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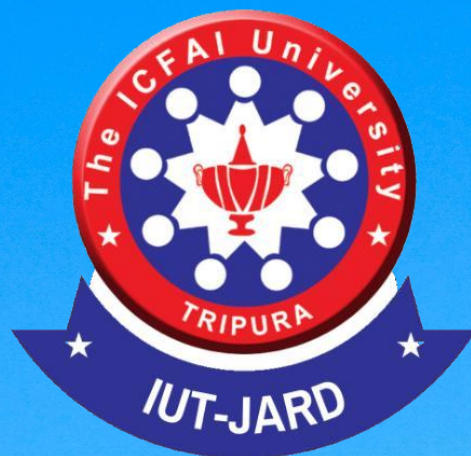
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ATTITUDE TOWARDS BLENDED LEARNING AMONG PROSPECTIVE TEACHERS OF WEST TRIPURA DISTRICT

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Abstract

Education in the emerging century is turned to learning centered approach, which differs significantly from the old conventional methods of learning. Learners of the present generation opt and focus on technically based learning. Caring for the flexibility to the students, modern teaching-learning method is also based on the blending the classes as per the learners requirement. It is also observed that, pandemic period has brought a great transformation, where blended learning is one of the leading trends in education, forcing maximum learners attracted towards blended mode of learning. Blended learning frames teaching learning process by blending traditional based classroom learning with online asynchronous learning, providing opportunities for learning online along with conventional methods through direct-indirect instruction, collaborative teaching and individualized computer assisted learning. The prospective teachers, who will be training the students of modern generation, must be trained and aware of effective virtual classroom methods. The present study is to examine the Prospective Teachers Attitude towards Blended Learning, and to find the differences with respect to the gender, stream, locality, type of institution, and educational qualifications respectively. The investigator employed descriptive survey method, and a sample of 190 prospective teachers of west district in Tripura were selected with stratified random sampling method. A standard Attitude towards Blended Learning Scale by Devaki and Deivam (2018) was used for the study, and the data was analyzed by using a t-test. The findings revealed significant difference among prospective teachers with respect to gender and their highest educational qualification, in their attitude towards Blended learning at 0.05 level of significance. No significant difference was found among prospective teachers with respect to their (i) stream, (ii) locality, and (iii) type of institutions. Examining the findings, the study suggests that, the institution/principals must motivate and organize workshops to get trained with novel ideas related to blended learning in the classroom situation.

Keywords: Teaching-Learning Method, Traditional Based Learning, Blended Learning, Attitude towards Blended Learning, Prospective Teachers.

Introduction

Traditional methods of teaching, the conventional ways of instructing are still applicable to a certain extent, where the teacher stands before the learner delivering the lecture, while learners listen, take notes, and remain passive throughout the teaching and learning process. The rapid development of internet based media and technology during the past two to three decades, have changed the education considerably in terms of flexibility, adaptability and accessibility of programs. The modern systems of education focused not only on the development of future professional competence in narrow professional fields, but also aimed to prepare for flexible professional work in the new intellectual environment in a

changing digital world. The world is becoming digital, and its inhabitants are getting used to digital technologies and use them effectively in a variety of sectors, including education. In such circumstances, the key points to be focused are, the access to knowledge, functioning in different environments at any place, any time, the ability to interact with this knowledge, and to use it in solving any problems. This development of information and technology has facilitated the integration between face to face and technology mediated learning environments, called blended learning.

Blended learning combines computer-assisted learning with traditional classroom learning, incorporating direct-indirect instruction, collaborative teaching and individualized computer assisted learning, providing full scope for blended classroom, where learners get an ample of time to interact with their teachers and thus get influenced by their personality, behavior and value systems. It is a kind of virtual classroom, which is achieved by combining different delivery modes, teaching models, and learning styles effectively, which provides learners an option to learn anywhere, anytime and from anyone. Blended Learning teaching is one innovative solution to modern classrooms in which modern technologies are integrated in the teaching and learning process and try to overcome some limitations in the conventional classrooms and it is effective pedagogy and potential to support teaching and enrich the learning experience. Blended approach studies how to join the best features of face to face and online instruction.

The blended approach helps prospective teachers to explore technology and use different tools or techniques for learning, along with managing video lectures, virtual classrooms, PPT, etc. Prospective teachers, who will be teaching the students in future, must be trained with the teaching concepts of blended mode, in person and online learning complementary, creating an integrated classroom to meet the needs of diverse learners. Blended learning of the teaching profession helps prospective teachers to become better teachers. With these things in mind, it is felt to examine the prospective teachers attitude towards blended learning. So it has been decided to study the "Attitude towards Blended Learning among Prospective Teachers of West Tripura District".

Objectives of the study

1. To identify the Prospective Teachers level of Attitude towards Blended Learning.
2. To compare the Prospective Teachers Attitude towards Blended Learning with respect to: (i) Gender (ii) Stream (iii) Locality (iv) Type of Institution (v) Educational Qualification.

Hypotheses of the study

The Alternative Hypotheses are:

H_1: Male and female prospective teachers differ significantly in their attitude towards Blended Learning.

H_2: There is a significant difference between Science and Arts prospective teachers in their attitude towards Blended Learning.

H_3: There is a significant difference between the prospective teachers attitude towards Blended Learning residing in rural and urban areas.

H_4: Prospective teachers from government and private institutions differ significantly in their attitude towards Blended Learning.

H_5: Prospective teachers' attitudes towards Blended Learning differ significantly in terms of their educational qualification.

Review of Related Literature

An experimental study on Testing and Validating a Faculty Blended Learning Adoption Model by Boampang (2022), resulted that positive perception towards this model assists in recognizing the factors that influence in accepting or resisting to blended mode, and also helping the future faculty motivating for acceptance and usage. Abdullahi and et al. (2021) recommended technical college teachers, particularly RIME teachers should learn blended learning in teaching their students. Mahmood (2020) survey found blended learning having a significant relationship with academic self concept. Nayak and Panda (2018) findings concluded that effective blended learning environment is necessary to develop ones social skills with innovative pedagogical approaches and adequate training must be provided with respect to the changing technology. Jayanthi and Tholappan (2016) and Mathew (2013) studies found average level of awareness on blended learning strategy, and were not fully aware about the potentials of blended learning practices for classroom instruction.

Design and Methodology

Sample: Descriptive survey research method has been employed for the present study. A sample of 190 prospective teachers, belonging to urban and rural areas of west Tripura district was selected randomly for the present study.

Tool: A standard Attitude towards blended learning scale by Devaki and Deivam (2018) was used for the study.

Statistical Analysis

The data was analyzed using the Mean, SD, and 't' test..

Analysis and Interpretation of Data

Prospective Teachers Attitude towards Blended Learning

Table 1: Attitude towards blended learning processed by the whole sample

Sample size	Mean	SD	Skewness	Kurtosis
190	175.52	19.49	-0.17	0.22

As indicated from the above table, the level of blended learning by the whole sample was found to be average. As per the standard deviation value, the scores in the units are dispersed to a high degree. The value of skewness and kurtosis shows that the distribution is slightly negatively skewed and lepto kurtic and of course it approaches normal form.

Hypothesis - 1

Male and female prospective teachers differ significantly in their attitude towards Blended Learning.

Table-2: Comparison of male and female prospective teachers attitude towards blended learning.

Variable	N	Mean	SD	't' value
Male	76	172.42	17.68	1.985
Female	114	177.58	20.42	

d_f=188   P at 0.05 level is 1.97   Significant at 0.05

Table-2 indicates that, male and female prospective teachers differ significantly in their attitude towards blended learning. The difference is significant as the 't'' calculated Value (1.985) is more than the 't' table value (1.97) at 0.05 level of significance. As seen from the mean scores of table-2, female prospective teachers have a better attitude towards blended learning than male prospective teachers.

There is a significant difference between male and female prospective teachers in their attitude towards Blended Learning at 0.05 level of significance. Thus, the hypothesis is accepted.

Hypothesis - 2

There is a significant difference between Science and Arts prospective teachers in their attitude towards Blended Learning.

Table-3: Comparison of Arts and Science prospective teachers towards blended learning

Variable	N	Mean	SD	't' value
Arts	102	176.77	24.01	1.64
Science	88	171.5	20.35	

d_f=188   P at 0.05 level is 1.97   Not significant at 0.05

From the table-3, no significant difference is found between arts and science prospective teachers in their attitude towards blended learning. The difference is not significant as the 't' value (1.64) is less than 't' value (1.97) at 0.05 level of significance. As seen from the mean scores in the above table, prospective teachers from arts stream have a better attitude towards blended learning than their counterparts.

Hypothesis is not accepted, as there is no significant difference between Science and Arts prospective teachers in their attitude towards Blended learning.

Hypothesis - 3

There is a significant difference between prospective teachers in their attitude towards Blended Learning residing in rural and urban areas.

Table-4: Comparison of rural and urban prospective teachers attitude towards blended learning.

Variable	N	Mean	SD	't' value
Rural	110	177.01	20.44	1.27
Urban	80	173.46	18.02	

d_f=188   P at 0.05 level is 1.97   Not significant at 0.05

From the above table-4, it is observed that prospective teachers from rural and urban teachers do not differ significantly in their attitude towards blended learning. The difference is not significant as the 't' value (1.27) is greater than 't' value (1.97) at 0.05 level of significance. As seen from the mean scores, prospective teachers from rural areas have a better attitude towards blended learning than their counterparts.

There is no significant difference between prospective teachers in their attitude towards Blended learning residing in rural and urban areas. Thus, the hypothesis is not accepted.

Hypothesis - 4

Prospective teachers from government and private institutions differ significantly in their attitude towards Blended Learning.

Table-5: Comparison of prospective teachers' attitude towards blended learning with respect to the type of institution.

Variable	N	Mean	SD	't' value
Government	80	176.16	20.62	0.38
Private	110	175.05	18.70	

d_f=188   P at 0.05 level is 1.97   Not significant at 0.05

From the above table no significant difference is found in the prospective teacher's attitude towards blended learning from government and private institutions. The difference is not significant as the 't' calculated value (0.38) is less than 't' table value (1.97) at 0.05 level of significance. As seen from the mean scores in the above table, prospective teachers from government institutions have a little better attitude towards blended learning.

Prospective teachers from government and private institutions do not differ significantly in their attitude towards Blended Learning. Thus, the hypothesis is rejected.

Hypothesis - 5

Prospective teachers' attitudes towards Blended Learning differ significantly in terms of their educational qualification.

Table-6: Comparison of UG and PG Prospective teachers attitude towards blended learning

Variable	N	Mean	SD	't' value
UG	73	172	17.85	2.04
PG	117	177.71	20.20	

d_f=188   P at 0.05 level is 1.97   Significant at 0.05

Table-6 reveals significant difference in the attitude towards blended learning of prospective teachers with PG and UG level as the highest qualification. The difference is significant as the ' t ' Value (2.04) is greater than 't' table value (1.97) at 0.05 level of significance. The mean scores in the table indicate prospective teachers from postgraduate prospective teachers have a better attitude towards blended learning than undergraduate prospective teachers.

Prospective teacher's attitudes towards Blended learning differ significantly in terms of their educational qualification. Thus, the hypothesis is accepted.

Discussion

From the first and fifth hypothesis, the study has examined a significant difference among the prospective teachers attitude towards blended learning, with respect to the gender and educational qualifications. The findings were supported by the studies investigated by the Khan (2016), Nayak and Panda (2018), Jayanthi and Tholappan (2016), and Khader (2016) on the basis of gender; and Kavitha and Jaisingh (2018), Upfold (2016), and Chen (2022) on the basis of educational qualifications. No significant difference was found among the prospective teachers attitude towards Blended learning with respect to their stream, locality, and type of institution. Alsalhi, Eltahir and Qatawneh (2019), Jayanthi and Tholappan (2016), Khan (2016) studies were supporting the findings of the present study.

Conclusion

The above findings conclude that prospective teacher's attitudes towards blended learning differ significantly in terms of gender and their educational qualification. Prospective teacher's attitude towards blended learning differs insignificantly with respect to the stream, locality, and type of institution. Surprisingly prospective teachers from arts stream; those residing in rural areas; getting trained from government institutions were found to have a little better attitude towards blended learning when compared to their counterparts.

Implications

To develop blended learning various programmes can be arranged in the institution. Principal can motivate the different subject teachers to practice novel ideas related to blended learning in the classroom situation. Parents can guide and motivate the prospective teachers to follow blended learning techniques in their study.

Suggestion for further Research

Based on the present study, a good number of new areas can be studied by future researchers.

1. Survey of difficulties faced by prospective teachers in learning concepts, terms, laws from different subjects and to suggest remedies through the application of different blended learning techniques.
2. A comparative study can be connected to Blended learning of teachers and prospective teachers.
3. Effectiveness of blended learning programme on the attitude towards blended learning among prospective teachers of west Tripura district.

4. A study can be made to study factors affecting blended learning.
5. Survey of the blended learning of gifted prospective teachers.

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