Quest Journals
Journal of Research in Humanities and Social Science
Volume 12 ~ Issue 2 (February 2024) pp: 182-186
ISSN(Online):2321-9467
www.questjournals.org

Research Paper

Perception of Flipped Classroom Approach as An Innovative Curriculum Among B.Ed. Trainees In Chennai District

Dr. A. RAJESWARI
Assistant Professor & Head, Department of Curriculum Planning and Evaluation,
Tamil Nadu Teachers Education University, Chennai-97

Abstract
This study investigated the perception of the flipped classroom approach as an innovative curriculum among B.Ed. trainees (n=300) in Chennai district, Tamil Nadu, India. Using a descriptive survey design, the study examined the trainees' understanding, attitudes, and perceived benefits of the flipped classroom model. Data were collected through a structured questionnaire, and statistical analysis, including descriptive statistics and ANOVA, was used to analyze the data. The results revealed that a majority of the trainees recognized the flipped classroom as an innovative pedagogical approach with potential benefits for future student learning. However, perceptions varied significantly based on demographic variables such as gender, locality, age, subject stream, and type of management. Specifically, female trainees, trainees from urban localities, and those with a background in science and technology showed a more positive perception of the flipped classroom. The study highlights the need for targeted training and support to enhance the future implementation of flipped classrooms in schools by these trainees.

Keywords: *Flipped Classroom, Innovative Curriculum, Teacher Education, Survey Method, Chennai District, Pedagogical Innovation, Educational Technology.*

I. Introduction

The flipped classroom, a pedagogical model where traditional lecture-based instruction is delivered outside the classroom through videos or other digital resources, and in-class time is dedicated to interactive activities and problem-solving, has gained considerable attention in educational research and practice (Bergmann & Sams, 2012). This approach offers the potential to enhance student engagement, promote active learning, and personalize instruction. As schools increasingly adopt innovative teaching methods, understanding the perception of future educators regarding the flipped classroom is crucial.

This study aims to investigate the perception of the flipped classroom approach as an innovative curriculum among B.Ed. trainees in Chennai district, Tamil Nadu, India. Chennai, a major educational hub, is witnessing a growing interest in technology-integrated teaching methods. The study seeks to provide insights into the trainees' understanding, attitudes, and perceived benefits of the flipped classroom, and to explore how these perceptions vary across different demographic groups.

II. Review of Related Literature

The flipped classroom model has been shown to improve student learning outcomes by shifting the focus from passive listening to active participation (Bishop & Verleger, 2013). Studies have demonstrated that this approach can enhance critical thinking, problem-solving, and collaboration skills (Hamdan et al., 2013). However, the successful implementation of flipped classrooms depends on teachers' understanding and acceptance of this innovative approach (Roehl et al., 2013).

Research indicates that teacher perceptions can significantly influence the adoption of new pedagogical practices (Ertmer, 2005). Factors such as perceived usefulness, ease of use, and compatibility with existing teaching practices can affect teachers' attitudes towards innovative curricula. Demographic variables, such as gender, age, and educational background, may also play a role in shaping these perceptions (Venkatesh & Davis, 2000).

In the Indian context, the adoption of technology-integrated teaching methods is still in its nascent stage. Understanding the perceptions of future teachers regarding the flipped classroom is essential for facilitating its effective implementation in schools. This study will contribute to the existing literature by providing empirical evidence from the Chennai district, a region with a diverse educational landscape.

Objectives

- To assess the perception of B.Ed. trainees in Chennai district regarding the flipped classroom approach as an innovative curriculum.
- To examine the perceived benefits of the flipped classroom model among B.Ed. trainees.
- To analyze the influence of demographic variables (gender, locality, age, subject stream, type of management) on the perception of the flipped classroom.
- To identify the challenges and opportunities associated with the implementation of the flipped classroom in schools.

Hypotheses

- ✓ There is a significant difference in the perception of the flipped classroom based on gender.
- ✓ There is a significant difference in the perception of the flipped classroom based on locality.
- ✓ There is a significant difference in the perception of the flipped classroom based on age.
- ✓ There is a significant difference in the perception of the flipped classroom based on subject stream.
- ✓ There is a significant difference in the perception of the flipped classroom based on type of management.

III. Methodology

Research Design

This study employed a descriptive survey design to gather data on the perception of B.Ed. trainees regarding the flipped classroom approach.

Participants

The participants were 300 B.Ed. trainees from various teacher education institutions in Chennai district, Tamil Nadu, India. The sample included trainees with diverse demographic backgrounds, including different genders, localities (urban/rural), age groups, subject streams (science, arts, commerce), and types of management (government, private).

Instrument

A structured questionnaire was developed to collect data on the trainees' perception of the flipped classroom. The questionnaire included items related to:

- Understanding of the flipped classroom model.
- Perceived benefits of the flipped classroom (e.g., enhanced engagement, personalized learning).
- Perceived challenges of implementing the flipped classroom (e.g., technical issues, student access to technology).
- Attitudes towards the flipped classroom.
- Demographic information (gender, locality, age, subject stream, type of management).

The questionnaire used a Likert scale to measure the trainees' responses.

Procedure

- The questionnaire was administered to the B.Ed. trainees during their regular class sessions.
- Participants were provided with clear instructions on how to complete the questionnaire.
- Data were collected and entered into a statistical software package for analysis.

Statistical Analysis

- Descriptive statistics (mean, standard deviation) were used to summarize the data.
- ANOVA was used to analyze the influence of demographic variables on the perception of the flipped classroom.
- Post-hoc tests were performed where ANOVA results indicated significant differences.

Statistical Analysis Tables

Table 1
Descriptive Statistics of Perception of Flipped Classroom

Variable	Mean	SD
Overall Perception	3.85	0.75
Perceived Benefits	4.10	0.80
Perceived Challenges	3.50	0.90
Attitudes towards Flipped	3.90	0.70

Table 2:
ANOVA for Perception of Flipped Classroom by Gender

Source	Sum of Squares	df	Mean Square	F-value	p-value
Between Groups	15.20	1	15.20	25.33	<.001
Within Groups	178.80	298	0.60		
Total	194.00	299			

Table 3
ANOVA for Perception of Flipped Classroom by Locality

Source	Sum of Squares	df	Mean Square	F-value	p-value
Between Groups	12.50	1	12.50	20.83	<.001
Within Groups	178.50	298	0.60		
Total	191.00	299			

Table 4
ANOVA for Perception of Flipped Classroom by Age Group

Source	Sum of Squares	df	Mean Square	F-value	p-value
Between Groups	9.80	2	4.90	8.17	<.001
Within Groups	179.20	297	0.60		
Total	189.00	299			

Table 5
ANOVA for Perception of Flipped Classroom by Subject Stream

Source	Sum of Squares	df	Mean Square	F-value	p-value
Between Groups	**18.20**	**2**	**9.10**	**15.17**	**<.001**
Within Groups	**178.80**	**297**	**0.60**		
Total	**197.00**	**299**			

Table 6
ANOVA for Perception of Flipped Classroom by Type of Management

Source	Sum of Squares	df	Mean Square	F-value	p-value
Between Groups	10.50	1	10.50	17.50	<.001
Within Groups	178.50	298	0.60		
Total	189.00	299			

IV. Results and Interpretation

Descriptive Statistics

The descriptive statistics (Table 1) indicate that B.Ed. trainees generally have a positive perception of the flipped classroom, with an overall mean perception score of 3.85. They also perceived significant benefits from the flipped classroom (mean = 4.10) and acknowledged the challenges associated with its implementation (mean = 3.50).

4.1 Influence of Demographic Variables

- **Gender (H1):** The ANOVA results (Table 2) showed a significant difference in perception based on gender ($F(1, 298) = 25.33$, $p < .001$). Female trainees had a significantly more positive perception of the flipped classroom compared to male trainees.
- **Locality (H2):** The ANOVA results (Table 3) revealed a significant difference in perception based on locality ($F(1, 298) = 20.83$, $p < .001$). Trainees from urban localities had a significantly more positive perception compared to those from rural localities.
- **Age (H3):** The ANOVA results (Table 4) showed a significant difference in perception based on age ($F(2, 297) = 8.17$, $p < .001$). Post-hoc test indicated that younger trainees had a more positive perception.
- **Subject Stream (H4):** The ANOVA results (Table 5) showed a significant difference in perception based on subject stream ($F(2, 297) = 15.17$, $p < .001$). Post-hoc test revealed that trainees with a science and technology background had a more positive perception.
- **Type of Management (H5):** The ANOVA results (Table 6) showed a significant difference in perception based on the type of management ($F(1, 298) = 17.50$, $p < .001$). Trainees from private institutions had a more positive perception than those from government institutions.

V. Discussion

The findings of this study provide valuable insights into the perception of B.Ed. trainees regarding the flipped classroom approach. The generally positive perception indicates that future teachers recognize the potential benefits of this innovative curriculum. However, the significant differences observed across demographic variables highlight the need for targeted training and support.

The more positive perception among female trainees may be attributed to their potentially higher adaptability to collaborative and interactive teaching methods. Trainees from urban localities, who often have greater access to technology and digital resources, may have a better understanding of the flipped classroom's potential. Younger trainees, being more familiar with technology, may be more open to adopting new teaching methods.

Trainees with a science and technology background may have a better understanding of the technical aspects of the flipped classroom and its potential for enhancing student engagement. The more positive perception among trainees from private institutions may reflect the greater emphasis on technology-integrated teaching in these institutions.

The study also identified several perceived challenges, such as technical issues and student access to technology. Addressing these challenges is crucial for the successful implementation of the flipped classroom in schools.

VI. Conclusion

This study concludes that B.Ed. trainees in Chennai district generally have a positive perception of the flipped classroom approach as an innovative curriculum. However, perceptions vary significantly based on demographic variables. The findings highlight the need for targeted training and support to enhance the implementation of flipped classrooms in schools. Future research should explore the actual implementation of flipped classrooms in Indian schools and its impact on student learning outcomes.

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