



STUDY OF THE EFFECT OF BLENDED LEARNING ON THE ACADEMIC ACHIEVEMENT OF B.ED. STUDENTS

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ABSTRACT

Nature is ever changing. The effect of change on each object can be easily seen. The teaching process is also not immune to this change. Today's era is a technology-oriented era, so the need for a new technology-based teaching method has started to be felt in comparison to the traditional teaching method, that's why the researcher has studied the effect of Blended Learning on the academic achievement of the students. Experimental research method has been used in the study. By forming two groups (50-50 each) of 100 B.Ed. students, one group was taught through traditional teaching method and the other group was taught based on Blended Learning. On the basis of statistical analysis, the researcher found the appropriateness of the Blended Learning and the academic achievement of the students were also increased. The Blended Learning has a positive effect on the academic achievement of the students. Therefore, to make classroom teaching interesting and effective, Blended Learning based teaching is beneficial for the students as compared to the traditional teaching method.



KEYWORDS: Blended Learning, Traditional Teaching, Achievement.

INTRODUCTION:

Science and technology have an important contribution in the economic prosperity of any country; this fact is clearly visible in the present scenario. The new generation is constantly giving birth to new inventions on the basis of prior knowledge due to its invention tendency. In the series of these inventions, the use of "Blended Learning in classroom teaching Learning" has a very important place. In the present scenario, it has affected the field of education and it has become an important place in education and human life.

In a Blended Learning, the term Blended refers to combine or associate so that the separate constituents or the line of demarcation cannot be distinguished. Blended learning, also known as technology-mediated instruction, web-enhanced instruction, or mixed-mode instruction, is an approach to education that combines online educational materials and opportunities for interaction online with physical place-based classroom methods. The terms "blended learning", "hybrid learning", "technology-mediated instruction", "web-enhanced instruction", and "mixed-mode instruction" are often used interchangeably in the research literature. Norm Friesen (2012) defines Blended Learning in its current form, blended learning "designates the range of possibilities presented by combining Internet and digital media with established classroom forms that require the physical co-presence of teacher and students". By using a combination of digital instruction and one-on-one face time, students

can work on their own with new concepts which free teachers up to circulate and support individual students who may need individualized attention.

RESEARCH OBJECTIVES

The objectives of the research are as follows:

1. To know the suitability of Blended Learning.
2. To study the personality effect of Blended Learning on B.Ed. students.
3. To study the effect of Blended Learning on academic achievement of B.Ed. students.

HYPOTHESES

The following are the hypotheses of the present research:

- 1: Suitability of Blended Learning will be found in the teaching-learning process.
- 2: Difference will be found in the academic achievement of the students after teaching through traditional methods and after teaching through Blended Learning.
- 3: Difference will be found in the personality of students after teaching through traditional methods and after teaching through Blended Learning.

RESEARCH METHODOLOGY

Research Method: Experimental research method has been used for the present study.

Sample and Sampling: For the present research, 100 B.Ed. students were selected by random sampling method and were divided into the following two groups.

1. Experimental group
2. Control group

50 students selected for teaching through blended approach and 50 students for teaching through traditional teaching method.

Tools: - Self-made and standardized tools have been used by the researcher for the collection of data in the present research work.

1. Academic Achievement Test

For measuring academic achievement, the researcher used a self-made objective academic achievement test.

2. Personality Scale Test –for measuring the personality of the students the researcher used the Differential Personality Inventory (DPI) prepared by Dr. Arun Kumar Singh and Ashish Kumar Singh.

Variables: In the present research, the classification of variables has been done as follows:

1. Independent Variable: Blended Learning and Conventional Method
2. Dependent Variable: Personality and Academic Achievement

Statistical Techniques: For statistical analysis in the present research mean, standard deviation, and significance difference of mean have been calculated.

Delimitation: This research is limited to B.Ed. Students of Patna district.

Hypothesis No. 01: The appropriateness of the Blended Learning will be found in the teaching process.

To fulfill the above hypothesis, to know the opinion of the teachers, a questionnaire was filled out and analyzed, and explained. The opinion obtained is shown in the table in percentage.

Table Number – 01: Opinions of Teachers

Questionnaire for opinion of teachers		answer in percentage	
S.N.	Questions	Yes	No
1.	Do you know about Blended Teaching-Learning?	95%	5%
2.	Is it easier to teach through blended Learning than through traditional teaching?	65%	35%
3.	Does teaching through blended learning require more effort and self-study from the teacher?	70%	30%
4.	Do teachers using Blended Learning need to have technical knowledge?	85%	15%
5.	Will teaching based on blended learning increase the attendance of students in school as compared to traditional teaching?	90%	10%
6.	Will teaching based on blended learning make students stay in school full time as compared to traditional teaching?	90%	10%
7.	Will teaching through blended learning increase the study interest of students as compared to traditional teaching?	100%	00%
8.	Do you agree that the education given to children should be interesting and effective?	100%	00%
9.	Will the use of blended learning improve teacher-student relationship and reduce student hesitation as compared to traditional teaching?	90%	10%
10.	Will the use of Blended Learning develop a sense of interdependence and co-operation among the students?	100%	00%
11.	Is it appropriate in your view to provide traditional education even in the present age of science and technology?	20%	20%
12.	Should the child be the focal point of education?	100%	00%
13.	Is there any difference in personality development and academic achievement of students using blended learning as compared to traditional teaching?	90%	10%
14.	New technology (Blended Learning) based teaching is done in private educational institutions and not in government educational institutions, will there be any difference in the students there?	100%	00%
15.	Do students learn more easily and quickly by “learning by doing” than by teaching based on bookish knowledge and lectures?	100%	00%
16.	Can the habit of self-study be increased in the students by using Blended Learning?	85%	15%
17.	Is the use of Blended Learning just a wastage of time, labor and money?	30%	70%
18.	Will the use of blended learning make the classroom environment more effective and the child more active in the classroom as compared to traditional teaching?	100%	00%
19.	Are you in favor of teaching based on Blended Learning in your school?	100%	00%
20.	Will the use of Blended Learning develop the spirit of self-confidence and diligence in the students?	70%	30%

Based on the above analysis, it can be said that most of the teachers agree to give Blended teaching-learning, and consider it an interesting and effective approach.

Hypothesis No. 02: Difference will be found in the academic achievement of the students after teaching through traditional methods and after teaching through Blended Learning.

Table Number 02: Interpretation and analysis of students' academic achievement test

Group	Number of Samples	Mean of Score	Standard Deviation	Critical Ratio	df	Significance of T Value
Traditional teaching group	50	16.3	4.955	3.329	98	3.329 is higher than the values 1.98 and 2.63. So, there is a meaningful difference.
Blended Learning Group	50	19.4	4.35			

Critical Ratio for the academic achievement of students of traditional and Blended teaching-learning groups obtained. The value obtained is 3.329 which is higher than the table value of 1.98 at 98 df and 0.05 confidence level. So, there is a significant difference between the mean of both groups. On this basis hypothesis number 02 is accepted. In this way, the difference was found in the academic achievement of students of the Blended Learning based teaching group and students of the traditional teaching group.

Hypothesis No. 03: Difference will be found in the personality of the students after teaching through traditional methods and after teaching through multimedia approaches.

Table number 03: Interpretation and analysis of personality tests of students

Group	Number of Samples	Mean of Score	Standard Deviation	Critical Ratio	df	Significance of T Value
Traditional teaching group	50	83.9	5.003	3.486	98	There is a significant difference at 0.05 and 0.01 confidence level.
Blended Learning Group	50	88.0	6.65			

Critical Ratio for the personality of students of traditional and Blended Learning teaching groups obtained. The value obtained is 3.486. This value exceeds the table value of 1.98 at 98 df and 0.05 confidence level. Therefore, there is a significant difference between the mean of both groups. Therefore, on this basis hypothesis number 03 is accepted. In this way, the difference was found in the personality of students of the Blended Learning based teaching group and students of the traditional teaching group.

CONCLUSION:

The following conclusions are obtained from the present research:

1. Suitability of Blended Learning was found in the teaching process from the point of view of teachers.
2. A significant difference was found in the academic achievement of the students of traditional and Blended Learning groups. The achievement of the Blended Learning based (experimental) students was found to be higher. Classroom teaching is effective through blended learning. Students take an interest and remain active whereas in traditional teaching students remain passive and not interested.
3. Significant difference was found in the personality of students of traditional and Blended Learning teaching groups. A positive effect of multimedia approach teaching on the personality of the students of the experimental group was observed.

SUGGESTIONS:

Based on the research findings, the following suggestions are presented:

1. Use of Blended Learning (innovative means, technology) in teaching is a powerful means. It is necessary to acquaint the students, parents, teachers and general public with this. It would be beneficial to motivate teachers to use this approach in classroom teaching.

2. Direct the government teachers to provide such education to the students using modern teaching methods, innovative technical skills, which will increase the achievement level of the students as well as develop their personality.

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