

Research Article

Attitude of Student Teachers towards Blended Learning

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ABSTRACT

The present study Viz., Attitude of student teachers towards Blended learning is an attempt to find out if there is any significant difference in the attitude towards Blended learning among student teachers with respect to Gender, Computer knowledge, Internet usage and Subject of study. A blended learning attitude scale developed and standardised by the investigator was administered to 50 student teachers in a self-financing college, applying simple random sampling technique. Mean, Standard Deviation and 't' test were calculated to test the hypotheses.

The study reveals that there is no significant difference in the attitude of student teachers towards blended learning with respect to Gender and Internet usage and there is significant difference in the attitude of student teachers towards blended learning with respect to Computer knowledge and Subject of study.

Keywords: Blended learning, student teachers, online learning, teaching attitude, teacher education

INTRODUCTION

The learning environment assisted by learning technologies are such evocative images and objects which trigger active and joyful learning by allowing students to engage with that appeal to them. So nowadays most technologies like web 2.0 web configuring, video conferencing, cloud computing, Network learning, visual learning environment learning, pod casting, M. Leaming, Blended learning are used in educational institutions, When we use these technologies along with facilitators' support, definitely it will provide better learning environment .Among these technologies, Blended learning is emerging as a fast growing delivery and instructional design in colleges and Universities. Blended learning combines online components with the conventional face to face components to provide suitable learning environment. Information is available to the seekers at the doorsteps. Web based learning, M-

Learning, video conferencing, flipped learning, Blended learning are some of the technologies used in the field of ICT. Among these techniques Blended learning is a fast growing instructional design used in colleges and universities

NEED FOR THE STUDY

Blended learning is otherwise called as Hybrid Learning. It is a planned combination of online learning and face to face (F2F) instruction using a variety of learning resources. Blended learning is an educational format that integrates online learning techniques like online delivery of materials through web pages, discussion boards, and email with traditional teaching. The success of a blend depends on the right mix of the elements (online delivery, Interaction, face to face instruction etc.) A good blend would provide optimum role of lively interaction. As the present children are in a technological world, it is necessary to introduce drastic changes in learning process. With the help of these innovative technological teaching methods student teachers i.e. future teachers could shape the young minds of future society better. Hence the investigator has made an attempt to study the attitude of student- teachers towards blended learning.

OBJECTIVES OF THE STUDY

The following objectives are stated for the present study

- ❖ To study the level of attitude of student teachers towards blended learning.
- ❖ To study if there is any significant difference in the attitude scores of student teachers towards blended learning with respect to
 - (i) Gender
 - (ii) Computer knowledge
 - (iii) Internet usage
 - (iv) Subject of study

HYPOTHESES OF THE STUDY

The following hypotheses are stated for the present study

- ❖ The level of attitude of student teachers towards blended learning is moderate.
- ❖ There is no significant difference in the attitude of student teachers towards blended learning with respect to
 - (i) Gender
 - (ii) Computer knowledge

- (iii) Internet usage
- (iv) Subject of study

METHODOLOGY

The normative survey method was used to collect the data. The sample consisted of 50 student teachers who are doing B.Ed. Course in Subham College of Education in Kancheepuram District during the academic year 2016-2017, using simple random sampling technique. Blended learning attitude scale constructed and validated by the investigator was used for collecting the data. The reliability and validity of the tools were found to be 0.84 and 0.91 respectively.

The tool consisted of 25 items which included 5 negative items and 20 positive items. The tool was measured at a five point scale ranging from strongly Agree (SA) to Strongly Disagree (SD) responses. The scores were 5, 4, 3, 2, 1 for positive items and was vice versa for the negative items. The maximum and minimum scores were 125 and 25 respectively.

Percentage, mean, standard deviation were calculated for testing the stated hypotheses.

RESULTS AND DISCUSSION

Hypothesis - 1

The level of attitude of student teachers towards blended learning is moderate

Table-1
Level of Attitude of Student Teachers towards Blended Learning

LEVEL	N	%
low	-	-
Moderate	19	38
High	31	62

Table 1 reveals the fact that the level of attitude of student teachers towards blended learning is found to be high in nature.

Hypothesis - 2

There is no significant difference in the attitude scores of student teachers towards blended learning with respect to Gender.

Table-2

Attitude scores of Student Teachers towards Blended Learning with respect to their Gender.

Variable Gender	N	Mean	S.D	Table Value	Calculated 't' Value	Level of Significance
Male	16	67.125	2.68			
Female	34	70.41	3.5355	2.68	1.208	Not Significant

Table 2 reveals that the obtained 't' value (1.208) for the variable Gender is less than the table value (2.68) and the obtained 't' value is not significant at 0.01 level. So, it is inferred that there is no significant difference between Male and Female student teachers. Hence the null hypothesis stating that there is no significant difference in the attitude scores of student teachers towards blended learning between Male and Female student teachers is accepted.

Hypothesis - 3

There is no significant difference in the attitude scores of student teachers towards blended learning with respect to their computer knowledge.

Table-3

Attitude scores of Student Teachers towards Blended Learning with respect to their Computer Knowledge.

Computer knowledge	N	Mean	S.D	Table Value	Calculated 't' Value	Level of Significance
Yes	40	104.625	1.414			
No	10	102.123	0	1.96	6.614	Significant

Table 3 reveals that the obtained 't' value (6.614) for the variable computer knowledge is greater than the table value (1.96) and the obtained 't' value is significant at 0.05 levels. It is inferred that there is significant difference between the student teachers with computer knowledge and without computer knowledge. Hence the null hypothesis that there is no

significant difference in the attitude scores of student teachers towards blended learning between the student teachers with computer knowledge and without computer knowledge is rejected.

Hypothesis-4

There is no significant difference in the attitude scores of student teachers towards blended learning with respect to Internet usage.

Table - 4

Attitude scores of Student Teachers towards Blended Learning with respect to their Internet Usage.

Internet Usage	N	Mean	S.D	Table Value	Calculated 't' Value	Level of Significance
Yes	29	105.103	1.414	1.96	0.2331	Not Significant
No	21	104.667	8.485			

Table 4 reveals that the obtained 't' value (0.2331) for the variable internet usage is less than the table value (1.96) and the obtained 't' value is significant at 0.05 levels.. It is inferred that there is no significant difference in the attitude scores of student teachers towards blended learning with respect to Internet usage. Hence the null hypothesis there is no significant difference in the attitude scores of student teachers towards blended learning with respect to Internet usage is accepted.

Hypothesis-5

There is no significant difference in the attitude scores of student teachers towards blended learning with respect to Subject of study.

Table-5

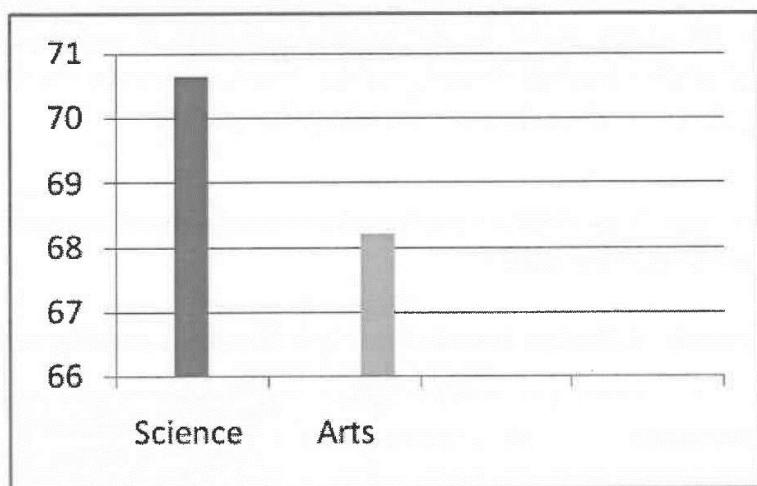
Attitude scores of Student Teachers towards Blended Learning with respect to their Subject.

Subject	N	Mean	S.D	Table Value	Calculated 't' Value	Level of Significance
Science	24	70.625	2.121	2.68	2.978	Significant
Arts	26	68.192	3.536			

Table 5 reveals that the obtained' value (2.978) for the variable subject of study is greater than the table value (2.68) and the obtained 't' value is significant at 0.01 level. So, it is inferred that there is significant difference between Science and Arts student teachers towards blended learning. Hence the null hypothesis there is no significant difference in the attitude scores of student teachers towards blended learning with respect to Subject is rejected.

Diagram-I

Significant difference in the Attitude scores of Student Teachers towards Blended Learning with respect to their Subject



Findings

- ❖ The level of attitude of student teachers towards blended learning is high.
- ❖ There is no significant difference in the attitude scores of student teachers towards blended learning with respect to their
 - (i) Gender
 - (ii) Internet usage
- ❖ There is significant difference in the attitude scores of student teachers towards blended learning with respect to their
 - (i) Computer knowledge
 - (ii) Subject of study

CONCLUSION

In today's classroom we have to extensively utilize all the available educational resources to provide quality education. By using ICT in education the learner can receive the content sequence very fast without any misperception. As blended learning includes both online delivery of content and face - to - face classroom methods it has both advantages. Not only this, in blended learning students are likely to interact more with the instructor and peer students since there are ample opportunities to do so both in class and online. Blended learning develops the students skills like time management, critical thinking and problem solving, and using the internet and computer technology. Even though blended learning has some disadvantages like other methods, students typically have 24/7 online access to course materials. As this study shows that student teachers have high attitude towards blended learning, this innovative strategy can be strongly recommended in curriculum transaction.

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