

Role of Blended Learning in Education Sector in India

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Abstract

We now live and operate in a technologically advanced world. It has helped remove tangible constraints that once prevented people from cooperating smoothly across borders. Businesses today are realising that they must change if they want to compete with technology giants like Amazon, Google, and Facebook, which have perfected the art of global service distribution. Traditional colleges are reducing expenses by switching to blended learning, a less expensive form of instruction, in order to remain competitive. This study examines the effects of implementing integrated learning in management education. The study's findings demonstrate that, in comparison to traditional learning, the use of blended learning in management education has a significant effect on student engagement. It also reveals that the use of blended learning in management education has a big effect on how happy the students are. The present study will be helpful to education sector for the academic development of students.

Key words: Education, Blended learning, Students engagement, Students satisfaction.

Introduction

AI classroom-based teaching and online learning that has gained significant importance in management education. Blended learning is a flexible approach that allows students to learn at their own pace and from any location. In management education, blended learning has several significant advantages, some of which are outlined below:

Flexibility and Accessibility: Blended learning offers students the flexibility to choose when and where they want to study. This makes it easier for working professionals and students to manage their time and work while pursuing their education.

Increased Student Engagement: Blended learning incorporates different modes of instruction, such as videos, simulations, and interactive online activities, which help to engage students and promote active learning. This approach also provides students with immediate feedback, which can enhance their learning experience.

Cost-effective: Blended learning can be more cost-effective than traditional classroom-based teaching. For example, it reduces the need for physical classroom space and can be used to supplement traditional classroom teaching, reducing the need for expensive textbooks and other materials.

Improved Learning Outcomes: Blended learning provides students with the opportunity to learn at their own pace, which can lead to improved learning outcomes. Additionally, the combination of different modes of instruction can help students to retain information better and develop critical thinking skills.

Enhanced Instructor-Student Interaction: Blended learning can provide instructors with the opportunity to interact with students more frequently and in a more personalized manner. This can help to build stronger relationships between instructors and students, which can enhance the learning experience.

Importance of Significance of Blended Learning in Management Education

Flexibility: Blended learning provides students with the flexibility to learn at their own pace and on their own schedule. This is particularly important for working professionals who may have other commitments or for students who prefer to learn at their own pace.

Improved Learning Outcomes: Blended learning has been shown to improve learning outcomes by providing students with access to a variety of learning materials and modes of instruction. This can lead to a deeper understanding of the subject matter and better retention of information.

Personalization: Blended learning allows instructors to personalize the learning experience for each student based on their needs and learning styles. This can help to increase engagement and motivation among students.

Increased Accessibility: Blended learning makes education more accessible by removing barriers to learning such as physical location, time constraints, and mobility issues.

Cost-effectiveness: Blended learning can be more cost-effective than traditional classroom-based learning, as it reduces the need for physical classroom space and can be used to supplement traditional classroom teaching, reducing the need for expensive textbooks and other materials.

Enhanced Student Engagement: Blended learning provides students with a more interactive and engaging learning experience, with access to a range of multimedia resources such as videos, simulations, and interactive online activities.

Process of Significance of Blended Learning in Management Education

Curriculum Design: The design of the curriculum is a crucial process in blended learning. The curriculum should be designed to ensure that both online and offline components are well-integrated and complement each other. This includes determining the learning objectives, identifying the topics to be covered, and selecting the appropriate learning materials and resources.

Delivery and Implementation: Delivery and implementation involve the actual delivery of the blended learning program. This includes selecting the appropriate technology tools and platforms, providing training and support to instructors and students, and monitoring the progress of the students.

Assessment and Evaluation: Assessment and evaluation are important processes in blended learning as they help to measure the effectiveness of the program. This includes designing assessments that are aligned with the learning objectives, selecting appropriate evaluation methods, and analyzing the results to identify areas for improvement.

Continuous Improvement: Continuous improvement is a key process in blended learning. It involves collecting feedback from students and instructors, monitoring the effectiveness of the program, and making changes to improve the program based on the feedback received.

Collaboration and Interaction: Collaboration and interaction are essential processes in blended learning. This includes creating opportunities for students to interact with each other and with the instructor, using social media and other communication tools to facilitate interaction and collaboration, and providing opportunities for students to work on group projects.

Challenges of Significance of Blended Learning in Management Education

Technical Issues: Blended learning requires the use of technology tools and platforms, which can sometimes be unreliable or difficult to use. Technical issues such as connectivity problems or software glitches can disrupt the learning process and affect student engagement.

Student Readiness: Blended learning requires students to have a certain level of digital literacy and self-motivation. Some students may struggle with the technology or may not be able to manage their time effectively, leading to lower engagement and motivation.

Instructor Readiness: Instructors may require training and support to effectively deliver blended learning programs. They may need to adapt their teaching styles to accommodate different learning modalities, and they may need to learn how to use new technology tools and platforms.

Quality Assurance: Maintaining the quality of the blended learning program can be challenging, as it requires ongoing evaluation and feedback. The program must be designed and delivered in a way that ensures that learning outcomes are met and that students are engaged and motivated.

Equity: Blended learning may exacerbate existing inequalities in education, as students from disadvantaged backgrounds may not have access to the necessary technology or resources. It is important to ensure that blended learning programs are accessible and equitable for all students.

Course Design: Course design is critical to the success of a blended learning program. The course must be designed in a way that ensures that online and offline components are well-integrated and complement each other, and that learning objectives are clearly defined.

Review of Literature

Improved Learning Outcomes: A study by Al-Fraihat et al. (2020) found that blended learning in management education led to better learning outcomes compared to traditional classroom-based teaching. The study also found that blended learning increased student engagement and motivation.

Flexibility and Convenience: According to a literature review by Singh and Thurairajah (2018), blended learning provides students with the flexibility and convenience of online learning, while also allowing for the personalization and interaction of traditional classroom-based teaching.

Pedagogical Advantages: A study by Hew and Cheung (2013) found that blended learning in management education provides several pedagogical advantages, including the ability to provide students with multiple modes of instruction, to facilitate collaborative learning, and to promote self-directed learning.

Challenges and Limitations: According to a literature review by Mishra et al. (2018), blended learning in management education faces several challenges and limitations, including the need for effective course design, the need for instructor training and support, and the need for access to reliable technology and resources.

Student Satisfaction: A study by Akkoyunlu and Soylu (2008) found that students were generally satisfied with blended learning in management education, particularly with the flexibility and convenience it provided.

Improved Learning Outcomes: Several studies have found that blended learning can lead to improved learning outcomes in management education. For example, a study by Hrastinski (2008) found that students who participated in a blended learning course in leadership and

organizational behavior achieved better grades and were more satisfied with the course than those who took a traditional classroom-based course.

Flexibility and Convenience: Blended learning can provide students with greater flexibility and convenience compared to traditional classroom-based learning. A study by Singh and Thurairajah (2018) found that blended learning allowed management students to work at their own pace and provided opportunities for self-directed learning.

Pedagogical Advantages: Blended learning can also provide pedagogical advantages in management education. A study by Wang and Chen (2018) found that blended learning can promote higher-order thinking skills, foster deeper understanding of complex concepts, and provide opportunities for collaborative learning.

Challenges and Limitations: While blended learning can offer significant benefits, it also presents some challenges and limitations. For example, a study by Mishra et al. (2018) found that challenges such as technical issues, instructor readiness, and course design can affect the effectiveness of blended learning in management education.

Student Satisfaction: Overall, students tend to be satisfied with blended learning in management education. A study by Al-Fraihat et al. (2020) found that students who participated in a blended learning course in management information systems were highly satisfied with the course and felt that it provided a positive learning experience

Objectives of the research

1. To study the concept of blended learning.
2. To study the impact of blended learning on student engagement.

Hypotheses

H1: There is a positive impact of blended learning on students' engagement.

H2: There is a positive impact of blended learning on students' satisfaction.

Results

Table 1. Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-25 years	118	50	50	50
	25-30 years	44	18.6	18.6	68.6
	30-35 years	28	11.9	11.9	80.5
	35-40 years	24	10.2	10.2	90.7
	Above 40 years	22	3.2	3.2	100.0
	Total	236	100.0	100.0	

50% of the respondents belonged to the age group of 18-25 years. 18.6% of the respondents were in the age group of 25-30 years, while 11.9%, 10.9% and 3.2% belonged to the age groups 30-35 years, 35-40 years and above 40 years respectively. Hence, it can be seen that a majority of the respondents belonged to the age group 18-25 years.

Table 2. Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	118	50.0	50.0	50.0
	Female	118	50.0	50.0	100.0
	Total	236	100.0	100.0	

The survey had an equal number of male and female respondents. 50% each belonged to the gender categories of male and female respectively.

Table 3. Student Satisfaction

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
	The learning methods adopted in blended learning is a great way to learn any concept.	30	12.7%	32	13.6%	32	13.6%	82	34.7%	60
I am doing very well in my studies because of blended learning curriculum and its syllabus design.	29	12.3%	27	11.4%	38	16.1%	85	36%	57	24.2%
Blended learning makes study interesting and enjoyable for me.	26	11%	32	13.6%	26	11%	96	40.7%	56	23.7%
The blended learning approach is helping me have a better time-management skill.	24	10.2%	24	10.2%	32	13.6%	115	48.7%	41	17.4%
I am doing very well in my studies because of blended learning exercise methodologies.	34	14.4%	32	13.6%	39	16.5%	84	35.6%	47	19.9%

34.7% of the respondents agreed that the learning methods adopted in blended learning is a great way to learn any concept. 12.7%, 13.6%, and 13.6% of the respondents respectively indicated Strongly Disagree, Disagree, and Neutral opinion regarding this statement. 25.4% of the respondents strongly agreed with this statement.

36% of the respondents agreed that they were doing very well in their studies because of blended learning curriculum and its syllabus design. 13.3%, 11.4%, and 16.1% of the respondents respectively indicated Strongly Disagree, Disagree, and Neutral opinion regarding this statement. 24.2% of the respondents strongly agreed with this statement.

40.7% of the respondents agreed that blended learning makes study interesting and enjoyable for them. 11%, 13.6%, and 11% of the respondents respectively indicated Strongly Disagree, Disagree, and Neutral opinion regarding this statement. 23.7% of the respondents strongly agreed with this statement.

48.7% of the respondents agreed that the blended learning approach is helping them have a better time-management skill. 10.2%, 10.2%, and 13.6% of the respondents respectively

indicated Strongly Disagree, Disagree, and Neutral opinion regarding this statement. 17.4% of the respondents strongly agreed with this statement.

36.6% of the respondents agreed that they were doing very well in their studies because of blended learning exercise methodologies. 14.4%, 13.6%, and 16.5% of the respondents respectively indicated Strongly Disagree, Disagree, and Neutral opinion regarding this statement. 19.9% of the respondents strongly agreed with this statement.

Thus, the overall results of the survey suggest that blended learning is a popular and effective approach for studying. Majority of the respondents have agreed that it helps them have better time-management skills, makes their studies interesting and enjoyable, and has helped them do well in their studies. This shows that blended learning can be an effective way to learn new concepts and exercise methodologies by harnessing both online and offline learning experiences. The survey was conducted with an equal number of respondents from both male and female categories for better accuracy. The results suggest that blended learning is an effective approach for studying in both the genders.

Table 4. Engagement

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
I am actively involved in the academic discussions on class blogs and discussion boards.	29	12.3 %	37	15.7%	32	13.6%	88	37.3%	50	21.2%
I participate actively in the class discussions using technologies such as Skype, Google hangout, etc.	26	11%	28	11.9%	40	16.6%	94	39.8%	48	20.3%
Online assignments motivate me to spend more time on my studies and assignments than before adopting blended learning.	28	11.9 %	35	14.8%	29	12.3%	92	39%	52	22%
I attend classes regularly and available at all times on class forums due to my access to learning materials online	25	10.6 %	28	11.9%	32	13.6%	98	41.5%	53	22.5%
I can access the course materials anytime anywhere due to the availability of class discussion forums online	28	11.9 %	23	9.7%	38	16.1%	98	41.5%	49	20.8%
I am able to use technology easily in my studies as compared to before adopting blended learning	22	10.3 %	21	8.9%	41	17.4%	95	40.3%	47	19.9%
I undertake more self-study time for my assignments due to availability of course material and platforms	30	12.7 %	22	9.3%	38	16.1%	97	41.1%	49	20.8%
I can view my previous assignments and study materials on the help centre pages of education system	24	10.2 %	24	10.2%	34	14.4%	100	42.4%	54	22.9%

37.3% of the respondents agreed that they are actively involved in academic discussions on class blogs and discussion boards. This suggests that these students are highly engaged in the course materials and activities. However, 12.3% of them strongly disagreed, indicating that there is still room for improvement in terms of engaging with the class material. Additionally, 15.7% of respondents disagreed and 13.6% were neutral on this matter, pointing to a need for further discussion and exploration into how to effectively engage students in online classroom conversations. This data can help instructors create more effective strategies to keep their classes engaged and motivated throughout their studies. By utilizing feedback from students on what they find most engaging in an online environment, instructors can ensure that all learners have a successful academic experience.

Over 39.8% of the respondents agreed that they take part in class discussions using technologies such as Skype, Google Hangout and other platforms. This suggests that these students are comfortable with utilizing technology for their academic studies. However, 11% of them strongly disagreed with this statement, indicating that there is a need to provide more training on how to use online tools effectively in an academic setting. Additionally, 11.9% of respondents disagreed and 16.9% were neutral on this matter, pointing to a need for further discussion and exploration into which tools are best suited to support student learning and engagement in the classroom environment. Instructors can use this data when building curriculums and providing resources for learners so that everyone has access to the same information and resources. This will create an equitable learning environment for all students, regardless of their technological abilities.

Over 39% respondents agreed that online assignments motivate them to spend more time on their studies and assignments than before adopting blended learning. This suggests that utilizing technology as part of their coursework is beneficial for student engagement and motivation. However, almost 11.9% of them strongly disagreed with this statement, indicating that there is a need to further understand why some students are not being motivated by online assignments. Additionally, 14.8% of respondents disagreed and 12.3% were neutral on this matter, pointing to a need for further discussion and exploration into what can be done to support those who are not feeling motivated by online assignments. Instructors can use this data when creating lesson plans and activities so that all learners feel engaged in the learning process. By providing varied resources and activities, instructors can ensure that all learners have the opportunity to succeed.

Over 41.5% of respondents agreed that they attend classes regularly and are available at all times on class forums due to their access to learning materials online. This suggests that the use of technology for coursework is beneficial for student engagement and motivation. However, 10.6% of them strongly disagreed with this statement, indicating that there is still room for improvement in terms of ensuring students can access learning materials easily and quickly. Additionally, 11.9% of respondents disagreed and 13.6% were neutral on this matter, pointing to a need for further discussion and exploration into how to effectively make resources available to students who may not have reliable internet access or other technological resources in their homes.

More than half of the respondents agreed that they can access course materials anytime and anywhere due to the availability of class discussion forums online. This suggests that using

technology for coursework is beneficial for student engagement and motivation. However, 11.9% of them strongly disagreed with this statement, indicating that there is still a need to improve how materials are made available online so that students have reliable and consistent access. Additionally, 9.7% of respondents disagreed and 16.1% were neutral on this matter, pointing to a need for further exploration into how to better utilize online tools in order to ensure equitable access to resources and instruction. By providing all learners with equal opportunities to succeed, instructors can make sure everyone has the same opportunities regardless of their circumstances.

Over 40.3% of respondents agreed that they are able to use technology easily in their studies as compared to before adopting blended learning. This indicates that the utilization of technology for coursework has been beneficial for student engagement and motivation. However, 9.3% of them strongly disagreed with this statement, suggesting that there is still room for improvement when it comes to making technology more accessible and user-friendly. Additionally, 8.9% of respondents disagreed and 17.4% were neutral on this matter, demonstrating a need for further investigation into how to improve students' experiences with digital platforms and make sure everyone has the same opportunities regardless of their circumstances. By providing equitable access to quality resources and activities, instructors can ensure that all learners have the opportunity to succeed.

By creating an engaging and accessible blended learning environment, instructors can make sure that everyone has the same chance for success regardless of their circumstances. By providing meaningful activities, effective resources, and equitable access, students are more likely to be motivated and engaged in their coursework. This survey has provided valuable insights into how students perceive blended learning and what they believe should be improved in order to make it even more beneficial for everyone involved. With this data, instructors can make thoughtful changes to their lesson plans in order to create an environment that fosters student engagement and motivation.

Over 41.1% of respondents agreed that they undertake more self-study time for their assignments due to the availability of course material and platforms. This demonstrates that providing digital resources and materials has been beneficial in increasing student engagement and motivation. However, 12.7% of them strongly disagreed with this statement, indicating that there is still a need to improve how materials are made available online so that students have reliable and consistent access. Additionally, 9.3% of respondents disagreed and 16.1% were neutral on this matter, pointing to a need for further exploration into how to better utilize online tools in order to ensure equitable access to resources and instruction.

As seen in this survey, over 42.4% of respondents agreed that they could view their previous assignments and study materials on the help centre pages of the education system. This points to a need for instructors to provide students with reliable access to course materials and resources so that they can review their work whenever they need it. However, 10.2% of them strongly disagreed with this statement, suggesting that there is still room for improvement when it comes to making resources more easily accessible and user-friendly. Additionally, 14.4% were neutral on this matter, demonstrating a need for further investigation into how to better utilize online tools in order to ensure equitable access to resources and instruction.

Testing of Hypotheses

Table 5. One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
I am actively involved in the academic discussions on class blogs and discussion boards.	236	3.153	1.152	.0754
I participate actively in the class discussions using technologies such as Skype, Google hangout, etc.	236	3.740	.987	.0856
Online assignments motivate me to spend more time on my studies and assignments than before adopting blended learning.	236	3.654	1.084	.0875
I attend classes regularly and available at all times on class forums due to my access to learning materials online	236	3.857	.915	.08457
I can access the course materials anytime anywhere due to the availability of class discussion forums online	236	3.787	.917	.0887
I am able to use technology easily in my studies as compared to before adopting blended learning	236	3.541	1.047	.0987
I undertake more self-study time for my assignments due to availability of course material and platforms	236	3.789	1.124	.0984
I can view my previous assignments and study materials on the help centre pages of education system	236	4.154	.846	.0724

The above table shows that in all cases, the average is above 3.6. Thus the results of the study show a trend towards agreement of all the statements under question. However, one sample T- test was conducted to know if the assumed mean and the actual mean were significantly different.

Table 6. One-Sample Test

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
I am actively involved in the academic discussions on class blogs and discussion boards.	6.428	235	.000	.5838	.484	.824
I participate actively in the class discussions using technologies such as Skype, Google hangout, etc.	9.578	235	.000	.7808	.644	.926
Online assignments motivate me to spend more time on my studies and assignments than before adopting blended learning.	7.121	235	.000	.7806	.584	.955
I attend classes regularly and available at all times on class forums due to my access to learning materials online	10.400	235	.000	.9167	.765	1.088
I can access the course materials anytime anywhere due to the availability of class discussion forums online	11.289	235	.000	.8529	.695	1.025
I am able to use technology easily in my studies as compared to before adopting blended learning	7.391	235	.000	.7441	.584	.942
I undertake more self-study time for my assignments due to availability of course material and platforms	8.478	235	.000	.8548	.657	1.013

I can view my previous assignments and study materials on the help centre pages of education system	13.55 0	235	.000	1.00	.834	1.122
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The table shows that the mean differences are positive. The P values are also less than 0.05. With this we can safely reject the null hypothesis and accept that the use of blended learning in education has a deep impact on student engagement

A one sample T-test was used to check the statistical significance. The results are as follows:

Table 7. One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
The learning methods adopted in blended learning is a great way to learn any concept.	236	3.722	1.187	.1104
I am doing very well in my studies because of blended learning curriculum and its syllabus design.	236	3.590	1.09	.0957
Blended learning makes study interesting and enjoyable for me.	236	3.874	1.029	.0874
The blended learning approach is helping me have a better time-management skill.	236	3.871	.733	.0678
I am doing very well in my studies because of blended learning exercise methodologies.	236	3.564	1.198	.1023

Table 8. One-Sample Test

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
The learning methods adopted in blended learning is a great way to learn any concept.	8.217	235	.000	.8112	.6004	1.014
I am doing very well in my studies because of blended learning curriculum and its syllabus design.	8.457	235	.000	.8314	.6424	1.011
Blended learning makes study interesting and enjoyable for me.	10.31 1	235	.000	.9216	.7031	1.713
The blended learning approach is helping me have a better time-management skill.	12.57 9	235	.000	.9745	.7411	1.041
I am doing very well in my studies because of blended learning exercise methodologies.	5.441	235	.000	.5547	.3421	.7654

At a test value of 3, it can be seen that all the mean differences are positive. The P values are lesser than 0.05 level. This shows that we can safely reject the null hypothesis and accept that “The use of blended learning in education has a significant impact on students' satisfaction.”

Conclusion

According to the survey results, students have profited greatly from the availability of digital tools and materials. However, in order to ensure fair access to resources and teaching, there is still a need to improve how materials are made available online. Instructors can ensure that everyone has the same chance for success regardless of their circumstances by developing an interesting and accessible blended learning environment. With this information, teachers can

make strategic changes to their class plans in order to increase student engagement and motivation.

Overall, the survey findings show that giving digital tools and materials has increased student involvement and motivation. There is, nevertheless, potential for development in terms of making resources more easily available and user-friendly. With this information, instructors can make strategic changes to their blended learning strategies to ensure that all students have fair access to resources and teaching. They may establish a climate that supports student involvement, motivation, and achievement by doing so.

In conclusion, the survey results show that, while there is still room for improvement in terms of how materials are made available online in order to ensure equitable access to resources and instruction, providing digital resources and materials has been largely beneficial in terms of increasing student engagement and motivation. With the survey results in hand, teachers can make strategic changes to their lesson plans to provide an engaging and accessible blended learning environment for all students. In the long run, this will promote student success and well-being.

Overall, the results of this poll demonstrate that giving digital tools and materials has aided in enhancing student involvement and motivation. However, there is definitely room for improvement in terms of how materials are made available online so that students have consistent and reliable access regardless of their circumstances. With this information, instructors can make strategic changes to their blended learning strategies to ensure that all students have fair access to resources and teaching. They may establish a climate that supports student involvement, motivation, and achievement by doing so. In conclusion, our findings highlight the necessity of using digital resources and materials to provide an interesting and accessible learning environment for students. In the long run, this will promote student success and well-being.

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