
Blended Learning for Life Skills Intervention Programme and its Challenges for Secondary School Teachers in Paschim Bardhaman, West Bengal, India

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Abstract

Blended learning is a technology that blends online and offline communication channels between students and teachers. The main objectives of this study: How much awareness is there among teachers about blended learning? How is it possible to improve the Life Skills intervention Programme? What types of challenges will teachers face? This study was conducted among 20 secondary schools in Paschim Bardhaman district. Through the purposive sampling technique, 200 teachers were considered participants in the study. The Google Form has been used for the collection of data. The approach is online survey-based descriptive research. The first section comprises six questions on demographic information. The second section comprises six 5-point Likert scale questionnaires about awareness and familiarity with blended learning. The third section consists of ten 5-point Likert scale questionnaires on developing life skills through blended learning. The last section consists of eight 5-point Likert scale questionnaires on the challenges in developing life skills intervention programmes through blended learning. Few major findings of the studies are neutral responses to the statement of blended learning Awareness is high among state aided Bengali medium teachers; teachers in private English medium schools are more efficient at teaching through blended learning; state aided Bengali medium teachers were found to be less efficient in implementing various aspects of life skills intervention programmes among students.

KEYWORDS: Blended Learning, Life Skills Intervention Programme, Secondary School teachers, Paschim Bardhaman, West Bengal

INTRODUCTION

In order to improve learning outcomes and experiences, blended learning is being used in a growing number of educational settings. Pélicand et al. (2006)^[1] assessed a therapeutic education programme for children with diabetes, with a focus on age- and developmentally-appropriate interactive and recreational techniques. Sze-Yeng et al. (2010)^[2] demonstrated the advantages of blended learning in gaining new skills and knowledge by implementing a socio-constructivist learning environment to support self-directed learning in a higher education setting. Smyth et al. (2011)^[3] investigated postgraduate students' experiences in blended learning programmes, highlighting the advantages and difficulties of this methodology. In order to illustrate the benefits of this blended approach, Ruparanganda et al. (2012)^[4] investigated students' opinions regarding the efficacy of the ODeL methodology combined with in-person tutorials. In the context of entrepreneurship, Vaidya

(2014)^[5] highlighted the value of life skills education in shaping attitudes, behaviours, and competencies. In order to support lifelong blended learning programmes for rural youth, Ali et al. (2019)^[6] explored how public libraries can be transformed into digital knowledge dissemination centres. They emphasised the role that blended digital education platforms play in enhancing knowledge and skills. Additionally, Kurucova et al. (2018)^[7] discovered that when compared to other online education modalities, a blended learning group demonstrated a significant improvement in English language learning. All of these studies show how beneficial blended learning can be for improving educational outcomes and experiences, especially when it comes to life skills education programmes.

BLENDED LEARNING

The novel idea of blended learning integrates the advantages of both conventional classroom instruction and ICT-assisted learning, encompassing both online and offline learning (Bakar, 2021)^[8]. For blended learning to be implemented successfully, it requires a lot of work, the correct mindset, a sizable budget, and highly motivated teachers and students (Lalima and Lata Dangwal, 2017)^[9]. According to Rodrigues (2010)^[10], it is a flexible approach that incorporates various pedagogical stances, technology, and academic and real-world settings. Because of a combination of different online technologies targeted at the educational process, it also helps students develop their competencies (Викторовна, 2022)^[11]. In addition, different instructors have very different approaches to blended management learning (Benson & Kolsaker, 2015)^[12]. In addition to meeting students' individual learning preferences and enabling them to independently construct their knowledge, it can accurately capture the qualities of students as cognitive learners (Bai, 2022)^[13]. It optimises the advantages of both conventional and digital delivery methods (Mohammed Abdel-Haq, 2021)^[14]. It is a novel way for HEI to organise its educational process (Tsiuniak&Rozlutska, 2021, pp. 232-235)^[15].

LIFE SKILLS INTERVENTION PROGRAMME

Life skills intervention programmes are often conducted in places other than schools, community centres, and hospitals. These interventions might be led by teachers, social workers, or psychologists who might run them. Such programmes can apply to all age groups but are commonly used to help juveniles and children with mental disorders, as well as those experiencing challenges relating to behaviours and sociability. Homeless people, disabled individuals who have attained adulthood, and the unemployed may also benefit from these schemes. For more information about life skills intervention programmes, contact your local hospital, community center, or

school district. Besides, there are some online, locally-based programmes (Robison et al., 2020^[16]; Nasheeda et al., 2019^[17]; Gomes and Marques, 2013^[18]).

The WHO's main focus is on health issues; however, they also have a concern for life skills and general well-being. The ten core life skills identified by the WHO, UNICEF, and UNESCO are self-knowledge, empathy, creative thinking, critical thinking and problem-solving, decision making and effective communication, as well as interpersonal relationship coping with stress and emotions. Core life skills enable people to adjust well to new conditions or ones that come up in life. They are necessary for personal growth, such as career development, and hence contribute to an individual's happy, healthy, and meaningful existence.

ANALYSIS OF PAST RESEARCH DONE TO DATE

Balladares Burgos (2018)^[19] proposed that continuous digital training is essential for improving professors' competencies and teaching practices, and that blended learning is effective for teachers' digital education courses. However, the limitation is that e-learning training programmes are used for teacher professional development, while only a small percentage of blended learning studies are used for professional training, particularly life skills education programmes. Bakar (2021)^[8] has provided a good explanation of the term blended learning, but the study did not suggest how blended learning is important in developing life skills education among students or what types of training are required to improve teachers' competencies in teaching blended learning. In 2020, Kapur^[20] explores how technology is changing traditional education programmes to create hybrid learning, particularly blended learning, with a focus on the advantages for both teachers and students. However, this study is unable to address the scalability and sustainability of blended learning approaches in different educational settings, such as life skills education for students. Samala et al. (2020)^[21] describe how a blended learning model for the Programming Algorithm Practicum course was developed and how effective it is. They show that this model works well, particularly for Generation Z in higher education. The model uses Google Classroom. Nevertheless, this study guides future researchers who wish to improve students' life skills education by creating a blended learning model accessible through smartphones running the iOS and Android operating systems.

SCOPE OF THE STUDY

The use of technology in education is increasing day by day, offering better learning opportunities and access to information. While looking at the broader prospects of the study, it was carried out in 10 state-aided Bengali medium and 10 private English medium schools in Paschim Bardhaman, WB. The education faculties can make use

of blended learning (virtual and physical) as an alternative approach to teaching and learning during unprecedented times like the pandemic to enhance life skills in future generations. This study indirectly suggests the requirement of rebooting the instructor's role as a need for updating skills among students, which will enhance connectedness, communication, and collaboration among students and faculty. A study such as this one would form a baseline to help students, parents, and faculties incorporate the new technology to develop life skills intervention programmes like creativity and critical thinking, adaptability or flexibility, communication and collaboration, resilience, empathy, and emotional intelligence within the blended learning environment. This study will assist stakeholders, parents, educators, and curriculum experts in planning their modules while incorporating blended learning in an Indian education setting.

RESEARCH OBJECTIVES

- To know the extent of awareness of blended learning among the teachers of 20 different educational institutes (ten state-aided and ten private English medium schools) in Paschim Bardhaman, WB
- To develop the use of blended learning in the life skills intervention programme among secondary school students
- To study the challenges in life skills intervention programme among secondary school teachers through blended learning

RESEARCH QUESTIONS

- What types of awareness of blended learning exist among secondary teachers in state-aided Bengali and private English medium schools in Paschim Bardhaman, West Bengal?
- Using the Blended Learning method, what contribution will the Blended Learning programme make to the development of the life skills intervention programme in Paschim Bardhaman, West Bengal's state-aided Bengali, and private English medium schools?
- What challenges exist in implementing a life skills intervention programme using the blended learning method among secondary teachers in state-aided Bengali and private English medium schools in Paschim Bardhaman, West Bengal?

RESEARCH METHODOLOGY

The researcher selected 10 State Government-Aided Bengali medium and 10 private English medium schools in the Paschim Bardhaman district of WB. 100 teachers were selected from 10 state-aided Bengali medium schools, of which 55 were male and 45

were female. Again, 100 teachers were selected from 10 Private English-medium schools, of which 55 were male and 45 were female. According to the NEP 2020 new academic framework, the selected participants belonged to IX to XII of Language, Social Science, and Pure Science subject teachers. Data collection has been done from the participants through the online Google form via email for 200 participants from 20 different educational institutes. It took the researcher more than six months to prepare the Google Forms questionnaire and contact the participants. Initially, the researcher had to go through various technical difficulties, but later it was possible to perform very well. Data analysis was performed with the help of Microsoft Excel and the online Origin Lab. This study is descriptive research of the survey type. The study involves the use of a 5-point Likert scale questionnaire to collect data from respondents in the sampled 20 institutions in Paschim Bardhaman, while the purposive sampling technique was used to select the respondents. The first section comprises six questions on demographic information; the sub-sections were name, gender, age, qualification, years of experience, and subjects taught. The second section comprises six 5-point Likert scale questionnaires about awareness and familiarity with blended learning. The third section consists of ten 5-point Likert scale questionnaires on the development of life skills through blended learning. The last section consists of eight 5-point Likert scale questionnaires on the challenges in developing life skills intervention programmes through blended learning. The questions were measured using a 5-point Likert scale from strongly agree to strongly disagree. Initially, the questions were given to experts in educational technology for content and face validity. A pilot test was conducted on ten teachers through the online method to determine the reliability of the questions. The Google Form questionnaire is circulated online to 200 teachers across 20 different educational institutes, both state-aided and private, in WB. To get responses from these 200 participants via email, the researcher had to send Google Form questionnaires to 70 additional participants, from whom no responses were received.

DATA ANALYSIS AND INTERPRETATIONS

The data collected online was subjected to statistical analysis to arrive at a conclusion

A. Awareness and Perception of Blended Learning

Table: 1

Determine the level of awareness about Blended Learning

S/N	Items	State Aided Bengali Medium Schools' Responses					Total (%)
		Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	

1	Blended Learning improves the quality of teaching	8	20	36	20	16	100
2	Blended learning provides learning anywhere and anytime	-	49	5	38	8	100
3	Blended Learning enhances monitoring and grading of students	60	18	-	18	4	100
4	Lack of internet connectivity will affect Blended Learning platform.	3	8	26	42	21	100
5	Blended Learning is more time consuming than traditional methods	8	28	16	20	28	100
6	Blended Learning makes teachers to lose control over teaching and learning process	9	21	-	55	15	100

Source: Primary Data collected by the researcher in 2023-24, and N = 100 Teachers

Table1 shows that 20 per cent agreed that blended learning improves the quality of learning, while 16 per cent strongly agreed. 38 per cent agreed that it provides learning anywhere, anytime, and 18 per cent opined that blended teaching enhances the monitoring and grading of the students. However, 16 per cent were neutral, saying that blended learning is more time consuming and 16 per cent agreed that it is more time consuming than the traditional method. 21 per cent of respondents disagree that blended learning makes teachers lose control over the teaching and learning process. 55 per cent of teachers agree that a lack of internet connectivity will affect blended learning platforms. In line with this, it is clear that blended learning is not satisfactorily way ahead of traditional teaching-learning methods, has the capability of influencing learning, and caters to the development of life skills intervention programmes. Moreover, the study indicates that the respondents need to be comfortable with blended learning, and their perception of it is moderate.

Table: 2

Determine the level of awareness about Blended Learning

S/N	Items	Private English Medium Schools' Responses					Total (%)
		Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	
1	Blended Learning improves the quality of teaching	3	10	25	52	10	100
2	Blended learning provides learning anywhere and anytime	5	18	22	47	08	100
3	Blended Learning enhances monitoring and grading of students	15	21	-	58	06	100
4	Lack of internet connectivity						

5	will affect Blended Learning platform.	10	25	37	23	05	100
6	Blended Learning is more time consuming than traditional methods	17	30	18	29	06	100
6	Blended Learning makes teachers to lose control over teaching and learning process	16	42	10	28	04	100

Source: Primary Data collected by the researcher in 2023-24, and N = 100 Teachers

Table 2 shows that 52 per cent of respondents agreed, and 10 per cent strongly agreed, that blended learning raises learning standards. 47 per cent agreed that it provides learning anywhere and at any time, and 58 per cent believe that blended teaching improves student monitoring and grading. Nonetheless, 30 per cent of respondents disagreed that blended learning requires more time than the conventional approach, while 18 per cent expressed a neutral opinion. 28 per cent of respondents agreed that blended learning reduces teachers' control over the teaching and learning process. 23 per cent of teachers believe that a lack of internet connectivity will damage blended learning platforms. In line with this, it is clear that blended learning is far ahead of traditional teaching-learning methods, can influence learning, and supports the development of life skills intervention programmes. Furthermore, the study found that respondents are more comfortable with blended learning than state-aided Bengali medium teachers, and their perception is comparable to that of Bengali teachers.

B. Development of Life Skills Intervention Programmes through Blended Learning

Table:3

The use of blended learning in the life skills intervention programme

S/N	Items	State Aided Bengali Medium Schools' Responses					Total (%)
		Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	
1	Blended learning provides adaptability or flexibility	-	24	22	36	18	100
2	Blended learning leads to interdependence and collaboration	7	28	27	19	19	100
3	Blended learning enhances good communication skills	18	22	-	36	24	100
4	Blended learning enhances creativity	27	29	-	28	16	100
5	Blended learning promotes critical thinking	-	10	46	28	16	100
6	Blended learning promotes ethics	23	39	13	21	4	100
7	Blended learning leads to						

8	resilience	41	25	5	27	2	100
9	Blended learning enhances emotional intelligence	12	18	22	36	12	100
10	Blended learning makes way for empathy	24	23	19	28	6	100
	Blended learning promotes discipline	19	26	29	9	17	100

Source: Primary Data collected by the researcher in 2023-24, and N = 100 Teachers

Table 3 shows that blended learning has no positive impact on life skill development, while 36 per cent of respondents agreed that it provides adaptability or flexibility. Another life skill that stands out is interdependence and collaboration, which 19 per cent of respondents agreed on. Approximately 36 per cent believe that blended learning improves good communication skills. Life Skills like creativity can be enhanced through blended learning, according to the opinion of 28 per cent of the respondents. Critical thinking can be commendably developed through blended learning, as 28 per cent of respondents opined. About 21 per cent propounded that blended learning leads to resilience and also promotes ethics. 36 per cent agreed that blended learning promotes emotional intelligence, and 9 per cent approved that it enhances discipline. The respondents were more neutral towards critical thinking being enhanced through blended learning, as there is neither personal touch nor face-to-face interaction. There is a significant difference between disagreement and agreement in the opinions expressed about the role of blended learning in promoting discipline.

Table:4

The use of blended learning in the life skills intervention programme

S/N	Items	Private English Medium Schools' Responses					Total (%)
		Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	
1	Blended learning provides adaptability or flexibility	-	-	14	66	20	100
2	Blended learning leads to interdependence and collaboration	-	-	27	62	11	100
3	Blended learning enhances good communication skills	-	14	14	58	14	100
4	Blended learning enhances creativity	-	6	17	56	21	100
5	Blended learning promotes critical thinking	-	10	23	53	14	100
6	Blended learning promotes ethics	-	24	29	43	4	100
7	Blended learning leads to resilience	-	9	40	42	7	100

8	Blended learning enhances emotional intelligence	-	26	31	37	6	100
9	Blended learning makes way for empathy	-	17	44	35	4	100
10	Blended learning promotes discipline	4	26	30	33	7	100

Source: Primary Data collected by the researcher in 2023-24, and N = 100 Teachers

Table 4 shows that blended learning has a positive impact on the development of the life skills intervention programmes, and 66 per cent of the respondents agreed that blended learning provides adaptability or flexibility. Interdependence and collaboration stand out 62 per cent agreed. About 58 per cent agreed that blended learning enhances good communication skills. Of the participants, 56 per cent think blended learning can improve creativity. 53 per cent of the respondents believe the statement that critical thinking depends on blended learning. About 43 per cent propounded that blended learning leads to resilience and also promotes ethics. 37 per cent agreed that blended learning promotes emotional intelligence, and 33 per cent approved that it enhances discipline. The respondents were more neutral towards empathy being enhanced through blended learning, as there is neither personal touch nor face-to-face interaction. There is a thin line of difference in the opinions shared about the role of blended learning in promoting creativity. This study suggests that blended learning goes beyond the teaching and learning process to the development and promotion of life skills, which provide opportunities for the future generation to make a career and a life.

C. The challenges in life skills intervention programme among secondary school teachers through blended learning

Table:5

The challenges in life skills intervention programme through blended learning

S/N	Items	State Aided Bengali Medium Schools' Responses					Total (%)
		Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	
1	Blended Learning enhances chats or texting among learners	12	43	3	40	2	100
2	Blended Learning helps in time management	18	25	27	23	7	100
3	Blended Learning is more engaging than the traditional method	26	-	39	27	8	100
4	More screen time through Blended learning will cause health issues in young generation	-	11	-	82	7	100
5	Blended Learning enhances learner's talents and hobbies	12	29	24	19	16	100
6	Blended learning decreases physical activities	3	5	-	76	16	100

7	Social interaction and emotional connect are balanced in Blended Learning	26	32	8	22	12	100
8	Blended learning lowers the assessment or grades of the learner	-	21	-	58	21	100

Source: Primary Data collected by the researcher in 2023-24, and N = 100 Teachers

Table 5 shows that Blended learning signifies a departure from conventional learning to interactive learning, prompting learners to participate in reading, speaking, listening, and thinking. According to a survey, 27 per cent of participants find blended learning more engaging compared to traditional methods, while 40 per cent believe it fosters communication through chats and texting, leading to increased interaction, customization, and applicability. This approach enables instructors to customize educational content to cater to the diverse needs of learners, with 23 per cent noting its efficacy in time management. Blended learning has been identified as a highly effective and relatively low-risk strategy, with 19 per cent acknowledging its capacity to enrich talents and interests. Additionally, 22 per cent of educators recognize the humanizing aspect of blended learning, as it harmonizes social interactions and emotional connections within the educational setting. Contrarily, 21 per cent of respondents do not believe that blended learning negatively impacts student assessments or grades. Remarkably, 82 per cent of respondents are worried about blended learning's possible negative effects on the health of the next generation. Moreover, a significant proportion, comprising 76 per cent who agree and 16 per cent who strongly agree, highlights the potential for reduced physical activity levels among students resulting from blended learning practices.

Table: 6

The challenges in life skills intervention programme through blended learning

S/N	Items	Private English Medium Schools' Responses					Total (%)
		Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	
1	Blended Learning enhances chats or texting among learners	-	3	8	80	9	100
2	Blended Learning helps in time management	3	9	27	54	7	100
3	Blended Learning is more engaging than the traditional method	-	17	19	53	11	100
4	More screen time through Blended learning will cause health issues in young generation	-	4	11	52	33	100
5	Blended Learning enhances learner's talents and hobbies	4	11	26	50	9	100
6	Blended learning decreases physical activities	-	5	13	46	36	100

7	Social interaction and emotional connect are balanced in Blended Learning	4	21	31	41	3	100
8	Blended learning lowers the assessment or grades of the learner	-	41	34	25	-	100

Source: Primary Data collected by the researcher in 2023-24, and N = 100 Teachers

Table 6 shows that Blended learning involves switching from traditional to active learning, where learners read, speak, listen, and think. Based on a survey, 53 per cent of respondents agreed blended learning engages students better than traditional methods, while 80 per cent agreed it improves interaction, personalization, and relevance. 54 per cent of respondents agreed that blended learning improves time management by allowing instructors to tailor learning content to the specific needs of different audiences. As 50 per cent of respondents agreed that blended learning enhances talents and hobbies, blended learning is an effective and low-risk strategy for meeting the challenges of technological advancements in education. The majority of respondents agree that blended learning helps instructors manage their time by tailoring content to different audiences' needs. 41 per cent of teachers agree that blended learning adds a human touch as social interactions and emotional connections are balanced in blended learning. Among the respondents, 41 per cent disagree that blended learning lowers the assessment or grades of the learners. However, 52 per cent of respondents concur that it may cause health issues in the young generation over time. About 46 per cent agree and 36 per cent strongly agree that blended learning may deteriorate and decrease physical activities in the students. Both students and teachers benefit from blended learning since it allows them to be more flexible. Both instructors and students can become learners when the virtual and physical landscapes are integrated, but this is most effective when there is institutional support in the form of professional learning and the ability to modify courses for the best combination.

FINDINGS AND DISCUSSION

From the above discussion, we found that 20 per cent of school teachers of state-aided Bengali medium agreed that blended learning improves the quality of education, whereas 52 per cent of private English medium school teachers agreed on the same topic. While 47 per cent of teachers in private English medium schools agreed that blended learning allows students to learn at anytime and anywhere, only 38 per cent of state-aided Bengali medium school teachers agreed. While 58 per cent of teachers in private English medium schools agreed that Blended Learning enhanced the monitoring and grading of students, only 18 per cent of state-aided Bengali-medium school teachers agreed. While 23 per cent of teachers in private

English-medium schools agreed that lack of internet connectivity would affect the Blended Learning platform, only 42 per cent of state-aided Bengali-medium school teachers agreed. While 6 per cent of teachers in private English-medium schools strongly agreed that Blended Learning is more time consuming than traditional methods, 28 per cent of state-aided Bengali medium school teachers strongly agreed with the same statement. 55 per cent of state-aided Bengali-medium school teachers agreed with the statement that blended learning causes teachers to lose control over the teaching and learning process, and only 28 per cent of teachers in private English-medium schools agreed.

While 66 per cent of teachers in private English-medium schools agreed that blended learning provides adaptability or flexibility, only 36 per cent of state-aided Bengali medium school teachers agreed. Only 19 per cent of teachers in state aided Bengali-medium schools agreed with the statement that blended learning fosters interdependence and collaboration, compared with 62 per cent of teachers in private English-medium schools. Only 36 per cent of teachers in state-aided Bengali-medium schools agreed that blended learning enhances good communication skills, compared with 58 per cent of teachers in private English medium schools. Compared to 56 per cent of teachers in private English-medium schools, just 28 per cent of educators in state-aided Bengali medium schools felt that blended learning fosters creativity. Compared to 53 per cent of teachers in private English-medium schools, just 28 per cent of educators in state-aided Bengali-medium schools felt that blended learning promotes critical thinking. Just 21 per cent of educators in state-aided Bengali-medium schools believed that blended learning fosters ethics, compared to 43 per cent of teachers in private English-medium schools. Comparatively to 42 per cent of teachers in private English medium schools, just 27 per cent of educators in state-aided Bengali-medium schools thought that blended learning fosters resilience. Comparatively to 26 per cent of teachers in private English-medium schools, just 18 per cent of educators in state-aided Bengali-medium schools disagreed that blended learning enhances emotional intelligence. Just 28 per cent of educators in state aided Bengali medium schools agreed that blended learning makes for empathy, compared to 35 per cent of teachers in private English medium schools. Compared to 33 per cent of teachers in private English medium schools, only 9 per cent of educators in state-aided Bengali-medium schools felt that blended learning fosters discipline.

Although 80 per cent of educators in private English medium schools concurred that blended learning improves student conversations or texts, 40 per cent of educators in state aided Bengali medium schools felt the same way. While 54 per cent of teachers in private English medium schools agreed that blended learning helps with

time management, only 23 per cent of state aided Bengali medium school teachers agreed. Only 27 per cent of teachers in state aided Bengali medium schools agreed with the statement that blended learning is more engaging than the traditional method, compared with 53 per cent of teachers in private English medium schools. While 52 per cent of teachers in private English medium schools agreed that more screen time through blended learning causes health issues in the young generation, 82 per cent of state aided Bengali medium school teachers agreed. Only 19 per cent of teachers in state aided Bengali medium schools agreed with the statement that blended learning enhances learner's talents and hobbies, compared with 50 per cent of teachers in private English medium schools. Teachers in state aided Bengali medium schools agreed that blended learning reduces physical activities, whereas 46 per cent of private English medium school teachers felt the same way. Although 41 per cent of educators in private English medium schools concurred that social interaction and emotional connection are balanced in blended learning, 22 per cent of educators in state aided Bengali medium schools felt the same way. Comparatively speaking, only 25 per cent of teachers in private English medium schools and 58 per cent of teachers in state-aided Bengali medium schools agreed that blended learning degrades student assessment or grades.

FINDINGS

- A deeper analysis of the six statements on the level of blended learning awareness reveals that state aided Bengali medium teachers have a moderate level of positive awareness towards blended learning, while private English medium teachers have a comparatively high level of positive awareness.
- A neutral response to the statement of blended learning awareness is high among state aided Bengali medium teachers.
- Internet, web browsing, and technical competence are low among state aided Bengali medium teachers, and they respond very negatively to many statements about the level of blended learning awareness.
- Private English medium teachers overwhelmingly disagreed and strongly disagreed with the negative statements about blended learning awareness.
- From the data analysis and interpretation, it is clear that private English medium teachers show more awareness about blended learning than state aided Bengali medium teachers.
- A more thorough examination of the ten statements regarding the use of blended learning in the life skills intervention programme shows that, in

contrast to private English medium teachers, state-aided Bengali teachers have a relatively low positive attitude towards blended learning.

- A negative response to the statement that blended learning promotes ethics is high among state aided Bengali medium teachers.
- A neutral response to the statement that blended learning promotes critical thinking is high among state aided Bengali medium teachers.
- In response to the three statements—that blended learning fosters collaboration and interdependence, enhances communication skills, and offers flexibility and adaptability—the private English medium school teachers answer in the affirmative.
- Blended learning presents challenges for life skills intervention programmes. Teachers in state aided Bengali schools have a positive attitude towards blended learning, whereas teachers in private English medium schools have a negative attitude.
- A significant number of stateaided Bengali medium teachers agreed that blended learning degrades student assessment or grades.

CONCLUSION

A lot of research has been done in India on the concept of blended learning before the pandemic situation of 2020 COVID-19. However, blended learning has only developed a little in the education sector, except in the urban areas of India. Blended learning remained only a concept in remote rural areas. However, after the pandemic situation of COVID-19, the state government and the central government emphasized implementing blended learning in the education sector. As a result, teachers in state aided Bengali medium schools were forced to adopt blended learning techniques to coordinate with students only temporarily at that time. In contrast, private English medium school teachers coordinated with students through blended learning with greater clarity and efficiency. Through various studies, it was clear that teachers in private English medium schools were more efficient in teaching students through blended learning. In this study, teachers in private English medium schools are more efficient at teaching through blended learning. They have positive feedback on blended learning and improvements in the life skills intervention programme through blended learning. Through this study, we can say that they have all the technical knowledge and skills needed to implement blended learning in education and, especially, improvement in life skills intervention programmes for the students. But state aided Bengali medium teachers were found to be less efficient in implementing various aspects of life skills intervention programmes among students.

So, it is clear from this study that state aided Bengali medium school teachers need more training and awareness of blended learning than private school English medium teachers.

LIMITATION OF THE STUDY

This study is limited to Paschim Bardhaman district in WB. For online data collection, the multi-stage random sampling technique was used to select schools, and the Purposive sampling technique was used to select participants for this study. The researcher collected data only using a Google Form questionnaire. The online sample survey included only 200 participants. The data was collected using a 5-point Licker scale, but no statistical analysis either descriptive or Inferential was used during data analysis.

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