

ประสิทธิภาพของครูไทยด้านการสอนแบบผสมผสาน
จากการเปลี่ยนแปลงในยุคดิจิทัลของโรงเรียน
“The Thai Teachers Performance on Hybrid Teaching for Transforming
Period of Schools Digitalization”

ไตรรัตน์ สิทธิทูล^{*}, รัชสิริ สิทธิทูล²,

กิตติมา เจริญหิรัญ³ และ ธนิกา เจษฎาวรางกุล⁴

¹วิทยาลัยเทคโนโลยีสยาม ²สถาบันบัณฑิตพัฒนบริหารศาสตร์ (นิด้า)

³นักวิชาการอิสระ ⁴นักวิชาการอิสระ

Trirath Sithitool¹, Ruksith Sitthitool²,

Kittima Charoenhirun³ and Thanika Chedsadawarangkul⁴

¹Siam Technology College ²National Institute of Development Administration (NIDA)

³Independent Academic ⁴Independent Academic

Corresponding Author, E-mail: r.sitthitool@gmail.com

บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อสำรวจและทำความเข้าใจการรับรู้ของครูต่อประสิทธิภาพของการสอนแบบผสมผสาน ซึ่งผสมผสานชั้นเรียนออนไลน์และนอกสถานที่ เปรียบเทียบกับชั้นเรียนในสถานที่แบบตัวต่อตัวในโรงเรียนเอกชนแห่งหนึ่งในเมืองรังสิต จังหวัดปทุมธานี ประเทศไทย เป็นวิจัยเชิงคุณภาพแบบกรณีศึกษา ด้วยวิธีการสัมภาษณ์กึ่งโครงสร้างเชิงคุณภาพกับครูจำนวน 6 คน โดยใช้การสุ่มตัวอย่างแบบเจาะจง โดยข้อมูลของงานได้มาจาก 3 แหล่ง คือ การสัมภาษณ์ รวบรวมเอกสาร และการสังเกตการณ์ โดยข้อมูลการสัมภาษณ์ได้นำมาวิเคราะห์แบบการวิเคราะห์แก่นสาระ ความน่าเชื่อถือในการวิเคราะห์แก่นสาระได้รับการประเมินผ่านการซักถามร่วมกับนักวิจัยคนอื่นๆ ที่เกี่ยวข้อง ผ่านตรวจสอบกับผู้เชี่ยวชาญด้านการศึกษา และการตรวจสอบกับผู้ให้สัมภาษณ์ การวิจัยนี้จัดทำขึ้นในภาคการศึกษาแรกของปีการศึกษา 2022 ซึ่งเป็นภาคการศึกษาแรกที่เปิดกว้างสำหรับการสอนแบบผสมผสานอย่างเต็มรูปแบบหลังการแพร่ระบาดของไวรัสโควิด-19 โดยในปีการศึกษา 2022 โรงเรียนได้นำกฎระเบียบการสอนแบบผสมผสานมาใช้อย่างเต็มรูปแบบ และกำลังเปลี่ยนโฉมเป็นโรงเรียนดิจิทัล ซึ่งการวิจัยนี้เป็นแนวทางกรณีศึกษาดำเนินการวิจัยนี้จัดทำขึ้นในภาคการศึกษาแรกของปีการศึกษา 2022

* วันที่รับบทความ : 6 พฤศจิกายน 2566; วันแก้ไขบทความ 14 พฤศจิกายน 2566; วันตอบรับบทความ : 15 พฤศจิกายน 2566

Received: November 6 2023; Revised: November 14 2023; Accepted: November 15 2023

ข้อค้นพบได้นำเสนอได้นำเสนอ 3 ประเด็นหลัก ได้แก่ ความต้องการแรงจูงใจที่ครูท้อแท้จากการสอนแบบผสมผสาน การที่โรงเรียนนำระบบเทคโนโลยีสารสนเทศและสื่อสารมาจัดการโครงสร้างพื้นฐานดิจิทัลทั้งซอฟต์แวร์และฮาร์ดแวร์ และการพัฒนาความสามารถ ความรู้และทักษะด้านเทคโนโลยีดิจิทัลของครู ดังนั้นความต้องการแรงจูงใจ การบูรณาการ ICT ในโรงเรียน และการพัฒนาความสามารถด้านดิจิทัลสามารถเพิ่มประสิทธิภาพของครูในการสอนแบบผสมผสานได้

คำสำคัญ: การสอนแบบผสมผสาน; ประสิทธิภาพของครู; การแปลงระบบดิจิทัลของโรงเรียน

Abstracts

The objective of the research was to explore and understand teachers' perceptions towards the performance of hybrid teaching, which combines an online and onsite class, compared with face-to-face onsite classes only at one private school in Rangsit City, Pathumthani Province, Thailand. The research was a case study approach with a qualitative method of semi-structured interviews with six teachers by purposive sampling. The interview data was analyzed by thematic analysis. Trustworthiness in thematic analysis was assessed through peer debriefing with other researchers, an external auditor with a professor in education, and member checking with interviewees. The research explored teachers' perceptions of their performance towards hybrid teaching, comparing it to face-to-face onsite classes only as it's a bounded system. This study focused on one site, which is a private school in Thailand. The research was conducted in the first semester of the education year 2022, which was the first semester fully open to hybrid teaching after the COVID-19 pandemic. In the education year 2022, the school had implemented the full regulation of hybrid teaching and was transforming into a digitalized school.

To explore and understand the perception of teachers' performance on hybrid teaching in one private primary school in Thailand, findings presented the themes of need for motivation in which the teachers were discouraged from hybrid teaching. School ICT adoption as the teachers commented on the digital infrastructure of software and hardware. And in terms of digital competence development, teachers mentioned their lack of knowledge and skills in digital technology. Therefore, the need for motivation, the integration of ICT in schools, and the cultivation of digital competence can effectively enhance teacher effectiveness in hybrid teaching.

Keywords: Hybrid Teaching; Teacher performance; School digitalization

Introduction

Human and organizational development are consistently present in numerous sectors, including education and the emerging digitalization environment. In response to the digital transformation of the education sector, Human and organizational development would establish a framework for redesigning schools and a performance management strategy for education personnel throughout the digital transitional period.

Digital transformation is now being accelerated by COVID-19. A multitude of industries have undergone profound digital transformations. An added benefit is that certain companies permit workers to return to their desks. Concurrently, numerous offices, including educational institutions, underwent permanent transitions from traditional to digital and hybrid work environments. With hybrid classrooms, which combine in-person instruction with online learning, numerous schools transition to digital (Bonk, C. J., and Graham, C. R., 2012:1).

Hybrid classes are offered online by numerous educational institutions, particularly private schools that have responded to the digital revolution. To be able to contribute to the learning outcomes of hybrid classes in addition to traditional face-to-face classes, the school and its instructors strive to adapt and improve. Integrating both traditional classroom and online instruction, a hybrid course combines online and offline instruction (Zhang, J., 2022: 62-67). An instructional method known as hybrid learning combines online and in-person curriculum components. Hybrid learning systems will permit a combination of computer-mediated and in-person experiences, according to (Bryan and Volchenkova, 2016: 24–30).

Pedagogy and instructional design, in conjunction with the use of the most advanced technological devices, should be the primary contributors to the success of hybrid learning. Energize students, support student interaction, and organize the best content to be transmitted, even though Human Resources and Development could account for obstacles such as facility limitations and a lack of study motivation (Nashir, M., and Laili, R. N., 2021:21).

Effective online learning is the result of methodical paradigm-based instructional design and planning (Branch, R. M. and Dousay, T. A., 2015: 24–30). One possible approach to addressing online learning demands modifying the structure of the course materials and the methods of instruction. Nevertheless, these aspects may require instructors to provide more focused and explicit supervision rather than direct instruction (Gonzalez et al., 2020: article). The design of assessment items and the assumption that students will independently guide their learning are arguably more challenging concerns.

As a result of the education sector's digital transformation, hybrid instruction has emerged as both the norm and a challenge for educators. The transformation in the educational environment has piqued the interest of academics from various fields, who are attempting to comprehend the phenomenon in which it operates. In addition to their contributions to human resource and organization development, they significantly influence the perception of schools as organizations and education personnel as human resources. As part of an effort to investigate and comprehend teachers' perceptions of their performance in hybrid instruction, this study will be conducted. Another study may be inspired by the findings of this one to develop an intervention that enhances the performance of teachers in hybrid settings.

The objective of this case study is to investigate and comprehend the perspectives of educators regarding hybrid instruction, which combines online and onsite learning, in contrast to traditional onsite classes that solely occur in person. The perceptions will be incorporated into an examination of the conditions surrounding teachers' performance in hybrid instruction in Thailand, as we anticipate that this will become the norm in basic education.

Research Objective

To explore and understand the perception of teachers' performance on Hybrid teaching of teachers in one Private Primary School in Thailand.

Research Methodology

This research was a qualitative approach to case study research. The research explored teachers' perceptions of their performance toward hybrid teaching, comparing it to face-to-face onsite classes only as it's a bounded system. This study focused on one site, which is a private school in Thailand.

Research Scope

The population of this research was teachers at private primary schools in Rangsit city, Pathumthani Province. The sample was selected using the purposive sampling method by considering the condition of various subjects and their long working experience. Purposive sampling is a technique used in qualitative research to accomplish specific goals. The number of respondents who can be included in a purposive sample is unlimited, provided that the necessary data can be gathered and retrieved (Bernard, 2017:1).

Due to research instruments and triangulation, Interview document data, and observation in class teaching were provided. Creswell (2017:1) provides observations and several recommendations regarding sample size, suggesting a range of four to five cases at most. Due to data saturation, the case study involved interviewing participants until no further information could be gathered. (Guest, Bunce and Johnson, 2006: 59-82; Krysik, J. L., 2013:1). Before the interview, each respondent gave out an information sheet. The respondents' convenience was taken into consideration when choosing the interview site. All interviews were captured on audio after being signed for and providing consent. The most crucial phase of qualitative research was data analysis and interpretation.

To explore the perception of teachers' performance in hybrid teaching compared with traditional face-to-face onsite classes of teachers in one private primary school in Rangsit City, Thailand, the following main questions were asked:

Explain your view of Hybrid teaching.

Explain your performance on Hybrid teaching, compared with traditional face-to-face onsite classes.

Explain your view on obstacles and improvement of performance in Hybrid teaching.

According to data collection, the respondents were six teachers. For confidentiality purposes, respondents were given the initials R1, R2, R3, R4, R5, and R6. Semi-structured interviews were conducted, and a list of questions related to the literature review on teacher performance and hybrid teaching was listed. All participants were willing to participate in a 45- to 60-minute interview session.

The primary collection method was semi-structured interviews, while document data was collected from teachers' handouts, course outlines, lesson plans, and other related documents. This study was limited to a sample size of six respondents who were teachers at one private school in Rangsit City.

This research was an exploratory case study, and the sample was selected using the purposive sampling method by considering the condition of various subjects and their long working experience. Purposive sampling is a technique used in qualitative research to accomplish specific goals. The number of respondents who can be included in a purposive sample is unlimited, provided that the necessary data can be gathered and retrieved (Bernard, 2017:1).

In the analysis of the data, the thematic analysis involves the identification and exploration of recurring themes and patterns through the process of coding. Thematic analysis is a methodology that involves identifying patterns within the data, where these patterns are subsequently treated as themes for analysis. This process entails a meticulous and concentrated re-reading and evaluation of the data (Bowen, G. A., 2009: 27-40). A theme can be described as a conceptual or ideational construct that arises from the analysis of data, serving to integrate and organize empirical observations coherently (Bogdan, R., and Biklen, S. K., 1997:1). The initial step involves conducting a thematic analysis using tape recorder transcripts of semi-interview data and filed notes. Furthermore, the process of classifying data involves condensing the text into specific words or phrases that effectively communicate the research findings.

Transformability

According to the transformability or ability of this research to be generalized, the researcher provided details about the school and participants to allow readers to understand the context of the case. Then the information from research could be considered to benefit the school in a similar context.

Participants Information

The purposive selection was used to choose the samples from this primary school as participants. The criteria for selecting interviewees were the teachers from each subject, including language subjects, science and math subjects, and social subjects, for a total of six teachers. All teachers have been working as teachers for more than four years. Their salaries are more than 20,000 baht, or an estimate of 550 USD. They all graduated with a bachelor's degree in education but not further in a master's degree. They all earn extra income from extra teaching after school hours. As the information provided may affect the school and executive, they will be unidentified or anonymous (Glesne, 2016:1).

Table 1. Profile of Respondents

Initial	Gender	Age	Subject	Teaching experience
R1	Female	32	Science	4
R2	Female	35	Social	7
R3	Male	27	Mathematic	3
R4	Female	39	Geography	11
R5	Female	29	English Language	5
R6	Female	41	Thai Language	18

About School

The researcher researched a private primary school in Rangsit City, Pathumthani Province, which is close to Bangkok, the capital city of Thailand, and the population is almost one million. The school provides education from kindergarten up to grade 6. The school (year 2022) has about 400 students and 38 teachers. The tuition fee is between 40,000 and 50,000 baht per semester (two semesters a year). According to the Thai economy, this school is considered to have a majority of students from middle-class families. For ranking in the education system in Thailand, in terms of academics, this primary school is in the top range of Rangsit City but in the middle rank in Thailand.

Since the spread of COVID-19 in Thailand, the school has been closed many times due to orders from the Education Ministry and safety measures. During the closure, the school provided online learning classes for students. When the school can open, besides providing only onsite classes with safety measures, the school has options for whether the students can choose online or onsite classes. The students can alternately choose between online and onsite classes. Hybrid teaching at this school involves mixing online and onsite classes in one classroom. It is a permanent instructional system for the school.

The findings of the research may affect school image. The school's name will be unidentified or anonymous (Glesne., 2016:1).

Trustworthiness

To establish trustworthiness, the researcher provided a worthy topic, confirmability, credibility, and transformability. This worthy topic (Tracy, S. J., 2010: 837-851) was relevant to education, with a common concern about the timely implementation of digital transformation. This research has made a significant contribution to primary schools, especially the private primary schools in Thailand with similar contexts. The researcher provided a thick description of the context of the study to apply the result to other private primary schools or schools that had similar contexts for transformability (Lincoln and Guba, 1985:1). The credibility of this research used the peer debriefing (Spall, S. 1998: 280-292) technique with other researchers who were also conducting qualitative research on teachers' performance in the digitalization of secondary schools. For member checking, the researcher also sent back the interpretation and analysis of transcripts to participants to read and confirm. The research had been audited by the auditor, who was a university professor in the education faculty.

Research Finding

The purpose of this study was to explore the perception of teacher performance in hybrid teaching compared with traditional face-to-face onsite classes of teachers in one private primary school in Rangsit City. All participants' responses were original quotations, and they were quoted as stated by the respondents.

Theme 1: Need for Motivation

Some of the respondents gave statements:

"I think my performance is dropping down. It's much more difficult hybrid teaching. I feel like I have to work more than usual".

".... It's very hard work. It's very exhausting after teaching Hybrid Class because I have to pay attention to online and onsite students at the same time."

"...the school should hire more teachers. the class should be separated between onsite, and online classes. We don't want to teach at the same time."

“...sincerely, comparing performance between Hybrid and face-to-face onsite classes only, my performance is a lot worse because I have to take care of both students onsite and online. Sometimes, I think it’s not fair to me as well, because I have to work a lot more.”

“I think my performance in hybrid class is bad. I need to be improved but I don’t have time....A hybrid class is good for students who cannot come to school, but it’s a hard task for teachers...good in regulation but bad in action”

Theme 2 School ICT Adoption

Some of the respondents gave statements:

“... Sometimes the internet is not good. we cannot communicate well online... we should have an internet from many brands. In case the internet signal drops, we can switch to others”

“... To improve Hybrid teaching performance, I think we should some application or program to support joint activity between online and onsite classes. I think that somehow digital technology can help teachers improve performances.”

“I think if we have many TV screens. One screen for one online student. It might be easier to communicate with online students in Hybrid Class.”

“...the school should have IT support staff to help teachers in setting an online class or assist when a teacher needs help with digital technology.”

Theme 3, Digital competences development

Some of the respondents gave statements:

“.... This is quite new for us. When I studied for the Bachelor of Education, there was no course on Hybrid Teaching. We have to learn by doing since the COVID-19 pandemic.”

“...sometimes I got very frustrated with the online program or application, I’m not an expert on digital technology.”

“... It’s very challenging for me in Hybrid Teaching... I think that there should be some exercise or lesson to acknowledge us about Hybrid Teaching.”

“I think I can improve my performance if I can fluently use digital programs or application.... and I should know many educational digital programs or application, so I practically use them in Hybrid Class”

Discussion

Theme 1: Need for Motivation

Most teachers talked about the difficulty of hybrid teaching. They feel that they have to do more work and feel exhausted. In psychological terms, teachers' perceptions are unfair at work with the workload. With a new working task or style of teaching hybrid class regulation at the school, teachers as school employees may need motivation to cope with this change. The presence of motivated employees is imperative within contemporary workplaces characterized by rapid change, as they play a pivotal role in ensuring the survival and success of organizations. (Lindner, J. R., 1998: 1-8).

With the new task of hybrid teaching, the school can drive teachers' performance with an incentive strategy. It's possible that incentives other than money won't be enough to motivate employees. Although pay is a major motivator for workers and has a considerable influence on determining their diligence and commitment, money does not dramatically improve performance over time or increase productivity (Whitley, 2002:1). According to Indahingwati et al. (2019), motivation is the ability to act toward a specific goal. This study found that motivation positively influences performance in determining outcomes like productivity, perseverance, and performance.

Non-monetary incentives are a specific type of reward given to employees in addition to their salary that encourages them to complete any task (Luthans, 2000: 31-39). Incentives, social acceptance, and performance reviews are a few other non-monetary factors that positively affect motivation. Motivation strategy can be based on McClelland's achievement motivation theory.

Theme 2 School ICT Adoption

As the school transforms itself into a permanently hybrid school, digital support from the school should be implemented. ICT adoption is a concept that schools could include in teacher performance management. ICT adoption in education is the process of utilizing technology to improve teaching and learning and to understand learning materials according to the curriculum. Providing a suitable digital program or application could increase teachers' performance in hybrid classes.

Due to an economic and management perspective, ICTs are regarded as (1) a social construction; (2) an information provider; (3) an infrastructure (hardware and software); and (4) a business process and system (Barba-Sánchez, V., and Jimenez-Zarco, A. I., 2007: 103-114). In this case, the teachers need the school to support technology, focusing on an infrastructure of hardware and software. If teachers' performance improved, the adoption of ICT would positively affect the organization. The use of ICT in education has improved management in schools; educational organizations attest to a high adoption rate of ICT for resource planning and management (Oyier et al., 2015: 14-22).

ICT Adoption at school would not benefit only as a communication channel. ICT is used in educational management to greatly increase information and knowledge accessibility by bridging time and distance gaps (Mwadulo & Odooyo, 2020). ICT is also a useful tool for gathering, organizing, and evaluating data on education indicators, such as student performance and human and physical infrastructure (Al-Senaidi et al., 2009: 575-590). This helps reduce the need for physical files because electronic files take their place (Ghavifekr et al., 2013).

ICT-supported teachers, who are regarded as the organization's core assets to motivate staff to increase performance (Tuffaha, M., 2020:14), are required to support the school's mission of becoming a permanently hybrid institution. The school's performance management program aims to support and encourage employees to work as productively and successfully as they can while meeting organizational requirements (Walters, M., 1995:1). Numerous business tasks related to marketing, production, customer loyalty, and employee performance are made possible by ICT (Reichstein, C., 2019:1).

Theme 3, Digital competences development

To enhance their teaching performance, educators must enhance their digital competencies through the interpretation of interview data. To maximize their professional performance, teachers undergoing ICT training must professionalize themselves and incorporate desired professional competencies (Michos, K., and Hernández-Leo, D, 2020:1; Pozos Pérez, K. V., and Tejada Fernández, J., 2018: 59-87.). ICT teacher preparation continues to be difficult for both in-service and preservice educators (Nabi-Ranjbari et al., 2020: 1-24.).

The incorporation of teachers' digital competency into pedagogy is referred to as "digital pedagogy." As per the knowledge society, teacher preparation is a critical element of an excellent education. This entails not only enhancing educators' knowledge but also integrating pedagogical and technological advancements (Gallagher, M. S., 2018: 136-147; Mishra, et al., 2011: 136-147). A proficient teaching staff is essential from both a pedagogical and technological standpoint. However, a constructivist paradigm obscures the concept of competency training and diminishes its importance (Nganji, 2018: 647-657). An essential criterion that could be applied to teacher training programs is the proficiency of the instructors in information and communication technology (ICT) (Ilomaki et al, 2016: 655-679).

Teachers' performance in hybrid teaching should not focus only on communication via digital channels. ICT competencies are defined as the integrated and functional application of digital knowledge, skills, and attitudes, whereas ICT skills pertain to the technical management of ICT (Ananiadou and Claro, 2009; Erstad and Sefton-Green, 2013). ICT competence, digital literacy, and ICT literacy are a few of the standard ICT frameworks that have been established in the process (Markauskaite, L., 2007: 547-572). The education sector, in response to digital transformation, has recommended that teacher education programs encourage the pedagogical use of ICT to enhance current teaching methods and foster the creation of novel, innovative teaching approaches (Kirschner et al., 2008: 435-447).

Teachers in basic education are especially needed to develop digital competence. The early use of digital technology by teachers in primary education makes digital learning more familiar for students. Digital education has been focused on for many years before COVID-19. Information and communication technology (ICT), defined by scholars and technologists as technological systems utilized for electronic information transmission, processing, storage, production, display, sharing, and exchange, is also regarded as an application within the realm of education (Meleisea, 2007:1). As a fundamental or supplementary component of the teacher training procedure, ICT is utilized (Jung, I., 2005: 94-101). COVID-19 is an accelerator for digital transformation in education.

Conclusion

As a digital transformation has shaped education sectors into digital contexts, hybrid teaching has become the norm for schools. Both teachers and schools must understand more about the conditions that occur while providing the best performance possible in hybrid teaching. The school should adopt human resource and organization development principles to cope with this change. To become a digitalized school, both technology and psychology are equally important. Besides the implementation of technology, human development in terms of mindset, knowledge, and skill should also be prominent.

According to the research on the teachers' performance in hybrid teaching at one private primary school in Thailand, this is a case study to explore and understand the teachers' perceptions of their performance in hybrid teaching compared with traditional face-to-face teaching during the school digital transformation period. This private primary school is the middle-ranking school in Thailand in terms of academics and economics. The data shows that teachers accepted their lower performance in hybrid teaching. As the school is an organization and teachers are employees, the school needs to interpret the data and apply it to its performance management strategy.

Firstly, the motivation strategy should be implemented to motivate teachers to deal with hybrid teaching, a new teaching style, and more workload. Motivation theories such as McClelland's achievement, affiliation, and power motivation, Herzberg's KITA motivation, goal-setting theory, and Vroom's expectancy theory can be applied to performance motivation strategies. Secondly, the school needs to design courses or training programs for teacher digital competency development. Lastly, the school's ICT adoption must first focus on infrastructure, such as software and hardware. Then, other functions as an information provider and a business process and system should further apply the full technology support for school digitalization.

Recommendations

This study is only partially to understand the teachers' perceptions of their performance. To set the strategy of performance management, the research would aim to understand it at every level of the organization, including the organization level, group level, and individual level.

The research could imply that digitalization in the education sector should be prepared since teachers are in universities. As we know the digital world is a new normal in the world as well as in the education sector, to provide education with digital or digital pedagogy, teachers should have knowledge and skills. Therefore, the education faculty at the university should be highly concerned with the digital learning and teaching of future educators. Moreover, the schools that define themselves as digitalization schools should include digital criteria for recruitment and evaluation of education staff as well.

A new body of knowledge

The results of this study contribute to the comprehension of educators' perspectives regarding the performance of hybrid instruction, highlighting the need for motivation as teachers expressed discouragement towards hybrid teaching. The use of information and communication technology (ICT) in schools (school ICT adoption) was evaluated by the teachers, who provided feedback on the digital infrastructure encompassing software and hardware components within schools. On the development of digital competence, teachers expressed concerns about their limited understanding and proficiency in digital technology. presented below illustrates strategies for enhancing performance in the context of Hybrid teaching by teachers.

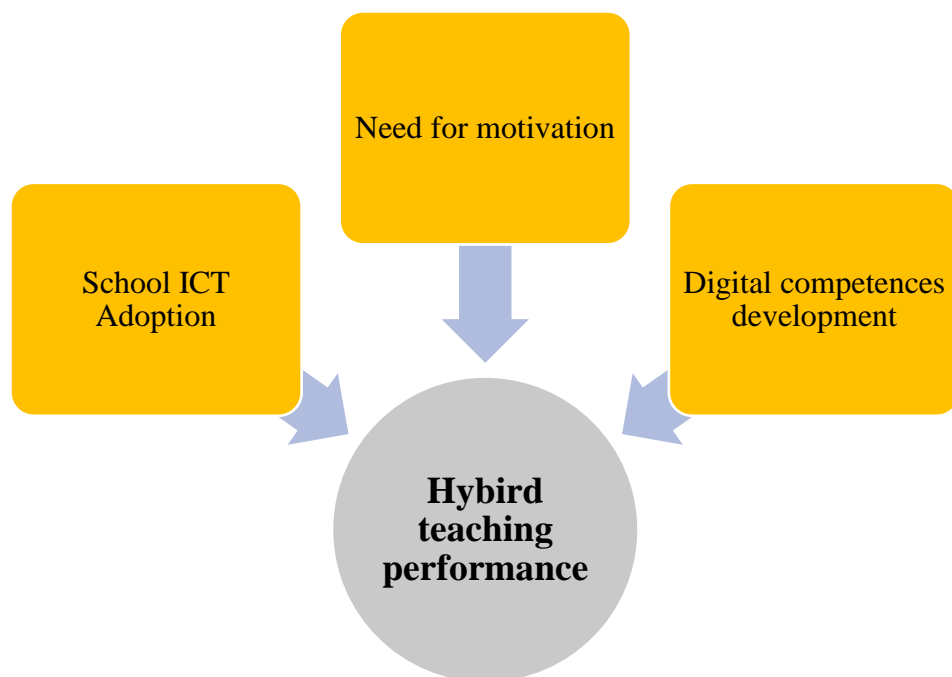


Figure 1, Important factors for increasing hybrid teaching performance

The suggestions for research topic

In future research, it is recommended that this educational institution undertake a research initiative focused on evaluating the efficacy of its school administrators, as well as assessing the performance of its teaching staff in alignment with the institution's stated vision and goal. The school administrators may engage in contemplation of the cost and benefit analysis, often known as return on investment, as well.

Secondly, the research could center on the satisfaction of students and parents regarding learning outcomes and the educational process. In future studies, academics will seek to incorporate the viewpoints of executives, parents, and students in evaluating the performance of teachers.

Finally, the results of this study indicate that there is a need for motivation, school ICT adoption, and the development of digital competence to enhance the implementation of hybrid teaching practices among teachers. These findings suggest that conducting action research within schools might be an effective approach to monitor and evaluate the progress of teachers' performance in hybrid teaching.

References

- Al-Senaidi, S., Lin, L., & Poirot, J. (2009). Barriers to adopting technology for teaching and learning in Oman. *Computers & education*, 53(3), 575-590.
- Barba-Sánchez, V., Martínez-Ruiz, M. D. P., & Jiménez-Zarco, A. I. (2007). Drivers, benefits and challenges of ICT adoption by small and medium sized enterprises (SMEs): a literature review. *Problems and Perspectives in Management*, 5(1), 103-114.
- Bernard, H. R. (2017). *Research methods in anthropology: Qualitative and quantitative approaches*. Rowman & Littlefield.
- Bogdan, R., & Biklen, S. K. (1997). *Qualitative research for education*. Boston, MA: Allyn & Bacon.
- Bonk, C. J., & Graham, C. R. (2012). *The handbook of blended learning: Global perspectives, local designs*. John Wiley & Sons.
- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative research journal*, 9(2), 27-40.
- Bryan, & Volchenkova. (2016). Blended Learning: Definition, Models, Implications for Higher Education. *Bulletin of the South Ural State University Series "Education. Education Sciences"*, 8(2), 24–30. <https://doi.org/10.14529/ped160204>
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Gallagher, M. S. (2018). KakaoTalk meets the ministry of education: mobile learning in South Korean higher education. In *Mobile learning and higher education* (pp. 136-147). Routledge.
- Glesne, C. (2016). *Becoming qualitative researchers: An introduction*. Pearson. One Lake Street, Upper Saddle River, New Jersey 07458.
- Gonzalez, T., de la Rubia, M. A., Hincz, K. P., Comas-Lopez, M., Subirats, L., Fort, S. & Sacha, G. M. (2020). Influence of COVID-19 confinement on students' performance in higher education. *PLoS ONE*, 15(10), article e0239490. <https://doi.org/10.1371/journal.pone.0239490>

- Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? An experiment with data saturation and variability. *Field methods*, 18(1), 59-82.
- Jung, I. (2005). ICT-pedagogy integration in teacher training: Application cases worldwide. *Journal of Educational Technology & Society*, 8(2), 94-101.
- Iilomaki, L., Paavola, S., Lakkala, M., & Kantosalo, A. (2016). Digital competence—an emergent boundary concept for policy and educational research. *Education and information technologies*, 21(3), 655-679.
- Kirschner, P., Wubbels, T., & Brekelmans, M. (2008). Benchmarks for teacher education programs in the pedagogical use of ICT. In *International handbook of information technology in primary and secondary education*(pp. 435-447). Springer, Boston, MA.
- Krysik, J. L. (2013). *Research for effective social work practice*. Routledge.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. sage.
- Lindner, J. R. (1998). Understanding employee motivation. *Journal of extension*, 36(3), 1-8.
- Luthans, K. (2000). Recognition: A powerful, but often overlooked, leadership tool to improve employee performance. *Journal of Leadership Studies*, 7(1), 31-39.
- Markauskaite, L. (2007). Exploring the structure of trainee teachers' ICT literacy: the main components of, and relationships between, general cognitive and technical capabilities. *Educational Technology Research and Development*, 55(6), 547-572.
- Meleisea, E. L. L. I. E. (2007). The UNESCO ICT in education programme. *Bangkok, Thailand: United Nations Educational, Scientific and Cultural Organization*.
- Michos, K., & Hernández-Leo, D. (2020). CIDA: A collective inquiry framework to study and support teachers as designers in technological environments. *Computers & Education*, 143, 103679.
- Nabi-Ranjbari, M., Heidari Tabrizi, H., & Afghari, A. (2020). Evaluation of the Latest Pre-Service Teacher Education Curriculum in EFL Context: A Testimony of Teachers, Teachers Educators and Student Teachers' Perspectives. *Applied Research on English Language*, 9(1), 1-24.
- Nashir, M., & Laili, R. N. (2021). Hybrid Learning as an Effective Learning Solution on Intensive English Program in the New Normal Era. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 9(2), 220232.
- Nganji, J. T. (2018). Towards learner-constructed e-learning environments for effective personal learning experiences. *Behaviour & Information Technology*, 37(7), 647-657.
- Pozos Pérez, K. V., & Tejada Fernández, J. (2018). Competencias digitales en docentes de educación superior: niveles de dominio y necesidades formativas. *Revista Digital de Investigación en Docencia Universitaria*, 12(2), 59-87.
- Reichstein, C. (2019). Strategic IT management: how companies can benefit from an increasing IT influence. *Journal of enterprise information management*.
- Spall, S. (1998). Peer debriefing in qualitative research: Emerging operational models. *Qualitative inquiry*, 4(2), 280-292.
- Tracy, S. J. (2010). Qualitative quality: Eight “big-tent” criteria for excellent qualitative research. *Qualitative inquiry*, 16(10), 837-851.
- Tuffaha, M. (2020). The determinants of employee's performance: A literature review. *Journal of Economics and Management Sciences*, 3(3), p14-p14.

- Walters, M. (1995). Performance management Handbook/Institute of personnel and development. *London.–1995. Рисунок А.*
- Whitley, R. (2002). *Competing capitalisms: Institutions and economies*. Edward Elgar Publishing.
- Zhang, J. (2022). Research on Mixed Classroom Application Effect under Information Technology-Take Jining Normal University as an Example. *Advances in Educational Technology and Psychology*, 6(8), 62-67.