

A study of Blended Learning Approach with respect to Performance of College Students

Dr.Neelambike. M. Huddar

Assistant Professor,

Shri Gavisiddeshwar College of Education, Koppal -583231, Karnataka, India

Email – hneelambike@gmail.com

Abstract: *The education system facing many problems like teacher center problems and students center problems. The teachers are trying to reach students with different innovative methods of teaching and students are trying to reach teachers with different ways. But literally they were not finding exact ways to connect each other and understand each other for bringing holistic development of educational practices. The academic part of education is always hindered with many hurdles. The innovative new method of teaching that is 'blended learning approach' may help teachers as well as students to achieve best in academics. The present study aimed to study the influence of blended learning approach on performance of B.Ed students. The result shows that B.Ed college students who were have low and high in academic score differ significantly with respect to blended learning approach ($t=18.6901$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, B.Ed college students with high Achievers have higher in blended learning approach as compared to low achievers with smaller academic performance and the male and female B.Ed students are does not differ significantly with respect Blended learning approach ($t=-0.8518$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, B.Ed college male and female students have similar performance with respect to blended learning approach.*

Key Words: *Academics, Approach, Challenge, Enchance Performance*

1. INTRODUCTION:

In global world teaching profession is played vital role in education system. A teacher can teaches concepts, principles, theories in his own way but unable to reach students. Even current education system providing child centre education though it's challenging on the part of teacher to clear concept and make students to learn easily happily as modern education reflects that teaching and learning must result in happiness and it should not be punishment to students as well as teacher. There are many more unending problems were faced by students with regard to academics. Our educationists and experts trying to reach students with different innovative methods and different techniques and tactics. The new method of teaching blended learning may increase the interest of learner. The study conducted by Mugenyi Justice Kintu, Chang Zhu & Edmond Kagambe International Journal of Educational Technology in Higher Education volume 14, Article number: 7 (2017) The results indicate that some of the student characteristics/ backgrounds and design features are significant predictors for student learning outcomes in blended learning. The present study reveals that how blended learning, the new approach of teaching learning process influence on B.Ed college students.

2. LITERATURE REVIEW:

A study conducted by **Wenwen Cao**,(2023) Department of College English Teaching, Qufu Normal University, Rizhao, China on the topic 'A meta-analysis of effects of blended learning on performance, attitude, achievement, and engagement across different countries' Abstracts says that While this special pandemic period has been seeing an increasing use of blended learning, few studies have meta-analytically reviewed the effectiveness of blended learning in different countries. This meta-analysis summarizes previous studies on blended learning effectiveness in different countries in terms of students' performance, students' attitudes toward blended learning, learning achievement, and student engagement in different countries. Through the meta-analysis via Stata/MP 14.0, it is concluded that blended

learning can improve performance, attitude, and achievement in most countries. However, in both China and the USA, blended learning cannot significantly improve student engagement in academic activities. No significant differences were revealed in student performance in the USA between blended and non-blended learning. Future research can extend the research into blended learning to more countries and areas across the world. The study conducted by **Bushra Tabassum** 1,* , Muhammad Moin 2, Qaisar Abbas 3, Muhammad Ismail Kumbhar 4, and Muhammad Hamid Nawaz Khan , J. Educ. Soc. Stud. 5(2) 2024. 360-371, on the topic ‘The impact of Blended Learning on student performance’ ‘This study investigates the impact of blended learning on student performance, employing a quantitative research design. Blended learning, which integrates online and face-to-face instruction, has gained popularity due to its potential to enhance educational outcomes. The research focuses on a population of university students, drawing a sample size of 319 participants from diverse academic backgrounds. To gather data, a structured questionnaire was used as the primary research instrument, encompassing various aspects of student performance, including academic performance, engagement, and satisfaction. The questionnaire was validated through a pilot study involving 50 students, ensuring reliability and relevance. Data collection was conducted over a semester, with pre- and post-intervention assessments to measure changes in student performance. The findings indicate a significant improvement in academic performance among students engaged in blended learning compared to those in traditional learning environments. In conclusion, the research provides robust evidence supporting the adoption of blended learning to enhance student performance. These findings underscore the need for educational institutions to invest in and develop comprehensive blended learning programs, tailored to meet the diverse needs of students. Future research should explore long-term impacts and identify best practices for the effective implementation of blended learning strategies.

3. OBJECTIVES:

- To study the influence of blended learning approach on performance of B.Ed students
- To study the influence of blended learning approach with regard to gender difference among B.Ed students
- To study the influence of blended learning approach on academic performance of B.Ed students

4. HYPOTHESES:

- 1. There is no significant difference between high and low achievers of B.Ed students with regard to blended learning approach.
- 2. There is no significant difference between male and females of B.Ed students with regard to blended learning approach
- 3. There is no significant difference between influence of blended learning approach and academic performance of B.Ed students.

5. RESEARCH METHOD:

A. DATA COLLECTION/RESEARCH TOOL/SAMPLES

Researcher conducted total ten sessions of teaching with Blended mode and another ten sessions on non blended mode. After attending both type of classes students were asked to respond to questioner which were constructed on basis of blended and non blended concept. Total ninety eight B.Ed students studying in koppal district Karnataka state acted as samples. The data sheet prepared to categorise students low and high achievers in terms of their previous semester result and performance. The research tools were used to collect data are one is constructed Blended Learning Approach questioner used. This was checked realibility test with chronbacha- alfa method and Academic Performance questioner was constructed with five standardized levels. Reliability checked with chronobatach alfa method and used to study the academic performance of B.Ed students. Mean and T-test statically tools were used to compute data.

B. DATA ANALYSIS

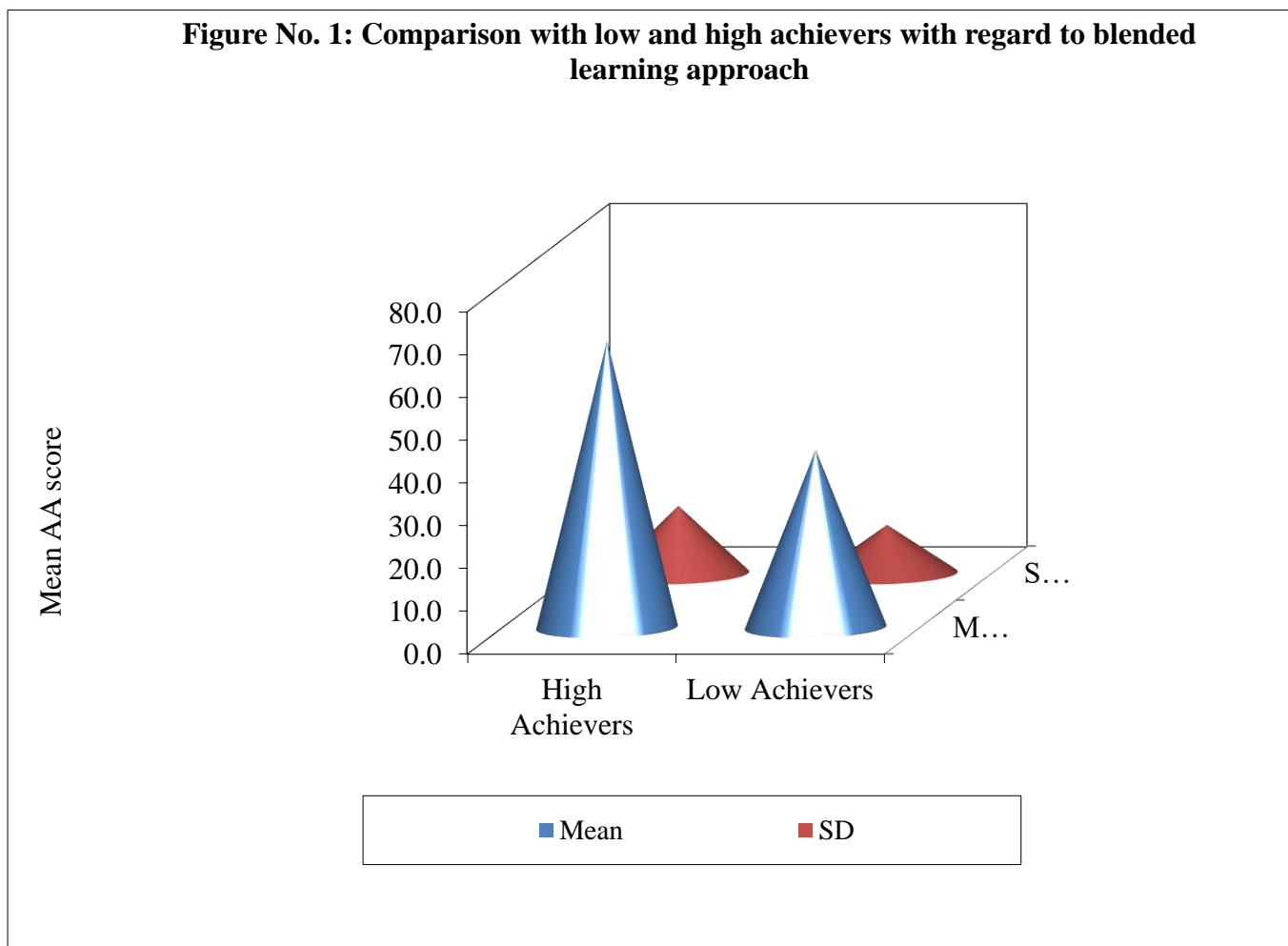
1. There is no significant difference between low and high achiever of B.Ed students with regard to blended learning approach

Table No.1: Results of t-test between low and high achievers in relation to Blended learning approach

Group	N	Mean	SD	t-value	p-value	Signi
High Achievers	87	67.0711	15.9710	18.5605	<0.05	S
Low Achievers	11	41.7092	11.4913			

From the results of the above table, we observed that, the B.Ed college students who were have low and high in academic score differ significantly with respect to blended learning approach ($t=18.6901$, $p<0.05$) at 0.05% level of

significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, B.Ed college students with high Achievers have higher in blended learning approach as compared to low low achievers with smaller academic performance . The mean scores of blended learning approach according to low and high achievers are also presented in the following figure:



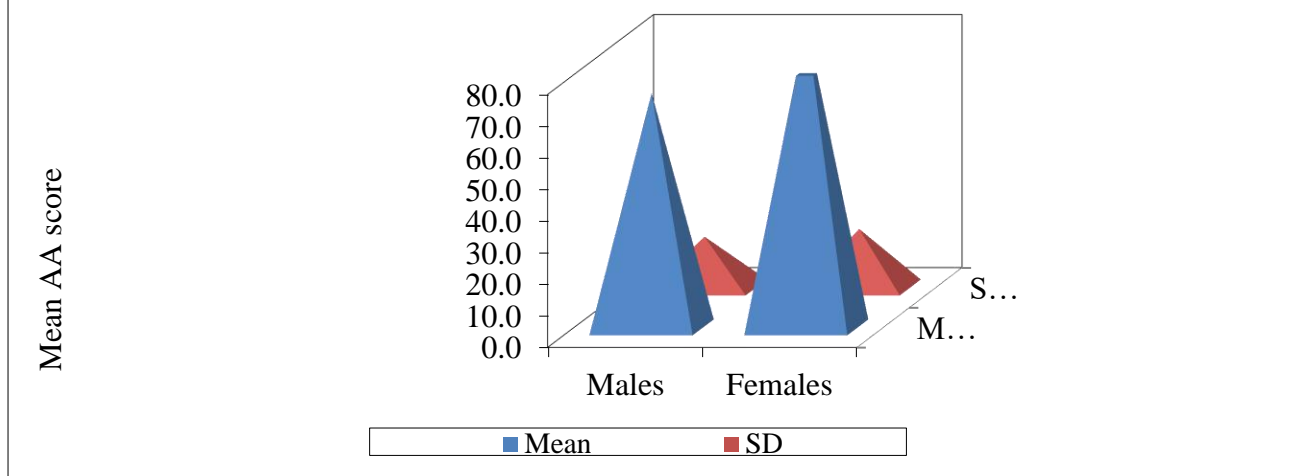
2. There is no significant difference between male and females of B.Ed students with regard to blended learning approach

Table :2. : Results of t-test between male and females of B.Ed students with regard to blended learning approach

Group	N	Mean	SD	t-value	p-value	Signi.
Males	23	74.1410	16.0701	-0.8518	>0.05	NS
Females	75	66.1762	18.5266			

From the results of the above table, we observed that, the Male and female B.Ed students are do not differ significantly with respect Blended learning approach ($t=-0.8518$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, B.Ed college male and female students have similar performance with respect to blended learning approach. The mean scores of male and female students presented in following figure.

Figure No. 2 : Comparison between male and female B.ed students with respect to blended learning approach.



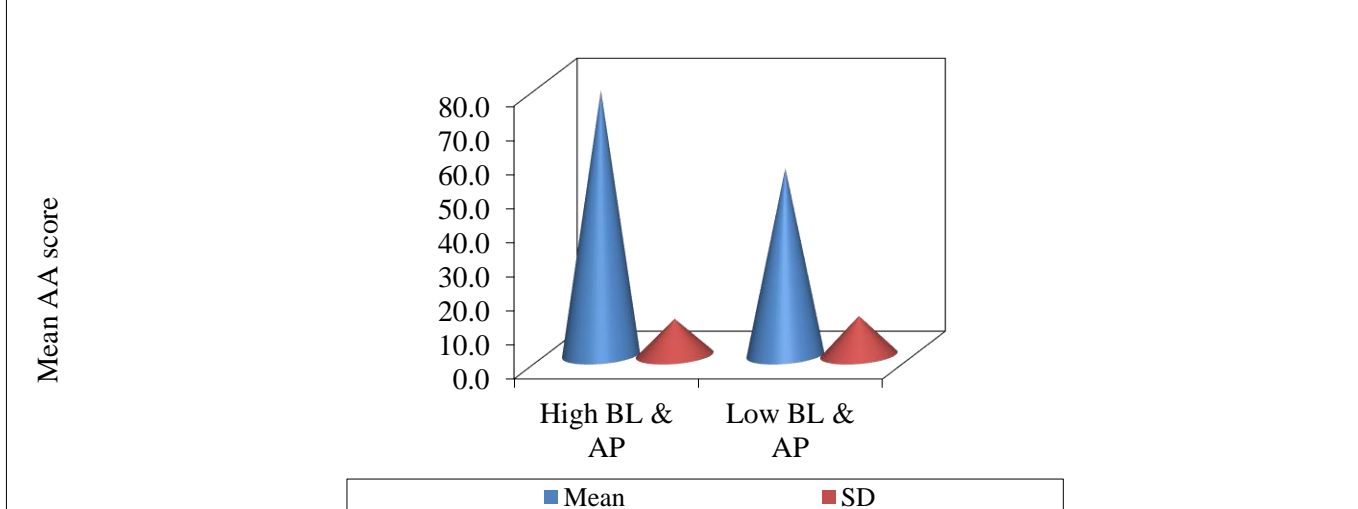
3. There is no significant difference between High and Low achievers blended learning approach and academic performance of B.Ed students.

Table No.3: Results of t-test between B.Ed college students with low and high Blended learning approach and Academic Performance.

Group	N	Mean	SD	t-value	p-value	Signi.
High BL & AP	87	77.6710	11.5308	21.1301	<0.05	S
Low BL & AP	11	54.8371	14.3751			

From the results of the above table, we observed that, the B.Ed college students have low and high Blended learning approach differ significantly with respect to academic performance ($t=21.1301$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, B.Ed college students with high Blended Learning Approach have higher academic Performance as compared to Lower with smaller academic achievement. The mean scores of academic performance according to low and high Blended Learning Approach are also presented in the following figure

Figure.3.Result of t -test between high and low BL and AP of B.Ed Students



6. DISCUSSION:

The study reveals that the B.Ed college students who were having low and high in academic scores differ significantly with respect to blended learning approach ($t=18.6901$, $p<0.05$) at 0.05% level of significance. Hence, the

null hypothesis is rejected and alternative hypothesis is accepted. It means that, B.Ed college students with high Achievers have higher in blended learning approach as compared to low low achievers with smaller academic performance . This result supported by the article ‘The Effect on Students’ Self-Regulation and Academic Achievements ‘ by viktor shurygin¹ , ilyos abdullayev² , hafis hajiyev³ , marina yakutina⁴ , artemiy kozachek⁵ , rafina zakieva⁶ 2024, 18(1), 137–154 novitas-royal (research on youth and language) issn: 1307–4733 137 Research Article Blended Learning. The abstract says that The study aims to determine the impact of blended learning on the performance of science students and their self-regulation and to identify effective recommendations to improve the effectiveness of blended learning. Third-year students of Kazan Federal University took part in the study. The measurement scale tools adopted in this study included pre-test, post-test and self-regulation questionnaires. Analyses showed that participants in the experimental group scored higher on the final test than students in the reference group. The experimental group scored significantly higher than the reference group on the self-regulation questionnaire. It can be concluded that the blended learning model can significantly improve students’ self-regulation compared to the traditional approach to learning. Recommendations were made to improve blended learning.2. we observed that, the male and female B.Ed students do not differ significantly with respect Blended learning approach ($t=-0.8518$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that,B.Ed college male and female students have similar performance with respect to blended learning approach. But We can analyse the study conducted by Wenwen Cao, Department of College English Teaching, Qufu Normal University, Rizhao, China, on the topic ‘A meta-analysis of effects of blended learning on performance, attitude, achievement, and engagement across different countries’.This study reveals that there was no significant differences were revealed in student performance in the USA between blended and non-blended learning. Future research can extend the research into blended learning to more countries and areas across the world.

7. RECOMMENDATIONS:

- The present study considered only for B.Ed students and only koppal district but can be conducted on different streams of education and all global students of world.
- The blended learning approach should be applied in all educational institutions which enhance students academic performance.
- The blended learning approach encourages all type of learners and helps students to learn on their own pace which captures ‘child centric ‘concept.
- 4 .The blended learning prepare students as ‘multitask experts’. if it may costly for some institutions then also community NOGs and educationists and social stake holders should cater these needs of institutions.

8. CONCLUSION:

The blended learning approach is an advanced method of teaching. Every individual who teaches wants to convey messages and wants to clear the concept and students who were struggling to understand the concept and unable to attend classes and unable to reach teachers pace of teaching for them this method is blissful. Hence for all students community are accepted this method. To make students as ‘multi tasker’ teachers are need to apply this method of teaching in all streams of education to prepare students to face modern workforce.Similarly B.Ed students badly need to taught to handle multiple task at a time because they prepare our future generation.

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