Theoretical analysis of the problem of leadership in professional and management activities

Análisis teórico del problema del liderazgo en las actividades profesionales y de gestión

Kateryna Desiatnyk
Desiatnyk@gmail.com
https://orcid.org/0000-0001-9804-2863
Lesya Ukrainka Volyn National University, Ukraine, Lutsk, Ukraine.
Lyudmyla Novakivska
Novakivska@gmail.com
https://orcid.org/0000-0003-2817-0696
Pavlo Tychyna Uman State Pedagogical University, Uman, Ukraine.
Viktoriia Pryma
Pryma@ukr.net
https://orcid.org/0000-0001-7331-9950
Kyiv National University of Trade and Economics, Kyiv, Ukraine.
Larysa Klochko
Klochko@gmail.com
https://orcid.org/0000-0003-1762-5894
Sumy State Pedagogical University named after A.S. Makarenko, Sumy, Ukraine.
Olena Vdovina
Vdovina@ukr.net
https://orcid.org/0000-0003-3770-125X
National Defence University of Ukraine named after Ivan Cherniakhovskyi, Kyiv, Ukraine.

Abstract

El artículo está dedicado a los problemas actuales del concepto liderazgo. Se considera la esencia del concepto de "liderazgo" y las teorías de liderazgo. Los autores del artículo realizaron un análisis multifacético de las teorías de liderazgo, analizaron los factores de su formación e identificaron su relación. También, las razones de la diferencia y conexión entre liderazgo y liderazgo. Se presentaron estilos de liderazgo y su rol en la construcción de un liderazgo efectivo. Para formar la base del liderazgo efectivo se comparó con los principales criterios inherentes a estas teorías. En el trabajo se utilizaron los siguientes métodos de investigación: teórico (análisis de documentos normativos y literatura científica sobre el problema en estudio, comparación, generalización, modelación), empírico (diagnóstico del nivel de formación de competencias gerenciales de los estudiantes del sistema, cuestionamiento, observación, revisión por pares, análisis

comparativo cualitativo y cuantitativo de los resultados del diagnóstico del nivel de formación de competencias gerenciales).

Palabras clave: líder, tecnologías, liderazgo, sistema educativo, liderazgo, competencias directivas.

Resumen

El artículo analiza los conceptos existentes de comunicación intercultural, considera aproximaciones al estudio de la reflexión para determinarla como mecanismo para incrementar la eficacia de las comunicaciones interculturales de reflexión.
La comunicación intercultural en las condiciones de la unidad informativa de la humanidad se basa en el hecho de que, en primer lugar, el paradigma comunicativo se está formando hoy en las condiciones de la sociedad posindustrial y de la información, en cuyo contexto los medios de comunicación y la información y la comunicación Las tecnologías representan el lado más importante de la civilización. El artículo presenta un aspecto del estudio, cuya hipótesis inicial es el supuesto de que la eficacia de la comunicación se debe a la reflexión sanagénica. El estudio teórico del problema mostró que los siguientes aspectos del estudio de la reflexión fueron determinados en la ciencia y la práctica. La reflexión se estudia en el aspecto de estudiar los principios de organización y desarrollo de la psique humana, su forma más alta: el autoconocimiento.

Palabras clave: educación superior, sistema educativo, tecnología informática, instituciones de educación superior, reflexión intercultural, comunicación, cultura, estereotipos étnicos

1. Introduction

The words leader ("leader") and leadership ("leadership") are formed from the Anglo-Saxon root "lead", which comes from the verb "leaden", which means "to travel ", "go". Being navigators, the Anglo-Saxons also used this name to indicate the course of a ship at sea. Thus, the people (or vessels) who showed the way were called leaders. At present, in everyday language, a leader is understood as: a) a person who is more successful than others in any activity; b) the sports team with the most wins or points; c) a ship leading a group of ships, etc. However, the concept of "leader" in the positional understanding presented above differs from the socio-psychological idea of leadership. The leader athlete who crosses the finish line first has little in common with the leader of the group. The leader-sportsman is successful, he is applauded, admired, but then he continues his life path, and perhaps in splendid isolation. In contrast, the leader of the group is a person who has "following" followers. Thus, in the socio-psychological understanding, leadership is associated with a more or less organized group of people united by a common goal, values, interests, etc.

There have also been attempts to define leadership by looking at it as a separation from the position of official leader. An example is the classical definition, according to which a

leader is a member of a group who is spontaneously promoted to the role of a non-formal leader (Goudeau et al., 2021). This approach to understanding leadership is justified when considering informal groups, but it is confusing when studying organizational leadership. In many cases, the actual leadership behavior of a leader in an organization is inseparable from the performance of his official functions. The formal and informal position of the leader in the team are interconnected and influence each other (Bao, 2020). The approach in which leadership is presented as one of the management functions seems quite fruitful. According to the supporters of this approach, four managerial functions act as means of management: planning, organization, control and leadership, the latter (leadership) being the leading one. If we compare this point of view with the classical scheme: planning, organization, motivation, coordination and control, we see that leadership takes the place of motivation and coordination. Supporters of this approach believe that "the essence of leadership lies in the implementation of a targeted influence on the part of the subject of activity on the performers by leading them towards the established goal" (Kopcha et al., 2016; Subhash & Cudney, 2018).

However, this interpretation also narrows the understanding of leadership, since a leader in various situations can act as a planner, as an organizer, and as a motivator, and as a controller (Kirkwood & Price, 2013). Often leadership is seen as the opposite of coercion and is presented as the ability to induce rather than force certain actions. At the same time, instead of force and coercion, in the case of leadership, motivation and inspiration are often considered. However, such a distinction only makes sense from the point of view of ideal leadership. In fact, it must be recognized that an authoritarian management style can also be effective when implemented by the leader in appropriate situations. Each of the above models of understanding the phenomenon of leadership reveals only one side of its nature. It can be argued that, highlighting certain aspects of leadership, the researchers pursued various goals, for example: determining the object of observation for empirical research in small groups; defining the form of practice; ensuring the theoretical development of this problem, etc. As a result, a paradoxical situation has developed (Kim et al., 2013). On the one hand, collectively developed in social science theories of leadership seem to cover all aspects of the phenomenon of leadership, and on the other hand, the existing disparate and heterogeneous elements of its understanding cannot be combined into a holistic view.

In order to form, as far as possible, a systematic vision of leadership, we will single out the general essential characteristics of this phenomenon, which will make it possible to determine in each specific case whether we are talking about leadership or not.

1. The leader must have followers. This is the first thing that can be said with certainty. It is the presence of followers that distinguishes leaders from non-leaders. The leader is followed by followers loyal to him. Non-leaders don't. No one becomes a leader before gaining followers. Followers are the element that underlies leadership and it is its presence that gives a person the right to be considered a leader. Every leader becomes a leader only when he gains followers. It is the followers that make the

leader. Most leaders aspiring to leadership initially ask themselves the wrong questions: "How do I lead?" or "What do I need to be a leader?" The right questions are: "How can I find allies?" "What are the needs and interests of others?" "How can I get others to follow me" (Graham, 2009; Graham, 2013)?

2. Leadership is a sphere of interaction. This thesis is derived from the first one. If leaders need followers, then leadership is not only a problem of the leader's personality, but rather a product of the relationship between the leader and the people following him. In the end, the followers first of all notice the actions and deeds of the leader and, on this basis, form his perception (Zhang et al, 2021). Therefore, leadership is best viewed as a sphere of interaction. Leadership is not so much a personal as an interpersonal phenomenon. It is not a strong mind that makes a leader, but the people who follow him. Based on this, an important task of the leader is to build strong working relationships with other people.

3. Leadership is based on authority. Authority is based on qualities that are of high value to members of a particular group. The presence of these qualities in a leader predetermines the loyalty of followers to his actions, commitment and trust in his decisions, which he can make on his own without consulting the group. In this sense, the concept of "authority" to a greater extent characterizes the leader, but not always the leader. Authority can be possessed by an individual who is not endowed with formal powers, but who has a high degree of significance for others. Authority has a psychological nature and is formed on the basis of the general interest of subordinates in the leader and their conviction in his special (at least necessary for them) abilities. Thus, the concept of "authority" is an additional resource of a leader, although it does not always correlate with the concept of "formal power" (Dang et al., 2016). At the same time, official authority is not self-sufficient and stable, if it is not supported by other components (business or moral).

4. Leadership is a cognitive construct. The concept of "leadership" is not an observable quality, but is cognitively constructed as certain actions are associated with the idea of leadership behavior. In other words, each person has (is formed in the course of life) his own subjective idea that the leader is an individual who has certain qualities and behaves in a certain way. And when meeting with another person who corresponds to the idea of a leader, the label of leadership is hung on him. At the same time, it is expected that the presence of proven leadership qualities will be further manifested in the corresponding leadership behavior. And vice versa: the revealed leadership behavior is transformed into the expectation that the model of such behavior has the appropriate leadership qualities (Graham, 2018). From this follows the conclusion that in order to successfully become a leader in a particular social group, he needs to study the qualities that members of this group perceive as leaders, and the factors that they consider when they attribute certain results to leadership. It should be noted that that the identified general characteristics of leadership are not comprehensive and only clarify its socio-psychological essence.

2. Literature review

Analysis of recent research and publications shows that among foreign researchers, the problem of leadership in children: Graham, Dang, Zhang. Theories of leadership researched: "situational theory of leadership" (Smith, Hill et al.).

Among domestic scientists who studied leadership: De Wever, Asarta, Schmidt, Ożadowicz et al. However, despite the fact that the theoretical foundations of states have repeatedly been the subject of research in science works of domestic and foreign researchers, systems of scientific studies of leadership as a management phenomenon the group has not yet conducted.

3. Aims

The Aim of the article is to clarify the features of the provision leadership in the group in order to achieve common goals (Smith & Hill, 2019; Hrastinski, 2019).

Based on the goal, the following tasks were solved in the article:

− find out the main differences between leadership and management;
− to generalize the essence of theories of directed leadership to research the processes of organizing a social group and its management, which contributes to the achievement of the group goal in the optimal time and with the optimal effect;
− outline the set of elements that provide leadership in the group.

4. Materials and methods

Research methods: theoretical: study and analysis of pedagogical, psychological, philosophical, sociological literature on the problem of research, legislative and regulatory documents; systematization, classification, terminological analysis, pedagogical modeling, retrospective analysis, generalization of existing pedagogical experience; empirical: pedagogical experiment; diagnostic methods (testing, conversation, observation, questioning, self-assessment, self-analysis, mutual assessment), professional activity motivation methodology, pedagogical interpretation of the research results.

5. Results

The head is a person who is entrusted with the functions of making decisions on the activities of the company, managing the team, ensuring the effective work of the company's employees. In general, the management process can be represented as a set of interrelated sequential functions discussed in the previous paragraph: goal setting, planning, motivation, organization, control, and a number of others (Tirziu & Vrabie, 2015; Thai, De Wever & Valcke, 2017; Asarta & Schmidt, 2020; Ożadowicz, 2020). The leader,

of course, must improve his knowledge and skills in this matter, master the techniques and methods that allow him to perform his functions most effectively. But as practice shows, it is really possible to influence people to achieve organizational goals by using the status of a leader. Leadership is the kind of activity that runs through the entire management process as a thread and allows you to effectively perform all the functions of a leader.

The topic of leadership is relevant today in many areas of life, but it got its start a long time ago. Leadership is defined as a type of managerial interaction (between a leader and his follower), based on the most effective combination of various sources of power for a given situation, aimed at encouraging people to achieve common goals. Another definition, leadership is a process of predominantly non-coercive influence in the direction of achieving a group or organization of its goals. Leadership is predominantly built on a leader-follower relationship rather than a boss-subordinate relationship. Thus, leadership can be considered as the quality of a leader, characterizing the degree of influence and impact on the team to achieve the overall goals of the organization Hrastinski (2019).

Depending on the degree of this influence, the leader can be a leader to a greater or lesser extent, which gives rise to the concepts of formal and informal leadership.

The formal leader exercises influence by the power of the position, that is, he has the status of a leader officially. The promotion of a person to formal leadership can be caused by many different circumstances, and such a leader may not have the necessary professional, organizational and personal characteristics. The informal leader is "elected" by the team because of his personal qualities, which allow him to organize his followers, to convince, to inspire confidence. An informal leader, in most cases, arises in any organization of people. In the case when there is an informal leader in the team, the formal leader, i.e. leader, it is necessary not to compete with him, but to take into account this situation and use the influence of the informal leader on the team in their own interests. A rather infrequent, but positive situation can be considered the situation of combining a formal and informal leader in one person. In this case, the actual question is whether only innate leaders can be effective leaders, or whether this quality can be developed and nurtured in oneself. For the answer, let's turn to research on the study of leadership.

In literary sources, there are three main approaches to the problem of leadership: personal, behavioral, situational.

The founders of the personal approach undertook the study of leadership in a systematic manner in the 1930s-50s. These studies were based on the theory that the best leaders have a certain set of qualities that are common to all, fairly stable. As a result of numerous studies, a single set of characteristics that distinguish a leader has not been found. In different situations, the set of personal qualities was different, which is an argument in favor of the situational approach, which will be discussed below. One of the adherents of this approach were Ralph Stogdill and Richard Mann. They tried to group the leadership qualities identified earlier by other researchers of this approach (Raven & Park, 2015).

So, Stogdill came to the conclusion that basically five qualities characterize a leader: mind or intellectual abilities; dominance or dominance over others; self-confidence; activity and vigor; business knowledge.

In the course of long research, Stogdill became convinced that the presence of these five qualities in a person does not guarantee him a leadership position in a team. The same fate befell Mann.

An interesting result is obtained by the famous American consultant Warren Bennis, who studied 90 successful leaders, as a result of which he identified 4 groups of leadership qualities:

control of attention, or the ability to present the essence of the result or outcome, goal or direction of movement (action) in such a way that it is attractive to followers;
management of meaning, or the ability to convey the meaning of the created image, idea or vision in such a way that it is understood and accepted by followers;
trust management, or the ability to build one's activities with such constancy and consistency as to gain the full confidence of subordinates;
self-management, or the ability to know and recognize one's strengths and weaknesses so well and in time that one can skillfully attract other resources, including the resources of other people, to strengthen one's weaknesses.

Subsequent research led to the emergence of other four groups of leadership qualities, such as: physiological, psychological (emotional), mental (intellectual) and personal business.

Physiological qualities include such qualities of a person as weight, height, figure, state of health, energy, activity, representative appearance, etc. However, history shows that there is no direct link between having these qualities and leadership. On the contrary, the examples of Zelensky, Napoleon and others confirm that physiological qualities do not affect the influence of individuals and physically insufficiently large people can become clear leaders.

Psychological (emotional) qualities are manifested in practice mainly through the character of a person. The study of the relationship between such qualities and leadership has led to a fairly long and unlimited list of these qualities. The study of mental (intellectual) qualities showed that the level of these qualities in leaders is higher than in non-leaders. However, subsequent studies have not shown a direct relationship between intellectual qualities and leadership. Personal business qualities to a greater extent are acquired with experience, in the course of performing their work duties and functions. Their significance for a leader is undeniable, but there is no evidence that their presence ensures the position of an effective leader.

Thus, the personal approach to leadership theory suffers from a number of shortcomings and is of little use in practice, but it served as an impetus for the emergence of new approaches to the issue of leadership. After the disappointment in the approach to leadership from the position of personal qualities, the attention of scientists was turned to the behavior of the leader. It has been suggested that an effective manager has a set of patterns of habitual behavior towards his subordinates. This version became the basis of the behavioral approach to the study of leadership. This approach has become the basis for the emergence of leadership styles.

Leadership style reflects:

- the degree of delegation of authority by the manager to his subordinates;
- the type of power used;
- methods of working with the external environment;
- ways of influencing the staff;
- habitual manner of behavior of the head in relation to subordinates.

Major leadership theories distinguish between two possible behaviors of a leader:

1. behavior oriented towards human relations (respect for the needs of employees, concern for the development of personnel);
2. behavior focused on the performance of production tasks at any cost (ignoring the needs and interests of subordinates, underestimating the need for personnel development).

The classification of leadership styles, which is used to this day, was proposed by K. Levin. He identified three styles of leadership: authoritarian, democratic, and liberal. The authoritarian style involves the concentration of all power and responsibility in the hands of the leader, the use of threats and psychological impact on subordinates. Liberal, on the contrary, is the removal of responsibility by the leader from himself, self-removal in favor of the group, providing the team with the possibility of self-government. The democratic style is a kind of optimal combination of the previous two styles and is expressed in the delegation of authority to subordinates while maintaining key positions with the leader.

Of interest is the theory of "X" and "Y" D. McGregor, who himself was an effective leader and enjoyed the respect and trust of his subordinates. He deeply believed that people are by nature enterprising, responsible and moral. In support of this, he wrote a book that changed the idea of management theory, based at that time on the idea that people are lazy and need to be forced and coerced.

Theory X is based on three main assumptions:

1. People don't want to work. Man has an innate aversion to work and tries to avoid it. Production quotas, target milestones, and time clocks are managers' responses to people's natural tendency to shirk.
2. Coercion is inevitable. The company will not achieve its goals without coercion and intimidation of its employees. Their only incentive to work is punishment, not reward. Promotions, bonuses and benefits only increase the demands of a person, and do not arouse the desire to work hard.

People try to avoid responsibility. All they want from life is a quiet job with a regular salary. Theory "Y" comes from the following postulates:

1. People don't have an innate dislike for work. Under certain conditions, employees enjoy what they do.
2. Employees don't have to be kept at bay. Properly motivated employees will work without prodding and make active efforts to meet the challenges facing the company.

The feeling of success gives people pleasure. The successes achieved build self-confidence, and as a result, employees are even more eager to achieve their goals.
People want to do responsible work. It is not true that man is by nature lazy and irresponsible. In fact, he, on the contrary, is looking for any opportunity to do responsible work.

Human beings are naturally endowed with the ability to be creative. Most people are capable of creative problem solving.

People are smart and smart. Leaders often greatly underestimate the intellectual abilities of their subordinates.

Thus, theory "X" states that the internal policy of the company should be determined by its management, about nothing, without consulting with the staff. According to Theory Y, management should take into account both the needs of the company as a whole and the needs of its employees, who, in turn, would like to benefit their organization. Employees who know they can rely on their bosses, believe in their own abilities and are ready to work with high efficiency.

Using the "leadership grid", a manager can determine not only his own leadership style, but also analyze the styles followed by his colleagues, partners, competitors.

Neither personality nor behavioral approaches have been able to identify a clear relationship between the personal qualities or behavior of the leader and the effectiveness of his work. Subsequent studies have shown that the presence of certain qualities and behaviors certainly play a role in the formation of a leader, but only if there are additional factors. These factors include the impact of the environment, the availability of the necessary information, the personal qualities of subordinates, etc. Therefore, modern

leadership theory has drawn attention to the situational approach. In accordance with this approach, the leader-leader must be able to apply different leadership styles and qualitative characteristics, depending on the situation.
The main factors are:

1. Relations between the leader and team members. They imply the loyalty shown by subordinates, their trust in their leader and the attractiveness of the leader's personality for performers.
2. The structure of the task. It implies the familiarity of the task, the clarity of its formulation and its structuring, and not vagueness and lack of structure.
3. Official powers. This is the amount of legal power associated with the position of the head, which allows him to use remuneration, as well as the level of support that the formal organization provides to the head.

The theory establishes four leadership styles corresponding to the level of maturity of the staff:

- high task orientation and low people orientation (to give directions);
- equally high orientation to the task and people (to sell);
- low task orientation and high people orientation (participate);
- Equally low task and people orientation (to delegate).

This theory states that an effective leadership style should always be different depending on the maturity of the performers and the nature of the managerial situation.

6. Discussion

To summarize, all approaches to the problem of leadership are a combination of three main variables:

- leadership skills;
- leadership behavior;
- the situation in which the leader operates.

Moreover, modern research and approaches prove that for effective leadership it is necessary to take into account all three components. That is, the leader, of course, must have a set of certain qualities, have the skills of different types of behavior (employee orientation, task orientation (production) and their various combinations), and apply certain qualities, as well as a style of behavior depending on the prevailing environment. his situation. In addition, none of the concepts discussed above argue that leadership qualities are innate. On the contrary, they confirm that leadership behavior and leadership qualities can be developed and improved through education and training.

After analyzing the literature on this issue, two basic groups of leadership qualities were identified, the presence of which will allow an individual to prove himself as a leader in a team: personal leadership qualities (self-leadership); communication and organizational leadership qualities. In the future, the set of these qualities can and should be replenished and expanded.

The first group of "personal leadership qualities" includes:

- Self-confidence. Self-confidence, a high but adequate level of self-esteem will allow the leader to be decisive where necessary, take risks, and make bold decisions. Undoubtedly, this confidence should be based on a high level of professional and universal competencies, a wide range of knowledge and skills in the field of their professional activity.
- Active life position. This quality allows the leader to always be in the center of events, to have the necessary information in a timely manner, to be enterprising, to take risks.
- Reliability. The leader is the bearer of the norms and values of the whole association of followers. Therefore, the leader must be reliable, which includes honesty, justice in his actions, responsibility for his decisions and actions.
- Self-development. It is impossible to be an example for others, remaining in place. The leader must constantly maintain a situation of "intellectual superiority" over his followers.
- Creative approach (creativity). The leader seeks to improve the effectiveness of decisions through the use of new, creative approaches.

The second group "communicative and organizational leadership qualities" includes:

- Sociability. This quality makes it easy to establish contacts with different people, to be confident in communication, to find an approach to each individual to achieve their goals.
- Ability to influence others. This quality includes the ability to convince, motivate, inspire and is indispensable for a leader.
- Vision. A true leader knows how to anticipate, assess the situation, look to the future and clearly formulate a goal in order to lead the team towards this goal. Also, the leader feels and evaluates the potential of each employee, sets tasks for him commensurate with his capabilities, understands the effectiveness and potential of collective work.
- Flexibility. The leader needs to feel the situation and choose a line of behavior that is adequate to it, as well as make only one right decision in a timely manner, be flexible in communicating with different people.

All these qualities are not innate, they can and must be brought up in the learning process. Moreover, you need to start with yourself and, first of all, learn to lead yourself: set goals for yourself, motivate yourself to achieve them, and be responsible for the result. Further, learn to take the initiative in some specific situations, inspire the trust of the team,

convince and move together towards the intended goal. The next step should be the formation of a team of followers, effective management of a team of employees and continuous improvement of leadership skills: the ability to speak, persuade, set goals, coordinate the actions of employees and others. All this will allow the leader to become the undisputed leader in the team.

7. Conclusions

To ensure the effectiveness of the process of forming managerial competencies, it is necessary to comply with the following organizational and pedagogical conditions:

1. Identification and development of leadership qualities of students in a student-centered approach, which will allow them to show the position of the subject of management activity;
2. The use of a communicative-activity approach based on interactive teaching methods, involving business and role-playing games, solving situational problems, discussions, debates and other forms that will allow the future specialist to demonstrate his managerial competence in the learning process;
3. Orientation of teachers to new professional roles (accompanying and advising students), which contributes to a more effective organization of students' independent activities;
4. Providing operational diagnostics and evaluation of the effectiveness of the process of formation of managerial competencies.

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