

THE ATTITUDE AND PERCEPTION TOWARDS BLENDED LEARNING APPROACH AMONG ENGLISH LANGUAGE TEACHERS AND STUDENTS OF SAURASHTRA UNIVERSITY

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Abstract

21st-century education involves innovative skills like critical thinking, activity works together, information, media, technical skills, life-career skills clearly expressing self-direction, adaptability, responsibility, social skills, and leadership skills. In this era, considering these objectives is a task that cannot be fulfilled by forcing education to physical spaces and within a given time provided classroom functioning hours. Due to this reason, the restrictions of classroom space and limited hours have led teachers and learners to find ways and innovative views to overcome the limitations. Learning the English language traditionally is specified concerning the classroom environment, and the teachers transform the information to the learners. It is popularized; that blended learning has been favoured by flexibility, which enables innovative teaching procedures. Blended learning allows students to utilize educational resources and participate in interactive activities that extend beyond the limitations of the traditional classroom setting.

This paper explores the attitudes and perceptions of Saurashtra University English language instructors and students on the blended learning approach. This paper focuses on a survey conducted among 35 English language teachers at the college level and 200 UG-level commerce students of Saurashtra University. Two separate structured questionnaires were created using Google Forms and addressed the opinions of instructors and students at several colleges, affiliated with Saurashtra University. The purpose of the survey was to create a data-based scenario about the attitudes, observations, and experiences of English teachers and students about the blended learning strategy.

Later, the data was analyzed and interpreted to develop better insight, which ultimately helped in making appropriate generalizations. Finally, the paper enlists major findings and recommendations for improving the current scenario.

Limitations/implications of the research:

The paper's discussions are restricted to a general analysis of Saurashtra University's representative colleges. Only 200 UG-level English language learners and 35 English language teachers made up the sample size.

Ramifications for practice:

This study will aid in comprehending how Saurashtra University instructors and students view blended learning today. At the policy level, the study will assist in creating a roadmap for the advantageous use of blended learning models by educators and students.

Keywords: attitude, perception, blended learning, approach, technology.

1. Introduction

To help learners with English language competency, the field of English language teaching constantly innovates by implementing cutting-edge methods. Many English language instructors in India are tired of teaching English in typical classroom settings since they do not help language learners improve their language proficiency. In today's technologically advanced world, the education sector is more dependent on technological advancements (Azizan, 2010). Technology models can assist in implementing a blended learning approach in conventional classroom settings for teaching English.

Blended learning enhances flexibility in the teaching-learning process (Oh & Park, 2009). Technology-assisted classrooms can provide better support for all the student groups based on their abilities. Blended teaching techniques are a boon for both highly intelligent students and less able students (Akkoyunlu, 2006). Blended learning inculcates the habit of independent and personalized learning. Students can come across diverse learning environments, which can foster their ability to learn and acquire knowledge.

These varied learning environments can provide interactive and collaborative learning platforms for all the regional, national, and international level teacher-student communities. Blended learning opens the door for face-to-face meetings, debates, forum discussions, and brainstorming sessions online, which can help the students improve their communication skills and even help them share ideas and information.

In most of the Indian schools, English language teachers follow the traditional methods, where the students are unable to follow the lessons taught by the teachers as they lack practical approach. In the present scenario, face-to-face teaching with technological support is in vogue for higher educational institutions, whereas the secondary educational institutions under the government and private sectors do not give priority to blended learning and fail to facilitate the students with e-learning due to various economic and administrative reasons. Thereby, students of these schools possess poor quality in English language learning.

Blended learning possesses various approaches to classroom teaching techniques. The concept of blended learning is not a novel endeavour; it has been present in the field of education. The blended learning approach is an innovative pedagogical strategy in English language instruction, and its application can effectively enhance learners' comprehension of the subject matter. Blended learning is a more effective and sustainable way of learning than traditional classroom

learning. In recent times, blended learning in classroom teaching has combined digital media with traditional methods.

Currently, classroom instruction relies on the blended learning approach. The attitude and perception of this pedagogy are quite different from teacher to learner and teaching to the understanding of the concept. Considering these facts, the researcher is trying to invent **“The Attitude and Perception Towards Blended Learning Approach among English Language Teachers and Students of Saurashtra University.”**

2. Literature Review

Benson, V.; Anderson, D.; and Ooms, A. (2011) probed into “Educators Perceptions, Attitudes, and Practices; Blended Learning in Business and Management Education.” Examining blended learning from the viewpoint of academic staff is the goal of the study. According to the study's findings, blended learning has been around for a while and most students benefit from it in many ways, including communication, student management, engagement, and learning. A smaller percentage of students stated that they rely on the faculty's opinion regarding which approach would enhance learning at each stage and different blended approaches, while a larger percentage of students required the addition of some technology and functions. The other group of students was influenced by technology to the extent that it was practical.

Dr Gunmala Suri and Sneha Sharma (2016) studied “Investigation of Teachers’ Attitude towards e-learning: A Case Study of Punjab University, Chandigarh, India.” This piece examines how educators feel about online education. 85 instructors from Punjab University in Chandigarh, India, who teach in six major faculties, were examined in this study. The findings indicate that teachers have a good attitude towards online education. According to the study's findings, Punjab University instructors support the current teaching approach incorporating e-learning. The findings also showed that there was no discernible gender difference in the opinions of teachers about computers and online education. The study investigated how university instructors initially perceived and felt about e-learning or blended learning.

Exploring Teacher Perceptions of Blended Learning was the subject of a 2015 study by Jill I. Sorbie. This case study focused on teachers' attitudes toward blended learning, its impact on their pedagogical approaches, and its potential to enhance student learning. Moodle's use for formative evaluation was one of the leading study objectives, which also addressed the difficulties and achievements of blended learning. The study's findings on professional learning communities were intended to enhance blended learning pedagogy for educators.

3.0 Definitions of various terms

3.1. Attitude

An attitude is a learnt predisposition to respond favourably or unfavourably towards people, an object, an idea, or a situation (Fishbein, 1980).

3.2 Perception

The Cambridge Dictionary claims that, “perception is a belief or opinion, often held by many people and based on how things seem.”

3.3 Blended Learning Approach

As per Dziuban, Hartman, and Moskal (2004), "blended learning should be seen as an instructional method that integrates the benefits of face-to-face teaching and the interactive learning opportunities provided by online platforms, rather than simply a combination of the two."

Delivery modalities refer to the many methods or channels via which something is delivered or distributed.

4. Objectives of the study

- 1) To understand the attitudes and perceptions towards the Blended Learning approach among the UG-level commerce students and teachers of Saurashtra University.
- 2) To learn the opportunities and obstacles of introducing blended learning in colleges/institutions affiliated with Saurashtra University.
- 3) to suggest the actions that need to be made to implement high-quality blended learning in the new normal. to implement a suitable pedagogy.

5. Research Methodology

It was survey research conducted to collect information/data about a population of interest.

a) Primary Data: Primary data was collected through two different questionnaires designed for UG-level commerce students and teachers teaching in various colleges/institutions affiliated with Saurashtra University.

b) Secondary Data: Books, journals, and literature reviews from online information sources were used to gather secondary data.

6. Research Tools

Research tools are developed for the collection of qualitative and quantitative data. 35 teachers working in various colleges/institutions affiliated with Saurashtra University and 200 UG-level commerce students were given two different questionnaires to be filled out.

7. Sampling Method

7.1 Sampling Method of Students

The sampling method used for this survey was random sampling.

The total sample size was 235. This consists of 35 English language teachers and 200 UG-level commerce students from various colleges and institutions of Saurashtra University chosen at random to collect the primary data through two different questionnaires.

Demographic information of students:

Demographic Information	Categories	Freq.
Name of the college	Shantiniketan college	35
	Matrumandir college	30
	Harivandna college	25
	Kavi Shree Daad Govt. Arts and commerce college	25
	Dhamsaniya college	23
	R.P.B.C. Bhalodia college	21
	Kansagra college	21
	Christ college	20
Semester	2	70
	4	70
	6	60

1.5.2 Sampling Method of Teachers

Demographic information of teachers:

Demographic information	Categories	Freq.
Name of college	Shantiniketan college	3
	Matrumandir college	3
	Harivandna college	3
	Dhamsaniya college	2
	R.P.B.C. Bhalodia college	4
	Kansagra college	4
	Christ college	3
	J.J. Kundalia college	3
	Grace college	3

	Jasani college	3
	M.J. Kundalia college	4
Experience	0-5 years	15
	6 – 10 years	10
	11 - 15 years	5
	Above 15 years	5

8. Delimitations of the Study

- This study was limited to teachers of English working in various colleges and institutions of Saurashtra University.
- This study was limited to UG-level commerce students studying in various colleges and institutions of Saurashtra University.
- This study was limited to studying the current scenario of the blended learning approach of teachers and students at Saurashtra University.

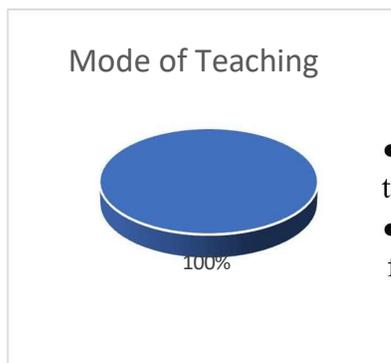
9. Data Interpretation and Analysis

Microsoft Excel software was used to compile and analyse the information gathered from two distinct surveys. The survey report is prepared by analysing the data using the relevant graphics. The conclusions drawn from the data analysis were created.

9.1 Quantitative Analysis and Interpretation

The researcher has presented an analysis and interpretation of checklists (yes-no) type, Likert scale type, and open-ended type items that are separately used in the tool with a graphical presentation in the form of a pie chart.

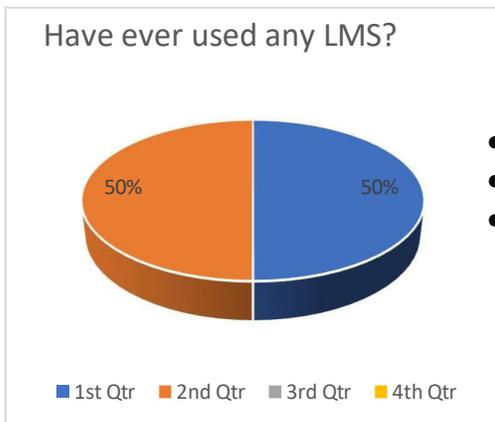
9.1.1. Quantitative Analysis and Interpretation of Students



- 100% of respondents follow a face-to-face mode of teaching.
- It means that no college of Saurashtra University follows an online, blended, or hybrid mode of teaching.



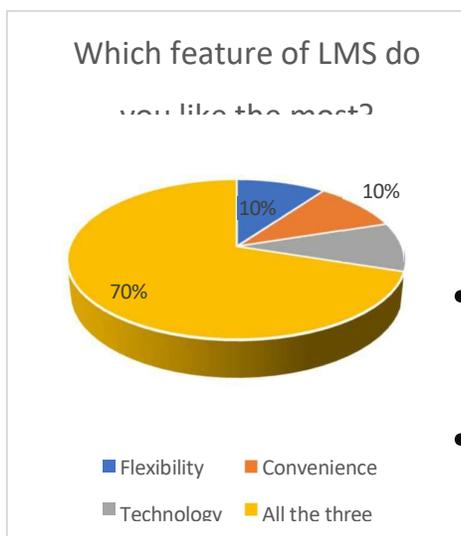
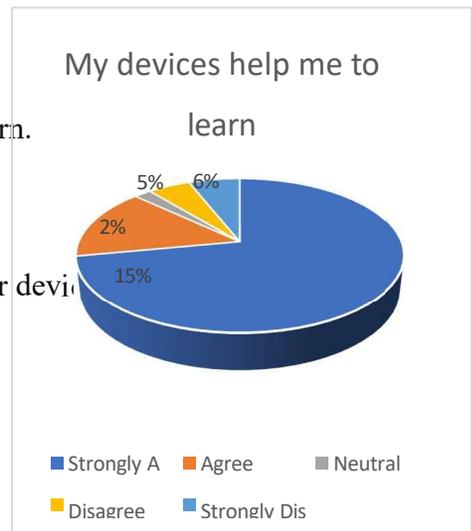
- 89% of respondents studied online in the past.
- 11% of respondents have not studied online.
- This means that most of the students have experience studying online.



- 50% of respondents used LMS.
- 50% of respondents did not use LMS
- It means that half of the respondents know the use of LMS.

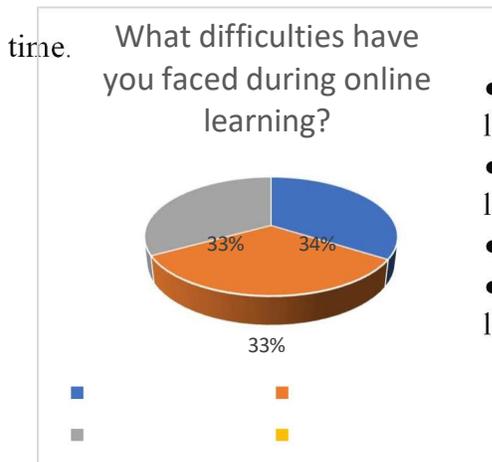
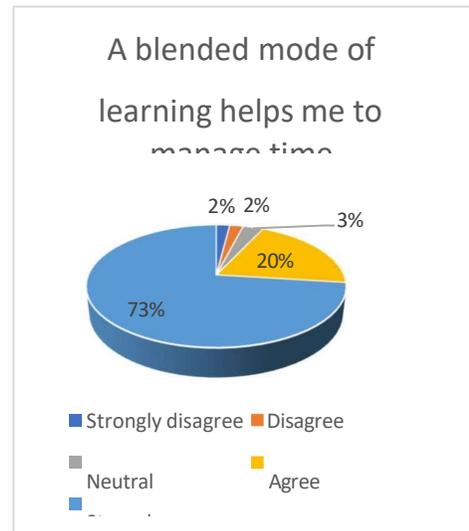
- 72% of respondents strongly agree that their devices (cell phones, MP3 players, PDAs) help them to learn.

- 5% of respondents agree that their devices help them to learn.
- 6% of respondents are neutral.
- 5% of respondents disagree with the statement.
- 2% of respondents strongly disagree.
- This indicates that most of the respondents believe that their devices

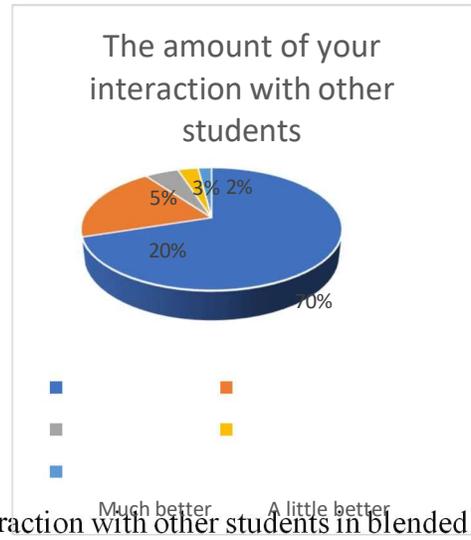


- 70% of respondents liked all the features of LMS (i.e., flexibility, convenience, and technology).
- 10% of respondents liked its flexibility.
- 10% of respondents liked its convenience.
- 10% of respondents liked its technology.
- It proves that all the respondents liked its one or another feature.

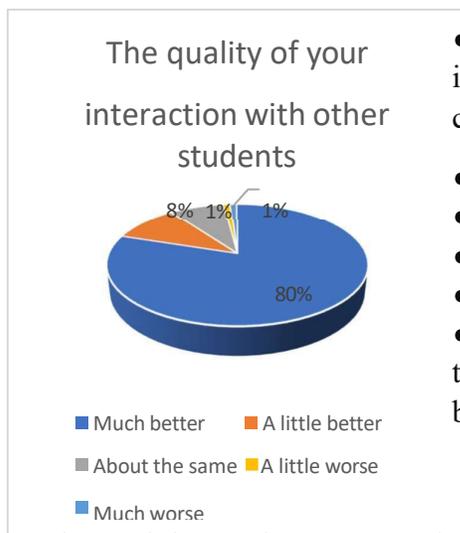
- 73% of respondents agree with the statement that a blended mode of learning helps to manage time.
- 20% of respondents agree with the statement.
- 3% of respondents are neutral.
- 2% of respondents disagree.
- 2% of respondents strongly disagree.
- It indicates that the majority of respondents agree that a blended mode of learning helps them to manage their



- 34% of respondents faced difficulties during online learning due to inadequate training.
- 33% of respondents faced difficulties during online learning due to network issues.
- 33% of respondents faced difficulties due to its cost.
- It proves that there are three major hurdles in online learning: inadequate training, network issues, and cost.

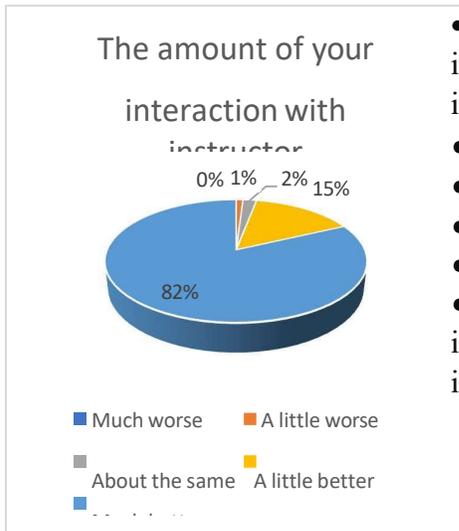


- 70% of respondents feel that the amount of their interaction with other students in blended courses is much better in contrast to in-person classes.
- 20% of those surveyed feel that it is a little better.
- 5% of respondents feel that it is about the same.
- 3% of respondents feel that it is a little worse.
- 2% of respondents feel that it is much worse.
- According to the results, the majority of respondents believe that they engage with other students more in blended learning than in traditional classroom settings.

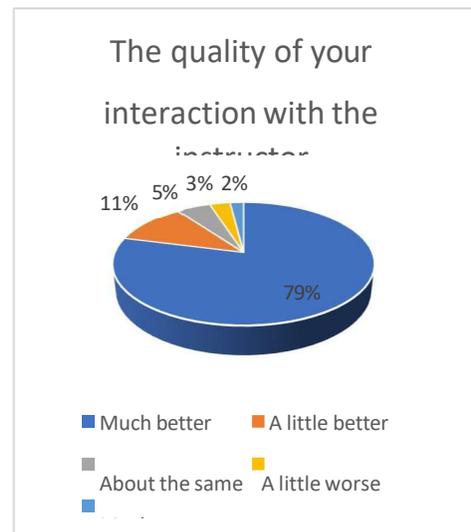


- 80% of respondents feel that the quality of their interaction with other students in blended courses is much better as compared to face-to-face courses.
- 10% of respondents feel that it is a little better.
- 8% of respondents feel that it is about the same.
- 1% of respondents feel that it is a little worse.
- 1% of respondents feel that it is much worse.
- So, it indicates that the majority of respondents feel that the quality of their interaction with other students in blended courses

is much better than compared to face-to-face courses.

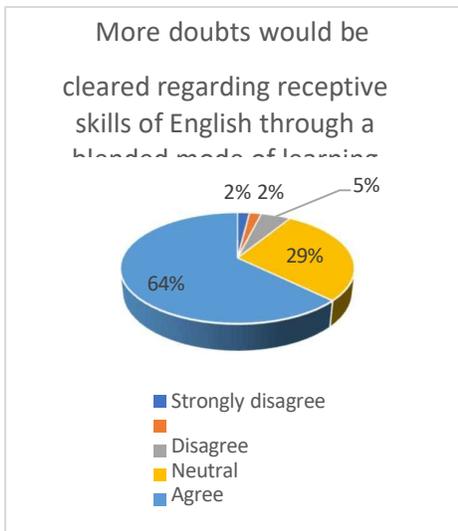


- 82% of respondents feel that their interaction with instructors in blended courses is much better in contrast to in-person classes.
- 15% of those surveyed feel that it is a little better.
- 2% of respondents feel that it is about the same.
- 1% of respondents feel that it is a little worse.
- No respondent feels it is much worse.
- So, it is interpreted that their interaction with instructors in blended courses is much better in contrast to in-person classes.



- 79% of those surveyed feel that the quality of their interaction with the instructor is much better in blended courses is much better than in contrast to in-person classes.
- 11% of those surveyed feel it is a little better.
- 5% of respondents feel that it is about the same.
- 3% of respondents feel that it is a little worse.
- 2% of respondents feel that it is much worse.

So, it indicates that the majority of respondents feel that the quality of their interaction with the instructor is much better in blended courses as compared to in- person classes.

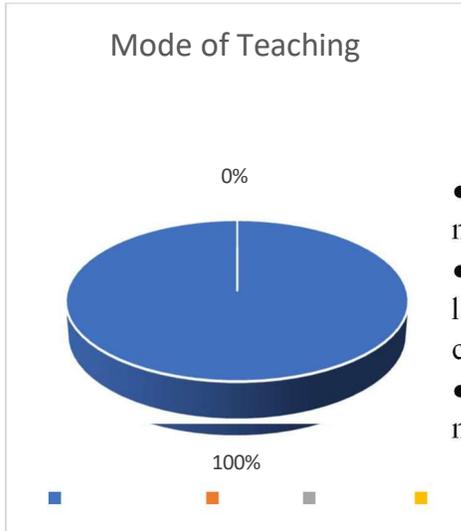


- 64% of respondents strongly agree that a mixed learning approach would enable students to get more answers to questions about their receptive English language skills.
- 29% of Respondents concur with the assertion.
- 5% of respondents are neutral regarding this statement.
- 2% of those surveyed don't agree with the statement.
- 2% of those surveyed strongly disagreed with the statement.
- It demonstrates that the majority of respondents agree that students would be able to

clear more doubts regarding receptive skills of the English language through a blended mode of learning.

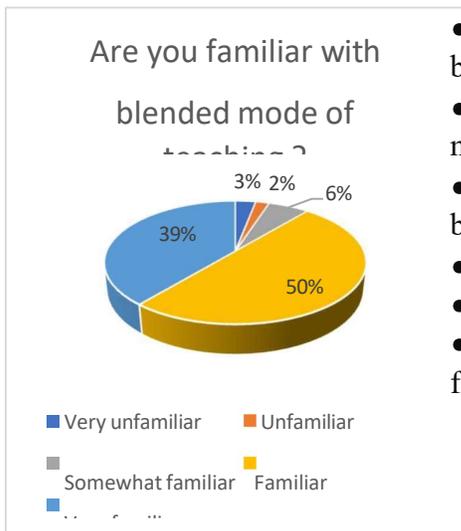
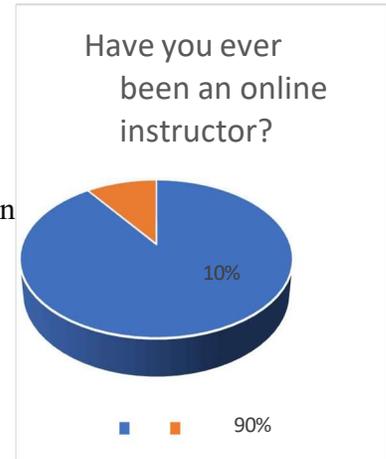
- 70% of respondents would highly appreciate a combined learning and teaching approach.
- was introduced in ELT at universities.
- 22% of respondents appreciate it.
- 4.5% of respondents are neutral about this view.
- 1.5% of respondents depreciate this view.
- 2% of respondents do not at all appreciate this view.
- It indicates that most of the respondents would appreciate this view.

9.1.2 Quantitative Analysis of Teachers

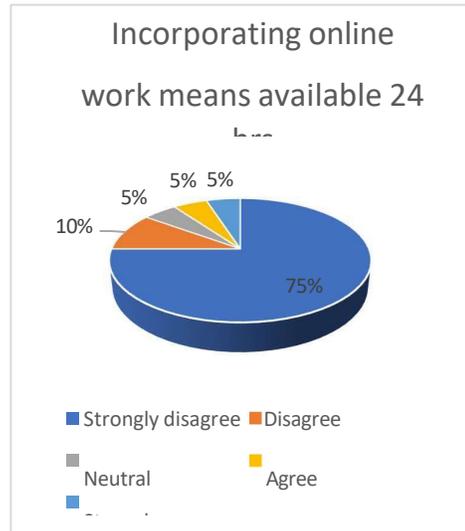


- 100% of respondents teach through conventional mode.
- It shows that all of the teachers teaching at the college level of Saurashtra University have been using the conventional mode.
- No teacher has been teaching online or in blended mode.

- 90% of respondents taught some online courses in the past.
- 10% of respondents never taught any online course.
- It indicates that the majority of respondents taught some online courses in the past.



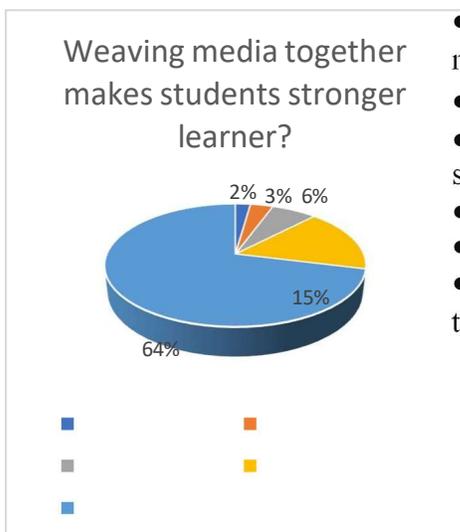
- 39% of respondents are very familiar with the blended mode of teaching and learning.
- 50% of respondents are familiar with the blended mode of teaching and learning.
- 6% of respondents are somewhat familiar with the blended mode of teaching and learning.
- 2% of respondents are unfamiliar.
- 3% of respondents are very unfamiliar.
- It indicates that the majority of respondents are familiar with the blended mode of teaching and learning.



- 75% of respondents strongly disagree that incorporating online work means you have to be available 24 hours a day.
- 10% of respondents disagree with the statement.
- 5% of respondents are neutral.
- 5% of those surveyed concur with the assertion.
- 5% of those surveyed strongly agreed with the responders.
- It shows that most the of respondents deny the view that incorporating online work means you have to be available 24 hours a day.

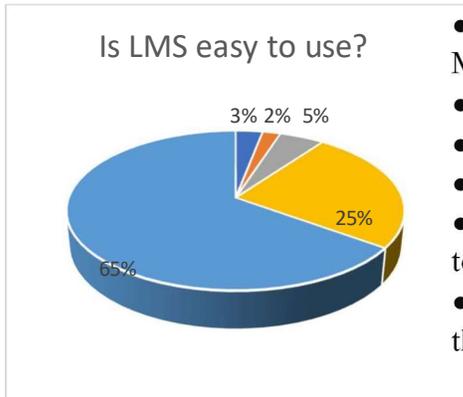
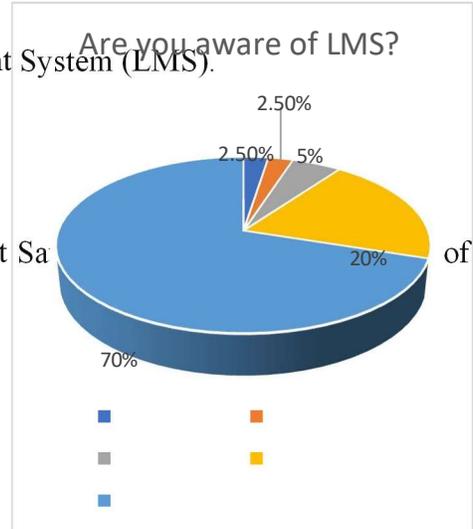
64% of those surveyed

- of those surveyed
- 64% of those surveyed



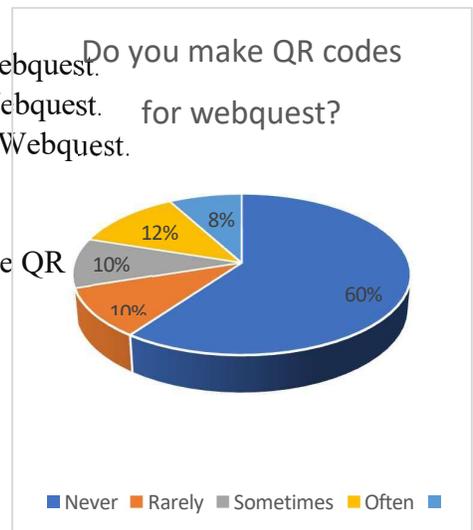
- 64% of those surveyed strongly agree that weaving media together makes students stronger learners.
- 15% of respondents agree with the assertion.
- 6% of those surveyed have no opinion about this statement.
- The assertion is disputed by 3% of respondents.
- 2% of those surveyed strongly disagree.
- It shows that most teachers agree that weaving media together makes students stronger learners.

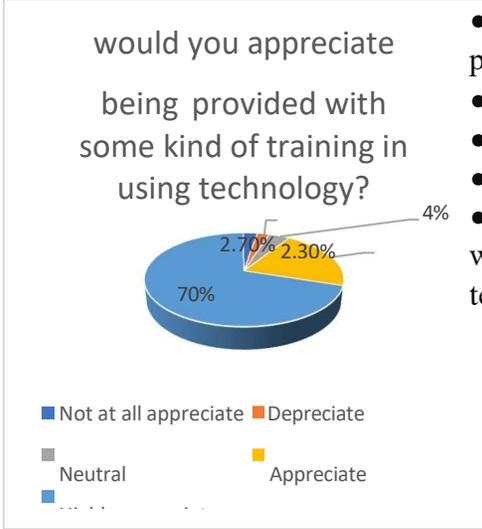
- 70% of respondents know the Learning Management System (LMS).
- 20% of respondents are aware of LMS.
- 5% of those surveyed are neutral.
- 2.5% of those surveyed are unaware of LMS.
- 2.5% of those surveyed are very unaware of LMS.
- It indicates that the majority of teachers teaching at Sa of the Learning Management System.



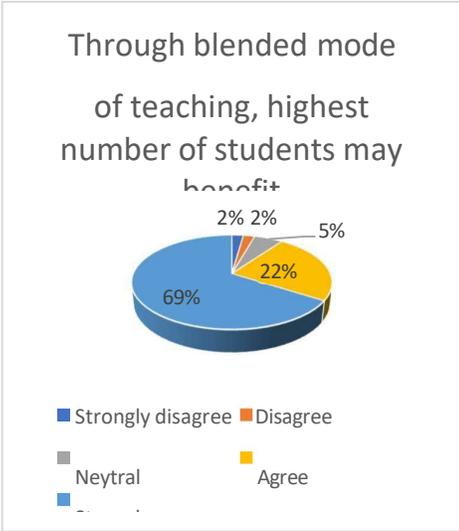
- 65% of respondents answered that the Learning Management system is very easy to use.
- 25% of respondents answered that it is easy to use.
- 5% of respondents are neutral.
- 2% of respondents replied that it is difficult.
- 3% of respondents replied that LMS is very difficult to use.
- The answers indicate that the majority of teachers find the Learning Management System easy to use.

- 60% of respondents never make QR codes for Webquest.
- 10% of respondents rarely make QR codes for Webquest.
- 10% of respondents sometimes make QR codes for Webquest.
- 12% of respondents often make it.
- 8% of respondents always make it.
- It indicates that the majority of teachers do not make QR



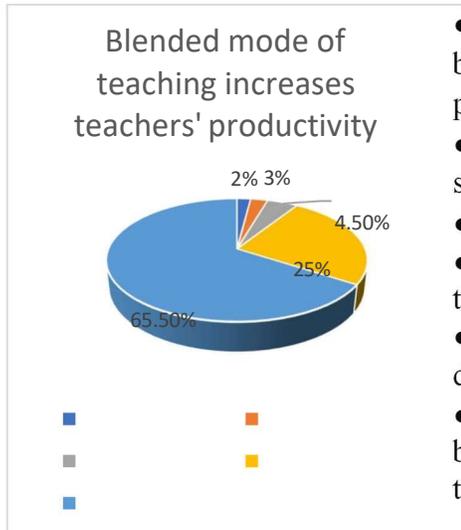


- 70% of respondents highly appreciate if they would be provided with some kind of training in using technology.
- 21% of respondents appreciate this view.
- 4% of respondents are neutral with the view.
- 2.3% of respondents depreciate this view.
- 2.7% of respondents did not at all appreciate if they would be provided with some kind of training in using technology.

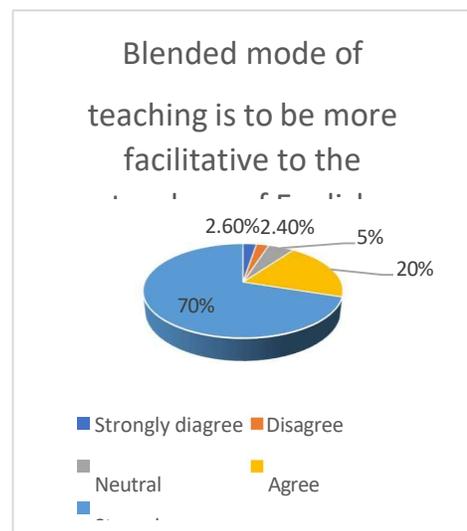


- So, it would be interpreted that the majority of teachers appreciate it if they were provided with some kind of training in using technology.

- 69% of respondents strongly agree that through a blended mode of teaching, the highest number of students may benefit.
- 22% of respondents agree that it may benefit.
- 5% of those surveyed are neutral.
- Only 2% of respondents disagree that a blended mode of teaching may benefit the highest number of students. 2% of respondents strongly disagree.
- It indicates that most of the teachers agree that through a blended mode of teaching, the highest number of students may benefit.

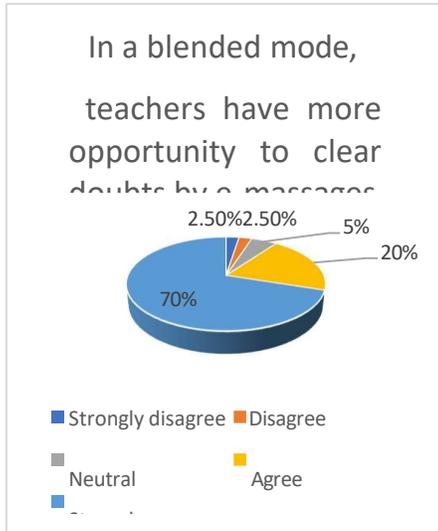


- 65.5% of those surveyed strongly agree that a blended mode of teaching increases teachers' productivity.
- 25% of those surveyed agree with the statement.
- 4.5% of those surveyed are neutral.
- 3% of respondents express disagreement with the statement.
- 2% of respondents express strong disagreement with the statement.
- It demonstrates that most respondents firmly believe that instructors are more productive when they use a blended learning approach.

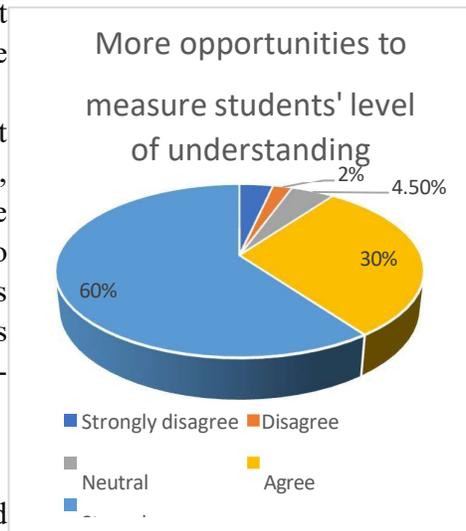


- 70% of respondents strongly agree that the blended mode of teaching is to be more facilitative to the teachers of English.
- 20% of those surveyed agree with the statement.
- 5% of those surveyed are neutral.

- 2.4% of those surveyed don't agree with the opinion.
- 2.6% of those surveyed strongly disagreed with the opinion.
- It demonstrates that the vast majority of respondents firmly believe that blended learning will benefit English instructors more.



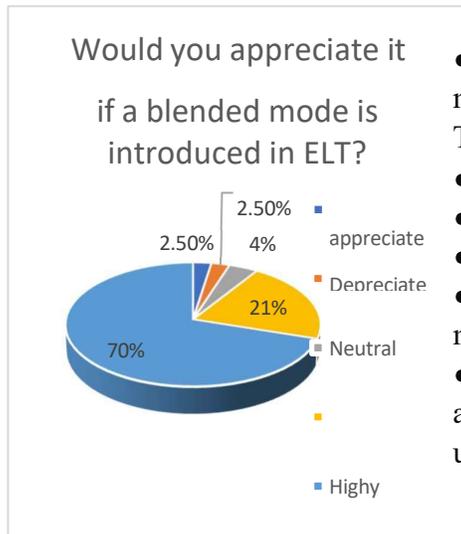
- 70% of those surveyed strongly agree that in a blended mode, teachers have more opportunities to clear doubts claimed by students through e-messages.
- 20% of those surveyed agree with the statement.
- 5% of answerers are neutral.
- 2.5% of answerers disagree.
- 2.5% of responders strongly disagree.
- It indicates that most of the respondents strongly agree that in a blended mode, teachers have more opportunities to clear doubts claimed by students through e-messages.



- 60% of respondents strongly agree that in a blended

mode, teachers have more opportunities to measure the student's level of understanding, especially students who are backward in reading and listening skills of the English language.

- 30% of respondents agree with the view.
- 4.5% of responders are neutral.
- 2% of responders disagree.
- 3.5% of those surveyed are strongly contradicted.
- It indicates that most of the teachers strongly agree that in a blended mode, they have more opportunities to measure the student's level of understanding.



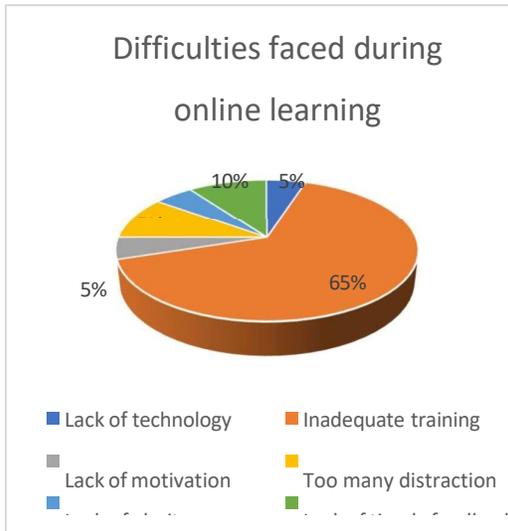
- 70% of respondents highly appreciate if a blended mode is introduced in ELT (English Language Teaching) at the university level.
- 21% of respondents appreciate it.
- 5% of answerers are neutral.
- 2.5% of answerers depreciate this view.
- 2.5% of answerers do not at all appreciate if a blended mode is introduced in ELT.
- It indicates that the majority of teachers highly appreciate if a blended mode is introduced in ELT at the university level.

9.2 Qualitative Analysis

Qualitative analysis was done with the help of open-ended questions through the questionnaire prepared for students and teachers.

9.2.1 Qualitative Analysis of Students

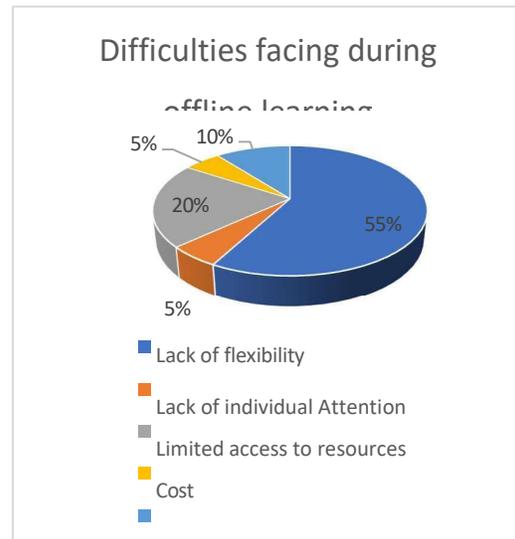
The researcher interviewed 50 commerce students and asked them open-ended questions.



- 65% of students replied that inadequate training was the major difficulty faced by them during online learning.
- 10% of students replied that too many distractions were there.
- 10% of students believe that lack of timely feedback was the difficulty
- 5% of students replied that lack of technology was the hurdle.
- 5% of students answered that lack of motivation was the difficulty in the response to the question.
- 5% of students answered that lack of clarity was the hurdle.

- It indicates the majority of students believe that inadequate training is the major difficulty during online learning.
- So, in general, students believe that lack of technology, lack of motivation, lack of clarity, too many distractions, and lack of timely feedback are the difficulties in online learning.

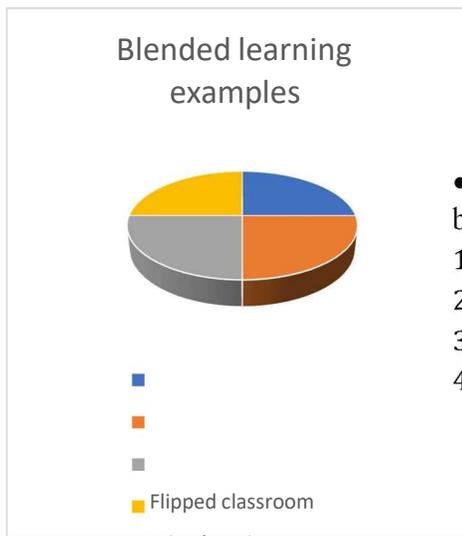
- In response to the query of what are the difficulties facing during offline learning, 55%



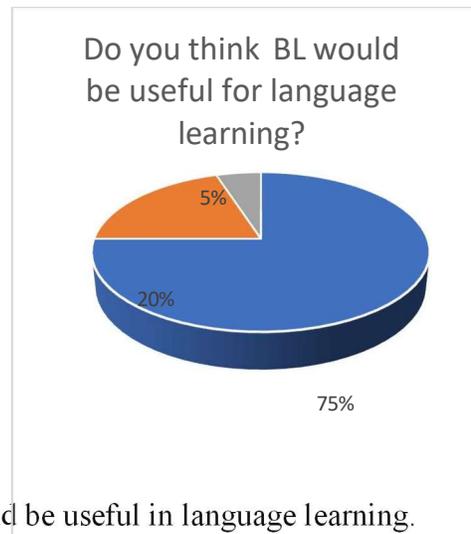
of students replied that lack of flexibility.

- 20% of students replied that they had limited access to resources.
- 10% of students responded that it's time-consuming.

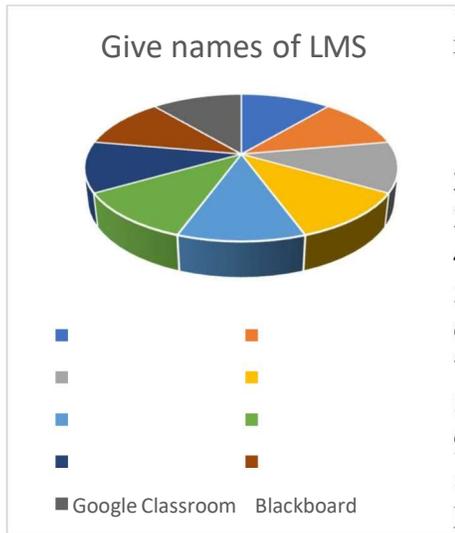
- 5% of students replied that it was a lack of individual attention.
- 5% of students replied it's cost.
- It indicates that most students face difficulties during offline learning due to a lack of flexibility.
- Thus, according to the students, lack of flexibility, lack of individual attention, limited access to resources, cost, and time consumption are the difficulties during offline learning.



- To the response of the question, which are blended learning examples, students replied:
 1. Flipped classroom
 2. Microlearning
 3. Collaborative learning
 4. Gamification



- 75% of students replied that blended learning would be useful in language learning.
- 20% of students don't think that blended learning would be useful in language learning.
- 5% of the respondents are neutral.
- It indicates most of the students think that blended learning would be useful in language learning.



• While asking, “Give names of LMS,” students replied:

1. Google Classroom
2. Blackboard
3. Schoology
4. Canvas
5. LearnDash
6. D2L Brightspace
7. Moodle
8. iSpring Learn
9. Easy LMS

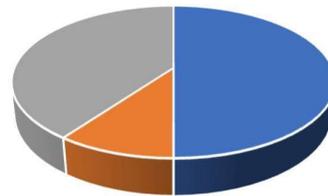
• The graph indicates that commerce students know about the names of LMS systems.

9.2.2 Qualitative Analysis of Teachers

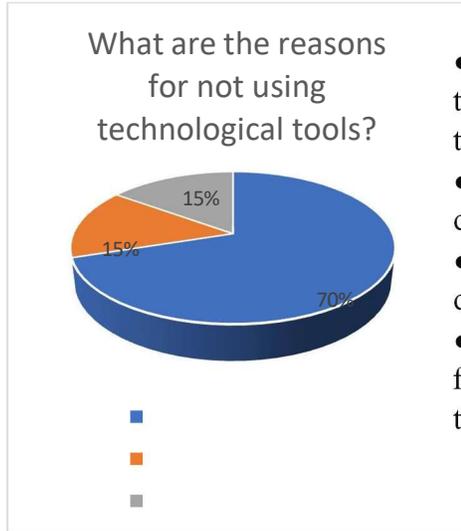
The researcher interviewed 12 teachers who are teaching at the college level. The questions and their responses are as follows:

% of respondents like its accessibility

- 10% of respondents like its engagement
- 40% of respondents like its enhanced communication.

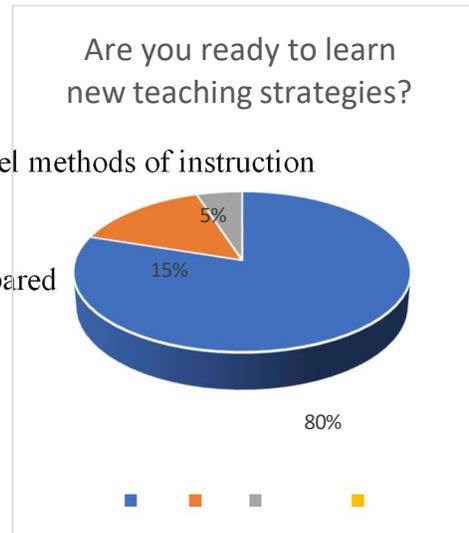


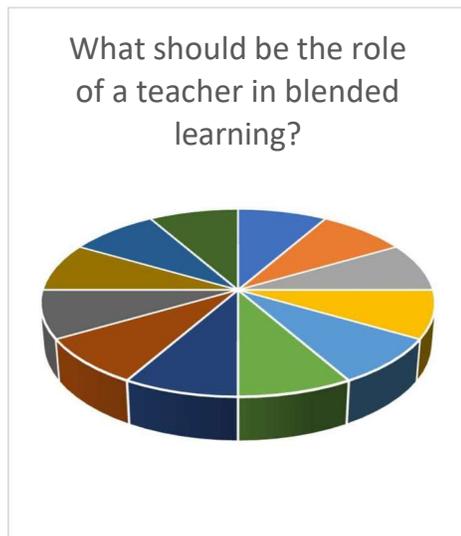
- It shows that the majority of respondents like accessibility & enhanced communication of the LMS system.



- 70% of respondents are not using technological tools (LMS, QR codes, etc) because of inadequate training.
- 15% of respondents are not using these tools due to technological issues
- 15% of respondents are not using these tools due to the expense of technology.
- It shows that most respondents have been facing problems due to inadequate training in using technological tools.

- 80% of those surveyed are prepared to learn novel methods of instruction
- 15% of answerers are not ready.
- 5% of those surveyed have no opinion.
- It shows that the majority of educators are prepared techniques.





- TeacherIn response to the above question, all the teachers answered in positive terms. Their answers are as below:
 - Tutor
 - Classroom planner
 - Leader
 - Analyzer
 - Manager of effective differentiation of learning
 - Students' supporter
 - Supporter of instructional decisions
 - Evaluatoacilitator
 - Guide
- 82% of respondents think that blended learning is to be suited to all kinds of language students (average, dull, and smart).
- 10% of respondents are neutral.
- 8% of respondents think that it is not suited to all kinds of language students.
- It indicates that most of the teachers think that blended learning is to be suited to all kinds of language students.

10. Concrete and Practical Remedial Measures

The difficulties associated with blended learning are not just specific to this methodology. The issues that learning professionals generally encounter are those related to culture, technology, infrastructure, and skills. Adopting blended learning is not simple (Kintu & Zhu, 8 2017). The

development of awareness, knowledge, skills, learning authority, funding, adequate infrastructure and support for technology, administration, resources, and change management are all essential to overcoming the challenges associated with blended learning.

A flexible, interesting, efficient, accessible, and diverse learning experience is made possible for both teachers and students through blended learning. The benefits and appeal of the blended learning strategy come from combining traditional teaching methods with technology-assisted learning techniques. Teachers can give lectures and evaluate students' learning abilities at the same time with blended learning methodologies (Bani Hamad, 2011).

Blended learning offers a diverse array of practical skills and enhances the cooperative and productive teaching-learning process. E-learning and online platforms are the most recent technological developments that are being used in education. When teaching English, the teacher should always consider the student's point of view. Blended learning encourages active engagement from students in English language classes. Blended learning models encourage self-paced learning by providing a variety of ICT models and increased access to internet resources, both of which are essential for achieving English language excellence.

In the blended learning approach, the teacher functions as a facilitator and has more time to adjust to the requirements of the pupils. Implementing this strategy in English language instruction eliminates student isolation and promotes task-based learning, which is essential for developing listening, speaking, reading, and writing abilities. Incorporating a blended approach into teaching allows students to better manage their time and encourages teamwork, which leads to professional development.

In a blended learning environment, it is simple to engage learners in reflection and discourse through social, cognitive, and teaching presences. If teachers are equally trained in technologically pedagogical teaching and learning, they will be able to choose and mix traditional methods of learning with digital learning, which turns out to be one of the best practices of English language teaching.

Therefore, there is a need to put out some concrete and effective remedial methods to improve secondary schools. English teachers' negative attitudes and perceptions towards blended learning are explained below:

- English language teachers should participate in in-service teacher training programmes since they have a negative attitude towards blended learning.
- To improve their attitude and perspective, teachers should practice many facets of blended learning.
- Attending conferences, seminars, symposiums, and workshops aimed at improving attitudes toward blended learning is recommended for educators.
- English teachers should review online resources that improve attitudes and perceptions of blended learning.
- Faculty Development Programmes (FDP) on mixed Learning approaches should be completed by teachers who have a negative attitude towards mixed learning (Khader, 2016)

- Teachers who have a negative attitude towards blended learning should participate in group discussions at discussion boards or cluster centres to talk about the challenges they have encountered when using this technique.
- It is recommended that managers perform intensive training sessions on blended learning to enhance their attitude and perception.
- Involve all the teachers who possess a low attitude toward blended learning to participate in ‘information dissemination sessions’ which may raise their level of attitude and perception of the blended learning approach.
- The management should provide supportive training on technology implementation and utilization of educational software.
- The management should take the necessary steps to provide permanent e- resources and technological infrastructure to make up the English language teachers' attitude and perception of the blended learning approach.
- Teachers should be trained on the specific classroom management strategies that enhance attitudes toward the blended learning approach.
- Encourage teachers to involve instructional coaching in different blended learning models.
- Teachers should be encouraged to maintain local or regional networks within schools or districts, which encourages teachers to involve themselves in a blended learning approach (Yadav, 2022).

11. Recommendations for further research:

- This study is confined to the sample of English language teachers working in various colleges of Saurashtra University, and this may be extended to all colleges of Gujarat, which may form another research.
- This study is confined to measuring the level of attitude and perception among the teachers towards blended learning, which may be studied concerning institutional environmental problems.
- The present study is confined to measuring the level of attitude and perception among the teachers towards blended learning; it may be extended to teacher effectiveness.
- An investigation may be conducted on the teachers’ creativity in blended learning environments.
- A comparative research on blended learning and traditional learning about students' learning abilities is useful research. A study of student perceptions of blended learning about various pedagogical principles may be studied (Graham, 2006).
- A study of the attitude of students, parents, and academic administrators towards blended learning about creative thinking may be conducted.

12. Conclusion:

This present investigation is a unique study conducted among English teachers who are teaching at the UG level and commerce students at the UG level of Saurashtra University. This study

shows that the highest number of students and teachers at Saurashtra University have positive attitudes toward blended methods of instruction and learning.

Thus, the teachers and students of Saurashtra University can be given the aspects in the recommendations with the facilities available to enhance the attitude and perception towards blended methods of instruction and learning, which helps them to equip themselves to face the globalization of the world.

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