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RESEARCH PAPER

Teachers' Perspectives on Digital Transformation and Hybrid Models in English Language Education

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ABSTRACT

This study investigates educators' responses to digital transformation and the challenges and opportunities posed by the hybrid learning model. Drawing from a sample of 100 instructors in Multan's Federal Government schools, the research underscores the imperative for robust teacher training programs aimed at enhancing proficiency in the evolving landscape of hybrid learning. The study advocates for continuous training initiatives and proposes policies mandating up-to-date technology integration training for all teachers. In an era marked by technological revolutions, the research emphasizes the growing dependence on digital systems, calling for official endorsement and support of research in hybrid learning and digital transformation. Such initiatives seek to optimize technology utilization within classrooms, fostering competence in the hybrid learning model and cultivating a more resilient and adaptable education system. Ultimately, understanding and addressing teachers' perspectives on hybrid learning and digital transformation are deemed crucial for creating an educational environment that excels in an increasingly digital world.

KEYWORDS Digital Transformation, English Language Teacher, Hybrid Learning

Introduction

People have worked to increase their knowledge and skill sets ever since the beginning of civilization. Learning is a tactic that humans have employed to achieve their goals. Most of it involves learning from and being educated by experts. Teachers have typically instructed students in physical classrooms for the majority of learning. Many individuals have also been teaching using this way for a very long time. However, during the past few years, the way that training is delivered has shifted from being exclusively in-person instruction in a classroom to a combination of in-person instruction and online learning. In hybrid learning, the instructor and the student are not present at the same time or in the exact location (Akkoyunlu, 2008). Hybrid learning was put in place because it was essential to make sure that students were participating and that they could get an education from anywhere by removing geographical barriers, which led to more flexibility.

A grasp of media is required with the capacity to learn information and judge what is discovered, as well as the ability to connect with people by utilizing a variety of Hybrid models and applications. A hybrid model is also required for job candidates. All of these abilities originate from a diverse range of industries and cultural backgrounds. To be digitally literate, one must be familiar with all of the fundamental principles of the Corroborate Hybrid Model. The importance of integrating technology into instruction to better equip students for the twenty-first century has been spotlighted by the educational environment. Compound hardships and expectations are being placed on the teaching

profession progressively, necessitating an entirely new, broader, and more well-informed set of competencies than was previously required. It is necessary for English teachers to further expand their hybrid abilities as a result of the rising use of electronic devices and programs in the classroom. Because the talents of the teachers are reflected in the abilities of the students, it is essential to realize the strategic importance of offering digital education.

The research questions of the study are given below:

- How do English teachers perceive the need and significance of digital transformation and implementation of the Hybrid model of ELT classes at the elementary level?
- What challenges and opportunities can be predicted based on the teachers' perceptions related to the digital transformation and implementation of the Hybrid model of ELT classes?
- What is the teacher's motivation/reception level for digital transformation and the Hybrid model of ELT classes?
- How much are the teachers skilled /trained for using the digital tools under hybrid classroom management?

In Pakistan's public schools, teachers have never had an authentic experience with or opportunity to practice hybrid teaching. They have never considered using technology or adopting instructional methods other than the traditional face-to-face method. The rapid coronavirus epidemic turned out to be a "blessing in disguise" since it gave us the chance to advance the digital and technological competencies necessary for the hybrid teaching-learning process. The problematic scenario gave us a fantastic chance to improve our digital literacy and select the finest tools available to deliver instruction in a period of uncertainty and unpredictability. This study focuses on how English language instruction is undergoing a digital revolution and adopting a hybrid model to move away from old teaching techniques and adopt new learning styles using a combination of technology. It gives instructors knowledge and motivation to use blended teaching methods. The development of curriculum and policies for hybrid education in schools will also be brought to the attention of education authorities and all other stakeholders to stay up with the challenges of the 21st century.

Literature Review

The purpose of this study is to investigate how the hybrid learning environment in Pakistan has impacted ELT pedagogical techniques and the role of English language learners. It is essential to review the literature on blended learning, research its dynamics and ensemble, and grasp how this mode is becoming the dominant trend in education. The use of new educational technologies is dramatically and massively changing education, and there is a tight correlation between these developments in curriculum, English teaching techniques, and student responsibilities. Hybrid Learning influences ELT pedagogical methods and the role of English language learners while providing a positive environment for both instructors and students (Martyn, 2003). In Pakistan, it is fast evolving into a new teaching strategy. These studies demonstrate that the mixed ELT setting has a significant role in facilitating the shift from teacher-centered to student-centered teaching and learning.

According to Wang et al. (2020), there is a significant relationship between creative web-based practice and changes in the curriculum, English teaching strategies, and student participation. Changes in education, society, politics, and the economy have resulted from technological and knowledge-based advancements everywhere in the world. The position of the instructor and learner has changed as a result of technology advancements worldwide. As a result, the pedagogical and instructional structure must alter and grow in line with this. Several factors influence this shift and advancement in the educational sphere. Teachers are undoubtedly the most important factor among these elements, and these developments in educational technology undoubtedly impact them. An instructor is crucial in guiding technology development and creating a bridge between student needs and educational improvements (Wang et al., 2020).

We need to comprehend how people learn and how the design of the classroom affects that process. Learning is asymptotic in first-order contexts, where one may easily fit into a comparatively stable system of routines. Learning is not asymptotic in second-order environments because every time one individual adapts, the environment changes and requires that everyone else readjust. Contributions to common knowledge are, therefore, a part of adaptation itself (Koschmann, 2012). This study is based on the observation that technology is rapidly becoming a new and significant trend in education. The reality is that today's youth are surrounded by technology in practically every aspect of their lives. According to Roberts and Foehr (2008), in research Roberts conducted, the average youngster uses media, which includes most identified technologies, for over 6 to 12 hours each day. Even without taking into account the quantity of media and technology that students are exposed to in the classroom, this fact is already concerning enough. Given that, the question that arises is: to what extent can we justify encouraging increased media and technology use in the classroom, given that our children are already being exposed to it to an excessive degree? It can be subjectively challenging to gauge how much technology any given person uses daily. Still, another study found that 87% of students between the ages of 19 and 22 used the internet, illustrating how important new technologies have become to our youth generation and how this generation is defined by the "technological environment" in which they live. At the same time, the purposes and uses of the majority of learners' devices can range from social contact instructional searches to plain old curiosity. Technology is now seen as a tool that encourages future professional success. This viewpoint is supported by an awareness of how mechanically infused our society is. Essentially, this is the reality.

The findings of the study by Akkoyunlu and Soylu (2008) showed that children benefit from a mixed-ability learning environment and raise their accomplishment level. Their opinions of the hybrid learning technique were favorable in the meantime. When compared to the conventional course approach, it combines a variety of ways to keep students interested in their learning (Cobb, 2011). As was previously mentioned, hybrid education allows students to engage in their courses in a variety of ways since they receive and acquire material through a combination of in-person and online interactions. In contrast to a regular classroom, these interactions change and broaden how students engage in active learning. Additionally, the online interactions of the hybrid course model encourage the usage of assistive technologies to improve the learning process (Heide & Henderson, 2001).

Material and Methods

This section provided a more in-depth analysis of the philosophical foundations of the research procedures as well as the selection criteria. The quantitative approach used in this study was integrated to create more genuine and reliable results. The study's purpose

and nature selected it. A pilot study helped the researchers focus on the issues that were crucial to the investigation and improved the conceptual framework of the study. A preliminary survey could also show the survey and its faults in the technique, making it possible to use what was learned to enhance the survey.

The quantitative method has been used in this study. The survey tool was used to collect the required data. The study looks at the changes that will happen if modern technology is wholly integrated into the classrooms and digitization takes place. It focuses on how the hybrid model of teaching English works, how well instructors can utilize it, and what sorts of difficulties they run into while utilizing this technology. An accurate measurement serves as the foundation for the quantitative data collection approach. Quantitative data is gathered using questionnaires. The research questions are reiterated after a review of applied linguistics research methodologies and the selection of a suitable strategy for this study. The researchers then describe and defend the use of analysis of the data and processes for the current study after choosing and describing the sample population. Additionally, the design and contents of the research tools have been thoroughly explained and depicted.

Data Analysis

In this area, the data has been presented and analyzed quantitatively. For quantitative analysis, the data has been collected through a questionnaire. The Questionnaire contained four demographic questions about gender, age, qualification, and experience. The question has been adapted from Benali, Kaddouri, and Azzimani (2018) and modified to cover the objectives of the research by keeping the purpose of the study in view. For quantitative analysis, the results were analyzed by using a statistical application called the Statistical Package for the Social Sciences (SPSS).

Results and Discussion

Personal Profile and Digital Exposure of Teachers

Table 1
Gender of Respondents

	Frequency	%	Valid %	Cumulative %
Male	5	5.0	5.0	5.0
Female	95	95.0	95.0	100.0
Total	100	100.0	100.0	

The frequency table regarding the gender of the respondents indicates that females have shown more enthusiastic responses than males. The questionnaire was filled out through a social media platform. However, the low percentage on the part of male teachers shows that they are least concerned about the use of Digital Transformation and Hybrid models for English language teaching in Federal Govt schools at the elementary level. The total number of respondents is (N=100), out of which (N=95) are females and (N=5) are males.

Table 2
Computer Use in Daily Life

	Frequency	%	Valid %	Cumulative %
Daily	48	48.0	48.0	48.0
A few times a year	14	14.0	14.0	62.0
Almost monthly	13	13.0	13.0	75.0
Weekly	23	23.0	23.0	98.0

Never	2	2.0	2.0	100.0
Total	100	100.0	100.0	

The frequency table regarding the use of computers in the daily life of the respondents shows the highest number (N=48) of respondents who used computed on a daily basis and the second-highest number (N=23) of respondents who used computed on a weekly basis. The use of a computer almost monthly shows frequency (N=13), and the least minor frequency (N=2) is of not using the computer. This statistical analysis shows that all the teachers are using computers in their daily lives.

Table 3
Computer and Internet Usage for Professional Development

	Frequency	**%**	**Valid %**	**Cumulative %**
Yes	93	93.0	93.0	93.0
No	7	7.0	7.0	100.0
Total	100	100.0	100.0	

Nowadays, most instructors refresh their subject knowledge or pursue personal or professional growth online using a computer and the internet. Because of the hybrid educational model, instructors are now able to incorporate technology into their lessons. They have also learned how to use the internet to discover and choose relevant information for their lessons. Out of the total respondents (N=100), 7 instructors (N=7) do not utilize a computer or the internet to keep up with the subject matter or pursue personal or professional development. This is a really positive outcome and demonstrates how most instructors are using computers and the internet to keep up with subject matter or pursue personal or professional growth. The respondents who use a computer and the internet to refresh their topic knowledge or for personal or professional growth have the highest frequency (N=93).

Table 4
Number of Students in the Target Class

	Frequency	**%**	**Valid %**	**Cumulative %**
Under 40	41	41.0	41.0	41.0
40 or Above	40	40.0	40.0	81.0
Under 20	19	19.0	19.0	100.0
Total	100	100.0	100.0	

Percentage shows that 41.0 % (N=41) of students belong to the third category, ranging from 40 or fewer students, 40 % (N=40) belong to the second category with 40 or more students. In comparison, 19% (N=19) belong to the first category of fewer than 20 students.

Table 5
Subject Taught to the Target Class

	Frequency	%	Valid %	Cumulative %
English	42	42.0	42.0	42.0
Others	58	58.0	58.0	100.0
Total	100	100.0	100.0	

The frequency table regarding the teaching subject to the target class indicates that English has shown more enthusiastic responses than other subjects. However, the low percentage on the part of other subjects shows that most respondents are English teachers

who are using Digital Transformation and Hybrid model for English language teaching in Federal Govt. schools at the elementary level.

Table 6
Weekly Teaching Periods for the Target Class

	Frequency	%	Valid %	Cumulative %
5 - 7 periods	67	67.0	67.0	67.0
8 or more periods	18	18.0	18.0	85.0
2-4 periods	15	15.0	15.0	100.0
Total	100	100.0	100.0	

Percentage shows that 67 % (N=67) of teachers teach 5-7 periods per week to the target class, 18 % (N=18) belong to the second category with 8 or more periods, while 15% (N=15) belong to the first category of 2-4 periods. Generally speaking, most teachers teach 5-7 periods per week to the target class.

Table 7
Approaches to Teaching Digital Technology in the Target Class

	Frequency	%	Valid %	Cumulative %
The use of technology is integrated into my subject because I choose to do So	31	31.0	31.0	31.0
The use of technology is integrated in my subject because of curriculum requirements	42	42.0	42.0	73.0
The use of technology is taught as a separate subject	27	27.0	27.0	100.0
Total	100	100.0	100.0	

As was mentioned above, the teachers were digitally proficient, but they lacked the technical know-how that hybrid education improves. This assertion, which examines the first core area of DigCompEdu (2017), has been modified by Benali, Kaddouri, and Azzimani (2018). They contend that educators' digital competence is evidenced by their use of digital technology to enhance instruction. The frequency table demonstrates how technology use is included in my course since the curriculum requires it. This is supported by both the second-highest frequency of respondents (N=31), which demonstrates that the use of technology is integrated into my subject because I choose to, and the highest frequency of respondents (N=42), which demonstrates that the use of technology is integrated into my subject because of curriculum requirements. The third-highest frequency of respondents (N=27) shows that the use of technology is taught as a separate subject.

Table 8
Utilization of Digital Devices and Internet for Various Activities

	Frequency	%	Valid %	Cumulative %
Preparing lessons	51	51.0	51.0	51.0
Class teaching in front of/with the Students	34	34.0	34.0	85.0
Never	15	15.0	15.0	100.0
Total	100	100.0	100.0	

The percentage shows that 51 % (N=51) of respondents use digital devices and the Internet to prepare their lessons, and 34 % (N=34) belong to the second category of using digital devices and the Internet during class teaching in front of the students. In comparison, 15% (N=15) belong to the third category of never using digital devices and internet.

Table 9
Duration of Experience with Hybrid Teaching Models

	Frequency	%	Valid %	Cumulative %
More than 6 years	25	25.0	25.0	25.0
Less than 1 year	24	24.0	24.0	49.0
Between 4 to 6 years	20	20.0	20.0	69.0
Between 1 to 3 years	31	31.0	31.0	100.0
Total	100	100.0	100.0	

In the table given above, the length of experience with the hybrid teaching model is categorized into four groups. The first group ranges from less than 1 year of experience, the second group from 1-3, the third group from 4-to 6, and the fourth group from 6 or more years. Percentage shows that 25 % (N=25) of teachers belong to the third category ranging from 6 or more years of experience, 24 % (N=24) belong to the second category with 1 or less years of experience, while 20% (N=20) belong to the category of 4 to 6 years experience. The category with a high percentage is fourth with 31 % (N=31) with 1-3 years of experience respectively.

Table 10
Percentage of Time Spent Using Digital Technology

	Frequency	%	Valid %	Cumulative %
25 to 50% of all lessons	46	46.0	46.0	46.0
Less than 25% of all Lessons	20	20.0	20.0	66.0
Up to 5% of all lessons	20	20.0	20.0	86.0
Don't Know	14	14.0	14.0	100.0
Total	100	100.0	100.0	

In the table given above, the percentage of time spent using digital technology is categorized into four groups. The first group ranges from 25 to 50 percent, the second group 25 or less percent, the third group from 5 or more percent, and the fourth group doesn't know. Percentage shows that 46 % (N=46) of teachers belong to the category ranging from 25 to 50 percent, 20 % (N=20) belong to the category with 25 or less percent, while 20% (N=20) belong to the category of 5 or more percent. The category with the lowest percentage is fourth, with 14 % (N=14) here. Respondents don't know the percentage of time they spend using digital technology.

Table 11
Availability of Digital Tools for Teachers and Students in the Target Class

	Frequency	%	Valid %	Cumulative %
Only the teacher uses a digital tools and the Internet	73	73.0	73.0	73.0
Both teacher and students, use digital tools and the Internet	22	22.0	22.0	95.0
Students are equipped with	5	5.0	5.0	100.0

digital tools and the Internet			
Total	100	100.0	100.0

In the table given above, the Availability of digital tools for teachers and students of the target class is categorized into three groups. The first group is represented by the fact that only the teacher can use digital tools and the Internet, and the second group is represented by both the teacher and students using digital tools and the Internet. The third group is students equipped with digital tools and the Internet. Percentage shows that 73 % (N=73) of respondents belong to the category that only the teacher can use digital tools and the Internet, and 22 % (N=22) belong to the category that teachers and students use digital tools and the Internet. In comparison, 5% (N=5) belong to the category that students are equipped with digital tools and Internet.

Table 12
Shortage or Inadequacy of Digital Devices in Schools

	Frequency	%	Valid %	Cumulative %
Insufficient number of digital devices	44	44.0	44.0	44.0
Insufficient number of internet-connected digital devices	56	56.0	56.0	100.0
Total	100	100.0	100.0	

Most respondents replied that they are provided with an insufficient number of digital devices, whose figure is (N=44) out of the total respondents (N=100). This is an unpleasing result and proves that most respondents are provided with an insufficient number of digital devices. The highest frequency (N=56) is attained by the respondents, who replied that they are provided with an insufficient number of internet-connected digital devices.

Table 13
Challenges Arising from the Use of Digital Tools for Learning

	Frequency	**%**	**Valid %**	**Cumulative %**
Lack of adequate skills of teachers	37	37.0	37.0	37.0
It is too tricky to integrate digital tools into the curriculum	12	12.0	12.0	49.0
Insufficient technical support for teachers	39	39.0	39.0	88.0
Lack of interest of teachers	12	12.0	12.0	100.0
Total	100	100.0	100.0	

In the table given above, the Use of Digital Tools for learning creates difficulties for students and teachers, categorized into four groups. The first group is the Lack of adequate skills of teachers; the second group is that Too difficult to integrate digital tools into the curriculum; the third group is Insufficient technical support for teachers; and the fourth group is the Lack of interest of teachers. Percentage shows that 37 % (N=37) of respondents belong to the category that Lack of adequate skills of teachers, 12 % (N=12) belong to the category that Too difficult to integrate digital tools use into the curriculum, 39 % (N=39) belong to the category that Insufficient technical support for teachers. In comparison, 12% (N=12) belong to the category of teachers' lack of interest.

Table 14
Varieties of Learning Activities

	Frequency	**%**	**Valid %**	**Cumulative %**

I present, demonstrate and explain to the whole class	71	71.0	71.0	71.0
I support and explain things to individual students	10	10.0	10.0	81.0
Students work in groups	16	16.0	16.0	97.0
Students work alone at their own pace	3	3.0	3.0	100.0
Total	100	100.0	100.0	

Learning activity types are divided into four groups in the table above. In the first group, I present, illustrate, and explain concepts to the entire class; in the second, I provide support and explanations to specific students; in the third, students work in groups; and in the fourth, students work independently at their speed. The percentages show that 71% (N=71) of respondents agree that I should present, demonstrate, and explain concepts to the entire class, 10% (N=10) agree that I should support and explain concepts to each student, 16% (N=16) agree that students should work in groups, and 3% (N=3) agree that students should work independently at their own pace.

Table 15
The extent of Student Participation in Learning Activities for the Target Class

	Frequency	%	Valid %	Cumulative %
Students work on exercises or tasks individually at the same time	57	57.0	57.0	57.0
Students give presentations to the whole class	22	22.0	22.0	79.0
Students are engaged in inquiry-based activities	21	21.0	21.0	100.0
Total	100	100.0	100.0	

When teaching the target class, which is divided into three categories in the table above, pupils engage in educational activities. The first group consists of students working on exercises or tasks simultaneously alone; the second group consists of students presenting to the class, and the third group consists of students participating in inquiry-based activities. According to the percentage, 57% (N=57) of respondents identify as students who work on exercises or tasks independently at the same time, 22% (N=22) as students who present to the entire class complain, and 21% (N=21) as students who participate in inquiry-based activities.

Table 16
Digital Transformation and Hybrid Learning-Related Skills

	Frequency	**%**	**Valid %**	**Cumulative %**
Microsoft Office (Word, Excel, PowerPoint etc.)	59	59.0	59.0	59.0
Learning Management System	15	15.0	15.0	74.0
Teach students how to behave safely / ethically online	22	22.0	22.0	96.0
Participate in a discussion forum on the internet	4	4.0	4.0	100.0
Total	100	100.0	100.0	

In the table given above, skills related to digital transformation and hybrid learning are categorized into four groups. The first group is Microsoft Office (Word, Excel, PowerPoint etc), the second group is Learning Management System, and the third group

Is Teaching students how to behave safely / ethically online. The fourth group will participate in a discussion forum on the Internet. Percentage shows that 59 % (N=59) of respondents belong to the category of Microsoft Office (Word, Excel, PowerPoint etc), 15 % (N=15) belong to the category of Learning Management System, 22 % (N=22) belong to the category of Teach students how to behave safely / ethically online. In comparison, 4% (N=4) belong to the category of participating in a discussion forum on the internet.

Table 17
Confidence Levels in the Use of Digital Devices

	Frequency	%	Valid %	Cumulative %
Yes	82	82.0	82.0	82.0
No	18	18.0	18.0	100.0
Total	100	100.0	100.0	

Most respondents agree with the confident use of digital technology and hybrid learning at school (N=82) out of the total respondents (N=100). This is a good result and proves that most respondents agree with the confident use of digital technology and hybrid learning at school. The lowest frequency (N=18) is attained by the respondents who disagree (or say NO) with the statement about the confident use of digital technology and hybrid learning at school.

Findings

Whether instructors have the essential digital transformation to implement hybrid education is the primary research question. The main objective of this research topic was to evaluate how basic English language instruction in schools receiving government funding was impacted by the digital transformation and hybrid model. The variables that make up this study's goal have undergone statistical analysis, and the results show that, although teachers had some level of digital competency prior to beginning online sessions, it was not sufficient. The results also supported the objectives of the study.

According to the respondents' gender, we found that ladies answered more enthusiastically than males in this study. The majority of the survey participants are in the 30- to 45-year-old age range. Every teacher regularly makes use of a digital device. The majority of respondents claimed they frequently use a computer and the internet to update their subject knowledge or pursue personal or professional advancement. English is taught in elementary schools run by the Federal Government using hybrid and digital teaching techniques. Teachers typically teach the target class 5–7 times per week. It also summarizes how curricular requirements made it necessary to include technology use in the topic. Most educators use the internet and digital tools to plan their classes. The vast majority of respondents claimed to use digital technology when instructing students. Teachers in the targeted class instruct using online or digital resources.

Teachers are now able to incorporate technology into their courses thanks to the hybrid educational approach. Additionally, they have learned how to find and select pertinent information for their classes by using the Internet. Privately owned digital devices may not be used in the target courses for educational purposes. This study concludes that teachers of the pertinent subjects must take part in training related to digital transformation. Teachers and students can take courses on using digital tools and technology in teaching and learning for professional development. It's crucial to provide capacity-building training so that instructors can interact professionally. The majority of respondents stated that they participated in various Digital Transformation initiatives throughout the previous school month for more than six days.

The majority of educators are well-versed in hybrid learning and digital transformation. Most educators interact with their intended audience through a variety of activities. The teachers have used a range of resources to train the target class while using a computer and the Internet. The majority of respondents agreed with the statement that integrating digital technology into the classroom is advantageous for both teachers and pupils. Students' ability to learn is improved through consistent practice and an active approach towards digital change. The majority of respondents are in favor of using digital and blended learning in schools. This study concludes that most students and teachers do not have access to enough digital tools. For youngsters and teachers, there are frequently insufficient internet-connected smart devices available. The employment of digital learning tools has adverse effects on both students and teachers. Most Participating teachers demonstrate and explain the lesson to the students. Students in the target class participate in instructional activities while simultaneously working independently on exercises or assignments. Microsoft Office (Word, Excel, PowerPoint, etc.) is the subject that requires the most practical understanding when teaching a target class about digital transformation and hybrid learning. The majority of respondents are in favor of schools using digital technologies and hybrid learning with confidence. Pucciarelli & Kaplan's research from 2021 came to similar conclusions.

Conclusion

We are non-native English speakers, and teachers in Pakistan's public schools have never really participated in digital transformation training. They have never thought about using technology or other teaching techniques outside the conventional face-to-face manner of educating kids. This disguised blessing presents English language instructors with the chance to advance their technological skills and digital competence, which are crucial for the hybrid method of English language instruction and learning to students throughout the world. English instructors now have a fantastic chance to assess the impact of the hybrid model and digital transformation on basic English language instruction in federal government schools. The usage of hybrid technology, according to the study's findings, had a positive effect since it forced teachers to give up their traditional teaching techniques in favor of cutting-edge technological learning strategies.

The study assumed that attending online classes would increase instructors' level of digital proficiency. The results of this study demonstrate that hybrid teaching helps instructors since it encourages them to start utilizing technology in the classroom, hence raising their level of digital competence. They already possessed the essential digital competence, according to the results of the surveys, but it is also certain that hybrid education significantly boosted their digital competence. As hybrid teaching has aided instructors in using digital technology in their professional lives, the data analyzed using statistical techniques show a link between development in digital competence and usage of digital technology. In every area of education, using technology to educate and learn is unquestionably creative (Khan and Tufail, 2020). Given the analytical framework and learning objectives, a detailed examination of the questionnaire data demonstrates that teachers' digital competence significantly increased during hybrid teaching.

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