


Chapter 7

Hybrid Learning: Teachers' Perspectives

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ABSTRACT

During the COVID-19 pandemic, different methods of learning were used, in which hybrid learning was prominent. The use of technology and other complexities in this method made it hard to adapt, especially for teachers who are less tech-friendly. This method requires a huge amount of teacher presence and to provide that the teachers have to compromise with their mental health. As not being mentally healthy, teachers start perceiving their job negatively, which leads to declined job satisfaction among them. This study aims to assess the role of hybrid learning and teacher presence in mental health and job satisfaction among teachers. To assess hybrid learning and teacher presence, a survey was conducted on the government teachers. The data was analyzed statistically, and the findings suggest that hybrid learning came out as a significant predictor of job satisfaction. It was found that mental health was significantly negatively predicted by teacher presence. Another finding also emerged that both hybrid learning and teacher presence predicted job satisfaction.

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INTRODUCTION

Learning is the acquisition of new knowledge that has a significant impact on our well-being (Smith & Dechant, 1961). This is a perpetual mechanism in which experience and information are synthesised into knowledge and skills. It is a two-way process involving both the learner and the educator that results in knowledge gain as well as competence. Participation of both students and teachers is necessary during the learning process (Bergmark & Westman, 2016; Bovill, 2014; Bovill & Bulley, 2011; Cook-Sather et al., 2014). Learning can be done in many ways or methods like online learning, conventional learning, inquiry-based learning, cooperative learning, hybrid learning, personalized education, expeditionary learning, game-based learning and project-based learning et cetera. Choosing the correct method of learning depends on the needs of the students, and all these methods have different levels of content delivery, participation, communication, evaluation, and technology use.

Classes have been run by teachers for years, from kindergarten to higher education, who supervise classrooms and conduct lessons that begin and end with the bell. Creating assessments, supervising examinations, and then evaluating the exam results were all done by the teachers. This method was majorly used in conventional learning, but the endemic deeply changed the functioning of society and education in every aspect (Liguori & Winkler, 2020). As per the Inter-agency Network for Education in Emergencies, Global Education Cluster (2018); Global Education Cluster (2020), education disruption and school closures unfortunately occur during humanitarian crises.

The closure of schools during this pandemic has affected millions of learners, and they have faced an abrupt shift from on-campus study to online study via synchronised and nonsynchronous online programmes. This suddenly changed the way of learning and demanded proficiency in certain abilities to study and to lecture as well (Demuyakor, 2020; Ratten, 2020). The data provided by UNESCO et al. in 2020 states that in order to meet the evolving academic, financial, as well as social and psychosocial needs of learners, families, and educators, prepare the manner in which educational institutions could possibly resume operations throughout the global epidemic, construct updated creative, and encompassing strategies to provide higher education, and look at how educational institutions might become highly resilient in the years to come, national governments, educational administrators, and professionals continue to be having difficulty providing educational material via different approaches. Simultaneously, the worldwide epidemic led to advances in remote learning modalities: 90% of nations implemented distant educational methods during the closures of educational institutes due to COVID-19.

In the context of teaching, it was a huge challenge for the teachers, especially, for those who are less technology literate, to drastically substitute their teaching methods.

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