International Journal of Scientific Research in Humanities and Social Sciences
Available online at : https://ijsrhss.com
ISSN : 3048-8176 OPEN ACCESS doi : https://doi.org/10.32628/IJSRHSS252252

Effectiveness of Blended Learning on Academic Achievement in English among Secondary School Students of Gaya (Bihar)

Ms. Priyanka[1], Dr. Pawan Kumar[2]

[1]Research Scholar, Madhav University, Pindwara Sirohi, Rajasthan, India

[2]Professor, Department of Education, Director Research Department, Madhav University, Pindwara Sirohi, Rajasthan, India

ARTICLEINFO

Article History:

Accepted : 10 March 2025
Published : 20 March 2025

Publication Issue :
Volume 2, Issue 2
March-April-2025

Page Number :
198-202

ABSTRACT

A significant amount of the traditional face-to-face teaching has been replaced by instructional strategies like blended learning, which can combine in-person and computer-mediated education. The purpose of this paper is to review and analyze earlier research on blended learning environments and how effective they are in enhancing the learning process.

This paper has studied a number of cases that demonstrate how blended learning has improved students' academic achievement and attendance rates, among other things. However, it's important to keep in mind that depending only on blended learning could has its own limitations.

Higher education establishments must provide careful consideration to each student's different learning needs as well as their opinions regarding blended learning. When appropriate, higher education institutions may think about providing students the option to enroll in fully face-to-face or blended learning. Teachers should carefully plan their lessons to include a variety of expressive and engaging mediums in order to scaffold and assist students as they create their own blends. Students who experienced blended learning showed high levels of motivation, utility, and enjoyment, which influenced their attitude toward learning.

Keywords: Blended learning, Learning styles, E-learning, Learning Management System, Higher Education

I. INTRODUCTION

Higher education institutions across the globe are experiencing rapid change as a result of the increasing use of the Internet, as they adjust to the new realities of the knowledge society (Macfadyen and Dawson, 2010). As a result, they must meet the increasing expectations of students to support their success in the technologically advanced world. Technological advancements have created new terms like online

learning, e-learning, or web-based learning specifically, and they have also showed opportunities and challenges for education and training, usually through online instruction (Akkoyunlu & Soylu, 2008; Güzer & Caner, 2014).

A significant amount of the traditional instruction has been replaced by approaches like blended learning, which can mix in-person training with computer-mediated instruction (Owston, York & Murtha, 2013). Therefore, computer-mediated instruction is frequently attributed with fostering students' capacities for critical, analytical, and creative thought as well as with fostering social engagement, positive writer-reader interactions, and support for the learning (Gyamfi & Gyaase, 2015).

Because of the developments that computer-mediated educational tools offer, blended learning gives students the chance to connect whenever and wherever they want, which increases the number and quality of socially supportive, productive learning experiences. The question of whether students can actually learn better in a blended learning environment than in a traditional classroom setting has been the subject of many studies on blended learning, its dimensions, variables, and effects (Güzer & Caner, 2014).

"A way of meeting the challenges of customizing learning and development to the needs of individuals by including the innovative and technological advances offered by online learning with the interaction and participation offered in the best of traditional learning," is how Thorne (2003) defines blended learning. The most rational and natural development of our learning agenda, according to Thorne (2003), is blended learning. It offer a genuine chance to design learning experiences that can provide the "right learning at the right time and in the right place for each and every individual," not only from an academic point of view but also from the perspective of the workplace and the home.

According to Akyüz & Samsa (2009), blended learning—also known as the "third generation"—is defined as integration of the best features of in-person instruction technological tools to deliver learning through combinations of these tools. For example, face-to-face instruction combined with computer technologies that can be used synchronously or asynchronously.

According to Singh's (2003), blended learning is centered on maximizing the achievement of learning objectives through the use of proper personal learning technology, observation of the proper personal learning style, and transfer of appropriate skills to the right individual at the right time. It has been found that blended learning, which combines multiple methods like knowledge management practices, Web-based courses and, collaboration software, is a practical and efficient way to provide current, high-quality, on-demand learning solutions (Thorne, 2003; Bansal, 2014).

Additionally, Bansal (2014) defines blended learning as learning that combines multiple event-based activities, including in-person instruction, self-paced study, and online learning. This has led to the development of new avenues for students and learners to engage with their academic material outside of the classroom, as well as with peers and instructors. Blended learning, according to Olitsky & Cosgrove (2014), is a pedagogical strategy that integrates the socialization and efficacy of the technologically advanced online environment's active learning opportunities with traditional classroom teaching.

According to studies, when compared to traditional learning environments, students in blended learning asked that they received teacher feedback, received their grades more quickly, and evaluated the quality of teachers much higher. (Korr, Derwin, Greene, & Sokoloff, 2012). Students can achieve their educational goals by managing their blended courses with flexibility, which allows them to balance their studies around other daily tasks like balancing work and family obligations, commuting, and financial challenges (Lin & Wang, 2012).

Research indicates that students get the chance to control their own learning which includes using course materials and taking part in online conversations (Lin & Wang, 2012; Poon, 2012). Blended learning offers students the advantage of integrating in-person and online learning environments, giving them more time and space to study, greater accessibility to educational materials, and more control over how they learn (Poon, 2012).

II. BLENDED LEARNING THROUGH LEARNING MANAGEMENT SYSTEMS

Higher education is undergoing a growth in the use of various forms of Internet-mediated learning to support traditional teaching methods (Fathi and Wilson, 2009). Worldwide, educational institutions are using a many of digital distance learning platforms to provide students with access to courses that are not restricted by time or place (Zacharis, 2015). The Learning Management Systems (LMS) are technology learning environments that facilitate the delivery of online courses and increases student learning by making content available online and enabling the combination of elements like forums, quizzes, assignments, presentations, and screencasts. (Tselios, Komis, & Filippidi, 2010; Conijn et al., 2017).

Students can access learning resources like documents, spreadsheets, PowerPoint presentations, audio or video lectures, hyperlinks, and more by using learning management systems (LMS) platforms. They can also submit assignments, monitor their progress, and communicate with classmates and instructors. (Zacharis, 2015). Both synchronous and asynchronous learning management system (LMS) systems can support the social aspects of blended learning (Zacharis, 2015). Email, threaded discussion boards, course announcements, blogs, wikis, calendars, and file sharing are examples of asynchronous features present in a standard LMS (Zacharis, 2015). Also, synchronous tools, which may include text chat, whiteboard, and web conferencing capabilities (Zacharis, 2015).

Given the simplicity, ease of use, and accessibility of online resources made available through an LMS, it is expected that students have very high levels of satisfaction with the way blended learning courses are delivered (So & Brush, 2008). Learning for all personality types—visual, auditory, and kinesthetic—has been shown to be supported in diverse blended learning environments by the combining human interaction with online learning, a balanced mix of self-paced and team activities, and a variety of spoken, written, and interactive media (Zacharis, 2015).

Student activity can be tracked by processing the digital trails left by every online interaction in the system's log file, as most blended learning courses today mix in-class activities with the assistance of an LMS (Zacharis, 2015). The primary research issue of a pilot study by Macfadyen and Dawson (2010) was whether the information collected from the LMS log file was sufficient to predict grades in a hybrid learning environment. The study evaluated the value of LMSs in tracking data and predicting student progress.

In order to create a predictive model of outcomes in blended learning settings, all LMS activities related to blended learning were treated equally in significant correlations with student grades. Of these activities, it was found to have a significant relationship with the final course grade and was included in a multiple regression analysis (Macfadyen and Dawson, 2010).

Furthermore, it was pointed out that while "more time spent on online activities" does not always equate to higher accomplishment, some integrated online activities are likely to transfer into effective learning practices (Macfadyen and Dawson, 2010). One of the findings is that identifying which LMS variables can accurately reflect student effort or activity depends on the teacher's intentions and understanding of the actual course design (Macfadyen and Dawson, 2010).

III. BLENDED LEARNING AND STUDENT PERCEPTIONS

In Brush's (2008) study, a large state university's graduate-level blended-format course on health education used a learning management system and courseware CD-ROM to support online learning activities and provide learning content. At the end of the semester, students were asked to complete the questionnaire as part of the study's analysis process, and their answers were used to create student profiles. According to Brush (2008), these profiles included the average scores of each student in the following three categories: overall perception of collaborative learning (a), overall perception of social presence (b), and overall perception of pleasure (c).

The study examined the general characteristics of the participants, including age, computer competency, previous distance learning experience, preference for individual learning, amount of group collaboration, and amount of group work. These factors were found to be correlated with perceived levels of satisfaction, collaborative learning, and social presence (So & Brush, 2008). Also, the study found three statistically significant associations. First, there was a positive correlation found between the perceived levels of student satisfaction and student ages, intimating that older students were more likely than younger students to have higher satisfaction levels.

Second, there was a positive correlation found between the number of distance courses taken by students before enrolling in the Health Education course and their perceptions of satisfaction. This means that students who had taken more distance courses in the past were likely to be more satisfied than those who had taken fewer distance courses. Finally, a significant correlation was discovered between social presence and preference for individual learning. Specifically, a negative correlation showed that individuals who preferred working alone over group settings felt less socially present than those who preferred group learning.

IV. RECOMMENDATIONS

In line with the findings of past research, correlations have been found between features related to blended learning that affected students' performance, understanding of the subject matter, and enhancement and support of the learning process.

In order to give students meaningful opportunities for learning development and social interaction, higher education institutions need to look beyond the traditional boundaries of classroom teaching and engage in augmenting their current best practices with new advancements in learning and collaboration technologies. Learning management systems (LMS) must be developed. The study's findings advise us to invest in LMS development that combines many activity items, including resources, lecture notes, group projects, quizzes, wikis, discussion forums, announcements, and assignment submission.

Also, teachers should carefully plan their courses to include a variety of expressive, engaging, and representational mediums in order to assist and scaffold students as they create their own unique blends.

But as earlier noted, many students might not be able to learn in this setting as effectively. For this reason, university implementation planners would want to think about giving students the option to enroll in fully face-to-face or blended learning when appropriate. In addition, support could be given in creating blended courses that cater to students who struggle to adjust to the new learning environment. Converting classroom courses into blended learning rooms alone may not always offer students more flexible and interactive learning opportunities, and it may even raise the unnecessary or inefficient cognitive burden throughout the learning process.

V. CONCLUSION

At the conclusion of this review, many researches have shown their own implications. The study

frequently claims that students in blended courses felt supported by their teachers and were motivated, and that they generally thought their learning objectives were higher. Earlier studies mentioned above have demonstrated a high level of motivation, usefulness, and pleasure with blended learning, which leads to students' favorable attitudes toward learning. As Brush (2008) indicate, a closer examination of the learners, situations, and technologies is needed. It would be beneficial to conduct studies that take individual differences and interaction styles into account as the independent variable in order to compare blended learning settings from the standpoint of student achievement.

VI. REFERENCES

[1]. Akkoyunlu, B., & Soylu, M. Y. (2008). A study of student's perceptions in a blended learning environment based on different learning styles. Journal of Educational Technology & Society, 11(1), 183-193.

[2]. Akyüz, H. İ., & Samsa, S. (2009). The effects of blended learning environment on the critical thinking skills of

[3]. students. Procedia-Social and Behavioral Sciences, 1(1), 1744-1748.

[4]. Al-Busaidi, K. A. (2012). Learners' Perspective on Critical Factors to LMS Success in Blended Learning: An Empirical Investigation. CAIS, 30(2), 11-34.

[5]. Bansal, P. (2014). Blended Learning in Indian Higher Education: Challenges and Strategies. International Journal Of Applied Research And Studies (Ijars), 3(2). Retrieved from https://www.academia.edu/10643087/Blended_ Learning_in_Indian_Higher_Education_Challe nges_and_ Strategies

[6]. Fathi, M. and L. Wilson (2009) ― Strategic Planning in Colleges and Universities ‖ , The Business Renaissance Quarterly (4)1, pp. 91 – 103.

[7]. Filippidi, A., Tselios, N., & Komis, V. (2010). Impact of Moodle usage practices on students' performance in the context of a blended learning environment. Proceedings of Social Applications for Life Long Learning, 2-7.

[8]. Gecer, A., & Dag, F. (2012). A blended learning experience. Educational Sciences: Theory and Practice, 12(1), 438-442.

[9]. Güzer, B., & Caner, H. (2014). The Past, Present and Future of Blended Learning: An in Depth Analysis of Literature. Procedia - Social and Behavioral Sciences, 116, 4596–4603.doi:10.1016/j.sbspro.2014.01.992

[10]. Gyamfi, S., & Gyaase, P. (2015). Students' perception of blended learning environment: a case study of the University of Education, Winneba, Kumasi-Campus, Ghana. International Journal of Education and Development using ICT, 11(1).

[11]. Korr, J., Derwin, E. B., Greene, K., & Sokoloff, W. (2012). Transitioning an adult-serving university to a blended learning model. The Journal of Continuing Higher Education, 60(1), 2-11.

[12]. Lin, W. S., & Wang, C. H. (2012). Antecedences to continued intentions of adopting e-learning system in blended learning instruction: A contingency framework based on models of information system success and task-technology fit. Computers & Education, 58(1), 88-99.

[13]. Macfadyen, L. P., & Dawson, S. (2010). Mining LMS data to develop an "early warning system" for educators: A proof of concept. Computers & Education, 54(2), 588–599. http://dx.doi.org/10.1016/j.compedu.2009.09.008.

[14]. Olitsky, N. H., & Cosgrove, S. B. (2014). The effect of blended courses on student learning: Evidence from introductory economics courses. International Review of Economics Education, 15, 17– 31.doi:10.1016/j.iree.2013.10.00