



A STUDY ON UNDERGRADUATE STUDENTS PERCEPTION ON HYBRID MODE OF LEARNING AT SOUTH BANGALORE, KARNATAKA

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Abstract

Hybrid Education combines both traditional mode of Student learning with teacher and virtual platform either by self-paced environment or in a real time environment, Covid Pandemic has bought a huge change in the education system in teaching methodology which has been implemented in education sector through online classes using different digital platform. The online classes have bought advancement in using technology both for teachers and students. Hybrid learning is something which holds a bright future for students. The study is mainly focused to know the perception of students through questionnaire, same as been analyzed using statistical tools like chi - Square test to understand the comfort level of students with hybrid mode of learning, the perspectives of under graduation students of south Bangalore colleges. The finding may be used for better planning of implementation of hybrid mode of learning in near future which are practice among the western countries.

Key words: - hybrid Education, virtual learning, traditional learning.

Introduction:-

New and improved technologies are continuously emerging and permeate both the private and public domains of everyday life. In response to this steady emergence, higher education may utilize such technologies to provide greater access and engage the current generation of undergraduate students in a new learning experience. The majority of today's generation are a unique technological generation which has been educated surrounded by unlimited access to information. This coexistence has been facilitated through the use of constant technology advances such as mobiles and computers. Their experience as undergraduate students has included the usage of technology inside and outside the college campus physically and virtually and made them more adapted due to the need of the day with the COVID-19 pandemic. Such technological integrations began with the blended

learning which incorporates online teaching techniques- but now hybrid mode of learning has a greater presence in higher education to implement NEP-2020 in a more effective way. The increasing number of institutions now offering hybrid courses for undergraduates is evidence of its expanding popularity. The experience of undergraduate students how they receive the information and the measurement of learning outcomes matters a lot in hybrid of learning. The study learning experiences of the students also encompasses the learning outcomes yielded from the learning process.

Review of literature:-

Erfurth & Ridge (2020), COVID-19 has had a significant effect on society. It has impacted almost all dimensions of people's lives, including the education sector. Many learning institutions across the world had to halt in-person instruction. At the time, there was much uncertainty and thereby it was best to protect both educators and students from contracting COVID-19. The closure of schools initiated the need to search for alternatives to ensure the learners do not lose the whole of 2020. Therefore, COVID-19 has led to a significant shift from in-person instruction to hybrid learning.

Halverson, Graham, Spring and Drysdale (2012), defined hybrid learning as “ a diverse and expanding area of design and inquiry that combines face-to-face and online modalities”.

Ilgly and Jahren (2015), hybrid learning allows students to have fewer contact hours with their instructions. Therefore, they can engage in other activities without undermining their education schedule. Hybrid learning is particularly beneficial to part-time learners engaged in other activities, such as employment or those who commute. Hybrid learning also allows international students to study in institutions beyond their nation's borders without having to travel. Therefore, hybrid learning gives both educators and students flexibility.

Kerres,(2020), The COVID-19 pandemic has required to expand the existing infrastructure and highlighted areas that universities should focus on in their digitalization strategy. Furthermore, this challenge has greatly accelerated the digitalization of the education sector. However, it needs to be highlighted that most colleges and universities are not adequately equipped to handle the current transformation towards fully digital forms of education mainly hybrid learning.

Linder(2017), Appropriate pedagogies include promoting active learning through good instructional design, maximizing personal interactions through in-class time design and augmenting learning activities with technology to provide timely feedback. The goal can be achieved by training education to students needs and exploit the unique opportunities offered by hybrid learning.

Miliszewska(2008), stated that institutions employ almost the same process of constructing their hybrid education programs, although, certain variables, such as culture, course nature, and learner characteristics may alter the components of the hybrid education approach.

Qi and Tian(2011) stated hybrid learning has four properties introduced particularly,(1)mix of collective learning and individual learning, (2)mix of synchronous learning and asynchronous learning,(3)a mix of self-paced and

group-paced learning, and (4) mix of formal learning and non-formal learning in terms of lifelong learning incorporation and/or setting of learning.

Raes et al.,(2020) stated that various critiques have been levelled against distance education and subsequently hybrid learning. In some disciplines such as sciences learning involves a combination of oral instruction and hands-on activities meant to install practical knowledge and skills. A wholesome education should in still cognitive and social skills in learners since they are both needed to address life's challenges and exploit its opportunities. Therefore, the stated critiques question the effectiveness of hybrid learning in achieving learning outcomes.

Spector(2013) stated "Hybrid learning is relatively new in the field of higher education, although, the approach has already been applied in various open universities, most prominently in United Kingdom and United States of America in the form of e-learning and which is completely new adapting phenomenon for Indian educational system.

Steele.C,(2022), COVID-19 pandemic has changed the landscape of higher education. So hybrid learning offers one such opportunity to provide engaging learning opportunities to students by combining face-to-face medium of instruction with online learning opportunities.

Sarah Hall and Donna Villareal:- the study was conducted on graduates students to identify how students online classes provided information and the result showed that the study has impacted on students in large number were online classes were preparation for students for their face to face classes they emphasized on the need of online classes with the connection with face to face classes the students felt that there should be combination of both online and face to face classes when they had occurred when the students received information online through readings and lectures, asked questions and applied what they learned in the next face-to-face class, and reviewed the content through activities or assessments online

OBJECTIVES OF THE STUDY

1. To study the perception of students on hybrid mode of learning.
2. To study the impact of technology on students in hybrid mode of learning.
3. To analyse the involvement of teacher and fellow students in hybrid mode of education.

RESEARCH METHODOLOGY

Population: The population considered for this study are under graduate students of Bangalore south from various colleges.

Sampling method: - As study observed different samples are collected from different under graduation colleges of south zone Bangalore, so Simple Random has been used to get the sample from the Population.

Sampling Area: - Students preferred from degree situated in south Bangalore

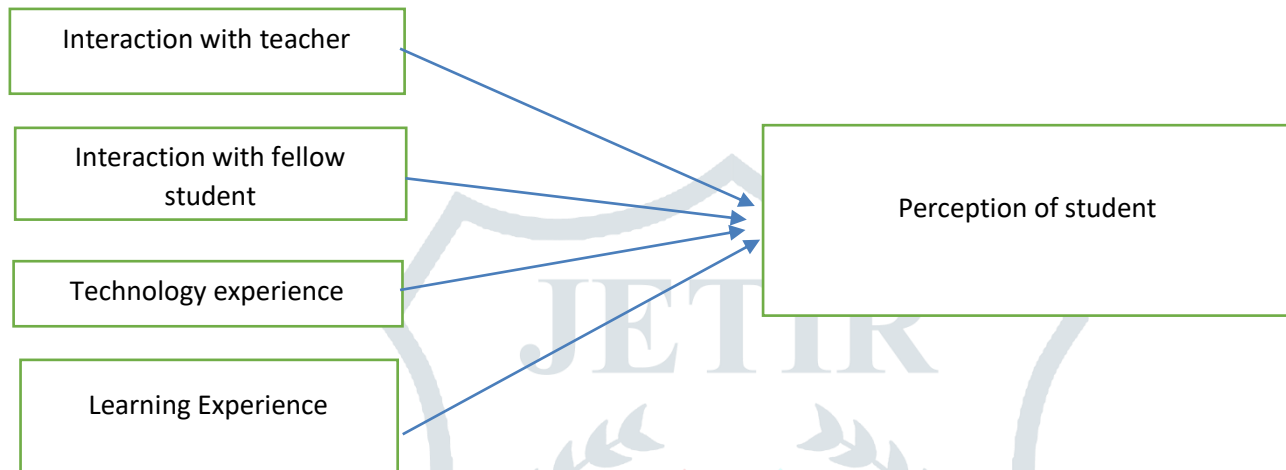
Sampling Size: - 150 Respondents from various degree colleges

Research Approach: - To collect the primary data from the respondents Survey method through Questionnaire is used.

Research Instrument: - Questionnaire is used based on the study open end and closed end question are framed based on the objectives from the under graduate students. To collect the data Closed Ended-Questionnaires has been used. This data is collected using Google Forms and Mailed Questionnaires.

Research Territory: - South Region of Bangalore

CONCEPTUAL FRAME WORK MODEL



ANALYSIS AND DISCUSSIONS

Table 1 : Sample Demographic Characteristics

Course	Frequency	Percentage
BBA	23	15
B.com	127	85
Total	150	100
Devices	Frequency	Percentage
Mobile	139	92
Computer	11	8
Total	150	100

Reliability and Validity

Cronbach's Alpha test has been used for examining variable consistency reliability. The Cronbach's Alpha test result is mentioned in the table 2, conveys that the internal reliability of each instrument is satisfactory. Reliability was met at the level of exceeding 0.700

Table 2: Cronbach's Alpha Coefficients

Instrument	Cronbach's Alpha	N of Items
Teacher Involvement	0.702	4
Fellow students sharing of knowledge	0.801	4
Learning Experience	0.790	4
Impact of technology	0.805	4

TEST OF INDEPENDENCE- CHI SQUARE TESTING

The analysis shows the key data collected from the respondents and testing done further on the students satisfaction with the parameters of the different elements.

Researcher is trying to understand the relationship between students and teachers involvement and effectiveness of offline and online learning which named as hybrid mode of learning through the below stated hypothesis using Statistical tool Chi-square to present the inferences of the data collected at 5% level of Significance.

H₀:- There is no significant correlation between teacher involvement and student attention in hybrid mode of learning

H₁ = There is significant correlation between teacher involvement and student attention in hybrid mode of learning

Table 3: Teacher Involvement * student satisfaction**Chi-Square Tests**

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	95.452 ^a	16	.000
Likelihood Ratio	78.872	16	.000
Linear-by-Linear Association	6.914	1	.009
N of Valid Cases	150		

a. 17 cells (68.0%) have expected count less than 5. The minimum expected count is .73.

The statistics test shows the chi square value which is 95.42 and on the other hand there is a significance value which is lesser than 0.05, which proves that alternate hypotheses would be accepted. So it states that teacher involvement has a significant impact on satisfying the students in hybrid mode of learning.

Researcher has presented the relationship the peer group which is named as fellow students in the article reflecting on the hybrid mode of learning.

H₀:- There is no significant relationship between fellow students in hybrid mode of learning

H₁:- There is significant relationship between fellow students in hybrid mode of learning

Table-4: Relationship with fellow students* student satisfaction**Chi-Square Tests**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	175.361 ^a	16	.000
Likelihood Ratio	133.509	16	.000
Linear-by-Linear Association	53.426	1	.000
N of Valid Cases	150		

a. 16 cells (64.0%) have expected count less than 5. The minimum expected count is .60.

The statistics test shows the chi square value which is 175.361 and on the other hand there is a significance value which is lesser than 0.05, which proves that alternate hypothesis would be accepted. So it is concluded that sharing of knowledge between the students present in hybrid mode of education which makes students connected and satisfied.

Learning is a never ending process especially at school, college and life at large. Here researcher is trying to portray the learning experience of the undergraduate students' focused on hybrid mode of learning. Same has been stated in the hypothesis and inferred with the support of statistical tool.

H0:- There is no significant impact on learning experience of student in hybrid mode of learning

H1:- There is significant impact on learning experience of student in hybrid mode of learning.

Table 5: Learning experience of students * student Satisfaction**Chi-Square Tests**

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	85.328 ^a	16	.000
Likelihood Ratio	72.748	16	.000
Linear-by-Linear Association	10.762	1	.001
N of Valid Cases	150		

a. 14 cells (56.0%) have expected count less than 5. The minimum expected count is .33.

The statistics test shows the chi square value which is 85.328 and on the other hand there is a significance value which is lesser than 0.05, which proves that alternate hypothesis would be accepted. So it highlights there is learning experience for students which make them satisfied in hybrid mode of learning.

Technology plays a very vital role in every area of life, which easy the individual and group efforts in completing the task. In the research article researcher is expressing the technologySS impact on learning mode, the result of it is presented using the appropriate statistical tool.

H0:- There is no significant impact of technology in hybrid mode of learning

H1:- There is significant impact of technology in hybrid mode of learning

Table -6: Impact of technology * Student satisfaction

Chi-Square Tests

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	112.159 ^a	16	.000
Likelihood Ratio	81.778	16	.000
Linear-by-Linear Association	17.276	1	.000
N of Valid Cases	150		

a. 16 cells (64.0%) have expected count less than 5. The minimum expected count is .60.

The test statistics shows the chi square value which 112.159 and on the other hand there is a significance value which is lesser than 0.05, which proves that alternate hypotheses would be accepted. So it shows that there a huge impact of technology on student in hybrid mode of learning which satisfies the student.

Findings:- From the above analysis it is been found that

1. Hybrid mode of education is also same as traditional teaching with Teacher involvement and student involvement.
2. Hybrid mode of education comes up with better mode of learning experience
3. It also helps in upgrading of advanced technology in achieving their learning outcomes.

Suggestion & Recommendation:- We can suggest the universities and colleges to update and upgrade advanced technologies in the effective implementation of NEP 2020.

It is suggested further to the institution and universities to conduct more FDPs and MDPs for the teacher to get trained themselves and make the students get benefitted.

Conclusion:- Hybrid mode of learning allows a flexible approach to learning process performed collaboratively by the student, teacher and the participating fellow students based on the four variables identified the key feature of hybrid learning is that it can be adjusted according to the needs of the student, course, time and space. Unlike the traditional learning approach hybrid mode of learning could offer an array of opportunity for time and space constrained individuals hybrid learning has also been found effective in different forms of learning approaches both in cross discipline and in non-formal settings. This study concludes that under graduate students are satisfied with the teacher's involvement in achieving learning outcomes, supportive fellow students and exploring technology in hybrid mode of learning. The current study is recommend for the future researchers on the same theme to take more variables, bigger sample representing the population, focus on different sampling techniques, lengthy time period to collect the data and to use different data collection methods

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