

**PERCEPTION OF HYBRID LEARNING AMONG THE STUDENT TEACHERS IN RELATION TO THEIR  
LIFE SKILLS**

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### Abstract

*The future belongs to those who learn more skills and combine them in creative ways.*

— Robert Greene

*Over time, there have been several modifications and adjustments to educational techniques. One of the main components of the global education system has been the implementation of technology. Today, educational institutions have accepted the use hybrid learning in various institutions across the globe, especially higher educational institutions. It's very much necessary to know the how the students interact with one another during the class conducted in hybrid mode. The students must socialize and learn life skills by interacting with everyone in the classroom. This may affect the quality of learning outcomes especially when learning takes place in hybrid mode.*

*The present study aimed at investigating the perception of hybrid learning in understanding the development of life skills among student teachers while learning in hybrid mode. Sample of aided and unaided college student teachers were taken. The research sample consists of 19 B.Ed. college student teachers from both aided and unaided colleges affiliated to University of Mumbai. Total 1269 student teachers were taken as sample. A tool was used to survey the student teachers. This paper seeks to provide an important contribution on the life skills perceived under hybrid mode of learning. According to this study, there is a positive association among the variables—student teachers, and hybrid learning which emphasises the significance of using hybrid learning to provide high-quality educational outcomes.*

**Key words:** *Perception, Hybrid Learning, Student Teachers, Life Skills.*

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### Introduction:

Today hybrid learning is the most suitable mode of learning where student teachers interact with each other and learn various skills, one of them is life skills. It is one of the important skills that students must learn under the guidance of their teacher in their respective schools. During the Covid-19 pandemic using online learning was the most effective and available way to continue learning, however student teachers must have learnt life skills such as cooperative learning, critical thinking, decision making etc. Using hybrid learning should be the basic method of learning especially for

higher educational institutions. Building trustworthy relationships to guarantee that all employees and students are treated with respect and feel appreciated. Clearly defining expectations for student behaviour and rewarding them when they are satisfied. Encouraging students to make amends, grow from their mistakes, and proceed with confidence. All these things can be learnt and developed during active hybrid learning class.

The present study shows a strong correlation among the variables of the study and hybrid learning, which focuses on the application of hybrid learning as

perceived to have an effective teaching and learning with an excellent result in the educational process.

#### Hybrid Learning:

“Another key benefit of hybrid learning is its inclusivity, flexibility and accessibility.” -- Erica Farmer, one of the founders of Quantum Rise, emphasised that this style of learning is all about accessibility. Hybrid learning is described as "a way of combining digital course delivery, experiential learning objectives, and traditional classroom experiences that emphasises using the best option for each learning objective" by eThink. As a result, a hybrid learning model might differ significantly based on the context, the subject matter, and the unique requirements of each learner. Similarly, ViewSonic says that hybrid learning aims to provide a more comprehensive education by closer connecting the virtual and physical learning environments. Stated differently, hybrid learning is synchronous learning that takes place both locally and virtually.

#### Life Skills:

“Life skills are art of living, which helps us to draw a personal and professional sketch of life.” -- Rajeev Ranjan

UNICEF defines life skills as a behaviour development approach that balances knowledge, attitude, and skills. These skills support young people's mental health and competency in handling life challenges. Life skills include consumer, environmental, peace, livelihood, and development education. WHO categorizes life skills into critical thinking, interpersonal/communication, and coping and self-management skills. A successful life skills approach involves skills, content, and methods, with skills involving psychosocial and interpersonal skills, content requiring patience and confidence, and methods involving interaction among participants.

#### Research Gap:

The National Education Policy, 2020 (NEP 2020) has identified a research gap in hybrid learning in health sciences education, highlighting insufficient long-term effects, inconsistent definitions, and underexplored teacher experiences. The paper aims to promote hybrid learning adoption in India, considering student teachers' perceptions.

#### Research Problem:

The researcher identifies a research deficit in India's educational system, particularly in rural areas, regarding the long-term impacts, adaptability, and use of technology in hybrid learning. The study aims to provide insights into how educational programs can be adapted to NEP 2020's goals to improve teacher education in India.

#### Aim of the Study

To find out relationship between perception of Hybrid learning in relation to the life skills with respect to total sample and type of institution that is aided and unaided college student teachers.

#### Objectives:

1. To study the relationship between student teachers' perception of hybrid learning and life skills based on:
  - a. The total sample.
2. To study the relationship between student teachers' perception of hybrid learning and life skills based on Type of Institution
  - a. Aided colleges.
  - b. Unaided colleges.

#### Hypothesis:

The following is the null hypothesis was formulated for the research

- i. **Hypothesis 1:** There is no significant relationship between the student teacher's perception of Hybrid Learning and Life Skills on the basis of
  - a. Total sample

- ii. **Hypothesis 2:** There is no significant relationship between the student teacher's perception of Hybrid Learning and Life Skills on the basis of
- Aided College
  - Unaided College

#### Methodology of the study:

A descriptive survey approach was used in this study to investigate the goals of the investigation. A stratified random sampling approach was employed in the study to ensure that every member of the population had an equal chance of being selected. Data on life skills and perceptions of hybrid learning among student teachers through surveys. Both aided and unaided colleges are represented in the sample. Pearson's correlation coefficient was used. The direction and strength of the linear relationship between two variables are ascertained using this statistical process.

#### Sampling:

Student teachers from 19 B.Ed. colleges, including both aided and unaided English-medium college student teachers, made up the sample. 1269 B.Ed. student teachers from the first and second years made up the entire sample. In total, there were 806 unaided college student teachers and 463 aided student teachers.

**Tool:** Questionnaire for survey was used.

#### Data Analysis :

**Descriptive statistics:** Descriptive statistics are short informational coefficients that are used to give a summary of a certain data collection, which could be a sample or a representative sample of the entire population. Descriptive statistics can be divided into two categories: measurements of variability (spread) and measurements of central tendency.

#### Inferential statistics:

It uses a variety of statistical techniques to derive population data from sample data and make conclusions about it. The Pearson's coefficient of correlation test was used to determine the link between the variables. To compare impressions among various types of institutions and investigate the correlations between factors, data is evaluated statistically using techniques like correlation analysis and t-tests.

#### Result:

Descriptive statistics of the Student Teachers Perception for Hybrid Learning with respect to Life Skills.

The following table summarises the central tendency and variability of perception of student teachers Hybrid Learning in developing Life Skills on the basis of Total Sample.

**Table 1 (a)**

**Perception of Student Teachers for Hybrid Learning in developing Life Skills on the basis of Total Sample.**

Sample size	N	Mean	Median	Mode	SD	Kurtosis	Skewness
Total sample	1269	72	72	75	10.5	-0.319	-0.112

#### Interpretation:

From the table 1. it can be interpreted that Student Teachers Perception of Hybrid learning for total sample varies from the mean to the median to the mode. The mean of the distribution Student Teachers of total sample for life skills is 72 and the median is 72, this shows that mean is equal to median by 0.0, the mode of

this distribution is 75 which is lesser than the mean by 3. It is in ascending order from the greatest to the lowest value are the total sample's mean. The data is negatively skewed, as indicated by the skewness of -0.112. Due to the fact that the kurtosis -0.319 is lesser than 3, the distribution is considered platykurtic. A

nearly symmetrical distribution with a slight tendency towards lower scores is shown by the skewness value of -0.112; yet, the small skew suggests that perceptions are fairly balanced.

#### Conclusion:

The study shows that student teachers generally have a positive perception of hybrid learning for developing life skills, with a score of 72. However, there is variability in responses, with a standard deviation of 10.5, suggesting varying opinions across the sample.

#### Findings:

While student teachers generally have a positive perception of hybrid learning as a means of developing life skills, there is some variability in this perception, suggesting that while the approach is generally well-regarded, there are certain areas where its effectiveness could be improved in order to better align with the diverse perspectives of the student teachers.

The following table summarises the central tendency and variability of perception of student teachers Hybrid Learning in developing Life Skills on the basis of Type of Institution.

**Table 1 (b)**

Descriptive statistics of Perception of Student Teachers for Hybrid Learning in developing Life Skills on the basis of Type of Institution.

Sample size Life Skills	N	Mean	Median	Mode	SD	Kurtosis	Skewness
<b>Aided</b>	463	71.3	71	69	11.26	-0.479	-0.1211
<b>Unaided</b>	806	72.4	72	75	10	-0.257	-0.0713

#### Interpretation:

The following table summarises the central tendency and variability of student teachers of hybrid Learning in Life Skills for the type of institution namely “Aided and Unaided.” Student Teachers Perception of Hybrid learning in life skills for aided college had more negative views towards teaching than those with Student Teachers Perception of Hybrid learning in life skills for unaided college. The mean of the distribution aided college student teachers of type of Institute for life skills is 71.3 and the median is 71. this shows that mean is higher than median by 0.3 the mode of this distribution is 69 which is lesser than the mean by 2.3.

The mean of the distribution unaided college student teachers of type of Institute for life skills is 72.4 and the median is 72. this shows that mean

is higher than median by 0.4 the mode of this distribution is 75 which is greater than the mean by 2.6. It is in descending order from the greatest to the lowest value are the total sample's mean, median, and mode of aided college student teachers' perception of Hybrid Learning.

It is in ascending order from the lowest to the highest are the total sample's mean, median, and mode of Student teachers' perception of Hybrid Learning. Because the skewness is -0.1211 it is negatively skewed. The data is skewed by -0.1211 percent for aided college, indicating a negative skew. -0.479 is less than three, thus the distribution is considered platykurtic because of the low kurtosis value.

#### Conclusion:

Student Teachers Perception of Hybrid learning in life skills in unaided college have a lesser positive

outlook than lower experienced ones. The following skewness -0.0713 shows that the data is negatively skewed. Kurtosis -0.479 is less than 3, which means platykurtic distribution. The perception of student teachers in aided college towards life skills are less as compared to unaided college student teachers.

#### Findings:

Overall, while perceptions of hybrid learning among student teachers for developing life skills are generally positive across both types of institutions, unaided institutions show slightly higher and more consistent positive perceptions, while aided institutions display greater variability

in how student teachers perceive the effectiveness of hybrid learning.

#### Inferential Analysis:

**Hypothesis 1(a) There is no significant relationship between student teachers' perception of hybrid learning and Life skills for total sample.**

Pearson's coefficient of correlation has been computed to test this hypothesis.

**The following table shows the statistical significance of coefficient of correlation between student teachers' perception of hybrid learning and Life skills for total sample.**

**Table 2 (a)**

**Significance of 'r' for student teachers' perception of hybrid learning and Life skills for total sample.**

Sample size	df	r	l. o. s
1269	1267	0.605	0.01

#### Interpretation:

Student teachers' perception of hybrid learning significantly correlates with the life skills. The obtained 'r' is greater than the tabulated 'r' that is 0.081 at 0.01 level. Hence the null hypothesis is rejected. The coefficient of correlation between student teachers' perception of hybrid learning and Life skills for total sample is 0.605 which is positive, substantial and significant at 0.01 level.

#### Conclusion:

The positive correlation implies that student teachers' perception of hybrid learning is high then their life skills is likely to be higher.

#### Findings:

The strong favourable correlation suggests improving the way student instructors see hybrid learning and the

development of their general life skills. The research demonstrates that the null hypothesis is rejected, indicating that there is no connection between the life skills of student teachers and their perception of hybrid learning, emphasising how crucial it is to provide pleasant experiences in order to assist the holistic development of teachers.

**Hypothesis 1(b) There is no significant relationship between the student teachers' perception of hybrid learning and Life skills for aided college.**

Pearson's coefficient of correlation has been computed to test this hypothesis.

The following table shows the significance of coefficient of correlation between student teachers' perception of hybrid learning and Life skills for aided college.



**Table 2 (b)**

Significance of 'r' for student teachers' perception of hybrid learning and Life skills for aided college.

Sample size	df	r	l. o. s
463	461	0.6	0.01

**Interpretation:**

The coefficient of correlation between student teachers' perception of hybrid learning and Life skills for aided college. is 0.6 which is positive, substantial and significant at 0.01 level. The obtained 'r' is greater than the tabulated 'r' that is 0.121 at 0.01 level Hence the null hypothesis is rejected.

**Conclusion:**

The positive correlation implies that if aided college student teachers' perception of hybrid learning is high then and Life skills is likely to be higher.

**Findings:**

The study highlights the potential advantages of

emphasising hybrid learning environments for overall teacher development by suggesting that improving student teachers' perceptions of hybrid learning in aided colleges could improve their life skills. We reject the null hypothesis. The null hypothesis is rejected.

**Hypothesis 1(c) There is no significant relationship between the student teachers' perception of hybrid learning and Life skills for unaided college.**

Pearson's coefficient of correlation has been computed to test this hypothesis.

**The following table shows the statistical significance of coefficient of correlation between student teachers' perception of hybrid learning and Life skills for unaided college.**

**Table 2 (c)**

Significance of 'r' for student teachers' perception of hybrid learning and Life skills for unaided college.

Sample size	df	r	l. o. s
806	804	0.609	0.01

**Interpretation:**

The coefficient of correlation between student teachers' perception of hybrid learning and Life skills for unaided college is 0.609 which is positive, substantial and significant at 0.01 level. The obtained 'r' is greater than the tabulated 'r' that is 0.090 at 0.01 level. So there is a significant relationship between student teachers' perception of hybrid learning and Life skills for unaided college. Hence the null hypothesis is rejected.

**Conclusion:**

The positive correlation implies that if the unaided college student teachers' perception of hybrid learning is high then the Life skills is likely to be higher.

**Findings:**

The study rejects the null hypothesis and shows a significant positive correlation between student instructors'

perceptions of hybrid learning and their life skills in independent colleges. This finding emphasises the significance of establishing positive perceptions for the overall development of students.

**Discussion:**

According to the study's findings, student teachers agree that hybrid learning is crucial in terms of technology and that integrating technology into the classroom will facilitate learning. In the modern world, it is essential for all educators as well as learners. Some

people could face obstacles, but they can ultimately overcome them. Everybody needs to make a contribution to society.

Both aided and unaided college student teachers agree that learning and developing critical life skills is crucial, despite differing opinions on hybrid learning.

#### Recommendations:

Policymakers are introducing hybrid learning to higher education institutions, aiming to enhance student instructors' experiences and strengthen life skills. This approach can be enhanced through continuous training in digital pedagogy and educational technology. Implementing feedback mechanisms, peer cooperation, and mentorship programs can further enhance the hybrid learning perspective. Providing additional resources and assistance to students struggling with digital components can also contribute to improved life skills.

#### Suggestions for Further Research:

The effects of longitudinal studies on hybrid learning can be investigated further. Examine the long-term impacts of hybrid learning on the academic achievement and development of life skills of student teachers. Examine how faculty training programs contribute to better results and compare the effects of hybrid learning at various schools. Analyse methods for increasing student involvement, how socioeconomic variables affect hybrid learning, and the creation of instruments for evaluating life skills. concentrating on research that is student-centered and examining their preferences and difficulties in contexts that are hybrid in nature. Examine how cutting-edge technology like virtual reality, AI, and adaptive

learning platforms might improve hybrid learning environments. Examine how hybrid learning affects the mental health of student teachers and examines hybrid learning from a global viewpoint..

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