Original Research Article

EFFECTIVENESS OF BLENDED LEARNING: CHALLENGES AND OPPORTUNITIES

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Abstract:

Implementing a new teaching technique can be thought provoking, especially if you are an early adopter within a setting. The strategies is used in split trying a blended teaching style in a big class at a medium-sized institution are described in this article. The major motives for using the hybrid strategy were to increase student engagement, preparedness, and knowledge, as well as to encourage a more active rather than passive attitude to learning, which may be challenging in big college classrooms. To validate the adoption process and assess the blended approach's effectiveness, an action exploration study was conducted. The findings of the action exploration study, as well as the difficulties and roadblocks encountered during the basic meeting The outcomes of the action research study and the challenges and barriers faced while simple meeting a new instructional technique are explored as well as solutions for motivating and helping faculty when there is limited budget, training, and support available.

Keywords: *Online Learning, Blended Learning, Face- To Face Learning, Diverse Classrooms, In-Service Teachers, Pedagogy.*

Introduction:

Blended learning has its roots in western countries. One of the best advantages of online learning is that it allows the maximum number of students to be simultaneously covered. Online learning has its roots in western countries. There are many examples where the university and college have come up with the idea of online learning. One of the best benefits of this teaching method is that it permits the greatest number of pupils to be accommodated. Simultaneously covered. This feature is very beneficial for students since it eliminates the need for geographical mobility. As we are moving towards the advanced methods of learning and teaching in the education the Educational institution, need to come up with all the infrastructure facilities.

Teacher often adopt to boost student learning, use blended learning experience. Studies on blended have largely followed two patterns. Blended Learning is provided by the effective combination of different modes of delivery, models of teaching and styles of learning which are exercised in an interactively meaningful learning environment. Blended Learning courses combine online and classroom learning activities and uses resources in an optimal way in order to improve Student learning outcomes and to address important institutional issues (Garrison, 2004). Blended Learning can be defined as the organic integration of thoughtfully selected and complementary face -to-face and online approaches and technologies (Graham, 2006)

Components of the Blended Learning model:

This model can be description of a system that account for its known properties and can be used for further study of its features. Hence a blended learning model can be used as a guide in evaluation and integrating separate components

that would resulted in instructionally sound learning situation.

Contemporary classrooms are slowly captivating a new advance towards imparting astuteness, knowledge to the impending generation. Customary classroom educational techniques are benevolent path towards innovative blended learning system. Teachers who are espousal to this innovative classroom approach are effortlessly reaping the reimbursement of having old school methods to enhance the use of novel technology as shown in Figure 2.1.

Blended learning does not have specific instructional approach to learners. Educators combine blended learning strategies as numerous instructional models. These models enhance students' competence level Blended learning also serves as the curriculum delivering method. Through this method, many innovative ways to accomplish all instructional goals out of a student-learning outcome are established. Personal goals such
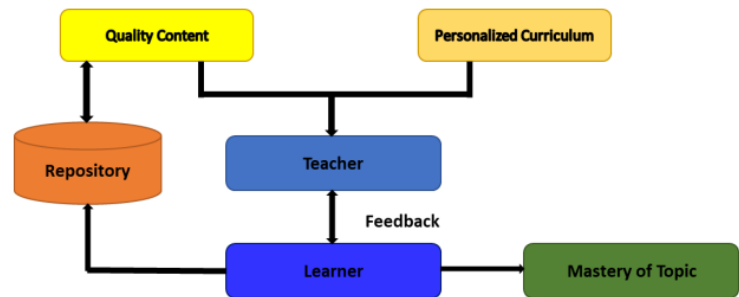

Figure – 2.1: Blended Personalised Curriculum Flow

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as methods of course work deliverables, flexi place and pace. Time management facilitating "anytime and anywhere" learning approach are the main achievement of blended learning. Personalizing learning which is according to students' helps in supporting the needs and interests of individual student. Students have possession and conscientiousness for their learning outcome. This results in supporting competency-based succession.
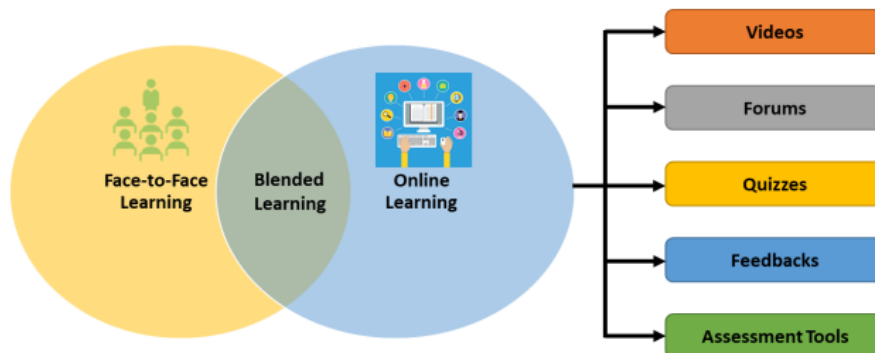

Figure 2.3: Blended Activities

Objective of Study:
1. To study the effectiveness of Blended Learning
2. To Analyze the Gap Between Traditional Teaching Methods and Blended Learning Methods
3. To study the impact of Learning Model on Student performance
4. To study the Relationship Between Student learning and use of ICT

Hypothesis of Study:

Hypothesis: - 1

H1:- There is positive relationship between use of ICT in teaching and Student Performance

H0:- There is negative relationship between use of ICT in teaching and Student Performance

Research Methodology:

Source of Data:

The research is based on primary data collected through closed ended questionnaire using Google form. The Primary objective is understand the effects of blended learning methods and its impact on student performance. The Questionnaire is collets the student's attitude and behavioral responses towards the blended learning methods. The

research also focus on the use of computer in the teaching model, which can help us, teacher to reach the in-depth of Subject. On the other side, it is also try to understand the relationship between the student performance in the subjects and use of computer aided teaching methodology.

Limitation of Study:

The study has certain limitation in the term of area coverage and the data is collected only through students who studies in the Management colleges (Subject Wise as well).Hence the Research is does not cover the other college expect Management colleges.

Finding and Analysis:

- Table 1.1 Show that the table distribution on the basis of two variables the first variable is thus the student have better understanding in blended learning methods with the efficiency made by the student with the help of computer and any other methods of learning that actually enhance the outcome in an effective ways .

- It shows that there is significant relationship between in adoption of blended learning methods and the positive outcome among the students.

- Table 1.1 provides us an information about the cross table distribution of two variable with the help Chi-square Test of goodness of Fit.

- Table 1.1(A) shows the tabular distribution on of Chi-Squares which shows the value of Pearson Chi-Square Value of **62.494** with the degree of freedom of **16** along with the significant value of **0.000**, which is less than **0.005.**

- Hence the Test has a significant value is *0.000* which is less than 0.05 show there is significant relationship between uses of Blended learning and Positive effects in completing the task more effectively .

- In additions, the P Value of the Chi-square Test is below the *0.05*.

- Hence, we Reject the null Hypothesis and accepts the Alternative hypothesis with the significant value of *0.000*, which is less than ***0.005***.

Table 1.1
Student have better understanding in blended Learning methods * I feel that technology assisted me in completing task more efficiently Cross Tabulation

			I feel that technology assisted me in completing task more efficiently					Total
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Student have better understanding in blended Learning methods	Strongly Agree	Count	7	10	2	1	0	20
		Expected Count	3.0	10.3	5.4	.8	.5	20.0
	Agree	Count	3	25	11	2	0	41
		Expected Count	6.1	21.1	11.1	1.7	1.1	41.0
	Neutral	Count	1	2	5	0	0	8
		Expected Count	1.2	4.1	2.2	.3	.2	8.0
	Disagree	Count	0	1	2	0	1	4
		Expected Count	.6	2.1	1.1	.2	.1	4.0
	Strongly Disagree	Count	0	0	0	0	1	1
		Expected Count	.1	.5	.3	.0	.0	1.0
Total		Count	11	38	20	3	2	74
		Expected Count	11.0	38.0	20.0	3.0	2.0	74.0

Source: - Based on Primary data and Self Calculated by Author

Table 1.1(A) Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	62.494[a]	16	.000
Likelihood Ratio	30.663	16	.015
Linear-by-Linear Association	17.292	1	.000
N of Valid Cases	74		

a. 20 cells (80.0%) have expected count less than 5. The minimum expected count is .03.

Source: - Based on Primary data and Self Calculated by Author

Recommendation and Suggestion:

An effective amalgamated literacy terrain is necessary in bearing innovative pedagogical approaches with technology in tutoring and literacy. An examination of learner characteristics/ background, design features and learning issues as factors for effectiveness can help to inform the design of effective literacy surroundings that involve face- to- face sessions and online aspects. Utmost of the pupil characteristics and amalgamated literacy design features dealt with in this study are important factors for amalgamated literacy effectiveness. None of the independent variables was linked as significant predictors of pupil performance. These gaps are open for farther disquisition in order to understand if they can be significant predictors of amalgamated literacy effectiveness in an analogous or different literacy setting.

In planning to design and apply blended literacy, we are aware of the implications raised by this study, which is a planning evaluation exploration for the design and eventual perpetration of blended literacy. Universities should be aware of the interplay between the learner characteristics, design features and learning issues that are pointers of amalgamated literacy effectiveness. From this exploration, learners manifest high eventuality to take on amalgamated literacy more especially about learner tone- regulation displayed. Blended literacy is meant to increase learners' situations of knowledge construction in order to produce logical chops in them. Learner capability to assess and critically estimate knowledge sources is hereby established in our findings. This can go a long way in producing professed learners who can be innovative graduates enough to satisfy employment demands through creativity and ingeniousness. Technology being lower of a shock to scholars gives implicit for amalgamated literacy design. Universities and other institutions of literacy should continue to emphasize amalgamated literacy approaches through installation of learning operation systems along with strong internet to enable effective literacy through technology especially in the developing world.

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