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CONSTRUCTION AND VALIDATION OF ATTITUDE TOWARDS BLENDED LEARNING SCALE (ATBLS)

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ABSTRACT

A blended approach may also be described along a spectrum of less-to-more time spent learning at distance compared in in-school. For learners that are more independent, sometime (hours, days, weeks) can be spent learning at distance, where the role of teacher is to provide support, feedback and instruction on a needs basis while students work through course curriculum and content. This gives students a high degree of control over their learning and supports their self-directed and goal oriented learning. This may include taking elective courses provided by other schools, or internships in the workplace, that are of particular interest to the student and can be included in a flexible schedule. As its name suggests, blended learning combines together online learning with traditional methods of learning. Blended learning represents an opportunity to integrate the innovative and technological advances offered by online learning with the interaction and participation offered in the best traditional learning.Hence the investigators decided to construct and validate a Attitude towards blended learning scale (ABLS).

Key words:

Flexible schedule, Goal oriented learning,traditional learning.

INTRODUCTION

A blended approach may also be described along a spectrum of less-to-more time spent learning at distance compared in in-school. For learners that are more independent, sometime (hours, days, weeks) can be spent learning at distance, where the role of teacher is to provide support, feedback and instruction on a needs basis while students work through course curriculum and content. This gives students a high degree of control over their learning and supports their self-directed and goal oriented learning. This may include taking elective courses provided by other schools, or internships in the workplace, that are of particular interest to the student and can be included in a flexible schedule.In situations where the majority of learning takes place at distance, pupils may only attend school for required face-to-face learning sessions with a teacher. This does not require daily school attendance and may be useful for: students who, for instance, due to illness cannot attend school every day; when schools due to health concerns cannot have all students in their premises at the same time; or when home is very remote from the school site.

BLENDED LEARNING

Electronic learning, in spite of the many advantages it has, includes a number of disadvantages, which led to the emergence of a new learning system which is a hybrid of both online learning and traditional learning. The new hybrid of both the two systems of learning is widely known as blended learning. As its name suggests, blended learning combines together online learning with traditional methods of learning. Blended learning states “It represents an opportunity to integrate the innovative and technological advances offered by online learning with the interaction and participation offered in the best traditional learning”. It is apparent that this system of learning is an attempt to decrease and minimize the constraints that arise with the wide and frequent use of modern technologies. It tries to offer solutions for the problems accompanying online learning.

NEED AND IMPORTANCE OF THE STUDY

Blended learning’s certainly not merely the conjunction of mobile and learning; it has always implicitly meant mobile e-Learning and its history and development have to be understood as both a continuation of conventional e-Learning and a reaction to this conventional e-Learning and to its perceived inadequacies and limitations. It is the blended' aspect of mobile learning that makes it stand apart from other types of learning, specifically designing learning experiences that exploit the opportunities that mobility' can offer us. Blended Learning focuses on the mobility of the learner, interacting with portable

technologies, and learning that reflects a focus on how society and its institutions can accommodate and support an increasingly mobile population. This is because mobile devices have features and functionality for supporting learners. For example, podcasts of lectures can be made available for downloading. Learners are to expect to engage with these learning resources whilst away from the traditional learning spaces. Over the past ten years blended learning has grown from a minor research interest to a set of significant projects in schools, workplaces, museums, cities and rural areas around the world. The Blended Learning community is still fragmented, with different national perspectives, differences between academia and industry, and between the school, higher education and lifelong learning sectors.

ATTITUDE TOWARDS BLENDED LEARNING SCALE (ATBLS)

The Attitude Blended learning Scale constructed by the investigator possesses78statements from which 67 Positive Statements and 11 Negative Statements set against a 5 point scale.i.e. Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree and the Scoring Weightage of 5,4,3,2, and 1are given for the Positive Statements and the Scoring is reversed for the 1,2,3,4 and 5 Negative Statements. An Individual Score is sum of all the scores of the 78 items. Therefore one can get maximum score of 390 and a minimum score of 78.

PILOT STUDY OF THE SCALE

To validate this scale a Pilot Study has been conducted with a sample of 150 Higher Secondary Students studying in Kanchipuram region selected through Random sampling technique.

ITEM ANALYSIS

Next step in the Validation of anAttitude towards blended learning scale after the pilot study is to find out't' value of each statement which forms the basis for item selection in order to build up the final scale. AnAttitude towards blended learningScale scores for all the 150 students were found out and they were arranged in descending of scores from the highest to the lowest. Then 27 % of the subjects (upper group) with the highest total scores and 27 % of the subjects (lower group) with the lowest total scores were sorted out for the purpose of item selection. The upper and lower groups thus selected, formed the criterion groups and each group was made up of 41 Students. Each statement was taken individually

and the number of students who responded from “Strongly Agree” to "Strongly disagree" was found out in both the high and the low groups separately. A separate work sheet was prepared for each statement for the calculation of‘t’values. The value of‘t’ is a measure of the extent to which a given statement differentiates between the high and low groups. If the‘t’, value is equal to or greater than 1.75, it indicates that the average response of the high and low groups to a statement differs significantly (Edwards,1957). As many as 60 statements are having value greater than or equal to 1.75 were chosen in order to form the final scale. The items in the scale were randomized so that the Positive and Negative statements were distributed throughout the Scale.

Table-1

Rank Order of Items in Attitude towards Blended Learning Scale based on‘t’ values

Statement Number	Nature of the Statement	‘t’ Value	Item Selected
1	Positive	2.50063	SELECTED
2	Positive	2.35045	SELECTED
3	Positive	1.88838	SELECTED
4	Positive	2.51307	SELECTED
5	Positive	2.16436	SELECTED
6	Positive	2.73852	SELECTED
7	Positive	2.65812	SELECTED
8	Positive	3.42905	SELECTED
9	Positive	1.40076	NOT SELECTED
10	Positive	1.56422	NOT SELECTED
11	Negative	0.423097	NOT SELECTED
12	Positive	2.382	SELECTED
13	Positive	3.40874	SELECTED
14	Positive	2.82826	SELECTED
15	Positive	3.37757	SELECTED
16	Negative	1.5055	NOT SELECTED
17	Positive	3.88927	SELECTED
18	Positive	1.91339	SELECTED
19	Positive	3.17181	SELECTED
20	Positive	3.03312	SELECTED
21	Positive	2.41378	SELECTED
22	Positive	1.40642	NOT SELECTED
23	Positive	3.92827	SELECTED
24	Positive	2.87799	SELECTED
25	Positive	3.80352	SELECTED
26	Positive	3.61625	SELECTED
27	Positive	0.45723	NOT SELECTED
28	Negative	1.499118	NOT SELECTED
29	Negative	0.754211	NOT SELECTED
30	Positive	1.84569	SELECTED
31	Negative	1.008765	NOT SELECTED
32	Positive	3.36144	SELECTED
33	Positive	2.95264	SELECTED
34	Positive	3.84754	SELECTED
35	Positive	3.16402	SELECTED

36	Positive	3.03767	SELECTED
37	Positive	3.8773	SELECTED
38	Positive	5.12562	SELECTED
39	Positive	4.9251	SELECTED
40	Positive	3.50118	SELECTED
41	Positive	3.2742	SELECTED
42	Positive	1.81758	SELECTED
43	Positive	1.10179	NOT SELECTED
44	Positive	3.58791	SELECTED
45	Positive	2.91057	SELECTED
46	Negative	2.356592	SELECTED
47	Negative	2.314726	SELECTED
48	Positive	0.44604	NOT SELECTED
49	Negative	2.181982	SELECTED
50	Positive	0.33281	NOT SELECTED
51	Negative	0.804532	NOT SELECTED
52	Positive	1.57362	NOT SELECTED
53	Positive	-2.58339	SELECTED
54	Positive	-2.56772	SELECTED
55	Positive	4.23649	SELECTED
56	Positive	4.13247	SELECTED
57	Positive	3.86985	SELECTED
58	Positive	3.84675	SELECTED
59	Positive	3.58669	SELECTED
60	Positive	2.61359	SELECTED
61	Positive	3.31347	SELECTED
62	Positive	3.00497	SELECTED
63	Positive	3.19619	SELECTED
64	Positive	3.64974	SELECTED
65	Positive	1.79044	SELECTED
66	Positive	2.86289	SELECTED
67	Positive	0.81257	NOT SELECTED
68	Negative	0.351071	NOT SELECTED
69	Positive	3.0575	SELECTED
70	Positive	4.60389	SELECTED
71	Positive	3.69342	SELECTED
72	Positive	2.74486	SELECTED
73	Negative	1.489834	NOT SELECTED
74	Positive	0.38766	NOT SELECTED
75	Positive	3.23403	SELECTED
76	Positive	2.89037	SELECTED
77	Positive	2.0799	SELECTED
78	Positive	2.96285	SELECTED

As many as 60 statements having the highest‘t’ Values have been chosen in order to form the final scale (Table-1).

RELIABILITY AND VALIDITY OF THE SCALE

The Reliability of Attitude towards blended learning scale was using the test – retest method has been found to be 0.856 and the Intrinsic Validity was found to be 0.9252. Thus from the two coefficients, it may inferred that this scale is highly Reliable and Valid.

CONCLUSION

Thus the investigators constructed and validated anAttitude towards blended Learning (ATBLS) and contributed it to the field of education.

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