PERCEPTION OF TEACHER EDUCATORS TOWARDS USING BLENDED LEARNING AND ACCEPTING SWAYAM EXAM AFTER COVID 19 PERIOD

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ABSTRACT

The study investigates the perceptions of teacher educators towards blended learning, employing a Normative Survey Method with a sample size of 102 randomly selected teacher educators. The researchers constructed the assessment tool, "Perception of Teacher Educators towards using Blended Learning," and analyzed the data using statistical techniques like mean, standard deviation, and t-tests. Key findings include a high level of positive Perception among teacher educators towards blended learning. Additionally, both male and female educators displayed similar attitudes. However, those working in rural colleges showed significantly higher acceptance compared to urban counterparts. Age did not significantly influence Perceptions, with both younger and older educators holding similar views. Blended learning integrates traditional methods with electronic-mediated activities Swayam exam, allowing students some control over their learning pace and environment. It aims to combine the strengths of both online and face-to-face instruction, offering interactive experiences while optimizing classroom time. Embracing blended learning approaches is crucial for educators to enhance the effectiveness of classroom instruction.

KEY WORDS:

Perception, Covid 19 Period , Swayam exam, Blended learning, Electronic mediated activities, Traditional teaching methods.

INTRODUCTION

Blended learning, incorporating virtual teaching platforms like Swayam, seamlessly merges traditional teaching methods with electronic-mediated activities. Swayam, India's MOOC platform, offers diverse courses accessible remotely, enabling students to engage with content and instruction partially online. This approach provides flexibility in learning time, location, pathway, and pace. Typically, blended learning involves integrating Swayam's internet resources with

face-to-face classroom interactions, creating a dynamic hybrid learning environment. The goal is to leverage the strengths of both modalities, enhancing student engagement and learning outcomes. Classroom time becomes more interactive, enabling deeper understanding and collaboration among students. Therefore, educators should adopt the blended learning approach, combining Swayam with traditional methods to optimize the effectiveness of the teaching-learning process in the classroom. By integrating Swayam alongside traditional methods, educators can create dynamic learning experiences that cater to the diverse needs and preferences of students, ultimately fostering a more enriched and engaging educational environment.

REVIEW FOR LITERATURE

The investigators have reviewed few studies related to the topic under investigation. Camille Ramsey, et.al (2009) reported that the graduates were meeting the relevant standards and associated outcomes, and that the blended program was largely responsible for the performance. Debra Mayes Pane (2009) found out that blended teaching and learning that increase significantly reflective interactions supported the development of Third Space Teacher dispositions, raxis and critical view of literacy. Lesley Tham PP Raymond Tham (2009) reported that game based learning can be a useful strategy into motivate students, because challenge of a game fosters competition between groups and collaboration within groups. Mary McVey (2009) concluded that comparisons of exam score indicated no difference on the midterm but blended students out performed those intraditional section on the final exam. It also suggests the integration of online components may help improve student performance. Susan Kirwin, Julie Swan and Dr.Nicholas Break well (2009) stressed that there was a significant difference between responses in online and blended learning courses, with responses for online courses tending to be more favourable.

NEED FOR THE STUDY

Developing Countries like India is not fully equipped with integration of ICT. We are taking efforts in integrating Modern Technologies in another side. Blended Learning will be the best strategy which it include both modern and traditional technologies. It is suitable for India. To overcome the drawbacks of traditional

classrooms and fully online course, Blended learning has emerged as a new system of meeting students' requirements. In Blended learning system, the whole course is presented in various formats that are online, in class room teaching/interaction, through discussion etc. In Blended learning system, students are given freedom to choose themselves the content delivery method for each term and topic that suit their needs and learning style. This approach of teaching and learning is referred as hybrid learning. As the Investigators wanted to know level of using Blended Learning in Teaching Learning Process, they have attempted to make a study on "Perception of Teacher Educators towards Using Blended Learning".

OBJECTIVES OF STUDY

The objectives of the study are

i) To find out the level of Perception of Teacher Educators towards using Blended Learning

ii) To find out the Mean score on Perception of Teacher Educators towards using

iii) Blended Learning with respect to the demographic variables such as Gender,

iv) Locality of the College and Age

HYPOTHESES OF STUDY

The hypotheses of the study are

i) The level of Perception of Teacher Educators towards using Blended Learning is high

ii) There is no significant difference on the Mean scores on the level of Perception of

iii) Teacher Educators towards using Blended Learning with respect to the demographic variables such as Gender, Locality of the College and Age.

METHODOLOGY OF THE STUDY

i)   The present research study belongs to the Normative Survey method. Selection and Size of the Sample.

The investigators had selected 102 Teacher Educators as sample by Random Sampling Technique.

ii)   Tool Development

The investigators developed the tool for collecting data on the level of Perception of Teacher Educators towards using Blended Learning. The preliminary draft consist of 58 items were given to the Teacher Educators to review them on the suitability of the related content. Then the draft consists of 50 items with 4point rating scale were confirmed to the final draft of the study. They are Strongly Agree, Agree, Disagree and Strongly Disagree which were scored as 4, 3, 2, 1 for positive questions and 1, 2, 3, 4 for negative questions. The value of correlation ca-efficient was 0.83 found through test and re - test method was found to be highly reliable.

iii)   Data Analysis

The investigators followed Mean, Standard deviation and't" test for the analysis of the data.

The results were presented in the following tables.

Hypothesis-1

The level of Perception of Teacher Educators towards using Blended Learning is high.

S.No.	Variables		N	Mean	SD
01.	Total		102	82.96	8.14
02.	Gender	Male	51	82.05	8.43
		Female	51	83.87	7.80
03.	Locality of the College	Rural	44	85.32	6.98
		Urban	58	81.17	8.54
04.	Age	Below 30	31	81.32	8.84
		Above 30	71	83.68	7.77

It is clearly seen from the Table 1 the obtained Maximum and Minimum Mean and SD values of the Perception towards using Blended Learning Scores are 85.32 and 81.17 and 8.84 and 6.98. It is also reveal that Mean and SD of the Perception towards using Blended Learning Score of the total sample were 82.96 and 8.14. It shows that the level of Perception towards using Blended Learning among Teacher Educators is high.

Hypothesis-2

There is no significant difference in Mean scores on the level of Perception of Teacher Educators towards using Blended Learning with respect to their Gender

Table-2

't' values in the mean scores on the level of Perception of teachers educators towards using blended learning with respect to their gender

S. No.	Gender	N	Mean	Std. Deviation	't' value
1.	Male	51	82.05	8.43	1.13**
2.	Female	51	83.87	7.80	

**Not Significant at 0.05 level

From the above Table 2 it is seen that the 't' value, 1.13 is not significant at 0.05 level. It is understood from the result that there is no significant difference in the level of Perception of Teacher Educators towards using Blended Learning with respect to their Gender. Male and Female Teacher Educators are having similar level of Perception towards using Blended Learning. Hence the framed null hypothesis is found to be accepted.

Hypothesis – 3

There is no significant difference in Mean scores on the level of Perception of Teacher Educators towards using Blended Learning with respect to their Locality of the College.

Table-3

't' values in the mean scores on the level of Perception of teachers educators towards using blended learning with respect to their locality of the college.

S. No.	Locality of the College	N	Mean	Std. Deviation	't' value
1.	Rural	44	85.32	6.98	2.69**
2.	Urban	58	81.17	8.54	

**Significant at 0.05 level

It is understood from the above Table 3 it is seen that the 't' value, 2.69 is significant at 0.05 level. It is understood from the result that there is a significant difference in the level of Perception of Teacher Educators towards using Blended

Learning with respect to their Locality of the College. Teacher Educators working in Rural are having significantly higher level of Perception towards using Blended Learning than the Teacher Educators working in Urban College. Hence the framed null hypothesis is found to be rejected.

Hypothesis – 4

There is no significant difference in Mean scores on the level of Perception of Teacher Educators towards using Blended Learning with respect to their Age.

Table-4
't' values in the mean scores on the level of Perception of teachers educators towards using blended learning with respect to their age

S. No.	Age	N	Mean	Std. Deviation	't' value
1.	Below 30	31	81.32	8.84	1.28**
2.	Above 30	71	83.68	7.77	

** Not Significant at 0.05 level

Table 4 reveals that the 't' value, 1.28 is not significant at 0.05 level. It is understood from the result that there is no significant difference in the level of Perception of Teacher Educators towards using Blended Learning with respect to their Age. Below 30 and Above 30 age groups of Teacher Educators are having similar level of Perception towards using Blended Learning. Hence the framed null hypothesis is found to be accepted

Hypothesis-5

The level of perception of Teacher Educators towards accepting the Swayam exam is high.

Table-5
Mean and standard deviation scores on the level of perception of Teacher Educators towards accepting Swayam Exam after Covid-19 in total

S. No.	Accepting Swayam Exam	N	Mean	Std. Deviation
1.	Rural	44	89.45	8.24
2.	Urban	58	97.25	8.53

From the above table the mean scores of rural and urban area are 89.45 and 87.25 respectively and the standard deviation are 8.24 and 8.53 respectively. It shows that the level of perception of Teacher Educators towards accepting Swayam Exam after Covid-19 is high.

FINDINGS OF THE STUDY

The findings of the present study are presented below. They are as followed

i)   The level of Perception towards using Blended Learning among Teacher Educators is high.

ii) Both Male and Female Teacher Educators are having similar level of Perception towards using Blended Learning.

iii) Perception Teacher towards Educators using working Blended in Rural Learning Colleges than are the having Teacher significantly Educators higher working level Of in Urban Colleges.

iv) Below 30 and Above 30 age groups of Teacher Educators are having similar level of Perception towards using Blended Learning.

v)   The level of perception of Teacher Educators towards accepting Swayam Exam after Covid-19 is high

DISCUSSION OF THE STUDY

From the research findings, it is found that the level of Perception towards using Blended Learning among Teacher Educators is high. The study also found that the Male and Female Teacher Educators are having similar level of Perception towards using Blended Learning. Teacher Educators working in Rural Colleges are having significantly higher level of Perception towards using Blended Learning than the Teacher Educators working in Urban Colleges. Below 30 and Above 30 age groups of Teacher Educators are having similar level of Perception towards using Blended Learning. The level of perception of Teacher Educators towards accepting Swayam Exam after Covid-19 is high.

The following findings are closely associated with the study of Camille Ramsey, et.al (2009) also reported that the graduates were meeting the relevant standards and associated outcomes, and that the blended program was largely" responsible for the performance. Debra Mayes Pane (2009) also concluded that blended teaching and learning that increase significantly reflective interactions supported the development of Third Space Teacher dispositions, Praxis and critical view of literacy.

Lesley Tham & Raymond Tham (2009) reported that game based learning can be a useful strategy into motivate students, because challenge of a game

fosters competition between groups and collaboration within groups. Mary McVey (2009) concluded that comparisons of exam score indicated no difference on the midterm but blended students out performed those in traditional section on the final exam. It also suggests the integration of online components may help improve student performance. Susan Kirwin, Julie Swan and Dr.Nicholas Break well (2009) stressed that there was a significant difference between responses in online and blended learning courses, with responses for online courses tending to be more favourable.

CONCLUSION

From the findings of the study, it could be concluded that the Teacher Educators are having favourable attitude towards Blended Learning in the teaching learning process.

It reveals that Teacher Educators like to accept the potentialities of modern electronic gadgets in the teaching learning process and the merits of the traditional methods of teaching. One important point to be noted in this study is that the Teacher Educators are having similar type of Perception irrespective of gender and age. At the same time, it is quite interesting to observe that rural Teacher Educators have high Perception towards Blended Learning than the urban Teacher Educators.

As our Country and its classroom facilities have not come to the position of equipping modern gadgets, they might have felt that this type of Blended Technology will be more suitable. Hence it is suggested that all educational institutions may follow the Blended Learning method in the teaching learning process.

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