EFFECT OF ONLINE AND HYBRID LEARNING ON STUDENTS' ATTITUDE TOWARDS GEOGRAPHY, ACHIEVEMENT AND SOCIAL SKILLS IN RELATION TO THEIR CRITICAL THINKING

A SUMMARY OF THESIS

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SUMMARY

The main purpose of this study was to find out the effect of online learning and hybrid learning on students' attitude towards geography, achievement and social skills in relation to their critical thinking. The present study adopted pre-test post-test control group experimental design in which one control and two experimental groups were formed. The initial sample of the study comprised of 276 students drawn from three randomly selected Government Schools of Chandiagrhm. The students were classified (High and Low) on the basis of Critical Thinking level. The final sample comprised of 150 students in which experimental group, T₁ (N=50) exposed to online learning strategy, experimental group, T₂ (N=50) exposed to hybrid learning strategy whereas control group, T₃ (N=50) exposed to face-to-face conventional strategy. The 3x2 factorial design was used to analyse the data. The results of the study revealed that students taught through hybrid learning strategy yielded better mean gain scores as compared to students taught through online and face-to-face conventional strategy on attitude towards geography, geography achievement and social skills. Students in online learning group yielded better mean gain scores than those studying in face-to-face conventional group on attitude towards geography and geography achievement. Students with high critical thinking yielded better mean gain scores as compared to students with low critical thinking on attitude towards geography, geography achievement and social skills. The hybrid learning can be the better alternative for the skillful use of the existing infrastructure.