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EFFECT OF BLENDED LEARNING STRATEGIES ON CREATIVITY OF PRIMARY SCHOOL STUDENTS

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ABSTRACT

The present study is focused on the effect of blended learning strategies on creativity of primary school students. The investor used experimental method for the study. The sample consists of 200 students from two schools of C.B.S.E. Random sampling technique was used for the selection of the sample. Investigator used the tool of creativity and developed lesson plans based on blended learning strategies. The data was analyzed using Mean, Standard Deviation and t-test. The findings of the study reveal that teaching through blended learning strategies enhances the more creativity among students among primary school students as compare to traditional learning strategies.

KEY WORDS: Blended learning strategies, Creativity

INTRODUCTION

The children in our classrooms especially in their primary education should be nurtured with the basic objective of producing or resulting out critical thinkers, concerned citizens with the qualities of head and heart for converting their creative instinct into productive creativity and to be authentic leaders who are committed to create dynamic and value based work in their lives. The blended learning strategies with the basic objective of having the experiences involving all the senses may help our learners think critically, create productively and be the leaders in the various domains of the life. Blended learning provides students with full immersion to adopt new expectations through new ways of learning. Faculty can teach using a variety of online and in class teaching strategies, which make it possible to achieve course goals and objectives more effectively (Kauts and Kaur, 2014). Creativity is a mental process and ability to produce new associations between ideas to generate original solutions or inventions. To produce new thoughts, new concepts, new policies and new aspects in any sphere we should have to draw out the instinct of creativity from our children.

STATEMENT OF THE PROBLEM

EFFECT OF BLENDED LEARNING STRATEGIES ON CREATIVITY OF PRIMARY SCHOOL STUDENTS

BLENDED LEARNING STRATEGIES

Blended learning is a blend of delivery methods that have been preferred and produce to accommodate a range of learning reinforcements of diverse spectators in an array of subjects. For this study, selected blended learning strategies are:

(1) Games	(2) Quiz	(3) Multimedia
(4) Flipped learning	(5) Interactive white board	(6) Projects

CREATIVITY

Creativity is the divergent ability helps to discover new solutions to problems or to produce new ideas and innovations in terms of fluency, flexibility, originality and elaboration of the topics that are original and unique.

PRIMARY SCHOOL STUDENTS

Primary school education is the basic education which is provided at the stage of late childhood.

OBJECTIVES OF THE STUDY

To study and compare the effect of Blended Learning Strategies and Traditional Learning Strategies on the Creativity of boys and girls.

HYPOTHESES

Hypotheses related to the creativity of total boys and girls:

H1.1: Equal mean gain on component of word fluency of creativity scores will be yielded by the total boys and girls when taught by two instructional treatments.

H1.2: Equal mean gain on component of ideational fluency & spontaneous flexibility of creativity scores will be yielded by the total boys and girls when taught by two instructional treatments.

H1.3: Equal mean gain on component of associational fluency of creativity scores will be yielded by the total boys and girls when taught by two instructional treatments.

H1.4: Equal mean gain on component of expressional fluency of creativity scores will be yielded by the total boys and girls when taught by two instructional treatments.

H1.5: Equal mean gain on component of adaptive flexibility & originality of creativity scores will be yielded by the total boys and girls when taught by two instructional treatments.

H1.6: Equal mean gain on component of elaboration of creativity scores will be yielded by the total boys and girls when taught by two instructional treatments.

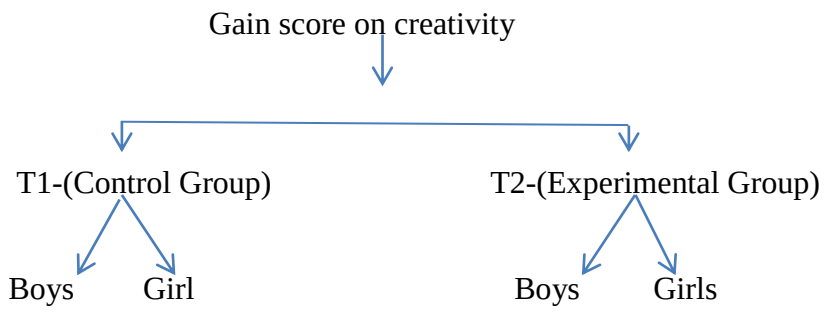
H1.7: Equal mean gain on creativity scores will be yielded by the total boys and girls when taught by two instructional treatments.

VARIABLES OF THE STUDY: There were two type of variables:-

(1) Independent variable: Blended Learning Strategies

(2) Dependent variables: Creativity

DESIGN OF THE STUDY



SAMPLE OF THE STUDY

The researcher randomly selected two C.B.S.E. schools from district Amritsar. Out of the two schools one school was taken as control group and another one as experimental group. From both the schools (100 Boys and 100 Girls) 200 students were taken as sample of the research. Out of 100 schools in each school 50 boys and 50 girls were taken.

TOOLS USED

1. Divergent production abilities constructed and standardized by Dr. K. N. Sharma (2011).
2. Forty experimental lesson plans based on blended learning strategies were developed by the investigator.

METHODOLOGY OF THE RESEARCH

In this study, effect of blended learning strategies on creativity of primary school students falls under experimental research. For the purpose, two groups were formed i.e. control group and experimental group. To deal with this research work a systematic approach was adopted in which pre-test and post-test were prepared and applied on a randomly selected sample of Vth class students selecting from two C.B.S.E. schools of Amritsar district.

DELIMITATION OF THE STUDY

1. The study was conducted on class V students.
2. Only six types of blended learning strategies were adopted for teaching the selected topics.
3. The experiment was delimited to class V students of two schools of Amritsar.

STATISTICAL TECHNIQUES

As a statistical technique Mean, Standard Deviation and t-test was used to find out the creativity among students of Vth grade.

DATA ANALYSIS AND INTERPRETATION OF THE RESULTS

The gain scores as measured by the difference of post-test scores and pre-test scores were worked out for each student of experiment group for creativity and all of its six components viz., word fluency, ideational fluency & spontaneous flexibility, associational fluency, expressional fluency, adaptive flexibility & originality and elaboration. The obtained values were organized and tabulated in table 1, separately for boys, girls and the total group consisting of boys and girls.

Table 1: showing normal probability of the total sample

Mean, median, standard deviation, skewness, kurtosis and standard errors of skewness and kurtosis of Mean Gain scores of experimental group on creativity and its components

S.No	Component of creativity	Sex	M	Mdn	SD	Sk	Ku	SEsk	SEku
1	Word fluency	Boys(n=50)	8.14	9.5	10.45	-0.38	-0.38	0.346	0.693
		Girls(n=50)	8.54	9.5	13.41	-1.01	1.70	0.346	0.693
		Total(n=10	8.34	9.5	11.9	-0.80	1.22	0.245	0.489

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2	Ideational fluency & spontaneous flexibility	Boys(n=50)	14.5	15.5	7.87	-0.69	-0.06	0.346	0.693
		Girls(n=50)	8.78	11	9.40	-1.13	1.91	0.346	0.693
		Total(n=100)	11.64	13.5	9.09	-0.97	1.53	0.245	0.489
3	Associational fluency	Boys(n=50)	10.7	12	9.74	-0.93	1.64	0.346	0.693
		Girls(n=50)	13.76	13	9.00	-0.48	0.65	0.346	0.693
		Total(n=100)	12.23	13.00	9.46	-0.73	1.26	0.245	0.489
4	Expressional fluency	Boys(n=50)	10.36	10	2.87	-0.01	0.24	0.346	0.693
		Girls(n=50)	9.8	10	3.80	0.11	-0.45	0.346	0.693
		Total(n=100)	10.08	10.00	3.36	0.007	-0.15	0.245	0.489
5	Adaptive flexibility & originality	Boys(n=50)	7.16	7	361	-1.06	2.31	0.346	0.693
		Girls(n=50)	7.6	8	3.17	-0.55	0.46	0.346	0.693
		Total(n=100)	7.38	8.00	3.39	-0.87	1.65	0.245	0.489
6	Elaboration	Boys(n=50)	7.04	7	2.85	-0.21	1.57	0.346	0.693
		Girls(n=50)	6.96	7	2.75	-0.21	-0.35	0.346	0.693
		Total(n=100)	7.00	7.00	2.79	-0.21	0.58	0.245	0.489
7	Total	Boys(n=50)	57.9	59.5	18.90	-.034	0.49	0.346	0.693
		Girls(n=50)	55.44	54.5	17.74	-0.09	-0.72	0.346	0.693
		Total(n=100)	56.67	57	18.28	-0.21	-0.12	0.245	0.489

Results

Table 2 t-values of control group and experimental group on creativity and its components of total boys and girls primary school students

S.no	**Creativity**	**t-value**	**Significant level**
1	Word fluency	0.853	insignificant at .05 &.01 level
2	Ideational fluency & spontaneous flexibility	4.221	significant at .05 &.01 level

3	Associational fluency	0.965	Insignificant at .05 &.01 level
4	Expressional fluency	13.332	Significant at .05 &.01 level
5	Adaptive flexibility & originality	11.224	Significant at .05 &.01 level
6	Elaboration	8.887	Significant at .05 &.01 level
7	Total	8.675	Significant at .05 &.01 level

Table 2 reveals that the t-ratio for the creativity components of word fluency is 0.853 and for degree of freedom 98 is less than 1.97 and 2.60 at .05 levels and at .01 level of significant. The difference between mean gains on this component, if any is insignificant. The hypothesis H1.1: Equal mean gain on component of word fluency of creativity scores will be yielded by the total boys and girls when taught by two instructional treatments stood accepted. Similarly, as the t-ratio for the creativity components of associational fluency is 0.965 and for degree of freedom 98 is less than 1.97 and 2.60 at .05 level and at .01 level of significant. The difference between mean gains on this component of creativity, if any is insignificant. The hypothesis H1.3: Equal mean gain on component of associational fluency of creativity scores will be yielded by the total boys and girls when taught by two instructional treatments stood accepted also.

Table 2 further reveals that the t-ratios for ideational fluency, expressional fluency, adaptive flexibility & originality and elaboration are 4.221, 13.332, 11.224 and 8.887 respectively. All these t-ratios are more than the values of 1.97 and 2.60. So the hypotheses H1.2: Equal mean gain on component of ideational fluency & spontaneous flexibility of creativity scores will be yielded by the total boys and girls when taught by two instructional treatments, H1.4: Equal mean gain on component of expressional fluency of creativity scores will be yielded by the total boys and girls when taught by two instructional treatments.H1.5: Equal mean gain on component of adaptive flexibility & originality of creativity scores will be yielded by the total boys and girls when taught by two instructional treatments. H1.6: Equal mean gain on component of elaboration of creativity scores will be yielded by the total boys and girls when taught by two instructional treatments stood rejected.

FINDINGS OF THE STUDY

Hypothesis, H1 viz., H1.7 **Equal mean gain on creativity scores will be yielded by the total boys and girls when taught by two instructional treatments,** was rejected as the total boys and girls of experimental group taught integrated curriculum by blended learning strategies resulted out better creativity. In the components of ideational fluency & spontaneous flexibility (H1.2), expressional fluency (H1.4), adaptive flexibility & originality (H1.5), and elaboration (H1.6) better creativity was yielded as compared to the total boys and girls of control group taught by traditional learning strategies. However, there is no significant difference in the word fluency i.e. H1.1 and associational fluency i.e. H1.3 components of creativity.

EDUCATIONAL IMPLICATIONS

1) Blended learning strategies are very important to reach at the real outcome of education which helps to develop creative minds in the classrooms.
2) Blended learning strategies can improve efficiency in teaching to impart the curriculum in an effective way.
3) The qualities like observation, prediction, fact finding, discussion and investigation into the subject matter are developed in the students.
4) It helps in the development of technology and enrichment of learning among the students.
5) It helps in the development of talent and potentialities to explore the new ideas among the students.

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