

Blended Learning Approach in Secondary Schools of District Swabi: A Quantitative Study

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Abstract



Blended Learning is a new approach in which traditional approaches are integrated with a modern technological approach. It demonstrates the problem of the whole school. It is bound to provide excellence in learning to learners entirely in an efficient manner. The purpose of the investigation was to analyze BL in the schools of District Swabi. A quantitative approach was employed to assemble data from the contributors. All school instructors and heads of the schools in District Swabi constituted the population of this research endeavor. For choosing a sample for the investigation a Simple random sampling technique was utilized. The sample size of this investigation was 200 SSTs secondary school instructors and 100 Heads of schools (headmasters and principals). This investigation used a research instrument (questionnaire) for instructors and heads of chosen schools to gather data from the sample. The data were analyzed through descriptive and inferential statistics. Constructed on the analyses' findings, it was noted that, BL arranges for an opening for the satisfaction and employment of full human efforts short of any discernment for BL permits consideration of specific peculiarities. It is recommended that the Education Department of District Swabi may familiarize BL at the district and tehsil level and arrange for the provision of necessary facilities. Further, they need to plan for all instructors and heads to deliver cognizance around BL.

Keywords: BL, Schools, Instructors, Heads of Schools

Introduction

No one can repudiate this statement that education is necessary for the continued existence of any person or nation. Education is a continuous investment in the development of human resources. The power of a nation is strongminded by the excellence and number of cultured and polished people. Education is the rudimentary right of every human being without distinction of race, color, capability or debility (Adi, & Fathoni, 2020). BL is the inventive approach and direction toward instruction and learning with diverse talents and propensities for the solution of issues relating to education, instruction, and learning. It is one of the best approaches nowadays in the field of instruction. It hunts to address the cognizance necessities of entire learners with a specific stress special learners. It is a blending of modern technology i.e. multimedia, computer, etc. with traditional approaches to inculcate a new identity with proper preparation easily in the mind of the learners. Learners take interest in digitized education these days and it is the best approach for learners. It is plausible merely in flexible instruction coordination that assimilates the yearnings of various diversity of activities for learners and gets used to itself to meet these cravings (An, 2002).

BL makes instruction and learning interesting for instructors and learners. It has manifold profits for learners and instructors. It takes the help of extra enlightening instruments. It cares for novel techniques of teaching. Instructors have more learning instruments to cope with the learning process via video, audio, and collaborating applications. Fruitful and positive BL happens at what time technology and instruction enlighten each other, and contents become lively and vibrant at what time it spreads to learners of changing learning styles. BL is also called hybrid learning. It is an approach to instruction that assimilates technological tools and digital media with old-fashioned

teacher-led classroom undertakings, granting learners more tractability to make ordering their learning practices (Singh, 2021).

Objectives of the investigation

1. To investigate the prevalent performance of BL in schools of district Swabi
2. To determine the strong point of BL in schools of district Swabi
3. To find out the weak points of BL in schools of district Swabi

Research Questions

1. What are the current practices of BL in schools of district Swabi?
2. What are the strong points of BL in schools of district Swabi?
3. What are the weak points of BL in schools of district Swabi?

Review of Literature

BL is also called technology-based teaching or intermingled teaching. It is a methodology for schooling which conglomerates virtual instructive content and chances to collaborate virtually with corporal space-founded tutorial room approaches (Austin & Turner, 2020).

BL necessitates the bodily attendance of both educator and learner, with some features of learner control over time, place, trail, or track. While learners still join KACHCHA schools with a teacher existing, frontal classroom performances are joined with computer-assisted accomplishments concerning material. This was too employed in specialized growth and preparation situations (Graham et al., 2013).

BL is greatly reliant on the situation. It is a worldwide idea. It is also believed that a clear definition is not possible of this term because the dearth of agreement on a solid delineation of BL has led to complications in the investigation of its usefulness. BL was mainly defined as a combination of wired operational and physical provision wherever the wired operational share successfully swaps some of the frontal interaction time rather than complementing it (Lothridge et al., 2013).

A comprehensive and common definition of BL was "reflected a mixture of corporeal frontal styles of teaching with wired operational styles of erudition, depicting on technological teaching, it was also found that learner achievement was greater in BL practices in comparison to either completely wired operational or entirely frontal erudition involvements (Evans et al., 2020).

BL has similarities to "hybrid learning. Even if notions after BL was primarily established in the sixties, and officialized in the 1990s. This was at the outset unclear, covering a diversity grounded on technology and pedagogy in various blends. In 2006, the term became more concrete. Graham et al. (2013) named "BL structures" as instructional schemes that combine frontal instruction with computer-mediated instruction. Friesen suggests that BL in its existing practice explains the likelihoods offered by the combination of wired operational broadcasting with time-honored teaching space formats which need shared corporal attendance of the instructor and apprentices. Technological learning arose as a substitute for teacher-led learning in the sixties on minicomputers. A main benefit of BL is a measure, while a sole teacher can merely give a grounding to a limited number of learners (Faradillah & Hadi, 2020).

The amalgamation is an important factor contributing to learners' contentment and accomplishment in these courses. It was noted that employment of knowledge and communiqué know-how progresses apprentices' outlooks toward erudition. By integrating statistics know-how into teaching space schemes, communiqué between faculty and learners is enhanced, and learners can healthier evaluate their thoughtfulness of course content employing a virtual grounded " numerical and non-numerical evaluation building block" (Hadisaputra et al., 2020).

BL too has the latent power to lessen instructive costs, even if some question whether BL is fundamentally least costly than teaching space-based erudition. BL can reduce costs by deploying learning spaces wired operational and fundamentally replacing costly schoolbooks with electrical maneuvers that learners often carry in the classroom (Macaruso et al., 2020).

BL provides backing to the employment of criteria as a means of managing excellence and usability. These include various types of standards: interoperability standards, such as the A4L SIF specification or the IMS Global Consortium Educational Tools Compatibility specification, or academic standards, such as State Standards and Common Core State Standards, which promote the integration of the technology through themes. A learning management system, or federation of systems, facilitates the development of a wired operational community where discussions can take place to better help learners (Ożadowicz, 2020).

This virtual learning environment helps teachers connect with students without being physically present, making it a "virtual cafe." Many schools use this wired operational tool for wired operational lessons, class work, question and answer forums, and other school-related activities BL has received positive feedback from the wired operational community. These results were compared and showed results similar to those of Alcoholics Anonymous and Weight Watchers. The advantages of BL depend on the quality of the programs implemented. Some indicators of excellent BL programs are "promoting student learning, effective communication of ideas, expression of interest in learning, effective organization, respect for students, and fair evaluation of progress." If not planned and implemented successfully, BL can have disadvantages in technical aspects because it has a heavy reliance on the technical resources or tools with which the BL experience is carried out. These tools need to be reliable, easy to use, and up-to-date to have a significant impact on the learning experience (Portillo & de la Serna, 2020; Gaol, & Hutagalung, 2020).

Lastly, in instructive arenas where inter-professional virtual reality and replication physical coaching rests a keystone of scientific services schooling, instruction through the wired operational address on your own is inadequate to substitute and deliver analogous erudition products (Sriwichai, 2020).

Methodology

Quantitative methodology was employed for this investigation. The population of the investigation was the entire teachers and heads of the secondary school of district Swabi. To choose a sample for this investigation, a simple random sampling technique was utilized. The sample size was 45 heads and 185 SST [n=230]. A questionnaire was designed with 18 declarations. It was validated by enlightening specialists. Cronbach's alpha was employed and a .78 value was noted which fulfills the criteria. Data were gathered via this reliable and validated tool from a unit of analysis. Data were analyzed by employing SPSS version 26.

Results

Table 1

Demographic analysis of Heads and teachers

Demographic Variables	Level	Frequency	Percentage
Gender	Male	138	60%
	Female	92	40%
Academic Qualification	B.A/B.Sc.	0	0 %
	M.A/M.Sc.	184	80 %
	M. Phil	46	20%
Professional Qualification	B. Ed	161	70%
	M.Ed.	69	30%
Administrative Experience	below 5 Years	23	10%
	5-10 years	46	20%
	11-15 years	69	30%
	16-20 years	83	36%
	21-25 years	7	3.13 %
	26-30 years	2	0.87 %
	Above 30 years	0	0%

Table 1 shows the demographic features of heads and teachers. The table further portrayed that 60% of the partakers were male and 40% female; 80% were MA/MSc and 20% were M. Ed; 10% were below in experience of below 5 years, 20% were between 5 and 10 years, 30% were between 11 and 15 years, 36% were between 16 and 20 years, 3.13% were between 21 and 25 years, and 0.87% were between 26 and 30 years.

Table 2

The current practices of BL in District Swabi

S. No.	Declarations	Mean	STD
	The specific requirements of each learner care in BL.	4.02	.769
	Instructors identify their learners' strong points and weak points	4.10	.701
	The instructors take care of special requirements learners	4.01	.699
	BL is useful for learners	4.02	.700
	The learning involvements are planned according to the interests of the learners	4.12	.688
	BL is better for learners	4.64	.696

Table 2 shows the current practices of BL in District Swabi. The table further exhibited that all the declarations have the highest values ($M=4.01$ to 4.64) and ($SD=.688$ to $.769$) concerning the current practices of BL. It meant that teachers and heads of the schools were using all of the aforementioned BL practices.

Table 3

The strong points of BL (BL)

S. No.	Declarations	Mean	STD
1.	BL generates an atmosphere in which every learner has the chance of learning.	4.32	.734
2.	BL has a Positive Effect on Learners	4.68	.776
3.	BL is economically efficient for developing countries	4.27	.768
4.	Blended teaching spaces are more vigorous than general	4.28	.677
5.	BL helps to create a blended society	3.89	.646
6.	BL allows instructors to develop collaboration skills	4.41	.711

Table 3 displays that most of the partakers agreed with the declarations. All the means scores and STDs exhibited BL has strong points than traditional approaches. It meant that all the aforesaid declarations reflected the strong points of BL by the partakers.

Table4

The weak points of BL

S. No.	Declarations	Mean	Standard Deviation (SD)
1.	BL is expensive	4.16	.733
2.	BL burdens the consistent class instructors	4.54	.877
3.	General education instructors are inexperienced to impart learners BL	3.56	.644
4.	BL is hard for poor learners	3.67	.654
5.	BL increases the burden on learners	3.76	.750
6.	Disable Learners feel uncomfortable in the blended classroom	3.68	.630

Table 4 displays that most of the partakers agreed with the declarations. All the means scores and STDs exhibited BL has strong points than traditional approaches. It meant that all the aforesaid declarations reflected the weak points of BL by the partakers.

Discussions

The key drivers of this investigation are to discover the BL and wide-ranging learning practices of district Swabi. BL cares and sees the specific requirements of each learner. Most of the contributors approved that private schools execute a zero-tolerance policy concerning the application of BL, and instructors recognized the strong points, requirements, feebleness, and interests of learners. An investigation found that compared with learners in exceptional schools, learners with rational aptitudes who were fully encompassed in general schooling made better advancement in literacy abilities (Dessemontet et al., 2012; Mahaya, 2020). Hence, it was decided that BL was experienced in the secondary schools of the district Swabi

The second objective of the research was to find out the strong points and weak points of district Swabi's united schooling. Studies have found that BL has played a significant role in the socialization of learners with superior requirements, plummeting downgrading and assisting to shape a blended social order, wherever everybody is affected, irrespective of their infirmity. BL puts a load on average class instructors. Additionally, inexpert common schooling instructors can impart knowledge to weak learners in average teaching spaces. A similar investigation found that weak learners made noteworthy advancements in reading and speaking when studying in a blended atmosphere (Cole et al., 2004; Wong et al., 2020). Another investigation also noted that learners who delivered peer backing for learners with weaknesses in common schooling teaching spaces displayed decent academic enactment i.e. better-quality academic enactment, assignment accomplishment, and classroom contribution (Cushing & Kennedy, 1997). In light of this, it was established that BL has strong points and is desirable to be experienced in the entire system of education with full enthusiasm and dynamism.

Conclusion

Subsequent conclusions were pinched from the results of this investigation.

1. It is deduced that BL provides backing and discourses the specific requirements of all learners. Most of the contributors approved that there was a zero rejection policy of admission

- in government secondary schools and instructors identified their learner's strong points, requirements, weak points, and interests. It is too concluded that the victory of BL in the common classroom is contingent upon instructors. Most of the contributors granted that administration and instructors worked collaboratively to improve BL but to execute it in an actual sagacity, they had not sufficient means like training, etc. It is additionally determined that the approach of persons in society toward special requirements of learners was prejudiced to some degree, and the ecological aspects to a great degree performed as barriers to augmenting BL in common education institutions.
2. BL functioned a lot in the fulfillment of special requirements of learners, shrinkage ostracism, and aided to generate a BL atmosphere in which all learners can be cured in the same way irrespective of their loopholes. It is also determined that BL is fiscally well-organized for emerging learners and it has an optimistic influence on the progress of learners. It supports instructors to advance collaboration expertise and to make the teaching spaces more vigorous than common teaching spaces.
 3. It is clinched that BL loaded the regular class instructors. Additionally, common instructors were inexperienced to demonstrate via multimedia and other technological tools in teaching spaces.

Recommendations

1. The results of this investigation displayed the victory of BL hinge on instructors, so superior training linked to BL on yearly basis may be specified to entire instructors to augment them to encourage thoughtfulness, outlook, and diverse rudimentary expertise connected to BL. Workshops and refresher courses may be arranged at the local level to encourage BL.
2. For the execution of BL, jobs of technologically trained instructors may be publicized and these afresh hired instructors may be granted training in computerized BL to curtail the load of regular instructors.
3. Multimedia facilities may be granted to all schools in the district Swabi for the enhancement of learning through BL activities.
4. It is recommended that the Government of district Swabi may formulate a policy to launch BL in all schools of district Swabi.
5. The Ministry of Education and the Department of Education may build up a secondary school as a model school for the preferment of BL at a district level to disseminate BL with full energy and vigor.

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