



RESEARCH ARTICLE

STUDENTS ATTITUDES TOWARD BLENDED TEACHING AMONG STUDENTS OF THE UNIVERSITY OF CALCUTTA

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Abstract

The subject of my research is to investigate the students attitudes towards blended teaching among students of the University of Calcutta. The three purposes for which I have studied are –1.To study the attitude of Calcutta University students towards Blended Teaching. 2. To study the difference in attitude of Calcutta University students towards Blended Teaching with regard to gender. 3.To study the difference in attitude of Calcutta University students towards Blended Teaching with regard to locality. The quantitative research method has been used for the study. The results I obtained through the self- constructed attitude scale are –There is no significant difference in attitude towards Blended Teaching between male and female students of Calcutta University. And there is no significant difference in attitude towards Blended Teaching between rural and urban students of Calcutta University. Most of the students think that the Blended Teaching method can be acceptable to the students of College and University. Most of the students think that it will be benefited to the students if some syllabus is taught in Online Mode and some is taught in Offline Mode. Most of the students think that the students will be benefited by Blended Teaching method. Most of the students think that Blended Teaching method will benefit the teachers in teaching. Most of the students think that Blended Teaching will improve the learning of the students. Most of the students think that the Blended Teaching method will make the learning environment and teaching more flexible. Some students think that many students will face with difficulties in Blended Teaching. Some students think that only the Offline Teaching is more effective than Blended Teaching in Higher Education.

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Introduction:-

Blended Teaching means the combination of Online and Offline Mode in teaching. That is, if some part of a syllabus is taught in Online Mode and if some part is taught in Offline Mode, it is called Blended Teaching. Blended teaching is an educational approach that combines teaching with the participation of a teacher (face to face) and online teaching. Blended teaching involves the elements of self-control by the student of the educational route, time, place and pace of learning, as well as the integration of learning experience with

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the teacher and online. In the blended teaching process, online learning and teacher-related learning are equally important. The online teaching provides the students an opportunity to control the pace, time, place and path of learning. It helps to develop the planning skills, self-control and self-regulation, and also gives freedom.

This pedagogical approach means a mixture of face-to-face and online activities and the integration of synchronous and asynchronous learning tools, thus providing an optimal possibility for the arrangement of effective learning processes. Blended learning is the term given to the educational practice of combining digital learning tools with more traditional classroom face to face teaching (UGC, 2021). The flipped classroom model is a similar program that aims to utilise technology in order to rearrange the learning experience and maximise the effectiveness of valuable face to face time in the classroom. In a flipped classroom programme, students would be encouraged to access digital learning materials via a cloud-based learning platform during their own time (UGC, 2021).

Research Objectives Of The Study:

1. To study the attitude of Calcutta University students towards Blended Teaching.
2. To study the difference in attitude of Calcutta University students towards Blended Teaching with regard to gender.
3. To study the difference in attitude of Calcutta University students towards Blended Teaching with regard to locality.

Hypothesis:

Ho1: There is no significant difference in attitude towards Blended Teaching between male and female students of Calcutta University.

Ho2: There is no significant difference in attitude towards Blended Teaching between rural and urban students of Calcutta University.

Operational Definitions:

• Blended Teaching :

Blended Teaching means the combination of Online and Offline Mode in teaching. That is, if some part of a syllabus is taught in Online Mode and if some part is taught in Offline Mode, it is called Blended Teaching.

• Blended Learning :

Blended Learning is a combination of face to face teaching and digital learning.

Oxford Dictionary Definition Of Blended Learning: A style of education in which students learn via electronic and online media as well as traditional face-to-face teaching.

• Flipped Classroom :

Flipped classroom is an instructional strategy and a type of blended learning that reverses the traditional educational arrangement by delivering instructional content, often online, outside of the classroom. It moves activities, including those that may have traditionally been considered homework, into the classroom. In a flipped classroom, students watch online lectures, collaborate in online discussions, or carry out research at home and engage in concepts in the classroom with the guidance of the instructor. (Abeysekera & Dawson, 2015).

• Online Learning :

Online learning is a kind of learning that is undertaken on a computer by means of the Internet (Department of Education, US) .

According to Benson & Conrad (2002) –“ Online learning is described by most authors as access to learning experiences via the use of some technology.”

• Traditional Classroom :

A traditional classroom is a kind of classroom where a teacher moderates and regulates the flow of information and knowledge. Students are expected to continue developing their knowledge of a subject outside of school through homework exercises. Here, students' main resource is their instructor who only teaches them face-to-face (Tophat).

Methodology:-

A brief description of the methodology of the study has been presented below:

Research Design :

Quantitative research method has been used for the students attitudes toward blended teaching among students of the University of Calcutta.

Tools :

A self-constructed attitude scale was developed and applied for collecting the relevant data. Content validity is done during initial stages of tool development. The main method to assess content validity is through expert judgment. For content validity researcher requested three experts to review the questionnaire and assess each item based on 4 criteria including relevancy, clarity, simplicity and necessity. Students were supposed to rate the agree level by using the four level Likert Scale (1 – strongly disagree; 2 – disagree; 3 – agree, 4 – strongly agree).

Population :

The population of the study is noticed in all the students of Calcutta University.

Sample :

The total number of sample is 105 Calcutta University students.

Sampling Techniques :

The study can be followed by Probability sampling – Simple Random Sampling Technique.

Statistical Techniques Used :

1. **Mean**
2. **Standard Deviation**
3. **'t' test**

Variables :

- **Independent Variable: Selection of sample on the basis of Gender&Locality.**
- **Dependent Variable: Attitude of Calcutta University students regarding Blended Teaching.**
- **Categorical Variable: Gender: Male&Female, Locality : Rural&Urban.**

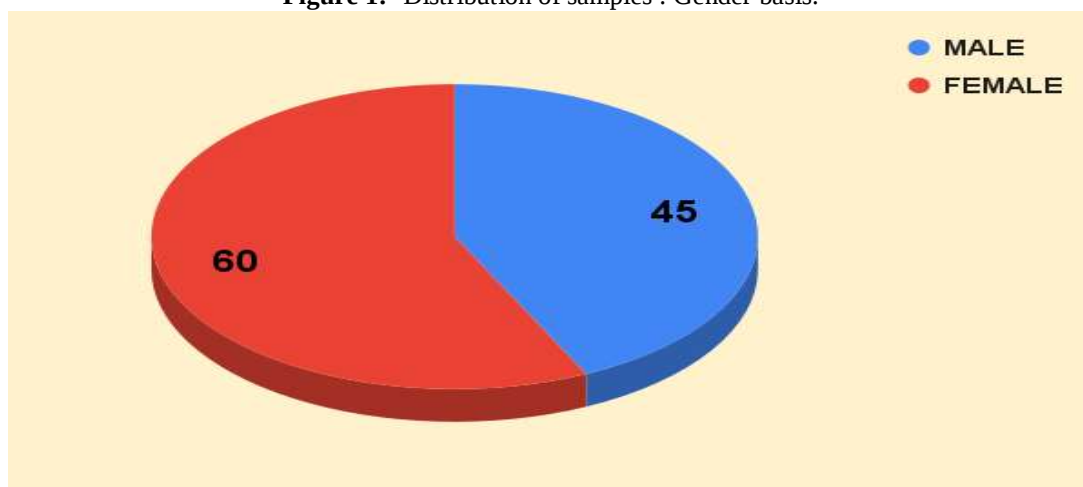
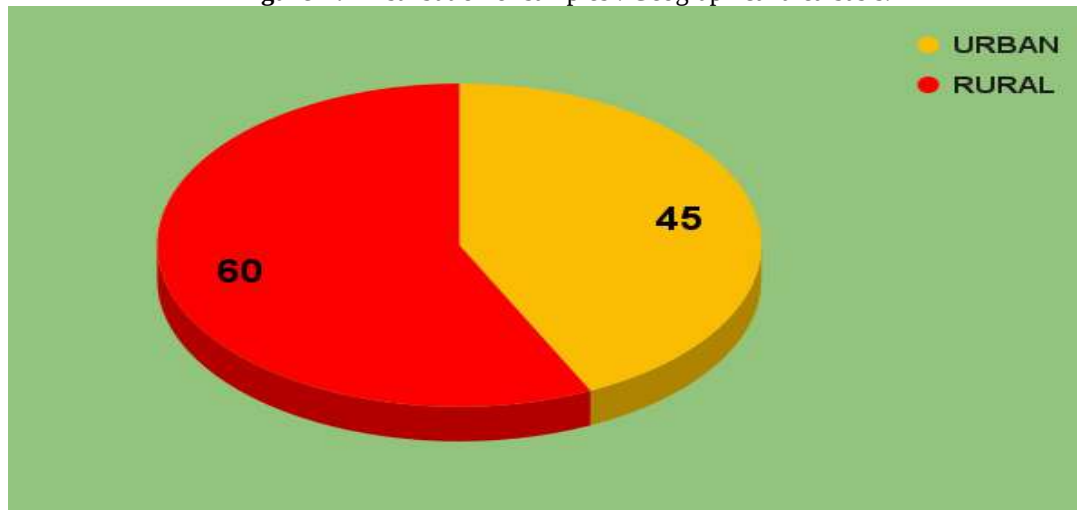
Delimitation of the Study :

The major limitations of the study are:

1. This research will be conducted with 105 numbers of Calcutta university students.
2. This research is delimited with in the area in the University of Calcutta.
3. This research will be conducted with these variables Attitude, Gender and Area.

Significance of the Study :

1. This research can be applied to know the attitude of Calcutta University students regarding Blended Teaching.
2. This study can be applied to know the attitude of rural Calcutta University students regarding Blended Teaching.
3. This study can be applied to know the attitude of urban Calcutta University students regarding Blended Teaching.
4. This study can be applied to know the attitude of male Calcutta University students regarding Blended Teaching.
5. This study can be applied to know the attitude of female Calcutta University students regarding Blended Teaching.

Data Analysis:**Figure 1:-** Distribution of samples : Gender basis.**Figure-2:-** Distribution of samples : Geographical area basis.**Table 1:-** Data analysis for Ho1:**• Scoring Procedure :**

	Strongly Agree	Agree	Disagree	Strongly Disagree
For Positive direction question	4	3	2	1
For Negative direction question	1	2	3	4

Table 1.1:- Descriptive statistics of score obtained from Male and Female students :

MALE	FEMALE
Mean = 58.27	Mean = 56.17
Standard Error = 1.08643815	Standard Error = 1.02144034
Median = 58.47	Median = 57.5
Mode = 58.87	Mode = 60.16

Standard Deviation = 7.29	Standard Deviation = 7.91
Kurtosis = 0.22560275	Kurtosis = 0.21198863
Skewness = - 0.0823045	Skewness = - 0.5044247
Range = 40	Range = 39
Minimum = 35	Minimum = 35
Maximum = 75	Maximum = 74
Sum = 2622	Sum = 3370
Count = 45	Count = 60

Table 1.2:- Analysis of the result by using t-test in MS Excel :

t-Test : Two – Sample Assuming Equal Variances		
MALE		FEMALE
Mean	58.27	56.17
N	45	60
S.D	7.29	7.91
t- Stat 1.41		
d.f 103		
0.01 Critical Value (Two – tail)		2.63
0.05 Critical Value (Two – tail)		1.98
Ho1: Result – Null Hypothesis is Accepted at the 1% and 5% levels.		

The 't' value is 1.41 . The table values should be $t_{0.01} = 2.63$ and $t_{0.05} = 1.98$ with $df = 103$ as per table 1.2. Whereas, the present t-value is 1.41 , which does not exceed the table value of 't' at both levels of the significance. The hypothesis “ **Ho1: There is no significant difference in attitude towards Blended Teaching between male and female students of Calcutta University.**” is accepted.

Table 2:- Data Analysis for Ho2:

• Scoring procedure was same as done in table – 1.

• Table – 2.1: Descriptive statistics of score obtained from Rural and Urban students :

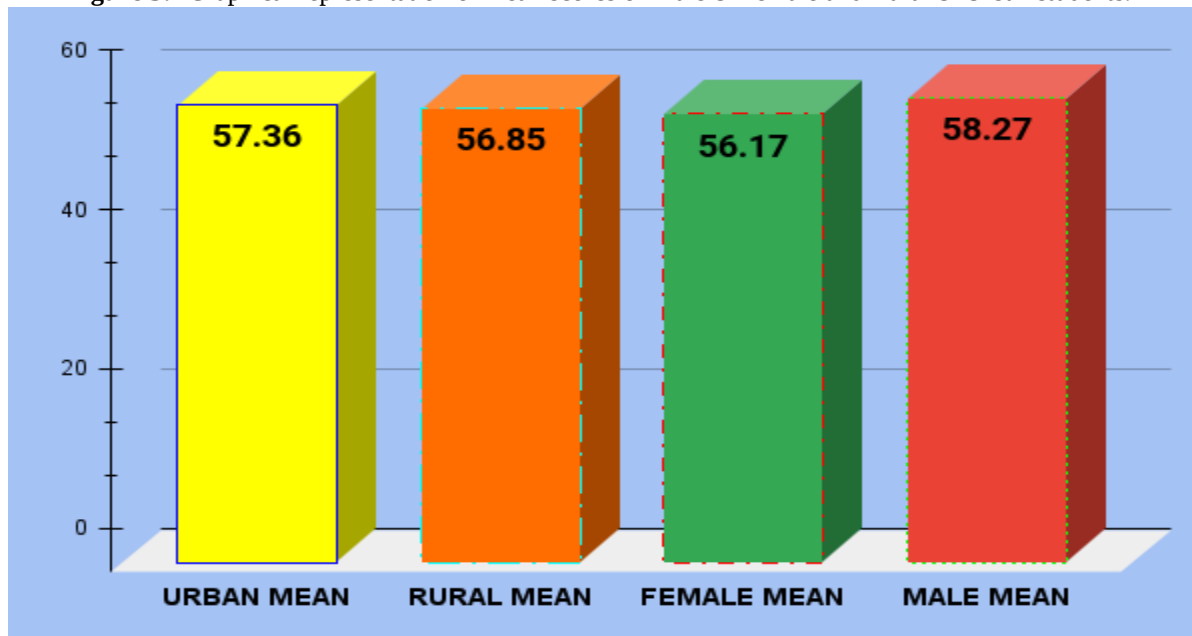
RURAL	URBAN
Mean = 56.85	Mean = 57.36
Standard Error = 0.96824583	Standard Error = 1.17915318
Median = 58.23	Median = 57.97
Mode = 60.99	Mode = 59.20
Standard Deviation = 7.50	Standard Deviation = 7.91
Kurtosis = 0.22173842	Kurtosis = 0.17705882
Skewness = - 0.552	Skewness = - 0.2313527
Range = 36	Range = 40
Minimum = 38	Minimum = 35
Maximum = 74	Maximum = 75
Sum = 3411	Sum = 2581
Count = 60	Count = 45

Table 2.2:- Analysis of the result by using t-test in MS Excel :

t – Test : Two Sample Assuming Equal Variances		
RURAL		URBAN
Mean	56.85	57.36
N	60	45
S.D	7.50	7.91
t – Stat		0.33
d.f		103
0.01 Critical Value (Two – tail)		2.63
0.05 Critical Value (Two – tail)		1.98
Ho2: Result – Null Hypothesis is Accepted at the 1% and 5% levels.		

The 't' value is 0.33 . The table values should be $t_{0.01} = 2.63$ and $t_{0.05} = 1.98$ with $df = 103$ as per table 2.2. Whereas, the present t-value is 0.33 , which does not exceed the table value of 't' at both levels of significance. The hypothesis “ **Ho2: There is no significant difference in attitude towards Blended Teaching between rural and urban students of Calcutta University.**” is accepted.

Figure 3:- Graphical representation of mean scores of Male & Female and Rural & Urban students.



Interpretation And Discussion:-

1. 26.7% of students are Strongly Agree, 61.9% of students are Agree, 9.5% of students are Disagree and 1.9% of students are Strongly Disagree with the thought that the Blended Teaching can be acceptable for the college and university students.
2. 20% of students are Strongly Agree, 59% of students are Agree, 16.2% of students are Disagree and 4.8% of students are Strongly Disagree with the thought that the college and university students will be benefited if some syllabus is taught in online mode and some syllabus is taught in offline mode.
3. 23.8% of students are Strongly Agree, 61% of students are Agree, 12.4% of students are Disagree and 2.8% of students are Strongly Disagree with the thought that the students will be benefited in Blended Teaching method.
4. 18.1% of students are Strongly Agree, 68.6% of students are Agree, 10.5% of students are Disagree and 2.8% of students are Strongly Disagree with the thought that the teachers in teaching will be benefited by Blended Teaching method.
5. 10.5% of students are Strongly Agree, 21% of students are Agree, 62.9% of students are Disagree and 5.7% of students are Strongly Disagree with the thought that the Blended teaching method will reduce the interest of students in reading.
6. 22.9% of students are Strongly Agree, 70.5% of students are Agree, 3.8% of students are Disagree and 2.8% of students are Strongly Disagree with the thought that the Blended Teaching method will give students more time for self-study and continuous learning.
7. 12.4% of students are Strongly Agree, 59% of students are Agree, 27.6% of students are Disagree and 1% of students are Strongly Disagree with the thought that the Blended Teaching method will increase the engagement of the students.
8. 11.4% of students are Strongly Agree, 58.1% of students are Agree, 25.7% of students are Disagree and 4.8% of students are Strongly Disagree with the thought that the Blended Teaching method will increase the interaction between teacher and student.
9. 9.5% of students are Strongly Agree, 72.4% of students are Agree, 15.2% of students are Disagree and 2.9% of students are Strongly Disagree with the thought that the Blended Teaching method will provide students more flexibility in learning.

10. 17.1% of students are Strongly Agree, 52.4% of students are Agree, 25.7% of students are Disagree and 4.8% of students are Strongly Disagree with the thought that the most of the students will face with difficulties in Blended Teaching.
11. 21% of students are Strongly Agree, 58.1% of students are Agree, 16.2% of students are Disagree and 4.7% of students are Strongly Disagree with the thought that the Blended Teaching approach will improve students' learning.
12. 11.4% of students are Strongly Agree, 59% of students are Agree, 25.7% of students are Disagree and 3.9% of students are Strongly Disagree with the thought that the Blended Teaching method will increase the reputation of the institution.
13. 9.5% of students are Strongly Agree, 70.5% of students are Agree, 17.1% of students are Disagree and 3.9% of students are Strongly Disagree with the thought that the Blended Teaching method will make the learning environment and learning more flexible.
14. 9.5% of students are Strongly Agree, 67.6% of students are Agree, 18.1% of students are Disagree and 4.8% of students are Strongly Disagree with the thought that Blended teaching method brings a great opportunity for the experimental learning of the students.
15. 21.9% of students are Strongly Agree, 31.4% of students are Agree, 43.8% of students are Disagree and 2.8% of students are Strongly Disagree with the thought that only the Offline Teaching is more effective than Blended Teaching in higher education.
16. 15.2% of students are Strongly Agree, 64.8% of students are Agree, 18.1% of students are Disagree and 1.9% of students are Strongly Disagree with the thought that the Blended teaching method will help the students to increase their learning skills.
17. 19% of students are Strongly Agree, 59% of students are Agree, 21% of students are Disagree and 1% of students are Strongly Disagree with the thought that the Blended Teaching method will help the students to develop larger information.
18. 11.4% of students are Strongly Agree, 69.5% of students are Agree, 17.1% of students are Disagree and 2% of students are Strongly Disagree with the thought that the Blended Teaching method will help the students to become virtual citizens.
19. 29.5% of students are Strongly Agree, 65.5% of students are Agree, 3.8% of students are Disagree and 1% of students are Strongly Disagree with the thought that the Blended Teaching method will help the students to increase their computer literacy.
20. 4.8% of students are Strongly Agree, 29.5% of students are Agree, 59% of students are Disagree and 6.7% of students are Strongly Disagree with the thought that the Blended teaching method will make obstacle against the socialization of the students.

Conclusion:-

Judging from all aspects, there is no significant difference in attitude towards Blended Teaching between male and female students of Calcutta University. And there is no significant difference in attitude towards Blended Teaching between rural and urban students of Calcutta University. Most of the students think that the Blended Teaching method can be acceptable to the students of College and University. And most of the students think that it will be benefited to the students if some syllabus is taught in Online Mode and some is taught in Offline Mode. Most of the students think that the students will be benefited by Blended Teaching method. Most of students think that Blended Teaching method will benefit teachers in teaching. Most of students think that Blended Teaching method will provide more time to the students for self-study and continuous learning. Most of the students think that Blended Teaching will improve the learning of the students. Most of the students think that the Blended Teaching method will make the learning environment and teaching more flexible. Most of students think that the Blended Teaching method will help the students to increase their computer literacy. Some students think that many students will face with difficulties in Blended Teaching. Some students think that only the Offline Teaching is more effective than Blended Teaching in Higher Education.

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