

## **Effectiveness of blended learning in economics classroom**

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### **Abstract**

Education is the way to progress. It develops our mind and convert inquisitive mind into intellectual one. It's a high time to provide right content in the right format to the right people at right time. So the need of hour is of modified learning environment which incorporates the benefits of traditional as well as modern learning. The concepts of liberalization, privatization and globalization in our country have opened up its boundaries to become a part of global village. Globalization is the process of international integration arising from the interchange of world views, products, ideas and other aspects of culture. In this globalize culture the transformation of our conventional learning has become an essential phenomenon. The transformation of learning would facilitate in collaboration of universities with a perspective of learners' need, adapting and expending traditional teaching methodologies by complementing them information and communication technology. Thus the new concept of learning (blended) arises. Blended environment is the best possible solution for meaningful learning. This learning strategy would facilitate students to create awareness by connecting them through global village. This learning process provides opportunities to students for creation and dissemination of knowledge too. The objective of present study is to compare the achievement in economics of senior secondary students using blended learning with those not using blended learning. This study is an experimental research in which purposive sampling technique and match group design had been used. Two groups have been made and in each group 50 students of social science stream from senior secondary school were included. Total 100 students of social science stream were the sample of the present study. It was found that students using blended learning had better achievement to those who did not use blended learning. The finding of this study reveals that the senior secondary students of economics using blended learning have better knowledge exposure to their counterparts.

**Keywords:** Blended learning, senior secondary students, economics.

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### **Introduction**

Technology can become the "wings" that will allow the educational world to fly farther and faster than ever before---if we will allow it

-JENNY ARIEDGE

The world of education is seeing a change the credit goes to technologies which have enough potential to bring change. These changes are not only facilitating school for collaboration but have also made teaching and learning process learners' centered. It not only surrounds our lives but is also the foundation of our society. We live in a global village with an easy access to vast array of online information's and experiences. Our generation is growing in a world where information and opportunity is just a screen touch away. Our youth is full of information and quest for new knowledge. Here the need is to just organize their information and synthesis it so that it can be communicated through proper path. In this complex world rapid expansion of knowledge and scientific development has become a necessity of each. All these elements have become a sign of development. Today's era is full of technology and digital world thus creating new challenges for teachers. As teachers are the most effective interface between the students and knowledge, hence they need to be well updated and skillful. With the advancement of technology it has become possible to modify the way of learning and presenting information to them. Here the question Arise that whether the time has come to introduce technology in our teaching method? The answer is yes, it's a high time to

bring change in our conventional teaching method. Our young generation is full of new information and quest for new knowledge. Students have become techno savvy. They collect information through internet and other mean. The need is to synchronize all the information and present them in proper manner. Thus here the role of teacher changes from instructor to facilitator. Teacher provides the useful information of internet and book for teaching. Thus the combination of online material and text material proves to be beneficial for student. Information and communication technologies, which offer a mix of face to face interactive facilities that, allow individuals to learn anywhere, anytime. Moreover they offer opportunities to distribute and disseminate learning sources and research developments more effectively. In fact, over the next 10 years, world over, e- learning and use of ICT based technologies in education are projected to grow fifteen-fold, accounting for 30% of all educational provision. Traditional teaching is basically concerned with teacher centered teaching method. In most of the traditional learning environment, students learn from the instructor led approach. Traditional learning is generally associated with desk in rows and teacher in front. This room consists of many students and one teacher. The mode of teaching in this is generalized and does not focus on individual performance. As there is an individual difference, some students prefer an individualized or less structured setting. In other words we can say these students need self-paced learning material. Thus a need of technology is felt in Indian classrooms also. Newer method of teaching and learning process comprises use of technology and innovative

thinking. This modern method known as blended learning or hybrid learning. Blended learning is a mixture of traditional and online learning. It is the innovative method used in teaching and learning process to enhance the understanding level in students. Blended learning supports all the benefits of e-learning including cost reductions, time efficiency and location convenience for the learner as well as the essential one-on-one personal understanding and motivation that face to face instructions presents. (Brown, 2003; Yonge, 2014) [8, 17]. This method of learning is student centered. Thus blended learning or hybrid learning strategy describe a learning environment that either combines teaching methods, delivery methods, media format or mixture of all these. It also refers to the integrated learning activities such as online and face to face learning. On the above discussion we can say that blended learning is a type of learning that mixes various event-based activities, including face-to-face classrooms, live e-learning and self-paced instruction (Valiathan, 2006) [15]. In other words blended learning is mixture of e-learning and traditional learning. Blended learning proves to be an innovative educational solution through an effective mix of traditional method of learning and online learning. In a study by Dean and associates, research showed that providing several online options in addition to traditional classroom training actually increased what students learned. Blended learning will provide immense convenience for the learner to achieve its target by combining the face to face interaction in traditional learning and time, place and material richness provided by Web-based learning. Yilmaz & Orhan (2010) [16]. state that the best way to solve the lack of interaction problem faced in technology-based learning is to blend traditional learning and online learning. Blended learning can be a good method to connect the learner with vast knowledge library of this global world. This approach has the facilities to meet the necessities of present age of globalization. It is a technological innovation in the field of education that make possible to keep knowledge and information of whole world in single e-world.

**Need of the Research**

Most of the academicians follow traditional methods i.e.; most commonly lecture method or sometimes lecture and discussion method in social science classes. These present learner are adult future citizen of the nation. If they are well equipped with this approach of learning they can imply it in life-long learning process which is a better way of knowledge construction in the Era of Globalization. Education is the way to progress. It develops our mind and convert inquisitive mind into intellectual one. It’s a high time to provide right content in the right format to the right people at right time. So the need of hour is of modified learning environment which incorporates the benefits of traditional as well as modern learning. Many review literature shows that there have been many studies of online learning environment and their relationship to students’ performance (Bawaneh, 2011; Shamsi S. Bawaneh, 2011 Becker; Ahmad *et al.* 2006, Dowling *et al.*, 2003; Kubey *et al.*, 2001) [4, 5, 9, 13].

As, many researches (Ahmad *et al.* 2006, Viera Boumová 2008, Mitchell and Frorer 2010) [14]. Proved that blended learning have positive effect on academic achievement of students. Researchers observed that in many schools still follows tradition lecture or lecture-cum-discussion method for

teaching senior secondary students. Therefore, in present paper an attempt is made by the investigators to study the effectiveness of Blended learning on achievement in economics of senior secondary students.

**Objectives of the Study**

The main objective of the study is:

- To investigate the significance of difference in achievement in economics of senior secondary students taught through blended learning approach and senior secondary students taught through traditional method.

**Hypothesis of the Study**

There will be no significant difference in achievement in groups of senior secondary students taught through blended learning approach with that group of students taught through conventional teaching.

**Methodology**

To achieve the objective of the study the experimental method has been used. To study the effectiveness of blended learning approach on the achievement in economics pre-test and post-test design was used. Here in the first phase instructional design based on blended learning was prepared and achievement test on economics was constructed and standardized. Two groups were made experimental and controlled groups. Participant in each group were matched on their achievement score in economics unit test and their motivation and academic stress. In the second phase students of controlled and experimental group were exposed to traditional teaching and blended learning respectively. In the last phase achievement test was applied again as a post test. The difference of scores of post and pre-test which is termed as mean gain scores is index with which effectiveness of two methods could be compared. The total sample was consisting of 100 students of economics of one of the senior secondary school of Varanasi city. The students of experimental group were taught through blended learning and control group were taught through traditional method. After one month of teaching, the two groups were tested for their achievement level to find out the effectiveness of blended learning over traditional method.

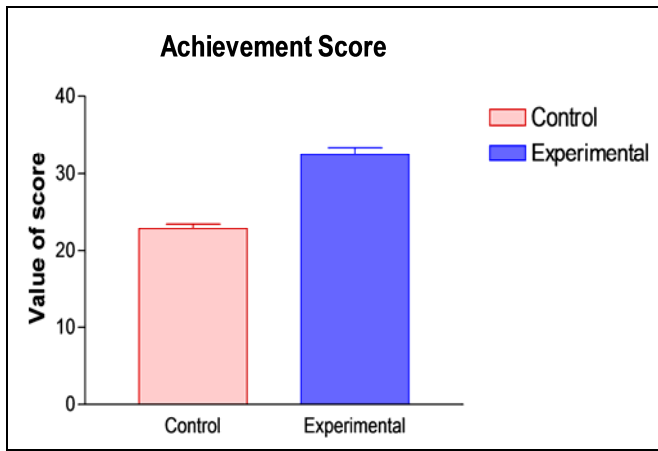
**Result and Discussion**

To investigate the significance of difference in achievement (gain score) of controlled and experimental groups t-ratio was worked out and the value is given in table below:

**Table 1:** Significance of difference in achievement of controlled and experimental group

Groups	Mean	Standard Deviation	t-ratio	df Value
Controlled group	22.92	4.75	8.42*	98
Experimental group	32.52	5.44		

\*Significant at 0.01 level of significance



**Fig 2:** Significance of difference in achievement of controlled and experimental group

Table reveals that the mean values of controlled and experimental groups for achievement (gain score) are 22.92 and 32.52 respectively. The value of t-ratio is 8.42 and df value is 98 which is found to be significant at the level of  $p < 0.01$ . The achievement in economics of experimental group students' who taught through blended learning design is thus significantly more as compared to group of control group who taught through traditional method. This leads to the rejection of null hypothesis. Therefore, it is confirmed through the present study that the blended learning approach has effective over the traditional method of teaching in economics. The finding of Bawaneh 2011 [4], Shamsi S. Bawaneh, 2011 [5], Becker; Ahmad *et al.* 2006, Dowling *et al.*, 2003 [9]. Are also support the present study? It observed that in this method student gets the opportunity to use their maximum sense organs to perceive the content or situations. Students also have a space to get information through various sources to enrich their content. The idea of learning by doing is follow in this practice results in positive effect on their performance. Researchers also observed that students are taking interest in teaching –learning process.

### Conclusion

It is concluded from the results of the present study that the blended learning approaches can be used as a remarkable method for the development of the knowledge and better understanding of the economics to instruct senior secondary students. Students who learn through blended learning have more enrich information and comprehension about economics they have develop competency to learn economics outside the classroom. It is an innovative method which is helpful for lifelong learning students beyond the boundaries of classroom.

### Implications

1. The inference of the present study is that it would develop higher order of cognitive ability as well as 'out of box' thinking in young generation.
2. It would enrich overall development of students, therefore they can cope-up with new learning opportunities and they can persist in this global world.
3. It also gives importance of global knowledge and promote the students for self-regulating the learning process.
4. It would help in learning process of all the age group around the world.

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