A Study on The Satisfaction of Gen Z Students on Hybrid Learning and Online Degrees

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Abstract—**Technology-driven education has changed the way we learn, especially for Generation Z, who have grown up surrounded by digital tools and platforms. Hybrid learning and online degree programs are now a familiar part of higher education, bringing new levels of flexibility and access. This study looks at how Gen Z students experience these approaches, focusing on how they use online resources and how they view the value of online qualifications. Using a stratified sampling method, we gathered insights from 151 students across different disciplines, academic levels, and regions through a structured questionnaire. We explored areas like the quality and accessibility of digital content, ease of navigation, institutional support, flexibility, and how employers view online degrees. The findings show that Gen Z loves the freedom, time savings, and personalised pace that online learning offers. But their overall satisfaction also depends on interactive resources, engaging learning experiences, and whether employers truly recognise these qualifications. While flexibility is a big win, doubts remain about career acceptance. To make hybrid and online education more rewarding, the study calls for stronger digital infrastructure, richer online tools, and closer ties between institutions and industry.**

Index Terms*—*Hybrid Learning, Gen Z, Online Degrees, Digital Resources, Interactive Learning

I. INTRODUCTION

The rise of technology-driven education has completely changed the way higher education works today. With the growing use of digital tools and platforms, student have access to hybrid learning models and fully online degree programs, opening up new possibilities for learning and earning qualifications. For Generation Z (born between 1997 and 2012) who have grown up surrounded by technology, this shift feels natural. They are comfortable with digital space and often look for flexibility, easy access, and learning experience that can be tailored to their pace and state. While hybrid and online learning offer clear benefits such as saving time, studying at own one's own place and breaking the barriers of location, they also bring along a set of challenges. Issues like the quality of content, the reliability of digital platforms, student engagement, and the kind of support offered by institution can all influence how satisfied students feel. On top of that, many still wonder how much value employers place an on online degrees, raising doubts about their acceptance. The job market these concerns make it important to understand how Gen Z actually experiences hybrid and online education, since their satisfaction is central to long-term success of these models. By listening to their perspectives, institutions can not only improve the way digital education is delivered but also built stronger connections with industry, ensuring that online and hybrid degrees at both meaningful for students and respected in professional spaces.

II. STATEMENT OF THE PROBLEM

Gen Z students appreciate the flexibility, affordability, and wider choices that hybrid and online learning provide. Still, uneven content, limited interaction, weak support, and employer doubts raise concerns. Understanding student satisfaction is key to making these models stronger and more credible. Building closer industry connections can also help increase their acceptance and value.

Objectives of the Study

- To study the level of satisfaction in the availability of online resources among Gen Z students.

- To analyse the merits of online degree among Gen Z students

III. REVIEW OF LITERATURE

Jen-Her Wu, et.al., (2010) According to the study, a number of characteristics have a substantial impact on student satisfaction in blended e-learning systems, including computer self-efficacy, performance expectations, system functionality, content features, interaction, and learning climate.

Nikolaus T. Butz and Robert H. Stupnisky (2016) have assessed students' motivation and performance in hybrid learning environments through the lens of Self-Determination Theory, revealing that online learners exhibited diminished relatedness and underscoring the need for intentional strategies.

David Eshun Yawson and Fred Amofa Yamoa (2020) emphasizes the necessity for mental health support in public health interventions by examining the psychosocial effects of quarantine on COVID-19 patients.

Coleman L. Etheredge and Tina M. Waliczek (2021) evaluated the performance and happiness of Generation Z students in a floral design course, hybrid learning may result in outcome that are on par with or better than traditional formats and fits in well with their technological preferences.

Kang and Park's (2022) studied on university students' satisfaction with online courses in South Korea during COVID-19 reveals that lengthy study hours decrease happiness, while meaningful interactions between teachers and students boost it.

IV. RESEARCH METHODOLOGY

This study is exploratory and is based on primary data collected through a structured questionnaire created on Google Forms. A structured questionnaire was shared among students from different academic levels and fields, and the Stratified Sampling method was used to make sure each group was fairly represented. A total of 151 responses were received and analysed using Simple Percentage Analysis and Friedman's rank analysis to understand trends in hybrid learning and online platform usage. The study represents a wide spectrum of viewpoints because it includes students from different backgrounds.

V. RESULTS AND DISCUSSION

Simple Percentage Analysis

Table No.1 Demographic profile of the respondents

Age		
Age category	No. of respondents	Percentage
13-18	23	15.2
19-24	96	63.6
25-30	32	21.2
Total	151	100
Gender		
Gender	No. of respondents	Percentage
Male	77	51
Female	74	49
Total	151	100
Present status		
Status	No. of respondents	Percentage
Student	97	64.2
Employed	41	27.2
Business	13	8.6
Total	151	100
Educational qualification		
Qualification	No. of respondents	Percentage
School	28	18.5
UG	100	66.2
PG	23	15.2
Total	151	100

Source: Primary data

The demographic profile shows that most respondents (63.6 percent) are age 19 to 24, indicating young adults in higher education or early careers. Gender distribution is nearly equal (51percent male, 49 percent female). Students from the largest group (64.2 percent) followed by employed individuals (27.2 percent) and business persons (8.6 percent). In terms of education undergraduates dominate (66.2 percent) with 18.5 percent at school level and 15.2 percent postgraduates. Overall, the study mainly reflects the perspectives of undergraduate students.

Table No. 2 Analysis of Motivational Factors Influencing the Choice of Online or Hybrid Learning

Motivational Factors	Mean	Rank
Cost-effectiveness (saves travel/hostel expenses, etc ,.)	35.5	1
Flexibility & convenience	55.6	2
Access to diverse courses not availablelocally	51.7	3
Better balance between study andpersonal life	60.9	4
Peer/teacher recommendation	23.2	5

Source: Primary data

The Friedman's analysis indicates that cost effectiveness (rank 1) is the top most motivator for students in choosing hybrid/online learning. Flexibility and convenience (rank 2) also play significant role, followed by access to diverse course (rank 3) and better study life balance (rank 4). In contrast, Peer/teacher recommendation (rank 5) is the least influential factor.

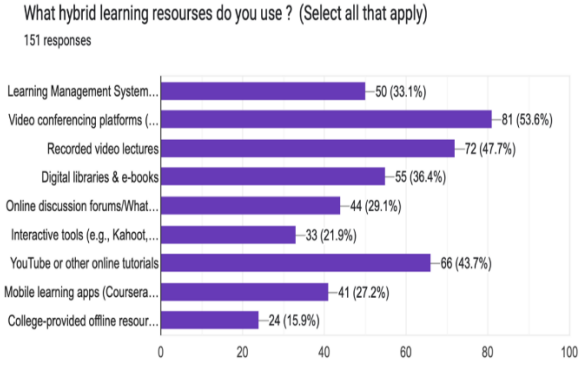

Chart No.1 Hybrid Learning Resources Used by Students

Source: Primary data

Most students rely on video conferencing (53.6 percent) and recorded lectures (47.7 percent) for flexible, revisit able learning. YouTube tutorials (43.7 percent) and digital libraries (36.4 percent) are also popular, while tools like forums (29.1 percent), apps (27.2 percent), Kahoot (21.9 percent) and offline resources (15.9 percent) less used. Overall students prefer accessible and flexible online resources over traditional or interactive formats.

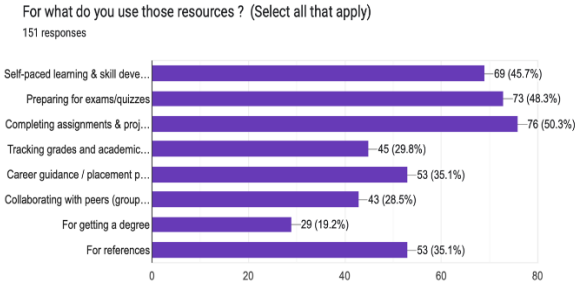

Chart No. 2 Purpose of Using Hybrid Learning Resources

Source: Primary data

Among 151 respondents, most use educational resources for assignments/ project (50.3 percent) exam preparation (48.3 percent) and skill building (45.7 percent). Career use and references (35.1 percent) each followed while fewer use them for tracking performance (29.8 percent), collaboration (28.5 percent) or directly pursuing a degree (19.2 percent). Overall students view these tools as more helpful for daily academic tasks and skill development for long-term goals.

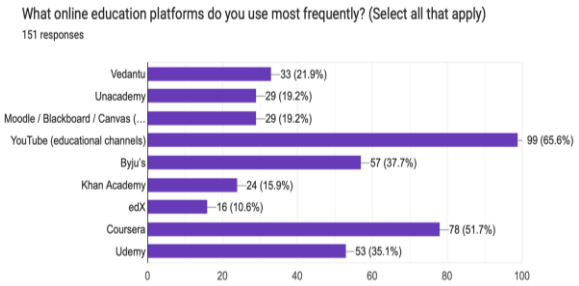

Chart No. 3 Most Frequently Used Online Education Platforms

Source: Primary data

Among 151 students surveyed, YouTube is clear favourite, with about two-third using it regularly for its accessibility and variety. Coursera (51.7 percent), BYJU'S (37.7 percent) and Udemy (35.1percent) are also popular, offering structured learning and practical skills. Few students turn to Vedantu (21.9 percent), Unacademy (9.2 percent) Moodle/Blackboard/Canvas (19.2 percent), Khan Academy (15.9 percent) and EDX (10.6 percent). Overall students prefer learning that's flexible, engaging and easy to fit into their routines, though traditional platform still play a role.

Table No.3 Respondents' Satisfaction Levels with Hybrid Learning (Online + Offline)

Ratings	No. of respondents	Percentage
1	1	0.7
2	7	4.6
3	41	27.2
4	76	50.3
5	26	17.2
Total	151	100

Source: Primary data

Most respondents have a positive experience with hybrid learning, which combines online and offline methods. About two-thirds (67.5%) said they were satisfied or very satisfied, with 50.3% giving a rating of 4 and 17.2% the top rating of 5. Around 27% felt neutral, and only 5% were unsatisfied, showing that hybrid learning is generally well received.

Table No. 4 Learners' Perceptions of Overall Satisfaction in Hybrid/Online Learning

Ratings	No. of respondents	Percentage
1	2	1.3
2	9	6
3	32	21.2
4	59	39.1
5	49	32.5
Total	151	100

Source: Primary data

The table shows that learner's overall satisfaction with hybrid/online learning, predominantly positive. A large majority, 71.6% (39.1% rating 4 and 32.5% rating 5) expressed satisfaction to high degree, indicating that most learners view this model of education favourably. About 21.2% of respondents gave a neutral rating of 3 suggesting an average experience, while only a small proportion, 7.3% (6% rating 2 and 1.3% rating 1) reported dissatisfaction.

VI. RECOMMENDATIONS

- Colleges and universities should strengthen their digital systems by providing stable platforms, fast internet, and easy-to-use tools.
- Extra support must be given to students who struggle with access by offering devices, internet subsidies, or shared facilities.
- Learning materials should be made available offline through downloadable resources and recorded lectures so that students with poor connectivity are not left behind.
- Teachers need regular training in online teaching methods so they can design classes that are interactive and student-friendly.
- Students should have the option to follow personalized learning paths, giving them the flexibility to learn at their own pace and in their preferred style.
- Innovative approaches such as gamification, simulations, multimedia content, and group projects should be used to make lessons more engaging.
- Instead of depending only on final exams, continuous assessments like quizzes, projects, and peer reviews should be used to track learning progress.
- Institutions should expand counselling, mentorship, and well-being services to help students manage stress and avoid feelings of isolation.
- Online platforms must be inclusive by adding features like captions, screen readers, and adaptable formats so that differently-abled students are not excluded.
- Regular feedback from students should be collected and acted upon, so their concerns are heard and improvements are made quickly.
- Stronger partnerships with industries should be developed to make sure online and hybrid degrees are respected and valued by employers.
- Courses should include real-world projects, internships, case studies, and skill certificates (like micro-credentials) to improve employability and keep students aligned with industry needs.

VII. CONCLUSION

Hybrid learning and online degrees have opened new opportunities for Gen Z students by giving them flexibility, saving time and money, and offering access to a wide range of courses. This study shows that while students appreciate these benefits, their satisfaction depends on more than just convenience. They also look for engaging content, reliable platforms, supportive institutions, and most importantly, recognition of online degrees in the job market.

Although the overall response from students is positive, challenges such as limited interaction, uneven content quality, and doubts about career value still need attention. If these issues are addressed, hybrid and online learning can become not only a flexible option but also a trusted and respected form of education.

By strengthening digital infrastructure, supporting student well-being, training faculty, and building stronger ties with industry, institutions can create learning models that are meaningful for students and credible for their future careers.

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