

Effect of Blended Learning Strategies on Achievement of Elementary School Students

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Abstract - The study reviewed the blended learning, achievement and self-esteem literatures to find out the effect of blended learning on achievement and self-esteem of elementary school students. The data was collected from 100 students of class VII from schools affiliated to Punjab School Education Board of Amritsar were the participants of the study. The students were divided in two groups of 50 students each. Pre test Post test Control Group design was implies to study the significance of difference between means scores on achievement of experimental and control group. The control group was taught using traditional approach and the experimental group was taught using the Blended Learning Strategy. The analysis revealed that mean gain score on achievement and self esteem of experimental group was significantly higher.

INTRODUCTION

The quick growth in the use of learning technologies, particularly the use of the internet and web-based communication has provided teachers and tutors with many more opportunities to explore the most suitable mix of teaching and learning styles for a given task. The uses of information and communication technologies have been found to improve access to education as well as students' attitude towards learning. By integrating information technology into class projects, communication between lecturers and part-time students improve, and students are able to evaluate their understanding of course materials in a better way via the use of computer based qualitative and quantitative assessment modules. In the present scientific and technological age, the traditional teaching methods are insufficient to induce interest among students and those methods do not meet up to the intellectual, psychological and emotional needs of the students. Traditional innovative methods have to be blended together to make the whole teaching-learning environment congenial for facing the rising global challenges. Blending of technology into

education has the potential to bridge not only the knowledge gap in terms of improving the quality of education. But more than that, students learn the critical thinking and workplace skill they need to be successful in their future. By learning to use technology in the classroom, both teachers and students develop skills essential for the 21st century. With the blending of technology and education, students are able to get direct, individualized instruction from the computer.

Blended Learning

Blended Learning involves the integration or blending of programs in various formats to achieve a common goal. Blended learning programs usually consist of a combination of lecture rooms and online programs. Blended Learning can also be defined as the fusion of traditional face to face and online learning schemes to maximize the effectiveness of learning. Blended Learning allows delivering the training through a number of different methods such as:

- Classroom Teaching
- Books and Study Material
- Face to face Training
- Practical/ Workshop skills

Blended Learning should be viewed as a pedagogical approach that combines the effectiveness and socialization opportunities of a classroom with the technologically enhanced active learning possibilities of the online environment, rather than a ratio of delivery modalities.

Achievement

Achievement is a level or state of a person. It is a person's learning and ability to apply what he has learnt. It is reflected in the test scores, marks, grades attained in different examinations. The word achievement is wider term, "It includes many dimensions of accomplishment in a given area as well

as in different areas in terms of speed, accuracy, equality and level of difficulty with which an individual can perform a task to present achievement. So, achievement is the accomplishment, proficiency or performance in the given skill or body of knowledge. Efficiency of any teaching method can be measured in terms of academic achievement is generally applied to achievement for a child in different subjects or as a whole.

Self-Esteem

In psychology, the term self-esteem is used to describe a person's overall subjective sense of personal worth or value. In other words, self-esteem may be defined as how much you appreciate and like yourself regardless of the circumstances. Other terms that are often used interchangeably with self-esteem include self-worth, self-regard, and self-respect.

Self-esteem tends to be lowest in childhood and increases during adolescence, as well as adulthood, eventually reaching a fairly stable and enduring level. This makes self-esteem similar to the stability of personality traits over time.

SIGNIFICANCE OF STUDY

Recent researches in the field of education have always focused on improvement of teaching learning process. The learner is the epitome of the entire teaching learning process. While teaching in Indian classrooms, one comes across different types of learners under one roof. It is said that "No two individuals are alike." Thus, it demands blended learning technique of teaching that caters to the needs of all the types of individuals. Blended Learning is a program where the teacher integrates online learning and traditional learning. This effective integration of technology into the conventional classroom helps to develop and design blended learning program which has advantage over a single method of teaching. The blended Learning has become an important method in education in this century generally and particularly in social science branch subjects such as history, civics, geography etc. Nevertheless, there is a lack of studies that deal with the reality of the use of the blended learning in the teaching of social sciences. In addition, the Ministry of Education, India has an interest in the importance of using various modern methods of education by the teachers that have a direct

relationship with technology such as blended learning. Thus, the study of this problem is the urgent need of the educational sector to study the fact of the application of blended learning in the social science and its effect on the achievement and self-esteem of the elementary school students.

OBJECTIVES

The objectives of the study are as follows:

1. To prepare instructional material based on blended learning.
2. To study the effect of Blended Learning on Achievement of Social Science students of Elementary School.
3. To study the effect of Blended Learning on Self-Esteem of students of Social Science of Elementary School.

HYPOTHESES

Keeping in mind the above-mentioned objectives, following hypotheses were formulated:

1. There exists no significant difference in Achievement of Social Science students when taught with Blended Learning Approach and Traditional Approach.
2. There exists no significant difference in self-esteem of Social Science students when taught with Blended Learning Approach and Traditional Approach.
3. There exists no significant relationship between Achievement and Self-Esteem of Social Science Students of Elementary School.

METHODOLOGY

The present investigation fell under the domain of experimental research. The research employed pretest - posttest- control group design to study the effectiveness of blended learning on achievement and self-esteem in social science.

SAMPLE

100 students of class VII from schools affiliated to Punjab School Education Board of Amritsar were the participants of the study. The students were divided in two groups of 50 students each. One was the controlled

group which was taught using traditional approach and the other was the experimental group, which was taught using the blended learning strategy.

TOOLS USED FOR THE STUDY

1. Instructional material based on blended learning (to be prepared by Investigator)
2. Achievement test in social science (to be prepared by Investigator)
3. Self- Esteem Scale by ROSENBERG- 1965 (adapted by Investigator)

FINDINGS OF THE STUDY

The following conclusions can be drawn from the present investigation:

1. Statistically significant difference between achievement of social science students taught with blended learning strategy and traditional learning strategy was found. It may safely be concluded that the achievement of students taught with blended learning strategy differs from the achievement of students taught with traditional learning strategy.
2. Statistically significant difference between self-esteem of social science students taught with blended learning strategy and traditional learning strategy was found. It may safely be concluded that the self-esteem of students taught with blended learning strategy differs from self-esteem of students taught with traditional learning strategy.
3. The results indicate that there is a relationship between achievement and self-esteem of social science students of elementary school. It may safely be said that the achievement affects the self-esteem of the students.

SUGGESTIONS FOR FURTHER RESEARCH

Every piece of research which is well executed tends to provide clues for further exploration. This is true of research in any area of life. The present study opens up certain avenues for further research which are briefly listed below:

- The experimental study was limited to a small sample representing a single district and urban locale. The study may be replicated on a large

sample including many districts of both rural and urban locales.

- The study was delimited to only VII grade students. The study can be repeated at different levels of education.
- The study is limited only to Amritsar city, it can be extended beyond that to obtain more reliable results.
- Comparative study of rural versus urban schools can be taken up.
- A study on the impact of Blended Learning Model on student's attitudes towards social science and their critical thinking dispositions and learning styles could be studied.
- Blended Learning Strategy including a variety of combinations such as real time collaborative interactions, either online or face-to-face, and self paced situations could be attempted. A strategy that combines several different delivery methods, such as Collaboration software, Web-based courses, Learning Management Systems, and knowledge management practices could be studied.
- Effect of Blended Learning on the motivation and interest of Students in learning Social Science could be attempted.
- This study can be carried out on various other subjects.

To sum up all the above points, though the present study is complete in itself, yet it opens new avenues for the aspirants in this field.

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