SECONDARY SCHOOL TEACHERS' BELIEFS TOWARDS BLENDED LEARNING WITH RESPECT TO THEIR HABITAT

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Abstract

The aim of this study is to investigate the secondary school teachers' beliefs towards blended learning. It also aims to investigate the teachers' beliefs on blended learning process and how blended learning is effective in professional development of the teachers. The study sample included 70 teachers of Lucknow district. In order to collect the data required, the researchers developed a scale that consisted of 30 items. The results indicated that the teachers' views toward blended learning were generally positive and very promising. Moreover, it was interesting to see that teachers were highly optimistic about how blended learning would help them in improving their performance and how it would motivate their students to learn. Finally, there are no significant differences between teachers' responses to the blended learning, with regards to their background.

Keywords: Blended Learning, Secondary School Teachers and Beliefs.

Introduction

Blended learning (BL) is perhaps the most widely used approach in education, with features that make it a great way to introduce a paradigm shift. The current state of education has brought much attention to online and blended learning models, as teachers everywhere have been forced to rethink how to implement their curriculum, instruction and assessment in online, mixed and mixed contexts. It adds to the current body of research relating to teacher beliefs and learner-centered practices, both online and in mixed contexts. Blended learning requires that teachers not only understand the technology and its uses but that they are also able to think in the way that technology can serve learning. In addition, they should be able to think about how the two modalities of face-to-face teaching and online facilitation mix and affect the relationship between teaching and learning (Senior, R. (2010) [6], Ziegler, M., Paulus, T., & Woodside, M. (2006) [7]. Most importantly, they need to transition to a facilitation role and re-think what instruction looks like.

Statement of the Problem

It is rarely seen in secondary schools using blended learning, even though students at this stage already have the skills required to use the Internet. When blended learning is used in teaching and learning, it can give an enriching experience to both students and teachers. If teachers used blended learning, teachers would have more time in the classroom to communicate with their students and try out a variety of activities. It also gives teachers a chance to cover what skills they lack. Therefore, more studies are needed in this area.

The present study is concerned with investigating Secondary school teachers' beliefs towards blended learning processes with regards to their habitat.

Research Question

1. Does beliefs of secondary school teachers towards blended learning are affected by their habitat (rural and urban area)?

Objective

2. To study the beliefs of secondary school teachers towards blended learning with respect to their habitat (rural and urban area).

Hypothesis

1. There is significant difference in beliefs of secondary school teachers towards blended learning with respect to their habitat (rural and urban area).

Nature of Research

The nature of the present study is descriptive survey research.

Research Design

The design of the present study is cross sectional survey design.

Population of the Study

The population of the present study is defined as the secondary school's teachers of the Lucknow District.

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Sample

The sample of present study consists 70 secondary school's teachers belonging to 10 schools from rural area and 10 schools of urban area.

Sampling Technique

Purposive sampling technique is used to select schools and teachers.

Terms Defined

Blended Learning

Blended learning can be most simply defined as the type of learning that combines the traditional face-to-face model with the e-learning model. Thus, this approach benefits both ways and creates an enriching learning experience.

Secondary Schools Teachers- In

The present study, secondary school's teachers are defined as those teachers who are teaching in class 9th and 10th.

Research Method

The aim of this research is to investigate the secondary school teachers' beliefs towards blended learning. In order to answer these questions, quantitative data was collected using Teachers' Beliefs Scale.

Instrument of the Study

It was constructed and standardized by the researcher with the help of experts' opinion. The research items were answered by analyzing the teachers' responses to Likert scales (1 for SD, 2 for D, 3 for U, 4 for A, 5 for SA) for positive items on the questionnaire, and (5 for SD, 4 for D, 3 for U, 2 for A, 1 for SA) for negative items on the questionnaire. The results for each item were computed through a calculation of the mean, standard deviation and percentage scores. This provided a measure of how teachers perceived the blended learning based on the following evaluation key:

To ensure the validity and reliability of the scale, the inter-rater approach was followed.

Data Analysis

This section describes the data analysis procedures that were performed on the collected data in order to answer the research questions. All qualitative data were coded by the researchers. Statistical software package SPSS 21.0 for Windows was used to analyze the collected data. Statistical treatments are: Frequencies, means, standard deviation and the Mann-Whitney U-value are used.

Delimitations of the Study

This study has been limited as follows-
1. Present study is restricted to the secondary school teachers of rural and urban area.
2. Present study is confined to Lucknow District.
3. Present study was limited to know the beliefs of secondary school teachers towards blended learning.

To study the beliefs of secondary school teachers towards blended learning with respect to their habitat (rural and urban area).

Table 1: Habitat-wise N, Mean Rank, Sum of Ranks and Mann-Whitney U-Value of Teachers' Beliefs Towards Blended Learning

Habitat Urban/Rural	N	Mean Rank	Sum of Ranks	Mann-Whitney U-value	Z- Value	Remark
urban	35	39.45	1578.00	759.01	0.403	p(0.677) > 0.05
Rural	35	41.55	1662.00			

Above table no. 4.7 indicates that the Mann-Whitney U-value is 759.00 which is not significant at 0.05 level of significance, because p-value (0.677) of Mann-Whitney U-Test is greater than 0.05. It means that the mean ranks of beliefs of secondary school teachers of urban and rural area do not differ significantly. Thus, the null hypothesis that there is no significant difference in mean ranks of beliefs of secondary school teachers with respect to their habitat is not rejected. It may, therefore, be said that the secondary school teachers of urban and rural area were found to have beliefs towards blended learning to the same extent.

Conclusion

It may be said that the beliefs of the secondary school teachers towards blended learning are not affected by their area. Hence it may be concluded that beliefs are directly related to the values and attitudes of the person and other factors are not very important parameters in the beliefs system. Since the same work culture is adopted by the teachers of urban and rural area. This finding indicates that teachers are in favor of applying blended learning. This could be because of the spread of technology and the use of internet in education. Also, many options will be available to them. We believe it is a matter of time before

blended learning becomes a necessity in education. Ozek, Kesli and Kocoglu (2009) [5] found that teachers had a positive attitude towards blended learning in general. It gives students more time to learn with an active environment that provides new experiences and outcomes. Not to forget that it helps to decrease students' level of anxiety and shyness. Furthermore, Blended learning provides more guidance and accessibility to students (Alebaikan, 2010 [1]).

Conflict of Interest

There is no conflict of interest between the authors in this manuscript.

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