Teaching Behavior and Enthusiasm in relation to Teaching Engagement, and Blended Learning: a Mixed Method

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Abstract

Background: Teaching behavior encompasses a group of qualities that covers effective teaching competencies demonstrating the teaching performance skills. Enthusiasm is necessary for worthy teaching. Also, teachers' engagement in teaching process alongside their enthusiasm is contributor factor to the better teaching performance. These teaching issues could be influenced during blended learning. **Aim:** It was to investigate teaching behavior and enthusiasm in relation to teaching engagement, and blended learning among nursing teaching staff at faculty of nursing. **Subjects & Methods:** A convergent parallel mixed method design was conducted on all teaching nursing staff (72) who agreed to participate in the study for the quantitative part following predictive correlational design using three tools (Teaching Behavior Checklist; Perceived Teacher Enthusiasm Scale; The Utrecht Work Engagement Scale). Twelve participants of them were purposively selected for conducting the qualitative part using a questions' guide involving open questions through semi-structured interview. **Results:** The quantitative results showed that teaching enthusiasm had the highest composite percentage (87.7%) followed by teaching engagement (80.3%) then teaching behavior/performance (79.8%). 58.3% of variation in teaching behavior/performance caused by teaching engagement, and 54.6% caused by teaching enthusiasm that was increased to 60.4% when adding both variables. The qualitative findings indicated to good teaching performance, engagement and enthusiasm within blended learning (BL). The mixed-method findings indicated that qualitative findings supported and assured quantitative results indicating to factors contributing to teaching issues and their improvement within BL. **Conclusion:** Teaching issues presenting good levels within BL, with supported strong positive correlations among them. Teaching engagement and enthusiasm positively affect teaching behavior/performance that is increased when gathering between both. Improving enthusiasm and engagement in teaching alongside enhancing teaching skills is the rule way for improving teaching behavior/performance within BL. Three teachers' profiles within BL have been emerged. **Recommendation:** Two major strategies are indorsed for teaching issues enhancement within BL: improving teaching skills and regular teaching evaluation; taking measures for training and other tactics for improving teaching engagement and enthusiasm.

Keywords: Teaching Behavior, Teaching Engagement, Teaching Enthusiasm, Blended Learning

Introduction:

Teaching is the groundwork of higher education. It constitutes one of the fundamental roles of university contributing to preparing generations of competent taskforce, having an authentic role in their community prosperity and its advancement. In a very challenging area of sustainable development and incessantly updated technology, this necessitates teaching with certain characteristics and behaviors for satisfying its requirements towards teaching quality accomplishment **(Abdelrazek &**

Elhosany 2016; Phulpoto et al., 2024; Mulyani et al., 2025; Wongmahesak et al., 2025).

Teaching behavior encompasses a group of qualities and characteristics that covers effective teaching competencies demonstrating the teaching performance **(Keeley et al., 2016; Henklain et al., 2023)**. In this regards, **Hariyasasti, (2025)**, stated that teacher performance is the teaching behavior displayed by teachers **(Kanya et al., 2021)** during teaching process. That is vital to the educational success and significantly influences students

learning contributing to quality of the educational institution and its goal achievement **(Wongmahesak et al., 2025)**.

Teaching behavior includes qualities of excellent teachers such as confident, passionate, respectful, effective communicator, and striving to be a better teacher **(Keeley et al., 2016; Hermosa-Bosano & Keeley, 2021)**. In this regards, promoting critical thinking, being knowledgeable about course content, and enthusiastic about subject matter and instruction activities are ranked by teaching staff of university as the most significant teaching effectiveness aspects. Other characteristics such as creativity, approachability, and strong communication skills contribute to excellent teaching **(Buskist & Keeley, 2018)**. For the excellent online teaching, being humble and respectful, striving to become a better teacher, enthusiastic about their teaching and their topics, being knowledgeable about their subject matter are the top five qualities **(Hermosa-Bosano et al., 2024).** All these qualities constitute teaching behavior/performance in teaching process in usual way as face to face learning or when using transformational technology in online learning, or both in blended learning **(Phulpoto et al., 2024; Hermosa-Bosano et al., 2024; Wongmahesak et al., 2025).**

Teaching behavior/performance is crucially related with other teaching issues as teaching engagement and enthusiasm. Both are needed for energizing effective teaching **(Khan et al., 2021; Shu, 2022)**. Enthusiasm is necessary for worthy teaching **(Juškevičienė et al., 2024)**, as **teaching enthusiasm** is a way of making learning enjoyable and exciting **(Kellers et al., 2016)**. Its positive feeling could be easily transmitted to students as teacher enthusiasm is infectiously spreading to students and positively shaping their learning engagement leading to better learning achievements and higher students' satisfaction **(Frenzel et al., 2009; Dewaele &Li, 2021)**.

Enthusiasm is an optimistic and energetic feeling linked to excitement or eagerness concerning certain subject or action, attendant with goal orientation, and frequently comprises interpersonal interaction. Joy and motivation are dominant components encompassed with enthusiasm that having other feelings as passion, pleasurable, bursting with, curious, honest, kind, spontaneous, and active **(Vogelaar et al., 2025)**. In teaching, it displays stimulating, energetic and motivating teaching style, using of humor and nonverbal communication for motivating students to learn and active participation in learning process **(Kellers et al., 2016)**.

Teachers' engagement in teaching is also a contributor factor to better teaching performance and innovative teaching practices **(Wang et al., 2022; Chen & Abd Rani, 2025)**. This is well caught when realizing the meaning of work engagement. It is defined by **Schaufeli et al. (2002 p. 74-75)** as "a positive, fulfilling, work related state of mind that is characterized by vigor, dedication, and absorption". It guarantees the immersion of individuals in work with high level of vitality interesting in doing it as best as possible and wary about its excellence with sense of enthusiasm and pride, targeting high level of performance and better output **(Abdelrazek, 2016)**.

In higher education, teaching engagement has a constructive and valuable impact on both of teachers and students the basic stakeholder of higher education. It is a positively determinant factor in students' academic achievements and their engagement as well as in job satisfaction and their wellbeing too whereas it negatively determinant factor in teaching burnout and turnover **(Wang & Pan, 2023)**. Also, it is found to be significantly correlated with teaching for creativity and loving pedagogy which is considerable contributor to students learning and their creativity **(Derakhshan etal, 2023)**, and positively strongly correlated to work place wellbeing and teaching crafting **(Zhai et al., 2023)** and hence enhanced teaching performance.

Significance of the study:

Accordingly, as a result of the significant effect of teaching issues (teaching behavior/performance, enthusiasm and engagement) within face to face learning for both students and staff contributing to the goodness of the education service and the educational insinuations of higher education, it is needed to investigate them within blended learning. In this regards, most of researches study teaching issues separately or two of them

within online rather than blended learning: for teaching behavior/performance such as **Hermosa-Bosano et al. (2024)** in the context of emergency remote learning, and **Phulpoto et al. (2024)** in e-learning; for teaching engagement such as **Wang et al. (2022)** in online, and **Sang et al. (2023)** with digital competencies. However, no identified researches study those issues together within blended learning and among nursing teaching staff.

Aim of the Study

The current study aimed to investigate teaching behavior and enthusiasm in relation to teaching engagement, and blended learning among nursing teaching staff at faculty of nursing of Suez Canal University.

Research Objectives were to:

- Assess teaching behavior and enthusiasm among nursing teaching staff at faculty of nursing.

- Assess teaching engagement among nursing teaching staff at faculty of nursing.

- Identify the relationship between the teaching issues (teaching behavior, enthusiasm and engagement) among nursing teaching staff at faculty of nursing.

- Describe the teaching issues during practicing blended learning among nursing teaching staff at faculty of nursing.

Research Questions were to:

- Could teaching engagement and enthusiasm improve teaching behavior among nursing teaching staff at faculty of nursing?

- Could teaching behavior and enthusiasm improve teaching engagement among nursing teaching staff at faculty of nursing?

- Could the teaching issues (teaching behavior, enthusiasm and engagement) be influenced within blended learning among nursing teaching staff at faculty of nursing?

Subjects and Methods:

Research design:

The study design had followed the Mixed Research Method using Convergent Parallel mixed method design that combines between quantitative and qualitative research for studying the whole aspects of research problem contributing to more valid and trustworthiness findings **(Greene, 2007; Creswell & Clark, 2011; Abdelrazek, 2018)**. The convergent design was used to determine if participants respond in a similar way in qualitative part as well as in quantitative part when using predetermined scales for measuring the studied variables representing the teaching issues within BL; to validate the results of two parts; to have more understanding about the teaching issues for more improvement within BL **(Creswell & Clark, 2018)**.The current study used predictive correlational design for investigating the quantitative part after describing the teaching issues (teaching behavior, enthusiasm and engagement). This was parallel to collecting the qualitative data which describing the three teaching issues within the blended learning for investigating the qualitative part of the study. Gathering between both in one study is required to investigate the research problems comprehensively; depth and breadth (**Abdelrazek, 2024**).

Setting:

The study was conducted at faculty of nursing on the six academic departments of the faculty which constitute the main specialties in nursing education adopting a group of innovative educational approaches alongside the traditional ones, adding to them Blended Learning (BL) in the latter years. The academic departments are Pediatric Nursing, Maternity, Obstetrics and Gynecological Nursing, Adult Health Nursing, Psychiatric and Mental Health Nursing, Nursing Administration, and Community and Family Health Nursing. The faculty offers nineteen educational programs; four undergraduate bachelor nursing and fifteen postgraduates covering twelve academic degrees covering all six academic departments (master and doctorate) besides to professional degrees (one master program and two diploma programs).

Sample:

Regarding the Quantitative part of the study:

The target population of nursing faculty teaching staff was (90). The quantitative part

was conducted on all teaching faculty staff who agree to participate in the study (72) after excluding (9) staff participating in pilot study. The participants were female and male from all academic departments, including variant academic level of teaching staff (demonstrator- professor), with ages ranged from 24-54 years old, and 1-33years of teaching experience.

Regarding the Qualitative part of the study:

The qualitative part was conducted on purposive selected twelve teaching faculty staff including all heads of academic departments, and educators (one of each department) who are from all nursing specialties, having variety experience, teaching for more than one academic years, and involved in variant educational activities. The participants were female, lecturers and associate professors, with ages ranged from 31-53 years old, and 9-32 years of teaching experience.

Tools of data collection:

Regarding the Quantitative part of the study:

A questionnaire consisted of personal characteristics of nursing teaching staff at faculty of joining with three self- instruction instruments were used as following:

- Teaching Behavior Checklist:

It was developed by **Buskist et al. (2002)** and converted into valid and reliable international evaluative instrument by **Keeley et al. (2006)** to assess teaching behavior rating teaching staff for determining effectiveness of their teaching performance **(Buskist & Keeley, 2018; Zayac et al., 2021; Henklain et al., 2023)**. It is a useful tool for evaluating teaching practices **(Kirby et al., 2018)** consisting of 28 items containing effective teaching qualities/competencies demonstrating the teaching performance skills using a 5-point Likert-type scale from 1 (never exhibits this quality) to 5 (frequently exhibits this quality). A back-translated Arabic copy was used for data collection. The tool was tested for its validity and its Cronbach's Alpha was 0.90-0.95 **(Keeley et al., 2006)**. The scoring system of the tool was weak (<60%), accepted (60% - 70%), good (70% - 80%), and very good (80% ≤).

- Perceived Teacher Enthusiasm Scale:

It is valid and reliable international instrument developed by **Frenzel et al. (2009)** to assess teachers' enthusiasm from their point of view. A four-item scale formulized based on existing scales from teaching evaluation studies was used. Items are answered on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). A back-translated Arabic copy was used for data collection. The tool was tested for its validity and its Cronbach's Alpha was 0.85 **(Frenzel et al., 2009)**. The scoring system of the tool was weak (<60%), accepted (60% - 70%), good (70% - 80%), and very good (80% ≤).

- The Utrecht Work Engagement Scale (UWES–9S):

It is a valid and reliable international instrument developed by **Schaufeli et al. (2006)**. It will be used to determine the level of teaching engagement for faculty staff. It is divided into 3 subscales (vigor, dedication, and absorption) that has 3 items for each one of them, using seven-point rating scale ranging from 0 (never) to 6 (always). A back-translated Arabic copy was used for data collection. The tool was tested for its validity and its Cronbach's Alpha was 0.85–0.92 **(Schaufeli et al., 2006)**. The scoring system of the tool was weak (<60%), accepted (60% - 70%), good (70% - 80%), and very good (80% ≤).

Regarding the Qualitative part of the study:

A questions' guide including open questions was used to ask about describing the status of the teaching issues (teaching behavior, enthusiasm and engagement) during applying BL compared to traditional learning strategy(face to face): describe to what you see yourself (and your subordinates: for academic managers) better or less in teaching performance within BL than traditional way ***(as teaching behavior encompassing teaching qualities & competencies indicating to teaching performance: Keeley et al., 2006 & 2016; Kirby et al., 2018; Zayac et al., 2021; Henklain et al., 2023)*** and why? ; describe your feeling (and your subordinates: for academic managers) when practice teaching within BL in general, for example; happy, stressed, enthusiastic, boring, proud ***(assessing the feeling found with teaching engagement and enthusiasm; Schaufeli et al., 2006; Dewaele & Li, 2021; Zhai et al., 2023)*** and why?

NB: Both teaching engagement and enthusiasm targeting feeling when measurement among participants as following: Enthusiasm is basically/wholly targeted feelings; enthusiasm itself, pleasure, happy, excited and eager **(Frenzel et al., 2009; Fallah et al., 2024; Trauernicht & Lazarides, 2024; Vogelaar et al., 2025);** Engagement is mostly targeted feelings beside to engagement activities: enthusiasm, pleasure, happy, proud, pleased and satisfied **(Schaufeli et al., 2006; Wang et al., 2022; Sang et al., 2023; Zhai et al., 2023).**

Pilot study:

It was conducted on 10% of nursing teaching staff who were excluded from data collection of the study. Also, it was conducted to test the situation for data collection whether qualitative part of the study or the quantitative one, and make needed modifications during data collection upon this study. Checking the suitability of Arabic copy of tools, duration of fulfilling it for the quantitative part of the study was conducted.

Method of data collection:

Quantitative and Qualitative parts of the study were conducted parallel. After settling research ethics principles for all research participants and have their agreement to participate in the study and having the official permission for data collection, the aim and procedures of the study and how to fulfill tools of data collection were settled too. According to Convergent Parallel design, the quantitative data were collected using self-instruction online questionnaire that was build up on Google form after sending the link to faculty teaching staff to fulfill the questionnaire. The online questionnaire took 15-20 minutes. On the other hand, the qualitative data were parallel collected on the purposive selected staff following semi-structured interview meetings using Microsoft Teams for educators and WhatsApp for heads of academic departments, taking from 15-40 minutes. The data were collected from last July to September 2023.

Data analysis:

Regarding the quantitative part of the study:

The data were statistically analyzed for quantitative data using the Statistical Package of the Social Science (SPSS) program, version 25. Frequency/percentage, mean, standard deviation, and composite percentage were used for descriptive statistics. After securing the normality of collected data applying Kolmogorov Smirnov test, correlation coefficient Pearson (r) test was used to assess the relationships among the quantitative studied variables. Hierarchical linear regression analysis test was used to test the effect of teaching engagement and teaching enthusiasm on teaching behavior, and the effect of teaching behavior and teaching enthusiasm on teaching engagement among nursing teaching staff.

Regarding the qualitative part of the study:

A generic thematic analysis had been used for analyzing the collected data of the qualitative part. This approach of data analysis is usually proved using in mixed methods studies following the scientifically descriptive coding. It is based on systematic and reliable coding procedures where inductively generated thematic categories are seen as "valid" and as representing the manifest data **(Finlay, 2021)**.

The thematic analysis was done based on **Braun and Clarke (2006), and Clarke and Braun (2013)** following six phases' procedures of thematic analysis. It was guided by the research question determining to what extent teaching issues (teaching behavior, enthusiasm and engagement) could be influenced by practicing blended learning among nursing teaching staff. After preparing the transcripts by FA and revising by MF, they were reading many times and being familiarized with the data set. Then, the codes were extracted independently by all researchers (FA; MF; ME) followed by generating and reviewing subthemes and theme. The reliable coding procedures were depended on the multiple independent coders (all researchers) for the transcripts comparing the output of codes till reaching the agreement among the multiple coders. The final code list was checked for developing subthemes and themes cooperatively between the researchers. The extracted codes, subthemes and theme were checked and revised alongside each other, and how they are reflected each other and the extracted quotations, and the research question. These procedures guarantee trustworthiness of qualitative data and the findings **(Huang et al., 2020; Finlay, 2021;**

Ferede et al., 2024).

Trustworthiness of the qualitative part of the study:

Qualitative validity was checked and secured through: major theme and subthemes were back to a group of key participant to be assured on; the triangulation of data drawn from several resources (two groups of data driven participants: both educators and heads of academic departments are practicing teaching within BL, beside to the role of academic managers in monitoring the learning teaching process, witnessing the teaching performance of educators and their feeling reactions towards BL indicating to teaching engagement and enthusiasm), and from several individual represented into many supported quotations for each comment covering each subtheme; asking peer to examine the data (Creswell & Clark, 2018).

Ethical consideration:

After having the approval on the study proposal by the Research Ethics Committee of Faculty of Nursing - Suez Canal University (code 225:7/2023), the official permissions for study implementation had been obtained from dean of faculty of nursing. The agreement of faculty teaching staff and their informed consent were obtained after clearing up purpose of the study and its procedures, and assuring on the right to their withdraw at any time beside to confidentiality and anonymity of their data that were used for the research purpose only.

Results:

Quantitative Results:

Table (1) reveals that teaching enthusiasm scored the highest composite percentage (87.7%) followed by teaching engagement (80.3%) then teaching behavior/performance (79.8%) scoring/having very good level and good level respectively. In addition, there is a strong significant correlation between teaching behavior/performance, teaching enthusiasm and teaching engagement which has the highest correlations scores with others.

Table (2) reveals that there was linear regression between total teaching engagement and total teaching behavior/performance, the total teaching behavior/performance increased by 0.909 with each increase one unit in total teaching engagement, and the relationship was significant with confidence interval 0.726 to 1.09. In addition, 58.3% of variation in total teaching behavior/performance was associated with teaching engagement with effect size 1.81 and P value <0.001. Also, there was linear regression between total teaching enthusiasm and total teaching behavior/performance, the total teaching behaviors/performance increased by 3.004 with each increase one unit in teaching enthusiasm, and the relationship was significant with confidence interval 2.35 to 3.66. In addition, 54.6% of variation in total teaching behavior/performance is associated with total teaching enthusiasm with effect size 1.09 and P value <0.001.

When adding total teaching enthusiasm with total teaching engagement in model 2 and total teaching behaviors/performance, it was found that the total teaching behavior/performance increased by 0.596 and 1.223 with each increase one unit in total teaching engagement and total teaching enthusiasm respectively, and the relationship was significant with confidence interval 0.223 to 0.968 and -0.05 to 2.495 respectively. Besides, 60.4% of variation in total teaching behavior/performance was associated with total teaching engagement, and total teaching enthusiasm with effect size 1.24 and P value 0.059.

Table (3) shows that there was linear regression between total teaching behavior/performance and total teaching engagement, the total teaching engagement increased by 0.641 with each increase one unit in teaching behavior/performance, and the relationship was significant with confidence interval 0.512 to 0.770. In addition, 58.3% of variation in total teaching engagement is associated with total teaching behavior/performance with effect size 1.20, and P value <0.001. Also, there was linear regression between total teaching enthusiasm and total teaching engagement, the total teaching engagement increased by 2.990 with each increase one unit in total teaching enthusiasm, and the relationship was significant with confidence interval 2.59 to 3.38. In addition, 77% of variation in teaching engagement was associated with total teaching enthusiasm with effect size 1.81, and P value

<0.001.

When adding total teaching behaviors/performance with total teaching enthusiasm in model 2 and total teaching engagement, it was found that the total teaching engagement increased by 0.216 and 2.340 with each increase one unit in total teaching behavior/performance and total teaching enthusiasm respectively, and the relationship was significant with confidence interval 1.79 to 2.89, and 0.081 to 0.350 respectively.

Besides, 79.7% of variation in teaching engagement was associated with teaching behavior/performance and teaching enthusiasm and with effect size 1.98, and P value 0.002.

Table (1): Mean score and the correlation between teaching behavior/performance, teaching enthusiasm and teaching engagement among nursing teaching staff (n=72)

Variables	Mean± SD	Composite percentage (%)	1 r(P value)	2 r(P value)	3 r(P value)
1-Teaching behavior/performance	3.99±0.53	79.8	—	—	—
2-Teaching enthusiasm	4.39±0.62	87.7	0.739 (<0.001*)	—	—
3-Teaching engagement	4.82±0.93	80.3	0.763 (<0.001*)	0.876 (<0.001*)	—

Test used was Pearson correlation (r), P value is significant on two tailed with P value< 0.05

Table (2): Hierarchical linear regression analysis between teaching engagement, teaching enthusiasm and teaching behavior/performance among nursing teaching staff (n=72)

Model[a]		Unstandardized coefficients		Beta	t	P value	95% CI	
		B	Std.Err					
1†	Constant	36.330	4.061		8.947	<0.001	28.231	44.429
	Total teaching engagement	0.909	0.092	0.763	9.889	<0.001	0.726	1.092
1††	Constant	23.074	5.803		3.976	<0.001	11.500	34.648
	Total teaching enthusiasm	3.004	.328	0.739	9.167	<0.001	2.350	3.657
2	Constant	28.480	5.714		4.984	<0.001	17.081	39.880
	Total teaching engagement	0.596	0.187	0.500	3.188	0.002	0.223	0.968
	Total teaching enthusiasm	1.223	0.638	0.301	1.917	0.059	-0.050-	2.495

[a] is teaching behavior/performance & t is independent t test& P value is significant (two tailed significance) <0.05
†Mode1 for teaching engagement on teaching behavior (R, 0.763; R2 0.583; Cohen's f 1.81 &P value <0.001)
††Mode1 for teaching enthusiasm on teaching behavior (R, 0.739; R2 0.546; Cohen's f 1.09 & P value <0.001)
Model 2 for teaching engagement & teaching enthusiasm on teaching behavior (R, 0.777; R2 0.604; Cohen's f 1.24 & P value 0.059
Dependent variable: total teaching behavior/performance

Table (3): Hierarchical linear regression analysis between teaching behavior, teaching enthusiasm and teaching engagement among nursing teaching staff (n=72)

Model[a]		Unstandardized coefficients		Beta	t	P value	95% CI	
		B	**Std.Err**					
1†	**Constant**	-5.195	4.954		-1.049	0.298	-15.075	4.684
	Total teaching behavior/performance	0.641	0.065	0.763	9.889	<0.001	0.512	0.770
1††	**Constant**	-9.077	3.492		-2.60	0.011	-16.04	-2.11
	Total teaching enthusiasm	2.990	0.197	0.876	15.17	<0.001	2.59	3.38
2	**Constant**	-14.051-	3.635		-3.865-	<0.001	-21.303-	-6.800-
	Total teaching behavior/performance	0.216	0.068	0.257	3.188	0.002	0.081	0.350
	Total teaching enthusiasm	2.343	0.275	0.686	8.519	<0.001	1.794	2.891

[a] is teaching engagement & t is independent t test& P value is significant (two tailed significance) <0.05
†Mode1 for teaching behavior/performance on teaching engagement (R, 0.763; R2 0.583; Cohen's f 1.20 & P value <0.001)
††Mode1 for teaching enthusiasm on teaching engagement (R, 0.876; R2 0.767; Cohen's f 1.81& P value<0.001)
Model 2 for teaching enthusiasm & teaching behavior/performance on teaching engagement (R, .893; R2 0.797; Cohen's f 1.98 & P value 0.002)
Dependent variable: total engagement

Qualitative Findings:

Two major themes associated with six subthemes were generated from conducting generic TA: (1) Good teaching performance within BL; (2) Good teaching engagement & enthusiasm within BL (see Table 4).

Table (4): Themes and subtheme of teaching issues within blended leaning (n=12)

Themes	Subthemes
1- Good teaching performance within BL	1-1 Better teaching performance within BL and factors contributing to it.
	1-2 Less teaching performance within BL and factors contributing to it.
	1-3 Improving teaching performance within BL.
2- Good teaching engagement & enthusiasm within BL	2-1 Positive teaching engagement & enthusiasm within BL and factors contributing to them.
	2-2 Negative teaching engagement & enthusiasm within BL and factors contributing to them.
	2-3 Improving teaching engagement & enthusiasm within BL.

Theme 1: Good teaching performance within BL

1-1 Better teaching performance within blended leaning and factors contributing to it

Teaching performance in BL was mostly seen as better than face to face or at least it is good as well as face to face indicating to good levels of teaching competencies (competent and proficient level of teaching performance). It was based on the educators themselves in preparing their teaching content and suitable & varied media, and preparing themselves for teaching performance, organizing their teaching to be interactive, not pure theoretical, asking questions to grasp students' attention and participation, adding patients' scenario for application, and benefiting from online tools using them in explanations for better teaching. Hence, students had a flexible adding value in learning experience.

"I'm good in both, and prefer BL more than face to face…my teaching performance in BL is better…educating on new programs and the experience increases my soft skills…" **(Participant 6)**. *"I'm better educators in BL than face to*

face…when I have prepared it well involving suitable & varied media, it was better to educate it online than face to face…" (Participant 1). *"When teaching online, I'm ready, well prepared for my teaching…"* **(Participant 5)**.

"Both are the same in content the same everything are exist in both…I'm better in both; teaching is based on me, I'm effectively prepared myself, content & media for teaching. BL affects my way of teaching…I start to organize my teaching to be not pure theoretical by asking questions to grasp attention of students and their participation, adding patients' scenario for application after one third of teaching time…" **(Participant 4)**.

"I believe that MY teaching performance is good in BL as well as face to face only…teaching is the same… I explain online in normal was as well as in face to face, I can use highlighter and other the Microsoft teams tools in my explanation. That was one of the very beautiful things. …" **(Participant 3)**.

"Staff in department applies BL very skillfully, and in competent and precise way…They use online very well as well as face to face use…" (Participant 9). *"The teaching is better in BL; the students have a flexible learning experience with other learning benefits…"* **(Participant 12)**.

1-2 Less teaching performance within BL and factors contributing to it

A group of participants saw teaching performance better in face to face than online part of BL giving the chances to practice effectively the teaching competencies (inducing and managing better learning with proficient level of teaching performance) through existing physically with the students interacting with, monitoring student by student and seeing their reactions to teaching, determining who are out of learning, distinguished ones and their learning style, using questions for keeping attention of students, employing suitably different teaching ways and making them active, modifying their behavior and correcting their information. It also gave the chance for more control on class, managing voice problem, and trouble maker students.

"…but I see the usual method of teaching is better…I can monitor students who are full alert and interacting with me, or lazy…knowing

the learning styles of students and employ certain strategy with each one of them…" **(Participant 2)**.

"Face to face is better for interaction and students participation through discussion, asking questions for students for provoking students' attention. We see the students and they see us, we can use different teaching ways making students alert…keeping attention of students…I think that I couldn't do implement in Online…" **(Participant 10)**.

"I see teaching face to face is so better than Online… I can care about and observe student by student determining who are out of learning, and distinguished ones too as a role model for their colleague…Also, asking questions that can alert all students (the effective questions)…" **(Participant 8)**.

"Face to face teaching is better, we are interactive with students being able to modify his behavior, correct information, and student is in spot and be alert to explanations and ready for questions more than online…I can see students' reactions to my teaching (happy, sad, and understood or not), to ask, discuss, laugh with students, give examples…more control on class, managing voice problem, trouble maker students treating their behavior, seeing their grooming, teaching them how to answer the questions. I love that…" **(Participant 7)**.

1-3 Improving teaching performance within BL

Teaching performance could become better in BL and face to face when having good learning materials and associated with regular evaluating teaching performance and periodical department seminars beside to good network for online part of BL.

"For better teaching performance, I recommend evaluation staff to check their effectiveness in teaching and the materials…that is needed to be done in BL or the traditional one. Also, the department seminar could be a way to improve teacher performance with updated knowledge and experience in teaching others…" **(Participant 1)**.

"Sometimes my teaching performance in BL is better than usual method especially when there is a good material and available good network…" **(Participant 2)**.

Theme 2: Good teaching engagement & enthusiasm within BL

2-1 Positive teaching engagement & enthusiasm within BL and factors contributing to them

The positive feelings expressing about both of being enthusiastic and engagement as happy, enthusiastic, excited, proud, satisfied, comfort were being found for the most participants indicating to higher teaching engagement and enthusiasm in BL. This was because of teachers themselves; like this new approach of teaching changing their teaching strategy with updated technology instead of continuing in the traditional one; proud of their well-prepared recorded teaching materials and having the chance for updating it to be more better; not worrying about conducting information and continuously updated learning materials to students at any time; satisfying the feeling of responsibility and being assured about they learn as they should be; benefits for staff and students.

"I am very happy when applying BL; happy that students have the materials of learning both the audio & visual…I am not worry about to conduct information to students at any time…BL, I like it and I like learning by it…" **(Participant 3)**.

"Feeling of comfort that students learn as they should be/it must be...Sense of satisfaction that students have good learning, and they have been had that I want them to learn and…If they have inquires I am more satisfied/fulfilled to answer them and contented about students ask to know and learn more…feeling of responsibility…" **(Participant 6)**.

"I'm enthusiastic in both…the same; I wait students, and prepare my teaching and revise it. That is done in both…I'm happy and excited for BL, it save many benefits for me…save students movement, transportation problems…" **(Participant 4)**.

"A very good feeling of satisfaction owing to the easier communication with students… electronic communication is one of the fruitful solutions for the presence of scientific material for the students…" **(Participant 12)**.

"When practicing BL, I feel changing. Chang is good not bad; we change our teaching strategy...that is good instead of continuing in traditional strategy…I'm enthusiastic. It is good for me…I think I'm proud of conducting BL especially when revise my recorded teaching materials and how it was well prepared…I have the chance to update it and make it better. I recommend it…" **(Participant 1)**.

"Staff in the department love online so much and try much benefit from it…I see that all of them are pleased with BL; there is no tiredness, not had to come many to faculty...staff are so welcome to explain lectures through online…" **(Participant 7)**.

2-2 Negative teaching engagement & enthusiasm within BL and factors contributing to them

Some participants had a negative feelings regarding teaching during BL (upset, not at all loving, not happy, boring, or worry) in contrast to face to face where they were full satisfied with face to face indicating to less or non-engagement and enthusiasm within BL. This was as a result of being busy in managing the online technical problems, and being dispersions away from focusing on teaching. This was beside to stressed-responsibility regarding obtaining students for the required learning.

The feeling is sense of stressed responsibility which encompasses assurance on students obtaining of the required information, and optimum benefits. That is so difficult because I try to use more ways of teaching as students as in face to face to me…That is a big trial. As I teach alone without facing students which they are not interacted or there are circumstances preventing them I feel upset that I'm not able to be assured…" **(Participant 8)**.

"My feeling during BL is Not at all loving the online part of BL, all time during applying the online part I'm not happy but boring as I am busy on managing the online technical procedures, worry about net adequacy, keeping son not using net during teaching online…That causes dispersions and we become away from focusing on teaching itself…" **(Participant 7)**.

2-3 Improving teaching engagement & enthusiasm within BL

A group of participants had a changing feeling from positive (excited, happy, pleased or willing) into negative (upset or boring) indicating to less teaching engagement and enthusiastic in BL. They could be kept positive and good in BL when managing online teaching associated with improving dual interaction between teachers and students beside to more development to employ the technology in teaching to cover needs of

students and teachers.

I'm excited and pleased that I have learned a new teaching method/strategy which I haven't when being a student…but I need more development to employ the technology in teaching to cover needs of students and mine… Yet, I am enthusiastic when seeing students face to face (the cooperation is higher)…" **(Participant 2)**.

"When teaching online, I'm ready/well prepared and at first I enjoy teaching… but when calling one- four students and having no answers and no interaction, my enthusiasm is stop, I'm blocked …" **(Participant 5)**.

"I have a feeling of excited, happy at first when teaching online then I feel bore because there is no interaction or participation from students, even if found, it just 2/3 or 10 students. The first feeling is good but then become neutral…At the end of lecture, I feel upset or that I'm talking with myself…" **(Participant 10)**.

"I'm willing to learn and equip with new technology, and how to give lecture through online…But I prefer face to face because there is interaction with students. But this doesn't prevent me to teach online especially in emergency circumstances…" **(Participant 9)**.

Mixed methods Findings:

Qualitative findings supported and assured quantitative results clarifying factors contributing to better and less teaching performance within BL and providing strategies for its improvement/enhancement, and hence adding more findings to the study results. Also, the same existed for teaching engagement and enthusiasm.

Discussion:

First of all, the findings of qualitative and quantitative parts supported and reflected each other although the variation in participants' numbers, age groups with years of experience, and academic levels of teaching staff participating in each part.

Regarding the descriptive results, the current findings within BL of qualitative part is reinforced by results of quantitative part, as the most of participants in qualitative part showed skillful level of teaching performance which was fitting with about

eighty percentage of practicing teaching competencies of teaching behavior. The same was found regarding positive teaching engagement and enthusiasm within BL, as the most of participants in qualitative part showed positive teaching engagement and enthusiasm fitting with more than eighty percentages especially when a group of academic managers assured that their staff are so welcome to following BL. Both support each other especially when there was a highly significant strong correlation between teaching engagement and enthusiasm that was higher than the correlations between teaching behavior and both of them as revealed in the quantitative results. This may be as a result of that both teaching engagement and enthusiasm are based on feelings towards teaching **(Schaufeli et al., 2006; Dewaele & Li, 2021; Zhai et al., 2023; Trauernicht & Lazarides, 2024)**. Nevertheless, teaching behavior has a little bit higher significant correlation with teaching engagement than enthusiasm. This is could be as a result of that teaching engagement extends more than engagement positive feeling to engagement activities alongside the feeling/emotion rather than enthusiasm it is just feeling/emotion **(Schaufeli et al., 2006; Dewaele & Li, 2021; Sang et al., 2023; Zhai et al., 2023)**. The effect displayed in the current study results of hierarchical regression has the same track in the correlations of all variables of teaching issues and supported by qualitative findings too.

Teaching behavior and teaching engagement were shown to be strongly positively correlated in the study, with teaching engagement accounting for over half of the variation in teaching behavior. In line with previous research by **Wang et al. (2022)**, who discovered that teacher engagement positively affects teaching practices and student results, this shows that teaching behaviors tend to be improved when teaching staff are more interested with their profession. The positive effect of teaching enthusiasm on teaching behavior is supported by **Juškevičienė et al. (2024),** who highlighted the importance of teacher enthusiasm in promoting successful teaching techniques, especially in educational situation that call for adaptation like BL, as enthusiasm could inspire teachers to practice new teaching strategies. In this regards, **Keller et al. (2018)** found that teacher excitement

dramatically increases student involvement and improved instructional behavior.

The mutual relationship and effect among teaching issues as quantitative results shown in the current study are supported by the qualitative findings when found that staff who have better/less teaching performance have the positive/negative teaching engagement and enthusiasm within BL. Also, the previous studies assured on this relationship and effect. In this regard, the findings of **Khan et al. (2021)** emphasized the mutual relationship between teacher engagement and teaching practices supporting the viewpoint that good teaching practices not only lead to teacher engagement, but also help to enhance these practices. The same was emphasized for teaching enthusiasm and teaching behavior in the current study which displayed that teaching behavior caused over half of the variation improvement in teaching enthusiasm. So, achievement of good level of teaching performance makes individual being motivated to keep on that level of good performance. This is supported by **Vogelaar et al. (2025)** assuring on that motivation as basic element of teaching enthusiasm and being active to work is basic components of enthusiasm. That assured on that any improvement of one teaching issue will lead to improvement of others.

Improvement of teaching issues in the context of BL requires maintaining teachers' desire and contribution through providing them with the proper resources, such as professional development and a supportive work environment which positively impact on teaching performance **(Li et al., 2025)**, and contributing to teaching engagement. According to **Sang et al. (2023)**, this can be accomplished through focused training programs that emphasize improving both teaching abilities and emotional health. Furthermore, the perception that teacher enthusiasm as a crucial component in promoting engagement and enhancing instructional strategies is supported by research by **Shu (2022)**, and is similarly consistent with findings of **Juškevičienė et al. (2024)**, who highlighted the importance of professional development in raising teacher engagement and motivation. That

could be employed to remediate ineffective teaching for some participants who have less performance within BL to increase overall teaching effectiveness.

Regarding the factors contributing to the teaching issues within BL, the qualitative findings indicated that teaching engagement and enthusiasm shared these factors with teaching performance. They were mainly based on teaching skills. Sharing factors was evidenced when found in the current study that the same participants who had negative or positive feeling regarding practicing BL are same participants who identified the less or better teaching performance respectively within BL besides to staff who have swing between positive & negative feeling and better & less teaching performance, with putting into consideration that people who negatively perceived BL usually see BL as online part only rather than online-face to face strategy.

In this regard, **Stevens et al. (2023)** presented teachers' profiles within online teaching which are cross-matched to some extent with the current study findings for two profiles: critical but eager to learn with certain characteristic that almost representing the less teaching and negative feelings staff in the current study; positive but stressed teachers with certain characteristic that slightly representing the better teaching and positive feelings staff the current study. In the critical but eager to learn profile, staff have a relatively negative attitude towards online teaching and relatively negative beliefs about students' online learning. They believe students' learning is worse in online education experiencing more stress than the average **(Stevens et al., 2023)** compared to high level of stress worrying about that their students learn as they should be (current study). They are critical about online education, support and themselves, but engage in activities to learn and evaluate their own learning development positively. On the other hand, in profile of positive but stressed teachers, staff have a relatively positive attitude toward online teaching and relatively positive beliefs about students learning online. They believe students' learning is not much worse in online education experiencing high levels of stress **(Stevens et al., 2023)** compared to low level of stress seeing online teaching good as well as face to face and even better (current study).

They are positive about online education, support services and themselves, and more enthusiastic and engaged with their teaching, comfort and highly satisfied about that their students learn as they should be. Moreover, our study presented a third profile, the swing from better teaching & positive feelings to less teaching & negative feelings staff which is produced besides to the other two profiles as a result of factors contributing to the teaching issues.

The negative perceived of teaching issues within BL (the online part) was interpreted by one of them saying *"I still prefer/like more face to face. That may be as result of being from the classical/traditional school or worry about online & net problems and online technology…students and youth educators like online method in teaching. The difference among generations is which make me and my peers or who not like technology preferring face to face more than online…"* **(Participant 7)**. However, there is a need to enhance the online part teaching for all participants energizing more the skillful online teaching and improving skillful face to face teaching, by managing online and technological problems, and taking measures regarding improve life dual interactions and monitoring students' behavior and learning, benefiting from online tools.

That is supported by **Hermosa-Bosano et al. (2024)** who noted that maintaining engagement and enthusiasm in BL environment requires teachers to be able to adapt and communicate successfully in digital environment, and thus enables teachers to successfully use digital technologies and face-to-face contacts to create a smooth and dynamic learning experience for students. Also, **Chen & Abd Rani (2025)** assured on the role of motivation and hence teaching enthusiasm and engagement in adopting innovative teaching practices and novel teaching strategies beside to taking measures towards technology management **(Phulpoto et al., 2024)**. All that could be employed for improving the less teaching performance staff within BL.

The main findings of these shared factors in the current study based on teaching skills were: effective preparation for teaching performance and teaching material; using teaching skills for monitoring and managing students behavior and learning to ensure that students learn as they should be; the life dual interactions between teachers and students; using online tool effectively; employing effective questioning for active participation/interaction. In this regards, the findings of **Busler et al. (2017)** depicted that inefficient teaching skills as inadequate preparation and communication can seriously impair teacher enthusiasm and engagement.

In this regards, **Singh et al. (2021)** and **Yayuk, (2025)** assured on the necessity of good preparation for teaching as a basic part of teaching process contributing to better teaching performance. Also, being prepared for teaching is one of the principle characteristics of excellent teaching **(Buskist & Keeley, 2018; Hermosa-Bosano et al., 2024)** compared to being unprepared and unorganized as an ineffective quality of teaching which interferes with instruction and student learning **(Zayac et al., 2021)** and an indicator of poor teaching too **(Busler et al., 2017)**.

Regarding using teaching skills for monitoring and managing students behavior and learning to ensure that students learn as they should be, this is requirement for effective teaching performance and engagement. In this regard, **Busler et al., (2017)** and **Zayac et al. (2021)** stressed that lack of being confident keeping eye contact with students for monitoring and controlling on students misbehaviors beside to lack of being engaged with students in class are indicators of incompetent teacher and ineffective teaching. This is in contrast to being confident and engaged with students during teaching are indicators of competent and proficient teaching **(Kirby et al., 2018; Henklain et al., 2023)**.

Concerning dual interaction between teacher and students as a dominant factor contributing to better teaching and other teaching issues, could be achieved through employing effective questioning skills for discussion, keeping eye contact with students using voice skills for managing students and keeping interaction in addition to assigning homework, and holding group activities. That was assured on by **Kirby et al. (2018)** and **Henklain et al. (2023)** who indicated to a group of teaching behaviors that

work on the previous activities for excellent and effective teaching performance within online teaching **(Hermosa‑Bosano et al., 2024)** which has positive correlations with teaching engagement and enthusiasm as pointed out in the current study findings.

Finally, the qualitative findings of the current study stressed on the needs for regular evaluation of teaching staff performance and holding periodical department seminars for sustainable teaching effectiveness. Teaching evaluation was assured by many studies such as **Wongmahesak et al., (2025)** who clarified that sustaining teaching performance effectiveness requires effective development and evaluation systems. That beside to improving teaching skills and teaching engagement and enthusiasm present effective scheme for teaching issues enhancement within BL.

Conclusion:

Teaching issues presenting good levels within BL, with supported strong positive correlations among them. Teaching engagement and enthusiasm positively affect teaching behavior/performance that is increased when gathering between both in the educational environment. Effective preparation for teaching beside to the conscious use of online tools is the key factors for good and effective teaching performance within BL. Also, the mixed method assured on that faculty teaching staff have good (competent and proficient) teaching competencies/skills regardless of better or less teaching performance within BL assuring their high level of teaching performance. Regular evaluation of teaching staff performance and periodical department seminars are determinants for effective teaching.

Teaching engagement and enthusiasm that are characterized by positive feelings towards teaching within BL are higher than teaching behavior/performance. The likeness of BL as a new approach of teaching with updated technology instead of continuing in the traditional one, the proudness of well-prepared recorded teaching materials, and the feeling of responsibility satisfaction about that students learn as they should be are factors contributing to positive teaching engagement and enthusiasm. This is compared to stressed-responsibility

regarding obtaining students for the required learning, and being busy in managing the online technical problems make some participants have negative feeling towards teaching engagement and enthusiasm.

Improving the life dual interactions between teachers and students beside to more development for both to employ the technology effectively in teaching and learning are the dominant factors contributing to effective teaching and teaching engagement & enthusiasm within BL for some participants.

Finally and totally, improving teaching performance and teaching engagement and enthusiasm have dual impact on each other. Improving enthusiasm and engagement in teaching alongside enhancing teaching skills is the rule way for improving teaching performance within BL. Moreover, three teachers' profiles have been emerged within BL, concluded based on the qualitative findings. They are: the better teaching and positive feelings staff; the less teaching and negative feelings staff; the swing from better teaching & positive feelings to less teaching & negative feelings staff.

Recommendations:

Based on the findings of the study, two major strategies are indorsed within BL for teaching issues enhancement: the first major strategy is improving teaching skills and its evaluation within BL and its technology context as follow:

Effective organizing and preparation for teaching: content and suitable & varied media, preparing themselves for teaching performance, organizing their teaching to be interactive, not pure theoretical, adding patients' scenario for application, and benefiting from online tools using them in explanations, and effective use of questioning skills for grasping students' attention and participation, and better learning engagement.

Training on how monitoring students learning and their behaviors online and face to face to for identifying distinguished students and their learning styles and how controlling class managing the trouble maker students, modifying their behavior and correcting their information.

Training on improving life dual interactions between teachers and students with more

developmental activities for both to employ the technology effectively in teaching and learning and employing suitably different teaching methods changing the passive teaching online into more interactive one are mandatory for the teaching issues improvement.

Following regular evaluation of teaching staff performance and periodical department seminars, and managing the online technical problems and controlling the medium of online teaching are needed for the teaching issues enhancement within BL.

The second major strategy and the master recommendation: is taking needed measures (such as training, educational policy) and different tactics for improving enthusiasm and engagement and how to improve both for oneself in teaching for improving teaching performance that is reflected on each other enhancement within BL.

Further studies: assessing the teaching profiles and learning profiles of students too within BL as qualitative studies; studying factors contributing to the studied variables as mixed method; investigating other teaching issues and learning issues too within BL as mixed method; studying teaching strategies within sustainable development and artificial intelligence challenges as qualitative studies.

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