



A STUDY ON THE PERCEPTION OF STUDENTS AND TEACHERS ON BLENDED LEARNING IN HIGHER EDUCATION

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Abstract:

The main aim of the study the perception of students and teachers on blended learning pedagogy in higher education. Blended learning involves the combination of two fields of concern: education and educational technology. Descriptive method is used for conducting the study. The data is collected through structured questionnaire, sent and collected with the help of Google forms and interview with Teachers and students of Davanagere District. It has been observed that most of the students and the teachers having good perceptions about blended learning. Maximum respondents have agreed that the "Blended learning" is one of the good technique which has given education a new lease of life allowing us to approach old ideas in new ways.

Keywords: Blended learning, Learning, Teaching.

1. Introduction

The origins of blended learning pre-date the advent of digital technology. Its genealogy lies in distance learning through correspondence courses. The goal of bridging distance remains a possible motive for using blended learning. The rise of personal computing in the eighties and the advent of the worldwide web in the nineties encouraged the development of new models of the learning process at different levels of education. In higher education, one such new model was Diane Laurillard's 'conversational' approach, which regards learning as an iterative dialogue between student and teacher. This model remains an influence on current debates about blended learning. Digital technology also began to be introduced into the field of private sector training, where Friesen finds the term 'blended learning' used as early as 1999. The new technology had the potential not only to bridge space, but also to bridge time (through recording), and to individualise learning (by giving the student control over their path through the material, and over the pace of learning). This quartet of time, place, path and pace meant that different educators could value the new technology for different reasons, and have different conceptions of what the new 'blended learning' might mean.

2. Research Methodology:

Descriptive method is used for conducting the study. The required data is collected through primary sources. The data is collected through structured questionnaire, sent and collected with the help of Google forms and interview with Teachers and students of Hyderabad Karnataka region of Karnataka state. The sampling size is One hundred and ninety-seven which includes Eighty-four teachers working at undergraduate and post graduate level and One hundred and thirteen students pursuing different under-graduate and Post-graduate courses in Davanagere.

This study contains the perceptions of the teachers and students of different streams, at different parts of Davanagere district towards the Blended learning technique, its effectiveness and implementation. The scale used for the present study contains ten statements. The scale being a five-point scale: Strongly disagree, Disagree, Neutral, Agree and Strongly agree. We used percentage analysis technique for the evaluation.

3. Evaluation and Data Interpretation

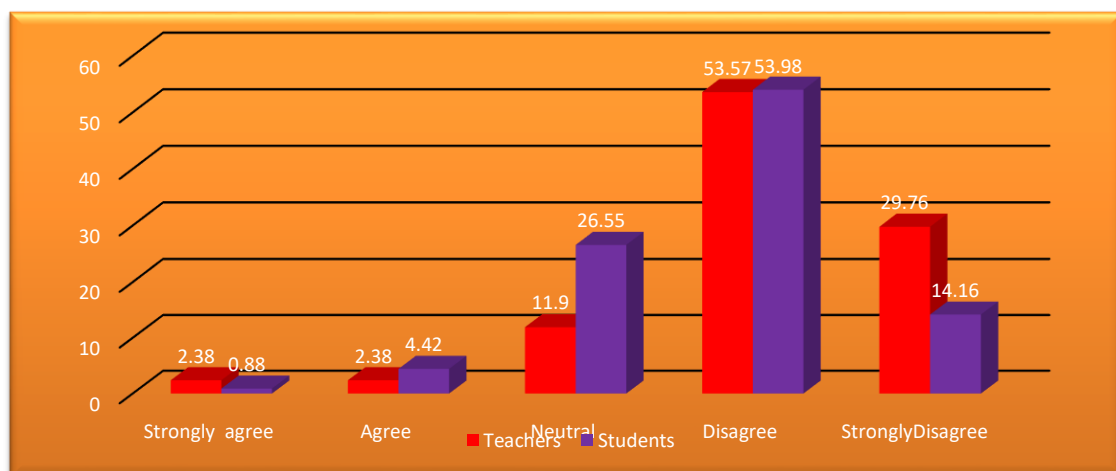
Descriptive analysis by feedback questionnaire was performed. Eighty-four teachers and One hundred and thirteen students responded to the feedback questionnaire.

1. Analysis of the responses towards the usage of Blended learning methods in classrooms:

Responses	Strongly agree		Agree		Neutral		Disagree		Strongly Disagree		X ² (d.f.)
	No	%	No.	%	No	%	No	%	No	%	
Teachers	2	2.38	2	2.38	10	11.9	45	53.57	25	29.76	80.06
Students	1	0.88	5	4.42	30	26.55	60	53.98	16	14.16	101.64

The responses of the students and the teachers towards the usage of Blended learning are analyzed separately. The responses are tabulated in table and shown in Graph 1. It has been observed that both the students and the teachers agreed that they often use Blended learning methods in their classrooms. The chi square value of perceptions of the teachers and students respectively were 80.06 and 101.64, it shows the perceptions of teachers were not same and the perceptions of students were not same.

Figure-1: The graph showing the responses towards the usage of Blended learning methods in classrooms

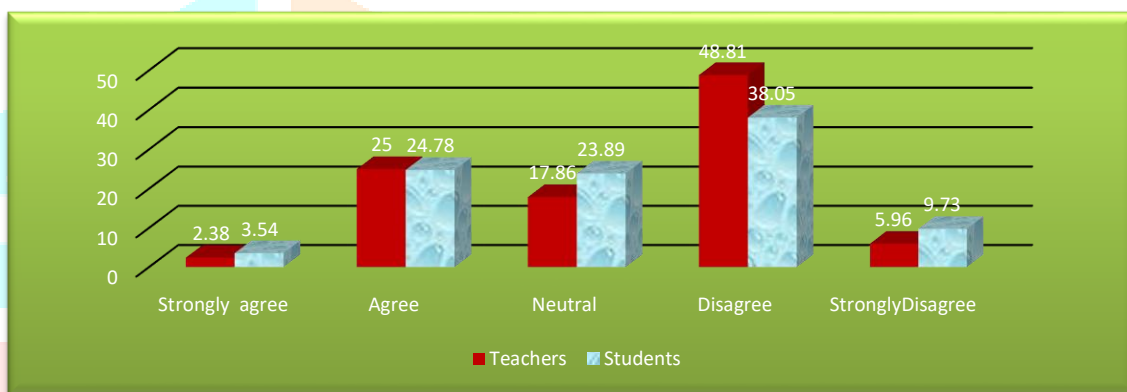


2. Analysis of the responses towards the high time consumption of Blended learning:

Responses	Strongly agree		Agree		Neutral		Disagree		Strongly Disagree		X ² (d.f.)
	No	%	No	%	No	%	No	%	No	%	
Teachers	2	2.38	21	25	15	17.86	41	48.81	5	5.96	57.42
Students	4	3.54	28	24.78	27	23.89	43	38.05	11	9.73	41.82

The responses of the students and the teachers towards the high time consumption of Blended learning are analyzed separately. The responses are tabulated in table and shown in Graph-2. It has been observed that most of the students and the teachers agreed that Blended learning is very time consuming method. Slight responses that disagree the statement suggest that we can avoid time consumption if we plan the discussion properly. The chi square value of perceptions of the teachers and students respectively were 57.42 and 41.82, it shows the perceptions of teachers were not same and the perceptions of students were not same.

Figure-2: The graph showing the responses towards the high time consumption of Blended learning



3. Analysis of the responses towards the non-applicability of Blended learning.

Responses	Strongly agree		Agree		Neutral		Disagree		Strongly Disagree		X ² (d.f.)
	No.	%	No.	%	No.	%	No.	%	No.	%	
Teachers	5	5.95	19	22.62	19	22.62	33	39.29	8	9.52	29.0
Students	5	4.42	27	25.89	36	31.86	38	33.63	7	6.19	43.77

The response of the students and the teachers towards the non-applicability of Blended learning to all grades is analyzed separately. The responses are tabulated in table and shown in Graph 3. It has been observed that most of the students and the teachers agreed that Blended learning is not applicable to all grades. Around quarter percentage of the respondents disagree the statement. That suggests that the applicability with proper planning. The chi square value of perceptions of the teachers and students respectively were 29.00 and 43.77, it shows the perceptions of teachers were not same and the perceptions of students were not same.

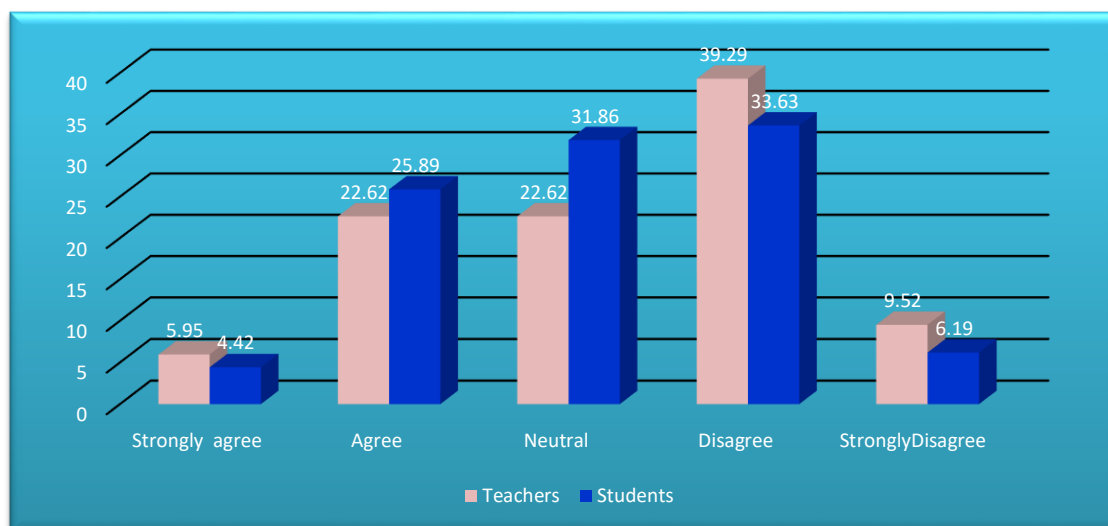
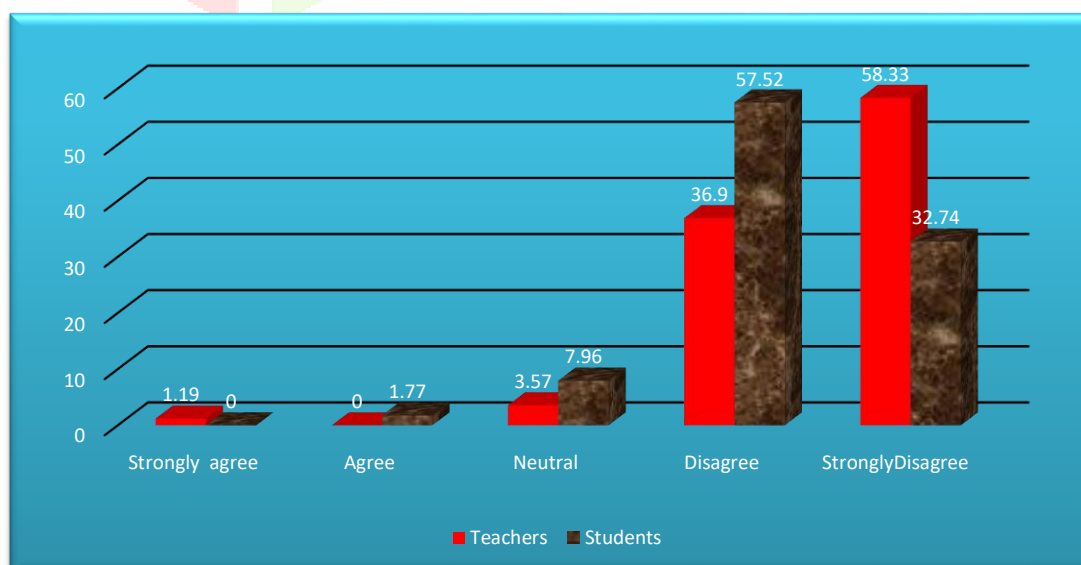
Figure-3: The graph showing the responses towards the non-applicability of Blended learning.**4. Analysis of the responses towards the impact of Blended learning on Interpersonal relationships:**

Table-4

Responses	Strongly agree		Agree		Neutral		Disagree		Strongly Disagree		X ² (d.f.)
	No.	%	No.	%	No.	%	No.	%	No.	%	
Teachers	1	1.19	0	0	3	3.57	31	36.9	49	58.33	76.57
Students	0	0	2	1.77	9	7.96	65	57.52	37	32.74	88.02

The responses of the students and the teachers towards the impact of Blended learning on Interpersonal relationships are analyzed separately. The responses are tabulated in table and shown in Graph 4. It has been observed that both the students and the teachers agreed that Blended learning helps to improve their Interpersonal relationships. The chi square value of perceptions of the teachers and students respectively were 76.57 and 88.02, it shows the perceptions of teachers were not same and the perceptions of students were not same.

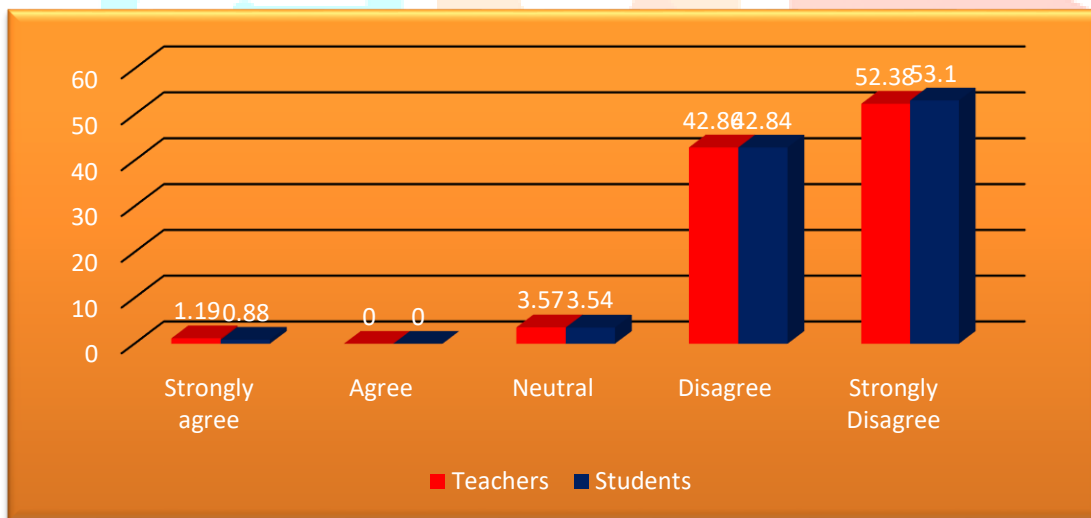
Figure-4: The graph showing the responses towards the impact of Blended learning on Interpersonal relationships

5. Analysis of the responses towards the impact of Blended learning on Critical thinking ability and Problem solving ability:

Responses	Strongly agree		Agree		Neutral		Disagree		Strongly Disagree		X ² (d.f.)
	No.	%	No.	%	No.	%	No.	%	No.	%	
Teachers	1	1.19	0	0	3	3.57	36	42.86	44	52.38	70.38
Students	1	0.88	0	0	4	3.54	48	42.84	60	53.1	96.59

The responses of the students and the teachers towards the impact of Blended learning on Critical thinking ability and Problem solving ability is analyzed separately. The responses are tabulated in table and shown in Graph 5. It has been observed that more than 50% of the students and the teachers strongly agreed and more than 90% of the respondents agreed that Blended learning helps to improve one's critical thinking ability and problem solving ability. The chi square value of perceptions of the teachers and students respectively were 70.38 and 96.59, it shows the perceptions of teachers were not same and the perceptions of students were not same.

Figure-5: The graph showing the responses towards the impact of Blended learning on Critical thinking ability and Problem solving ability



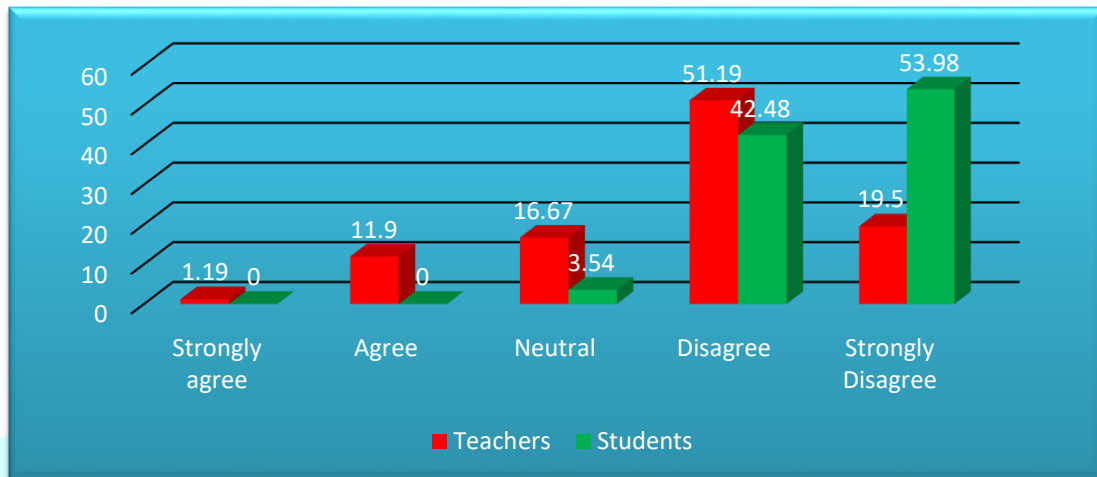
6. Analysis of the responses towards the effectiveness of Blended learning in understanding the topic better:

Responses	Strongly agree		Agree		Neutral		Disagree		Strongly Disagree		X ² (d.f.)
	No.	%	No.	%	No.	%	No.	%	No.	%	
Teachers	1	1.19	10	11.9	14	16.67	43	51.19	16	19.5	58.97
Students	0	0	0	0	4	3.54	48	42.48	61	53.98	47.38

The responses of the students and the teachers towards the responsibility of teachers in Blended learning are analyzed separately. The responses are tabulated in table and shown in Graph 6. It has been observed that more than 43% of the teachers disagreed that the effectiveness of Blended learning in understanding the topic

better. On contrary around 42% of the students agreed the statement and around 10% of the students strongly agreed the statement. This suggests the teachers to make students realize the effectiveness of Blended learning in understanding the topic better. The chi square value of perceptions of the teachers and students respectively were 58.97 and 47.38, it shows the perceptions of teachers were not same and the perceptions of students were not same.

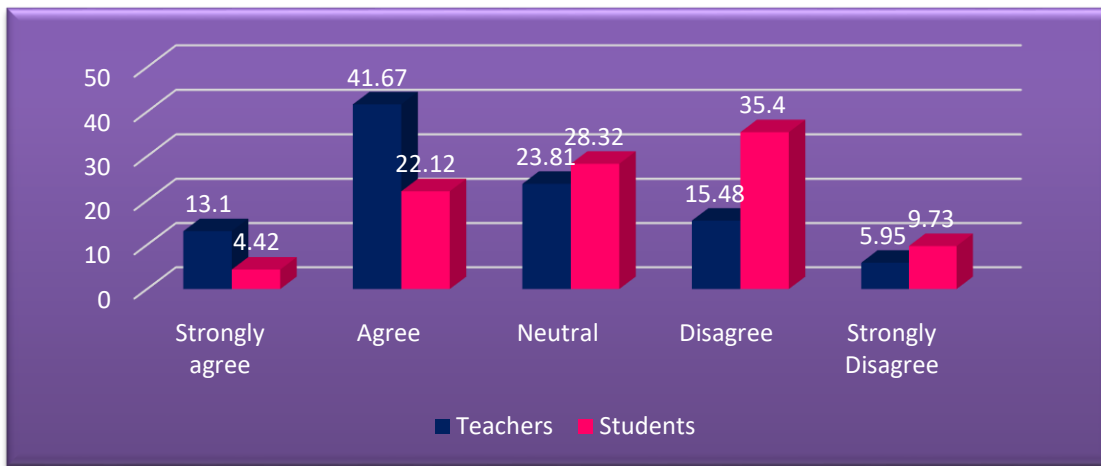
Figure-6: the graph showing the responses towards the effectiveness of, Blended learning in understanding the topic better



7. Analysis of the responses towards the responsibility of teachers in Blended learning:

Responses	Strongly agree		Agree		Neutral		Disagree		Strongly Disagree		X ² (d.f.)
	No.	%	No.	%	No.	%	No.	%	No.	%	
Teachers	11	13.1	35	41.67	20	23.81	13	15.48	5	5.95	31.47
Students	5	4.42	25	22.12	32	28.32	40	35.4	11	9.73	37.22

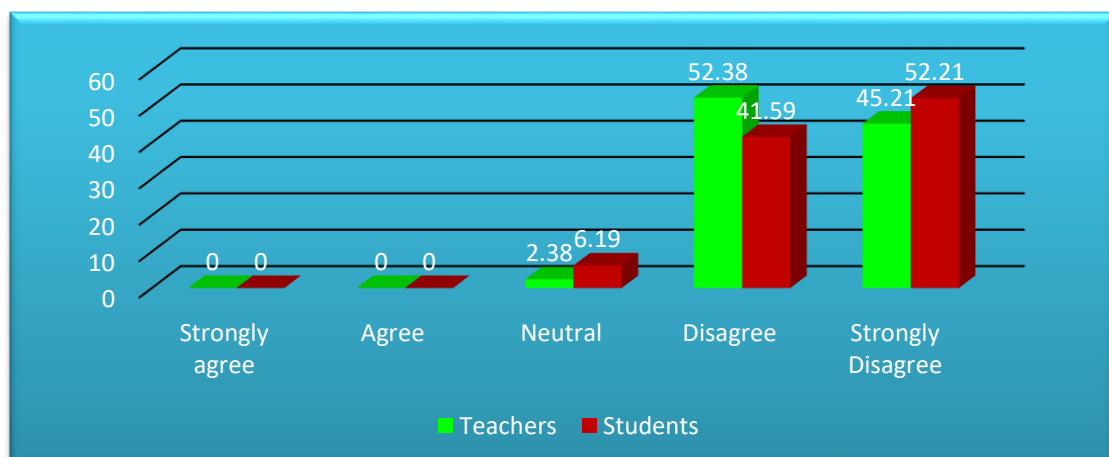
The responses of the students and the teachers towards the responsibility of teachers in Blended learning are analyzed separately. The responses are tabulated in table and shown in Graph-7. It has been observed that more than 53% of the teachers disagreed that Blended learning reduces their responsibility. On contrary around 44% of the students agreed the statement and around 10% of the students strongly agreed the statement. This suggests the teachers to make students realize their responsibilities in delivering a topic through discussion. The chi square value of perceptions of the teachers and students respectively were 31.47 and 37.22, it shows the perceptions of teachers were not same and the perceptions of students were not same.

Figure-7: the graph showing the responses towards the responsibility of teachers in Blended learning

8. Analysis of the responses towards the impact of Blended learning on students to overcome hesitation and stage fear:

Responses	Strongly agree		Agree		Neutral		Disagree		Strongly Disagree		X ² (d.f.)
	No.	%	No.	%	No.	%	No.	%	No.	%	
Teachers	0	0	0	0	2	2.38	44	52.38	38	45.21	36.85
Students	0	0	0	0	7	6.19	47	41.59	59	52.21	39.36

The response of the students and the teachers towards the impact of Blended learning on students to overcome hesitation and stage fear is analyzed separately. The responses are tabulated in table and shown in Graph-8. It has been observed that more than 50% of the students strongly agreed and more than 40% of the students agreed that Blended learning helps them to overcome hesitation and stage fear. Whereas more than 97% of the teachers agreed that blended learning helps their students to overcome hesitation and stage fear. This suggests every teacher to adapt the Blended learning method more often that makes the students to open up. The chi square value of perceptions of the teachers and students respectively were 36.85 and 39.36, it shows the perceptions of teachers were not same and the perceptions of students were not same.

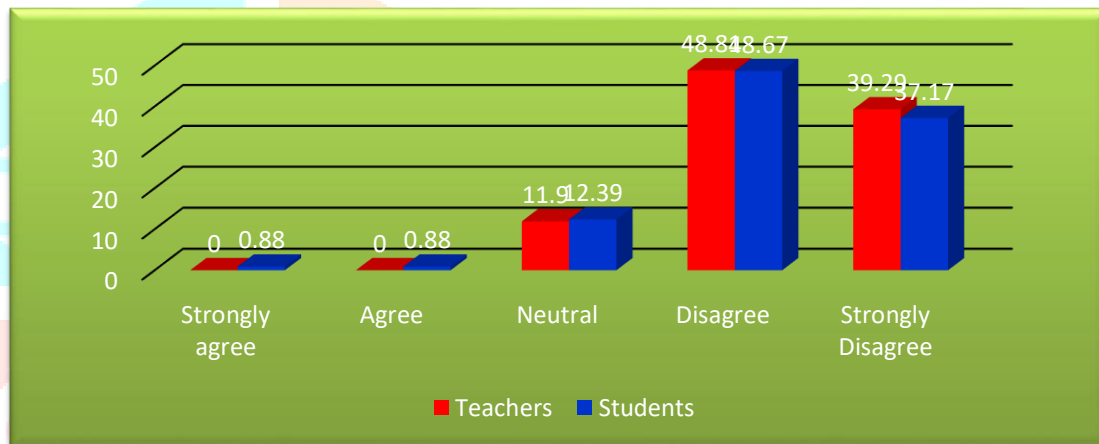
Figure-8: the graph showing the responses towards the impact of Blended learning on students to overcome hesitation and stage fear

9. Analysis of the responses towards the recommendation of Blended learning to fellow students and teachers:

Responses	Strongly agree		Agree		Neutral		Disagree		Strongly Disagree		X ² (d.f.)
	No.	%	No.	%	No.	%	No.	%	No.	%	
Teachers	0	0	0	0	10	11.9	41	48.81	33	39.29	18.50
Students	1	0.88	1	0.88	14	12.39	55	48.67	42	37.17	107.66

The response of the students and the teachers towards the recommendation of Blended learning to their fellow students and teachers is analyzed separately. The responses are tabulated in table and shown in Graph 10. It has been observed that more than 48% of both the students and the teachers agreed and around 40% of both the students and the teachers strongly agreed that they recommend Blended learning to their fellow students and teachers. The chi square value of perceptions of the teachers and students respectively were 18.50 and 107.66, it shows the perceptions of teachers were not same and the perceptions of students were not same.

Figure-9: The responses towards the recommendation of Blended learning to fellow students and teachers



4. Findings:

- Blended learning is one of the most widely used techniques of teaching and learning.
- Blended learning is a bit time consuming.
- Blended learning cannot be applicable to all grades especially for the lower grades.
- Blended learning improves the interpersonal relationships.
- Blended learning improves critical thinking ability and problem solving ability.
- Blended learning makes students to understand the topic better.
- Blended learning cannot be used to deliver any topic.
- Blended learning increases the responsibilities and workload of a teacher.
- Blended learning helps students to overcome their hesitation and stage fear.
- Blended learning is strongly recommended teaching or learning methods by both the students and teachers.

5. Conclusion:

Thus to conclude Blended learning is a very good approach which drives student centered learning. As it is a bit time consuming method, it cannot be implemented in a greater way because of time constraints and burden of syllabus. But if implemented frequently it will definitely help students to learn the topic better in a more enjoyable way. It also develops teacher's management skills as it involves greater responsibility of the teacher. This method is highly applicable for higher grades. The proper choice of topic and perfect planning makes it deliver better.

One can further research about the time management in Blended learning. As this method cannot be implemented for all topics, one can research on the proper way of selecting the topic. One can research on the effective way of delivering this approach.

6. References:

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