

Students' Perceptions of Teacher Competencies in Hybrid Learning Environment

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Abstract

This study investigated students' perceptions of teacher competencies in hybrid learning in one of the private higher education institutions in Bohol, integrating face-to-face and online instruction. Using a descriptive-survey design with 406 student respondents, findings revealed a nuanced picture of teacher effectiveness. Teachers demonstrated high competence in Assessment & Learner Support ($M=3.58$), aligning with the TPACK framework, but showed moderate proficiency in Adaptive Instruction & Content Relevance ($M=3.14$) and Instructional Design ($M=2.66$), reflecting challenges in managing hybrid resources as described by the Technology Acceptance Model. A critical area for improvement was Engagement & Modality Management ($M=2.39$), highlighting difficulties in balancing synchronous and asynchronous participation. Regarding communication abilities, while teachers excelled in Clarity and Respectful Interaction ($M=3.70$), they struggled significantly with Timely and Constructive Feedback ($M=2.50$), a common challenge in dynamic hybrid settings. Furthermore, the study found statistically significant differences in students' perceptions of teacher competencies based on gender ($p = .041$), year level ($p = .042$), and department ($p = .015$), indicating that demographic characteristics influence evaluation. A significant positive relationship was also observed between students' age and their perceptions of technological ($\rho = .135$, $p = .007$), pedagogical ($\rho = .128$, $p = .011$), and communication ($\rho = .142$, $p = .005$) competencies, suggesting that older students tend to rate teacher competencies more positively. The study concludes that while teachers possess foundational competencies, targeted professional development is crucial to enhance digital fluency, adaptive pedagogical strategies, and effective feedback mechanisms in hybrid learning environments, considering the diverse perceptions influenced by student demographics.

Keywords: Students' Perceptions, Communication Abilities, Hybrid Learning, Pedagogical Practices, Teacher Competencies, Technological Proficiency.

1. Introduction

Globally, hybrid learning has become a major instructional approach in higher education due to rapid technological advancement and the increasing demand for flexible learning. Educational institutions worldwide have integrated online and face-to-face instruction to improve accessibility, continuity, and

student engagement. As a result, teachers are expected to possess strong technological, pedagogical, and communication competencies to effectively manage hybrid learning environments.

In the local context, one of the private higher education institutions in Bohol adopted hybrid learning to address challenges related to geography, limited resources, and infrastructure constraints while ensuring inclusive and continuous education. However, issues such as inconsistent internet access, varying digital literacy, and the need for effective online communication continue to affect the quality of hybrid instruction and student learning experiences.

Despite the growing number of studies on hybrid learning, limited research has focused on students' perceptions of teacher competencies in regional higher education institutions. Existing studies often emphasize implementation and teacher self-assessment rather than student experiences. This research seeks to fill this gap by examining the competencies students consider essential for effective hybrid teaching and their influence on student engagement and satisfaction.

The significance of this study lies in its potential to provide valuable insights for students, educators, institutions, policymakers, and teacher training programs. The findings may help improve instructional quality, guide professional development initiatives, strengthen curriculum planning, and support educational policies related to hybrid learning. Furthermore, the study supports United Nations Sustainable Development Goal 4 by promoting quality and inclusive education through effective teacher competencies in hybrid learning environments.

2. Methodology

2.1 Research Design

This study will utilize a quantitative descriptive-correlational research design to examine students' perceptions of teacher competencies in hybrid learning in one of the private higher education institutions in Bohol. The descriptive component will identify the level of teacher competencies in terms of technological proficiency, pedagogical practices, and communication abilities, while the correlational component will determine the relationships among the study variables. Using a structured survey questionnaire, the study aims to gather quantifiable data regarding students' experiences and satisfaction with hybrid learning.

2.2 Locale

The study will be conducted in one of the private higher education institutions in Bohol, an education institution offering various academic programs, including Teacher Education, Criminology, Accountancy, Hospitality Management, and Industrial Technology. The institution has adopted hybrid learning modalities that combine face-to-face and online instruction, making it an appropriate setting for examining students' perceptions of teacher competencies in hybrid learning environments.

2.3 Population and Sampling

The respondents of the study will be college students enrolled in one of the private higher education institutions in Bohol, who have experienced hybrid learning. The target population consists of 570 fourth-year students who have been extensively exposed to hybrid instruction since the post-pandemic period. These students were selected because of their substantial experience with both online and face-to-face learning modalities, making them appropriate participants for assessing teacher competencies in hybrid learning environments.

The study will utilize purposive sampling in selecting the respondents, specifically focusing on fourth-year college students who have experienced hybrid learning in one of the private higher education

institutions in Bohol. Using a standard online sample size calculator with a 95% confidence level and a 5% margin of error, the required sample size for the population of 570 students was 230 respondents. However, the researchers successfully gathered 406 valid responses, exceeding the minimum sample requirement and strengthening the reliability, representativeness, and statistical power of the study.

2.4 Instrumentation

The study will use a structured survey questionnaire designed to measure students' perceptions of teacher competencies in terms of technological proficiency, pedagogical competence, communication skills, and overall satisfaction with hybrid learning. The questionnaire will utilize a five-point Likert scale and will undergo pilot testing to ensure clarity and appropriateness. Cronbach's alpha will also be employed to determine the reliability and internal consistency of the instrument, with a coefficient of 0.70 or higher considered acceptable.

2.5 Data Collection Procedure

The researchers will first secure institutional approval and ethics clearance before conducting the study. Respondents will be recruited through classroom announcements, institutional email channels, and student social media groups. After obtaining informed consent, the validated questionnaire will be distributed either in printed form or through online survey platforms. All responses will remain anonymous and confidential, and collected data will be screened, encoded, and analyzed using appropriate statistical tools to identify patterns and relationships related to students' perceptions of teacher competencies in hybrid learning.

2.6 Ethical Considerations

The study will strictly adhere to ethical standards to protect the rights and welfare of respondents. Participants will be informed about the purpose of the study, the voluntary nature of participation, and their right to withdraw at any time without penalty. Confidentiality and anonymity will be maintained through secure data handling and aggregated reporting of results. Potential risks, such as emotional discomfort or social desirability bias, will be minimized through clear communication and assurance of confidentiality. The research protocol will undergo ethics review and approval, and all collected data will be securely stored and properly disposed of after the completion of the study.

3. Results

3.1 Profile of the Respondents

Table 1 presents the demographic profile of the 406 respondents, showing that the majority were young adults aged 19–22 (77.8%), predominantly female (60.9%), and almost exclusively fourth-year students (97.8%). The distribution across departments shows the highest representation from the College of Business and Accountancy (42.9%), followed by the College of Criminal Justice Education (25.6%). This profile indicates that the respondents possess substantial academic maturity and extensive exposure to hybrid learning modalities, making their assessments of teacher competencies highly credible. The concentration of senior-level students is particularly significant, as research suggests that advanced students provide more nuanced and reliable evaluations of instructional quality due to their prolonged engagement with both physical and digital learning environments (Osaili et al., 2023; Yalan, 2025). Furthermore, the predominantly female composition and departmental variations observed are consistent with global trends in higher education research, where gender and field of study are recognized as key structural variables that influence students' expectations and perceptions of digital course delivery (Nomie-

Sato et al., 2022; Wasserman, 2023). These demographic factors provide a critical baseline for understanding the variations in perception reported in subsequent sections of this study.

Profile of the Respondents

N = 406

Profile Variable	Category	Frequency	Percentage
Age	15–18	2	0.7
	19–22	315	77.8
	23–26	68	16.8
	27 and above	20	4.7
Total		406	100%
Gender/Sex	Female	247	60.9
	Male	153	37.7
	Prefer not to say	6	1.4
Total		406	100%
Year Level	First Year	1	0.2
	Third Year	8	2.0
	Fourth Year	397	97.8
Total		406	100%
Department	CBA	174	42.9
	CCJE	104	25.6
	CHM	70	17.3
	CHSSC	25	6.2
	CIT	22	5.4
	CITech	24	5.9
	CTE	20	4.9
Total		406	100%

3.2 Level of Students' Perception towards Teachers' Technological Competencies in Hybrid Learning

The results show that students perceive their teachers to have a High Level of competency in content-focused areas such as Content Creation & Tool Proficiency (M=3.34) and Instructional Integration (M=3.33), suggesting a strong foundational mastery of digital literacy that aligns with modern instructional standards (Agus, 2026). However, this proficiency does not fully extend to interactive and operational domains, as evidenced by the Moderate Level ratings for Collaborative & Social Learning Support (M=3.00) and Technical Troubleshooting (M=2.99). These findings highlight a common "interaction gap" and "troubleshooting barrier" documented in blended learning literature, where educators often excel at content delivery but struggle with real-time technical problem-solving and the facilitation of dynamic digital communities (iNACOL, 2014; Pulham & Graham, 2018). Ultimately, the Composite Mean of 3.20 (Moderate Level) underscores a functional yet incomplete transition to hybrid teaching, suggesting that future professional development should prioritize interactive digital pedagogy and technical resilience over basic tool usage to enhance the overall quality of the hybrid learning environment.

Table 2

Level of Students' Perception towards Teachers' Technological Competencies in Hybrid Learning

Competency Area	Weighted Mean	Interpretation
1. Content Creation & Tool Proficiency	3.34	High Level
2. Instructional Integration & confidence	3.33	High Level
3. Collaborative & Social Learning Support	3.00	Moderate Level
4. Technical Troubleshooting & Operations	2.99	Moderate Level
Composite Mean	3.20	Moderate Level

3.3 Level of Students' Perception towards Teachers' Pedagogical Competencies in Hybrid Learning

Table 3 illustrates a tiered perception of teachers' pedagogical competencies, with a clear distinction between structured administrative tasks and dynamic instructional management. The highest-rated category, Assessment & Learner Support (M=3.58), indicates that teachers are highly effective in monitoring progress and aligning assessments with objectives. This strength in structured monitoring and formative assessment is consistent with the TPACK framework (Mishra & Koehler, 2006), which posits that pedagogical knowledge is most readily demonstrated through established assessment routines. This finding also aligns with Garrison and Vaughan (2008), who identified systematic progress tracking as a primary strength of educators transitioning to blended formats.

Table 3

Level of Students' Perception towards Teachers' Pedagogical Competencies in Hybrid Learning

Competency Area	Weighted Mean	Interpretation
1. Assessment and Learner Support	3.58	High Level
2. Adaptive Instruction and Content Relevance	3.14	Moderate Level
3. Instructional Design & Resource Organization	2.66	Moderate Level
4. Engagement and Modality Management	2.39	Low Level
Composite Mean	3.027	Moderate Level

In contrast, Adaptive Instruction & Content Relevance (M=3.14) and Instructional Design (M=2.66) were rated at a Moderate Level, suggesting that while teachers attempt to innovate, they struggle with the organizational complexity of hybrid resources. This gap reflects the challenges described by the Technology Acceptance Model (TAM) (Davis, 1989), where the "perceived ease of use" of complex instructional design tools may limit their effective implementation. Furthermore, the Low-Level rating for Engagement & Modality Management (M=2.39) highlights a critical failure in balancing synchronous and asynchronous participation. This struggle is well-documented; Wong et al. (2023) observed that instructors often find it difficult to maintain equitable engagement between in-person and remote students, leading to decreased classroom interaction. Additionally, Sevilla et al. (2023) noted that without specific training in digital instructional design, teachers often resort to cognitive overloading during live sessions rather than effectively utilizing asynchronous modules. These results indicate that while the faculty is competent in traditional pedagogical structures, they require significant professional development in the

interactive and fluid aspects of hybrid teaching.

3.4 Level of Students' Perception towards Teachers' Communication Abilities in Hybrid Learning

Table 4 presents students' perceptions of teachers' communication abilities in hybrid learning. The weighted means ranged from 2.21 to 3.88, while the composite mean of 3.196 indicates a moderate overall perception of teachers' communication competencies.

Table 4

Level of Students' Perception towards Teachers' Communication Abilities in Hybrid Learning

Communication Aspect	Weighted Mean	Interpretation
1. Clarity and Resourceful Interaction	3.70	High Level
2. Timely and Constructive Feedback	2.50	Low Level
Composite Mean	3.196	Moderate Level

This suggests that teachers generally communicate effectively in both online and face-to-face learning environments, although certain areas still require improvement to strengthen engagement, clarity of instruction, and feedback delivery in hybrid classes. Specifically, students perceived teachers to be strong in Clarity and Respectful Interaction ($M=3.70$), indicating effective interpersonal communication, a crucial element for fostering positive learning environments (Luga et al., 2026). However, a notable area for improvement was Timely and Constructive Feedback ($M=2.50$). This finding aligns with broader challenges in hybrid education, where teachers often struggle to provide timely and personalized responses due to the complexities of managing diverse learning modalities (Banihashem et al., 2026; LinkedIn, 2024). Research indicates that delays in feedback can significantly lower student motivation and hinder learning outcomes (The Impact of Timely Formative Feedback, 2025). The overall Communication Competence ($M=3.196$) suggests a foundational ability, but also underscores the need for targeted professional development to enhance specific communication strategies, particularly those related to asynchronous interactions and effective feedback mechanisms, which are vital for successful hybrid learning environments (The Visual Communication Guy, 2026; Gudoniene et al., 2025).

3.5 Significant Difference Between Students' Perceptions and Demographics

Table 5 shows that there are statistically significant differences in students' perceptions of teachers' competencies in hybrid learning when grouped according to demographic variables.

Table 5

Significant Difference Between Students' Perceptions and Demographics

N = 406

Demographic Variable	Test	Test Statistic	p-value	Interpretation	Remarks
Gender (Male vs Female)	Mann–Whitney U	18950.5	.041*	Significant difference	Reject
Year Level	Kruskal–Wallis H	8.214	.042*	Significant difference	Reject

Department	Kruskal–Wallis H	11.356	.015*	Significant difference	Reject
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The Mann–Whitney U test revealed a significant difference in perception between male and female students ($U = 18,950.5$, $p = .041$), indicating that gender influences how students evaluate teacher competencies in hybrid learning (Gironzetti et al., 2020; AISel, n.d.). This aligns with studies suggesting that gender can impact student evaluations of teaching, with potential biases in how different genders perceive instructor effectiveness (PMC, 2020). Likewise, the Kruskal–Wallis H test showed significant differences in perceptions across year levels ($H = 8.214$, $p = .042$) and among college departments ($H = 11.356$, $p = .015$). This suggests that both academic standing and field of study affect how students assess teachers' technological, pedagogical, and communication competencies. For instance, students in later year levels may have more developed criteria for evaluation or different expectations based on their accumulated experience in hybrid settings (Jonuns, n.d.). Similarly, disciplinary differences, such as those between STEM and non-STEM fields, can influence student perceptions of teaching effectiveness (ScienceDirect, n.d.). Overall, these findings imply that students' demographic characteristics play a meaningful role in shaping their perceptions of teacher effectiveness in hybrid learning environment's meaningful role in shaping their perceptions of teacher effectiveness in hybrid learning environments.

3.6 Significant Relationship Between Students' Perceptions and Age

Table 6 reveals a significant positive relationship between students' age and their perceptions of teachers' competencies in hybrid learning.

Table 6
Significant Relationship Between Students' Perceptions and Age
N = 406

Variable 1	Variable 2	Test	Spearman's ρ	p-value	Interpretation	REMARKS
Age	Technological Competence	Spearman's rho	.135	.007*	Significant positive relationship	Reject
Age	Pedagogical Competence	Spearman's rho	.128	.011*	Significant positive relationship	Reject
Age	Communication Competence	Spearman's rho	.142	.005*	Significant positive relationship	Reject

The Spearman's rank correlation results show that age is significantly associated with technological competence ($\rho = .135$, $p = .007$), pedagogical competence ($\rho = .128$, $p = .011$), and communication competence ($\rho = .142$, $p = .005$), indicating that older students tend to rate teacher competencies more positively. This finding aligns with research suggesting that older students often provide more favorable evaluations of academic competence (Tandfonline, 2025) and that increased academic experience, often correlated with age, leads to a deeper understanding and appreciation of effective hybrid teaching practices (Jonuns, n.d.). Furthermore, the maturity and readiness associated with older students can significantly

impact their adaptation to flexible learning modalities (ERIC, n.d.). Overall, the results highlight that students' demographic characteristics, particularly age, play a meaningful role in shaping their perceptions of teacher effectiveness in hybrid learning environments.

4. Discussion

The data gathered from 406 respondents reveals a distinct pattern in how students perceive their teachers' competencies in a hybrid learning environment. Across the board, educators demonstrate a strong command over structured, static, and preparation-heavy tasks, yet they face clear friction points when required to manage real-time engagement, provide rapid asynchronous feedback, or navigate split-modality spaces.

Teachers achieve their highest scores in areas where content can be planned in advance. Students rate them highly for Clarity and Respectful Interaction, Assessment and Learner Support, and Content Creation & Tool Proficiency. These figures indicate that basic digital literacy and administrative oversight are firmly established.

However, a steep decline occurs in active, live operational spaces. The critical vulnerability is Engagement and Modality Management, which received a low-level interpretation, alongside a similarly low rating for Timely and Constructive Feedback. This indicates an "interaction gap" where instructors struggle to balance the synchronous needs of both face-to-face and remote students simultaneously, often defaulting to cognitive overloads during live broadcasts while delaying the vital feedback loops that keep hybrid students motivated. Technical operations also hit a bottleneck, with Technical Troubleshooting resting at a moderate level, underscoring that while teachers can build digital resources, they remain vulnerable to live tech disruptions.

Interestingly, these perceptions are heavily colored by the students' own backgrounds. The study shows that evaluations are significantly influenced by Gender, Year Level, and Department. Because 97.8% of the sample consists of fourth-year students, these findings suggest that senior students apply more rigorous, outcome-based standards to their teachers' hybrid agility than underclassmen might. Furthermore, different academic departments dictate varying digital demands, altering how critically a teacher's tech-clumsiness is evaluated.

Lastly, Age displays a weak but statistically significant positive correlation across all three core competencies: Technological, Pedagogical, and Communication. As students mature, their ratings of faculty performance grow more favorable. This trend tracks with psychological and academic readiness; older students generally exhibit greater self-regulation and a deeper understanding of instructional design. Consequently, they are less dependent on flawless real-time orchestration and evaluate their instructors with a higher degree of empathy and academic maturity.

5. Conclusion

Based on the findings of this study, it is evident that the effectiveness of hybrid learning is strongly shaped by the competencies demonstrated by teachers across both physical and digital instructional environments. Students' learning experiences in hybrid settings are not influenced by technology alone but by how meaningfully teachers integrate technological tools with sound pedagogy and clear communication. The findings indicate that when teachers demonstrate confidence and proficiency in using digital platforms, design structured yet flexible learning activities, and maintain consistent, responsive communication, students are more likely to experience higher levels of engagement, understanding, and satisfaction. These

perceptions reflect the central role of teachers as facilitators who bridge face-to-face and online modalities and translate institutional goals into coherent learning experiences.

Moreover, the study highlights that students are highly attentive to teachers' ability to adapt instructional strategies to the demands of hybrid learning. Competence, from the students' perspective, is demonstrated through clarity of instruction, accessibility of learning materials, timely feedback, and the effective use of technology to support—not complicate—the learning process. The findings further suggest that teachers' acceptance of technology, reflected in their willingness to explore and consistently use digital tools, reinforces students' confidence in the instructional process and contributes to a more supportive and organized learning environment. These elements collectively shape students' judgments of instructional quality and their overall satisfaction with hybrid learning.

In summary, this study concludes that students' perceptions of teacher competency in hybrid learning are anchored in the teachers' integrated technological, pedagogical, and communication skills, which significantly influence the quality of instruction and the overall learning experience in hybrid educational environments.

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