

Hybrid Mode of Learning For Early Childhood Education: Teachers' Perspective

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Abstract

Education institutions, big or small, are preparing for hybrid learning for their learners, in preparation for future academic market needs. The Covid-19 pandemic which brought a massive impact on the administration and operations of educational settings has caused a huge stir for future education management specifically on implementing the hybrid mode of learning. With the new current educational trend of hybrid learning, this research paper aims to discuss preschool teachers' perspectives on the hybrid mode of learning for early childhood education, which constitutes the crucial foundation for future learning and development of a child. Through a qualitative design, this study explored the views of five preschool teachers who have had hybrid teaching experiences. Data analyzed using the thematic approach steered three themes to understand the overall teachers' viewpoint on the feasibility of hybrid learning for preschoolers. Major findings indicated that teachers view the hybrid mode of learning for Early Childhood Education as useful as it promotes motivation since the activities are interactive and interesting. In terms of perceived ease of use, teachers found that parents play a key role in ensuring both teachers and students have a smooth virtual teaching and learning. However, the study also indicated challenges including the problems of transition between traditional classrooms to the online classroom and vice versa, additional workload for teachers, lack of parental support to promote learning at home, internet connectivity, issues with devices, children's attention span online as well as the noise from the surrounding environment. Future research could delve deeper into how the hybrid mode of learning can impact on instructional strategies, curriculum design, and classroom management and how cultural and contextual factors influence the implementation and effectiveness of hybrid learning in diverse early childhood education settings.

Keywords: Hybrid Learning, Teachers, Early Childhood Education

Introduction

When the contagious Covid 19 outbreak shuddered the whole world and its economies, the education system too was extremely shattered. Preschools, schools, universities, and all education entities had to shut down to curb and sustain the plague. Thus, to compensate the students, educators shifted from the long-standing norm of face-to-face classes to online learning so that the education would continue as planned. The developing world has driven

the educational sector to be more responsive to accommodate the demand of 21st century's education and to provide learners with quality education. Preschoolers too were not excluded from this world-wide practice. Early Childhood Education too had to be continued as there was no concrete understanding of when the Covid-19 would diminish. However, when the schools reopened, the education sector did not bounce back exactly where it left off. It started experiencing significant transformations, one such is the growth in hybrid learning. Whether the preschooler can successfully learn online or not is a topic to ponder. Though preschools try their best to get students' attendance, engagement and participation during virtual lessons by introducing a variety of applications such as reward programmes and marks for attendance, yet the struggle to get full engagement and commitment from students kept deteriorating. This is further added by Nassr et al. (2020) indicating factors such as poor internet connection, inadequate learning environment, psychological factors, and lack of willingness to learn via online classes as additional reasons why students didn't attend online classes.

Children, especially preschoolers need a personal touch to develop mentally, cognitively, and physically: overall healthy development. However, due to the long lockdown, it forced all learning to be done without physical contact. The outbreak changed the way students learn and the way teachers give knowledge. Though it began to sound like a new norm, the level of readiness cannot be overlooked as not all preschoolers involved gain as much as desired. Parents too find it strenuous, as it is difficult to manage all their own workload and control their children in their home environment. The home environment is the first environment for the child so, it is flexible, without rules unlike the classroom. It is a fair perception of individuals that children like technology tools and gadgets, therefore they might enjoy online learning. Playing games on these tools and sitting in front of a device for lessons are completely different situations. Teachers who prefer traditional approaches were forced to equip themselves with laptops, computers, projectors, speakers, and many other applications. Teachers on their own needed to step up their competence with technology and skills teaching via online, such as creating PowerPoint presentations and creating videos to sustain the preschoolers focus during online classes, uploading worksheets, marking online, and returning students work, recording or creating and converting videos and a lot more. Thus, by incorporating online classes, tasks or assignments comparatively to all physical classes, it is important to know teachers' point of view on hybrid learning. Educational institutions assess student readiness for online learning for better understanding and effective implementation (Widodo et al., 2020). If these issues are not curbed and rectified, the preschoolers will not benefit from the hybrid learning and will be left behind when the world is emerging forward with technology (Szente, 2020).

Literature Review

Definition of Hybrid Learning

The hybrid mode refers to imparting knowledge through both online and face to face classes. Online classes represent learning by getting connected through a telecommunication system like Google Meet, Microsoft Teams, Zoom and Webex that allows communication at a distance by the means of tools like computers, laptops, smart phones or tablets. The learning can be either in synchronous, prepared-directional learning between teacher and students that happens in real time through video conferencing or live chat or live streamed video that allows for instant feedback and clarification (Malik et al., 2017), or asynchronous where students learn through the prepared resources such as videos that are prepared by teachers

and uploaded for example in Google Classroom, WhatsApp, Telegram or Padlet. According to Amiti (2020) while comparing asynchronous and synchronous, it was found that both methods are preferable for online learning, however, with both combined rightly, it will enhance on subject matter for teachers and learners well.

Hybrid learning for Early Childhood Education

The disruption of the outbreak of Covid-19 affected the early childhood education sector globally. Online learning with the use of various applications gradually replaced traditional learning and teaching methods. It became a new pedagogy where students continued with syllabus through online learning, activities were modified and coordinated, and students were assessed by conducting online exams. However, post pandemic when the face-to-face classes resumed, the online learning merged with a deviation. Parents who were still reluctant to send their children to preschool or children who could not attend physical class were given flexibility to join the class via online. The face-to-face class and online class instruction transpired simultaneously. The mixed approaches accommodated parents' concerns as it offered children with more scope to acquire knowledge.

School managements, teachers and parents took the initiative to move along with this transition knowing it was the best way to continue teaching and learning. Many technology companies stepped up to upgrade their existing applications and create online learning software in accordance with the demands. Since technology played a big role in the virtual classroom to help students gain a deeper understanding of the learning contents, schools and teachers had to source and integrate technology to help students gain in-depth knowledge of the learning content during online classes. Due to the demand, many technology companies gave free initial access to their services to lure consumers towards their products. Non-tech teaching aids such as white boards, markers, mahjong paper, manila cards were replaced with more advanced technological teaching aids.

Past research has also significantly showed that although teachers had positive attitude towards technology in the classroom, they faced great difficulty and challenges incorporating technology in classroom. According to Ogegbo & Aina(2020) though teachers had a positive mindset about technology and its incorporation in early childhood education, they had low inclination towards embracing ICT usage due to inadequate encouragement from parents and schools regarding technology adoption, insufficient technological assets, teachers' limited expertise, and a dearth of hands-on training in implementing technology suitable for children's developmental stages, as asserted by the educators. Nikolopoulou & Gialamas (2015) stated that teachers regard emerging technologies as not useful for teaching, thus hesitate or find themselves incapable of effectively incorporating ICT for meaningful learning and play during early childhood. The same notion can be asserted from Berris & Miller (2011) that employing ICT within early childhood classrooms contributes to enhancing children's abilities for self-directed learning, boosting their self-esteem, and refining their fine and motor skills; however, some of them still disagree about the use of technology in preschools because they want children to play predominately outside.

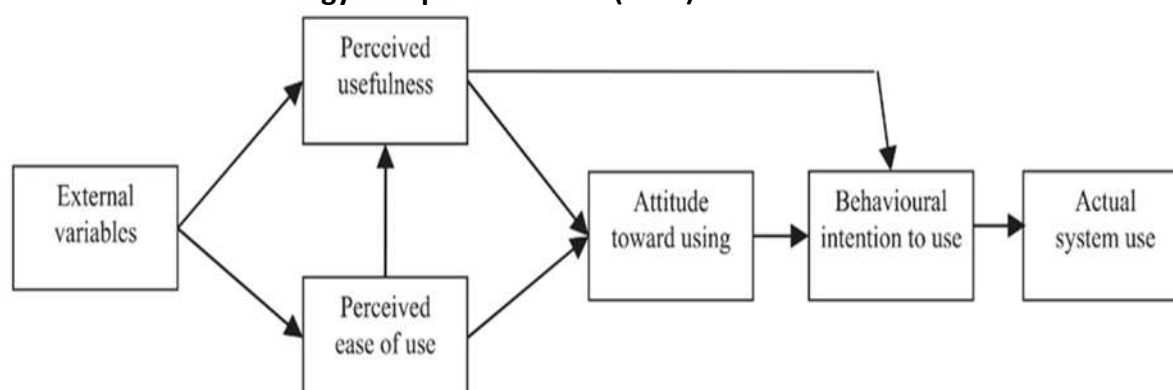
The results from Ogegbo & Aina (2020) also indicate that most teachers possess convenient access to ICT tools such as smartphones, and they regard their smartphones as highly user-friendly for accessing information and enhancing their teaching methodologies. This includes tasks such as lesson planning, organization, and effective communication of instructional content to children. A lack of unanimous parental and school support for its integration into

the curriculum, insufficient training of the skills and knowledge needed to leverage ICT tools and limited technological resources were barriers for teachers to navigate the digital landscape confidently in an ever-evolving technological environment (Ogegbo & Aina 2020). Although there are several research done on hybrid learning, there were however very scarce research on hybrid mode of learning in the context of early childhood education in Malaysia, which brings forward to the purpose of conducting this research. No doubt one may see hybrid mode of teaching and learning as an advancement, this whole transformation of teaching and learning at the preschool level which was observed during the Covid-19 pandemic caused debates among parents and teachers, reporting the various challenges with regards to quality, teacher preparedness, and students learning at the early years which requires a more human touch than a technological approach.

Technology acceptance model (TAM)

The Technology Acceptance Model (TAM) as shown in Illustration 1 below is an information system theory that demonstrates how users come to accept and use a specific technology (Davis, 1993:475). It is the most widely applied model of users' acceptance and usage of technology (Venkatesh, 2000). The model indicates that when users are confronted with a technology, various factors influence their decision about how and when they will use this specific technology (Mazhar, 2006). Davis, Bagozzi and Warshaw (1989, 1985) indicated that user motivation can be explained by three constructs; Perceived ease of use, Perceived usefulness, which contributes to the attitude towards using the system.

Illustration 1 : Technology Acceptance Model (TAM)



For the purpose of this study, TAM was used as the theoretical framework as it investigates 'Perceived usefulness' which is described according to Davis (1993:477) as "... the degree to which an individual believes that using a particular system would enhance his or her job Performance" and the second construct which is 'Perceived ease of use' is defined as, "... the degree to which an individual believes that using a particular system would be free from effort (Davis, 1993:477). The third construct 'Attitude towards using' is defined in this study as, "... the degree of evaluative affect that an individual associates with using the target system in his or her job.

Research Objective

With the above discussed, this research was therefore designed to identify preschool teachers' opinions on the hybrid mode of learning for Early Childhood Education in Malaysia.

The research specifically intends to analyse if teachers' perceptions on the perceived usefulness as well as perceived ease of use of technology has contributed towards their attitude on implementing hybrid mode of learning at the early childhood education level.

Research Questions

In specific, two research questions were formulated to guide this qualitative research:

1. What are the teachers' views on the hybrid mode of learning for Early Childhood Education in terms of perceived usefulness?
2. What are the teachers' views on the hybrid mode of learning for Early Childhood Education in terms of perceived ease of use?
3. Do teachers view the hybrid mode as feasible for preschoolers?

Methodology

Research design

This study, which was qualitative in nature, used the case study research design. A qualitative research design deemed appropriate since the major objective of this study was to explore teachers' perspective on the hybrid mode of learning for early childhood education. As put forward by Creswell (2014) and Heale and Twycross (2018) case study approach is an appropriate research design to gain concrete, contextual, in-depth knowledge about a specific real-world subject as it allows the researchers to analyse the key features, significances, and implications of the case individually or in groups (Single, 2017; Yin, 2011). In this study, semi-structured interview questions with probes and follow up questions were designed to allow the participants to share their perspectives on hybrid mode of learning.

Research Instrumentation and Sampling

Teachers' Perspective on Hybrid Mode Guide, a semi-structured-open-ended interview guide was developed based on the TAM theoretical model. The target population for this study were teachers who were working at the preschools in Malaysia. Since it was not practical to recruit the entire population of preschool teachers throughout Malaysia it became essentially important to specify on the accessible population. Accessible population, which is the subset of the target population, is the population in research to which the researchers can apply their conclusions (Davis, 2019). For this study, the researchers selected preschool teachers from the state they resided in, which is Selangor. Through convenient sampling, five teachers from five different preschools were interviewed. The five teachers were carefully screened and selected because they have experienced all three, traditional pedagogy, online teaching and the hybrid mode of teaching and learning. Table 1 below illustrates the teacher's general information.

Table 1

Teachers General Profile

Teacher	Gender	Age	Qualification	Traditional Teaching Experience	Online Teaching Experience	Hybrid Teaching Experience
1	Female	28	Master in Early Childhood Education	13	3 years	1 years
2	Female	48	Master in Early Childhood Education	16	2.5 years	1.5 years
3	Female	55	Diploma in Montessori	12	2 years	1 years
4	Female	37	Masters in Arts (Education)	11	3 years	2 years
5	Female	45	Master in Early Childhood Education	20	3 years	2 years

Qualitative Data Analysis

Several approaches exist to analyse qualitative data. For this study to be effective, the researchers applied content analysis. Content analysis according to Krippendorff (1980) "is a research technique for making replicable and valid inference from data to their context" (p. 21) and is an important building block in the conceptual analysis of qualitative data (Creswell, 2009). Data from each interview was collected based on the agreed schedules. Post data collection, the researchers interpreted the data where coding was applied. The codes were then analysed against the transcripts to further validate findings. Once coding was complete, the collected data was examined to find patterns and draw conclusions or in other words, draw out themes for further discussion.

Findings

The findings from the qualitative data are presented and discussed under three themes which respond to each research question.

Research Question 1

What are the teachers' views on the hybrid mode of learning for Early Childhood Education in terms of perceived usefulness?

Theme 1***Teachers' perception on the perceived usefulness***

Positive feedback on perceived usefulness			
Codes	Teachers' statements	Total responses	Percentage (%)
Interactive activities	<i>"Fun quiz or weekly quizzes to determine their current skills and level."</i> <i>"Use gamification or interactive websites to actually increase that interest."</i> <i>"Breaking lessons into small groups and a lot of movement to get the kids moving."</i> <i>"We had to do a lot of singing, drama, and then get the children to participate."</i>	5	100

	<i>"Mixed a few short activities in one lesson."</i> <i>"Did hands on projects like art & craft"</i> <i>Created own platform interactive worksheets"</i>		
Interesting lesson	<i>"Teacher's effort to make the lessons interesting or engaging."</i> <i>"Sing along, presentation slides, give equal chance for everyone to participate."</i> <i>"Prepare a lot of activities before the online classes."</i> <i>"Depends how attractive teachers make the lessons"</i>	3	60%
Motivation	<i>"Extra time for weak students"</i> <i>"Try different teaching approaches and ask parents to keep a preschool kit box with materials that they can use for lessons and help them to organize learning space at home."</i> <i>"Give them a little bit of moral support."</i> <i>"One on one lesson for weak students"</i> <i>"Free training for the parents"</i>	5	100%
Negative feedback on perceived usefulness			
Codes	Teachers' statements	Total responses	Percentage (%)
Challenging transition between traditional and online classroom	<i>"Classroom rules for online lesson had to be repeated on a daily basis whereas during traditional teachers didn't face difficulty."</i> <i>"They don't understand the importance of sitting down properly and learning through screen"</i> <i>"Very difficult because, they can't sit down and face a device"</i>	3	60%
Workload	<i>"Constantly keep guiding parents."</i> <i>"Really struggling to find ways to teach the same thong online which they did face to face."</i> <i>"Not all teachers are tech savvy but had no choice."</i> <i>"Need to source proper material all the time was so tiring."</i> <i>"Find ways to use applications to find interactive lessons"</i>	5	100

Research Question 2

What are the teachers' views on the hybrid mode of learning for Early Childhood Education in terms of perceived ease of use?

Theme 2

Teacher perception on the perceived ease to use

Positive feedback on perceived ease to use			
Codes	Teachers' statements	Total responses	Percentage (%)
Parents as a major support	<p><i>"Their parents play a major role to help them during the transition from on site to online learning."</i></p> <p><i>"Parents had to sit with them all the time especially those who are three years old, four years old and five years old."</i></p> <p><i>"We were lucky because our parents were not working or working from home, so they helped."</i></p> <p><i>"Definitely parents because the parent are there to maneuver their device"</i></p>	4	80
Parents as a confidence builder	<p><i>"Beliefs about the values and benefit of online learning"</i></p> <p><i>"They feel more confident when parents are guiding them."</i></p> <p><i>"Didn't want the child to be just sitting and playing at home doing nothing."</i></p> <p><i>"If the parent was there to guide the student, then there will be some sort learning but if the parents are not there and students are left on their own"</i></p>	5	100
Negative comment on perceived ease of use			
Codes	Teachers' statements	Total responses	Percentage (%)
Unavailability of parents to support children's learning	<i>"Some parents are very busy, they're not around to observe them, so these students will tend to skip classes and do not show at all"</i>	1	20%
Internet connectivity	<p><i>"Bandwidth is sometimes not okay. All use the Wi-Fi at the same time; applications and websites' need strong connection."</i></p> <p><i>"During a class suddenly connection lags and they don't see their teacher."</i></p> <p><i>"The internet connectivity causes interruptions"</i></p>	4	80
Devices	<i>"Hardest part is to, to learn how to maneuver the devices and the applications"?</i>	4	80

	<i>"Using a hand phone, so for some of the assignment, they might not be able to do immediately."</i> <i>"Needed time to learn handling the device."</i> <i>"Sharing the devices with their brothers or sisters or their parents"</i>		
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Research Question 3

Do teachers view the hybrid mode as feasible for preschoolers?

Theme 3

Feasibility of hybrid learning in early childhood education context

Codes	Teachers' statements	Total responses	Percentage (%)
Attention Span/ focus	<i>"Children don't pay attention because they don't understand what is being taught because that is not the way they learn"?</i> <i>"Just like to zone out or walk around when no one to monitor."</i> <i>"They cannot sit still and focus."</i> <i>"Some children will be eating all the time"</i>	4	80%
Preferred subject	<i>"If they like the subject, they will definitely attend."</i> <i>"If they like and understand a lesson, they will stick around otherwise they'll move around"</i>	2	40%
Attendance	<i>"Their coming online for class is a big problem, especially morning classes."</i> <i>"Some parents are strict and force children to attend online class"</i>	2	40%
Disturbance from surrounding.	<i>"Someone will switch on the television, or parents are talking when they're working."</i> <i>"They have toys around them."</i> <i>"They have things around them that they are more interested in"</i>	3	60%

Discussion

Throughout this study, teachers' perception on the perceived usefulness, perceived ease to use as well as the feasibility of hybrid mode for preschoolers was investigated.

Based on findings on the perceived usefulness, teachers felt that the interactive activities are one of the best methods as it makes the lesson interesting and thus it contributed to preschoolers' motivation to join the lessons. The teachers mentioned using presentation slides, YouTube videos, gamification, like Kahoot quizzes, and asking students to interact with each other using the chat box. This is parallel to Ogegbo & Aina(2020) findings that states incorporating ICT into early years' classrooms adds an element of enjoyment to learning especially when using videos or sounds and this makes them engage and active in the classroom. With the newfound inspiration garnered from skillfully integrating digital tools into early life education preschoolers can find an untapped voice that was previously out of reach

(Gjelaj et al. 2020). In addition to that, Girmen & Kaya (2019) also states that interactive lessons improve children's motivation, engagement, attitudes, attention, and language skills during language lessons.

In terms of perceived ease of use, it is comparable to that of Singh, et al (2023) that parents played a key role to support their children by creating a daily schedule that incorporates both offline and online learning activities. This structured routine can give preschoolers a feeling of security and control, which boosts their confidence. Parents' support contributes to fostering resilience and self-assurance in a hybrid learning environment. Some parents are very supportive and help teachers with applications. They are strict about their children completing homework, online tasks or attending online classes. These parents prepare the gadgets and teach their children how to maneuver the computer and platforms like zoom, google meet and how to check and complete their homework. They sit next to their children during any online session so that they can motivate their children to stay focused during the online session.

Most teachers felt that hybrid mode is not as feasible as face-to-face teaching. This discovery aligns with the prevailing consensus that instructing in a hybrid learning environment is comparably more challenging than delivering education to adults. With children displaying diverse range of multiple intelligences, capturing the attention of all children poses a challenge and balancing attention across such varied needs simultaneously is intricate. Instances of resistance, withdrawal, and absenteeism arise when preschoolers struggle to grasp a lesson, indicating the complexity of engaging them. For four-year-olds, it is very difficult because they need a lot of hands-on activities, learning from a computer and talking to a computer is not their forte. They can listen probably for around two or three minutes. A study by Arkorful & Abaidoo, (2015) study revealed that the online learning approach might exhibit lesser effectiveness compared to the traditional learning method when it comes to providing clarifications, offering examples, and facilitating interpretations. According to the teachers, getting and sustaining preschoolers' attention is a constant annoyance for them. This is similar to the finding of Silverman & Gaines (1996) that continually grabbing and recapturing a child's attention during a lesson is an ongoing task that demands constant adaptability and creativity from educators. Teachers also felt that the distractions at home are amplified as everyone engages in their own activities, contributing to background noise that hampers children's focus during classes. Interference from external sources like grandparents watching television or parents engrossed in their phones further diverts attention. Teaching in the familiar home environment becomes complex as enticing surroundings compete for children's interest. According to Dong et al, (2020) many children did not regard online learning as a formal lesson; thus, they were unable to concentrate on the material. According to all five teachers, hybrid learning can be introduced when children are 6 years old if not later. But it should be avoided for children aged 3-5 as these children need a personal touch and motivation to learn new skills. For preschoolers the face-to-face classroom is still the best mode of teaching, they are still not independent or responsible for their learning. They can only manage with the support of parents, not independently.

Teachers also encountered other challenges related to the perceived usefulness. They voiced their frustration as their workload increased tremendously with the emergence of hybrid learning. According to them, together with preparing lesson plans for face to face they also need to prepare for online learning. They struggle to find ways to teach the same thing online as they can in traditional class. They are required to upload quizzes, videos or assignments to engage their preschoolers online. They are directed to find, explore and learn how to navigate

software applications to give their students hands on interactive activities. It is difficult as not all teachers are tech savvy. Similarly, Duraku & Hoxha, (2020) findings state that teachers' receptiveness to change is shaped by their limited exposure to remote or online learning, coupled with their deficiency in technological expertise and understanding. Preschool teachers were always trained to do face to face so with hybrid teaching, they must adopt a different mind-set, try different teaching approaches, analyzing what might work with one group of children and might not work with another group.

Though they are not comfortable, but are duty bound and this creates a lot of stress and tension. They had to source material which was tiring and way beyond their normal working hours. This is time consuming and adds pressure to the teacher because of the syllabus timeframe. Teachers in several regions of the world have reported increasing stress and anxiety because of the demands to convert instruction to an online format. (UNESCO, 2020). Parents too constantly seek advice or help from teachers as they are not sure of certain platforms like google classroom and Microsoft teams. When they cannot access the assignment or task, they get overwhelmed and call the teachers immediately. Many of them do this after their working hours, in the late evening as that's the time they sit with their children to check on their homework. The teachers are obliged to teach and navigate parents. On the other hand, the parents who are not in favour of hybrid learning couldn't be bothered about any assignments given online. Therefore, when these preschoolers come to school with their assignment undone, the teacher still needs to find time to get the students to complete their assignment. Teachers also upload videos to be used in face-to-face lessons, but many preschoolers do not see it at home. The teacher still needs to show the video in class. Thus, the effort in uploading is wasted. The teachers said they do all online planning after school hours as they do not have any time during school hours. The dissatisfaction of working overtime without any payment dampens their passion for teaching preschoolers.

In terms of challenges in perceived ease of use, all five teachers stated that preschoolers cannot independently handle or connect their devices used for online classes or maneuver applications to complete assignments, especially the four-year-olds. The four-year-olds' fine motor skills are not fully developed so they tend to click and play with the keyboard. They don't understand the importance of sitting down properly and learning through screen. They need an adult to set the devices. Parents must monitor and help them to overcome any technical or other issues during class. Applications and websites need strong connection and poor internet connectivity can disrupt lessons. For example, not able to view the visual images shared by their teachers. Some preschoolers did not have proper devices as they shared with their parents or siblings, so they are not able to do assignments immediately. Similarly studies by Sadeghi (2019) show that online learners faced a high chance of distraction during a lesson, usage of complicated technology which was not easily comprehended. The five- to six-year-olds are more self-directed as they can connect to their own devices. However, with computer competency, they can manipulate the device during class time. They mute the audio, off their videos, chat with their peers or watch you tube videos during class. When parents are very busy or are not around to observe the preschoolers, they tend to skip lessons halfway or do not attend at all. Furthermore, in addition to the challenges, the issue of internet connectivity was also raised by four teachers. They highlighted that, during classes, their computers would often experience lagging due to the resource-intensive nature of software applications and websites, necessitating a robust and stable bandwidth for seamless teaching and learning experiences. Similarly, Nassr et al. (2020) considered factors such as poor internet connection, inadequate learning environment, psychological factors, and lack of willingness to learn via

online classes are found to be additional reasons why students didn't attend the classes. The central hurdle faced in online learning is the unpredictability of internet connectivity, a trend that corresponds with findings from certain studies (Chung, Noor, et al., 2020; Imsaard, 2020).

Future Recommendation

Based on the discussions with teachers from this study, teachers opined that school managements need to provide extensive training for teachers to become accustomed to the new perspective of hybrid education. Teachers in early childhood education have been for many years denied sufficient training and skills to effectively operate online (Neuman et al., 2015). Future research hence should investigate how early childhood teachers should be assisted in expanding their knowledge and skills in improving teaching methodologies with a student-centered approach by incorporating technology into the learning processes. Issues of teaching-learning switch, from online to face-to-face and vice versa should also be investigated because if these issues are not investigated and rectified, the preschoolers will not benefit from hybrid mode of learning and will be left behind as the world is emerging forward with technology (Szente, 2020). Apart from that future study should also include aspects that contribute to preschoolers' readiness to hybrid learning such as learner characteristics, cognitive engagement, emotional engagement, and behavioural engagement.

Conclusion

The early years of a child's development are vital, but they are also the most misunderstood and perplexing, especially because young children don't have a high ability to communicate what they need, require, or sense. From this research study, a better understanding of teachers' viewpoints on hybrid learning was gained. This study which was aimed to discuss preschool teacher's perspectives on the hybrid mode of learning for early childhood education through a qualitative design discussed three themes to understand the overall teachers' viewpoint respectively, perceived usefulness, perceived ease of use and the feasibility of hybrid mode of teaching and learning for preschoolers.

Major findings indicated that teachers view the hybrid mode of learning for Early Childhood Education as useful as it promotes motivation since the activities are interactive and interesting. In terms of perceived ease of use, teachers found that parents play a key role in ensuring both teachers and students have a smooth virtual teaching and learning. However, the study also highlighted many challenges including the problems of transition between traditional classroom to the online classroom and vice versa, additional workload for teachers, limited parental support for home-based learning, issues related to internet connectivity and device accessibility, children's attention spans during online lessons, and the distracting noise from their surroundings. These challenges should be taken into consideration when incorporating hybrid lessons, assignments, or at-home projects to ensure they yield the desired results.

Findings from this study are beneficial as both teachers and parents are able to get an idea of what skills they need to develop to better facilitate children's education. Schools can also think of interventions that can contribute further to increasing teachers' and parents' technical competency as they are the first to teach children. Teachers should also understand that the responsibility to self-educate about digital technologies is important to aid their daily teaching-learning processes.

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