex topics to enhance understanding. Moreover, I appreciate the freedom to choose the best approaches for my class and students (IDI1SS1).

In my overall experience with a 90-minute face-to-face class, it often involves group activities and discussions that keep students actively involved. Instructors can gauge student understanding through body language, participation, and impromptu questions, providing immediate feedback that is helpful for both students and the instructor. Overall, a 90-minute face-to-face class can be a rewarding experience for both students and instructors, fostering a dynamic learning environment that promotes active engagement and deeper understanding (IDI8SS1).

2. Student Engagement and Participation. Active student engagement and participation are crucial for promoting interactive learning and fostering a collaborative educational environment. Informant 5 highlighted that:

Based on my experience, face-to-face classes facilitate direct interaction between the instructor and students, which is beneficial for both parties, especially in subjects that require hands-on experience and training (IDI6SS1).

The immediate feedback and enhanced engagement in face-to-face classes are extremely beneficial. Real-time discussions and hands-on activities allow students to learn more effectively, especially in practical subjects where direct interaction is crucial (IDI4SS2).

3. Enhancing Learning through Interaction. Enhancing learning through interaction emphasizes the significance of real-time discussions and hands-on activities in deepening students' understanding. Informant 7 stated :

One initial challenge was that students were easily influenced by online games. During online classes, some students attended but were distracted by games, which affected their focus and participation. Keeping students engaged and on task required additional strategies (IDI7SS9).

In the hybrid learning environment, educators face the complex task of adapting their teaching methods to meet the needs of both remote and in-person students. Informant 5 pointed out that:

As an educator, I needed to adjust my teaching styles to accommodate both remote and in-person students. Balancing these different modes of instruction and ensuring that all students received equal attention and support was challenging at first (IDI5SS9).

4. Management and Engagement Strategies. Management and engagement strategies highlight the methods used by instructors to maintain student interest and ensure active involvement in the learning process. Informant 6 stated :

I describe my level of engagement and participation in both face-to-face and online classes as satisfactory. Based on feedback from my previous students, they are learning from me, which inspires and motivates me to continue improving my teaching methods (IDI6SS12).

In the ever-changing landscape of education, the constant evolution of teaching methods plays a crucial role in influencing educators' engagement and motivation. Informant 2 noted that:

The constant evolution of teaching methods influences my engagement and motivation. As an instructor, I need to adapt to new teaching techniques to remain effective. This drive to stay current and effective in my teaching practice keeps me motivated (IDI2SS13).

5. Classroom Dynamics and Student Engagement. Classroom dynamics and student engagement focus on the impact of group activities and interactive discussions on the overall learning experience. Informant 2 mentioned that:

My experience with face-to-face classes has been positive because it allows me to meet and talk to my students personally. This direct interaction helps in building a better rapport and understanding their needs more effectively (IDI2SS1).

The experience of teaching 90-minute face-to-face classes has proven to be incredibly rewarding for many educators. Informant 5 shared:

My experience with the 90-minute face-to-face classes has been awesome. I have learned something new about myself and feel more confident in my discussions, even though I am not very used to teaching (IDI5SS1)

6. Maintaining Student Motivation and Participation. Maintaining student motivation and participation underscores the continuous efforts required to keep students actively involved and enthusiastic about their learning. Informant 6 noted that:

The aspect of the hybrid model that I appreciate the most is the learning flexibility it provides. It allows for a mix of online and face-to-face interactions, catering to different learning styles and preferences. This flexibility helps in addressing various challenges and meeting the diverse needs of students (IDI6SS15).

The success of the hybrid learning model hinges on the availability of appropriate technological resources and equipment. Informant 3 emphasized:

I believe there is a need to provide the necessary equipment that benefits both instructors and students. Access to adequate technology and resources is vital for the success of the hybrid learning model (IDI3SS16)

7. Student Engagement and Participation. This theme reiterates the importance of student engagement and participation, emphasizing their role in creating a vibrant and supportive learning community. Informant 6 expressed that:

Based on my experience, face-to-face classes facilitate direct interaction between the instructor and students, which is beneficial for both parties, especially in subjects that require hands-on experience and training (IDI6SS1).

The success of the hybrid learning model greatly depends on the availability of essential technological resources and equipment. Informant 3 stated:

I believe there is a need to provide the necessary equipment that benefits both instructors and students. Access to adequate technology and resources is vital for the success of the hybrid learning model (IDI3SS16).

8. Benefits of Interaction and Engagement. The benefits of interaction and engagement highlight the positive outcomes of active involvement, including improved learning experiences and stronger educational relationships. According to Informant 2:

I overcame these challenges by asking for help from my co-teachers who are experts in using the apps for online teaching. I also conducted my own research and watched instructional videos to learn more about the hybrid learning model and how to effectively implement it (IDI2SS10).

Maintaining student interest and engagement during classes is a key challenge for educators. Informant 3 noted:

When I observe that my students are bored with the discussion, I incorporate interactive activities to boost their energy and engagement. This approach keeps the classes lively and helps maintain student interest (IDI3SS10).

II. Overcoming Challenges and Continuous Improvement

This theme focuses on the challenges faced in hybrid learning and the strategies used to overcome them, emphasizing continuous improvement and adaptation. This theme is illustrated through several clustered sub-themes, including Overcoming Challenges in Hybrid Learning, Adaptation and Continuous Improvement, Ongoing Difficulties and Student Distractions, Continuous Improvement and Adaptation, Technological and Logistical Challenges, and Ongoing Adaptation and Improvement.

Each of these sub-themes sheds light on critical aspects of the hybrid learning experience. Overcoming Challenges in Hybrid Learning highlights the initial and ongoing obstacles faced by instructors and students and the strategies employed to navigate these challenges. Adaptation and Continuous Improvement emphasize the importance of flexibility and the commitment to refining teaching methods and learning processes.

1. Overcoming Challenges in Hybrid Learning. Overcoming Challenges in Hybrid Learning highlights the initial and ongoing obstacles faced by instructors and students, and the strategies employed to navigate these challenges. Informant 8 commented:

I believe that as an instructor, I have a significant impact on the lives of my students. The knowledge and experiences I had as a student are now shared with them. Interaction and engagement are vital because real learning comes from experiences that can be applied in any law enforcement agency in the future (IDI8SS4).

In the hybrid learning model, effective strategies are essential to ensure comprehensive understanding and engagement. Informant 3 explained:

My strategy is to upload video discussions and then conduct a short recap during face-to-face classes. After these sessions, I give students assessments to evaluate their understanding of the topics. This method ensures that they have multiple opportunities to engage with and reflect on the material (IDI3SS5).

2. Adaptation and Continuous Improvement. Adaptation and Continuous Improvement emphasize the importance of flexibility and the commitment to refining teaching methods and learning processes to enhance educational outcomes. Informant 8 remarked that:

Honestly, I am very satisfied with the hybrid learning model. Despite the difficulties, we can produce professionals. Hearing a simple 'Thank you, ma'am, for all the learning' from students keeps me inspired and motivated in my profession (IDI8SS14).

Satisfaction with the hybrid learning model is often linked to its versatility and comprehensive approach to teaching. Informant 8 shared:

My satisfaction with the hybrid learning model stems from its ability to offer a versatile and comprehensive teaching approach. It supports diverse learning styles and allows for continuous improvement in educational practices. The model's adaptability ensures that we can meet various educational challenges effectively (IDI8SS14).

3. Ongoing Difficulties and Student Distractions. Ongoing Difficulties and Student Distractions focus on the persistent issues that can disrupt the learning experience, such as technological distractions and engagement barriers. Informant 8 shared that:

During the pandemic, I witnessed my mother struggle to reach every student through online classes. Her perseverance and commitment to education influenced me to always put my best effort into my teaching. The significance of education as a lifelong learning journey for my students keeps me motivated (IDI8SS13).

While the hybrid learning model offers significant benefits, there is room for improvement. Informant 1 expressed:

I am not completely satisfied with the hybrid learning model, but it has helped me in my academic career. The flexibility and opportunities for integrating different teaching methods have been beneficial, although there are still areas that need improvement (IDI1SS14).

4. Technological and Logistical Challenges. Technological and Logistical Challenges address the infrastructure and connectivity issues that can hinder effective learning, emphasizing the need for robust technological support and logistical planning. Informant 4 reported that:

Seeing my students actively participate during discussions and learn through the use of technology tools motivates me to stay engaged and responsive. Their enthusiasm and progress are significant factors that influence my motivation (IDI4SS13).

The hybrid learning model's ability to integrate technology into teaching practices significantly enhances the learning experience. Informant 4 stated:

I am satisfied with the hybrid learning model because it provides opportunities to integrate technology into teaching practices. This enhances student engagement both in-person and online, making the learning experience more dynamic and interactive (IDI4SS14).

5. Ongoing Adaptation and Improvement. Ongoing Adaptation and Improvement highlight the necessity of perpetual evolution in educational practices to meet the demands of the hybrid learning environment and continuously improve outcomes. Informant 7 articulated that:

Evaluating students' learning outcomes regularly is essential for effective implementation. This process helps identify areas where students might be struggling and allows for timely interventions to support their success (IDI7SS20).

Regular evaluation of students' learning outcomes is crucial for the effective implementation of the hybrid learning model. Informant 4 stated:

My suggestion for the college is to fully embrace the Hybrid Learning Model. This approach can better accommodate the growing student population and make the most of limited classroom resources by balancing in-person and online learning (IDI4SS21).

III. Technological and Logistical Considerations

This theme addresses the technological and logistical barriers to effective hybrid learning, including infrastructure, connectivity, and environmental challenges. This theme is illustrated through several clustered sub-themes, including Logistical and Environmental Challenges, Technological Infrastructure and Connectivity Issues, Effective Use of Technology in Teaching, and Technological and Logistical Challenges.

Each of these sub-themes sheds light on critical factors that impact the hybrid learning experience. Logistical and Environmental Challenges focus on the practical barriers and environmental factors that affect classroom conditions and resource availability, making it essential to address these issues to create a conducive learning environment.

1. Logistical and Environmental Challenges. Logistical and Environmental Challenges focus on the practical barriers and environmental factors that impact the effectiveness of the hybrid learning model, including classroom conditions and resource availability. Informant 6 indicated that:

I find it most beneficial when students actively participate in discussions and are given opportunities to showcase their skills. This engagement is crucial for their learning and allows me to assess their understanding more effectively (IDI6SS2).

One of the primary challenges in the hybrid learning model is the lack of materials and equipment, particularly for specialized subjects like forensics. Informant 1 noted:

The primary challenge I faced was the lack of materials and equipment, especially for forensic subjects. However, this did not hinder my effectiveness as an instructor. I focused on discussing basic concepts and explaining their real-world applications to help students conceptualize the material (IDI1SS3).

2. Technological Infrastructure and Connectivity Issues. Technological Infrastructure and Connectivity Issues address the critical problems related to internet connectivity and the availability of necessary technological tools, which are essential for effective hybrid learning. According to Informant 7:

Online learning allows students to rewatch or review the content until they fully understand the topic. Furthermore, there are numerous resources available online that can supplement their learning and provide additional knowledge (ID17SS6).

One significant difficulty in the realm of online learning is the issue of internet connectivity. Informant 4 highlighted:

One significant difficulty in online learning is internet connection. Students in far-flung areas often have very slow internet, making it challenging for them to complete activities on time. This connectivity issue hampers their ability to fully participate in online learning (ID14SS7).

3. Effective Use of Technology in Teaching. Effective Use of Technology in Teaching emphasizes the integration of technological tools and platforms to enhance teaching methods and improve student engagement and learning outcomes. Informant 6 expressed that:

My approach involves regularly uploading video discussions to YouTube. During face-to-face sessions, I conduct a short recap of these topics and then give assessments to evaluate student learning. This blended approach ensures that students have multiple ways to access and engage with the content (ID16SS5).

The flexibility offered by online learning tools significantly enhances the educational experience. Informant 2 explained:

It is very helpful because it allows me to provide reading modules that my students can access on their smartphones. This convenience means that students can study and review the materials whenever they have time, making learning more flexible (ID12SS6).

4. Technological and Logistical Challenges. Technological and Logistical Challenges cover a broad range of issues that combine both technological and logistical aspects, highlighting the need for comprehensive solutions to support hybrid learning environments. Informant 4 revealed that:

Seeing my students actively participate during discussions and learn through the use of technology tools motivates me to stay engaged and responsive. Their enthusiasm and progress are significant factors that influence my motivation (ID14SS13).

Student participation and the effective use of technology play a crucial role in motivating educators. Informant 4 shared:

I am satisfied with the hybrid learning model because it provides opportunities to integrate technology into teaching practices. This enhances student engagement both in-person and online, making the learning experience more dynamic and interactive (ID14SS14).

IV. Professional Development and Support. This theme highlights the need for continuous professional development and support for instructors, focusing on training, seminars, and maintaining engagement and motivation. This theme is illustrated through several clustered sub-themes, including Continuous Adaptation and Professional Development, Professional

Development and Instructor Support, Instructor Engagement and Motivation, and Maintaining Motivation and Engagement.

Each of these sub-themes highlights essential aspects of professional development and support. Continuous Adaptation and Professional Development emphasize the necessity for instructors to continuously evolve and refine their teaching practices through ongoing learning and professional growth. This adaptation ensures that educators can meet the dynamic demands of the hybrid learning environment.

1. Continuous Adaptation and Professional Development. Continuous Adaptation and Professional Development emphasize the ongoing need for instructors to evolve and refine their teaching practices through continuous learning and professional growth. According to Informant 1:

I suggest scheduling face-to-face classes on Saturdays and Sundays and utilizing rooms from other departments during weekends if available. This strategy would help in managing the growing student population by spreading out the use of classroom resources over the weekend (IDI1SS21).

To enhance the hybrid learning experience, investing in modern technological tools and resources is essential. Informant 1 emphasized:

The college should consider investing in more modern technological tools and resources. Providing students and instructors with access to updated technology can make the hybrid learning experience more effective and engaging (IDI1SS21).

2. Professional Development and Instructor Support. Professional Development and Instructor Support highlight the importance of providing instructors with the necessary training, resources, and support systems to enhance their teaching effectiveness in the hybrid learning model. Informant 7 observed that:

I addressed the challenges by incorporating interactive activities, such as situational questions displayed on the screen. The first student to answer correctly gets a reward, which boosts their energy and participation. This method keeps students engaged and attentive during online sessions (IDI7SS10).

Developing patience and understanding has been crucial in supporting students' adaptation to the hybrid learning model. Informant 7 noted:

I have developed more patience and understanding towards my students. Over time, they have adopted the positivity and encouragement I always strive to give them. This positive reinforcement has helped them adapt better to the hybrid learning model (IDI7SS10).

3. Instructor Engagement and Motivation. Instructor Engagement and Motivation focus on the factors that drive instructors to stay committed and enthusiastic about their teaching roles, including student feedback, personal goals, and the dynamic nature of the hybrid learning environment. Informant 8 stated that:

The ongoing difficulties include students' dependence on the internet. While they can write assignments well when given the information online, they struggle to explain or expand on the material. This indicates a lack of reading skills and critical thinking. Additionally, the hybrid model sometimes fails to engage students effectively (IDI8SS11).

Evaluating one's engagement and participation in both face-to-face and hybrid learning settings is crucial for providing a comprehensive educational experience. Informant 1 expressed:

I describe my level of engagement and participation in both face-to-face and hybrid model components as satisfactory based on my performance. I feel that I am able to connect well with my students in both settings and provide them with a comprehensive learning experience (IDI1SS12).

4. Maintaining Motivation and Engagement. Maintaining Motivation and Engagement underscores the strategies and efforts required to keep both instructors and students motivated and actively involved in the learning process, ensuring a productive and positive educational experience. Informant 5 shared that:

I appreciate the work-life balance that the hybrid model offers. The ability to teach both online and face-to-face helps in managing my time more effectively and reduces the stress associated with commuting. It provides a more balanced approach to teaching and personal life (IDI7SS15).

Improving the online component of hybrid learning is essential for maintaining student engagement. Informant 5 noted:

The online classes aspect needs improvement. Making online sessions more interactive and engaging can help in keeping students attentive and interested in the material being taught (IDI5SS16).

V. Satisfaction and Recommendations

This theme explores the satisfaction levels of instructors with the hybrid learning model and provides recommendations for improvement to enhance the effectiveness of the educational approach. This theme is illustrated through several clustered sub-themes, including Satisfaction and Motivation in Hybrid Learning, Recommendations for Improvement, Enhancing Hybrid Learning Effectiveness, and Satisfaction with Hybrid Learning.

Each of these sub-themes highlights critical aspects of satisfaction and the pathways to improvement. Satisfaction and Motivation in Hybrid Learning explore the factors that contribute to instructors' satisfaction and motivation, including their experiences with the hybrid model and the benefits they perceive.

1. Satisfaction and Motivation in Hybrid Learning. Satisfaction and Motivation in Hybrid Learning explore the factors that contribute to instructors' overall satisfaction and motivation, focusing on their experiences and perceived benefits of the hybrid learning model. Informant 6 reported that:

Providing the necessary equipment for better learning is an aspect that needs improvement. Access to high-quality technology and resources can significantly enhance the effectiveness of the hybrid learning model (IDI6SS16).

Preparation is key to maximizing the effectiveness of the hybrid learning model. Informant 5 stated:

Preparing students for both modes of learning is important. Students should come to in-person classes prepared and review online materials beforehand. This preparation ensures meaningful participation during discussions and activities, making the hybrid model more effective (IDI5SS17).

2. Recommendations for Improvement. Recommendations for Improvement highlight the practical suggestions provided by instructors to enhance the hybrid learning model, aiming to address current challenges and optimize the educational experience.

Supporting students in the hybrid learning environment requires a collaborative effort between the department and the institution. Providing the necessary resources and addressing students' needs collectively can significantly enhance their learning experience (IDI6SS18).

Enhancing access to modern technological tools and resources is vital for creating a dynamic learning environment. Informant 3 emphasized:

Improving access to modern technological tools and resources is essential. By incorporating the latest technology in the classroom, both online and in-person, the learning experience can be made more interactive and engaging (IDI3SS19).

3. Enhancing Hybrid Learning Effectiveness. Enhancing Hybrid Learning Effectiveness delves into the strategies and practices that can improve the hybrid learning experience, ensuring both online and face-to-face components are effectively integrated and beneficial for students. Informant 7 indicated that:

Offering continuous training opportunities for both students and instructors is important. This ensures that everyone is up-to-date with the latest educational methods and technologies, which can improve the overall learning experience (IDI7SS19).

Creating a conducive learning environment is crucial for the successful implementation of educational changes. Informant 4 stated:

These changes can be implemented effectively by ensuring that the learning environment is conducive. For instance, maintaining a comfortable classroom environment will help students stay focused during face-to-face classes, which is essential for effective learning (IDI4SS20).

Analysis of Data

This study employs a qualitative method and thematic analysis to identify, analyze, and report patterns (themes) within the data, following the six phases of thematic analysis as outlined by Braun & Clarke (2020). The researcher meticulously collected data and extracted one hundred fifty-eight significant statements from the informants' responses, subsequently formulating an equal number of core meanings.

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From the detailed analysis of the informants' responses, five distinct themes emerged capturing the essence of the informants' experiences and insights. These themes are: Interaction and Engagement, Overcoming Challenges and Continuous Improvement, Technological and Logistical Considerations, Professional Development and Support, and Satisfaction and Recommendations. Each theme provides a comprehensive understanding of the various aspects and dynamics of the hybrid learning model.

I. Interaction and Engagement

Effective Communication and Direct Interaction. Professors reported that the 90-minute face-to-face classes facilitated effective communication and direct interaction, which are essential for building rapport and understanding. This aligns with the teaching presence component of the Community of Inquiry (CoI) framework, which involves the design and facilitation of the learning experience (Garrison, Anderson, & Archer, 2000). For example, Informant 1 highlighted that face-to-face classes allowed for more effective communication and simplification of complex topics (IDI1SS1).

Student Engagement and Participation. The immediate feedback and enhanced engagement in face-to-face classes were beneficial, particularly in subjects requiring hands-on experience. This corresponds to the social presence component of the CoI framework, emphasizing the importance of building a sense of community and interaction among students (Informant 6, IDI6SS1; Informant 4, IDI4SS2). Active student engagement and participation are crucial for promoting interactive learning and fostering a collaborative educational environment.

Enhancing Learning through Interaction. Real-time discussions and hands-on activities were vital for deepening students' understanding, which is a critical aspect of cognitive

presence in the CoI framework. This presence ensures that students can construct and confirm meaning through sustained reflection and discourse (Informant 7, IDI7SS9; Informant 5, IDI5SS9).

Management and Engagement Strategies. Professors employed various strategies to maintain student interest and ensure active involvement, such as incorporating interactive activities and adapting teaching styles. This aligns with the teaching presence in the CoI framework, focusing on the facilitation of learning (Informant 6, IDI6SS12; Informant 2, IDI2SS13).

II. Overcoming Challenges and Continuous Improvement

Adaptation and Continuous Improvement. Professors highlighted the need for flexibility and the importance of refining teaching methods to enhance educational outcomes. This theme aligns with the Technological Pedagogical Content Knowledge (TPACK) framework, which emphasizes the integration of technological, pedagogical, and content knowledge to adapt teaching strategies effectively (Mishra & Koehler, 2006). Informant 8 discussed the satisfaction with the hybrid model due to its versatility and comprehensive teaching approach (IDI8SS14).

Overcoming Challenges in Hybrid Learning. The initial and ongoing obstacles faced by instructors and students, and the strategies employed to navigate these challenges, were significant. Informant 8 commented on the impact of sharing knowledge and experiences from their own academic journey to enhance student learning (IDI8SS4). Effective strategies such as uploading video discussions and conducting recaps during face-to-face sessions were highlighted by Informant 3 (IDI3SS5).

III. Technological and Logistical Considerations

Logistical and Environmental Challenges. The practical barriers and environmental factors that affect classroom conditions and resource availability were significant. Informant 6 indicated the importance of having appropriate equipment for effective learning (IDI6SS2). This theme aligns with the TPACK framework's emphasis on the interplay between technology and pedagogy to create effective learning environments.

Technological Infrastructure and Connectivity Issues. Internet connectivity and the availability of necessary technological tools were critical issues highlighted by professors. Informant 4 noted the challenges students in remote areas face due to slow internet connections (IDI4SS7). This directly relates to the technological knowledge aspect of the TPACK framework, underscoring the need for adequate technological infrastructure.

Effective Use of Technology in Teaching. The integration of technological tools and platforms to enhance teaching methods and improve student engagement was emphasized. Informant 6 discussed regularly uploading video discussions and conducting assessments during face-to-face sessions to ensure comprehensive learning (IDI6SS5). This reflects the TPACK framework's focus on leveraging technology to support pedagogy.

IV. Professional Development and Support

Continuous Adaptation and Professional Development. Ongoing learning and professional growth were essential for meeting the demands of the hybrid learning environment. This theme aligns with Self-Determination Theory (SDT), which posits that autonomy, competence, and relatedness are crucial for motivation and professional satisfaction (Deci & Ryan, 1985). Informant 1 emphasized the need for continuous professional development to handle the hybrid model effectively (IDI1SS21).

Professional Development and Instructor Support. Providing instructors with necessary training and resources was crucial for enhancing teaching effectiveness. This theme supports the competence component of SDT, where feeling capable and effective in one's activities is critical for motivation (Informant 7, IDI7SS10).

Maintaining Motivation and Engagement. Professors highlighted the significance of maintaining motivation and engagement through work-life balance and interactive online sessions. This aligns with the relatedness component of SDT, which involves feeling connected and supported by others (Informant 5, IDI5SS16).

V. Satisfaction and Recommendations

Satisfaction and Motivation in Hybrid Learning. The satisfaction levels of instructors with the hybrid learning model were linked to the flexibility and effectiveness of the approach. Informant 6 noted the importance of having the necessary equipment to enhance the learning experience (IDI6SS16). This theme aligns with the cognitive presence aspect of the CoI framework, which involves the construction and confirmation of meaning through reflective discourse.

Recommendations for Improvement. Practical suggestions provided by instructors to enhance the hybrid learning model included improving technological resources and offering continuous training. Informant 3 emphasized the need for modern technological tools to make the learning experience more interactive (IDI3SS19). This reflects the teaching presence component of the CoI framework, which involves designing and facilitating the learning experience.

Enhancing Hybrid Learning Effectiveness. Strategies to improve the hybrid learning experience included continuous training opportunities and creating a conducive learning environment. Informant 4 highlighted the importance of a comfortable classroom environment for effective learning (IDI4SS20). This theme is related to the social presence aspect of the CoI framework, emphasizing the creation of a supportive and engaging learning community.

CONCLUSIONS AND RECOMMENDATIONS

The study titled "Navigating Hybrid Education: Criminology Professors' Experiences with 90-Minute Face-to-Face and Modular Online Learning" has revealed critical insights into the implementation and experiences of a hybrid learning model at Samar College. This model, which blends limited in-person sessions with modular online learning, presents a balanced approach to addressing the increasing student population and limited classroom resources. One of the key findings is the importance of effective communication and direct interaction during the 90-minute

face-to-face classes. These sessions facilitate better rapport and understanding between professors and students, which are vital for a supportive learning environment. The Community of Inquiry (CoI) framework highlights how these interactions, through teaching presence, enhance student engagement and participation, thereby reinforcing the effectiveness of face-to-face interactions in hybrid learning.

Student engagement, particularly in subjects requiring hands-on experience, is significantly bolstered by the immediate feedback and real-time discussions during in-person sessions. However, the study found that maintaining this level of engagement in the online component is more challenging. The cognitive and social presence elements of the CoI framework emphasize the necessity of continuous interaction and engagement in online modules to ensure that students remain actively involved and motivated. Professors have had to adapt their teaching methods to balance the different demands of face-to-face and online components, showcasing the need for flexibility and continuous improvement as suggested by the Technological Pedagogical Content Knowledge (TPACK) framework. This adaptation is crucial for addressing the diverse needs of students and improving educational outcomes.

Technological infrastructure and logistical considerations emerged as significant factors influencing the effectiveness of the hybrid learning model. Issues such as internet connectivity and the availability of technological tools were identified as major barriers. The TPACK framework underscores the importance of robust technological support in facilitating effective hybrid learning. Moreover, continuous professional development and support for professors were highlighted as essential for successful hybrid learning implementation. According to Self-Determination Theory (SDT), autonomy, competence, and relatedness are crucial for maintaining motivation and professional satisfaction. Providing adequate training and resources enables professors to adapt to new teaching methods and maintain their engagement.

The study also indicated that professors' satisfaction with the hybrid learning model is influenced by its flexibility and effectiveness. Practical recommendations for improvement include enhancing technological resources, offering continuous training, and creating a conducive learning environment. These steps are necessary to optimize the hybrid learning model and ensure effective education. In conclusion, while the hybrid learning model at Samar College offers significant benefits in terms of flexibility and enhanced learning opportunities, it also presents challenges that require ongoing adaptation, technological support, and professional development. By addressing these areas, the college can enhance the hybrid learning experience for both professors and students, leading to improved educational outcomes amidst increasing student populations and limited classroom resources.

To enhance the hybrid learning model at Samar College, it is crucial to focus on improving technological infrastructure and resources. The findings highlighted significant barriers related to internet connectivity and the availability of necessary technological tools, which are essential for effective online learning. By investing in robust technological infrastructure, including high-speed internet access and modern educational tools, the college can provide a more reliable and engaging online learning experience. This investment will also facilitate smoother integration of technology into teaching practices, allowing professors to utilize innovative methods to enhance student engagement and participation.

Continuous professional development for professors is another vital recommendation. The study underscored the importance of providing adequate training and resources to help educators adapt to new teaching methods and maintain their motivation. Offering regular workshops and training sessions on integrating technology and effective online teaching strategies will equip professors with the skills needed to navigate the hybrid learning environment successfully. Additionally, creating a supportive community where professors can share best practices and collaborate on teaching techniques will foster a culture of continuous improvement and professional growth.

Enhancing student support mechanisms is also essential for the success of the hybrid learning model. Developing strategies to increase student engagement in online modules, such as incorporating interactive content and providing real-time feedback, will help maintain their interest and motivation. Establishing a robust support system that includes academic advising, technical assistance, and access to online resources will address students' diverse needs and challenges. By ensuring that students have the necessary support and resources, the college can create a more inclusive and effective learning environment.

Creating a conducive learning environment that balances face-to-face and online components is equally important. Ensuring that physical classrooms are comfortable and well-equipped will enhance the in-person learning experience. Simultaneously, designing online modules that are interactive and user-friendly will improve the overall effectiveness of the hybrid model. Encouraging feedback from both professors and students on the hybrid learning experience will provide valuable insights for continuous refinement and improvement of the educational approach.

By focusing on these areas of technological infrastructure, professional development, student support, and learning environment, Samar College can optimize its hybrid learning model to better support both professors and students. These recommendations aim to address the current challenges and leverage the benefits of hybrid learning, ultimately leading to improved educational outcomes and a more adaptable and resilient educational system.

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