

Construction and Validation of the Blended Teaching Attitude Scale (BTAS)

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ABSTRACT

The blended approach helps post graduate teachers to explore technology and use different tools or techniques for teaching, along with managing video lectures, virtual classrooms, PPT, etc. Post graduate teachers attitude, who will be teaching the students in future, must be trained with the teaching concepts of blended mode, in person and online learning complementary, creating an integrated classroom to meet the needs of diverse learners. With the technical development in the field of communications which was included in distance learning especially the Internet, the focus on Blended Teaching attitude increased and it was not limited but it expanded to be used in many institutions; the development of this type led to the emergence of a new era of education which also led to learners global access reaching to people in various geographic areas allowing the universal participation of learners. The technical development has helped teachers resolve the problems of limited time and increase the cognitive content, especially with the recent tendencies of many educational institutions in preparing students for standardized testing being subject to accountability. In an era of globalization, this interconnectedness is an invaluable asset. Hence the Blended Teaching attitude scale has been evolved.

Key words: Attitude, Blended Teaching, Post Graduate teachers.

INTRODUCTION

The world is becoming digital, and its inhabitants are getting used to digital technologies and use them effectively in a variety of sectors, including school education. In such circumstances, the key points to be focused are, the access to knowledge, functioning in different environments at any place, any time, the ability to interact with this knowledge, and to use it in solving any problems. This development of information and technology has facilitated the integration between face to face and technology mediated learning environments, called blended learning.

Blended Teaching (BT) is one of the contemporary educational trends and the new tasks of post graduate teachers in this century. It can be described as an educational method using more than one means for transferring knowledge and experience to learners in order to achieve the best learning outcomes. Blended Teaching described the learning that combines and blends the traditional methods of the teacher with the electronic learning to improve the educational process (Alexander, Helen, 2004). Perhaps the goal of Blended Teaching is to provide facilities for teachers in classes to improve the educational process; accordingly, it does not mean to replace the traditional method of teaching but it is used as a sufficient means to improve education in a way that commensurate with the educational situation (Bani Hamad, 2011).

Blended Teaching combines computer-assisted learning with traditional classroom teaching, incorporating direct-indirect instruction, collaborative teaching and individualized computer assisted learning, providing full scope for blended classroom, where learners get an ample of time to interact with their teachers and thus get influenced by their personality, behavior and value systems. It is a kind of virtual classroom, which is achieved by combining different delivery modes, teaching models, and learning styles effectively, which provides learners an option to learn anywhere, anytime and from anyone. Blended learning is one innovative solution to modern classrooms in which modern technologies are integrated in the learning process and try to overcome some limitations in the conventional classrooms and it is effective pedagogy and potential to enrich the learning experience.

NEED AND IMPORTANCE OF THE STUDY

Attitude is important because it can influence one's ability to move through the world. For instance, maintaining a positive attitude can help a person to achieve measurable success in

their personal and professional life. Post graduate teachers attitude reflects one's feelings towards particular object, event or person. Attitude is a bent of mind or predisposition towards certain actions. It shows persistent tendency of an individual to act or behave in a particular manner towards some object. Being a successful learner starts with having a positive attitude towards blended learning of the post graduate teachers. A positive attitude lets to relax, remember, focus and absorb information during learning. Post graduate teachers' blended learning is the term given to the educational practice of combining digital learning tools with more traditional classroom face to face teaching. In a true blended learning environment, both the student and the teacher should be physically located in the same space. It is normal to feel stressed, frustrated, or overwhelmed by the demands and expectations of one's' job, especially in times of uncertainty and change. However, maintaining a positive attitude as a teacher can help to cope better, enjoy the work more, and inspire their students.

Blended Teaching helps post graduate teachers stay organized and connects in more meaningful ways with their students. Blended Teaching is also flexible: blended teaching methods can be integrated into almost any classroom. Post graduate teachers' attitudes have a significant impact on student learning. Positive teacher behaviors, such as enthusiasm and a sense of responsibility, have been found to positively influence students' self-esteem, attitudes towards learning, and academic achievement. Hence the Blended Teaching attitude scale construction and validation is the need of the hour.

Literature Review:

Arundhathi Bai. C., and Sourav Deb., (2023), studied about the attitude towards blended learning among prospective teachers of west tripura district. The findings revealed significant difference among prospective teachers with respect to gender and their highest educational qualification, in their attitude towards blended learning at 0.05 level of significance. No significant difference was found among prospective teachers with respect to their (i) stream, (ii) locality, and (iii) type of institutions.

Luai Taleb Mufleh Obaidat ., (2016), studied about the teachers' attitudes towards using blended teaching in primary stage in Bani Kinanah directory. The study revealed that there is no significant difference in teachers' attitudes means towards using blended teaching in respect of (gender, qualification and teaching experience).

Vilma Bijeikienė, et al., (2011), studied about the Teachers' attitudes towards the use of blended learning in general English classroom. The present research shows that the English language teachers display a generally positive attitude towards blended learning.

STATEMENT OF THE PROBLEM

“Construction and validation of the Blended Teaching Attitude Scale (BLAS)”.

PILOT STUDY OF THE SCALE

To construct and validate a Blended Teaching Attitude Scale (BLAS) a pilot study has been conducted with a sample of 100 post graduate teachers teaching in Thiruvarur region selected through random sampling technique. For the pilot study 66 statements were both positively and negatively worded were framed for the five point scale having the responses of Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree bearing the scores of the scores of 5, 4, 3, 2 and 1 for the positive statements and the scoring is reversed for the negative statements. An Individual Score is sum of all the scores of the 66 items. Therefore one can get maximum score of 330 and a minimum score of 66.

ITEM ANALYSIS

The validation of a Blended Teaching Attitude Scale (BLAS) 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. Blended teaching attitude scale scores for all the 100 post graduate teachers were found out and they were arranged in descending order 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 27 post graduate teachers. Each statement was taken individually and the number of respondents 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. 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). The 52 statements 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 Blended Teaching Attitude Scale based on 't' values

S.NO	Statement Nature	Selected/Not Selected	't' Value
1.	POSITIVE	SELECTED	3.87225
2	POSITIVE	SELECTED	3.61661
3	POSITIVE	SELECTED	3.59709
4	POSITIVE	NOT SELECTED	1.00504
5	POSITIVE	SELECTED	4.44198
6	POSITIVE	SELECTED	3.56348
7	POSITIVE	NOT SELECTED	0.88545
8	POSITIVE	SELECTED	3.72937
9	POSITIVE	SELECTED	2.35702
10	NEGATIVE	NOT SELECTED	0.745647
11.	NEGATIVE	SELECTED	1.806606
12	POSITIVE	NOT SELECTED	0.89482
13	POSITIVE	NOT SELECTED	1.09808
14	NEGATIVE	NOT SELECTED	1.022869
15	POSITIVE	SELECTED	3.621567
16	POSITIVE	SELECTED	4.20041
17	POSITIVE	SELECTED	2.54164
18	POSITIVE	SELECTED	2.56486
19	POSITIVE	SELECTED	4.83753
20	POSITIVE	SELECTED	4.70679
21.	POSITIVE	SELECTED	3.8377
22	POSITIVE	SELECTED	3.98914
23	POSITIVE	SELECTED	3.31042
24	POSITIVE	SELECTED	1.87279
25	POSITIVE	SELECTED	5.05076
26	POSITIVE	SELECTED	2.62152
27	POSITIVE	NOT SELECTED	1.37523
28	POSITIVE	SELECTED	2.12561
29	POSITIVE	SELECTED	5.95603
30	POSITIVE	SELECTED	2.67871

31.	POSITIVE	SELECTED	4.33963
32	POSITIVE	SELECTED	4.05554
33	POSITIVE	SELECTED	5.23255
34	POSITIVE	SELECTED	4.09672
35	NEGATIVE	SELECTED	3.60805
36	POSITIVE	SELECTED	4.494753
37	NEGATIVE	NOT SELECTED	0.266406
38	NEGATIVE	SELECTED	2.366284
39	POSITIVE	SELECTED	4.251395
40	NEGATIVE	SELECTED	3.496361
41.	POSITIVE	SELECTED	3.10924
42	NEGATIVE	NOT SELECTED	0.10386
43	POSITIVE	SELECTED	3.04242
44	NEGATIVE	NOT SELECTED	0.641743
45	POSITIVE	SELECTED	3.07466
46	POSITIVE	SELECTED	4.46441
47	POSITIVE	NOT SELECTED	1.89244
48	POSITIVE	SELECTED	5.27975
49	POSITIVE	SELECTED	3.90012
50	POSITIVE	SELECTED	3.90012
51.	POSITIVE	SELECTED	6.0351
52	POSITIVE	NOT SELECTED	0.72684
53	POSITIVE	SELECTED	2.62111
54	POSITIVE	SELECTED	2.92363
55	POSITIVE	SELECTED	4.0959
56	POSITIVE	SELECTED	2.74828
57	POSITIVE	SELECTED	6.52658
58	NEGATIVE	NOT SELECTED	1.708564
59	POSITIVE	SELECTED	5.8034
60	POSITIVE	SELECTED	4.23324
61.	POSITIVE	SELECTED	5.09486
62	POSITIVE	SELECTED	3.5383
63	POSITIVE	SELECTED	6.79236
64	POSITIVE	SELECTED	2.88214
65	POSITIVE	SELECTED	3.50647
66	POSITIVE	NOT SELECTED	1.57811

The 52 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 Blended Teaching Attitude Scale (BLAS) was established by the test retest method as **0.76** and the intrinsic validity was established by taking the square root of reliability coefficient i.e., $V = 0.87$. Thus from the two coefficients, it has been inferred that this scale is highly reliable and valid.

CONCLUSION

Thus the scale namely Blended Teaching Attitude Scale (BLAS) has been constructed and validated by the investigators. Hence the contribution has been made by the investigators to the field of education.

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