

Sustainable blended learning practices and graduate students' engagement in higher education institution

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Abstract

The significance of implementing sustainable blended learning strategies that guarantee both academic quality and long-term efficacy has been highlighted by the rapid digital transformation in higher education. Especially in business education where flexibility accessibility and engagement are crucial, blended learning which combines in-person and virtual learning has emerged as a key approach in graduate programs. However careful pedagogical design, significant assessment and feedback mechanisms and strong student support services are just as important to blended learnings efficacy as technology adoption. Student engagement is equally significant since it shows how invested students are in their academic path on a cognitive emotional social and behavioral level. Gaining insight into how student engagement and sustainable blended learning practices interact can help improve graduate education and accomplish institutional objectives. The study utilized descriptive design since it enabled the researcher to thoroughly examine current blended learning practices and student engagement in the graduate business program. A survey questionnaire was the main data collection tool because it is a dependable and effective method for gathering information from a sizable number of graduate students in a short amount of time. The required sample size was computed using the Raosoft sample size calculator based on the 131-person total population. The survey yielded 98 business graduate student respondents. The study revealed that respondents generally agreed that sustainable blended learning strategies are successful when used properly in graduate programs. The students' engagement fosters cognitive emotional social and behavioral engagement. A number of student engagement metrics are positively and significantly correlated with sustainable blended learning practices. A plan of action was proposed to improve the graduate programs blended learning practices and student engagement in the graduate business program. The study emphasizes the importance of sustainability in making sure that blended learning models are resilient and flexible enough to meet evolving educational needs. This improves the overall graduate education and equips students to succeed in fast-paced work environments.

Keywords: sustainable blended learning practices, graduate students' engagement, business graduate program

Sustainable blended learning practices and graduate students' engagement in higher education institution

1. Introduction

Blended learning, a pedagogical approach that combines face-to-face instruction with online learning, has gained significant traction in higher education. It offers the potential to enhance student engagement, improve learning outcomes, and provide flexible learning opportunities. However, the successful implementation of blended learning requires careful planning, effective pedagogy, and adequate technological support. Sustainable blended learning refers to hybrid educational models that bring together online and face-to-face methods to impart learning experiences that are efficient, effective, and equitable while maintaining viability within the social, environmental, and economic domains of sustainability (Alammary, 2024). Sustainable blended learning currently enjoys inclusion in Business Graduate Programs as a proactive approach towards changing a generation of business leaders who will be strategically knowledgeable yet deeply rooted in sustainable practices. Such an educational approach comes out of a vast array of pedagogical designs, where sustainability is never taken as a stand-alone topic but rather rooted into the core curriculum of every relevant business discipline. It incorporates flexible learning paths by combining online asynchronous modules with synchronous classes, either delivered online or optionally face-to-face, thus allowing students to participate while juggling other commitments.

The effective utilization of technology is most vital for success in terms of this blended learning model. In conjunction with collaborative tools such as Microsoft Teams or Google Workspace to facilitate group work and interactive online discussions—an intuitive, fully-functioning Learning Management System (LMS) forms the hub for all course materials and activities. Important factors relevant to technologies with regards the blended-learning environment are the use of appropriate collaborative tools—Microsoft Teams, for instance—enticing the learner to use ICTs through engagement in group work and online discussions using an intuitive, full-learning management system (LMS) to keep everything housed under one roof concerning anything on course materials and activity (Bada, 2023).

The following theories serve as the foundation for the current investigation. The dimensions of teaching presence, cognitive presence, and social presence are integrated into course designs through the Community of Inquiry (CoI) framework which provides a broad foundation for sustainable blended learning. Because it encourages inquiry, critical thinking, and reflective learning, it makes pedagogical sustainability possible. For meaningful interaction, the Community of Inquiry encourages the use of online collaborative tools like discussion boards, video conferencing, and learning management systems. The framework places a strong emphasis on formative assessment techniques that support ongoing feedback-enhanced learning experiences for assessments and feedback distribution. Similarly, the Community of Inquiry places a strong emphasis on sustainability in student support services because it helps students develop a close-knit sense of an online community which lowers isolation and increases retention, which are the two critical elements in the long-term viability of blended learning (Garrison et al. 2000).

Fredricks et al., (2024) also provide a helpful framework for understanding how to encourage student engagement in long-term blended learning environments. In their Multidimensional Theory of Student Engagement 2024, the four fundamental components of engagement, social, behavioral, emotional, and cognitive, are described by the theory. In a blended learning setting, cognitive engagement is reinforced by interactive content and deep learning-promoting problem-solving activities. Emotional engagement is enhanced by a welcoming and inclusive course design that fosters drive and a feeling of community. Student participation in both virtual and in-person activities on a regular basis maintains behavioral engagement. Finally, social engagement is increased through peer interactions and collaborative tools that foster communication and

connection. Together these elements contribute to blended learnings effectiveness and durability in promoting students academic success.

As a faculty member committed to improving student learning, the proponent is interested in analyzing the current practices of blended learning in the Graduate Program in the College of Business and its impact on student engagement and learning outcomes. There is a need to address the challenges and opportunities associated with implementing sustainable blended learning practices, such as ensuring equitable access to technology, designing effective learning activities, and providing adequate support for both faculty and students.

The implementation of blended learning, while promising, presents several challenges that need to be addressed. Ensuring equitable access to technology and reliable internet connectivity for all students is a significant technical challenge. Additionally, designing effective blended learning courses that engage students and promote deep learning requires careful pedagogical planning. Providing faculty with the necessary training and support to effectively teach in a blended learning environment is crucial. Motivating students to actively participate in both online and face-to-face activities is essential for successful implementation. Securing adequate funding and resources to support blended learning initiatives is necessary to overcome institutional challenges. By addressing these issues, institutions can maximize the potential of blended learning to enhance student engagement and learning outcomes.

While there is a growing body of research on blended learning, there remains a gap in understanding the specific challenges and opportunities associated with implementing sustainable blended learning practices in business education. Many studies have focused on the technical aspects of blended learning or on general pedagogical issues, but there is a need for more in-depth research on the practical implementation of blended learning in the graduate business programs.

Equity in access faculty development and efficient use of resources are critical to blended learnings long-term success. To maintain consistent engagement and achievement and to stop educational gaps from growing it is imperative that all students have dependable access to technology and the internet. Faculty training gives educators the know-how to create and present inclusive interesting and high-quality content on digital platforms. The infrastructure support services and ongoing enhancements required to maintain and expand blended learning initiatives are in place thanks to the strategic allocation of resources. Institutions can establish a blended learning environment that is more efficient accessible and long-lasting by giving priority to these components.

Specifically, there is a need to explore how to enhance student engagement and motivation in blended learning environments, the kind of support and training needed for faculty to effectively teach in a blended learning environment, the necessary institutional factors and policies to support the successful implementation of blended learning, the adaptation of assessment practices to measure student learning in a blended learning context, and the technological requirements for effective blended learning.

By addressing these research gaps, this study will contribute to the development of more effective and sustainable blended learning practices in the graduate business education. By conducting this study, the proponent can contribute to the body of knowledge on blended learning and provide practical recommendations for improving the quality and effectiveness of blended learning programs in the College of Business. The findings of this study will be valuable to faculty, administrators, and policymakers in graduate business education who are interested in adopting or enhancing blended learning practices.

Objectives of the study - The study aims to assess the sustainable blended learning practices and student engagement in the graduate business program. Specifically, it will determine the sustainable blended learning practices in terms of pedagogical design of courses, technological integration, assessment and feedback and student support services; describe the student engagement as to cognitive, emotional, social and behavioral engagement; test the significant relationship between blended learning practices and student engagement and

propose an action plan to enhance the blended learning practices and student engagement.

2. Methods

Descriptive design was used in the present study as it allowed the researcher to delve deep into the existing blended learning practices within the graduate business program. In this research, descriptive design was applied by the researcher to vividly show how the blended learning practices are used sustainably. It also reflected the responses the students have towards those practices. This includes investigating the specific technologies used, the frequency of online and face-to-face interactions, and the overall structure of courses. By collecting detailed information, researchers can gain a comprehensive understanding of the current situation.

The MBA and PhDM students in the Business program for 3rd Trimester AY 2024-2025 were considered the ideal participants for a study on Sustainable Blended Learning Practices and Student Engagement due to their unique characteristics and experiences. Firstly, they are highly proficient in technology and adaptable to new learning modalities. Their familiarity with various technological tools and platforms makes them well-equipped to engage with blended learning environments. Secondly, their critical thinking and analytical skills enable them to provide insightful feedback on the strengths and weaknesses of blended learning practices. They can articulate their experiences clearly and offer valuable suggestions for improvement. Furthermore, MBA and PhDM students come from diverse academic and professional backgrounds, bringing a range of perspectives to the study. The total population of graduate students in the Business Program for 3rd Trimester 2024-2025 is 131 which includes local and foreign students in the program. The Raosoft sample size calculator was used to calculate the necessary sample size based on the total population of 131. 98 respondents were obtained from the computation which was judged adequate to attain a satisfactory margin of error and degree of confidence.

A validated self-made questionnaire was the most appropriate data-gathering instrument for the study on the present study for several reasons. Firstly, it offers flexibility and control. The proponent was able to tailor the questionnaire to address the specific research objectives, ensuring that the collected data was relevant and focused. Secondly, self-made questionnaires are cost-effective and efficient. They can be easily distributed and administered, reducing the time and resources required for data collection. Additionally, online survey tools can streamline the process and facilitate data analysis. The questionnaire has two parts. The first part determined the sustainable blended learning practices in terms of pedagogical design of courses, technological integration, assessment and feedback and student support services. The second part assessed the student engagement as to cognitive, emotional, social and behavioral engagement.

A crucial stage in the creation of a questionnaire is content validation which makes sure the tool appropriately captures the intended concepts or constructs. Examining the questions to make sure they are pertinent understandable and thorough in light of the study's goals is part of this process. To assess each items relevance and clarity subject-matter experts are usually consulted. The content validation of the survey questionnaire was done by experts in the field of sustainable blending learning.

The reliability results of the study reveal that both sustainable blended learning practices and student engagement demonstrate excellent internal consistency across all measured dimensions. For sustainable blended learning practices, the pedagogical design of courses ($\alpha = 0.946$), technological integration ($\alpha = 0.930$), assessment and feedback ($\alpha = 0.946$), and student support services ($\alpha = 0.959$) all obtained excellent ratings, resulting in an overall α value of 0.972. This indicates that the items used to measure these constructs are highly reliable and consistently capture the intended aspects of blended learning practices. Similarly, for student engagement, all four dimensions cognitive engagement ($\alpha = 0.948$), emotional engagement ($\alpha = 0.974$), social engagement ($\alpha = 0.940$), and behavioral engagement ($\alpha = 0.955$) achieved excellent levels of reliability, leading to an overall α value of 0.979. These findings suggest that the survey instrument is reliable and dependable in measuring both blended learning practices and student engagement, ensuring accuracy and consistency in the results.

A pilot test was administered to a small sample of respondents similar to the target population. This helped identify any potential issues or ambiguities in the questionnaire, such as unclear questions or overly complex instructions. Necessary adjustments were made to improve the questionnaire's clarity and effectiveness. The primary data collection method was a self-administered questionnaire that were distributed electronically to MBA and PhDM students in the College of Business. Upon completion, the questionnaires were retrieved and organized. The collected data were analyzed using both quantitative methods. Quantitative data were analyzed using statistical techniques. Weighted mean and rank were used to determine the sustainable blended learning practices in terms of pedagogical design of courses, technological integration, assessment and feedback and student support services; describe the student engagement as to cognitive, emotional, social and behavioral engagement. The result of Shapiro-Wilk Test showed that p-values of all variables were less than 0.05 which means that the data set was not normally distributed. Therefore, Spearman rho was used as part of the non-parametric tests to determine the significant relationship. All analyses were performed using SPSS version 28.

Ethical considerations were paramount throughout the research process. To ensure the privacy and confidentiality of participants, all data collected were handled in accordance with the Data Privacy Act of 2012. All participants in this study were given their informed consent before any data is collected. In plain non-technical language, the goals methods duration and possible advantages of the research were thoroughly described along with its nature and scope. It was made clear to participants that participation in the study is completely voluntary and that they can decline or leave at any time without facing any repercussions. Participants were guaranteed to be able to make an independent and knowledgeable choice regarding their involvement. In addition to getting the participants individual consent official approval was requested from the program dean and university officials of the participating institution. The researcher submitted a letter of intent detailing the study's goals methodology and participant protection measures. Under their academic jurisdiction the permission protect students interests and guarantee institutional cooperation. The research protocol was sent to the university's Ethics Review Board for institutional review and approval prior to the study's start. The approval procedure guarantees that all ethical requirements such as those pertaining to participant rights data management and researcher obligations are fulfilled and continuously upheld during the course of the study. .

3. Results and discussion

Table 1 presents the summary of sustainable blended learning practices with a composite mean of 2.92. The university's use of blended learning is moderately practiced but not yet very effective according to the composite mean of 2.92 across the four Sustainable Blended Learning Practices dimensions like pedagogical design, technological integration, assessment and feedback and student support services. While the university has been successful in establishing a foundation of inclusivity and collaboration it still faces challenges in fully optimizing faculty responsiveness technology use pedagogical design and student support services.

Table 1

Summary Table of Sustainable Blended Learning Practices

Indicators	Weighted Mean	Verbal Interpretation	Rank
Pedagogical Design of Courses	2.76	Agree	4
Technological Integration	2.99	Agree	1
Assessment and Feedback	2.97	Agree	2
Student Support Services	2.95	Agree	3
Composite Mean	2.92	Agree	

The high score of technology innovation implies that it is the foundation of blended learnings' sustainability. Their learning experience is directly shaped by the flexibility connectedness and efficiency offered by the digital systems in place despite their shortcomings. In order to achieve balance across all dimensions this indicates that the university's investment in technology is paying off and is now matched by parallel improvements in pedagogy feedback and support services. LMS platforms, video conferencing applications and collaborative

tools are examples of technological tools that allow students to learn at any time and from any location. Rapanta et al., (2021) found that the use of digital tools improves accessibility which is essential for graduate students to cope with a lot of obligations. Additionally, technology facilitates more seamless interactions between students and faculty as well as between peers. Further, Yang, et al., (2023) confirmed that through encouraging teamwork and effective communication channels, organizational and technological support increases student engagement and satisfaction in blended learning.

Among the dimensions, pedagogical design of courses got the lowest assessment with a score of 2.76. Graduate students believe that the course design is the least strong component of their blended learning experience as evidenced by the low mean score (2.76). This implies that although technology and assessment and feedback are operating reasonably well, students expectations are not entirely met by the way courses are designed presented and connected to real-world applications. Strong links between conceptual frameworks and real-world application are expected of graduate business and professional students. Versteijlen et al., (2023) pointed out that blended learning frequently fails to incorporate business and sustainability practices into the pedagogical design leaving students disappointed with the courses applicability and relevance. Furthermore pedagogical design may still rely on conventional lecture-based techniques rather than student-centered interactive strategies. Rapanta et al., (2021) claimed that a lot of blended learning programs lack creative teaching techniques which restricts the chances for cooperation and critical thinking.

Table 2*Summary Table of Student Engagement*

Indicators	Weighted Mean	Verbal Interpretation	Rank
Cognitive Engagement	3.10	Agree	1
Emotional Engagement	3.00	Agree	3
Social Engagement	2.99	Agree	4
Behavioral Engagement	3.02	Agree	2
Composite Mean	3.03	Agree	

Legend: 3.50-4.00=Strongly Agree; 2.50-3.49=Agree; 1.50-2.49=Disagree; 1.00-1.49=Strongly Disagree

Table 2 summarizes the table of student engagement with a composite mean of 3.03. The respondents demonstrate general agreement on all the dimensions of student engagement as to cognitive, emotional, social and behavioral engagement. Business graduate students generally view their level of engagement as neutral to slightly positive according to a composite mean score of 3.03. This implies that the respondents largely agree on all sub-dimensions even though this is not a high score. Further the study of De Bruijn-Smolanders and Prinsen (2024) provided evidence regarding blended learning that engages students effectively, whether this is academically, personally, socially, or with regard to citizenship. The study asserted that all blended learning interventions investigated had a moderate to high impact on student engagement and on learning outcomes.

Cognitive engagement got the highest assessment among all dimensions of student engagement with a weighted mean of 3.10. The highest score was probably given to cognitive engagement because graduate students are naturally inclined toward this kind of intellectual engagement. Cognitive engagement is most directly related to the primary academic tasks that students are enrolled in the program to complete in contrast to other aspects of engagement such as social or emotional. Moreover, graduate students are usually very motivated and self-selected. Their decision to seek advanced degrees is motivated by their desire to solve complex problems expand their knowledge and acquire specialized skills. Each of these represents a type of cognitive engagement. This innate motivation is directly supported by the curriculum of the program which places a strong emphasis on theory and application. The study of Zou, et al., (2025) demonstrates that when properly designed blended learning can be a potent tool for promoting deep cognitive engagement despite the claims of some that it can result in surface-level engagement. High-level cognitive engagement depends on the delivery of varied learning materials and chances for rich intellectual discourse both of which are made possible by the combination of in-person and virtual components.

Social engagement got the lowest assessment among all the dimensions of student engagement which got a weighted mean of 2.99. Because blended learning settings particularly for graduate students frequently place a higher priority on academic flexibility than developing a strong sense of community social engagement received the lowest composite mean of 2.99. The logistical advantages of blended learning like self-paced modules and asynchronous communication can unintentionally cause students to become isolated and lose social connections. The graduate students low social engagement score raises the possibility that they are feeling these emotions which is extremely concerning for student support and program retention.

Table 3*Relationship Between Sustainable Blended Learning Practices and Student Engagement*

Variables	rho	p-value	Interpretation
Pedagogical Design of Courses			
Cognitive Engagement	.254*	0.012	Significant
Emotional Engagement	.374**	<.001	Highly Significant
Social Engagement	.458**	<.001	Highly Significant
Behavioral Engagement	.440**	<.001	Highly Significant
Technological Integration			
Cognitive Engagement	.314**	0.002	Significant
Emotional Engagement	.265**	0.008	Significant
Social Engagement	.264**	0.009	Significant
Behavioral Engagement	.446**	<.001	Highly Significant
Assessment and Feedback			
Cognitive Engagement	.319**	0.001	Highly Significant
Emotional Engagement	.277**	0.006	Significant
Social Engagement	.349**	<.001	Highly Significant
Behavioral Engagement	.339**	<.001	Highly Significant
Student Support Services			
Cognitive Engagement	.473**	<.001	Highly Significant
Emotional Engagement	.516**	<.001	Highly Significant
Social Engagement	.513**	<.001	Highly Significant
Behavioral Engagement	.298**	0.003	Significant

Legend: Significant at p-value<0.01

Table 3 presents the relationship between sustainable blended learning practices and student engagement. The results in Table 12 indicate that sustainable blended learning practices are positively and significantly associated with various dimensions of student engagement. The pedagogical design of courses shows meaningful correlations across all domains, with the strongest relationships observed in social engagement ($\rho = .458$, $p < .001$) and behavioral engagement ($\rho = .440$, $p < .001$). This implies that well-structured and student-centered course designs are instrumental in enhancing students' sense of connectedness and their active participation in learning processes. This means that student engagement and sustainable blended learning practices have a strong positive relationship with social and behavioral engagement being especially affected. The data demonstrates that this relationship is not the result of chance with p-values less than .001. Students participation and sense of belonging increase in a meaningful way as a courses pedagogical design becomes more student-centered and well-structured according to the moderately strong correlation coefficients (ρ) of .458 for social engagement and .440 for behavioral engagement. The results are consistent with the result of the study of Radovan and Radovan (2024). demonstrating that the main element boosting student engagement is a well-designed course. The focus of their research has recently shifted from technological platforms are used and how they are incorporated into a pedagogical framework. According to their study, purposeful design that matches technology with learning goals and student needs characterizes effective blended learning.

Technological integration also demonstrates significant associations, most notably with behavioral engagement ($\rho = .446$, $p < .001$), suggesting that the effective use of digital tools and platforms supports students' consistency in participation and task completion. Although the correlations with cognitive, emotional, and social engagement are somewhat lower, they remain statistically significant, underscoring the supportive role of technology in sustaining active and meaningful student involvement. Technological integration and student engagement are significantly and favorably correlated according to the data with behavioral engagement

showing the strongest correlation. A p-value below .001 and a correlation coefficient of $\rho = .446$ indicate a moderately strong and statistically significant result. Students are therefore more likely to regularly participate and finish their assignments when digital tools and platforms are used effectively. Even though there are weaker correlations with cognitive emotional and social engagement their statistical significance indicates that technology continues to be helpful in these domains. This findings conforms with the study of Zou et al., (2025) by demonstrating that active participation is strongly predicted by efficient technology use. Further, behavioral engagement is frequently the area where technology has the biggest and most direct impact. Digital platforms that are dependable and easy to use eliminate obstacles to participation in facilitating students access to course materials turn in assignments and maintain focus. Higher task completion and consistency rates are directly impacted by this.

Assessment and feedback practices are found to have highly significant relationships with cognitive ($\rho = .319$, $p = .001$), social ($\rho = .349$, $p < .001$), and behavioral engagement ($\rho = .339$, $p < .001$). These results suggest that timely, constructive, and formative feedback mechanisms not only deepen students' intellectual involvement but also promote peer interactions and continuous learning behaviors. The significant link with emotional engagement further indicates that supportive assessment strategies help foster motivation and positive affective responses toward learning. The findings demonstrate that all aspects of student engagement, cognitive social and behavioral have a strong and favorable correlation with efficient assessment and feedback procedures. Although the relationship to cognitive and emotional engagement was weaker it was still statistically significant whereas the strongest correlations were found with social and behavioral engagement. This indicates that in addition to being essential for academic advancement a well-designed feedback system is also essential for student motivation and community building. Timely high-quality feedback is a potent stimulant for cognitive engagement according to research. Research on formative feedback indicates that it assists students in clearing up misunderstandings and gaining a more thorough comprehension of the subject matter. Additionally it fosters metacognitive abilities by encouraging students to consider how they learn which is crucial for self-regulated learning (Winestone & Boud, 2021). A renewed emphasis on peer feedback as a social engagement tool has resulted from the growth of blended learning. Research indicates that in addition to enhancing learning outcomes structured peer feedback exercises help students develop a sense of belonging and a spirit of cooperation. Through this process a supportive learning environment is created and feelings of isolation are lessened (Ahn & Kim, 2024).

Finally, student support services yield the strongest set of correlations overall, particularly with emotional engagement ($\rho = .516$, $p < .001$) and social engagement ($\rho = .513$, $p < .001$). This highlights the critical role of institutional support structures in cultivating students' sense of belonging, motivation, and resilience within blended learning environments. The highly significant association with cognitive engagement ($\rho = .473$, $p < .001$) further emphasizes that guidance and support services directly enhance students' capacity to process and apply knowledge effectively. Student support services have the strongest and most significant positive correlations with all aspects of student engagement particularly emotional and social engagement according to the data provided. The highly significant p-values ($p = .001$) and extremely high correlation coefficients ($\rho = .516$ and $\rho = .513$) demonstrate that a key component of student success is institutional support. Effective support services according to this analysis have a greater influence on student engagement than just pedagogical design or technology integration. Research continuously demonstrates that a strong predictor of students success in online and blended learning is institutional support. One of the main causes of student disengagement and withdrawal according to a thorough review is a lack of support services like technical assistance financial aid counseling and academic advising. This supports the data which indicates that strong support services are essential for developing students social and emotional resilience (Radovan & Radovan, 2024).

Overall the findings confirm that sustainable blended learning strategies that incorporate pedagogical technological assessment and support elements are strong indicators of student engagement. The most important of these is student support services which emphasizes how crucial it is to establish a welcoming and inclusive environment that supports students academic social and emotional needs.

4. Conclusions and recommendations

The study demonstrated general agreement among respondents that sustainable blended learning practices are effective and well implemented in the graduate program. The study revealed general agreement on their student engagement fostering cognitive, emotional, social and behavioral engagement. The sustainable blended learning practices are positively and significantly associated with various dimensions of student engagement. An action plan was proposed to enhance the blended learning practices and student engagement in the graduate program.

The Graduate School faculty may revise course content for blended delivery. All course materials may be reviewed by the program dean to make sure they are suitable for both online and in-person delivery. This entails dividing lengthy lectures into manageable video segments developing interactive online courses and establishing distinct learning pathways that smoothly combine virtual and in-person activities. The program dean may encourage Instructor-Led Community Building. The program ought to educate teachers on how to actively promote social presence in both online and in-person contexts. Using synchronous sessions for interactive activities creating intentional small-group conversations and setting an example of a friendly approachable tone in all correspondence are all part of this. Future researchers may investigate on how students from different cultural backgrounds respond to collaborative learning, independent study and different types of feedback. This would add knowledge to design a more inclusive and globally relevant blended learning programs. The action plan may be utilized by the program deans of the graduate school since they are the primary implementer and responsible for the overall strategic vision of the action plan. They can work with faculty members and other academic leaders to secure resources and ensure that the plan's goals are met.

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