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An Explanatory Sequential Mixed Methods Approach to Exploring Hybrid Learning and Its Influence to Students' Academic Self-Efficacy, Academic Resiliency and Academic Motivation: Development of an Intervention Plan

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Abstract

Entering the now normal phase in education, hybrid learning was regarded as the preferred method of instruction in higher education. In order to establish an intervention plan, the study sought to explore how students' hybrid learning influenced the academic self-efficacy, academic resiliency, and academic motivation. The study employed a sequential explanatory mixed-method design. The respondents were Bachelor of Science in Information System and Bachelor of Science in Information Technology college students in selected colleges/universities in second legislative district in Bulacan. The samples were taken using Raosoft calculator, random sampling and purposive sampling. Meanwhile, the data were collected through standardized questionnaires and semi-structured interviews. A descriptive analysis and multiple analysis of variance were used to analyze the quantitative data, while thematic analysis for the qualitative data. According to the findings, this study found that each of the aforementioned aspects has a greater influence on one another when discussing the implementation of hybrid learning, with a focus and emphasis on the level of self-academic skills, academic resilience, and academic motivation. In addition, this study also found that students faced challenges in entering hybrid learning, such as financial issues, technology use, and lack of focus and motivation. Their coping mechanism is resilience in using hybrid learning. In light of the study's findings, the researcher insisted that it is necessary for administrators, teachers, staff, and students to embrace this advancement and that the school's management of pedagogical skills, which enhance students' autonomy, competence, perseverance, and self-regulation, should be strengthened. The researcher highly recommends implementing the proposed intervention plan to promote the well-being of students amidst the continuous advancement in academia. The institutionalization of an intervention program will alleviate the struggles and challenges of students in their academic activities.

Keywords: hybrid learning, academic self-efficacy, academic resiliency, academic motivation

1. Introduction

Much has changed in the educational sector. The most notable aspect of this transformation is the clear integration of technology into the routine learning process, which is known as hybrid learning. (Essa, 2023). Since technology has advanced and there is a need to build more adaptable and productive learning

settings, this method has attracted a lot of attention and become very popular. Through the usage of the internet, hybrid learning gives students a lot of access to meet their information demands without any classroom-related restrictions (Farliana, 2023). Hybrid learning also makes it easier to mix different types of learning, but learning still needs to be done since this is essential to its success. For people who learn more easily and with greater flexibility, it will be more beneficial when educational and technology resources combine.

In light of this, hybrid learning has many advantages, but it also has its share of drawbacks and difficulties. Higher education is employing creative solutions to the problem. University researchers are working to create face-to-face learning methods, among other things. Collaboration between educational institutions, teachers, students, and technology suppliers is necessary to overcome these obstacles. The importance of hybrid learning lies in the ability to provide an interactive environment that enables learners to learn through applying and practicing the knowledge they learn (Essa, 2023).

As a society in the now normal, educators need to ensure that students' psychological needs, such as academic self-efficacy, academic resiliency, and academic motivation, are met before they can even start learning in hybrid learning. Reach out to and check in with students before beginning a class. Check-in with parents and see what help their children might need. More importantly, gives students the time to adjust to the new ways of learning. Build relationships with them.

In a recent study by Balahadia (2022), BS Information System students gained a significant relationship between student profile in the device used in class internet connectivity, student type of data connection, capability to attend online classes, and their commitment to participate and submit class requirements. In addition, according to the study by Amelia, R., et al. (2020), student resilience is classified as high during the online learning period. From the results of student interviews, students' responses to online learning are positive, one of them argues that they are more independent in learning. High student resilience also affects student learning outcomes, although with online distance learning if the level of student resilience is high then the learning outcomes will be good. However, little work has been done on the impacts of online learning on students' academic motivation and academic self-efficacy. As a result, no clear learning-teaching model has been laid out to combine these aspects and thus, this study will attempt to find out. According to Wang and Gordon (as cited in Utami, 2020), learners with academic resiliency can turn a difficult setting into a source of motivation by holding on to their hopes, aligning themselves with goals, and having problem-solving skills. Ergo, based on various reviews, students who have the capacity to become resilient might also have high self-efficacy in facing online learning challenges. Moreover, research from Roellyana and Listiyandini (as cited in Sari, Aryansah, & Sari, 2020) explains that pupils who have high levels of resilience are more upbeat and believe things will get better.

Most of the students find hybrid learning influences their self-efficacy, resiliency, and motivation to study. Several studies have suggested associations among the variables included in this study. However, no previous study has focused solely on the influence of hybrid learning on academic self-efficacy, academic resiliency, and academic motivation. For this reason, the researcher came up with this study. Having interesting studies about the influence of hybrid learning on academic self-efficacy, academic resiliency, and academic motivation, this study intended to know the influence of hybrid learning on academic self-efficacy, academic resiliency, and academic motivation. Thus, the main objective of the study was to determine the relationship between hybrid learning on academic self-efficacy, academic resiliency, and academic motivation of the students taking up Information Systems and Information Technology college

students. Issues in hybrid learning and its influence on the academic self-efficacy, academic resiliency, and academic motivation of students were analyzed throughout the study.

In this study, the researcher focused on hybrid learning and its influence on academic self-efficacy, academic resiliency, and academic motivation of Information System and Information Technology students in selected colleges and universities from the second legislative district of Bulacan to make the findings more precise. The findings of this study would contribute not only to the school administration, faculty, and students but also would give new knowledge and information in the field of educational psychology. The study would like to contribute to the new psychological paradigms that existed during a very particular academic situation where there are limited interactions between and among students.

Research Questions

This study aimed to determine the significant influences of hybrid learning on student's academic self-efficacy, academic resiliency and academic motivation as a basis for the development of an intervention plan that is intended to further enhance academic self-efficacy, academic resiliency and academic motivation of the BSIS/BSIT students.

Specifically, this sought to answer the following questions:

Quantitative Analysis:

1. How may the students' hybrid learning be described in terms of:

1.1 technology skills,
1.2 learning preferences and study habits
1.3 self-direction?

2. How may the students' academic self-efficacy be described in terms of:

2.1 perceived control,
2.2 competence,
2.3 persistence, and
2.4 self-regulated learning?

3. How may the students' academic resiliency be described in terms of:

3.1 perseverance,
3.2 reflecting and adaptive help seeking, and
3.3 negative affect and emotional response?

4. How may the students' academic motivation be described in terms of:

4.1 intrinsic motivation,
4.2 extrinsic motivation and
4.3 amotivation?

5. Is there a significant influence between students' hybrid learning and academic self-efficacy?
6. Is there a significant influence between students' hybrid learning and academic resiliency?
7. Is there a significant influence between students' hybrid learning and academic motivation?
8. Based on the findings of the study, what intervention program can be developed to further enhance the academic self-efficacy, academic resiliency and academic motivation of the students?

Qualitative Analysis:

1. How may the participants understand the perception of hybrid learning, academic self-efficacy, academic resiliency and academic motivation?
2. How may the participants learning experiences and challenges in hybrid learning encountered?

3. What are the coping mechanisms of the participants in enhancing academic self-efficacy, academic resiliency and academic motivation hybrid learning?

2. Methods

Research Design. The study employed sequential explanatory mixed methods approach, meaning that the researcher used a systematic integration of quantitative and qualitative data in a single study. The quantitative data was analyzed first followed by qualitative data to gain a deeper understanding and provide explanations how hybrid learning influence to academic self-efficacy, academic resiliency and academic motivation. The qualitative data was used in the subsequent interpretation and clarification of the result for the quantitative data analysis. Moreover, the quantitative design was used to emphasize while the qualitative design was used in the explanatory approaches. Because this study approach incorporates both quantitative and qualitative data, a comprehensive explanation of the research design is appropriate provided by the data collection (Mertler, 2020). The researcher can express participants' viewpoints using a descriptive study without change brought about by an intervention (Mertler, 2020).

This study started with a quantitative phase involving administration of standardized questionnaires, tabulation and statistical analysis of gathered data. Following the quantitative phase, a qualitative phase was conducted with the use of semi-structured interviews, coding and thematic analysis to explore the research problem in-depth, generate key themes, and provide context for subsequent quantitative research.. After both phases were complete, the researcher analyzed the data from both the quantitative and qualitative phases involving comparing findings, looking for patterns and inconsistencies, and using the qualitative insights to help interpret the quantitative results.

Respondents of the Study. The respondents of the study were first year to fourth year college students from Bachelor of Science in Information Technology and Bachelor of Science in Information System of the three institutions from second legislative district of Bulacan which was coded as School A, B, and C respectively.

Table 1:Respondents of the Study

Course	**1st Year**			**2nd Year**			**3rd Year**			**4th Year**			**Total**	
School	N	% of total pop	n	N	% of total pop	N	N	% of total pop	N	N	% of total pop	n	**N**	**n**
A	309	33.53	172	244	29.24	150	111	16.96	87	141	20.27	104	805	513
B	38	39.77	35	30	31.82	28	19	21.59	19	6	6.82	6	93	88
C	125	51.63	95	59	28.26	52	40	20.11	37	0	0	0	349	184
Total													1247	785

For quantitative phase, a sample size of 785 college students were randomly selected from a total population of 1, 247 college students. Table 1 showed the distribution of respondents in each corresponding courses. The sample size was selected with the use of Raosoft sample size calculation using the following standards: the margin of error of 5% and confidence level of 95%. To select respondents, simple random technique was utilized to ensure that all of the respondents have an equal chance of being selected.

For qualitative phase, ten (10) participants were selected as interviewee to explore the perceptions of the participants in hybrid learning, academic self-efficacy, academic resiliency and academic motivation. To select respondents, purposive sampling was utilized since this study aims to gather in-depth insights and explore particular experiences aligning with problems of the study.

Instrument of the Study. The instruments that were utilized to gather the quantitative data were the following standardized survey questionnaires. First, Hybrid Learning Questionnaire, an adapted questionnaire from the study entitled Roadmap for Future Tertiary Education in PNG: Empirical Learning authored by Dr. Lemuel Nalugon (2020), used to determine the general learning experiences of the students under hybrid learning modality. Second, General Academic Self-Efficacy **S**cale, a self-report test used to evaluate a clear and concise measure for academic self-efficacy. Third, Academic Resiliency Scale, developed by Cassidy (2016) aim to provide a context-specific construct measure of academic resilience based on student responses to academic adversity. Fourth, Academic Motivation Scale, Likert-scaled exam measures the motivation for learning. For qualitative data, validated open-ended questionnaire were utilized.

Data Gathering Procedure. In gathering the data, the researcher carried out the following procedure. A permission letter was sent to the Dean of the involved institutions to conduct the study. Upon approval, the researcher administered the questionnaires for quantitative data. Then, questionnaires were gathered for data tabulation, statistical analysis and interpretation. Afterwards, the researcher focused on the qualitative phase which supported the result of the analysis of the data gathered in quantitative phase.

Data Analysis. The data collected were tabulated and were processed using Statistical Packages for Social Sciences (SPSS). The following statistical procedure was employed in analyzing the data: frequency counts, weighted mean and multiple analysis of variance. Utilizing the Likert types of scales, the main variables were measured. Open-ended questions were subjected to text analysis, which identified frequent responses and provided valuable insights gleaned from the respondents.

3. Results

Quantitative Findings. The means for the constructs of the survey as well as the interpretation can be seen on the following tables. The low means indicated that the responses for survey constructs data were closely related to the average, therefore reliable (Patten & Newhart, 2020). Furthermore in this section, the average mean is shown for each survey item as well as presentation of regression analysis.

Influence of Hybrid Learning to Academic Self-Efficacy

In this study, it was stated in the hypothesis (Ho) that students' hybrid learning does not have significant influence on academic self-efficacy. To determine this, the data were subjected to multiple correlations and regression analyses. Table 15 summarized the statistics and analysis results.

Results of the regression analysis indicate that the students' hybrid learning influence academic self-efficacy in varying extent as shown by the non-zero coefficients. A closer look at the obtained B coefficients, one could deduce that three (3) variables yielded B coefficients of 0.326 (technology skills), 0.535 (learning preferences and study habits), and 0.12 (self-direction) with associated probability less than the significance level set at 0.05. This means that technology skills, learning preferences and study habits, and self-direction significantly influence academic self-efficacy that for every unit improvement in variables mentioned, academic self-efficacy can be expected to increase by 0.326, 0.535, and 0.12, respectively.

Table 15:Regression Analysis of Hybrid Learning to Academic Self-Efficacy

Variables	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	0.147	0.062		2.375	0.018
Technology skills	0.326	0.021	0.321	15.745	0.000
Learning preferences and study habits	0.535	0.026	0.517	20.721	0.000
Self-direction	0.12	0.017	0.17	7.06	0.000
r-square = .843					
R-value = .919					
F-value = 1416.978					
p-value = .000					
alpha = .05					

Analysis of the sustained Beta coefficients would reveal that variables of students' hybrid learning appeared to be the best predictors of academic self-efficacy. Results of the analysis of variance of the regression of students' hybrid learning on academic self-efficacy revealed an F-value of 1416.978 with a p-value of 0.000. Since the associated probability of the obtained F-value is lower than alpha (0.05), the null hypothesis is rejected. This means that the variables of students' hybrid learning exert very strong significant influence on academic self-efficacy.

According to Rorimpandey and Midun's data analysis, the following conclusions were made: 1) the hybrid learning strategy had a significant impact on improving learning outcomes in understanding and applying concepts; 2) the level of students' self-efficacy has a significant impact on learning outcomes in understanding and applying concepts; 3) there is no interaction effect of hybrid learning and self-efficacy strategies on concept understanding; 4) there is an interaction effect. Thus, this study supports the notion that one of the best learning models for students who are still adjusting to the development of internet technology is hybrid learning.

Influence of Hybrid Learning to Academic Resiliency

In this study, it was stated in the hypothesis (Ho) that students' hybrid learning does not have significant influence on academic resiliency. To determine this, the data were subjected to multiple correlations and regression analyses. Table 16 summarized the statistics and analysis results. As can be seen, each of the hybrid learning indicators are correlated with the criterion academic resiliency, in varying degrees as evidenced by their B coefficients which are non-zero.

Results of the regression analysis indicate that the students' hybrid learning influence academic resiliency in varying extent as shown by the non-zero coefficients. A closer look at the obtained B coefficients, one could deduce that three (3) variables yielded B coefficients of 0.158 (technology skills), 0.14 (learning preferences and study habits), and 0.178 (self-direction) with associated probability less than the significance level set at 0.05. This means that technology skills, learning preferences and study habits, and self-direction significantly influence academic resiliency that for every unit improvement in variables mentioned, academic resiliency can be expected to increase by 0.158, 0.14, and 0.178, respectively.

Table 16:Regression Analysis of Hybrid Learning on Academic Resiliency

Variables	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	1.724	0.071		24.133	0.000
Technology skills	0.158	0.024	0.231	6.618	0.000
Learning preferences and study habits	0.14	0.03	0.202	4.707	0.000
Self-direction	0.178	0.02	0.377	9.107	0.000
r-square = .538					
R-value = .735					
f-value = 307.756					
p-value = .000					
alpha = .05					

Analysis of the sustained Beta coefficients would reveal that variables of students' hybrid learning appeared to be the best predictors of academic resiliency. Results of the analysis of variance of the regression of students' hybrid learning on academic self-efficacy revealed an F-value of 307.756 with a p-value of 0.000. Since the associated probability of the obtained F-value is lower than alpha (0.05), the null hypothesis is rejected. This means that the variables of students' hybrid learning exert strong significant influence on academic resiliency.

The study Wandansari (2021) came to the conclusion that one of the difficulties during the pandemic is the educational issues that students with impairments face. Today's educational system needs to be inclusive, and hybrid learning may provide a different approach to this problem. Though other relevant aspects to take into account when evaluating the efficiency of results include various institutional situations or the backgrounds of people with special needs. However, the option of applying hybrid learning to students with disabilities not only spurs innovation in linked disciplines but also equips students with disabilities with altered resilience, ensuring that they are always prepared to deal with a variety of learning settings.

Influence of Hybrid Learning to Academic Motivation

In this study, it was stated in the hypothesis (Ho) that students' hybrid learning does not have significant influence on academic motivation. To determine this, the data were subjected to multiple correlations and regression analyses. Table 17 summarizes the statistics and analysis results. Apparently, each of the hybrid learning indicators are correlated with the criterion academic motivation, in varying degrees as evidenced by their B coefficients which are non-zero.

Table 17:Regression Analysis of Hybrid Learning on Academic Motivation

Variables	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	3.25	0.109		29.825	0.000
Technology skills	0.057	0.036	0.08	1.568	0.117
Learning preferences and study habits	0.11	0.045	0.151	2.426	0.016
Self-direction	0.043	0.03	0.087	1.444	0.149

r-square = .020
R-value = .153
f-value = 6.275
p-value = .000
alpha = .05

Results of the regression analysis indicate that the students' hybrid learning influence academic motivation in varying extent as shown by the non-zero coefficients. A closer look at the obtained B coefficients, one could deduce that three (3) variables yielded B coefficients of 0.057 (technology skills), 0.11 (learning preferences and study habits), and 0.043 (self-direction) with associated probability less than the significance level set at 0.05. This means that technology skills, learning preferences and study habits, and self-direction significantly influence academic motivation that for every unit improvement in variables mentioned, academic resiliency can be expected to increase by 0.057, 0.11, and 0.043, respectively.

Analysis of the sustained Beta coefficients would reveal that variables of students' hybrid learning appeared to be the best predictors of academic motivation. Results of the analysis of variance of the regression of students' hybrid learning on academic motivation revealed an F-value of 6.275 with a p-value of 0.000. Since the associated probability of the obtained F-value is lower than alpha (0.05), the null hypothesis is rejected. This means that the variables of students' hybrid learning exert very weak significant influence on academic motivation.

Azuelo and Migalang's (2020) study found that using a hybrid learning technique significantly improved students' cognitive learning. Extrinsic motivation from pupils, however, showed that they were only somewhat driven. Students were also driven by the following factors, such as motivation for their careers and motivation for their grades. The 0.05 level revealed no difference between these motivational factors. The students' cognitive learning improved as a result of exposure to the hybrid learning technique because there was a significant difference between the pretest and posttest. For educators and academic planners, the study will provide useful information about how combining face-to-face interaction with a virtual environment might enhance students' learning. These threshold findings on the current pedagogical tendencies would have a more beneficial effect on students' cognitive learning and development.

Qualitative Findings. There were frequent comparisons performed between the information obtained from the interview and the codes created. This process was used to extract the participants' understanding of the perceptions on hybrid learning, academic self-efficacy, academic resiliency and academic motivation in terms of their learning experience, challenges and coping mechanisms that they encountered.

Table 19: Integration of the Quantitative and Qualitative Data Analysis of the Influence of Students' Hybrid Learning to Academic Self-Efficacy, Academic Resiliency, Academic Motivation to Develop an Intervention Plan/Key Priority Areas

QUANTITATIVE Least rated elements	QUALITATIVE Themes derived from the interview	INTEGRATED THEME Pillars/ Key Priority Areas
I can use word processing, slide presentation and spreadsheet software resources.	Alternative Platform for Learning	Determine the most suitable teaching methods that would consider learning from in-person

		and online content such as lectures, recordings or Podcasts
Avoid being caught in situation you disapprove	Competence	Conduct surveys and understand the current technology skill levels on using word processing, slide presentation and spreadsheet software resources.
I would start to monitor and evaluate my achievements and effort.	Strength and Logic	Encourage students to reflect on their academic goals and aspirations.
I would start to self-impose, rewards and punishments depending on my performance.	Academic Growth	Guide them in identifying their strengths and areas that require improvement
I would feel like everything was ruined and was going wrong.	Purpose and Goal Driven	Foster a supportive community environment that encourages feeling of importance and succeeding in life.
Because I experience pleasure and satisfaction while learning new things.	Time management	Provide strategies for cultivating a positive inner dialogue

Intervention Plan

In light of the findings of the survey and regression analysis above, the present study proposes several interventions to further develop the academic self-efficacy, academic resiliency and academic motivation of students among the colleges in second legislative district.

In particular, this proposed development of an intervention plan is address to strengthen the students' academic resiliency in dealing with hybrid learning since academic resiliency is found to obtain the weakest points among the three variables included as part of this study. This plan is intended to give students the tools they need to manage their level of resilience and to give them the power to develop academic resilience through the following indicators: encouraging persistence in the face of obstacles, setbacks, and difficulties; achieving academic success through reflective practices and adaptive help-seeking strategies; and managing negative affect and emotional reactions, enhancing academic resilience and enabling students to overcome.

Moreover, proposing the development of an intervention plan is also address to specific indicators such as hybrid learning in terms of technology skills, learning preferences and study habits, academic self-efficacy in terms of self-regulated learning, and academic motivation in terms of extrinsic and amotivation.

Table 20: Proposed Intervention Plan

Key Responsibility Area	Strategies	Intended Learning Outcomes	Persons Involved	Budget
Orientation and Familiarization	General conceptual model Assembly	• Facilitate an orientation and session to continuously familiarize students with the existing hybrid learning modality	Administrators Faculty BSIS/BSIT Students	
Exploring Technology Skills	Current Skills Assessment	• Conduct surveys and understand the current technology skill levels on using word processing, slide presentation and spreadsheet software resources.	IT Personnel Faculty BSIS/BSIT Students	
	Online Platforms Accessibility	• Develop clear and structured training that will be used to teach Learning Management Systems and online platforms	IT Personnel Faculty BSIS/BSIT Students	
Learning Preferences and Study Habits	Innovative Teaching Methods	• Determine the most suitable teaching methods that would consider learning from in-person and online content such as lectures, recordings or Podcasts	IT Personnel Faculty BSIS/BSIT Students	
Understanding Academic Resiliency	• Session on Self-Assessment and Goal Setting • Reflective Journals	• Encourage students to reflect on their academic goals and aspirations. • Guide them in identifying their	Administrators Guidance Personnel Faculty BSIS/BSIT Students	

		strengths and areas that require improvement	
Growth Mindset and Positive Talk	Mediation and Mindfulness Exercise	• Provide strategies for cultivating a positive inner dialogue • Promote self-awareness and stress reduction	Administrators Guidance Personnel Faculty BSIS/BSIT Students
Sense of Perseverance	Time Management Techniques including Promodoro Technique and Task Prioritization	• Discuss the importance of seeking help and resources when faced with difficult concepts • Teach effective study strategies such as spaced repetition and active recall	Administrators Guidance Personnel Faculty BSIS/BSIT Students
Strengthening Reflective and Adaptive Seeking	Projects or assignments Peer-led Workshops	• Assign projects or assignments that involve receiving feedback and encourage students to reflect on how they can use it to improve • Facilitate peer-led workshops where students share their experiences in seeking help and reflect on the outcomes	Administrators Guidance Personnel Faculty BSIS/BSIT Students
Emotion Regulation	• Practical Emotion Regulation Techniques • Role-Playing Scenarios	• Provide resources, videos, and guided exercises to practice emotion regulation	Administrators Guidance Personnel Faculty BSIS/BSIT Students

Developing a Healthy Mindset	Weekly Meetings Group Sharing	• Facilitate discussions on self-compassion and the importance of treating oneself kindly during setbacks • Create a peer support group where students can share their experiences with negative emotions and stress	Administrators Guidance Personnel Faculty BSIS/BSIT Students
Reflection and Adaptive Coping Sustainability	Guided Reflections Activity Weekly Journal Writing on Personalized Resilience Plans	• Encourage creative outlets for guided reflections like art, music, or writing as ways to channel and express emotions • Encourage students to create personalized "resilience plans" that outline their preferred strategies for maintaining emotional balance	Administrators Guidance Personnel Faculty BSIS/BSIT Students
Self-Regulated Learning	Mentoring and Peer Support	• Consider implementing mentoring or peer support networks to encourage participants for help to overcome difficulties.	Administrators Guidance Personnel Faculty BSIS/BSIT Students
Extrinsic Motivation	Supportive Environment	• Foster a supportive community environment that encourages feeling of importance	Administrators Guidance Personnel Faculty BSIS/BSIT Students

		and succeeding in life.	
Amotivation	Experiential Learning	• Engage participants in experiential activities related to their goals to create a sense of achievement and interest	Administrators Guidance Personnel Faculty BSIS/BSIT Students

In order to foster academic resilience, formative assessments are essential. Students receive continual feedback from them that enables them to recognize their strengths, places for development, and techniques for boosting resilience. To promote academic resilience, the following formative exams may be employed. Summative evaluations of academic resiliency track the overall results of initiatives, plans, or plans targeted at improving students' capacity to overcome obstacles and succeed academically. The summative tests listed below can be used to gauge academic resiliency.

4. Discussions

Throughout educational psychology and other fields, "hybrid learning" became a popular educational model especially in response to global disruptions. This mode of learning uniquely impacts students' academic self-efficacy, resiliency, and motivation, shaping their overall academic experience and performance. According to the study's findings, students' hybrid learning is consistently showing influence on academic self-efficacy, academic resiliency and academic motivation. Intervention plan could help Successful hybrid learning systems design and implement supportive structures, encourage interaction, and provide resources to maximize positive outcomes on these critical academic constructs.

Conclusions

Based on the findings of this study, the following conclusions may be drawn:

1. The students' hybrid learning in terms of technology skills, learning preferences and study habits, and self-direction were reported to be very true. This suggests that, based on the study's findings, students' hybrid learning looked to be clearly accurate.
2. Similarly, the students' academic self-efficacy in terms of perceived control, competence, persistence and self-regulated learning were found to be very true. The findings revealed that the more academically efficacious the students, the more that they are disciplined, competent, persistent and regulated.
3. Academic resiliency in terms of perseverance, reflecting and adaptive help seeking, and negative affect and emotional response seemed likely among the students. The research findings revealed that students are probably resilient in their academic work in terms of introspection, seeking assistance, dealing with difficult emotions, and emotional reactions.
4. The students' academic motivation in terms of intrinsic motivation, extrinsic motivation and amotivation were found to corresponds a lot. It can be ascertained that in terms of motivational constructs, the findings implied that internal, external and amotivation students positively respond.
5. Students' hybrid learning has significant influence on academic self-efficacy, academic resiliency and academic motivation. It can be cinched that in the implementation of hybrid learning, students' level

of academic self-efficacy, academic resiliency and academic motivation should be given utmost priority since these variables significantly influence each other.

Recommendations

With the findings and conclusions drawn from the study, the researcher proposes the following recommendations:

1. The implementation of Hybrid Learning brought opportunities and challenges in the academia. This brought the greater advancement of technology in the 21st Century learning spaces. With this the researcher asserts that it is imperative for administrators, teachers, staff and students to embrace this advancement which will positively impact the psychological atmosphere of the classrooms.
2. Self-efficacy has been widely studied in many disciplines but it has not yet raised findings on the implementation of Hybrid Learning in a post-pandemic setting where study posited that academia should into harnessing the beliefs of the students in their capacities and capabilities. The study recommends that school administer pedagogical practices that heightens the students' independence, competence, persistence and self-regulation. This will likely break the students' stigma after going through the rough COVID-19 aftermath.
3. The academia is always faced with the ever-changing educational landscape that is brought not only with technology but also with the unprecedented events such as health crisis. The study is centered on advocating academic resiliency where learning how to reflect, seek for help, face adversities and emotional dilemmas should be practiced and prioritized. With this, it is recommended that institutions should create an atmosphere for safe spaces where every individual in the academia could psychologically processes unique experiences that will lead to academic success.
4. While it is a given fact that motivation both intrinsic and extrinsic affects the success of any endeavor, it is interesting to note that the study recommends that motivating the students should be looked into with much considerations. This, thus, encourages the institution to generate activities that directly target the academic motivations of the students especially in hybrid learning of modality.
5. In light of the findings of the study, the researcher greatly recommends to create an institutional plan to orient, assimilate and promote health and well-being of the students amidst the perpetual development in the academia. The institutionalization of an intervention plan will ease in the struggles and challenges of the students in their academic pursuits.

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