ATTITUDE OF SCHOOL TEACHERS TOWARDS BLENDED LEARNING IN RELATION TO GENDER AND STREAM

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INTRODUCTION

Human life which is the best creation of God has two aspects – the biological and sociological aspects. The former is maintained and transmitted by the food and reproduction whereas the Later is preserved, transmitted and enriched by the education. It is the only man who is capable of being educated. Education is a process of human enlightenment and empowerment for the achievement of a better and high quality of life. It brings out desired changes in the individual as well as in the society. These changes are in term of more intensive knowledge, better growth of intellectual abilities and development of certain skills for better adjustment to the given situation and environment.

Education is the present day is the single most important means for individuals to improve personal endowments, build capability levels, overcome constraints and enlarge their set of opportunities and choices for a sustained improvement in their well being.

The process of education has an impact on all aspects of human life. It provides capability of acquiring knowledge, communication and participation in community life. There are three chief components of educational system i.e. Teacher, student and content. The Teacher performs various roles. Teacher acts as a guide, counselor and s/he is the transmitter of culture, builder, the conveyor of moral and ethical values.

The success of the educational process depends to the great extent on the character, ability and attitude of the Teacher. The word 'Teacher' covers all those persons in the school who are responsible for the education of pupils and is responsible for shaping the behavior of the students. A teacher occupies an important and unique place and is considered as the heart and soul of an educational institution. S/he is the spiritual and

intellectual father of the students. Teacher leads students from the darkness of ignorance to the light of knowledge and understanding and helps to keep the intellectual, social, moral, cultural and spiritual development of the pupils. Teacher is not merely an actor on the dice of the classroom but a helper in the practical laboratory, an evaluator of students learning and social activities, an advisor in moments of personal agony and conflict, a natural and moral leader of students. Their job is one of the noblest jobs in the world and teacher is not merely a salaried person. In this connection Dr. Radha Krishnan has right remarked, "The teachers place in society is of vital importance. He acts as the point for the transmission of intellectual tradition and technical skill from generation to generation and helps to keep the lamp of civilization burning."

Teacher's attitude towards learning plays a very dominant role as both teaching and learning are interrelated. Teachers leave an unforgettable impression on their students mind and affect their level of Learning. Teachers and students have close Psychological relationship with each other and students are greatly influenced by the behavior and attitude of teachers. In turn, teachers are greatly affected or influenced by the responses of their students towards their teaching strategies and methods.

Earlier learning was considered as merely a process of behaviors modification or passive reception of knowledge, which was undertaken in tradition classroom setting. Where methods of teaching were mainly teacher centered mostly, lecture method, narration method, textbook method, deductive method, lecture method, cum black – board method etc. were used by an autocratic teacher. Teacher's role was to read from a text book or explain the concept to the students and students were expected to listen. Quietly and take notes. Teacher has an authoritarian and dominant role while students were only passive listeners in the classroom. There was limited use of cognitive abilities. As a result learning was of lower level i.e. memory level learning. But at present the approach to learning is constructivist. In this approach learner actively construct knowledge. Now, the learning is basically learner centered. Learner centered method like analytic method, discovery method, problem solving method, project method, assignment method, computer assisted instruction, socialized recitation method

etc. are used now. Learners are here active participants learning is not based on memorization only, infact practical knowledge is provided along with theoretical whatever learns they apply that in their real life. As a result higher level learning i.e. reflective learning takes place.

Here teacher's attitude will determine their initiative and devotion to improve student's learning, so as to get more learning output from students.

Now, technology is being increasingly used in the field of education. Various techniques are used to enhance students learning like. Virtual classroom, e-learning, computer assisted instruction, web based learning etc. A teacher must have knowledge and access of all these techniques use of all these techniques in teaching learning process is called as blended learning. A teacher having positive attitude towards blended learning will make his teaching more effectives.

Blended learning refers to a mixing of different learning environments. It gives teachers and learners a potential environment to teach and learn more effectively. A blended learning approach can combine face to face instruction with computer mediated instruction. It also applies science or IT activities with the assistance of educational technologies using computer, cellular or smart phones, satellite T.V channels, videoconferencing, and other emerging electronic media. Teachers and learners can work together to improve the quality of teaching and learning.

The blended learning is increased in the present era because it increases the flexibility in learning, with the increasing use of variety of approaches.

There are main 3 components of blended learning :-

- Synchronous (live classroom) format
- Synchronous (online) format
- Asynchronous (Not live) format

With the use of blended learning we can learn anytime, anywhere which leads to the time savings as no travel required to go anywhere. It is also very cost effective method. If increases the options for greater quality and quantity of human interaction in a

learning environment. It offers learners the opportunity "to be learned together and apart"

Present study is an attempt to assess the attitude of teachers towards blended learning. Use of blended learning depends upon the attitude of the teachers. Teacher who are already in the service may be in government or private institutions. The teachers have the possibility of using blended learning Methodology to improve self-regulated learning strategies. Attitude is not a stable or rigid concept. It can be changed or modified. So the attitude towards blinded learning can be improved by acting on several factors including good e-resources, student interaction and appropriate workload.

Teachers having positive attitude towards blended learning realize that the traditional educational methods are inadequate for the New challenges of the time. In the environment that demands the use of technology, educators must have.

Knowledge of the various techniques of technology used in the field of education. This will help the teachers to teach effectively and this in turn will maintain interest of students. Thus, teachers in the present era need to be more conscious about the quality teaching rather that quantity teaching because quality. Teaching carries more weight age than quantity teaching for the students. In order to take maximum benefits from this innovative approach of learning, blended learning should be widely used. It is due to this, students can interact better with other students from other countries. Through e-learning, they learn how to live in a co-operative manner with different interacted children and students also learn that how they have to communicate with other effectively. One of the fundamental advantages of blended learning is that students adapt themselves according to the present era and they will not face any type of difficulty in the future time.

So realizing the tremendous importunes of blended learning material and sources in the class room. Processes, the investigator. Felt tempted to know the attitude of teachers towards blended learning.

JUSTIFICATION OF THE PROBLEM

The present investigation is to be conducted to study the attitude of teachers towards blended learning.

The development of the nation along with conscious and productive citizens depends upon the standards of education., which in terms depends upon the competence, quality and character of teachers. Hence teachers are undoubtedly the most important component of our educational system. Children are like raw material, they can be molded into any shape by the teacher. Thus, for the success of an education programme of a country, Teachers should be embodiment of the qualities of head and heart.

As the tremendous use of blended learning material and sources have given a new outlook to the modern world and this has to some context influenced the way education is being imparted. There is no need to evaluate the effectiveness of blended learning environment. Unfortunately there is no magic bullet which will tell you simply and easily that a certain application of blended learning has an effect on student's achievement. Indicators are needed to show the relationship between blended learning material and sources used and educational reforms empowerment of teachers, changes in teaching, learning process and student learning.

Moreover, blended learning research studies have been carried out mostly outside India and only a handful of studies are carried out in India most of the studies have been conducted by using various techniques like cellular phones, web learning and online learning etc to know the effectiveness of blended learning. but the area of attitude of teachers towards blended learning very less work has been done .thus, the present study is to be conducted to study the attitude of teachers towards blended learning.

STATEMENT OF THE PROBLEM

STUDY THE ATTITUDE OF TEACHERS TOWARDS BLENDED LEARNING

DELIMITATION OF THE STUDY

- The present study was confined to the Teachers of Fazilka only.

- The present study was delimited to Arts, Science stream.
- The present study was delimited to the attitude of Teachers Towards. Blended Learning.

The present study was delimited to the 100 Teachers only

DEFINITION OF THE TERMS

SCHOOL TEACHERS

A teacher means one who teaches, sheds a good influence upon students, creating in them a sense of respect and love, and is responsible for all round development of child. Here, school teachers refer to teachers of schools and colleges.

ATTITUDE

It is an effect for or against a psychological object, a mental and neural state of readiness organized through experience exerting a directive and dynamic influence upon individual, which was measured with the self constructed scale, was considered.

BLENDED LEARNING

Blended learning refers to mixing of different learning environment. It gives learners and teachers a potential environment to learn and teach more effectively. A blended learning approach can combine face to face instruction with computer mediated instruction. It is a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, or pace.

OBJECTIVES

- To study the attitude of Teachers Towards blended Learning.
- To compare the attitude of Teachers Towards blended Learning, with respect to their gender.
- To compare the attitude of Teachers towards blended learning, with respect to their subject stream.

- To compare the attitude of government and private school teachers with respect to blended learning.

HYPOTHESES OF THE STUDY

- Teachers will have positive attitude Towards blended Learning.
- Male and Female Teachers do not differ significantly in their attitude towards blended Learning.
- Arts, commerce and science stream teachers do not differ significantly in their attitude towards blended Learning.
- Private and government teachers do not differ significantly in their attitude towards blended Learning.

METHOD AND PROCEDURE

Design of the study

The present investigation falls in the domains of descriptive research. Survey method was used to carry out the work.

Sample of the study

Sample of 100 Teachers was taken.

Tools

In order to conduct the present study self constructed attitude scale was used.

CONCLUSIONS

- Teachers have positive attitude towards blended learning.
- Male and female teachers do not differ significantly in their attitude towards blended learning.
- Arts and science stream teachers do not differ significantly in their attitude towards blended learning.

- Private and government school teachers do not differ significantly in their attitude towards blended learning.

EDUCATIONAL IMPLICATIONS

1. In the light of findings of present study, effective steps can be taken to promote favorable attitude among school teachers towards blended learning, which can solve the number of educational problems and make teaching learning process more effective and meaningful.

2. Results of the present study will be discussed in seminars, workshops, refresher courses organized for teacher's educationists and administrators for further research.

3. Findings of the present study will help the teacher trainees to solve problems concerning their teaching.

LIMITATIONS AND SUGESSTIONS

1. The present study was conducted on limited sample of 100 teachers. It is therefore suggested that this research may be carried out on a large sample.

2. The present study was confined to schools of Fazilka city perhaps more meaningful outcome can be achieved by including schools of some other cities

3. The present study was undertaken by considering teachers of schools. This study can further extended to teachers of colleges of education.

4. The present study was undertaken by considering the schools imparting general education. This study can further extended to institutions giving special or any other type of education .i.e. sports, technical, professional, minority, religious etc.

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