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Manuscript ID:  
MGT-2023-11026695

Volume: 11

Issue: 2

Month: October

Year: 2023

P-ISSN: 2321-4643

E-ISSN: 2581-9402

Received: 15.08.2023

Accepted: 25.09.2023

Published: 01.10.2023

Citation:

Vaiphei, Chinzakhum.  
“A Study on Awareness,  
Adaptation and Perception  
of Blended Mode of  
Teaching-Learning with  
Special Reference to College  
Teachers of Golaghat  
District, Assam.” *Shanlax  
International Journal of  
Management*, vol. 11, no. 2,  
2023, pp. 59–69.

DOI:

[https://doi.org/10.34293/  
management.v11i2.6695](https://doi.org/10.34293/management.v11i2.6695)




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# A Study on Awareness, Adaptation and Perception of Blended Mode of Teaching-Learning with Special Reference to College Teachers of Golaghat District, Assam

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## Abstract

*Blended learning has got prominence after Covid-19 pandemic. New Education Policy 2020 is also emphasizing on the similar teaching-learning process for greater students' participation and improvement in learning outcomes. Blended learning is the combination of traditional classroom teaching and online computer mediated classroom activities. With the emergence of digital technology and constant change in learning environment, this method of learning becomes very relevant. In this paper, a study among the college teachers of Golaghat districts was made to analyze the awareness, adaptation and perception of Blended Teaching-Learning Process among the college teachers. The sampling method used was convenience sampling. Primary data was collected through an online questionnaire. A structured questionnaire, designed using Google Forms was used for the collection for the survey. The sample size was 56 respondents from different college of Golaghat district. SPSS 20 was used to perform the data analysis. The study indicates that most of the teachers in the study area are aware of Blended teaching-learning process, female teachers are more aware and more adapted in teaching-learning process than the male teachers. Perceptions of teachers about the colleges have adequate infrastructural facilities for adapting Blended teaching-learning process are neutral and disagree. Most of the teachers strongly agree that as a result of Blended teaching-learning method students engagement in the classrooms is increased and students get positive impact on their progression.*

**Keywords:** Blended Learning, New Education Policy, Awareness, Perception

## Introduction

Blended learning has got prominence after Covid-19 pandemic. In the teaching-learning process, educators are persistently striving to discover latest and innovative methods or approach to their students. One way of achieving objectives in education is to modify or restructure the learning system. Blended learning is the combination of traditional classroom teaching and online computer mediated classroom activities. With the emergence of digital technology and constant change in learning environment, this method of learning becomes very relevant. Blended learning will enhance face-to-face interaction between students and teachers, using digital technology. ICT support teaching provides new dimension to teaching-learning process, induces students to the wide pool of knowledge and opens before them innumerable opportunities to learn, unlearn and relearn. The major benefits of blended learning are its flexibility and better learning experience. Currently the new education system, i.e., New Education Policy 2020 is emphasizing on the similar teaching-learning process for greater students' participation and improvement in learning outcomes. This policy also encourages Blended

Mode of teaching-learning (MHRD's NEP, 2020) as one of the potential building blocks to make India the global powerhouse for education. Since blended learning is being adopted by educational institutions all over the globe, there is an urgent need to examine the readiness and willingness on part of the stakeholders in implementing this technology aided learning. In the backdrops of the above study, the present study tries to explore the adaptation of blended teaching-learning process among the colleges teachers of Golaghat district, Assam, India.

### Literature Review

Though this topic is well researched in the literature from students perspective in different parts of India but a very few research studies have been conducted in teachers perspective in the North Eastern states of India particularly in Assam. The present study is confined to college teacher's perspective in Golaghat district of Assam. To develop the concept and explore the gap, researchers have done in-depth review of the literature.

[Bansal](#) conducted a study on Blended learning in Indian higher education: challenges and strategies and concludes with the findings that blended learning can prove a powerful strategy if, learning experience are well designed.

[Bhadri and Patil](#) conducted a study on Blended learning: an effective approach for online teaching and learning. The objectives of their study are to improve the students involvement in learning process, enhancement of the effectiveness of online teaching-learning and effective handling of problems raised in education sector due to pandemic. The results of their study recommends that students through the mixing of asynchronous and asynchronous modes of learning, students will not lose the spirit of education, but instead provide an opportunity for students to learn more flexibly and independently. Their study also suggest that the task for teachers, learning designers is critical and must work together so that a good system is build in using Blended learning approach for the future.

[Soomro, et al.](#), studied on implementation of blended learning in teaching at the higher educational institutions of Pakistan. In their study they concluded that teachers perceived that teaching through

blended mode was a time consuming, needs more efforts. Acceptation of blended instruction was a main barrier in implementation of blended learning. Their study further states that there was a need for technical skills, assistance and support for technical problems in the implementation of blended learning system.

[Shukla, et al.](#) conducted a study on factors extraction of effective teaching-learning in online and conventional classrooms. In their study attempts to understand the factors influencing the effectiveness of the online learning environment, perception of students about the usage and effectiveness. The total samples of their studied was 220 graduate students and they collected information on various determinants of effective online courses and learning. The findings of their study states that providing course orientation in an online course can help in increasing its effectiveness.

[Lalima and Dangwal](#) conducted a study on Blended Learning: An innovative Approach. In their study they found that if blended learning is implemented in a well-planned, organized way with right type of attitudes it can become the future of our educational system.

[Rao](#) studied blended learning a new hybrid teaching methodology. The researcher mentions different forms/modes of blended learning, advantages and disadvantages. The finding of the study stated that blended learning is an approach that provides innovative educational solutions through an effective mix of traditional classroom teaching and online activities for teachers, trainers and students.

### Objective of the Study

The objectives of the present study are:

- To analyze the awareness of blended teaching-learning among the college teachers
- To analyze the adaptation of blended teaching-learning methods by the college teachers.
- To analyze the perceptions of college teachers about the infrastructural facilities available for adaptation of blended teaching-learning in the college.
- To analyze the impact of Blended teaching-learning on the student's progression.

## Research Methodology

The present research study is descriptive in nature and base on a survey conducted using a structured questionnaire. The respondents were colleges teachers from different colleges of Golaghat district. Likert scale was used for questionnaire framing. The data collected includes the demographics of the respondents, awareness, adaptation and the perceptions of teachers about the infrastructural facilities available for adaptation, the impact of blended teaching-learning among the students in the classroom attendance and the positive impact of student's progression.

## Sampling Method

The sampling method used was convenience sampling. Primary data was collected through an online questionnaire. Secondary data was collected from journals, books and websites/related reports.

## Sample Size

The sample size was 56 respondents from different college of Golaghat district.

## Data Collection Method

A structured questionnaire, designed using Google Forms was used for the collection for the survey.

## Data Analysis

SPSS 20 was used to perform the data analysis.

## Results and Discussion

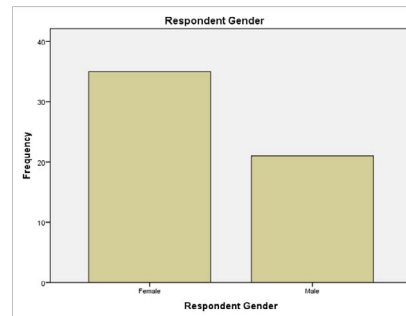
### Demographic of the Respondents

Distribution of respondents according to gender is represented in Table 1. From the table it state that 62.50 percent of the total population are female teachers and the remaining 37.50 percent are male teachers. Figure 1 represent the total distribution of the teachers in bar diagram.

**Table 1 Distribution of Respondent according to their Gender**

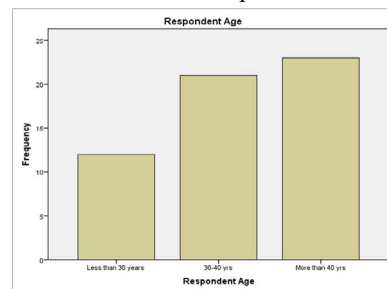
		Frequency	%	Valid %	Cumulative %
Valid	Female	35	62.5	62.5	62.5
	Male	21	37.5	37.5	100.0
	Total	56	100.0	100.0	

Source: Primary Data



**Figure 1 Distribution of Respondents according to their Gender**

The respondent teacher who adopted blended mode of teaching in the study represented in Table 2. From the table it is indicate that off the total population 41.10 percent of the teachers are in the age group of more than 40 years, 37.50 percent of the teachers are in the age group of 30-40 years and the remaining 21.40 percent of the teachers falls in the age group of less than 30 years. From the distribution of respondents, it can be said that most of the teachers in the study area are above 30 years. Bar diagram of the respondent teachers are represented in Figure 2.



**Figure 2 Distribution of Respondent according to their Age**

**Table 2 Distribution of Respondent according to their Age**

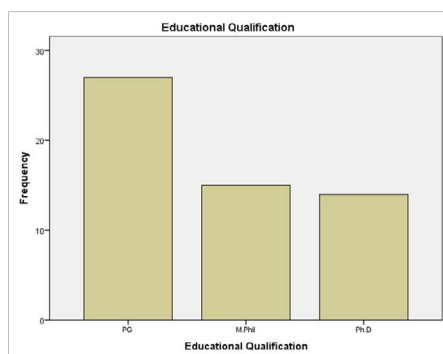
		Frequency	%	Valid %	Cumulative %
Valid	Less than 30 years	12	21.4	21.4	21.4
	30-40 yrs	21	37.5	37.5	58.9
Valid	More than 40 yrs	23	41.1	41.1	100.0
	Total	56	100.0	100.0	

The educational qualification of the teachers in the study area are represented in Table 3. From the table it is clear that 48.20 percent of the teachers have highest qualification up to Post Graduation and most of them are young generation. 26.80 percent of the total teachers are having the educational qualification of up to Master of Philosophy and the remaining 25 percent of the total teachers are having Doctorate Degree. Bar diagram of the respondents according to their age is depicted in Figure 3.

**Table 3 Distribution of Respondents according to their Educational Qualification**

		Frequency	%	Valid %	Cumulative %
Valid	PG	27	48.2	48.2	48.2
	M.Phil	15	26.8	26.8	75.0
	Ph.D	14	25.0	25.0	100.0
	Total	56	100.0	100.0	

Source: Primary Data



**Figure 3 Distribution of Respondent according to their Educational Qualification**

The distribution of the respondents according to their stream were represented in Table 4. From the table it clear that of the total teachers 53.60 percent belongs to arts stream, 35.70 percent of the teachers are from commerce stream and the remaining 10.70 are from science stream. Figure 4 depicted the bar diagram of the distribution of the respondent according to their stream.

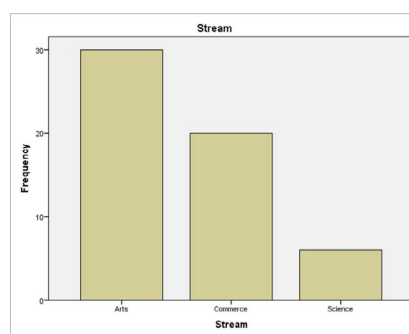
The distribution of respondents according to their marital status are shown in Table 5. From the table it is revealed that 64.30 percent of the total respondents are married and 35.70 percent of the total respondents are unmarried. The bar diagram of

the respondents according to their marital status are depicted in Figure 5.

**Table 4 Distribution of the Respondents according to their Stream**

		Frequency	%	Valid %	Cumulative %
Valid	Arts	30	53.6	53.6	53.6
	Commerce	20	35.7	35.7	89.3
	Science	6	10.7	10.7	100.0
	Total	56	100.0	100.0	

Source: Primary Data

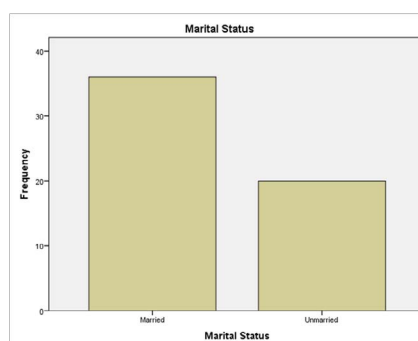


**Figure 4 Distribution of respondents according to their stream**

**Table 5 Distribution of the Respondent according to their Marital Status**

		Frequency	%	Valid %	Cumulative %
Valid	Married	36	64.3	64.3	64.3
	Unmarried	20	35.7	35.7	100.0
	Total	56	100.0	100.0	

Source: Primary Data



**Figure 5 Distribution of Respondents according to their Marital Status**

### Awareness of Blended Teaching-Learning Educational Qualification and Awareness of Blended mode of teaching-learning

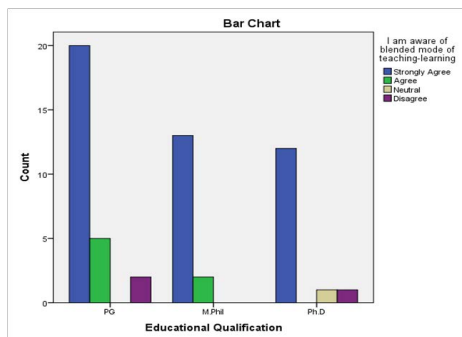
The awareness of Blende teaching-learning process among the college teachers according to their educational qualification is shown in Table 6. It is seen from the table that the teachers who are having Post Graduation degree and NET/SLET are more aware of Blended teaching-learning process. 35.70 percent of the teachers who are having PG degree are strongly agree that they are aware of Blended teaching-learning, 8.90 percent of them are agree that they are aware and 3.60 percent disagree that they are not aware of Blended teaching-learning process in the colleges. 26.80 percent of the teachers having M.Phil Degree are aware of Blended teaching-

learning process in the colleges. Of the total teachers who are having M.Phil degree 23.20 percent are strongly agree that they are aware with this type of teaching methods and only 3.6 percent of the teachers are opined that they are not aware of this Blended teaching-learning methods in the colleges. 21.40% of the total Ph.D holders are strongly agree that they are aware of blended method, 12.50% agree that they are aware, 1.80% of the Ph.D holders teachers are neutral in their opinion about their awareness of Blended teaching-learning process and 1.80% of the Ph.D holders disagree that their awareness. Thus from the table it is reveal that the teachers who are newly recruited and having only PG degree are more aware about the Blended teaching-learning process in the colleges of Golaghat district.

**Table 6 Educational Qualification \* I am aware of Blended Mode of Teaching-Learning Cross Tabulation % of Total**

		I am aware of blended mode of teaching-learning				Total
		Strongly Agree	Agree	Neutral	Disagree	
Educational Qualification	PG	35.7%	8.9%		3.6%	48.2%
	M.Phil	23.2%	3.6%			26.8%
	Ph.D	21.4%		1.8%	1.8%	25.0%
Total		80.4%	12.5%	1.8%	5.4%	100.0%

Source: Primary Data



**Figure 6 Awareness of Blended Mode of Teaching-Learning among the College Teachers according to their Educational Qualification**

### Gender and Awareness of Blended mode of Teaching-Learning

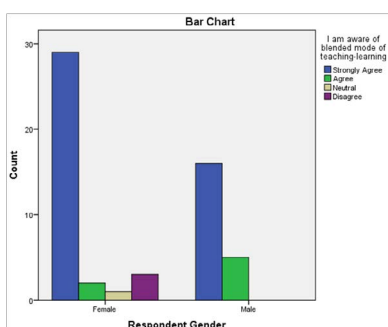
The awareness of Blended mode of teaching-learning among the teachers in the colleges of Golaghat district according to their gender were

analyse in Table 7 From the table, it is clear that of the total teachers, 62.50% are female teachers. 51.80% of the total teacher are strongly agree that they are aware of blended teaching-learning process, 3.60% of them agree that they are aware of the teaching method and 5.40% of them disagree that they are aware of the blended-teaching-learning process. The male teachers consist of 37.50%, of them 28.40% are strongly agree that they are aware of the blended teaching-learning methods in the colleges and 8.90% are also in the opinion of Agree of the blended teaching-learning process. Thus, the female teacher awareness level of Blended teaching-learning process among the teachers in the colleges of Golaghat district is much more than the male teachers. This indicates that the probable of adopting Blended teaching-learning methods in the colleges of Golaghat district is much higher among the female teachers than the male teachers.

**Table 7 Respondent Gender \* I am aware of Blended Mode of Teaching-Learning Cross Tabulation % of Total**

		I am aware of blended mode of teaching-learning				Total
		Strongly Agree	Agree	Neutral	Disagree	
Respondent Gender	Female	51.8%	3.6%	1.8%	5.4%	62.5%
	Male	28.6%	8.9%			37.5%
Total		80.4%	12.5%	1.8%	5.4%	100.0%

Source: Primary Data



**Figure 7 Distribution of Gender according to their Awareness of Blended Mode of Teaching**

### Adaptation of Blended Teaching-Learning Among the College Teachers Gender and Adaptation of Teaching Method

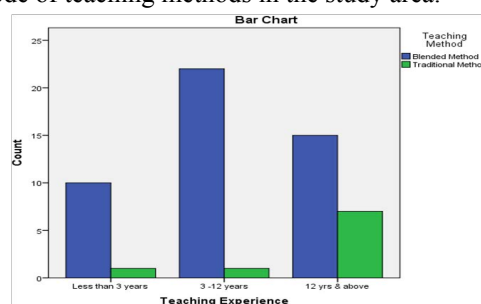
Distribution of teachers according to their gender and adaptation of teaching methods are shown in Table 8. It is seen from the table that 83.90% of the total teachers in the study area are adapting Blended teaching-learning method in the colleges while 16.10% of the teachers are still adapting traditional method of teaching-learning process. Among the teachers 53.60% of the female teachers are adapted blended teaching –learning process in the college and 30.40% of the male teachers are adapted blended method in the class room. Thus, the adaption level of Blended teaching-learning process among the college teacher is higher in female teachers than male teachers.

**Table 8 Distribution of Respondent Gender \*Teaching Method Cross Tabulation % of Total**

		Teaching Method		Total
		Blended Method	Traditional Method	
Respondent Gender	Female	53.6%	8.9%	62.5%
	Male	30.4%	7.1%	37.5%
Total		83.9%	16.1%	100.0%

### Teaching Experience and Adaptation of Teaching Method

Distribution of teachers according to their teaching experience and adaptation of teaching methods are shown in Table 9. It is clearly seen from the table that 17.90% of the teachers who have teaching experience of less than 3 years are adopting blended mode of teaching methods, 39.3% of the teachers who are having 3-12 years of teaching experience adopted blended mode of teaching method and 26.80% of the teachers who are having teaching experience of above 12 years are adopting blended mode of teaching method in the colleges. 12.50% of the teachers who are having 12 years and above teaching experience are also in the favour of traditional teaching methods. Thus, it is clear from the analysis that teachers who are having teaching experience of 3-12 years are adapting more blended mode of teaching methods in the study area.

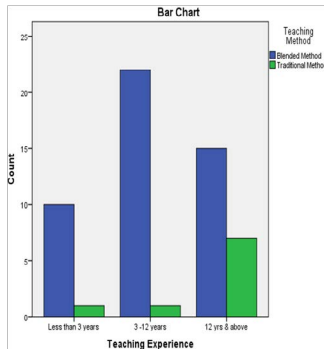


**Figure 8 Distribution of Respondents according to their Gender and Adaptation of Teaching Methods**

**Table 9 Teaching Experience \* Teaching Method Cross tabulation**

		Teaching Method		Total
		Blended Method	Traditional Method	
Teaching Experience	Less than 3 years	17.9%	1.8%	19.6%

Teaching Experience	3 -12 years	39.3%	1.8%	41.1%
	12 yrs& above	26.8%	12.5%	39.3%
	Total	83.9%	16.1%	100.0%



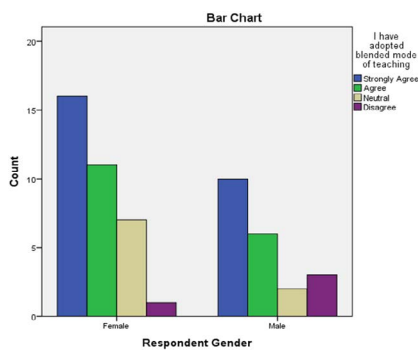
### Gender and I have Adopted Blended Mode of Teaching

Table 2.5 shown the distribution of respondents according to their gender and adaption of blended

teaching learning method in the college. 28.6% of the female teachers are strongly agree that I have adopted blended mode of teaching, 19.6% are agree that I have adopted blended mode of teaching, 12.50% of them are neutral about their opinion on I have adopted blended mode of teaching while 1.80% of the female professor are in the opinion that they disagree of I have adopted blended mode of teaching in the class room while imparting education. From the male teachers, 17.90% are strongly agree that I have adopted blended mode of teaching, 10.70% are agree that I have adopted blended mode of teaching, 16.10% are neutral in their opinion that I have adopted blended mode of teaching while 5.40% are disagree in their opinion that I have adopted blended mode of teaching. Thus, in the study area 46.40% of the teachers are in the opinion of strongly agree that ‘I have adopted blended mode of teaching’, and 7.10% of the teachers are in the opinion of disagree that “I have adopted blended mode of teaching in the college”.

**Table 10 Respondent Gender \*I have Adopted Blended Mode of Teaching Cross Tabulation % of Total**

		I have adopted blended mode of teaching				Total
		Strongly Agree	Agree	Neutral	Disagree	
Respondent Gender	Female	28.6%	19.6%	12.5%	1.8%	62.5%
	Male	17.9%	10.7%	3.6%	5.4%	37.5%
Total		46.4%	30.4%	16.1%	7.1%	100.0%



**Figure 9 Respondent Gender \*I have Adopted Blended Mode of Teaching**

### Perceptions of Teachers on Infrastructural Facilities for Blended Teaching-Learning Methods in the Colleges

Perception of Teachers based on the Teaching experience and the Institute has adequate facilities for blended teaching-learning.

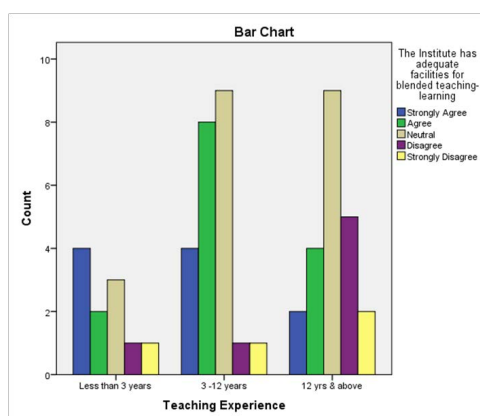
Perception of the teachers based on the teaching experience and the institute has adequate infrastructural facilities for adopting blended teaching-learning methods is presented in Table 11. It is seen from the table that 17.90% of the total teachers are strongly agree that the institute has adequate facilities for adopting blended teaching-learning process in the colleges, 25.00% are agree that the institute has adequate facilities, 37.50% of the teachers are confused and they are neutral in their opinion about that the institute has adequate facilities for adoption of blended mode of teaching-learning methods, 12.50% of the teachers are disagree that the institute has adequate facilities for blended teaching-learning methods and 7.10% of the teachers are strongly disagree that the institute has adequate facilities for adopting blended teaching-learning process in the colleges of Golaghat district. Off the total teachers 41.10% of the teachers who are having

3-12 teaching experience 7.10% are strongly agree and 14.30% are agree in the opinion of the institute has adequate facilities for blended teaching-learning methods.

**Table 11 Respondent Gender \*I have Adopted Blended Mode of Teaching Cross Tabulation % of Total**

		The Institute has adequate facilities for blended teaching-learning					Total
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Teaching Experience	Less than 3 years	7.1%	3.6%	5.4%	1.8%	1.8%	19.6%
	3 -12 years	7.1%	14.3%	16.1%	1.8%	1.8%	41.1%
	12 yrs & above	3.6%	7.1%	16.1%	8.9%	3.6%	39.3%
Total		17.9%	25.0%	37.5%	12.5%	7.1%	100.0%

Source: Primary Data



### Impact of Blended Teaching-Learning on the Student's Progression

Teaching experience and as a result of blended teaching-learning method engagement of students in the class room increased.

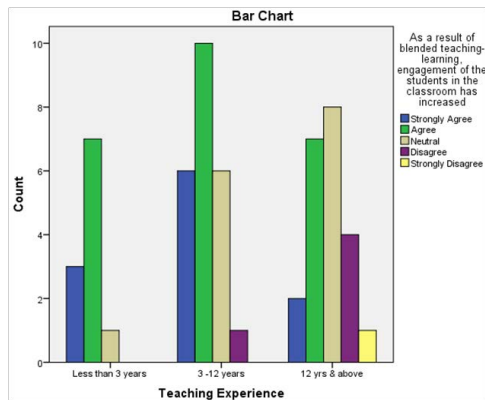
The opinion of teachers based on their teaching experience and the engagement of students in the class room as a result of blended teaching-learning method practices in the colleges of the study area are shown in Table 12. It is seen from the table that 19.60% of the total teachers are in the opinion of strongly agree that as a result of blended teaching-learning method student's engagement in the class room is increased, 42.90% of the teachers are in the opinion of agree, 26.80% are neutral in their opinion, 8.90% of the teachers are disagree, and

1.80% are in the opinion of strongly disagree that as a result of blended teaching-learning methods student engagement in the class room increased. Off the total 19.60% of teachers who are having teaching experience of less than 3 years, 5.40% are in the opinion of Strongly Agree, 12.50% are in the opinion of Agree, 1.80% are in the opinion of Neutral that as a result of blended teaching-learning method student's engagement in the class room has increased. Off the total teachers, 41.10% of the teachers are having 3-12 years teaching experience. 10.70% of the teachers are in the opinion of Strongly Agree, 17.90% of the teachers are in the opinion of Agree, 10.70% are Neutral in their opinion and 1.80% are Disagree in their opinion that as a result of blended teaching-learning method student's engagement in the class room has increased. Teachers who are having teaching experience of 12 & above years are 39.30% of the total teachers. 3.60% of them are in the opinion of Strongly Agree, 12.50% are in the opinion of Agree, 14.30% are in the opinion of Neutral, 7.10% are in the opinion of Disagree and 1.80% are in the opinion of Strongly Disagree that as a result of blended teaching-learning method student's engagement in the class room has increased. Thus, from the analyses, it is clearly indicating that as a result of Blended teaching-learning, engagement of students in the class room are increased in the colleges of Golaghat district.



**Table 13 Teaching Experience \*As a Result of Blended Teaching-Learning, Engagement of the Students in the Classroom has Increased Cross Tabulation % of Total**

		As a result of Blended teaching-learning, engagement of the students in the classroom has increased					Total
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Teaching Experience	Less than 3 years	5.4%	12.5%	1.8%			19.6%
	3-12 years	10.7%	17.9%	10.7%	1.8%		41.1%
	12 yrs. & above	3.6%	12.5%	14.3%	7.1%	1.8%	39.3%
Total		19.6%	42.9%	26.8%	8.9%	1.8%	100.0%



**Figure 10 Teaching Experience and Blended Teaching-Learning Engagement of Students in the Class Room has Increased**

**Teaching Experience and Blended Teaching-Learning have Positive Impact on the Student’s Progression**

The analyses of Teaching experience of the professors and Blended teaching-learning method have positive impact on the student’s progression

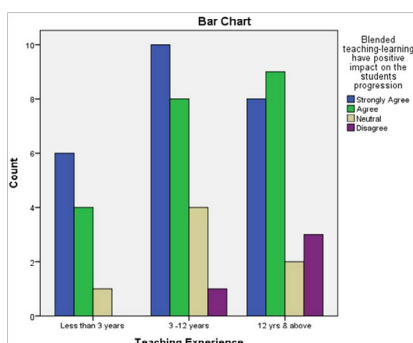
is shown in table 14. It is seen from the table that 42.90% of the total teachers are in the opinion of Strongly agree that due to adaption of blended teaching-learning process/method, students have positive impact on their progression in learning. 37.50% of the teachers are in the opinion of Agree, 12.50% are neutral in their opinion and 7.10% are Disagree in their opinion that Blended teaching-learning process have positive impact on the students learning progression. 10.70% of the teachers who are having less than 3 years of service are in the opinion of strongly agree, 17.90% of the professors who are having teaching experience of 3-12 years are also having opinion of Strongly Agree and 14.90% of the teachers who are also having teaching experience of above 12 years have opinion of strongly agree that Blended teaching-learning process have positive impact on the students learning progression. Thus, from the analysis it is clearly indicates that Blended teaching learning process play a very important role in teaching-learning process and students are having positive impact on the students learning process.

**Table 14 Teaching Experience \*Blended Teaching-Learning have Positive Impact on the Students Progression Cross Tabulation % of Total**

		As a result of Blended teaching-learning, engagement of the students in the classroom has increased					Total
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Teaching Experience	Less than 3 years	10.7%	7.1%	1.8%		19.6%	19.6%
	3-12 years	17.9%	14.3%	7.1%	1.8%	41.1%	41.1%
	12 yrs. & above	14.3%	16.1%	3.6%	5.4%	39.3%	39.3%
Total		42.9%	37.5%	12.5%	7.1%	100.0%	100.0%

**Teaching Method \* Blended Teaching-Learning have Positive Impact on the Students Progression Cross Tabulation % of Total**

		Blended teaching-learning have positive impact on the students progression				Total
		Strongly Agree	Agree	Neutral	Disagree	
Teaching Method	Blended Method	37.5%	32.1%	7.1%	7.1%	83.9%
	Traditional Method	5.4%	5.4%	5.4%		16.1%
Total		42.9%	37.5%	12.5%	7.1%	100.0%



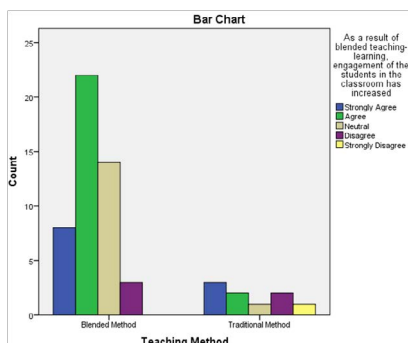
**Figure 11 Teaching Experience and Blended Teaching-Learning have Positive Impact on the Student’s Progression**

**Blended Method/Traditional Method and Engagement of the Students in the Class Room has Increased**

Adaptation of blended method and Traditional method of teaching-learning and engagement of the students in the class room is depicted in Table 15. It is seen from the table that as a result of adapting Blended method 83.90% engagement of the students in the class room has increased and only 16.10% agree that adaptation of traditional methods increased the engagement of students in the class room. This analysis clearly indicates that adaptation of Blended mode of teaching-learning process, student’s engagement in the class room increased in the colleges of Golaghat district compare to adaptation of traditional mode of teaching-learning process.

**Table 15 Teaching Method \* As a Result of Blended Teaching-Learning, Engagement of the Students in the Classroom has Increased Cross Tabulation % of Total**

		As a result of blended teaching-learning, engagement of the students in the classroom has increased					Total
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Teaching Method	Blended Method	14.3%	39.3%	25.0%	5.4%		83.9%
	Traditional Method	5.4%	3.6%	1.8%	3.6%	1.8%	16.1%
Total		19.6%	42.9%	26.8%	8.9%	1.8%	100.0%



**Conclusion**

The study analysed the awareness, adaptation of blended teaching-learning process, perception

of the teachers about the infrastructural facilities in the colleges, impact of Blended teaching-learning process on the students.

The awareness level of the Blended teaching-learning process among the college teachers indicates that the teachers who are newly recruited and having only PG degree are more aware about the Blended teaching-learning process in the colleges of Golaghat district. It is also revealed from the study that the female teacher awareness level of Blended teaching-learning process among the teachers in the colleges of Golaghat district is much more than the male teachers. The study revealed that 83.90% of the total teachers in the study area are adapting Blended

teaching-learning method in the colleges while 16.10% of the college teachers are still adapting traditional method of teaching-learning process. It is also found from the analysis that teachers who are having teaching experience of 3-12 years are adapting more blended mode of teaching learning process in the study area. The perception of the teachers indicates that as a result of adaption of blended teaching learning process, the engagement of students in the class room has increased compared to adaption of traditional methods of learning and the impact of student progressions is progressing due to adaptation of blended teaching learning process.

### Implications

The present study would help the stakeholders of academic in adapting blended teaching learning process. As the perception of the teachers indicates that as a result of adaption of blended teaching learning process, the engagement of students in the class room has increased compared to adaption of traditional methods of learning and the impact of student progressions is progressing due to adaptation of blended teaching learning process. So the present study would help the academician in developing the students learning more interesting by adapting this type of learning process. The colleges authority will also get benefited in framing the infrastructure facilities for adopting blended mode of teaching-learning process.

### Limitations of the Study and Scope for Further Research

The study was limited to a particular geographical location, confined to only one district of Assam, and the results cannot be generalized for the entire colleges of the country.

In terms of future research of this study, it is recommended to conduct the study in larger geographical areas and by considering more samples so that the findings can be generalized. It is also recommended that further study should include samples of all the stakeholders of blended teaching-learning process.

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