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Construction and standardization of scale of attitude towards blended learning among VII grade students

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Abstract

Considering the global devastation caused by pandemic COVID 19, there is exponential need of alternative method of teaching since we faced global school closure havoc. Alternative teaching method cannot be successful until attitude of students towards new mode of teaching and learning is taken well into consideration. Attitude is an abstract quantity which has indispensable need in determining student's success towards desired goals. The present study is Construction And Standardization Of Scale Of Attitude Towards Blended Learning Among VII Grade Students. The sample OF 100 students of Kendriya Vidyalaya VII grade English medium from Naini Region Prayagraj Was Taken as Part of Study .In the scale overall 40 statements (positive and negative effect of Blended learning). Development of scale was done in stepwise manner i.e. collection of statement, pretesting editing, rating point and final selection. Later reliability of the scale was established using split half method Reliability coefficient was found to be .92.Validity of the scale was established using content validity method .It is contended that the scale will be useful for measuring Attitude Towards Blended Learning Among VII Grade Students.

Keywords: Blended learning, attitude scale, construction of attitude scale, standardization of attitude scale

Introduction

Considering the global devastation caused by pandemic COVID 19, Alternative teaching method can not be successful until attitude of students towards new mode of teaching and learning is taken well into consideration. Blended learning is an organic integration of thoughtfully selected and complementary face to face and online approaches and technologies. (Graham, 2006) ^[1]. Ministry Of Education has been releasing guidelines on: exponential need of alternative method of teaching since we faced global school closure havoc. Blended learning combines the online delivery of educational content with the best features of classroom interaction and personalizes learning.

Background

Attitude is predisposition or a tendency to respond positively or negatively towards certain idea, object, person or situation. Attitude influences choice of action, responses to challenges, incentives and rewards.

Objective

To Construct And Standardize Scale Of Attitude Towards Blended Learning Among VII Grade Students.

Methodology

Scale is prepared using summated ratings method (Likert, 1932) ^[2]

Procedure

Following steps were followed.

Collection of Statement

Statement was collected from variety of sources on Blended learning components. Total 55 statements were collected. The statements were then subjected to close scrutiny in keeping

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with the informal criterion suggested by many scientists (Thurstone and Clave, 1929; Likert, 1932) [3, 2]. Effort is made to select equal no. of positive and negative statements.

Screening of Statements

The statements judged by experts in educational technology

on three rating points i.e. favourable, unfavourable and ambiguous. Statements whose agreement score were less than 80% were rejected and statements whose agreement score were more than or equal to 80% were selected for pretesting.

Table 1: Rejected statement as per agreement score/percentage

S. No.	Statement	Agreement By% Of Experts	Decision.
1	Blended Learning establishes paperless classroom.	20	Rejected
2	Blended Learning establishes infographics classroom	30	Rejected
3	Blended Learning encourages only digital submission of assignment.	25	Rejected
4	Classroom teaching is cumbersome.	40	Rejected
5	Blended Learning increases duration of class	50	Rejected
6	Blended Learning increases Intercultural Communication	60	Rejected
7	Information provided in blended mode are authentic	75	Rejected

Therefore out of 55 statements 7 statements are rejected .the retained statements are 48

Pretesting

The data from 60 respondents was collected. A weightage of 3, 2 and 1 to the agree, undecided and disagree response for positive statement. Rating were reversed for negative statements. The total score of each respondent was obtained by adding the scores of all statements.

- Blended Learning: global perspectives, local designs. San Francisco, CA: Pfeiffer 2006.
- Likert R. A technique for the measurement of attitude. Arch. Psychol 1932;140:5-55.
 - Thurstone LL, Clave EJ. The Measurement of Attitude. Chicago: Chicago Press, USA 1929.

Final Selection of the Statements

Analysis was performed by Murphy and Likert (1932). First quartile of total score formed high group and last formed low group. Mean difference response score were calculated. Statements were then arranged on basis of mean difference. Statements having mean difference greater than one were retained for final selection. 8 statements were rejected. therefore 40 statements were retained.

Reliability of the Attitude Scale: Test conducted on 100 respondents of vii grade students of kendriya vidyalaya naini, prayagraj. Split half method is used. Each of the two sets ODD AND EVEN of the item was treated as a separate scale and then these two sub scales were correlated. The coefficient of reliability was calculated by Rulon's formula as;

$$R_{tt} = 1 - S_{2d} / S_{2t}$$

d = Difference between two half scores of a respondent;

S_{2d} = Variance of those differences

S_{2t} = Variance of total scores.

Validity of a Scale

The content validity was established by collecting, editing, screening of items.

Results and Discussion

Attitude is usually considered as consisting of three basic components- thinking, feeling and reacting. The poor adoption of Blended Learning Approach of Teaching practices can be attributed to variety of factors including the attitude of the STUDENTS towards such practices. Graham (2006) [1] reported that the attitude towards technologies and their level of adoption were significantly correlated.

References

- Graham CR. Blended Learning Systems: Definitions, current trends and future directions. In Handbook of