

# Satisfaction Of Flipped Classroom Teaching Strategies Among B.Ed Teacher Trainees

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**Abstract:** This study intended to examine the effect of Satisfaction of flipped classroom teaching strategies among B.Ed. teacher trainees. The satisfaction of the flipped classroom teaching strategies scale consists of 16 items. The sample comprised 60 B.Ed. teacher trainees' male and female students. Out of 60 B.Ed. teacher trainees for the research and 30 B.Ed. trainees in Experimental group and 30 B.Ed. trainees in Control group purposively selected from the department of Mathematics, Thiagarajar College Preceptors, Madurai, Tamil Nadu.. The findings of the study exposed statistically the sum average value of pupil satisfaction was average=4.78 and Standard Deviation=0.11. The study reveals that flipped classroom is most satisfaction and very effective for teaching achievement in mathematics among B.Ed. teacher trainees. The overall outcome of the study shows that most satisfaction and very effectiveness of flipped classroom has larger effect to get greater achievement in mathematics. Student satisfaction was very significant in achievement in Mathematics.

**Key Words:** Flipped Classroom, Satisfaction and B.Ed. teacher trainee, Achievement and Mathematics.

## 1 SIGNIFICANCE OF THE STUDY

The teaching scenery is quickly shifting; the technological increase of the 21st Century extensive incorporation of person's skills in to our humanity, collective with admittance to the internet has inherently transformed teaching in just a limited years. Teaching methods need to evolve to keep up with times and incorporate integrated technologies in to the learning model. Blended Learning is a natural development to the growing accessibility of e-learning, and the continued need for a human component in the learning experience. Blended Learning approach ensures that the learner is engaged and driving his or her individual learning experiences. Flipped classroom also helps cater to the individual needs to the learner, most students have unique learning styles and flipped classroom is additional possible to provide to persons requirements than a conventional classroom instruction experience. It also offers flexible time frames that can be personalized to each person, offering them the ability to learn at their own pace. Flipped classroom also kindle more agile in implementing change and be more successful in achieving the goals. The investigator had a chance of regular interaction with the teachers, which have given exposure to him and also motivated him to think of the present study which is entitled "satisfaction of flipped classroom teaching strategies among B.Ed. teacher trainees".

## 2 STATEMENT OF THE PROBLEM

The problem under investigation is entitled "SATISFACTION OF FLIPPED CLASSROOM TEACHING STRATEGIES AMONG B.ED TEACHER TRAINEES".

## 3 DEFINITION OF THE TERMS

The investigator adopted the following definitions for the study. Flipped Classroom: The flipped classroom is a model of teaching in which a student's homework is the traditional lecture viewed outside of class on a vodcast. Then class time is spent on inquiry-based learning which would include what would traditionally be viewed as a student's homework assignment. The reverse classroom is a synonym for the flipped classroom.

B. Ed., students: refers the students studying in B.Ed., the course in College of Education at Madurai District affiliated the Tamil Nadu Teachers Education University, Chennai.

## 4 OBJECTIVES OF THE STUDY

1. To find out the level of satisfaction of the flipped classroom strategies among B.Ed. teacher trainees

## HYPOTHESES OF THE STUDY:

1. The level of satisfaction of the flipped classroom strategies among B.Ed. teacher trainees

## TOOL USED IN THE PRESENT STUDY

The first step in the preparation of tool is the collection of number of statements about the topic. This is possible through a study of literature from journals, magazines, newspaper, and text books. Here, the statements are related to satisfaction of the flipped classroom. The tool used in the present study to measure the satisfaction of the flipped classroom was "Satisfaction of Flipped Classroom Scale "standardized by Yordchim & Gibbs(2014). Satisfaction of Flipped Classroom Scale is a five point scale. Each statement is followed by three alternative responses.

## SCORING

Response	Positive	Negative
Strongly Agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly Disagree	1	5

## POPULATION FOR THE STUDY

According to John w. Best and James V. Khan (2006), "Population is any group of individuals who have one or more characteristics in common that are of interest to the researcher" The population for the present study consists of B.Ed. teacher trainees under the affliction college of Tamil Nadu Teacher Education, University, Chennai, Tamil Nadu.

## SAMPLE

The stratification has been done on the basis of gender, religion, caste, nature of school, medium of school, locality of the students, type of school, father's education, mother's

education, father's income and mother's income. The investigator has used Purposive sampling technique for selecting a sample from the population. The sample consists of 30 students from the experimental group at Thiagarajar College of Preceptors, Madurai.

**VALIDITY**

To establish validity, the tool was submitted to the experts. In accordance with their suggestions and opinions, the investigator deleted some items and modified a few. The finalized scale contains 16 items. Thus the content validity has been established.

**RELIABILITY OF THE TOOL**

Reliability is the degree of accuracy and consistency. The investigator has used the test-retest method for establishing the reliability of the tool. The same tool was given to the same set of teachers after 10 days. The responses were scored. Both the sets of scores were used for findings, correlation, coefficient. The co-efficient of correlation was found. It was 0.84. Thus the reliability of the tool has been established by test-retest method.

**STATISTICAL TECHNIQUES USED**

Statistical techniques are very essential for any research. It will help the investigator to analyze and interpret the data. In the present investigation, the following statistical techniques are used. The percentage analysis was used to find out the percentage of students having low, average and high level of satisfaction of flipped classroom

**Level of satisfaction of flipped classroom strategies among B.Ed. teacher trainees**

Statement	Item No.	Strongly Agree	Agree	Neutral	Mean	Remarks
Positive statements	Q1	23(76.7%)	5(16.7%)	2(6.7%)	4.8	Positive
	Q2	22(73.3%)	7(23.3%)	1(3.3)	4.7	Positive
	Q3	24(80.0%)	6(20%)	0(0%)	4.8	Positive
	Q4	22(73.3%)	6(20%)	2(6.7%)	4.8	Positive
	Q5	26(86.7%)	4(13.3%)	0(0%)	4.8	Positive
	Q6	23(76.7%)	5(16.7)	2(6.7)	4.7	Positive
	Q7	24(80%)	3(10%)	3(10%)	4.7	Positive
	Total					4.7

The above table reveals that, B.Ed. teacher trainees have the level of satisfaction on flipped classroom strategies is 76.7% is strongly Agreed, 16.7 % is Agreed and 6.7% is neutral in their the level of satisfaction on flipped classroom strategies . 76.7% is strongly Agreed , 20% is Agreed and

2% is neutral in their level of satisfaction on flipped classroom strategies . 80% is strongly Agreed, 20 % is Agreed in their level of satisfaction on flipped classroom strategies that statement of"73.3% is strongly Agreed, 20 % is Agreed and 6.7% is neutral in level of satisfaction on flipped classroom strategies 86.7% is strongly Agreed, 13.3 % is Agreed and 6.7% is neutral in their level of satisfaction on flipped classroom strategies"76.7% is strongly Agreed, 16.7 % is Agreed and 6.7% is neutral in their level of satisfaction on flipped classroom strategies." 76.7% is strongly agreed, 16.7 % is agreed and 6.7% is neutral in their level of satisfaction on flipped classroom strategies."

**Table 4.2**

*Level of satisfaction of flipped classroom strategies among B.Ed. teacher trainees*

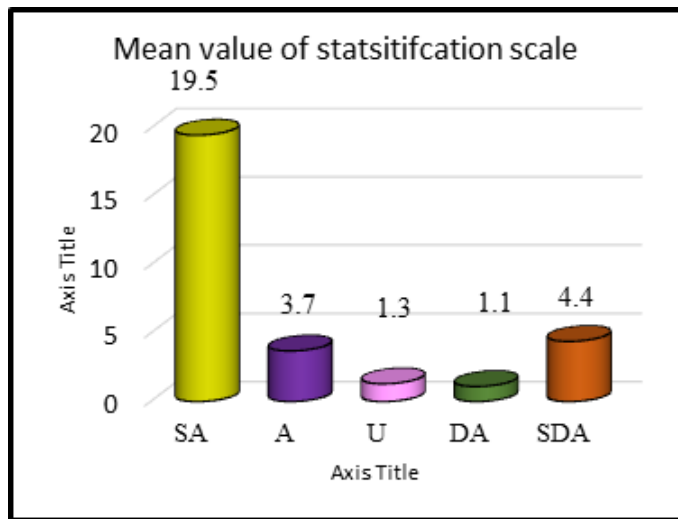
Statement	No. of item	Strongly Agree	Agree	Neutral	Mean	Remarks
Positive Statements	Q8	27(90%)	3(10%)	0(0%)	4.8	P
	Q9	24(80%)	3(10%)	3(10%)	4.7	P
	Q10	24(80%)	3(10%)	3(10%)	4.8	P
	Q11	25(83.3%)	3(10%)	2(6.7%)	4.8	P
	Q12	24(80%)	6(20%)	0(0%)	4.8	P
	Q13	24(80%)	5(16.7)	1(3.3)	4.7	P
	Total					4.8

• **P-Positive**

The above table shows that 90% is strongly Agreed, 10% is Agreed and 0% is neutral in their in their level of satisfaction on flipped classroom strategies.". 80% is strongly Agreed, 10% is Agreed and 10% is neutral in their level of satisfaction on flipped classroom strategies 80% is strongly Agreed, 10 % is Agreed and 10% neutral in their level of satisfaction on flipped classroom strategies."83.3% is strongly Agreed, 10 % is Agreed and 6.7% is neutral in there in their level of satisfaction on flipped classroom strategies 80% is strongly Agreed, 20 % is Agreed and 0% neutral in their level of satisfaction on flipped classroom strategies"80% is strongly Agreed, 16.7 % is Agreed and 3.3% is neutral in their in their level of satisfaction on flipped classroom strategies."

**Fig. 1**

*Level of satisfaction of Flipped classroom strategies among B.Ed. teacher trainees*



**Table 3**

*Level of satisfaction of flipped classroom teaching strategies among B.Ed. teacher trainees*

Statement	No. of item	Strongly Disagree	Disagree	Neutral	Mean	Remarks
Negative statements	Q14	22(73%)	8(27%)	0(0%)	4.8	Positive
	Q15	24(80%)	6(20%)	0(0%)	4.8	Positive
	Q16	25(80.33%)	4(13.33%)	1(3.34%)	4.7	Positive
	Total				4.8	Positive

The above table shows that 73% is Strongly Disagreed, 27% is Disagreed and 0% is neutral in their level of satisfaction on flipped classroom strategies that the statement of the flipped learning gives control over my study". 80% is strongly Disagreed, 20% is Disagreed and 0% neutral in their in their level of satisfaction on flipped classroom"80.33% is strongly Disagreed, 13.33 % is Agreed and 3.34% is neutral in their level of satisfaction on flipped classroom strategies.

**FINDING**

The sum average value of student satisfaction is average =4.78 and Standard deviation =0.11. Teaching is a challenging one those who have passion towards profession only can come out successfully; teacher cannot satisfy all the learners' needs with the aid of teaching only, one cannot satisfy all the learners in the classroom and each students is unique and individually different from one another. Individual differences are there among students. Teacher has to select appropriate instructional methods to teach and reach the subject content to all the individuals. Flipped classroom is the best option to teachers where all the learners could be

involved in the activities actively, joyfully as well as meaningfully. Further, B.Ed. Teacher Trainees are expected to be the front runners in adopting Innovative Instructional Strategy for Prospective Learning Outcome. Satisfaction of flipped classroom also focused the investigator responsibilities in teaching meanwhile students were equipped skillfully and meaningfully to exercise learning. So, effective learning desirable further satisfied pupils, and satisfied pupils always are good students. The novel Hybrid mode of examination enhances student's interest and optimize learning. The objective of this research study is to integrate technology in to teaching learning to create a rich learning experience for students and a rewarding teaching experience for faculty. Flipped classroom can enhance the effective teaching – learning process. Therefore, designing a flipped classroom to reach a harmonious learning equilibrium between face-to-face instruction and online access is essential. Hence, the development of Flipped classroom is potentially powerful tool for extending educational opportunities in Teacher Education.

**5 CONCLUSION**

The investigator adopted flipped classroom teaching for Pedagogy of Mathematics. The study reveals that flipped classroom is most satisfaction and very effective for teaching achievement in Mathematics among B.Ed. teacher trainees. The overall outcome of the study shows that most satisfaction and effectiveness of flipped classroom has larger effect to get greater achievement in Mathematics.

**6 REFERENCE**

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