

# ATTITUDE OF PUPIL TEACHERS TOWARDS USING BLENDED LEARNING STRATEGIES AT SECONDARY LEVELS FOR DEVELOPING SOCIAL SKILL OF STUDENTS.

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## ABSTRACT:

Education plays a significant role in the development of individual as well as the nation. It plays as a mirror to modernization of society. So the learning experiences provided in the class room should be helpful for communicating with their society. Blended learning is one of the useful methods for developing technological skills as well as social skills. Blended learning refers to the integration of online activities and traditional face to face activities. Different ways are using by the teachers in class room for applying it. The present study was undertaken to understand attitude of pupil teachers towards Blended learning strategies with regard to their personal and locality variables. For this purpose 100 pupil teachers were selected from 2 teachers training institutions from Uttar Dinajpur district in West Bengal. A self made attitude scale was used for data collection and t-test was used for data analysis. Result reveals that there was a significant difference between male and female pupil teachers attitude towards Blended Learning for social development of the students. The study concludes that Blended Learning is helpful for the social development of the students at secondary level.

## INTRODUCTION:

The future of the nation is being shaped in her classrooms so that whatever India will be in the future will depend upon teachers who teach their students in the classrooms. Hence, the development of any nation depends upon the teachers. Now days, the nation needs teachers with good vision who make their students good, school good and at last a nation good. Teachers, not only to be competent in subjects but also committed to their task to students, community, and the nation building all round development of the future citizens. Today, the age of technology which changed the aim of life and education is related to life so the aims of education has changed on the basis of technological development. Technology and Internet are slowly occupying each and every aspect of life and also teaching learning process. The use of ICT has shifted teachers from teaching using traditional method towards the advancement of technology and Internet (Elliot, 2009) due to the demand of technology. Now a day teachers are communicating with their colleague, as they are realized that they would develop their knowledge in technological level so that they will able to teach through ICT tools as well as challenge their students in learning. Students will also be benefitted from using different learning methods in order to maximize their learning ability and potential. Technological knowledge is an important factor for success of learning process. Hence, teachers need to be trained according to the advancement of technology in the world. In teachers' Training Institute, Pupil Teachers should provide adequate knowledge and training for incorporating the modern technological skills. Curriculum should be flexible with the opportunities for practice of different methods for teaching including online methods. Modernization of society is focused by Educational mirror so that learning experiences provided in the classroom should be helpful for communicating with the students. Blended learning is one of the useful methods for developing technological skills as well as social skills.

## BLENDING LEARNING STRATEGIES:

Blended learning is a mixture of traditional and e- learning strategies. It is the combination of face to face learning with web- based online approaches, the combination of media, methods and pedagogical approaches, to enhance control over learning, critical thinking, social skills and assessment. It allows for personalized education, replacing the model where a teacher stands in front of the classroom and everyone is expected to stay at the same pace. "Blended learning allows students to work at their own pace, making sure they fully understand new concepts before moving on. In other words it may be called that Blended learning is an education program (formal or non-formal) that combines online digital media with traditional classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace. There are various definitions of blended learning are given below. According to Oxford Dictionary “ **Blended Learning: a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching**” The Sloan Consortium defined on the basis of blended education that hybrid courses as those that “**integrate online with traditional face-to-face class activities in a planned, pedagogically valuable manner. ‘ Blended learning is an approach to learning that combines face-to-face and online learning experiences. Ideally, each (both online and off) will complement the other by using its particular strength’.**”

From the above definitions it is known that Blended learning is a non-traditional method to education that combines both : (a) Online educational materials and (b) Opportunities for online interaction along with the traditional method. It requires the physical presence of both – the teaching faculty and the student. However, some students still attend “brick-and-mortar” schools with a teacher present. But face-to-face classroom practices with computer-mediated activities are a winner combination. Blended learning is very popularly prominent when it comes to professional development and training settings as well. Blended learning is often seen together as personalized learning along with instruction differentiation.

## REVIEW OF RELATED LITERATURE:

A.Aney (2018) conducted a study on attitude of prospective teachers towards using Blended learning and concluded that everyone is accepting the importance of Blended Learning strategies in education field.

Graham(2006) conducted a study and stated the online learning and face –to- face learning have remained largely separate in the past due to the differences in their methods and need of the audience. He points out that 100% online learning or distance learning requires more self paced learning and learner- materials interactions when compared with face –to face learning that places priority on human- human interaction. However, with innovations in technologies, facilitating human interaction in synchronous and asynchronous online learning has encouraged the integration of face to face environment with online environment.

## NEED OF THE STUDY:

Education is a process of socialization and plays a crucial role in social development of the individuals. Blended learning programmes can provide the necessary balance between the flexibility and cost effectiveness of a learning programme. Blended learning strategies offer efficient and effective options for providing learning opportunities for the development of social skills and cognitive skills. In this context this studies helpful for them to understand the benefits of Blended learning for students’ development. Blended Learning strategies help to overcome the drawbacks of online learning.

**STATEMENT OF THE PROBLEM:**

In view of the above rationale of the study, the problem has been entitled *''Attitude of Pupil Teachers towards using Blended Learning Strategies at Secondary Level for developing Social Skills of Students''*

**DEFINITION OF THE KEY TERMS:**

- (a)**Pupil Teacher:** The word refers to an individual who is undergoing training of B.Ed in college of Education.
- (b)**Attitude:** Attitude is a determining acquired tendency which prepares a person to behave in a certain way towards a specific object or a class of objects subject to the conditions prevailing in the environment. Always the attitude of an individual has got a total reflection and effect on their performance
- (c)**Blended Learning Strategies:** It refers to combination of online learning and face –to –face learning environment.
- (d)**Social Skill:** It refers to that skill by which individuals interact and communicate with each other, both verbally and non-verbally, through gesture, personal appearance and body language.

**OBJECTIVES:**

The objectives of the study were

- (i)To understand attitude of male and female pupil teachers towards Blended learning strategies for developing social skill of secondary students.
- (ii)To understand attitude of rural and urban pupil teachers towards Blended learning strategies for developing social skills of secondary school students.
- (iii)To understand attitude of married and unmarried pupil teachers towards Blended Learning Strategies for developing social skills of secondary school students.

**HYPOTHESES: The hypotheses as follows for the study**

- Ho-1 “There is no significant difference between male and female pupil teachers’ attitude towards Blended learning strategies for developing social skill of secondary school students.
- Ho-2 “There is no significant difference between rural and urban pupil teachers’ attitude towards Blended learning strategies for developing social skills of secondary school students”.
- Ho-3 “There is no significant difference between married and unmarried pupil teachers’ attitude towards Blended learning strategies for developing social skills of secondary school students”.

**METHODOLOGY:**

The total sample of the study comprised 100 pupil teachers studying B.Ed. from different Training College in Uttar Dinajpur District in West Bengal. From place of work male and female students were selected randomly through simple random sampling technique and then they were categorized under gender variation, and area variation as per the following table. The self made tool was used for data collection for this study.

TABLE NO-1  
*Sample Distribution*

Sl.NO.	Variable	Sub Variable	No of Pupil Teacher	Total
01	Gender	Male	50	100
		Female	50	
02	Locale	Rural	60	100
		Urban	40	
03	Marital status	Married	35	100
		Unmarried	65	

**ANALYSIS AND INTERPRETATION OF DATA:**

The Mean, S.D and t-test were calculated for the statistical analysis of data. The Mean score, S.D. score and t-test score have shown respectively in the following table.

TABLE NO-2

*Significant Difference of Pupil Teachers ' Attitude towards using Blended learning Strategies for Developing Social Skills of Secondary Students with respect their Gender, Locality and marital status*

Variable	Sub-Variable	NO	MEAN SCORE	SD	t-value	Level of Significance
Gender	Male	50	105.52	7.97	1.09	Not significant
	Female	50	109.43	8.32		
Locality	Rural	60	103.70	13.98	2.63**	Significant
	Urban	40	108.57	10.76		
Marital status	Married	35	104.56	10.63	2.98**	Significant
	Unmarried	65	111.32	15.65		

As shown in table 2. That there does not exist difference of male and female Pupil Teachers 'attitude towards using Blended Learning Strategies for developing social skills of secondary school students that means both of them have equal attitude for using Blended learning strategies in the classroom situation. Thus, the null hypothesis (Ho-1) is accepted. When the locality was considered the 't' ratio is 2.63 which is greater than table value at 0.05 level of significance which indicates that there was a significant difference between Rural

and urban pupil teachers' attitude towards Blended Learning for developing social skills of secondary students. Hence, the null hypothesis (Ho-2) is rejected. The 't' ratio calculated for married and unmarried pupil teachers' attitude towards using Blended Learning Strategies for developing social skills of secondary students has shown 2.98, is greater than the table value at 0.05 level of significance which indicates that there was a significant difference between Married and Unmarried pupil teachers' attitude towards Blended Learning Strategies. Thus, the null hypothesis (Ho-3) is rejected.

## FINDINGS, DISCUSSION AND CONCLUSION:

The findings and discussions in the study reveal that gender variation is not a decisive factor in the view of pupil teachers' attitude towards using Blended learning strategies at secondary level. Both male and female teachers have equal attitude towards using Blended learning strategies in the classroom situations and help the students for inculcating various good social qualities among them by which they will be able to develop social qualities in their real life situations. Marital Status is a factor for pupil teachers using Blended Learning Strategies in the classroom situation. In this study, it is observed that unmarried teachers were more favorable attitude towards using Blended Learning strategies in classroom situation than married teachers. And in the case of types of locality, it is shown that rural pupil teachers have less favorable attitude than urban counterparts. It is noticed that use of technology is essential for using Blended learning strategies in teaching learning situation. In rural areas, Internet problem is one of the important factor for using Blended Learning strategies. So that pupil teachers in these areas have not favorable attitude towards such strategies. Hence, An effective Blended Learning environment is necessary for every institution where pupils will be able to develop their social skills in undertaking innovative pedagogical approaches through the teaching learning as well as adequate training is needed for teachers and pupil teachers to be equipped with this changing technology.

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