PRIMUM MOVENS JOURNAL
OFFICIAL DEPARTMENTAL RESEARCH PUBLICATION OF THE COLLEGE OF PHYSICAL THERAPY
ISSN:3082-4346 MAIDEN ISSUE VOL. 1 NO. 1

READINESS AND SATISFACTION OF COLLEGE OF PHYSICAL THERAPHY IN IMPLEMENTING HYBRID LEARNING

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ABSTRACT

This study set out to evaluate the physical therapy college's level of satisfaction and preparedness for introducing hybrid learning. For three days, data collection took place. Initially, the participants were given a questionnaire to complete and a personal demographic sheet (PDS). Thirty-five persons were able to participate in the study. The bulk of responders were female, single, and enrolled in Level 2 bachelor of science programs in physical therapy. They ranged in age from 18 to 21. The majority of respondents, 74.29% of whom were young adults and 76% of whom were female, were determined to be between the ages of 18 and 21. Second-year students made up 56.25 percent of the responses, compared to 43.75 percent of third-year students. With a mean score of 5.00, the populace is well-prepared for online learning and instruction. Multimedia device preparedness strategies are frequently implemented in universities, and blended learning systems boost student productivity. Instructors are aware of parental permission policies and safety protocols, and the majority of respondents are proficient in utilizing digital technologies for teamwork and communication. Students give hybrid learning an average rating of 3.92, indicating that they are quite happy. They look forward to in-person classes and find support in the upbeat attitudes of their peers. Even though online learning has limitations such as digitized texts, limited contact, and no in-person support, it is frequently compared to traditional classroom instruction. According to the study, 32% of students said that face-to-face classes were inspiring and effective, and 31% thought that they understood the material better.

Key words: *blended learning; face-2-face; online learning; **students'** readiness; students satisfaction; engagement; institutional support.*

INTRODUCTION

According to Singh and Reed (2001), a blended learning program uses many delivery methods. While Singh (2003) recommended changing this definition to read as follows in order to more effectively achieve learning objectives: "Blended learning focuses on maximizing achievement of learning objectives by applying the "right" personal learning technologies to observe the "right" personal learning style to transfer the "right" skills to the "right" person at the "right" time."Although the phrase blended learning is relatively new (Kahn &Linquist, 2002), the idea has been around for decades in fields like distant education.

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Meanwhile, blended learning is a modern instructional method that has gradually superseded e-learning in the majority of educational institutions. Salama contends that blended learning is a rational and scientifically acceptable alternative to e-learning since it produces greater yields, is less expensive, and combines more advanced types of learning. Similarly, Garrison and Kanuka (2004) contended that blended learning is a word that describes the numerous initiatives made by teachers to incorporate the element of technology into the traditional classroom setting, owing to the efficiency that this arrangement provides. The goal of blended learning is interactive learning, which results in the blending or mixing of a teacher's function in a traditional classroom with that in a virtual classroom. The technology used in blended learning is frequently meant to produce best student performance.

Due to the spreading of virus, traditional face-to-face instruction at higher education institutions was no longer an option, therefore teachers throughout the country turned to learning technology, particularly video conferencing (VC), a learning management system (LMS), and a video management system (VMS). These technologies enabled educators to continue with the classroom experience, albeit in a somewhat different form than before.

In the year 2021, several institutions began enabling students to engage in learning not only through the internet, but also in-person or restricted face-to-face sessions. Medical Colleges of Northern Philippines, in particular, provide some departments/courses with laboratory activities as an additional means of learning between face-to-face and online education, blended or hybrid classrooms, or any mix of the various teaching styles.

Leonor Briones, the secretary of the Department of Education (DepEd), emphasized that the Philippines has been using online instruction for decades, especially in the University of the Philippines as one of its educational institutions that has specialized in distance education for the longest period of time. She also stated that those who pursue education and study education have been exposed to distance and blended learning (Custodio, 2020).

Therefore, it clearly says that education must be proposed and perpetuated in each situation and in any manner that is viable in relation to the requirements and conditions of the learners.

The purpose of this study is to identify and evaluate the level of preparation and satisfaction of the College of Physical Therapy in introducing and involving hybrid learning adapting to the modern education system.

Research Design

This research utilized a descriptive survey research design to comprehensively describe the readiness and satisfaction of College of Physical Therapy in implementing hybrid learning.

Respondents of the Study

This study used convenient sampling. The respondents were chosen according to the availability and accessibility, as well as the researchers. To be included he/she must be a physical therapy student at Medical Colleges of Northern Philippines and undergone hybrid learning. Students who are currently

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enrolled in level 2 and level 3 are also included. Students who are in level 1 are excluded because they are not currently undergoing in limited face to face class and level 4 are also excluded because they are deployed for their clinical internship. Those who met the criteria and agreed to participate in the study were systematically assigned to fill out the survey questionnaire.

Data Gathering Tool

Personal Demographic Sheet.A set of questions which comprises of the respondent's personal data such as age, sex, civil status and their academic details (e.g., academic/year level or teacher). Research Questionnaire. A set of questions that is adopted and modified to inclined with readiness and satisfaction of respondents in implementing hybrid learning in Medical Colleges of Northern Philippines. Respondents answered about their readiness of the department in implementing hybrid learning on college of physical therapy and their satisfaction in engaging via face-to-face class and online class, as well as the support of the institution in implementing hybrid learning. Respondents rate their readiness towards implementing hybrid learning by checking the range using the 5-numerical scale (5-Always Ready; 4- Often Ready; 3- Ready; 2- Partially Ready; and 1- Not at All). Respondents rate their satisfaction towards implementing hybrid learning by checking the range using the 5-numerical scale (Scale: 5- Very Satisfied; 4- More than Satisfied; 3- Satisfied; 2- Partly satisfied; 1- Not at All). Respondents answered yes or no towards their engagement in face-to-face and online class, and according to the support provided by the institution.

Data Gathering Procedure

In preparation phase's goal, researchers come up with a solid and feasible thesis proposal. Provide context for the investigation, and review of related literature was done. Using the keywords (physical therapy, blended learning, hybrid learning, readiness), legitimate databases such as physical therapy journals, international journal, PubMed, SAGE journals were searched. The thesis proposal was done.

During this phase, prospective individuals and study sites was identified, as well as the development of approval letters, demographic profile and survey questionnaires was drafted. A letter addressed to the OIC-President of Medical Colleges of Northern Philippines asking permission to conduct the study was sent personally by the researcher. After a week the request was followed up. Upon approval, all subjects were briefed with the purpose of the study. Those who were available at that time and consented to participate in the study were asked to sign an informed consent form.
Implementation was conducted within one week. Initially, the respondents were given a personal demographic sheet (PDS). Data gathering was conducted through face to face and research questionnaire was given to respondents. After they answered the questionnaire, the data was collected completely. Research tabulated the collected data and passed to the statistician for checking and statistical treatment. After 7 working days, statistical treatment data was completed. Researchers analyzed and interpreted the data. Summary, conclusions, and recommendations were made.
All data gathered from the study was tabulated and sent to a statistician for analysis.

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Data Analysis

The data was expressed as frequency count and percentage distribution on statement of the problem number 1-demographic profile of students in terms of age, sex, civil status and on statement of the problem number 2-year level; weighted mean on statement number 3 in determining teachers respondents readiness in implementing hybrid learning, statement of the problem number 4 in determining students respondents readiness in implementing hybrid learning, and statement number 5 in determining students respondents satisfaction in implementing hybrid learning,; and frequency and rank in statement of the problem number 6, of the student's respondents engagement in online class, statement of the problem number 7 in assessing students engagement in online class, and statement of the problem number 8, in assessing institutional support in hybrid learning.

RESULT

The results and discussion chapter includes the presentation, analysis and interpretation of all the data gathered in this research study. The various results are presented in the succeeding tables. Analysis and interpretations of data are done every tabular presentation.

Table 1.1 FREQUENCY COUNT AND PERCENTAGE DISTRIBUTION OF THE DEMOGRAPHIC PROFILE OF THE RESPONDENTS IN TERMS OF AGE

RANGES OF AGE	Frequency	Percent
18-21	26	74.29
22-25	5	14.29
26-45	4	11.43
TOTAL	**35**	**100**

The demographic of the respondents in terms of age shows that the majority is in the range of 18 to 21 years old with a percentage of 74.29%. This was followed by 22 to 25 years old with a plurality of 14.29% and lastly 26 to 45 years old of 11.43% of the populace.
This implies that the responses are mostly young adults, which is the typical age of most students in their second- and third-year college level. Age did not significantly affect how well students fared in online courses.

According to several research supported by Diep (2016) and Ke&Xie (2009). However, other studies have found that older students are well enthusiast in the hybrid learning system (Chyung, 2007; Ke&Kwak, 2013), and who usually performing well in online classes (Dibiase&Kidwai, 2010; Hoskins & van Hooff, 2005; Rizvi 2019).

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Table 1.2 FREQUENCY COUNT AND PERCENTAGE DISTRIBUTION OF THE DEMOGRAPHIC PROFILE OF THE RESPONDENTS IN TERMS OF SEX

GENDER	Frequency	Percent
Female	29	82.86
Male	6	17.14
TOTAL	**35**	**100**

With a percentage of 82.86, females make up the highest proportion of the populace, while men make up the lowest proportion with a plurality of 17.14%. The fact that most people enrolling in physical therapy are women and very few people are men suggests that the majority of responders are also women. According to the study of Johanson (2007), Physical therapy has historically been a vocation that was predominately held by women, with female students making up much to 76% of the student body. When physical therapy students first enroll in their professional programs, there is no data to indicate whether they have different expectations for their future based on their gender.

Table 1.3 FREQUENCY COUNT AND PERCENTAGE DISTRIBUTION OF THE DEMOCGRAPHIC PROFILE OF THE RESPONDENTS IN TERMS OF CIVIL STATUS

CIVIL STATUS	Frequency	Percent
Single	32	91.43
Married	2	5.71
Widowed	1	2.86
TOTAL	**35**	**100**

Data incurred in the table above shows the highest perceived percentage of single with 91.43% in the populace in terms of civil status. Whereas some of the participants are perceived to be married with a plurality of 5.71% while widowed person are 2.86%.

Table 2.1 FREQUENCY COUNT AND PERCENTAGE DISTRIBUTION OF THE ACADEMIC DETAILS OF THE STUDENTS' RESPONDENTS IN TERMS OF YEAR LEVEL

Year Level	Frequency	Percent
Second Year	18	56.25
Third Year	14	43.75
Total	**32**	**100**

With a percentage of 56.25, data incurred in the table above expressed that majority of responders are in their second year level, and the lowest percentage of 43.75 perceived in third year level. This suggests that second-year students made up the majority of the population because they have the most enrollees compared to third year students.

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Table 3 FREQUENCY COUNT AND RANK OF THE STUDENT'S RESPONDENTS ENGAGEMENT IN FACE-TO-FACE CLASS

STATEMENTS	FREQUENCY	RANK
1. It is an effective motivating learning process.	32	1
2. Sessions are well organized that helped me improve my learning ability.	23	9
3. My attention and engagement in class was enhanced.	28	6.5
4. Felt confident to answer question.	29	5
5. Could relate to what was been to class.	17	10
6. I understand the content that is taught than in online class.	31	2.5
7. Involvement and engagement over what I am learning is the best way for me.	28	6.5
8. I can complete the topic on time, which motivates me to stick to the schedule.	31	2.5
9. I felt confidence in doing activities in class through demonstrations and presentations.	27	8
10. It is easier to understand topics.	30	4

In terms of students' engagement in the face-to-face classes, the study finds out that with the most plurality, 32 out of 100 respondents expressed that their institution provides them with effective and motivating learning methods. Hereafter 31% of the populace concluded that they understand their lesson through face-to-face settings than the online set up, the same result was perceived in statement 8, which expressed that the students could accomplish their topic on time and could be able to stick to their usual schedule compared to the online classes. The same thought was expressed in statement 10 that perceived a persistent assumption on the learning preference of the students towards face-to-face classes. Furthermore, the students are way more confident in answering class inquiries through face to face set up. 28% of the students also believed that they could get practical engagement on face to face over their learning journey, the same findings were also expressed in statement 3, stated that student's engagement and attentiveness are way better in face-to-face classes. While the statement "Could relate to what was been to class" has the lowest frequency of 17.

This implies that respondents have an effective motivating learning process when it comes to engaging in face-to-face class, which means that they are driven to attend to school and learn inside the classroom and that they can participate more effectively but disagree that they could relate to what has been taught to class perhaps because of the difficult teachings and topics.

CONCLUSION

It is shown that respondents are often ready and more than satisfied in implementing hybrid learning in college of physical therapy students. Findings also shown that the institution supports the students and teachers of college of physical therapy in implementing hybrid learning at Medical Colleges of Northern Philippines.

When it comes to analyzing teachers' readiness to implement hybrid learning, the majority of them are fully vaccinated, and the results also reveal that they are knowledgeable about the protocols, policies, and guidelines, as well as how to use media in implementing hybrid learning.

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Meanwhile, in terms of student preparation for hybrid learning implementation, they are always ready when it comes to their parents/guardians enabling them to attend face-to-face class, but the majority of them were not PhilHealth members.

It also indicates that the respondents were more than satisfied with the implementation of hybrid learning because it is stated that they can interact with their classmates face to face, but some of the materials provided during hybrid learning were not suitable for them in certain locations or at times that were convenient to them.

Printed handouts were a big help for respondents in terms of their learning, and the majority of them agreed that they have a longer attention span in face-to-face class than in online class, and that some of them were unable to get enough help to succeed in online class.

However, respondents acknowledged that face-to-face class is an effective motivating learning procedure, but some of them were unable to apply what was taught to class during face-to-face class. Lastly, institutional support was provided to respondents in order for them to be ready in implementing hybrid learning by conducting orientation and guaranteeing a strong and stable internet connection for teachers.

RECOMMENDATIONS

Based on the findings and conclusions reached, we, the researchers, generated potential suggestions for further development and enhancement as well as for a better outcome of this study. We recommend that the school will implement a more insightful orientation about blended learning policies and activities to students and teachers to ensure that everyone is properly informed and guided; it is also recommended that the school administration should offer skill enhancing seminar for teachers in utilizing multimedia and online resources to satisfy demands in distance learning; we recommend that the teachers should have proper assessment and standardized objective for their students during hybrid learning to determine whether or not the students are experiencing academic lag and for teachers to establish online material that is suitable for students to access anywhere they were or delivering hyperlinks along with instructions to their students, to conduct successful synchronous sessions owing to student connectivity issues or both can encourage autonomous learning; students enrolled in hybrid learning should apply for PhilHealth membership in order to have appropriate health insurance to cover their medical bills if ever they exposed to any unpleasant event, especially to COVID.

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