

Evaluating the Quality of Blended Learning in Higher Education: Teachers' and Students' Perceptions in an Omani EFL Context

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Abstract:

This research is about the analysis of blended learning at higher education institutions in Oman from the perspectives of English as a Foreign Language (EFL) teachers and students. The main research question seeks to explore how these two groups perceive blended learning's effectiveness and challenges in the Oman context. In relation to this, experiences, satisfaction levels, and institutional support are to be explored. This research is highly significant as it provides evidence-based policy insights into digital education strategies in Oman towards Oman Vision 2040. A quantitative research design was employed using structured questionnaires distributed through a university platform. Data was gathered from a purposive sample of teachers and students enrolled in the General Foundation Program (GFP) and Post Foundation Program (PF) at the University of Technology and Applied Sciences- Ibra (UTAS-Ibra). Findings indicated that teachers were generally more satisfied and had relatively more institutional support than students. Both groups, however, agreed about the flexibility and learning opportunities of studying blended. Students raised issues regarding limited contact, quality of feedback, and technical difficulties. The conclusions that the present study draws are recommendations for blended learning improvement through increased communication between the teacher and the student, relevant training, and the upgrade of digital infrastructure. These improvements constitute the foundation of an effective, inclusive, and sustainable system of education.

Keywords:

Hybrid learning, higher education, institutional support, students' perceptions. teachers' perceptions.