Hybrid Flexible (Hyflex) Class Delivery: Readiness and Learning Competencies of Bachelor of Science in Office Administration Students in Rizal Technological University

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ABSTRACT: The Hybrid Flexible (HyFlex) class delivery model has emerged as a transformative approach in higher education, offering students the flexibility to attend classes in-person, online synchronously, or asynchronously. The purpose of this research is to investigate the relationship between hyflex class delivery readiness and learning competencies among Rizal Technological University bachelor of science in office administration students. A non-parametric statistics was used, and 348 students participated in the research-made survey. The results revealed that there's a moderate relationship between hyflex class delivery readiness and learning competencies. The moderate relationship between HyFlex class delivery readiness and learning competencies suggests that while preparedness for the HyFlex learning model is an important factor in determining student success, it is not the sole predictor of their overall academic performance. This insight carries significant practical implications for educational institutions, particularly those implementing or planning to adopt the HyFlex delivery system.

Keywords – Hybrid Modality, Learning Competencies, Readiness, Class Delivery, BSOA Students

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1.   INTRODUCTION

The transition to innovative teaching and learning methods has become an essential response to the challenges of modern education, particularly in the wake of disruptions brought by the COVID-19 pandemic. Hybrid Flexible (HyFlex) class delivery, characterized by its adaptable structure allowing students to choose between attending classes in-person, online synchronously, or asynchronously, has gained significant traction in higher education institutions globally (Beatty, 2019). This modality seeks to bridge accessibility, flexibility, and inclusivity in education, providing students with the autonomy to tailor their learning experiences according to personal preferences and circumstances. In the Philippines, where traditional face-to-face instruction was the predominant mode of delivery prior to the pandemic, the implementation of HyFlex education presents a transformative shift in pedagogical practices (Commission on Higher Education, 2022). However, questions remain regarding the readiness of both institutions and students to adopt this mode of delivery. While HyFlex aims to address diverse learning needs, its success is contingent upon adequate technological infrastructure, faculty training, and students' preparedness to engage in self-directed learning (Kohnke & Moorhouse, 2021).

Specifically, students enrolled in skill-intensive programs, such as the Bachelor of Science in Office Administration (BSOA), face unique challenges in adapting to HyFlex learning. These programs often emphasize hands-on activities, including administrative skills training and technology use, which may be more difficult to replicate in online or asynchronous environments. Understanding how HyFlex delivery affects the development of learning competencies within this context is critical to ensuring its effectiveness. Most existing studies on HyFlex delivery focus on institutions in Western countries (Beatty, 2019; Raes et al., 2020). There is limited empirical research exploring its implementation in developing countries like the Philippines, where technological access and digital literacy vary significantly across regions and institutions. While research has examined HyFlex's effectiveness across various disciplines, few studies have investigated its impact on skill-intensive programs, such as Office Administration, which require both cognitive and technical competencies (Moorhouse & Wong, 2022). The unique nature of these programs necessitates a focused exploration to identify effective strategies for delivering practical components in a HyFlex format. Research examining students' readiness for HyFlex learning often emphasizes general digital skills and access to technology (Johnson et al., 2021). However, less is known about how students' readiness affects the acquisition of specific learning competencies, particularly in the Philippine context. Addressing these gaps will provide critical insights into the readiness of BSOA students at Rizal Technological University to thrive in HyFlex learning environments. Furthermore, it will contribute to developing tailored strategies for enhancing learning competencies in this innovative educational modality.

2.   RESEARCH METHODOLOGY

The adoption of hybrid flexible (HyFlex) class delivery has become increasingly significant in higher education, particularly in adapting to the demands of the modern academic landscape. This study, titled "Hybrid Flexible (HyFlex) Class Delivery: Readiness and Learning Competencies of Bachelor of Science in Office Administration Students in Rizal Technological University," aims to evaluate the preparedness and learning outcomes of students enrolled in the Bachelor of Science in Office Administration program. It further seeks to identify correlations between students' readiness and their demonstrated competencies within this innovative learning modality. This study employs a quantitative descriptive-correlational research design to analyze the readiness and learning competencies of the students and to determine the relationship between these two variables. The study utilizes the Cochran formula to determine the appropriate sample size, ensuring a reliable and representative selection of respondents from the total population of Office Administration students at Rizal Technological University. The collected data were analyzed using the following statistical tools: Frequency Distribution and Percentage: To describe the demographic profile and categorical responses of the participants. Weighted Mean: To compute the average levels of readiness and learning competencies. Pearson's Correlation Coefficient (Pearson r): To determine the strength and direction of the relationship between readiness and learning competencies.

3.   PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

Table 1. Frequency distribution of respondents according to their Age

Age	Frequency (f)	Percentage (%)
18-20 years old	2	.6%
21-25 years old	339	97.45%
26-30 years old	4	1.1%
36 and over years old	3	.9%
Total	**348**	**100%**

This part of the study presents the readiness and learning competencies of students in Hybrid Flexible (HyFlex) Class Delivery at Rizal Technological University when grouped according to age. The results reveal that the majority of respondents belong to the 21–25 years old age group (97.45%), making them the primary audience

of HyFlex class delivery. In contrast, only a small portion of respondents are aged 18–20 years old (0.6%), representing the lowest proportion among the age groups. A study conducted by Yasmin Mohamed Yousry and Maha Moussa Azab (2022) titled Hybrid versus distance learning environment for a pediatric dentistry course and its influence on students' satisfaction: a cross-sectional study was conducted on senior dental students of Cairo University. Students aged 21- 25 were their main respondents. The results indicate that students in hybrid learning reported significantly higher scores on aspects such as "Instructor Support," "Student Interaction and Collaboration, " and "Authentic Learning. " On the other hand, research by Staddon (2023) titled Bringing technology to The result of this study indicated that the leading age group was 21-25 years old. This suggests that Hybrid Flexible (HyFlex) learning primarily caters to the mainstream college population, who are balancing schedules with other responsibilities. The lowest-represented age group of 18-20 indicates a limited perspective or fixed schedules for junior or senior high school students.the mature classroom: age differences in use and attitudes finds that older students (> 25) tend, on average, to be more successful in online courses than younger students in terms of grades and completion rate. The result of this study indicated that the leading age group was 21-25 years old. This suggests that Hybrid Flexible (HyFlex) learning primarily caters to the mainstream college population, who are balancing schedules with other responsibilities. The lowest-represented age group of 18-20 indicates a limited perspective or fixed schedules for junior or senior high school students.The study indicated that the age distribution of the respondents, which is mostly within 21–25 years old, shows that HyFlex learning is mainly experienced by students in this age group, making them more adaptable to technology and flexible learning systems.

Table 2. Frequency distribution of respondents according to their Civil Status

Civil Status	Frequency (f)	Percentage (%)
Single	345	99.1%
Married	3	.9%
Total	**348**	**100%**

This section presents the frequency distribution of respondents by civil status in the study. It shows that the majority of the 348 Bachelor of Science in Office Administration (BSOA) students who participated in the study are single. It shows that the civil status of the students is not a big factor of difference in the study. It can be seen that almost all of the students are single while very few are married. The result tells that the number of single students is higher, but this situation does not affect their attitude in learning. It can be inferred that in this study, both single and married students still join and take part. The civil status of the respondents did not affect their learning and participation. The study of Bation and Bation (2023) found out that civil status is among the demographic variables that significantly impact students' readiness for digital distance learning. This supports the table's result showing a predominance of single respondents, suggesting alignment with previous findings that civil status can be an influential factor. Contradicting to that is found in the study of Cambri (2021) which focused on a group of married college students which shows that there are significant challenges in balancing being a student and a spouse. The findings of this study might contradict the present study's premise and that a significant portion of students might have different civil status and have other family obligations which could impact their competencies and ability to adapt in flexible learning setup like HyFlex class delivery. The result presents that almost of the responded individuals are single 99.1% and 0.9% are married. This shows that the study's vast majority participants are in their younger years and presumably still oriented mainly to their studies instead of family duties. The results of the study indicate that while creating flexible learning models, educational institutions should take into account the diverse demographic profiles of their students, particularly their civil status, as this may affect their preparedness and involvement.

Table 3. Frequency distribution of respondents according to their Class Delivery

Class Delivery	Frequency (f)	Percentage (%)
Synchronous	86	24.7%
Asynchronous	58	16.7%
Hybrid	204	58.6%
Total	**348**	**100%**

This study determined the preferred or used class delivery modes of Bachelor of Science in Office Administration (BSOA) students at Rizal Technological University. In the present study on "Hybrid Flexible (HyFlex) Class Delivery: Readiness and Learning Competencies" involving Bachelor of Science in Office Administration (BSOA) students at Rizal Technological University, the results indicate that among 348 participants, 204 or 58.6% favored Hybrid class delivery and 58 or 16.7% went for Asynchronous methods. The findings from this study show that a majority of BSOA students prefer a Hybrid method, indicating that a mix of live sessions and self-paced study works best for their skills and readiness. The steady preference for real-time classes shows they value live interactions with teachers and classmates, while the limited interest in self-directed learning implies it doesn't completely meet their needs. This pattern suggests that HyFlex delivery is beneficial and suitable for today's learners, matching the study's goal of enhancing readiness and learning results. The results of this study support Beatty's (2019) findings, showing that HyFlex courses positively benefit students by giving them the flexibility to choose between online or face-to-face learning, effectively accommodating diverse needs and learning preferences and as well the faculty was adapting to the handling of multimodal education and improving materials, interaction, and assessments to develop a more engaging learning experience. On the other hand, BMC Medical Education (2024) reported that hybrid teaching can also lead to challenges such as increased learning burden for students and reduced performance in certain objective exam components when assessments are delivered online." The study is limited to a single program (BSOA) in RTU and may not reflect the preferences of students in other programs. Future researchers may include a wider range of courses and universities. Also, they can study the impact of the preferred class delivery on the academic performance of the students.

Table 4. Frequency distribution of respondents according to their Gender

Gender	Frequency (f)	Percentage (%)
Male	66	19%
Female	270	77.6%
Lesbian	1	.3%
Gay	3	.9%
Bisexual	5	1.4%
Transgender	3	.6%
Prefer not to say	1	.3%
Total	**348**	**100%**

In this part of this study shows how BSOA students of RTU understand the connection of Hybrid Flexible (HyFlex) class delivery to readiness and learning competencies based on their Gender. It shows that the majority of the respondents were female students, while the lowest was those who identified as lesbian. It can be inferred that, in the context of this study, most of the female students can serve as a basis for examining learning competencies and preparedness in HyFlex class delivery. It is stated by Mahande, et al., (2023) that there is no significant difference in the understanding of HyFlex classes (face-to-face and equity mode) in addressing readiness and learning competencies of students according to their Gender. However, according to Danyara, et al., (2024) there

is a significant relationship between HyFlex academic performance based on Gender and that males tend to perform better than females. This study's present result that the BSOA program at Rizal Technological University is dominated by female. Whereas the representation of LGBTQT+ is few. This demographic distribution is an important factor for the study to understand the readiness and learning competencies delivered through Hybrid Flexible (HyFlex). The result implies that the low proportion of other gender identities and the high proportion of female students emphasize the necessity of inclusive instructional strategies and equitable support systems to guarantee that all students are capable and ready for HyFlex class delivery.

Table 5. Frequency distribution of respondents according to their Working Classification

Working Classification	Frequency (f)	Percentage (%)
Working (full-time)	75	21.6
Working (part-time)	38	10.9
Non-working	325	67.5
Total	**348**	**100%**

This section of the study presents the working classification of Bachelor of Science in Office Administration (BSOA) students, categorized as full-time working, part-time working, and non-working, to show how their employment status influences their adaptation to the Hybrid Flexible (HyFlex) learning model. The results show that employment status affects HyFlex learning adaptability, as most respondents are non-working students (325 or 74.2%), compared to fewer who are employed full-time (17.1%) or part-time (8.7%). The study by Charlie Diab (2019) revealed that four factors could influence the competencies and skills of faculty members. The Institutional Logistics, Training & Development, Governance, and Faculty Internal Factor that can continue to the Faculty Performance and Satisfaction, with the highest ranked themes being the model source and streamlined development of the Faculty Members while this study was able to identify that the Students in the Hyflex course had a significant difference in grade quality and distribution among students who are earning more A's and more F's than their face to face-to-face-only counterparts (Mentzer, N. J., Isabell, T. M., & Mohandas, L., 2023). The results indicate that students' employment status significantly influences their adaptability to the HyFlex learning model, wherein non-working students are able to devote more time and attention to academic tasks, while employed students encounter competing demands that may hinder active participation. These results imply that HyFlex learning should be designed with flexible structures and targeted support to accommodate the competing demands faced by employed students while maintaining full engagement opportunities for non-working students.

Table 6. Frequency distribution of respondents according to their Year Level

Year Level	Frequency (f)	Percentage (%)
Third Year	2	.6%
Fourth Year	346	99.4%
Total	**348**	**100%**

The table presents the frequency distribution of respondents based on their working classification. The respondents are Bachelor of Science in Office Administration (BSOA) students at Rizal Technological University. It shows that the majority of surveyed students are non-working, with fewer students working either full-time or part-time, indicating employment status may affect their readiness and learning competencies in the Hyflex class model. The research on presence in HyFlex learning environments like Rizal Technological University highlights that e-learning in a form of readiness and engagement are said to be important in line with predictors of learning performance (Deytna, M., Sanchez-Pizani, R., Giampietro, V., Dormett, E., & Byer, K., 2022). While employment status is not directly measured, the form of readiness is influenced by factors such as self-

regulation, and time management, which are often affected by employees' commitments (Ramos, A., Lee, H., & Mabuan, R., 2025). The table shows how non-working employment status is more prepared and will likely succeed into the Hyflex class delivery model. This result of the study shows employment status shapes how students experience and succeed in HyFlex learning, mainly by influencing readiness, engagement, and the need for flexible support. Institutions should consider these differences to optimize learning outcomes for both employed and non-employed students.

Table 7. Relationship between Hyflex Class Delivery Readiness and Learning Competencies

	rho-value	Remarks	p-value	Remarks
Hyflex Class Delivery Readiness VS Learning Competencies	0.303	Moderate	0.000	Significant

Legend: If p-value is less than 0.05 level of significance, then the null hypothesis is rejected. Otherwise, it is failed to reject.

This portion of the study presents the relationship between Hyflex Class Delivery Readiness and Learning Competencies among Bachelor of Science in Office Administration (BSOA) students at Rizal Technological University. It shows a moderate positive correlation (rho = 0.303) between Hyflex Class Delivery Readiness and Learning Competencies, with a p-value of 0.000, indicating statistical significance. This result suggests that students who are more prepared in HyFlex class delivery tend to demonstrate stronger learning competencies. This study supports Romero-Hall and Ripine (2023), who found that faculty members felt adequately prepared to engage in Hyflex instruction, showing similarities with in-person instructional competencies. Moreover, Ramos et al. (2025) and Mahinay et al. (2023) highlighted a consistent positive relationship between Hyflex readiness and student learning competencies. On the contrary, Oliwa (2024) emphasized that applying Hyflex in language courses can be challenging, as restoring traditional modes of education may not be seamless.

This study's present result showed that Hyflex Class Delivery Readiness is significantly related to Learning Competencies. Students with higher readiness tend to demonstrate stronger competencies. This findings of the study imply that enhancing Hyflex readiness through training, technology, and flexible strategies can improve student competencies and overall learning performance.

4. CONCLUSION

The significant and moderate correlation between readiness and learning competencies suggests that universities should focus on enhancing students' preparedness for HyFlex learning. This could involve training on digital tools, fostering time management skills, and creating orientation programs that familiarize students with the flexible learning structure. Emphasis on technological literacy and self-regulated learning can help students navigate the HyFlex model more effectively, thereby boosting their learning competencies. To maximize the effectiveness of the HyFlex delivery, interventions can be introduced for students who are less prepared. These may include offering more personalized academic support, providing peer mentoring, and improving access to resources such as tutoring or workshops. Since the correlation is moderate, it is clear that enhancing readiness alone may not be sufficient. Educational strategies should also include active engagement practices, fostering a supportive learning environment, and encouraging continuous feedback. The moderate positive correlation (rho = 0.303) and statistically significant p-value (p = 0.000) between HyFlex class delivery readiness and learning competencies underscore the importance of preparing students for flexible learning environments. Institutions should focus on increasing student readiness, especially in technological literacy and self-regulated learning, to enhance competencies in critical areas such as time management, problem-solving,

and collaboration. However, as the correlation is moderate, it is essential to recognize that multiple factors contribute to learning outcomes, and a holistic approach to student support is crucial.

Universities may consider prioritize training and orientation programs that equip students with the necessary skills and knowledge to navigate a HyFlex learning environment. This includes enhancing technological literacy, improving time management skills, and fostering self-regulation to ensure students can effectively balance both synchronous and asynchronous components of their courses. Since readiness has a moderate impact, institutions should invest in targeted interventions that not only improve students' preparedness but also encourage the development of essential learning competencies such as critical thinking, problem-solving, and collaborative skills. Moreover, as the relationship is moderate, it suggests that other factors such as motivation, support systems, and pedagogical strategies also play significant roles in a student's success. Therefore, universities should create a supportive learning environment that goes beyond merely preparing students for the technical aspects of HyFlex learning. Regular feedback, personalized academic support, and peer mentorship programs can help students strengthen their learning competencies, even if they are less prepared for the flexible model at the start.

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