

**COMPARISON OF ATTITUDE OF PUPIL TEACHERS TOWARDS THE ROLE OF
TEACHER IN DIRECT CLASSROOM TEACHING AND BLENDED CLASSROOM
TEACHING INTERVENTION**

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ABSTRACT

Though the pandemic COVID-19 gave us an opportunity to reflect and introspect more deeply on teacher's role in the teaching learning process, yet the parameter of their role was certainly found to be dependent on their available teaching mode. The present study was just the epidemic hold its close grips on the world in the year 2020. The objective of the study was to investigate the attitude of pupil teachers towards the role of teacher in direct classroom teaching as compared to blended classroom teaching intervention (experimental group). A questionnaire on five point scale was used to collect data from 86 pupil teachers of Government College of Education, Chandigarh. It was found that the attitude of pupil teachers towards the role of teacher was favourable and not significantly different in Direct Classroom Teaching (Control group) as compared to Blended Learning Intervention (Experimental Group).

Keywords: Blended Classroom Teaching, Direct Classroom Teaching, Teacher Educators.

INTRODUCTION

Before initiating the present study, the author was in dilemma over the question whether the realm of technology can replace the teacher in the future or the teacher will automatically be replaced by the technology. It appeared that the knowledge is now not wall confined into classroom settings and the school authorities are just providing the curriculum design and course structure to the maximum.

Before Covid-19 broke out, the general perception among the educationists that was gradually being formed that there will be less dependence of students on the teachers in the future as they can Google out everything from the web or social media apps. But the whole situation turned up and down with Covid -19 breakdowns and both the teachers and students seemed to be at crossroads on how to keep going the teaching –learning process. Since the author was already

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doing research and experiment on the effect of blended classroom teaching intervention on attitude of pupil teachers towards role of teacher in comparison to direct classroom teaching during the session 2019-2020 for B.Ed. first semester students for their course paper *Techniques of Teaching* as prescribed by the Panjab University, Chandigarh.

CLASSROOM SETTINGS

To look deeply into the implications of the experiment of the present research paper, the investigator considered the following classroom settings which are briefly explained here along with their features:

➤ **DIRECT CLASSROOM TEACHING SET UP (Control Group)**

Direct Classroom teaching is a traditional aspect of teaching where normal classroom is equipped with basic infrastructural features and teacher actively teaches students. In the present study, some of the generalized features of the direct classroom teaching were:

1. Here the classroom instruction was largely been teacher driven which is common to all students irrespective of their individual differences.
2. Face to face interaction and communication provided opportunities for deep learning and retention of the content matter.
3. Individual attention provided accessibility and more feasibility for students to clarify their queries on a daily basis.
4. This teaching had more humane approach and students feel emotionally connected with the teacher.
5. Remedial measures, feedback and follow up were much easier for teacher.
6. More dynamic in nature since teachers took into account the interest, capabilities and aptitudes of students while teaching the content.

In the present study, the control group was taught *Techniques of Teaching* (B.Ed. Semester-I) as prescribed by the Panjab University, Chandigarh by the designated teacher of the college in a traditional direct classroom teaching without using any blended form of teaching.

➤ **BLENDED CLASSROOM TEACHING INTERVENTION (Experimental Group)**

The selected content matter along with its objectives for the paper *Techniques of Teaching* (B.Ed. Semester-I) as prescribed by the Panjab University, Chandigarh was posted on RAINBOW, a facebook closed group managed by the investigator where the pupil teachers of

the experimental group were the members of the said group. The content matter was also shared on WhatsApp group of the pupil teachers of the experimental group. During the intervention, the investigator followed these modes:-

- Setting pre- defined and pre -determined Instructional Learning Objectives of the selected content.
- Switched to some of the digital resources like video tutorials (English / Hindi language) :
 - <https://youtu.be/ImoA/-SULIYY> for Programmed Instruction (Math Pedagogy # programme)
 - <https://youtu.be/ErGdap71JPS> for Programmed Instruction (Psychology Course Name B.A. Psychology Keyword Swayam-prabha)
 - Techniques of Teaching: [youtube.com/watch?v=08yqHUZXE1K](https://www.youtube.com/watch?v=08yqHUZXE1K)
 - By Mrs. Bharti Sharma; Gyan Sthali classes;
 - Manu delsaria classes (Hindi version)
 - By Dr. Sankaranaryana Paleeri; SAARASWAT (SOCIAL SCIENCE-II)
 - Bruner Concept Attainment Model by Rahul Sharma
- Recorded video lectures
 - Live video conferencing class
 - Viva voce or oral presentations (online mode)
 - Presentations by the students (online mode)
 - Implementing learning strategies

The purpose here was how to put course online with an effective way to engage students in the active learning via Motivation and Feedback.

The investigator also used selected technology and free open source software which were available to implement the teaching via:

- used text
- graphics
- multimedia presentation or simulation
- test or test item
- discussion forum by providing a safer platform for students who seldom speak up in a live classroom setting

- e-mail
- chat room
- web link resources
- promoting thoughtful written communication and documentation in the form of PDF or PPT
- assignments
- projects

REVIEW OF RELATED LITERATURE

While reviewing the related literature on the selected theme of the present research paper, the investigator found most of the studies in favour of Blended Teaching or Blended Learning over the Direct Classroom Teaching but was silent on how much the role of teacher is requisite in these comparative classroom settings and how well formed the pupil teachers attitude were regarding the role of teacher. To quote some of the studies done by Ayasrah et al (2022); Das (2021); Birbal et al (2018) and Larsen (2012) only reflected attitude of teachers and outstanding students towards Blended Learning in light of the Covid -19 Pandemic; attitude of students and teachers towards Blended Learning at the Elementary Level; teachers attitudes towards Blended Learning with reference to age, sex, year group, student specialization, part time or full time, status and place of residence and teacher and student perspectives on a Blended Learning intensive English program writing course respectively. Though, a study done by Khan (2016) reflected their high levels on attitude of prospective teachers towards blended learning teaching without giving them an intervention of blended classroom teaching, yet the present study considered the attitude of pupil teachers only after the blended classroom teaching intervention in comparison to direct classroom teaching.

ENTRY BEHAVIOUR ASSUMPTION

It has been assumed that both the groups understand the different *techniques of teaching* which they have undergone while going through B.Ed. Semester-1 course work in their course of *Techniques of Teaching* as prescribed by the Panjab University, Chandigarh.

OBJECTIVES OF THE STUDY

1. To study the attitude of pupil teachers towards the role of Teacher in Direct Classroom Teaching.

2. To study the attitude of pupil teachers towards the role of Teacher in Blended Classroom Teaching.
3. To study the comparison in the attitude of pupil teachers towards the role of Teacher in Direct Classroom and Blended Classroom Teaching.

HYPOTHESIS OF THE STUDY

- 1 There is no significant difference in the attitude of pupil teachers towards role of the Teacher in Direct Classroom Teaching in comparison to Blended Classroom Teaching.

TOOL USED

A questionnaire was developed and validated by the investigator herself with the objective of knowing the attitude of *B.Ed. pupil teachers towards the role of teacher in Direct Classroom Teaching in comparison to Blended Teaching* was used for both the groups after giving the intervention of the blended teaching to the experimental group. The questionnaire consists of 41 items. The questionnaire was constructed after studying the available literature both on direct classroom teaching and blended teaching mode. The response of each respondent was scored as per the five point scale. The scoring for the positive items on five point scale was 1, 2, 3, 4, 5 and for negative items it was 5, 4, 3, 2, and 1 for Direct Classroom Teaching (Positive Item No's 1, 2, 3, 4, 5, 6, 9, 11, 12, 14, 20, 22, 23, 24, 28, 30, 31, 32, 37; and Negative Item No's 10, 17, 18, 34, 36, 39 while for Blended Teaching it was vice-versa (Positive Item No.'s 7, 10, 13, 15, 16, 17, 18, 21, 25, 26, 27, 33, 34, 35, 36, 38, 39, 41 ; and Negative Item No.'s 8, 19, 23, 29, 37, 40). The value of obtained chi-square for each item was used as discrimination value of each item for reliability purpose. Based on the discrimination value, all the items were found to be significant at 0.05 level of significance ($=9.49$). Thus the questionnaire was presumed to be reliable for the present study. The face validity and content validity of the questionnaire was ensured by taking experts opinion from the teacher educators of the educational institutions of the Chandigarh (U.T.).

SAMPLE

The present study adopted purposive sampling technique for selecting a sample of 100 pupil teachers from Government College of Education, Chandigarh (U.T.) since the investigator wanted to have an access for a particular subset of people where all the participants were selected to fit the specific purpose of experimenting Blended Classroom teaching with traditional

classroom. The final sample comprised of 86 pupil teachers while the 14 pupil teachers were out of the experiment due to their absence or was involved in other college activities.

METHOD OF THE STUDY

Initially, a total of 100 pupil teachers studying in the B.Ed., Semester I of Government College of Education, Chandigarh affiliated to Panjab University; Chandigarh of the session 2019-2020 comprised the sample. The questionnaire was administered to both the experimental and control groups after giving intervention of the blended teaching by the investigator during teaching them the *Techniques of Teaching* Course of their curriculum as prescribed by the Panjab University, Chandigarh. The collected data was classified, organized and analyzed for testing the hypothesis formulated in the present study by statistical analysis for the final sample comprised of 86 pupil teachers.

DESIGN OF THE STUDY

The study was experimental in nature. The experimental group (N=43) was given an intervention of blended learning while the Control Group (N=46) was given no such intervention and continued as following a traditional direct classroom teaching method, shown in Table 1.

Table 1: Design of the Study

Control Group (Non –intervention Group)	Experimental Group (Intervention Group)
Group I	Group II
N= 46 (section A)	N= 43 (Section B)

STATISTICAL TECHNIQUES USED FOR DATA ANALYSIS

In the present study, the following statistical techniques were used: Descriptive Analysis (Mean, Standard Deviation) and Differential Analysis (t-values).

Table 2: Test of significance of Difference in Attitude of pupil teachers towards the Teacher role in Experimental and Control group

	N	MEAN	S.D.	S.E. _d	M ₁ -M ₂	df	T
Control Group	46	91.21	7.85	1.871	0.73	87	0.3903
Experimental Group	43	90.48	9.75				

The obtained T value (shown in Table 2) is less than the critical value 1.96 at 0.05 level and hence it is not significant, consequently the null hypothesis is to be accepted and it can be said that there is no significant difference between the attitude of the pupil teachers of the experimental and control groups respectively towards the role of teachers even after the intervention of Blended teaching. In both the groups, it has been found that the pupil teachers have favourable attitude towards the role of teacher in teaching whether it is Direct Classroom Teaching or Blended Classroom Teaching.

EDUCATIONAL IMPLICATIONS OF THE STUDY

1. The role of the teacher cannot be ignored whether it's an online mode of education or offline mode or blended teaching.
2. The pupil teachers must be trained in a way that they can play a significant role as a teacher in blended teaching as well as in the direct classroom teaching.
3. The B.Ed. or Teacher Educator curriculum must be designed in a way that it can combat with the blended teaching learning process in the future.

LIMITATIONS OF THE STUDY

1. Only the pupil teachers of the Government College of Education, Chandigarh were selected for the present study.

CONCLUSION

Since the pandemic has taught us enough lesson that a teaching learning process is now the joint efforts of teachers, students, administrators and policy makers whom all now must be efficient enough to come out of their inhibitions of four wall and start working towards the middle path of approaching the blended teaching where it has now been proved through experiences that sole method of web based teaching will also not survive without the presence of teacher where institutional preparedness; characteristics of learners; strategic actions etc must be taken care of. Raths (2012) added that “administrators and teachers shouldn't have students sit in front of a computer all day. Technology does not equal a teacher. You have to take the time to learn the technology, but you have to maintain your role as an expert on the subject matter and tools.”

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