

# **Blended Learning in Tertiary Level of Bangladesh: Private Universities in Focus**

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**Thesis Submitted as a Partial Requirement to Fulfill the Degree  
of Master of Arts in English Language Teaching (ELT)**



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**Blended Learning in Tertiary Level of Bangladesh: Private Universities in Focus**

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by

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October 2018

**Supervisor: Professor Muhammed Shahriar Haque, Ph.D.**

To my family and  
specially to my father-in-law,  
Mohammed Kamaluddin

## **Declaration of Authorship**

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I, hereby, declare that this dissertation consists of all the original works conducted by me except the quotations and citations. The concepts or ideas taken from other sources have been cited properly. Moreover, this dissertation has not been submitted previously or concurrently in any other institution.

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Date:

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## **Abstract**

Technology integrated teaching and learning has become very common now a day. Still, in this modern life, there are many students who face difficulties continuing their higher education due to several hindrances. This research attempts to find out these challenges for which the students are facing trouble to continue their higher studies in Bangladeshi private universities. In addition to that, this research also focuses on the practical implications of blended learning in terms of putting online virtual classroom along with the traditional face-to-face classroom instruction.

To do so, the researcher has taken interviews of university teachers, university students, different academic stakeholders such as: corporate organizations, mobile operators, banks, NGOs, consultancy firms, and housekeepers. 10 private universities of Bangladesh were selected randomly to collect teachers and students interview. The teachers who take masters courses were selected for the interview and students were selected from those teachers' graduation classes. In total 10 teachers and 101 students were interviewed based on interview questions. However, participants of the other organizations and housekeepers were selected according to the convenience of the researcher. Three participants from each of the organizations and three housekeepers were interviewed based on interview questions. These collected data were analyzed based on two theories: socio-constructivism and dual code theory, and one model: blended learning model. The analyzed data are tabulated and explained in descriptive manner.

The findings suggest that, though there is a need of online virtual class, participants are not in favor to demolish the face-to-face instruction. Infact, they prioritize the face-to-face instruction more over online virtual class. However, study shows that the implementation of online virtual class would help learners to overcome the barriers in the way of the higher

studies and decrease the number of drop outs from higher studies of Bangladesh. Not only the learners, but the study also sheds the importance of blended learning over the organizations where these students are working. It is evident that if the learners are given the relaxed solution for their study then the organization where they are working gets benefited. Thus, this study is important for the teachers, students, authorities and other stakeholders to evident the practical implications of blended learning and to decide the further steps to implement it in the private universities of Bangladesh.

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## CHAPTER 1

### INTRODUCTION

#### 1.0 Introduction

Developmental achievements are possible by the human minds which needs to be nurtured by education (King, 2011, p. 1). And there is a hunt of new methods and techniques in education system which is supported by e-learning technology (Kose, 2010, p. 2795). European Commission, 2007 (in Kose, 2010, p. 2796), explains that e-learning improves the quality of learning by using the multimedia technologies and the internet giving the students broader environment to access the resources. Similarly, Singh and Reed (2001) opines that the blended learning “focuses on optimizing achievement of learning objectives by applying the ‘right’ learning technologies to match the ‘right’ personnel learning style to transfer the ‘right’ skills to the “right” person at the ‘right’ time.” However, typical blended learning model could contain multiple methods and techniques (Kose, 2010, p. 2796), the mostly associated one, with this study in Bangladesh, is the combination of face to face classroom and online virtual learning.

Bangladesh is a developing country and for its education system, implementing blended learning with proper technical support and well-designed infrastructure is difficult (Hossain, 2013, p. 148). It is a challenge for the public universities of Bangladesh to start the blended learning process as they depend highly on government funding and other funding beside students’ registration and tuition fees (Monem, and Baniamin, 2010, p. 296). According to Monem and Beniamin, private universities charge excessive amount of tuition fees and gain huge profit over the costs (2010, p. 302). Hence, it can be possible for private universities to implement the system of blended learning in Bangladesh, but further study is required to

understand the feasibility of this case. Thus, this study tends to focus on the prospects of blended learning in the tertiary level in private universities of Bangladesh.

### **1.1 Problem Statement**

The very important issue of ‘unemployment and under-employment of university graduates’ gives us the picture that somewhere the system is not working properly (Islam, 2008, p. 5). According to Islam (2008), ‘unsuitable educational environment’ is the hindrance to the right type of higher education. In tertiary level of Bangladesh, the only use of technology cannot bring the ultimate success (Ghahari, and Golestan, 2013, p. 6). Ghahari and Golestan also said, incorporating technology with traditional face-to-face teaching gives the opportunity to bring the distant learners closer by giving them better learning environment where they will be free to explore their learning world with the guide lines given in the traditional classrooms. Islam (2014) again, focuses on the irregularity of the graduate students in the classroom and this occurs due to different challenges such as: monthly expenditure of the graduate students for which they engage themselves in different other professions, political programs like strikes and the traffic conditions of the road in Bangladesh. Tayebinik and Puteh (in Alaidarous, and Madini, 2016, p. 69), states that the higher educational challenges could be overcome by the blended learning and it can also surpass the challenges of both traditional face-to-face learning and online virtual learning. Not only these, many women of Bangladesh are illiterate due to the responsibilities of household chores, and ‘inadequate, incomplete and denied education’ from their home. Thus, keeping the positive outcomes of the blended system in the modern learning style the government and the stakeholders of the universities need to take initiatives on the possible steps (Monem, and Baniamin, 2010, p. 304).

## **1.2 Purpose of the Study**

The purpose of this study is to explore the potential of blended learning among graduate learners of private universities in Bangladesh. Besides, this study will also focus on the practical implications of blended learning according to the stakeholders including university teachers, students, employers of the working students of Bangladeshi private universities, and the housekeepers.

## **1.3 Central Research Question**

This research intends to find out the answers of following questions related to the integration of blended learning in education system of Private Universities in Bangladesh:

- i) What are the practical implications of blended learning in Bangladesh?
- ii) What are the challenges graduate learners face to continue their higher education in Bangladesh?

## **1.4 Significance of the Study**

This study will take significant role by giving possible solutions for working students to balance both their job and study. Not only as employee, employers will also be benefitted by getting efficient outputs from the employers who are studying as well. Besides, the housekeepers who could not continue their higher education due to the family responsibilities, would be benefitted by attending both face-to-face and online virtual classroom. Not only the students', but by shedding lights on how to integrate blended learning, this research will also help the teachers to overcome the limitations of face-to-face classroom. Finally, this research will also be used as literature review for future studies.

## **1.5 Delimitation**

According to UGC: 2018, there are 97 private universities in Bangladesh. Research will be focused on the universities which are inside Dhaka metropolitan area. Among these universities, 10 universities which fulfill all criteria set by UGC standard will be selected to conduct this research. Besides, among many English medium schools in Dhaka metropolitan, 10 schools will be selected to conduct the research. Moreover, only three places from corporate organization, mobile operating company, banks, NGOs and consultancy firms are selected to experience the view of the employers. Finally, three housekeepers were also taken in consideration for collecting data.

## **1.6 Limitation**

There were limited articles and publications on blended learning in Bangladeshi context which makes this research a primary one. Moreover, due to time constrain only 10 universities along with three schools, 15 corporate offices and three housekeepers were selected to collect data. The findings would be more accurate and collected data would be more representative if more universities, schools, housewives and corporate offices could be taken into consideration for the research purpose. However, the collected data samples are analyzed as deeply as possible to get an appropriate idea of the situation.

## **1.7 Operational Definition**

There are some terms and definitions which have been frequently used in this study to support the arguments. They are:



### **1.7.1 Blended Learning**

Blended learning allows ‘to use advantages of both face to face education and online learning’ (virtual classroom attendance for this study), and it is possible to ensure an effective education environment where students can benefit from online learning technologies and interact with teachers or other students optimizing the seat time and it reduces the dropout rate by providing necessary resources to the students (Kose, 2010, p. 2796). According to Bencheva (2010),

“The term ‘blended learning’ is used to describe a solution that combines several different delivery methods, such as collaboration software, Web-based courses, Electronic performance support systems (EPSS), and knowledge management practices. Blended learning also is used to describe learning that mixes various event-based activities, including face-to-face classrooms, live E-Learning, and self-paced instruction”.

### **1.7.2 Virtual Classroom**

Virtual classrooms the education environment in which students can take classes synchronously as well as asynchronously using certain software that allows them to attend lectures as they do in a classroom built with bricks (Castaneda, and Arcila, 2012, p. 78).

### **1.7.3 Focus Group Interview**

“A focus group is a group discussion on a particular topic organized for research purposes and this discussion is guided, monitored and recorded by a researcher” (Morgan, 1997, p. 293).

## CHAPTER 2

### LITERATURE REVIEW

#### 2.0 Introduction

Todaro and Smith (in Khan, Rana, and Haque, 2014, p. 1) states that “education is fundamental to the broader notion of human capabilities that lie at the core of meaning of development”. Olssen and Peter (in Khan, Rana, and Haque, 2014, p. 2) also emphasis on the importance of quality education of society to enrich the creative and critical thinking of the people and create knowledge-based economy. Apparently, the quality education which we are talking about, is not possible without the integration of technology in education system (Mahmuda, 2016, p. 257). Mahmuda (2016) also agrees with the previous statement saying that “education without technology is incomplete”. According to her, technology in teaching has changed the scenario of Bangladeshi education system by increasing the communication, creating the classroom communities, making the textbooks interactive and making more web-based learnings. However, low adult literacy rate, inadequate higher and professional education and training opportunities, lack of informal and non-formal educational opportunities leads to the low knowledge-based economy of Bangladesh (Hossain, and Saddik, p. 1). Here, the blend of possible options would probably boost up the knowledge-based economy of the country.

There are different factors which plays a vital role in the change of educational system. According to Kelly (In Aguilar, 2012, p. 165), education system gets highly affected with the changing patterns of social, political and economic situations of a country. With the growing popularity of technology in the modern world, education has become easily accessible and

inexpensive due to the features of cloud computing (Sreenivasa, Madhvesh, and Sathyanarayana, 2016, p. 142). It provides the users opportunity to take the class anytime of the day and make efficient learning through technology besides their regular face-to-face classroom learning. Moreover, according to Smith and O'Day (In Aguilar, 2012, p. 164) since last two decades, education system has made tremendous effort to link technology and curriculum. They mention that the consequences are clearly visible in our day to day life where we are so much dependent on technology for all sorts of learning process. However, in this chapter, information regarding Bangladeshi education system and definitions of blended learning in the context of higher education have been discussed. Besides, some studies that examined the impacts, designs, processes, pros and cons of blended learning have also been discussed thoroughly.

## **2.1 Education System in Bangladesh**

Completing education requires several stages to accomplish. According to Austin et al. (2008), Ministry of Primary and Mass Education reported that in 2005, there were 37,672 government primary school, 19,862 registered non-government school and 8,329 primary schools including Bangla medium, English medium and English version in Bangladesh. English medium schools in Bangladesh are less in number but the standard of the education is higher (Prodhan, 2016, p. 125). Another kind of schooling system is Madrasah which motivates the learners mainly in religion to proclaim the tradition of Islam (Prodhan, 2016, p. 125). Students of Bangladesh After completing the schooling which includes primary and secondary education, students of Bangladesh are required to attain tertiary level education in universities. According to Khan et al. 2014, there are 86 universities in Bangladesh of which 34 are public universities and 52 are private universities and the number of private universities are rapidly growing in recent years.

|     |       |                     |                |                            |  |              |  |                       |  |                              |  |
|-----|-------|---------------------|----------------|----------------------------|--|--------------|--|-----------------------|--|------------------------------|--|
| Age | Grade |                     |                |                            |  |              |  |                       |  |                              |  |
| 26+ | XX    |                     |                |                            |  |              |  |                       |  |                              |  |
| 25+ | XIX   | Ph. D               |                | PostMBBS Dip               |  | Ph. D (Engr) |  | Ph. D (Medical)       |  |                              |  |
| 24+ | XVIII | M.Phil              | Ph. D          | M.Phil(Medical)            |  |              |  | Ph. D                 |  |                              |  |
| 23+ | XVII  |                     |                | LLM                        |  | MSc(Engr)    |  | MSc. (Agr)            |  | M B A (Education)            |  |
| 22+ | XVI   | MA/MSc/MCom/MSS/MBA |                | LLB(Hons)                  |  | BSc. Eng     |  | BSc. (Agr)            |  | M.Ed & M A (Edrn)            |  |
|     |       |                     |                | M B B S                    |  | BDS          |  | BSc                   |  | MA (LSc)                     |  |
|     |       |                     |                |                            |  | BSc.aGR      |  | BSc. (Tech.Edn)       |  |                              |  |
|     |       |                     |                |                            |  | BSc.Text     |  |                       |  |                              |  |
|     |       |                     |                |                            |  | BSc.Leath    |  |                       |  |                              |  |
| 21+ | XV    | Bachelor (Hons)     | Masters (Prel) |                            |  |              |  |                       |  |                              |  |
| 20+ | XIV   | Bachelor (Pass)     |                |                            |  |              |  |                       |  |                              |  |
| 19+ | XIII  |                     |                |                            |  |              |  |                       |  |                              |  |
| 18+ | XII   | Secondary           |                | Examination                |  | HSC          |  | Diploma (Engineering) |  |                              |  |
| 16+ | XI    |                     |                | HIGHER SECONDARY EDUCATION |  |              |  |                       |  |                              |  |
| 15+ | X     |                     |                | SECONDRY EDUCATION         |  | SSC          |  | TRADE Certificate     |  | ARTISAN COURSE e.g. CERAMICS |  |
| 14+ | IX    |                     |                |                            |  |              |  |                       |  |                              |  |
| 13+ | VIII  |                     |                |                            |  |              |  |                       |  |                              |  |
| 12+ | VII   |                     |                |                            |  |              |  |                       |  |                              |  |
| 11+ | VI    |                     |                |                            |  |              |  |                       |  |                              |  |
| 10+ | V     |                     |                |                            |  |              |  |                       |  |                              |  |
| 9+  | IV    |                     |                |                            |  |              |  |                       |  |                              |  |
| 8+  | III   |                     |                |                            |  |              |  |                       |  |                              |  |
| 7+  | II    |                     |                |                            |  |              |  |                       |  |                              |  |
| 6+  | I     |                     |                |                            |  |              |  |                       |  |                              |  |
| 5+  |       |                     |                |                            |  |              |  |                       |  |                              |  |
| 4+  |       |                     |                |                            |  |              |  |                       |  | KINDERGARTEN                 |  |
| 3+  |       |                     |                |                            |  |              |  |                       |  |                              |  |

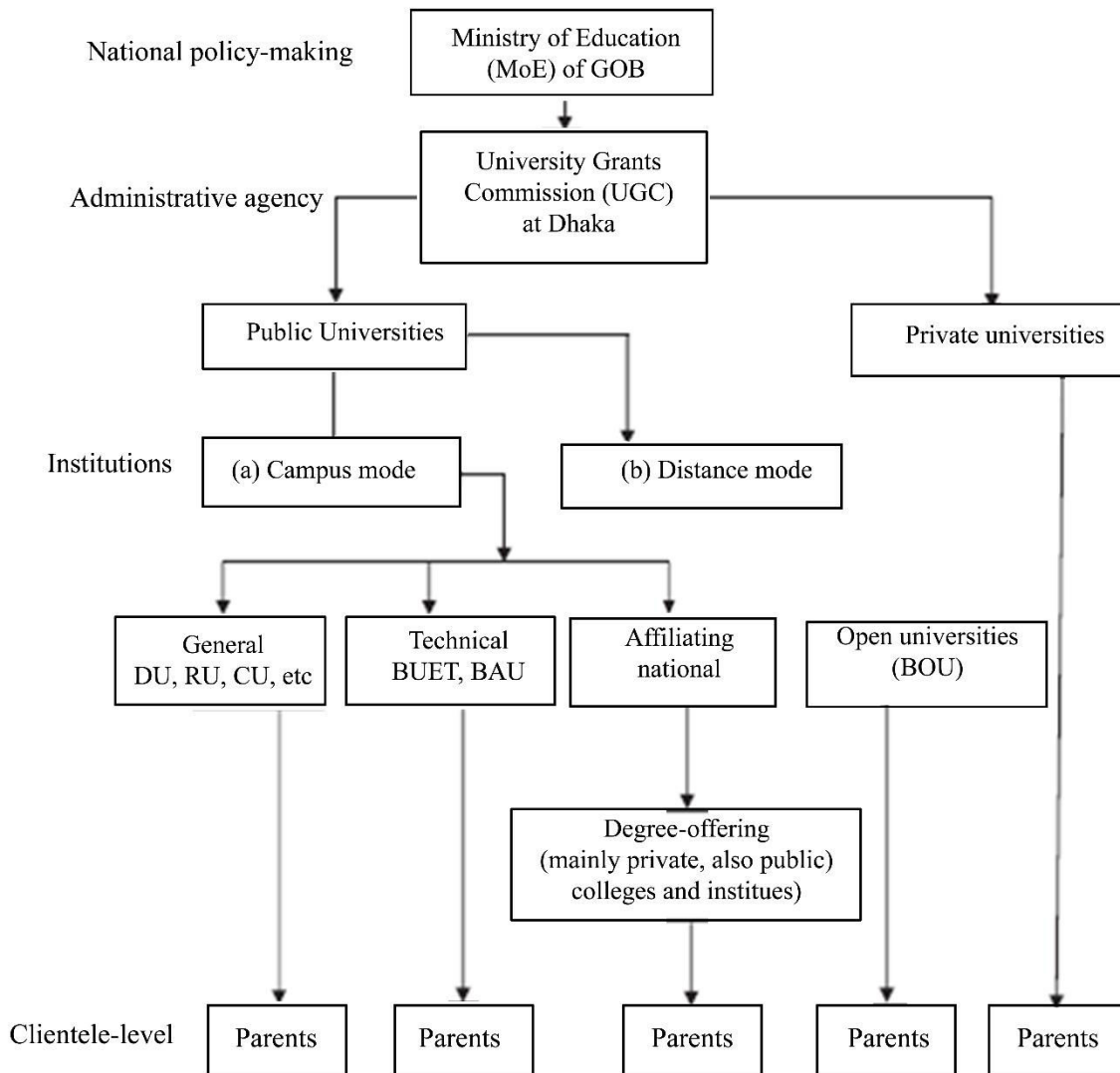
Figure 2.1: Educational Structure of Bangladesh

(Source: Prodhan, 2016, p. 14)

### 2.1.1 Higher Education in Bangladesh

The concept of higher studies began with the establishment of University of Dhaka in 1921 during the British period (Islam, 2008, p. 2). Islam (2008) also informed that, between 1953 – 1970, there were more 5 universities established in Bangladesh, but they all were public universities and the trend of private universities started from 1992 in Bangladesh. According to Monem and Baniamin (2010), there are several types of higher education available in Bangladesh including general education, science and technology education, medical education,

agricultural education, distance education, madrasah education and vocational education. They also stated that after the liberation of Bangladesh, there has been dramatic change in education sectors. Furthermore, most of the public universities are dependent on government funding whereas private universities get some profit over their costs. The government and universities are exploring ways to increase the access of students in higher education of Bangladesh (Islam, 2016, p. 100). The organization of the tertiary level education in Bangladesh designed by is shown below.



### **Figure 2.2: Higher Education in Bangladesh**

(Source: Alam, Haque and Siddiqui in Varghese, 2007, p. 25)

#### **2.1.2 Private Universities of Bangladesh**

As the facilities have increased in Secondary and Higher Secondary education of Bangladesh, the demand for higher education has also increased (Islam, and Salma, 2016, p. 122). Islam and Salma (2016) also stated that, beside public universities, demand for private universities has also increased. The very first Private university was established on 5<sup>th</sup> November 1992, named North South University which was approved by the Government of Bangladesh (GoB) (Varghese, 2007, p. 30). Gradually the fame and the number increased and now among 140 universities of Bangladesh, 97 are UGC approved private universities and 43 are public universities (UGC:2018). However, now private universities are not the alternatives for the public universities, they have their own established quality (Billah, 2013). Educational cost in private universities is much higher than the public universities but both follow American model of education rather than British model (Ashraf, et. al., 2009, p. 18). Furthermore, according to Ashraf et al. (2009), in American model, they offer four years bachelor's degree with credit-based courses.

#### **2.2 Technology**

Technology has captured all the spheres of our regular life including academic, business, government and private sectors (Tshuma, 2016, p. 4). Mascus (2003) has defined technology as, “the information necessary to achieve a certain production outcome from a particular means of combining or processing selected inputs which include production processes, intra-firm

organizational structures, management techniques, and means of finance, marketing methods or any of its combination” (Wahab et. al., 2012, p. 62). On the other hand, Parayil (1991) (In Herschbach, 1995, p. 31) observes that technology constitutes knowledge and specifically, ‘human knowledge’. Similarly, (In Herschbach, 1995, p. 31) Li-Hua (2006) explains that ‘Knowledge is the key to control technology’.

### **2.2.1 Use of Technology in Education Sector**

Increasing use of technology in educational achievements is a kind of a movement to ‘innovate through technology’ (Telkom, 2015). According to Stosic (2015), there are three domains of educational technology; technology as a tutor, technology as a teaching tool, and technology as a learning tool. Morrison et. al. (in Stosic, 2015, p. 112) describes that technology use in education sector decreases the challenges and disadvantages of the traditional learning. Both the visual and auditory senses are convinced using technology in learning (Shyamlee, 2012, p. 150). Web 2.0 technologies are used in many countries of the world and this technological application such as; ‘blogs, online discussion boards, flickr, youtube, myspace, facebook, and others’ enable the learners to become a member of a social virtual community (Shih, 2011, p. 829).

### **2.2.2 Use of Technology in Bangladeshi Education**

Although the studies show that the use of educational technology can increase the quality of learning, it is not adequately applied in Bangladeshi universities (Islam, 2016, p. 100). Lack of time, trainings and interest of the teachers are the main hindrance to the use of technology in education system of Bangladesh (Mahmuda, 2016, p. 257). However, Mahmuda (2016) explains that, Bangladeshi students have become more comfortable with ‘blog, twitter, facebook and

many other online platforms' which could be used in education. She added that, multimedia projector, mobile phone, moodle, podcast, e-book, web-quest and social networking websites are some of the technologies and applications in use in Bangladeshi education. Besides, Bangladesh has a vision to make the country 'digital Bangladesh', and thus every sector of it including education is getting digitalized (Rahaman, and Akter, 2017, p. 2). However, Bangladesh Open University (BOU), is the only public university which spreads knowledge throughout distance education, the other public and private universities are using technologies in their 'brick-and-mortar campus' (Karim, 2014, p.38). Besides, Hossain et. al (2016) describes that most of the universities of Bangladesh have computers along with internet connection. Mahmuda (2016) points out that multimedia projector is very common in the Bangladeshi universities, however, very few universities use Moodle and social networking sites for teaching and learning.

### **2.3 Blended Learning**

According to Watterston (2012, p. 5), "blended learning combines teaching and learning methods from both face-to-face to mobile and online learning and includes elements from both synchronous and asynchronous online learning options". Similarly, to Watterston (2012), Akkoyunlu and Soylu (In Kobayashi and Little, 2011, p. 104) opine that, blended learning is a multi-modal approach that creates the richer learning experience through integrating benefits of e-learning and advantages of traditional face-to-face classrooms. However, this blended learning can also be termed as hybrid learning as students learn online in some part of their course time getting the supervision under face-to-face instruction (Powell et al., 2015, p. 5). Similarly, Finn, and Bucci (2004), has defined blended learning as,



an environment that integrates the advantage of e-learning method with some advantageous aspects of traditional method, such as face-to-face interaction. Blended learning brings traditional physical classes with elements of virtual education together (Finn, and Bucceri, 2004, p. 183).

University of Western Sydney also agrees with the models and styles and explains blended learning as systematic and strategic approach integrating both face-to-face and online instruction using appropriate information and communication technologies (ICTs) (Saliba, Rankine, and Cortez, 2013, p. 4). This definition is also related with what Torrisi-Steele (in Alaidarous, and Madini, 2016, p. 70) has proposed for blended learning. Torrisi (in Alaidarous, and Madini, 2016, p. 70) also explains the blended learning as “enriched, student-centered learning experience which has been made possible by the harmonious integration of various strategies, achieved by combining face-to-face interaction with information communication technology” (In Alaidarous, and Madini, 2016, p. 70). Keeping all the aspects of blended learning in mind, Shibly (In Bart, 2014, p. 4) proposes that the main goal of blended learning is to give the students broader learning facilities with wide range of learning resources and it is a learner-centered approach which is in demand globally to maximize the learning.

## **2.4 Significance of Blended Learning**

In the modern era, the use of mobile phones, wireless modules and many more technologies are getting widely accepted around the world. Rather than learning from books, learners are more interested to learn through the usage of devices (Debnath, Rahman, and Hossain, 2014, p. 86). Learning meets its success only when the learners’ motivation is energized, and it is found in a survey that, teachers got dissatisfactory results in EFL context due to the lack of motivation and autonomy of the learners (Johnson, and Marsh, 2014, p. 31).

Furthermore, it is said that, the lack of awareness regarding the contribution of technology in learning process also brings down the success of learning. In the developing countries like Bangladesh, political situations widely hamper the education quality and the learners and teachers' communication gets disturbed when classes get stopped for a long period of time (Hossain, 2013, p. 149). The learners get more excited with the online learning process but accepts the fact that combining online, and face-to-face learning process is much more beneficiary for them (Kobayashi, and Little, 2011, p. 105). Learners with less motivation and focus found the blended learning to be more advantageous for the greater opportunities it provides rather than online or face-to-face alone. Through learning by themselves, learners get the access to experience the broader environment of learning with flexible time sphere. They get better learning outcomes through active learning with the proper guidelines from the face-to-face instruction (Saliba, Rankine, and Cortez, 2013, p. 5). Not only for learners, blended learning provides better opportunities for teachers also to design their courses and deliver in an effective style that gradually develops the social environment as well (Bath, 2010, p. 9). However, blended learning also has an effective role to develop the student-student and teacher-student communication through the discussion forum, blogs, and shared web content and through many more methods (Watterston, 2012, p. 29). Similar finding has been found where it is proved that the students have successful outcomes while learning in a blended environment (Alaidarous, and Madini, 2016, p. 78).

## **2.5 Limitation of Blended Learning**

Despite all the advantages and importance of blended learning, there remain some challenges to facilitate this method in Bangladesh. Several challenges have been identified for both teachers and students to implement blended learning strategies and those challenges include

teacher student training, technological challenge, student preparation, assessment criteria and cultural effects (Watterston, 2012, p. 30). In addition to Watterstons' identified challenges, a study has shown some more problems in implementing blended learning in the developing countries like Bangladesh and Japan and the barriers in welcoming the blessing of the blended learning in this country includes the political instability, electricity supply, the infrastructure and the less funding of the institutions (Hossain, 2013, p. 149 & 150). Besides, in Bangladesh 'lack of proper training on technology, costly expenditure of technology, dependence on pen and paper in exam, cheating and plagiarism of the students and destruction of technology from education are the vital hindrance to the implementation or development of blended learning (Mahmuda, 2016, p. 259).

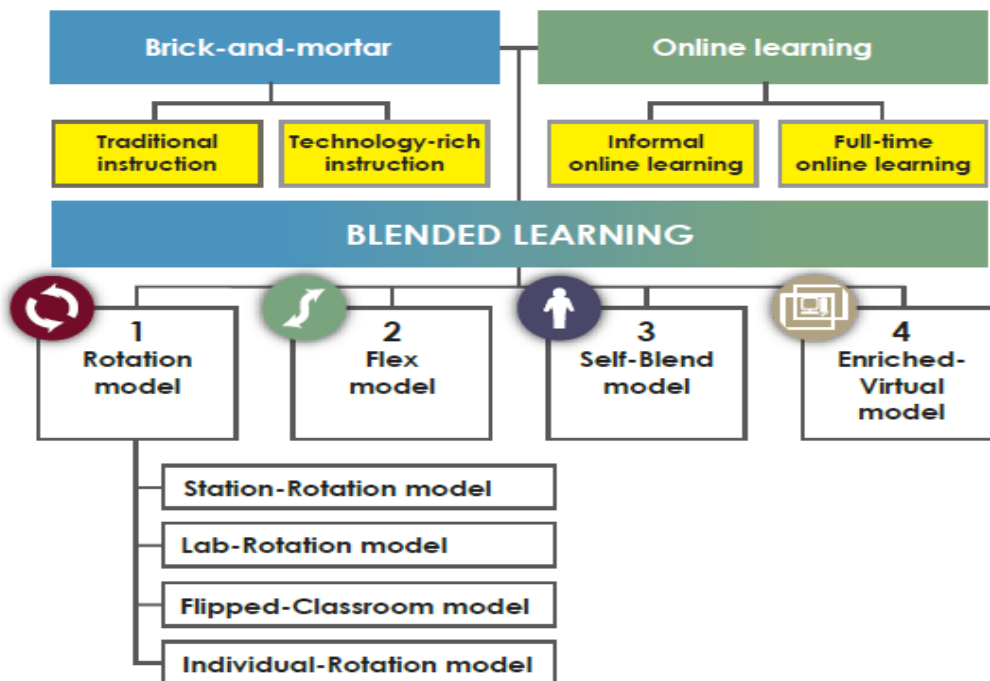
## **2.6 Blended Learning in EFL Context**

Learners of EFL context though find it difficult to transit from traditional face-to-face classroom instruction to web-based or online-based communication at the beginning, they enjoy the casual nature of communication through technology in language learning (Aguilar, 2012, p. 171). Again, in a teacher-centered classroom where students are passive receivers in traditional environment, students become responsible for their own learning and they get actively engaged for the information they missed in blended learning process (Gilakjani et al. 2013, p. 51). The development of technology such as: multimedia applications, audio visual communications over internet, getting closer to the educational environment through technology, makes a drastic change in the teaching process of EFL classrooms (Patel, 2013, p. 117). According to Banados (2006) and Bar et al. (2005), language learners improved their language proficiency by blending their traditional learning with the computer assisted learning at home (Ghahari, and Gulestan, 2014, p. 4). Moreover, Ja'ashan (2015) studied that the fun, collaborative and interactive learning

through the blend motivates the learners positive attitude towards English learning (Alaidarous, and Madini, 2016, p. 72).

## 2.7 Blended Learning Taxonomy

According to Christensens' research (In Staker, and Horn, 2012, p. 5), blended learning programs are conducted following one of the four models: Rotation model, Flex model, A La Carte model and Enriched virtual model.



**Figure 2.3: Blended Learning Taxonomy**  
(Source: Staker, and Horn, 2012, p.5)

### **2.7.1 Rotation Model**

This model deals with the students' rotation activity where students rotate from online activities to face-to-face activities or vice versa (Staker, and Horn, 2012, p. 8). However, a clock or the teacher will announce the time of rotation (Watson, 2008, p. 6). For example, the students are given lecture face-to-face and then they must work using technology. At that moment a pre-set clock or the instructor will remind them about their rotation time. Furthermore, this model includes four of the sub models: Station rotation, Lab rotation, Flipped classroom and Individual rotation.

#### **2.7.1.1 Station Rotation**

Horn and Staker (2014) said, in station rotation the students rotate in the specific classroom or group of classrooms to enhance their knowledge and experience student-student and teacher-student interaction through this station rotation model. However, in this case at least one classroom must be online learning station.

#### **2.7.1.2 Lab Rotation**

According to Staker and Horn (2012), in lab rotation model, students rotate on a fixed schedule or at the teacher's discretion among locations on the brick-and-mortar campus where the students go from the classroom to computer lab.

#### **2.7.1.3 Flipped Classroom**

This is the type of model where students get the flexibility to study offline also from their regular face-to-face classroom teaching (Watson, 2008, p. 7). However, the primary instructions will be given in face-to-face classroom, but the later learning will be solely learner-centered. Homework is an example of flipped classroom where learners learn on their own at home.

#### **2.7.1.4 Individual Rotation**

In this model, teachers decide the learning styles for the individual learners that might differ from each other in the classroom. Unlike other models, students rotate only to the stations where they are assigned their playlist.

#### **2.7.2 Flex Model**

Horn and Staker (2014) states that the students move through a flexible course according to their individual needs. Face-to-face instructors initiate the discussion or projects and give the rest of the floor to the learners to enrich their learning experience.

#### **2.7.3 A La Carte Model**

The students follow this model when they do some of their program courses fully online. The instructor here is the online teacher. However, this model differs from fully online program as students do not complete the entire program course online (Watson, 2008, p. 7). Furthermore, they take some of the courses face-to-face as well.

#### **2.7.4 Enriched Virtual Model**

Horn and Staker (2014) said, this model is like flipped classroom differing only in the meeting hours of student and teacher and the students hardly meet the teachers, but consulting hours are more than fully online courses.

In addition to the above models, Picciano (In Aguilar, 2012, p. 170) has discussed about ‘The Multimodal Model’ which keeps into consideration that there are learners of multiple intelligence in the same classroom and it suggested that blended learning should incorporate multiple approaches rather than any one to meet the need of this wide number of students. This model presents five pedagogical objectives: a) usage of multiple technology and media to deliver the content, b) giving the students opportunity to ask questions to know what they contain and to accommodate their new knowledge, c) incorporating reflection to have better understanding from both sides, d) inviting them to collaborate their learning and e) bring out the successful outcome through synthesize, evaluate and assessment of learning.

## **2.8 Training on Education Technology**

Integrating technology enables students to increase their interaction and engagements providing wide range of resources and the opportunity to group analysis (Khan, 2014, p. 22). In spite of the blessings of technology in education sector, Mahmud and Gope (2009) states that, there are still very few teachers in Bangladesh who can use the technology in their classroom very confidently and Banu (2012) has stated that these teachers face challenges to use technology in their classroom for not having relevant knowledge (Khan et al., 2014, p. 22). Thus, it is necessary to emphasize on improving technological skills in the teachers because teachers are the one who will motivate students to used digitalization in their education and teachers need ‘technology-supported-pedagogy knowledge’, which they can incorporate while integrating

technology in their teaching process (Khan, and Hasan, 2013, p. 80). According to Babu, and Nath (2017), training for the teachers of Bangladesh is essential as the teachers are still lacking the pedagogical knowledge on how to blend technology with pedagogy.

## **2.9 Social Constructivism in Language Learning Process**

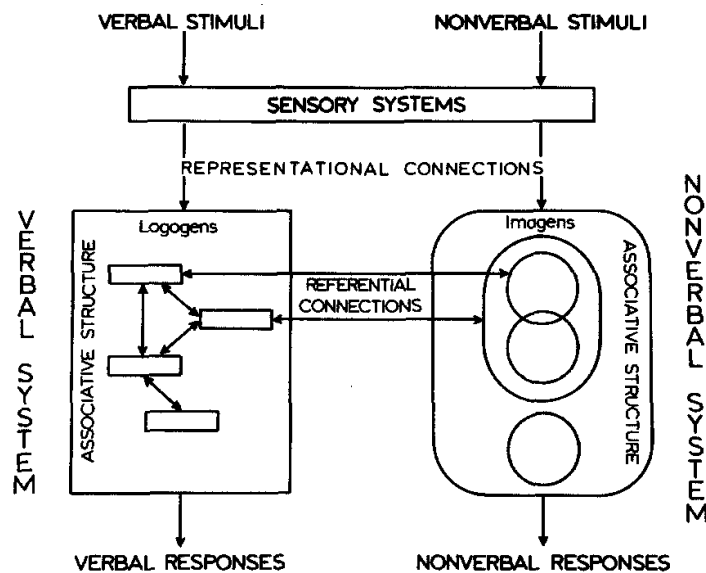
As the trend of educational environment has been changed from traditional to technology based, it has become important to make connection of practical life with the learning theories. According to Vygotsky (1978), “successful human learning and development is the outcome of social process of constructing knowledge and skills from experiential activities” (Borowska, and Schwartz, 2016, p. 12). Thus, students generate their knowledge about a concept by interacting with each other and sharing their views. So, for stimulus challenges and activities learners depend on the social interactions. Instructor must need to shift his or her learning style from the past traditional teaching method to new emerging method called blended learning. Blended learning would allow the learners to maintain their social relations inspite of being at home or any other place outside class. Thus, instructor can stimulate students learning process and guaranty maximum learning achievement through blended learning procedure (Kalpana, 2014, p. 24).

## **2.10 Dual Coding Theory in Language Learning Process**

Dual coding theory refers to the two channels which processes the information in human brain, one is verbal channel and another one is non-verbal or visual channel and it was proposed by a Canadian psychologist named Professor Allan Urho Paivio in 1971 (Yanasugondha, 2016, p. 21). Verbal system contains ‘modality-specific codes’ and non-verbal system retains



‘modality-specific images’ as shown in figure 2.4 below (Clark, and Paivio, p. 151). The similar processing happens in a language acquisition procedure, human being links the new ‘logogenic’ expression they learn with the existing imagery they have in mind to create the dual code schema (Moreno, 2017, p. 23). Likewise, blended learning procedures also give the two way input to the learners and thus, dual coding theory is well-acquainted with blended learning theory.



**Figure 2.4: Dual Coding Theory Representation**

(Source: Clark, and Paivio, 1991, p. 152)

## 2.11 Conclusion

The critical role that technology plays in language classroom is best understood by the term Blended Learning. From the above discussions we can see that, blended learning started its journey long back based on the theories, but it is quite a new dimension in Bangladeshi education. However, to motivate learners to continue their higher studies regardless to their busy

professional life, integration of blended method in learning process might provide successful and more effective change in the trend of language learning and teaching process.

## **CHAPTER 3**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter deals with the method that is applied to conduct this study. The design of this research, theoretical framework, instrumentation, data collection and analysis procedure and possible problems of data collection are discussed in this chapter. The justifications for sampling and setting are also discussed here in this chapter.

#### **3.1 Research Design**

The focus of this study is to explore the potentials and practical implications of blended learning. Thus, this study tends to be descriptive and analytical research work. As this research reflects the views of the stakeholders including teachers, students, employers and housewives regarding blended learning, data is collected from university teachers and students, housewives, employers of English medium schools, and HR personnel of corporate organizations, for example, banks, consultancy firms, NGOs, mobile operators, and merchandisers.

This study has been conducted keeping the social constructivism and dual coding theory in mind. Besides, blended learning model is also used to check the implication of blended learning in the private universities of Bangladesh.

### **3.2 Theoretical Framework**

This study is conducted combining the flipped classroom model and enriched virtual model of Christensens' research (In Staker, and Horn, 2012, p. 5). Through this research, it is shown, how students and teachers as well as employers perceive the importance of flipped classroom and enriched virtual model of blended learning. Furthermore, as Kose (2010) has also stated that that a typical blended learning model 'may contain two or more' techniques, flipped classroom and enriched virtual model seems to be a better combination for the Bangladeshi education system. Moreover, both teachers and students of Bangladesh have also started shifting their gear of learning and teaching from traditional education system to technology-based learning (Hossain, 2013, p. 148). Thus, Vygotsky's (1978) social constructivism theory is also being used in this research to analyze the data. Through this theory, it will be seen how students and teachers as well as employers generate their knowledge about a concept by interacting with each other and sharing their views. Besides, Dual Coding theory by Paivio (1986) is also used for this research. In this study, two dimensional inputs of learning have been identified – one is verbal (face-to-face) and another one is non-verbal (online virtual classroom). Thus, it is very much related with Paivios' DCT (Dual Coding Theory) where he states, two-dimensional input is better than one (Moreno, 2017, p. 21).

### **3.3 Sampling**

To select the private universities of Dhaka metropolitan, random sampling was done. Random sampling gives the researcher best chance to obtain a representative sample (Onwuegbuzie, and Leech, 2007, p. 242). To do so, Fish Bowl technique was followed where names of private universities, according to UGC; 2018, was kept in a bowl. 10 names of private universities were selected from there. Thus, 10 private universities of Dhaka metropolitan were randomly chosen to collect data. An English department teacher from each university, who takes masters or graduate classes was selected for the interview. Thus, 10 teachers were interviewed.

Besides, the teachers who were interviewed were requested to introduce the researcher to one of their graduate ELT classes. After getting introduced to the students, researcher made small groups of 6/7 students because according to Gill, Stewart, Treasure and Chadwick (2008), the ideal size for a focus group is 6—8 participants. Thus, focus group interview was done on students for collecting data. The researcher explained the reason of the grouping that is to have a friendly interview conversation with the students in a small group. On that very day, researcher fixed all the dates and time to meet with all the groups and take their interview. The interview was conducted in the classroom. In total 101 students were interviewed.

The selection of English medium schools, corporate organizations, banks, consultancy firms, NGOs, mobile operators, and merchandisers as well as housewives in Dhaka metropolitan area was done according to the convenience of the researcher. 21 employers from three English medium schools, and eighteen other organizations such as; corporate organizations, banks, consultancy firms, non-governmental organizations (NGOs), and mobile operators were interviewed to collect data. In addition, three higher education drop out housekeepers who have passed their under graduation from English department were interviewed to collect data. Interview questions were used as a method of collecting data from all the stakeholders.

Organizations and institutions which is near to the researchers' residence were given priority. Similarly, housekeepers were selected and interviewed accordingly.

### **3.4 Setting**

Selected teachers for the study purpose were interviewed within the university premises in formal settings. The opinions of the teachers sometimes were affected by the settings as the seating arrangements of few teachers were in open cubicle. However, some teachers felt free to talk about the topic and gave their responses. However, as couple of the teachers were known to the researcher, they had been to coffee and the interview was conducted there in an informal setting. Thus, the inputs from these few teachers were not biased to any restrictions and they felt friendly to give their views.

Similarly, while conducting the interview with the corporate organizations, banks, consultancy firms, NGOs, mobile operators, and merchandisers, the researcher was able to get the authentic responses from them as most of them were interviewed in their personnel offices. Thus, the interview session with them was formal but not influenced by any circumstances. However, there were few HR personnel who did not have their personnel office space and thus were hesitating while giving response.

Furthermore, interview with the housekeepers had taken place at the house of the participants. While conducting the interview with them, it was made sure that none of the family members are around so that the participants could give their honest responses. Hence, there will be full privacy for the participant to share their views on the topic of their drop out from higher studies. Thus, privacy will be maintained with comfortable environment provided to them.

However, the survey with the students was done in their respective classes. The selected teacher who takes the core or compulsory course in the English department of the university, was requested to instruct their students about the survey activity which was expected to take around 30 minutes after the class. Some focused-group interview had also taken place before the class. Students were requested to come half an hour earlier. There was a brief introduction section with the researcher and the students. Researcher explained the objective of the research to the students and based on the total student number researcher divided them among groups. After that, researcher and students mutually decided their interview time. For example, in a university, students had exam on next class so the researcher and the students together decided to have the interview session on the next class after their examination. While conducting focused-group interview, it was made sure that no teacher was present in the room or around the place where interview will be taken. Researcher had requested the teachers beforehand about the privacy while conducting the focus-group interview. Besides, students convenient time was chosen for taking the interview. Thus, the inputs given by the students was appropriate and not influenced by circumstances.

### **3.5 Instrumentation**

Interview questions was used as instrument to collect data from the university teachers and school authorities. Specific sets of interview questions had been made by the researcher (Appendix 1 for university teachers, Appendix 2 for university students, Appendix 3 for school employers, Appendix 4, 5, 6, 7, 8, and 9 for HR personnel and Appendix 10 for housewives). A mobile voice recorder was used to record the interviews of the teachers, employers and housewives with their due permission. However, for those who did not feel comfortable recording their interview, notebook was used to write their responses. There were seven

interview questions for university teachers, five for school authorities, five for HR personnel and seven for housewives focusing on the central research question 2. Besides, for the focused-group interview of students, there were 10 interview questions made based on the central research question 2.

The main aim of the findings we got from student's input tends to answer the Central Research Question 1 and two. In the students' interview questions, question number 1, 6, 7, 8, 9 and 10 was used to get the answer for central research question 1. Besides, question number 2, 3, 4, and 5 of the students' interview questions was used to get the answer of research question 2.

The focus for the questions that was asked to the teachers, school authorities, HR personnel and housekeepers was to get information about the central research question – 2. Thus, all the collected data from them were related to that research question.

### **3.6 Data Collection Procedure**

Universities that have English department was finalized by random sampling for data collection. Academic calendars of those private universities were studied to make sure that there were no exams or holiday on the day of collecting data. The universities, schools, corporate organizations, banks, consultancy firms, NGOs, and mobile operators were contacted at first to get permission for the interview and then the teachers, students, housewives and other employers was interviewed by the researcher according to their appointed time. Moreover, researcher had shown a data collection letter to the university authority to get the permission for conducting the interview with the teachers. After showing the letter from instructor to the university authorities, they allowed the researcher to take the interview of the respected teachers. Then the appointments were made with the teachers of the respective universities. Teachers were

interviewed in their appointed time and interviews were recorded and noted down accordingly. As likely to universities, school authorities, HR personnel and housewives were also contacted to grant the permission and take the interview of them.

Besides, for university students' data were collected in their respective classroom. At first, the teacher of each university who takes the core course were requested to introduce the researcher with the students who are taking masters or graduate classes and then researcher took the floor to interact with the students. The researcher then explained the purpose and the procedure of the focused-group interview to the students and divided them accordingly in the group of 6/7 based on the students' total number. After dividing students among groups, researcher and student group mutually decided the interview time and place according to their convenience.

In any case, before starting the interview, researcher needed to build trust among the stakeholders about keeping their names hidden and gave them assurance that the research is being done due to the accomplishment of masters' degree course. For this, researcher spent some quality time with the students having normal chit chats which made them trust the researcher before asking them the interview questions.

### **3.7 Data Analysis Procedure**

The collected responses from all the stakeholders were analyzed using qualitative method. To do so, responses from all the stake holders for each of the interview questions were analyzed. After that, those data were tabulated and then results were presented in a descriptive manner. In the interview responses, there were some information which was needed to be analyzed and shown in percentages. Thus, sometimes, quantitative analysis is seen in the study.



However, all the collective data and their analysis tend to find out the perceptions of university teachers, students, and school employers, HR personnel and housewives regarding the flipped classroom or enriched virtual model of blended learning. Besides, it will also be focused how Vigotskys' (1978) social constructivism theory is affecting the whole scenario regarding the perceptions of blended learning. Additionally, the study also reflects the authenticity of Paivios' Dual Code theory by reflecting the importance on two-dimensional input.

### **3.8 Obstacles Encountered**

Few obstacles were encountered during data collection. Firstly, to get permission from ten universities was not that easy and the researcher had to visit few universities thrice only to get the permission. Secondly, couple of teachers were uncomfortable with the interview being recorded and thus, handwritten notes were taken. Besides, some students were not present in class and for them researcher had to take their mobile numbers and the interview was conducted over phone conference group call. Moreover, in some organizations, researcher had to wait for more than two hours which hampered the regular time schedule of the researcher. Finally, the sudden lose in the researchers' family was a big impediment in the path of doing this study.

## **CHAPTER 4**

### **FINDINGS & DISCUSSION**

#### **4.0 Introduction**

The purpose of this chapter is to discuss the results of collected data from the perspective of different stake holders such as, university faculty and students, HR personnel of schools, corporate organizations, banks, NGOs (non-governmental organization), consultancy firms, mobile operators, and housekeepers. To analyze the data, three theories have been used. They are the Christensens' blended learning models (In Staker, and Horn, 2012, p. 5), Vygotsky's socio-constructivism theory (1978) and Paivio's dual coding theory (1971). Initially, the data collected from the interviewed participants are described and then the findings of central research questions are represented. Additionally, the responses gathered from each interview are tabulated in Appendix 6, 7, 8, 9, 10, 11, 12, 13 and 14.

#### **4.1 Findings from University Teachers (T)**

University teachers are the most important stakeholder for an educational institution. To collect data for this study, 10 private universities were selected and one teacher from each university was interviewed. Inputs from 10 teachers were not all same as shown in Appendix - 6.

The educational and professional experiences of these 10 teachers were different. Minimum teaching experience of these 10 teachers is six years and maximum are 44 years. Almost all except three teachers had foreign degree from Malaysia, Australia, USA, India, and UK and teaching experience includes the position of graduate teaching assistant. However, only two of the teachers have completed PhD (Doctor of Philosophy). As there are differences in the teaching experience and educational level of these 10 teachers, both similarities and differences are noticed in their responses.

In the question two, teachers were asked whether they give students any homework which requires the use of technology and how they assess them. The responses show that seven out of the 10 teachers (T<sup>1</sup>1, T2, T4, T5, T6, T7 & T10) agreed that they give their students homework's where the students must take help from technologies like computer or laptop for doing their assignments, preparing PowerPoint slides. Among these 7 teachers, 2 teachers (T1 & T10) confirmed that they tend to give take-home exams and that works much more effectively than taking classroom exams as the students feel more comfortable working with their gadgets. Almost all of them agreed that their students use technology to search information from internet, download scholarly articles from websites like JSTORE and analyze online newspaper conversation, watch YouTube videos, podcasts and advertisements online. Not only these, according to one teacher (T7), students are asked to email the points covered in the class or they have learnt from the class to the instructor so that the instructor can check the accuracy of their

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<sup>1</sup> T refers to the teacher of the university.

understanding. However, not all online assignments are assessed properly. He also added that the students who have just started their masters are not critically penalized for plagiarizing, however, the senior students are called to meet the faculty if they are caught plagiarizing. One teacher (T5) opined that asking the students to write a review paper focusing on how they can think they can replicate the given theory of the article of book in their life minimizes the risk of plagiarism as the students have to write their own opinions. Alternatively, one teacher (T1) said that it is better to ask the students to give hand written assignments because even if they are plagiarizing from some sources, they will learn something as they are writing. However, in this case, some amount of plagiarism is accepted. Conversely to these seven teachers who are giving students such homework's where they must use technology, two teachers (T3 & T9) clearly rejected this idea of giving homework's to the master's students. One of these two teachers (T9) said that no means of technology is used inside or outside classroom for their students' learning purpose. It follows that, no help of technology is taken for doing homework. Additionally, handwritten copies are preferred instead of typed assignments because according to the T9, it is found in most of the cases that students tend to plagiarize more if they are typing. Correspondingly to this teacher, another teacher (T3) also opines that the higher-level students should not be given any kind of homework's. However, instead of homework's, some sort of discussion boards in Moodle or Facebook group is followed by this teacher. Hence, though he does not allow giving homework's, he encourages the use of technology for learning process. Again, one teacher (T8) out of these 10 teachers says homework's are given to students where they need to use technology, but the frequency is very less. He continues that some of their students are not that much comfortable with the use of technology. Similarly, few teachers of this university also are not used to of using technologies. Yet, there are some teachers in this university, who use

podcasts, Moodle or Google Classrooms for conducting some home discussions and based on that students are asked to make PPT slides and submit assignments in Microsoft word.

In question no. 3, many challenges were found according to the university teachers while teaching working students in their classroom. Though they try in many ways to overcome those, it's tough to meet up expectations at the end of the day due to several barriers. For example, T1 says that there is always half attendance in the class. For that purpose, students who are present can audio tape the lecture and share with the students who are absent but some of the students can pick important information from the tape and some miss points which results in bad grades. Similar information about students being absent in the class regularly was shared by T3, T8 & T9. One of them (T3) said that “students do not attend class anyway” and another (T9) said that “students with children face trouble attending classes”. On the Contrary, T2 said that most of the higher-level students are funding their education and thus, they do not miss classes. However, she agrees that the working students have less time to study and they are tired when they come to class. Hence, their concentration compared to the full-time student on class lectures is less which is also agreed by the T8. Another challenge according to the T2 is that, the standard delivery of lectures is not possible if they have working students in class. She utters, “If I plan to give five suggested reading for a particular class, I need to decrease that to two or three, thinking of the working students. Thus, inputs are not standard”. However, this heterogeneity of the mixture of working, non-working students and students with more family responsibilities is welcomed by the T4 where he says that it helps learning from different experiences. T5 and T8 adds to the challenges saying that, balancing both work and studies, decreases the motivation of the students. However, T5 explains that she regularly uploads the material: - Pdf file, Ppt slides or any sort of material used in the class in Google drive or sends them to the students individually after every

class. As a result, even though the students are less motivated, they do not end up getting bad grades; obviously, they do not get the highest though. It is mentioned by the T6 that the working students are in hurry to leave the class whereas they are the ones who come late in the class. Additionally, he says, some of the students bring their homework's' half done. This statement was also uttered by the T4 where his students with children gives excuses like "Sorry, I could not do it because my kid was sick". T9 says that it is an extra pressure for teachers if the students miss any class because teachers need to recap those contents which is also agreed by the T6. However, conversely to what T9 said, T10 says, it is not possible to repeat the lecture in office hours because the limited amount of office hours needs to be distributed for all the students. The biggest challenge pointed out by the T7 was that the students now a day are always online but using technology they always mean 'Facebooking'.

In response to question four, where teachers were asked about the possibilities of blending both face-to-face and online virtual classroom, every teacher accepted that the use of virtual classroom along with the face-to-face classroom would be useful for the students. However, this might not be so much comfortable by the teachers. T1 says that, teachers might get concerned about their lectures which would decrease the lecture quality if the teachers are video-recorded. To answer this statement, T8 says from his personnel experience in BOU (Bangladesh Open University), "If we are honest and spontaneous then video-taping should not be a problem". Besides, T7 opines that it is costly to implement virtual classroom and T1 also agrees with this point. Updated and high-quality IT support and infrastructure is needed to implement virtual classroom procedure. Besides, T3 strongly states that, putting the virtual classroom online is asynchronous as it does not allow the students to participate in two-way communication and they will not be able to ask questions to the instructors instantly. He also

added that in the country like Bangladesh blending the virtual classroom procedure with the face-to-face classroom might not bring any good to the learning outcome. Again, T9 shows the same attitude towards the blend of virtual classroom and says, “student now a days do not want to read books and they are excessively dependent on technologies. Thus, giving them opportunity to have access on video-recorded class will make them dependent more on technology than on book”. However, T2, T4 and T6 agrees that blending virtual classroom and face-to-face classroom would be a very fruitful method for students. T4 quotes that “Macquarie university asks students to get the audio-recorded lectures online, but tutorial is important.” He also adds, “Face-to-face is very important to ask questions. Why do we have institutions as we have books available everywhere...interpretation and interaction are needed.” However, T10 teacher opines that, sooner or later “there will be no teacher, and everything will be digitalized”.

The responses for the proportion of the blend of face-to-face and virtual classroom attendance varied from teacher to teacher. Findings of this question five is shown in below table 4.1:

**TABLE 4.1: Faculty Response to Blended Approach**

| Faculty Response: How Much Portion of Blend Should Be Applied? |     |     |     |     |     |     |     |     |     |     |
|----------------------------------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| University (U)                                                 | U1  | U2  | U3  | U4  | U5  | U6  | U7  | U8  | U9  | U10 |
| Online                                                         | 30% | 25% | 16% | 30% | 16% | 30% | 33% | 40% | 38% | 50% |
| Face to Face                                                   | 70% | 75% | 84% | 70% | 84% | 70% | 67% | 60% | 62% | 50% |

From the above Table: 4.1, it has been found that that the majority (6 out of 10) (T1, T4, T7, T8, T9 and T10) of the teachers suggested that the portion of the online virtual class attendance should be somewhere around 25 – 40% (75-60% face-to-face) and however two of them expressed that it can also be up to 50 to 70%. Two teachers however, stressed very strong

need for face to face classroom attendance allowing only 16% of online virtual classroom attendance.

**Table 4.2: Faculty Suggestion on University Policy**

| <b>Faculty Response: Need of University Policy for Blend</b> |     |
|--------------------------------------------------------------|-----|
| Yes                                                          | 60% |
| No                                                           | 20% |
| Liberal                                                      | 20% |

In question six, teachers were asked whether the university policy is needed to make the blend successful. There is a need of rules and regulation for any new system to get popular. If it is not used equally by all, it will not bring success. This thought was shared by T1, T2, T5, T6, T7 and T10. As shown in the Table: 4.2, it is evident that 60% of the teachers agree that the policy is necessary to implement but 20% of the teachers do not feel the importance of university policy. T1 says that, no one of the faculty members will take extra initiative to video tape their lectures if it is not in the university policy and goes under a proper infra structure. Likewise, T10 says, no one will willingly like to video-tape their lectures until and unless it is imposed by a university policy. In addition, T2 says, “lots of persuasion should be there and it needs to go through bureaucratic process”. A very different but interesting aspect of video-taping the lectures is pointed out by T5. She sees the advantage out of it as she opines that watching the video-tape later would help a teacher improve his or her teaching style and method. She says, “Filming yourself helps to change own teaching style”. Besides, T6 and T7 also agrees that to make the teachers and students bound to use this system, university policy would play a vital role. T7 also confirms that any kind of training related to new technologies and new methods are always given to both teachers and students of their university. However, there are two teachers



(T4 & T8) in these 10 teachers, who think university policy is not important if the teachers are willing to equip themselves with new systems. T4 agrees that the policy would be helpful to make a system run but if anyone one not following it, ‘should not be penalized’. Besides, T8 says that some of their senior teachers are not comfortable with technology, though the junior teachers are very much equipped with this skill. So, imposing a policy would might demotivate the seniors. However, he adds, to cope with the new generation, new techniques and technologies are to be adopted and thus, a policy might help. Again, another 20 % teachers opine that there is no need of university policy because these teachers (T3 & T9), are not in favor of blending video-taped lectures with the real-life face-to-face instructions. T9 directly expressed his views of not liking the use of technology and loves to teach in traditional way. Thus, we see from the results that though most of the teachers feel the university policy would bring success to the system, there are teachers who are not in favor of it.

**Table 4.3: Faculty Member on Training Needs**

| Need Training |     |
|---------------|-----|
| Yes           | 80% |
| No            | 20% |

Although the opinions regarding university policy differs vastly among the teachers, in response to the last question, almost all the teachers, 80% as shown in Table: 4.3, agreed that any kind of training on new concepts should be welcomed by all the teachers as well as students to make them well skilled with it. One teacher (T1) states, “we need to know how the class will be conducted, whether this software will be like skype or YouTube”. Likewise, T6 also says, not every teacher and student know ‘how does it work’. Another teacher (T4) describes that as video-taping is a new concept, both teachers and students might not feel comfortable at first but training them on this would allow them to accept the concept easily. This view is also shared by

T5 and she opines that training is necessary as “not every teacher is tech savvy”. T6 and T7 also shares similar view adding that the classrooms also need to be well equipped with developed IT support. T8 and T10 also felt the training would be beneficial. However, T9 stated before that he is not in favor of using technology. So, there is no question of training required. Again, the teacher (T3) who was not in favor of blending video-taped lectures with face-to-face instruction also defies the need to training on any kind of new technology system. He argues that all the teachers and students are well skilled with technology and thus no training would be required. However, it is quite obvious that to equip ourselves with any kind of new technique and technology, getting training is very important. Overall, the interviews with the teachers indicated the varied views with strict contract on blended learning.

#### 4.2 Findings from University Students Focus Group (FG)

Students are another most important stakeholder of an educational institute. Students of each university were divided among small focus groups of 6 to 7 students. They were interviewed based on 10 questions. Inputs from all 17 focus groups from different universities are tabulated in Appendix – 7 and they were not all same.

**Table 4.4: Students Employment Status**

| Student Response: Employment Status of Students |        |
|-------------------------------------------------|--------|
| Working                                         | 24.75% |
| Not working                                     | 75.25% |

**Table 4.5: Students Employment Sectors**

| Student’s Response: Employment Sectors of Working Students |     |      |                   |                  |                |
|------------------------------------------------------------|-----|------|-------------------|------------------|----------------|
| School                                                     | NGO | Bank | Construction Firm | Advertising firm | Teaching Asst. |
| 56%                                                        | 16% | 12%  | 8%                | 4%               | 4%             |

**Table 4.6: Breakdown of the Unemployed Students**

| <b>Students Response: Who are the Unemployed Students?</b> |        |
|------------------------------------------------------------|--------|
| Housewives                                                 | 9.3%   |
| Used to work                                               | 21.26% |
| Other reasons                                              | 69.44% |

Findings from the above three Tables: 4.4, 4.5, and 4.6 reveal that almost 25% of the higher-level students are working and around 75% are still unemployed. However, among these employed students more than half that is 56% (14 out of 25) are working in schools, 16% (4 out of 25) working in banks, 12% (3 out of 25) working in NGOs, 8% (2 out of 25) working in consultancy firms, 4% (1 out of 25) ad firms and 4% (1 out of 25) are working in universities as graduate teaching assistant (GTA). Again, among the students who are still unemployed, 21.26% (16 out of 75) students used to work before but for several reasons they had to stop working, and 9.3% (7 out of 75) students are housewives who have different responsibilities of family and children for which can not work beside studies. Students who are unemployed gave varied reasons for not working including that they do not have time to do job as they are preparing themselves for government job (BCS). FG<sup>2</sup>1 of U<sup>3</sup>1 says that they do not want to mix their student life with professional life because they think that theory is important than practicality. This view is also shared by the FG1 of U4. FG1 of U5 opines that they do not want extra hassle to get stressed that is why they do not want to work. Besides, FG1of U6, FG1 and FG2 of U7 utters that they, want to do job but they are not getting any suitable jobs for themselves. Moreover, FG3 of U7 and FG1 of U8 both agrees to the fact that working beside studies would hamper their studies as their CGPA will go drop. However, there was one focus group (FG1 of U9) who replied that they are not working because they do not want to work. There is no specific reason for them not to work.

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<sup>2</sup> FG refers to the focus group of students.

<sup>3</sup> U refers to the university.

In the second question, employed students were asked what sorts of challenges they are facing, or they had faced while working beside their studies. The below graph shows some challenges that are experienced by the working students. The graph shows that, 8 out of 17 focus groups of the students (U1-FG1, U2-FG1, U3-FG1, U4-FG1, U4-FG2, U6-FG1, U10-FG1, U10-FG2) mentioned that their time of university classes and exams clash with their office hours and some important meeting and seminars. Among these students, U4-FG1 specified that the post graduate classes take place on Saturdays also. Sometimes their office remains open on holidays which creates a massacre balancing both. Besides, U6-FG1 mentions that if their official work is undone, they need to work at night after the class which is a great challenge for them. Besides, 35.3% of the students (6 focus groups out of 17: U1-FG1, U1-FG2, U3-FG1, U4-FG2, U10-FG1, U10-FG2) feel that it is a big deal of mental pressure to balance both studies and job side by side. They added that always they need to worry if they miss any class because missing class results into missing lectures. Besides, missing important meetings for the classes is also a great challenge to maintain job. Almost similar number of students that is 29.41% (5 out of 17 focus groups) mentioned that the load of extra work affects their results and in the country like Bangladesh where traffic jam is an enormous challenge for the students to travel and attend their classes every day. Students of U3-FG3 specifies that to do 3 hours class, they need to spend 3 more hours and sometimes more to come and go back home. Besides, they continue, the road situation is not that peaceful to study or do work while travelling. So, the whole three or more hours are a total waste of time. 17.65% (3 out of 17 focus groups: U3-FG2, U4-FG2 & U6-FG1) explains that sometimes it becomes difficult to balance both sides because important dates clash on the same day. For example, they have their important lecture starting today and they need to attend important meeting as well. In this scenario it becomes difficult to prioritize between two.

Then they must take leave from any of the sector but taking leave from university leaves them uninformed about the contents of the lecture. Additionally, it is important to focus on the housewives who build the future children of our nation. If they are uneducated, the future generation will also follow them. Among these students, 11.76% (2 out of 17 focus groups) explains that they need to take care of their family and children. It is difficult for the female student to come to every class because they are the ones who involves in every situation of the family. They continued that, suddenly if their children get sick or any of the family member get sick, they remain absent in the class. Being absent in the class they remain unaware of what happened and what was the lecture about in the class. Moreover, 5.88% students including U2-FG1 and U3-FG2 replied, they feel tired of doing both and sometimes being tired it becomes difficult to give full attention towards class lecture. However, there were a small number of students (U5-FG1, U7-FG1 & U9-FG1) who mentioned that they do not face any kind of challenges while doing both job and studies.

**Table 4.7: Students Challenges of Balancing Job & Study**

| <b>Students Response: Challenges of Balancing Between Job &amp; Study</b> |        |
|---------------------------------------------------------------------------|--------|
| Time Clash                                                                | 47.06% |
| Mental Pressure                                                           | 35.30% |
| Load Affect Result                                                        | 29.41% |
| Traffic                                                                   | 29.41% |
| Full focus in one time                                                    | 5.88%  |
| Tired                                                                     | 5.88%  |
| Family                                                                    | 11.76% |
| Taking Leave                                                              | 17.65% |

In the third question, the students were asked to share how they overcome their challenges to balance both studies and job. As represented in the Table: 4.7, most of them that is 35.3% of the students (6 out of 17 focus groups including U1-FG2, U4-FG1, U5-FG1, U8-FG2,

U8-FG3 & U9-FG1) said that there is no solution to the challenges they are fighting with. However, 23.53% of the students (U1-FG1, U3-FG2, U6-FG1 & U8-FG1) share that they sacrifice one on another to balance their job and studies but doing so they lose some of their important classes or they lose reputation in their job for being absent in meetings and seminars. Besides, similar portion of students (U2-FG1, U3-FG1, U4-FG2 & U10-FG1) explained that they do not have any other option or time for studying rather than studying in the journey while they are stuck in traffic jam. Additionally, U4-FG2, U10-FG1 and U10-FG2 (17.65%) students revealed that not always they are working in their office premises. They utilize that time to study instead of hanging around. These students show their concern to take out solutions to their faced challenges.

**Table 4.8: Importance of Work Experience for Graduate Students**

| <b>Students Response: Importance of Work Experience Beside Studies</b> |        |
|------------------------------------------------------------------------|--------|
| Important                                                              | 76.47% |
| Not Necessary                                                          | 23.53% |

In response to the fourth question, students gave their opinion whether it is important to do job beside their studies. Majority of the students as shown in Table: 4.8, agreed that it is important to do job while pursuing studies. 76.47% students (13 out of 17 focus groups) mentioned that it is necessary to do job beside study because it gives opportunity to gain experience by the time they are post graduated. They also added that doing job gives them sense of independence and solves their economic problem. Moreover, they continue that they can sponsor their own education if they are doing jobs rather than taking help from their family. However, good number of students (U1-FG2, U3-FG1, U3-FG3, U4-FG1, U5-FG1, U6-FG1,

U8-FG2, U8-FG3, U10-FG1 & U10-FG2) expresses that it is tough to balance or manage both job and study side by side, nevertheless it is important to do both. In contrary, there are also some students, around 23.53% (4 out of 17 focus groups) who exclaimed that, theory is necessary first before going to the practical life. So, doing job is not important while studying as it hampers the input of knowledge. Besides, they add that it is not a problem to do study unless and until their family is sponsoring their studies because its their family's' responsibility to look after their education.

Moving on, when the students were asked about the importance of face-to-face teaching, they all said that no matter how much technology they use, face-to-face instruction is always necessary. Majority of the students (U2-FG1, U3-FG1, U3-FG2, U5-FG1, U6-FG1, U7-FG1, U7-FG2, U8-FG1, U8-FG2, U8-FG3, U10-FG1 & U10-FG2) uttered that face-to-face classes are much more interactive and synchronous. They added that face-to-face classes give the students opportunity to ask questions to the instructor instantly and get solution. Thus, it is an active learning. Besides, they continue, the instructor can interpret the face of the students whether they understood any concept or not. Again, U1-FG1 revealed that the Bangladeshi students are used to face-to-face classroom instructions since their childhood. Thus, this traditional way of going to the class to gain knowledge is an idle for them which cannot be left behind. Again, U1-FG2 and U4-FG1 accepts the fact that to initiate a discussion or to start the lecture, face-to-face class instruction is very important. However, they continue, to have better knowledge and understanding on what had been covered in class, technology would be a survival. On the other hand, U9-FG1 students feel that the face-to-face classroom is the 'only way' to gain knowledge and this is also supported by U1-FG1 where they say that they are not comfortable using technology.

In the question five, the use of technology for study purpose was inquired. It was found from the survey that all the students use mobile for everyday communication including internet facilities. They use mobile for their education purpose as well. Besides, 70.59% students had laptop and 29.41% students use Ipad for educational purposes. However, not all students agreed that they are comfortable using technology for educational purpose. 23.53% students (4 out of 17 focus groups: U7-FG1, U7-FG2, U7-FG3 & U9-FG1) revealed as shown in Table 4.9 that they feel scared and uncomfortable using technology. Moreover, U9-FG1 students directly answered that they do not feel the need of using technology for their study purpose thus, they do not use it at all.

**Table 4.9: Students Acquaintance with Technology**

| <b>Students Response: Are You Comfortable Using Technology?</b> |        |
|-----------------------------------------------------------------|--------|
| Yes                                                             | 76.47% |
| No                                                              | 23.53% |

However, the students who use technology for study purpose comfortably, they use it in different way. For example, Google is very popular among the students and students uttered that “the whole universe is in our hand if we are online”. Other ways of technology use include using google drive, searching PDF article, watching YouTube videos, taking online notes, using Facebook groups for course works, bringing digital book to class, communicating in email, participating in Google classroom etc.

**Table 4.10: Which is More Effective?**

| <b>Students Response: Which is more effective?</b> |        |
|----------------------------------------------------|--------|
| F2F                                                | 23.53% |
| Online                                             | 5.88%  |
| Blend                                              | 70.59% |



The above Table: 4.10 show the result of the question seven which represents the portion of the blending of face-to-face and online virtual classroom. Most of the students (70.59%) opined that blending both face-to-face and Online discussions makes effective learning. They uttered, “face-to-face is important to understand the concept and after reaching home if we forget something then we can use internet”. They also added, “no alternative for face-to-face but the students who are shy can express themselves easily online”. Some students also opine that “lectures of foreign teachers are easily available online”. However, 5.88% students (only one focus group out of 17) said that the online study solely can bring out success of learning. But, this group also focused on the challenge of load shedding and network problem in Bangladesh which create barrier to the use of online studies. Moreover, 23.53% students think that online study can not make fruitful learning. They said, “face-to-face instruction is the only way to obtain learning”.

In question eight, the student groups were asked if they were given the opportunity to attend some portion of online virtual classroom along with the face-to-face instructional classroom, will that be convenient for them or not. In response majority of the students gave different view in favor of blending rather than only face-to-face classroom instruction. U1-FG2 & U4-FG2 said that this new concept would give them chance to overcome their challenges which they have talked about before. Likewise, U7-FG1 also added, many students come from outside Dhaka city to attend their classes. This opportunity will give them overcome the challenges of political imbalance and traffic jam of the country and allow them to keep connected with the class lecture. However, U1-FG1 had concern about this opportunity as it is not synchronous, but they said they have office hours which would allow them to solve their query if they had any watching the videotaped lecture. Besides, U2-FG1 and U6-FG1 opined that

the students will take advantage of not coming to class if they are given the facility to attend the class from home. In this situation university policy would might help. Besides, U9-FG1 students revealed that it is very difficult to work with technology thus, this opportunity of online virtual classroom is not suitable for all students. However, U3-FG2 students state that ‘for lecture-based class, online virtual classroom would be beneficial but for task-based class, face-to-face instruction is needed’. Thus, blend is necessary. Moreover, even after attending the class, if any student has any confusion, then the online virtual class would be of help, according to the U8-FG3 students. Besides, U7-FG1 students replied that if the class is video-taped, the teacher who is not that much effective, would try hard to make his or her lectures better. At the end, many students (U3-FG1, U4-FG1, U7-FG1, & U8-FG3) opined that though, the online virtual class is not interactive, it is helpful as the absentees are not blank the next day and they are prepared with their study material.

**Table 4.11: Different University Students on Blended Learning Approach**

| <b>Students Response: How Much Portion of Blend Should Be Applied?</b> |     |     |     |     |     |     |     |     |     |     |     |     |
|------------------------------------------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| University (U)                                                         | U1  |     | U2  | U3  |     | U4  |     | U5  | U6  | U7  |     | U8  |
| Focus Group (F)                                                        | F1  | F2  | F1  | F1  | F2  | F1  | F2  | F1  | F1  | F1  | F2  | F1  |
| Online                                                                 | 16% | 25% | 25% | 34% | 30% | 25% | 25% | 16% | 80% | 16% | 25% | 25% |
| Face to Face                                                           | 84% | 75% | 75% | 66% | 70% | 75% | 75% | 84% | 20% | 84% | 75% | 75% |

**Table 4.12: Overall Blend Suggestion by Students**

|                                                    |
|----------------------------------------------------|
| <b>Overall Students Response: Blend Suggested?</b> |
|----------------------------------------------------|

|        |     |
|--------|-----|
| Online | 27% |
| F2F    | 73% |

In response to question nine, students gave different views on how much blend of face-to-face and online instruction they prefer. From the study, it has been found that most of the students suggested that the portion of the online virtual class attendance should be somewhere around 20 – 40% (60 - 80% face-to-face) and however one of them (U6-FG1) expressed that it can also be 50-50%. All in all, it can be said that majority stressed on having more face-to-face class instruction than online virtual but the need of it is there.

**Table 4.13: Students Suggestion on Technology Training**

| <b>Students Response: Need for Technology Training</b> |     |
|--------------------------------------------------------|-----|
| Needed                                                 | 88% |
| Not Needed                                             | 12% |

In response to the last question, as shown above in table: 4.13, most of the students (88.24%) agreed that there is a need of technological training if this sort of new concept of blending is implemented. They said that training is necessary for any old or new knowledge. However, two of the student groups (U2-FG1 & U6-FG1) opined that they are well skilled by the technology and thus there is no need to technological training for them.

### **4.3 Findings from School Employers (E)**

To find out how this new concept would help the school authorities as the higher-level students work there, MD of three English medium schools were interviewed and shown in Appendix - 8. According to these employers, as shown in below table: 4.3(a), a good portion of higher-level students are teaching in S1 which is 18.75%. However, S2 does not have any

teachers now who are studying but they had before. Besides, the third school (S<sup>4</sup><sub>3</sub>) though has very minimal number of teachers who are studying (11.11%), they provide great contribution to their institutions.

**Table: 4.14: Portion of Working Students among School Teachers**

| Working Students vs Full-Time Teachers among Students |     |      |     |
|-------------------------------------------------------|-----|------|-----|
| School (S)                                            | S1  | S2   | S3  |
| Working Students                                      | 19% | 0%   | 11% |
| Full time Teacher                                     | 81% | 100% | 89% |

The employers were also asked in question two about the advantages and disadvantages of hiring the students as employee. Nevertheless, they are recruiting present students for teaching position, they rather emphasized more on disadvantages than advantages of these employees. For example, E<sup>5</sup><sub>2</sub> described that they do not have any teachers who is studying but had previous experience. He confirmed that, some graduates consider this school job as ‘transitional job’. Thus, they prioritize their study over their job commitment. Hence, seeing this less commitment, as the E<sub>2</sub> mentioned ‘we had to discontinue them’. However, he also expressed that they prefer hiring fresh graduates or present students for their teaching position as they provide more recent academic methods in teaching. This idea was also preferred by the E<sub>3</sub> who said that they ‘consider diversity and fresh ideas’ in teachers. Additionally, he argued that though these teachers who are studying have better ideas, their attendance in their job sector and educational obligations become the big barrier in their career life. Along with these issues, E<sub>1</sub> also included that the teachers who are students themselves require additional attention, monitoring and training than full time teachers.

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<sup>4</sup> S refers to the school.

<sup>5</sup> E refers to the school employer or MD of the school.

In question three, when the school employers were asked about the challenges they face with the teachers who are involved in higher education, they shared similar experiences. Two of them (E1 & E3) confirmed that the teachers who are also studying themselves cannot attend school meeting which mostly takes place after school due to their class in the evening. Besides, they also add that these teachers tend to take more leave than full-time teachers and thus the challenge of supplementary teachers arise. Additionally, E2 said that these teachers horridly leave the school premises which results in incomplete works. Similar view shared by E3 where he says that the focus of these teachers is distributed and thus, hampers their teaching skill as well. In addition to all these challenges, E1 also expresses that these teachers tend to read their university materials in school while they are supposed to do school work. This shows their disrespect towards their school job.

In question four, school authorities were asked if their teachers are given the opportunity of blended learning with some portion of online attendance along with the class lectures, whether that will bring any good to their institutions. All the schools liked the new concept of blend and agreed that if it is implemented effectively, that will help the students and if they are helped and relaxed, they will provide better output in their work stations. E1 authority says if they get this opportunity, that will be a nice solution for them to attend sudden school meetings. E2 authority very excitedly said that ‘this should also be introduced in other academic sectors like schools as well so that the learners of all level get benefitted’. Likewise, E3 authority also agrees with the above benefits mentioned by all other schools and says, ‘If my teacher is getting relaxed attendance regulation with access to lectures, they will be stress free and that will bring good teaching for my institution’. As the authority of this school (E3) was foreigner, it was quite a

shock to her that this system is not yet introduced in Bangladesh as it is quite common in foreign countries.

For the suggestions asked in the question five, schools employers emphasize on commitment and prioritization. One of them (E3) suggested that the teachers who are studying can plan before hand for the important dates of their job and education for not having any clash in future. Besides, if the university gives the opportunity to blend, the teacher who will be studying as well should be fair enough to decide which classes they can miss for their job sector.

#### **4.4 Findings from HR Personnel**

Students of higher studies work in different corporate organizations, mobile operators, banks, NGOs, consultancy firm. So, HR personnel of these organizations were interviewed based on 5 questions. Findings from these interviews are explained below.

##### **4.4.1 Corporate Organizations (CO)**

Corporate organization is one of the places where the students tend to work while continuing their higher studies. The responses gathered from the HR of the corporate organizations are tabulated in Appendix – 9. According to the CO<sup>6</sup>1, 12.5% of their employees are attaining their higher studies besides their job. The HR of CO1 said that “the freshers can have experience by the time they finish their masters”. Again, CO2 and CO3 confirms that 8.7% and 5% respectively of their employees are higher-level students. Both confirms that their company has policy to hire some portion of fresh graduates.

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<sup>6</sup> CO refers to the corporate organization.

In question two, the effectiveness of these working students was inquired. Well, both CO1 and CO2 argued that there is not much difference noticed between the output of working students and full-time employee. CO1 describes that working students are also effective ‘as long as they are clear about job objective they perform’. Additionally, CO2 opines that, “so many learning programs; we built on the go, they eventually become skilled and some position does not require experience”. However, according to CO3, some sort of differences in work output is noticed between working students and full-time employees. He says that the working students have more focus on their studies which results in unfinished official work or takes longer time to finish the work. He also adds that it is sometimes difficult to reach these working students after their office hours and opines that “Class/exam conflict during critical issue where presence is must”.

Furthermore, in question three, HR personnel of corporate organizations were asked about the challenges they face while working with the working students. HR of CO1 describes that full-time employee performs better than working students. Besides, they also face issues with time management as they sometimes come late and hurries while leaving the office. In addition, he continues, they take long leave before their exams which increases the tensed situation in the organization. Again, HR of CO2 admits that most of the important works are distributed to the employees who are experienced and thus they do not find any vital challenge working with the working students. However, conflict of job and education sometimes brings barrier to the critical supports and working students face trouble maintaining office hours. Moving on, HR of CO3 confirms that most of the working students are hired for CSD (Career Service Department). He continues that “CSD is mainly active on holiday when some customers are available” and these working students do not maintain their commitment and remain absent

when they are needed as they have classes on Saturdays. Moreover, as the working students are given the priority to leave office early at 4:30 pm instead of 6 pm, the organization expects their presence on holidays.

In the question four, the HRs were asked, if their employees are given the opportunity of blended learning with some portion of online attendance along with the class lectures, will that bring any good to their organizations. In response to this question, HR of CO1 opines that the new concept of blend might bring some help for the students but that would not affect his organizations output or production. The reason behind his thinking is, he continued, “as the flexible time of my organization allows feasibility to the workers who are studying”. On the other hand, both CO2 and CO3 exclaims that this new concept would be very good and effective for both the students and the organizations. HR of CO2 also adds that in their organization they give virtual trainings to the employee which is somewhat like this blended learning concept. According to him, virtual trainings works good for all as all of them can attend from anywhere they are and at any time. But after attending that, employees demand face-to-face discussions on the training. So, here also we can see that both virtual and face-to-face interaction is in demand rather than any one of them. Besides, CO3 HR expresses that this new concept of blend in education sector would help students to balance their job and academic life which would result better performance as employee.

In the response of the last question, HR personnel of all corporate organizations believe that all the employees no matter they are student or not, should be focus on what they are doing. They also add that the employees should plan before hand and inform management regarding all their academic schedules so that they are assigned their work accordingly. HR of CO2 says that,



“employees should sync with manager about all plans”. Besides, CO1 HR suggests that, “they should manage time smartly and be committed to their job”.

#### **4.4.2 Mobile Operator (MO)**

Mobile operating companies are also one of the sectors where students tend to work beside their studies. The responses gathered from the HR of the mobile operators are tabulated in Appendix – 10. According to the findings of this study, students tend to work more in the mobile companies. In the study it shows that among three mobile operators, MO<sup>7</sup>2 has the maximum number of employees, that is 30%, who are availing their higher studies in university. MO1 is also very close to it with the amount of 25% working students and the HR of this organization said “we can offer them less remuneration than a full-time employee” which is a benefit for us to hire them. However, MO3 is also not lacking behind in hiring working students. They also contain approximately 15% of the employees who are continuing their higher studies.

In the second question regarding the effectiveness of the working students, all the HR personnel provided diversified responses. HR of MO1 says that employees who are working try to leave office early, However, companys’ demand needs to be fulfilled anyhow. So, the employee has to fulfill all the requirements and then leave the office”. Besides, both MO2 and MO3 believes that the fresh graduates share fresh knowledge and ideas to the practical life. However, MO3 HR describes that sometimes these employees who are student as well, are not always effective as their focus is divided and they do not give their full concentration to fulfill their responsibility.

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<sup>7</sup> MO refers to the mobile operator company

Mobile operating companies also face challenges while working with the employees who are pursuing their higher studies at the same time. In response to what challenges company face while working along these employees, HR of MO1 says that these employees tend to take more leave. Even after consuming their annual and casual leave, these employees request for more leaves before exam dates. Additionally, HR of MO2 expresses that their classes sometimes clash with office hours when they need them to work. He also states that “without any job experience it takes some time to train the basic thing for new incumbent”. Adding to these views, the HR of MO3 also shares that, these employees are not well committed as they are found studying in official environment and give very lame excuses for their being absent.

In the question four, the HRs were asked, if their employees are given the opportunity of blended learning with some portion of online attendance along with the class lectures, will that bring any good to their organizations. In response to this question, MO1 HR replies that this will not bring any extra benefit for their organization as they anyway bring out their required work from their employees and those who can not provide their output properly, company does not bother to keep them. However, both MO2 and MO3 HR personnel believes this new concept of blend in learning system would be very effective for both employers and employees. HR of MO2 opts that “they will be relaxed and give more inputs to their job”. Similar view is shared by the HR of MO3 where he states that, “that will make their study easier and they will provide their best time to our organization”.

In response to the last question, HR of MO1 suggests that the students should not start working before finishing their studies to avoid all sorts of stress and mismanagement. However, other two HR personnel (MO2 & MO3), believes that working beside studies is necessary to gain experience. However, MO2 HR suggests that, “it is all about managing mentality, dedication and

planning”. Besides, HR of MO3 gives three more suggestions; firstly, these working students need to be focused, secondly, they need to inform their authority beforehand of their academic engagements and last but most importantly, they need to build a friendly team member so that they cooperate in the absence of other working students.

#### **4.4.3 NGOs (N)**

NGOs are where the students are broadly welcomed. The responses gathered from the HR of the NGOs are tabulated in Appendix – 11. However, the NGOs selected for this study did not have much number of employees who are studying. N<sup>8</sup>1, N2, and N3 respectively have 17%, 10% and 15% employees who are attaining their higher studies beside their job.

In question two, the effectiveness of the employers who are studying was inquired. All the HR personnel replied that both negative and positive sides are there for a student who works in their organizations. Thus, they cannot say that their employers who are studying are fully effective or fully ineffective. HR of N1 replies that the fresh graduates demand less remuneration than full-time employee. This idea was also shared by one of the mobile operators HR before. Besides, N1 HR says that the fresh students are not skilled thus they take time to learn and give their best for a project. Similarly, N2 HR explains that the students are mostly freshers in job field and thus ‘they are not aware of the official decorum and at time cannot fully grasp the concept of data confidentiality’. However, HR of N3 explains that these employees are effective because “they sometime add new dimensions to the decisions and working styles of the organization and they are hard working as well”.

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<sup>8</sup> N refers to the NGO

HR of the NGOs also described about the challenges they face with the employees, who are graduate and studying in higher education, to answer the question no. 3. HR of N1 explains that these employees take repeated leave and often found studying in their office premises which is also accepted by the HR of N3 and he also added that sometimes NGO works take place in the evening and it is very difficult to get these employees in work place at that time as most of the higher studies classes take place in the evening. Similar scenario we had found in the corporate organization as well. HR of N1 also states that priority setting becomes a critical issue during exam time and project works. This view is also shared by the HR of N2, and he also adds that sometimes these employees “end up using office information in their assignments and project work without taking official permission”. He continued that, there were employees who used the official annual report information in their assignments which were extremely confidential. Moreover, he continues, double pressure and stress of study and office hampers the output of the employee. Additionally, HR of N3 explains that as these employees are not that much skilled and experienced, they take time to have control over decisions. Most of the time they end up making wrong decisions.

In response to question four, both the HR personnels of N1 and N2 opines that the new concept of blend in learning would decrease the employees’ mental pressure. HR of N1 says, “if they have to miss the class for any important meeting then they will not miss contents of the class”. Thus, they will be relaxed to do their important official work. Similarly, HR of N2 says, employees will be peaceful and more dedicated to their official works. More time and dedication to the official work by the employees would bring good outputs for the organization, said the HR of N3. Thus, their organizations are also getting benefited.

In response to the last question, the HR of N1 strongly dislikes the system of working and studying together. He states, “if you cannot balance in both study and job then do not bring destruction to both”. Almost similar view is suggested by the HR of N2 who says that, students should give their whole dedication to studies. After that if they think they will be able manage both studies and work, then only they should enroll themselves in job. On the contrary, the HR of N3 opines that, “In modern world, it is necessary to have both theoretical and practical knowledge”. So, students need to balance both by prioritizing one on another.

#### **4.4.4 Banks (B)**

Bank is another sector where students after graduation try to seek job. Though the number of students who are eligible for bank job is very less and from English background its quiet tough, there is some number of students who work in Bank as well. The responses gathered from the HR of the banks are tabulated in Appendix – 12. Among three banks which were selected for data collection of this study, B<sup>9</sup>2 has a minimum number of employees that is 10%, who are pursuing their higher studies side by side. B3 has a slightly increased number of working students which stands for 13% of all employees. Besides, the most working student is found in the B1. Around 15% of all the employees in this bank is continuing their higher studies.

For the second question where effectiveness of the working students is inquired, HR of B1 replied that, their employees are very effective for their organization. He adds, “any sort of stress or family problems as well as study pressure does not affect the output of our employees”. He continues saying that even if the employees have issue, they are smart enough to balance between job and academia, so the organization finds them much effective and they are happy

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<sup>9</sup> B refers to the bank.

with their performance. According to the HR of B2, some of their employees who are studying too, show their full dedication towards their job and fulfill their responsibilities on time but there are some of the employees “fail to do that due to over work load and stress”. Moreover, B3 HR states that, the fresh graduates show very enthusiastic attitude towards their job at the beginning and works very effectively, however, gradually by the increased pressure of both job and study, they fail to retain that performance.

For the third question where challenges in working with the employees who are studying in higher education was inquired, both B1 and B2 HR personnel explained that their employees try to leave the office early most of the times. However, HR of B1 confirms that, the organization makes sure to get all works done by the employees, nevertheless, they leave early for their class. On the other hand, HR of B2 states that, they find it difficult to get their employees for important meetings sometimes due to their classes or exams. Additionally, HR of B3 says that, these employees always give excuses of their ‘exams and assignments’ for not doing their assigned works.

In the question four, the HR personnel of banks were asked, if their employees are given the opportunity of blended learning with some portion of online attendance along with the class lectures, will that bring any good to their organizations. In response to this question, all the HR personnel replied that it would be beneficial for their organization. Both B1 and B3 HR personnel accepted that if their employees are benefited by this new opportunity to decrease their stress, then indirectly their own organization is getting benefits as the employees will give more focus to their jobs. The idea of focus is also supported by the HR of B2 who states that, “they will be able to concentrate more on their work station” if they get this kind of opportunity.

For the last question, the HR of the B1 suggests that, strict work hour should be followed by the working students and “they need to start and finish their office hour on time”. He also added that the commitments should be met on time. This statement is also suggested by the HR where he states, “commitment should be met whenever and wherever it is made”. HR of B2 opines that no matter how big or small a position is in a job sector, knowledge should always be gained but employees should learn how to balance both academic and professional life. Likewise, HR of B1 also suggests that, “they should take their courses in a way which does not clash with their office hour”.

#### **4.4.5 Consultancy Firms (CF)**

Consultancy firms are another sector of job where recent generation is looking forward to work after finishing their graduation. The number of students working in this sector is quite like mobile operator companies. The responses gathered from the HR of the consultancy firms are tabulated in Appendix – 13. Among three corporate firms, highest number of working students is in CF<sup>10</sup>3 with 30%. Second is 25% which is in CF1. Though minimum in these three, the number of working students in CF1 is also not so less. 20% of its employees are pursuing higher studies.

In the question two, the HR of CF1 expressed that their employees who are also studying side by side are very effective in their work. He says that these employees are very “prompt in email writing and quick to send them to the clients”. Similar view is shared by the CF3 who states that, they prefer hiring students as they are “effective in communicating with clients”. Besides, the HR of CF2 confirms that the employees who are involved with their academics can give better presentations and deals with the clients effectively.

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<sup>10</sup> CF refers to the consultancy firm.

In response to question three, all the HR personnel shared some of the challenges they while working with the employees who are studying. Both HR personnel of CF1 and CF3 shares that, the time clash between meetings and classes are always noticed for these working students. However, the HR of CF3 mentioned that most of the work in consultancy firms need to be done online. So, the regular works can be done anytime of the day, nevertheless, meetings need to attend on time. Additionally, CF1 HR also says, if the employees can refer to someone who can attend the meeting instead of him or her then that is also acceptable. Moreover, the HR of CF2 explains that some of their clients are from different time zone. Sometimes it is seen that the employees are in their classes when the clients are free to talk. That becomes a big challenge as the communication gap increases. He also adds that these employees sometimes also miss the seminars as they take leave for exams or classes.

In question four, HR personnel were asked about the system of blending in education and its effectiveness in their organization. In response to this question, all the HR personnel mentioned that, this type of opportunity if effectively implemented, will be very helpful for both the students and the organization. They say that it will lessen the stress of the working students and give them the opportunity to prioritize between work and study and take decisions accordingly. They also add that, as the employees can prioritize between their job and work, it would be easy for them to attend important meetings and at the same time stay connected with the class lectures.

In response to the last questions, the HR personnel gave different suggestions. Almost all of them suggested that balancing the job with the academia is very much necessary. They also added that prioritizing is also important at times. However, CF1 additionally suggests, “Keep your commitments properly and give your time or give the solution to the management”.



#### 4.5 Findings from Housekeepers (H)

It is also important to focus on Housekeepers who are dropped out from their higher studies. They are also a crucial sector to check why they have stopped their higher studies and why are not they are starting it again. The responses gathered from the housekeepers are tabulated in Appendix – 14. To do so, 3 housekeepers who have completed their BA in English from private universities of Dhaka metropolitan city were interviewed. These housekeepers have passed their BA in English in 2012, 2014 and 2015 respectively.

To give reply to the question two, among the 3 housekeepers, all of them (H<sup>11</sup>1, H2 & H3) agreed that they have stopped their studies because they got married, they have kids to look after and one of them (H2) added that, she belongs to an extended family. Thus, the responsibilities are much higher as a daughter in law to get time for studies. Besides, H1 said that she has a time issue and thus can not give required time to studies which is also the case for other housekeepers as well. Again, H3 explains that she must attend classes regularly if she wants to start her studies. This is not possible for her to attend all the classes as there might some sudden emergencies occur with her family members or with her baby. Thus, she fears continuing her higher studies further.

These housekeepers when asked in question three about challenges they faced while trying to start the higher studies, they replied in similar ways. Almost all of them (H1, H2 & H3) thinks that it will be difficult for them to maintain both studies and family. Two of them (H2 & H3) replied that they are under some family pressures which binds them back not to continue their higher lever studies. According to them, their family opines that they need to give their full

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<sup>11</sup> H refers to the housekeepers.

time to their families and H2 family asks her to continue studies as she will not be able to attend classes regularly. By talking to these housekeepers, it was felt that the pressure is from the family but not from them to discontinue their higher studies.

In question four, the housekeepers were asked whether they use technologies in their life and for what they use it. It was found that all of them (H1, H2 & H3) use mobile, television, laptop very comfortably. They use it to browse information from internet, they watch videos in YouTube and all the time they are online in Facebook. Thus, it can be stated that these housewives are well skilled and comfortable of using technologies in their regular life.

In question five, the housekeepers were made understand about the new concept of blended learning and they were asked about the possibilities of their continuing higher-studies if they are given the opportunity to attend some portion of video-taped classes from home. All of them started showing their excitements for this new concept. One of them said H1, “then we can manage our family and education without stress”. Another one (H2) added that “at least we can tell our family that we will be around if any emergency occurs and at the same time we will be aware of what happened in class”. H3 exclaimed that this opportunity of blend would encourage many housekeepers to restart their higher studies further.

**Table: 4.15: Blended Learning Suggestion by Students who are Housekeepers**

| Response: Need of University Policy for Blend |     |     |     |
|-----------------------------------------------|-----|-----|-----|
| Housewife (H)                                 | H1  | H2  | H3  |
| Online                                        | 50% | 60% | 60% |
| F2F                                           | 50% | 40% | 40% |

In question six, housekeepers were asked about how much blend of videotaped class attendance and face-to-face attendance would be useful for them. Two of them (H2 & H3)

suggested that the portion of the online video-taped class attendance should be around 40% (60% face-to-face) and H1 expressed that it can also be 50-50% as shown in Table 4.15.

In the last question, housekeepers were asked whether they need the urge of training on this new concept. Two of them (H2 & H3) said that though they are comfortable with the use of technology, they need trainings on new concepts and they need to be skilled with the new techniques and methods of learning. However, H1 did not feel any urge of training on technologies for herself but she opined that “some people are technologically challenged so training is needed for them”.

## **4.6 Discussion on Central Research Questions**

### **4.6.1 Answer to Central Research Question One**

The purpose of the first research question of this study was to check ‘what are the practical implications of blended learning in Bangladesh?’ To find out the probable response of this research question, university teachers, university students, school authorities, HR personnel’s of corporate organization, banks, NGOs, mobile operator, and consultancy firms and housekeepers were interviewed. After studying all the findings, it was found that though in limited portion, the need for online virtual classroom is visible and to some extent it is necessary to help the Bangladeshi students to continue their higher studies. Moreover, if we take the average preference of online virtual class by teachers, students and housekeepers (33%, 27% & 40% respectively) then we find on an average, 33% need is there for online virtual class. However, still the ratio of face-to-face stands higher. Thus, we can say that, there are various issues in Bangladesh experienced by the students, teachers, corporate world, housekeepers and

many other stake holders of education which might be, according to the study, possible to solve by implementing online virtual classroom beside face-to-face instructions.

#### **4.6.2 Answer to Central Research Question Two**

The purpose of the second research question of this study was to ‘find out the challenges graduate learners face to continue their higher studies in Bangladesh’. To find out the responses to this research question, students who are doing their post graduate studies and the housekeepers who have dropped out after completing their graduation, were interviewed. From their responses it is found that, the students face challenges like: time clash between important meetings and classes as well as exams, mental pressure of both job and study, load of extra works affect their academic and professional results, the bad situation of traffic jam in Bangladesh makes it difficult for the students to attend all the classes. Besides, to give full focus on class lectures is difficult after getting tired of whole days’ work stress. Moreover, housekeepers and the female students need to take care of their family and kids. Thus, it becomes difficult for them to attend all the classes of the semester. Thus, they end up taking lots of leave which hampers their studies as they remain unaware of the lecture that was covered in class. Hence, online virtual class would be of great help to them.

#### **4.7 Discussion on Findings**

As found in the first research question that though the need for online virtual classroom is evident from findings, face-to-face instruction is also expected from both the teachers and the students of the universities. Thus, we can blend two of the blended learning models by Christensens’ such as: Flipped Classroom and Enriched Virtual Models to minimize the challenges of the learners faced for continuing their higher studies in Bangladesh. Besides, as it

is found in the study that face-to-face instruction and online virtual classes both are in demand, it resembles that social constructivism theory (Vygotsky, 1978) is playing a vital role in the Bangladeshi students learning process. Moreover, some of the participants identified that even though they attend the class and listen to lectures, going through the video recordings of the class helps them get more knowledge which resembles the process of dual coding theory. Furthermore, the study matches with the statement of Mahmuda (2016), which states that the learners of Bangladesh are very much comfortable with the use of technology and its applications, but it rejects the statement of Mahmud and Gope (2009) who states that the number of teachers using technology in their teaching is very low. Finally, the findings of this study agree with the explanation of Babu and Nath (2017) who state that training is essential for the teachers on how to blend technology with pedagogy for the better teaching and learning process.

## **CHAPTER 5**

### **CONCLUSION**

#### **5.0 Introduction**

Education environment plays a vital role in the whole system of learning process but in case of Bangladeshi context, ‘unsuitable education environment’ is the barrier to the ultimate employment of the country (Islam, 2008, p.5). Again, technology alone can not bring the success of learning keeping the face-to-face instruction aside as explained by Ghahari, and Golestan (2013). Besides, students of higher education also work in different professions and the irregularity in their education due to the work reasons is an incomparable challenge in their life (Islam, 2014). Not only these, Tayebinik and Puteh (in Alaidarous, and Madini, 2016, p.69) have also talked about the challenge of traffic situations in Bangladesh which disrupts the regularity of a higher-level student. Moreover, the clash between family time and study time restrains the Bangladeshi women from higher education. Therefore, this study attempted to investigate the answers for the practical implications of blended learning in Bangladesh. Besides it also sheds light on the challenges graduate learners face to continue their higher education in Bangladesh.

To explore the findings, 10 private universities of Dhaka metropolitan city were chosen to collect data. An English department teacher from each university, who takes graduate classes, participated in this research. Thus, the total number of teachers were 10. In addition to the teachers, small focus groups of 6/7 students from the graduate classes of those selected teachers were interviewed. Again, three English medium schools, three corporate organizations, three banks, three consultancy firms, three NGOs, three mobile operators as well as three housekeepers in Dhaka metropolitan area were selected for collecting data based on interview questions. After collecting data, the results are analyzed, tabulated and presented in both descriptive manner and in graphs where necessary.

### **5.1 Summary of the Findings**

The result of the study suggests that blend of both face-to-face and online virtual classroom would be fruitful for the students of higher studies in the private universities of Bangladesh. The study reveals that there are multiple challenges faced by the English department graduate learners of private universities while continuing their studies and job together. As a result, many got dropped out from their higher studies. Similarly, many housekeepers, who had done their bachelors in English, could not start their higher studies facing multiple challenges. These challenges include time clash, mental pressure, extra load affecting results, traffic situation of the country, taking frequent leave from the work place and sometimes from universities. Majority of these private university English department students expresses that around 27% of online virtual classroom and around 73% face-to-face classroom activity would help them overcome their challenges of continuing higher studies. Thus, blend of face-to-face and virtual online class is necessary. Teachers' also agreed that this blend would bring better results in learning process as they assume that the more access to resources would benefit the students

more, however, some concerns of body gestures and lecture deliveries are there. Moreover, in average, students believe that the blend of 73% face-to-face classroom and 27% online virtual classroom is necessary for the learning environment in Bangladesh as shown in table: 4.2(i). Most of the HRs, and admin officers of the other work places where the English graduates tend to work like schools, corporate organizations, banks, NGOs, mobile operators, consultancy firms, expressed that if the learners are given the relaxed opportunity to balance both work and study then that will also help their organization. Hence, if the blend can really decrease the pressure and other challenges of working students then according to the HR personnel's blend is fruitful to implement. However, these HRs, and admin officers also talked about the learner's own responsibility to balance between both study and work. So, the study shows that there are practical implications of putting both face-to-face and online virtual classroom activity together for the betterment of the learners who face challenges to continue their higher studies.

## **5.2 Contribution to Research**

Since blended learning where face-to-face and virtual online classroom will function together, is a new concept in Bangladesh and the private universities of Bangladesh are yet to get familiar with it, there are very few researches made in this area in Bangladeshi context. So, this study can be helpful as a piece of literature of the Bangladeshi context. Moreover, if researchers from other contexts want to study more about blended learning in Bangladeshi context, then this study would work as a primary source to them. Besides, many other researchers can get help from this study for their further works to be informed about the challenges that the graduate students of private universities in Bangladesh are facing to continue their higher studies. Moreover, they will be enlightened with the possible practical implications of blended learning and the urge of change in the learning system using technology and internet through this study.



### **5.3 Practical Implications**

After going through this study, the readers will get to know about the challenges that higher-level graduate students of private universities of Bangladesh face to continue their higher studies beside doing job. Besides, the reader of this study would get to know the real perspectives of the stakeholders of education which would enable them to take further initiatives to implement both the face-to-face and online virtual classroom in near future.

### **5.4 Recommendation**

Based on the findings, the following suggestions could be considered for the successful learning system for the graduate studies in Bangladeshi private universities.

- According to the finding of this study, it is evident that many of the teachers and students are still closely tied with the traditional way of learning process. However, with the change of modern era, adopting new varieties of teaching and learning is important. Thus, teachers and students both should increase our acceptance towards the new dimensions of teaching and learning.
- As it is expressed in Dual Coding Theory that two-way inputs are better than one, blend of both face-to-face and online virtual classroom is also necessary. However, participation of online class should be monitored closely so that students cannot take advantage of it.
- The findings of this study suggest that students need to be more committed and loyal towards their job and study. They need to prioritize between these two and pre-plan their important dates to make balance of professional and academical life.

- Most of the teachers as found in the study, would not like to do extra works if that is not under any policy. Thus, university authorities should keep this in consideration while implementing the blend of both face-to-face and online virtual classroom activity.
- It is suggested that to get used to of any new concept, method or technique which occurs in learning process. Thus, there is no alternative of getting trained on the issues which are newly popped up.
- Finally, this study suggests that the university authorities need to think of the proper infrastructure for virtual online classroom. Some universities have already started working on it but most of the universities are yet to start thinking of it.

### **5.5 Further Study**

This study focused on 10 private universities of Dhaka metropolitan city. Further studies can be done considering more private universities inside and outside Dhaka metropolitan area. Besides, public universities can also be taken into consideration while doing further studies to get more insight information. This study focused on the challenges of students and views of teachers, as well as other stakeholders like HR or MD of English medium schools, corporate organizations, banks, consultancy firms, NGOs, mobile operators as well as housewives in Dhaka metropolitan area. Further studies can take views of the administration of the universities into consideration to get information about detailed infrastructure.

### **5.6 Conclusion**

From the findings and overall discussion of the study, it is evident that graduate students are facing numerous challenges balancing their job and studies together. Besides, housekeepers are unable to continue their higher studies due the family responsibilities. Additionally, the

organizations where these students are working are facing difficulties working with these students. Moreover, the traffic situation of Bangladesh at present does not allow the learners to be regular in their classes. Furthermore, this study also sheds attention to the fact that the learners are very much comfortable with the regular use of technology and internet (see Appendix – 7). Thus, to give the future leaders the comfort of balancing their study beside their job and family, blended learning is a hope.

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## **Appendix – 1**

### **(Interview Questions for University Teachers)**

1. What is your education back ground? How many years of experience do you have, and you have worked in how many institutions?
2. Do you give homework for which they need to use technology? How are they assessed?
3. Do you face challenges teaching working students rather than non-working students? If so, what sort of initiatives do you take to deal with those challenges?
4. Do you think giving the students opportunity to attend some portion of online virtual classes and some portion of face to face classes would be helpful for them? Why do you think so?
5. In the above case, how much blend would you prefer? Why?

6. Do you think university could formulate a policy to make this blend successful? Why do you think so?
7. Is there any need of training on blended learning process for teachers as well as students? Why or why not?

## **Appendix – 2**

### **(Interview Questions for Students)**

1. Do you work beside your studies? If yes, where do you work? If no, why are you not working beside studies?
2. Do you face any challenge doing both job and study at the same time?
  - Time management problem
  - Mental & physical pressure
  - Attendance both in job and in class
  - Concentration break in work & study
  - Poor result in study & less efficiency in job
  - Any other challenge: \_\_\_\_\_
3. How do you plan to overcome the above challenges?
4. Do you think it is important to continue job beside studies? Why or why not?
5. Do you think face to face classroom instructions are always helping you in your learning process? Why or why not?
6. How much comfortable are you with the use of technology? What technologies do you use for your studies?
7. Does learning online help you more than classroom face to face learning? How?



8. Let's assume that the university classes are recorded and put on the university portal every day after class and you can access that from home. However, you need to make sure of some portion of attendance in class, but you can do online class for the rest. Will it be convenient for you if you can attend some portion of your class online to balance between your study and job?
9. According to you, how much should be the portion of both online and face to face classroom attendance?
10. Do you feel any specific training on using online platforms will be helpful to make the face-to-face and online learning successful? How?

### **Appendix – 3**

#### **(Interview Questions for English Medium School Employer)**

1. How many teachers of your institution are studying in higher education?
2. What are the advantages and disadvantages of hiring students for job position?
3. Do you face any challenge hiring the teachers who are still studying? Please explain your stand.
4. If students in their academic institution are given the opportunity to attend some portion of online video recorded classes and some portion of face to face classes, would that be helpful for their efficiency in their work place? How?
5. What are your suggestions for teachers regarding balancing their professional life and academic life at the same time?

## **Appendix – 4**

### **(Interview Questions for HR personnel)**

1. Do you have any employee who is studying in higher (Masters' or above) education?
2. What are the advantages as well as disadvantages of hiring graduate students for job position?
3. Do you face any challenge while hiring employee who are students of higher education?
4. If students in their academic institution are given the opportunity to attend some portion of online virtual classes and some portion of face to face classes, would that be helpful for their efficiency in official work? How?
5. What are your suggestions for employees regarding balancing their professional life and academic life at the same time?

## **Appendix – 5**

### **(Interview Questions for Housekeepers)**

1. From where did you pass your under graduation and from which university?
2. What was the reason behind your discontinuation of higher studies?
3. Did you try to start your higher studies again? If yes, what challenges did you face while doing so?
4. Do you use technology? What type of technology do you use? And for what you use it?
5. Let's assume that the university classes are recorded and put on the university portal every day after class and you can access that from home. However, you need to make sure of some portion of attendance in class, but you can do online class for the rest. Will it be convenient for you if you can attend some portion of your class online to balance between your house chores and study?

6. According to you, how much should be the portion of both online and face to face classroom attendance?
  
7. Do you feel any specific training on using online platforms will be helpful to make the face-to-face and online learning successful? How?

**APPENDIX - 6**  
**RESPONSES FROM UNIVERSITY TEACHERS'**

| UNIVERSITY (U) | Q1<br>Demography (Education Background, Year of Experience, How Many Institutions)                 | Q2<br>Any Homeworks given where they have to use technology? How are they assessed?                                                                                                                                                         | Q3<br>Challenges with Working Students & Techniques to Overcome those                                                                                                                                                                                                          | Q4<br>Blending of both Face to Face & Virtual Classroom                                                                                                                                                                                                                      | Q5<br>Blending Proportion | Q6<br>Importance of University Policy to make the Blend Successful                                                                         | Q7<br>Need of any Training for Faculty                                                             |
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| U1             | MBA, Masters in Literature & ELT from Dhaka University<br>10 years of experience<br>3 institutions | Yes<br>Take home assignments<br>They use internet to search information<br>Hand written assignments are preferred as they copy paste if they type.<br>If they are writing, they will remember<br>Some sort of copy paste should be accepted | Students are allowed to tape lecture and share with the students who were absent<br>50% attendance<br>Some pick up easily from tape but some can not thus they fail                                                                                                            | Teachers might get concerned with the video recording but it will be very useful for the students<br>Some problems with IT support, infra structure, Training<br>Its been going on outside<br>Teacher student interaction is important to see whether they understood or not | 30% online<br>70% f2f     | It is mandatory.<br>No one will take the extra initiative to do this<br>So university policy is needed to make the faculty bound to use it | Yes, it is needed<br>We need to know how it is conducted, whether it will be like skype or youtube |
| U2             | 44 years of teaching experience<br>MA & Phd<br>Uncountable institutions                            | Yes<br>Research Term papers--<br>Access to JSTOR where they get the article.                                                                                                                                                                | Masters students are self-motivated<br>As they are funding themselves they hardly miss classes<br>However, they have less time<br>They are tired<br>Full time student is concentrating fully -<br>Heterogenous group-<br>Need to plan the teaching materials according to that | blend is necessary or abuse will be there                                                                                                                                                                                                                                    | 25% online<br>75% f2f     | Policy is needed to push teachers<br>Lots of persuasion should be there. It needs to go through bureaucratic process                       | Yes, it is needed.                                                                                 |
| U3             | MA in Tesol from American University,                                                              | No homework's<br>Discussion board in MoodleFacebook                                                                                                                                                                                         | They do not attend classes anyway<br>If our students have been                                                                                                                                                                                                                 | Flipped classrooms are very much teacher oriented<br>My class is very                                                                                                                                                                                                        | 16% online<br>84% f2f     | No policy is needed                                                                                                                        | No training is needed                                                                              |

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|    | Washington DC 11 years teaching experience                                                                                                        | discussion board                                                                                                           | matured enough then this would be a very good opportunity for them Bangladeshi students are not at all responsible person They are here to attain degree not to learn                                                                                                                                                                                | interactive as discussion board starts before the class Mechanical and Teacher dominated. No chance for student participation... Not synchronized Just uploading lecture I don't support They can not ask questions if they had any                          |                    |                                                                                                                                                                |                                                                                                                                        |
| U4 | Phd 11 years of experience 4 years part time job 2 institutions                                                                                   | Yes Online newspaper and conversation analysis Recording in mobile Watch youtube clips, podcasts and advertisements online | Different background students add different dimension of classroom helps in learning from personnel experience Working women have more responsibility at home Sorry I couldn't do, I couldn't do it on time as my son was sick They come in office hours if they miss class lots of resources available online so that they can explore on their own | Macquarie university asks students to get the audio recorded lectures online but tutorial is important F2F is very important to ask questions why do we have institutions as we have books available everywhere... interpretation and interaction is needed. | 30% online 70% f2f | Policy is needed but still if they are not coming they should not be penalized                                                                                 | Of course as this is a new concept both students and teachers might not feel comfortable                                               |
| U5 | Undergrad on literature and minor in linguistics from Sylhet Masters on Applied linguistics from UK university of Sheffield 7 years of experience | Yes Review of a paper- do they think they can replicate that theory in their life - to minimize plagiarism                 | Lack of motivation The grades were not bad Lecture slides are available online ppt pdf in the drive and often email to individual students....                                                                                                                                                                                                       | university asks to upload all the material if they miss the class they don't do good in exam The materials help students                                                                                                                                     | 16% online 84% f2f | Policy is needed. Filming yourself helps to change own teaching style...                                                                                       | A great deal Not everyone is technology savvy                                                                                          |
| U6 | 15 years experience 6 institutions                                                                                                                | Yes They use technology to search their ideas to submit assignments                                                        | Balancing work time and class time is challenging I remain a bit lenient to allow come late for class If they miss class I have to recap and repeat the lectures in class Time consuming apparently the outputs differ. Working students are to be in                                                                                                | both F2F and Blend is necessary Discussion board on Facebook is already popular.                                                                                                                                                                             | 30% Online 70% F2F | As part of HEQEP, this kind of recommendation has been offered. University has to spent much more money to incorporate here. However, to get success policy is | Training is necessary because many faculty do not have any idea how does it work. At the same time the classroom must be well equipped |

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|    |                                                                               |                                                                                                                                                                                                                                                              | hurry to come leave the class they half done or incomplete their homework's or classwork's whereas regular students seemed to be progressing                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                  |                          | needed.                                                                                                                                                                              |                                                                                          |
| U7 | MA in Literature<br>MBA<br>MA in ELT<br>15 years experience<br>4 institutions | Yes<br>Email the notes on the board or points they have learnt from the class<br>Type and send<br>Junior students are not penalized for plagiarism<br>Senior students are asked to meet faculty if plagiarized                                               | Students are always online..<br>They understand technology means Facebooking                                                                                                                                                                                                                                                      | Both online and F2F teaching is necessary<br>Absentees are asked to browse internet for more and more sources.<br>Expenditure                                                                                                                                                                                                    | 33%<br>Online<br>67% F2F | New technology new training is provided in this University.<br>Training is always welcome for both teacher and students                                                              | Technical training is needed along with IT and expenditure                               |
| U8 | MA<br>MEd<br>Experience from many institutions                                | Not always!<br>Moodle or google classroom is used<br>Some of our faculties are not used to of technology so not much given<br>Student use Word, Ppt. for homework<br>Students don't feel comfortable using technology<br>Podcasts are also shown to students | Less concentration and motivation<br>Miss classes and miss marks<br>University planning to incorporate Enriched classroom                                                                                                                                                                                                         | To cope with new generation an ever changing technology we need to blend and its important<br>If we are honest and spontaneous then video-taping should not be a problem<br>I did that in BOU                                                                                                                                    | 40%<br>Online<br>60% F2F | Senior teachers don't like to adopt technology based teaching.<br>However, junior teachers are nicely equipped with it<br>Already many departments are into it<br>Policy might help. | Training would be beneficial                                                             |
| U9 | BA & MA from DU<br>6 years of experience<br>2 institutions                    | No homework's are given<br>No technology is used in or outside the class for learning purpose<br>hand written copies are preferred                                                                                                                           | students with children face trouble attending class<br>Most of them are married<br>Less attendance<br>Household works are there<br>Extra classes need to be taken<br>Extra pressure for Teachers but this doesn't work as time clashes<br>office hour is only one hour a week, students don't get benefitted to have counselling. | It would be helpful for the students but still F2F is necessary<br>Student now a days don't want to read books and they are excessively dependent on technologies<br>Thus giving them opportunity to have access on video class then student will be more on technology than on book.<br>This will bring another kind of problem | 38%<br>Online<br>62% F2F | I don't prefer technology and I prefer traditional teaching rather than incorporating technology<br>So no need of policy                                                             | Students are well user of technology<br>So do the teachers<br>Thus no training is needed |

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| U10 | MA | <p>Yes</p> <p>HomeWorks are given in every class</p> <p>They need to spent a lot of time online for doing the assignments</p> <p>Sometimes take home exams are given which demands the use of technology</p> | <p>Once the students are late or miss the class its tough to make them understand all the concepts covered in class because in counselling hour time needs to be divided for many students,</p> <p>Sometimes I give extra resources like Pdf files or internet source for them to research and cover understand the concept they missed</p> | <p>With the changing trend of teaching and learning, technology has taken a vital place now a days. To keep ourselves up to date we also need to integrate technology as much as possible in our teaching and learning process.</p> <p>Moreover, technology is taking the place of human being ----one day there will be no teacher around and everything will be digitalized.</p> | <p>50% Online</p> <p>50% F2F</p> | <p>Not everyone will willingly wish to video tape their lectures but if university policy is there and it is imposed then teacher will be bound to do that</p> | <p>Training is always helpful for both the teachers and students. Moreover, To learn ever changing technology training is repeatedly necessary.</p> |
|-----|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|



**APPENDIX - 7**  
**RESPONSES FROM STUDENTS' FOCUS GROUPS**

| University (Uni) | Focus Group (SG) | Q1<br>Do you work?<br>If Yes, Where?<br>If No, Why?                                                                                                                                 | Q2<br>What challenges are there to balance both studies & job? | Q3<br>How do you overcome those challenges?                      | Q4<br>Is it important to work beside studies?<br>Why or why not?     | Q5<br>Is face to face classroom instruction always helpful?<br>Why or why not?              | Q6<br>What technologies do you use?<br>Are you comfortable with the use of technology?<br>How do you use that for study? | Q7<br>Does online study help you more than Face to Face classroom instruction?                                                       | Q8<br>Will it be convenient if you are allowed to attend some portion of video recorded class from home?<br>How?                                                                                         | Q9<br>How much blend would you require? | Q10<br>Do you need any training on online platform?                           |
|------------------|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|------------------------------------------------------------------|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-------------------------------------------------------------------------------|
| U1               | F1<br>6 stdts    | No one working<br>No time for doing job.<br>Preparing for BCS<br>Don't want to mix my professional life and educational life together.<br>Theory is important first then practical. | Mental pressure if does both.<br>Time clash                    | Balancing is difficult<br>We need to sacrifice one for the other | No.<br>They should be kept separated.<br>Theory first then Practical | Yes.<br>We are used to since our childhood<br>Internet based class is not comfortable to us | Mobile.<br>Laptop<br>Yes we are comfortable<br>Google<br>Article searching<br>Youtube                                    | Both are important<br>F2F is important to understand the concept<br>After going home if we forget something then we can use internet | How will we question the instructor at the moment<br>But keeping the questions to consult with the faculty is better than being totally blank<br>Yes that would give us opportunity to work beside study | 16% - Online<br>84% - F2F               | Yes<br>training for new technologies and methodologies is of course necessary |
|                  | F2<br>6 stdts    | No one working<br>2 worked                                                                                                                                                          | Brings hassle which deteriorates my mental peace               | Noway we can overcome                                            | Yes, working is important                                            | It is but sometimes we                                                                      | Mobie.<br>Laptop<br>We are                                                                                               | No alternative for F2F but                                                                                                           | Yes definitely<br>Because it will help us                                                                                                                                                                | 25% - Online<br>75% - F2F               | Applying Technology                                                           |

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|    |               | but left due to family reasons<br>One student working in consultancy farm<br>Housewife                      | Too much load which affected my results and work output<br>Due to traffic its difficult to move both sides                                                                                                                            |                                                                                        | but due to the challenges we can not proceed                                                    | need to depend on technology to get better knowledge                                                                                                                         | comfortable<br>We browse google<br>We take notes from online                                                                                             | the students who are shy can express themselves easily online                                             | overcome our challenges which we talked about before.                                                                                                                                     |                                     | requires lots of training so it is important.           |
| U2 | F1<br>7 stdts | 3 used to do but left because facing difficulties<br>Two of them working in schools                         | Time clashes<br>Hampering grade<br>Script checking<br>Too much pressure<br>We get tired<br>Lots of traffic                                                                                                                            | On the journey I keep studying while stuck in jam                                      | Student think it is not important to work because that will hamper the concentration on studies | Yes, its an interactive method<br>Even if we do not ask questions, teacher can understand looking at our eyes<br>Sometimes students face intermediated to talk with teachers | Yes comfortable<br>Mobile<br>Laptop<br>Google<br>Whole universe in your hand'<br>Downloading PDF articles which we don't get in paper<br>Facebook group  | Not actually.<br>But we use online resources for our study<br>Facebook group is for getting the resources | To some extent<br>But students will take advantages of it by not attending class                                                                                                          | 25% - Online<br>75% - F2F           | Its not necessary                                       |
| U3 | F1<br>6 stdts | two students are working in school<br>3 worked but had to quit<br>Most of the undergraduates are unemployed | Time clash<br>clash with meetings and exam dates which sometimes take place in morning<br>Mental pressure - it's a disaster<br>Not prepared for class<br>3 hours of class and 3 hours in road--<br>traffic jam--So sometimes we reach | I try to read when I am stuck in traffic but most of the time its difficult to balance | Its important but difficult to manage                                                           | There is no alternative to F2F learning as its more interactive and synchronous                                                                                              | Yes,<br>Mobile<br>Laptop<br>Some teachers said "don't bring the digital book" but bringing digital copies are easier than bringing 3/4 books<br>Facebook | yes, but we face lots of trouble like load shedding and networks don't work properly sometimes            | Yes, but that wont be interactive<br>But we wont be blank for next class<br>Still as we are missing half of the class sometimes then we can look that class online<br>Task later,,lecture | 33 - 35% - Online<br>65 - 67% - F2F | Training is always necessary for old and new techniques |

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|    |               |                                                                                    | class at the end                                                                                                                                                                                                                                  |                                                                                   |                                                   |                                                                   | group                                                                                                                           |                                                                                                                   | first..so lecture only can be recorded<br>Some teachers wait for the late comer and that gives them time to teach less |                              |                                      |
|    | F2<br>6 stdts | 4 school<br>2 bank                                                                 | Giving Full focus is not possible in one Time constraints<br>Need to take leave from work when we have class                                                                                                                                      | Sacrifice one on another                                                          | Yes,<br>We can earn and learn together            | Yes, it is.<br>Interactive                                        | Yes,<br>Mobile<br>Ipad<br>Laptop<br>Downloading<br>PDF<br>Facebook<br>group updates                                             | Yes,<br>But both is necessary<br>F2F initial inputs then online detailed information                              | For lecture based class it will be helpful<br>For interaction based classes, it will be very difficult                 | 30% -<br>Online<br>70% F2F   | Training is important                |
| U4 | F1<br>6 stdt  | None working now<br>2used to do before<br>Theory first then practical<br>Housewife | Time clash<br>Problem in maintaining rules<br>Doing both is challenging<br>Family needs time<br>Coming to class every time is difficult<br>Mental pressure<br>Time schedule clashes- Saturday classes clash with job<br>Need to take care of baby | No solution                                                                       | It is important but not manageable                | F2F is important for having eye contact and getting initial terms | Yes, mobile<br>Laptop<br>Emailing<br>Communicating<br>Youtube<br>Google                                                         | Lecture of foreign teachers are easily available<br>Dictionary                                                    | yes because next day I am not blank if I miss if the friends are not helpful then this lecture would be helpful        | 25% -<br>Online<br>75% - F2F | Yes,<br>Trainings are always helpful |
|    | F2<br>7 stdts | working: 2 consultancy firm,<br>3 school<br>2 NGO                                  | Time clash<br>too much pressure<br>Need to take leave                                                                                                                                                                                             | Study while stuck in Traffic<br>study in work place and bring work home sometimes | It is of course important for the higher learners | It is always helpful for initial instruction and understanding    | Mobile<br>Laptop<br>Ipad<br>Yes<br>comfortable<br>Various way:<br>Google,<br>Youtube,<br>Article<br>Email,<br>Facebook<br>group | Online study is necessary but not leaving F2F instruction behind.<br>Without F2F online study can not be fruitful | Yes definitely,<br>It will help us overcome if not all but some challenges                                             | 25% -<br>Online<br>75% - F2F | Yes,<br>Training is important        |

Blended Learning in Tertiary Level of Bangladesh: Private Universities in Focus

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| U5 | F1<br>4 stdts | No one working<br>Do not want extra hassle<br>3 Housewife - Family and baby Time                       | maintaining family and kids, its difficult to attend all classes                                                                                           | No solution              | It is important but not manageable         | F2F interaction helps to ask question<br>Teacher can understand looking at our face whether we understood or not                          | Mobile Laptop<br>Ipd<br>Google drive<br>Google search                                                   | Internet is secondary<br>primary is attending lectures<br>Without F2F internet is not useful<br>We need to get used to of it but should not priorities it<br>This should be integrated from childhood | Not that much effective.<br>Because we rarely go to teacher for council ling so one way listening and watching to recording wouldn't be that much helpful<br>However, learning something rather than being blank next day id beneficial | 16% - Online<br>84% - F2F | Yes it is important because not all of us are equally tech savvy |
| U6 | F1<br>3 stdts | 1 Works in a private company (advertising farm)<br>Only passing bachelors degree people donot give job | Time clash<br>Sometimes need to do night shift work for the time I miss for my class<br>Sometimes when office works are important I need to bunk the class | sacrifice one on another | It is very important but tough to get jobs | F2F instructions are always useful because eye contact is necessary and synchronous communication is more effective than offline learning | Mobile Watch<br>facebook<br>Browse on problems of articles and other grammar things<br>Checking summary | No internet does not help me more than F2F<br>Both are important                                                                                                                                      | some said that would be Benefited and some said it wont be beneficial as students will take negative advantage of it                                                                                                                    | 80% - Online<br>20% - F2F | No training is necessary                                         |

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| U7 | F1<br>7 stdts | No one is working<br>Because not finding anything suitable | N/A | N/A | It is important to do job because that gives experience<br>Gives the sense of independence<br>Solves economic problem | F2F is much more effective than online<br>We can ask questions directly and teacher solves our problem instantly which wont be possible in online lectures | Mobile<br>Computer<br>Not much Comfortable<br>(Copy paste)<br>Youtube<br>Study - facebook group<br>Newspaper for assignments | F2F is much more effective than online<br>We can ask questions directly and teacher solves our problem instantly which wont be possible in online lectures | Yes, it will help me in our absence<br>We wont be blank for next class<br>But students in the class might not feel comfortable to participate in the class if they are video taped<br>Teachers will give better output in teaching as they are video taped | 16% - Online<br>84% - F2F | Yes, Trainings are always helpful |
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Blended Learning in Tertiary Level of Bangladesh: Private Universities in Focus

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|    | F2<br>7 stdts | No one is working<br>Because not finding anything suitable<br>Studies will be hampered                                                                   | studies will be hampered as lots of pressure are there         | N/A                              | It is important to do job experience<br>Can sponsor our own educational cost | We can ask questions directly and teacher solves our problem instantly                          | Mobile<br>Computer<br>Not much<br>Comfortable<br>Facebook group to check study material<br>Youtube<br>Presentation<br>Google scholar | F2F is much more effective than online<br>Instant interaction is possible in F2F classroom which is not possible online | Many students come from outside of the Dhaka city or from far areas<br>Political issues or traffic jams sometimes bring trouble for attending class<br>So this will help us if we miss the class<br>However, active effective interaction would not be possible here. | 25% - Online<br>75% - F2F | It is necessary as not all of us are skilled in it |
| U8 | F1<br>6 stdts | 2 Did before but left because of family reasons<br>Others are not working because it will hamper study<br>Not confident of facing interview<br>Housewife | Managing family , education and job together becomes difficult | need to sacrifice one on another | It is not that much important before finishing study                         | F2F is very necessary because teachers understands seeing our face whether we understood or not | Mobile<br>Comfortable<br>Google Classroom<br>Assignment submission                                                                   | Online study helps but without F2F instruction its tough to be guided properly                                          | Both is important.                                                                                                                                                                                                                                                    | 25% - Online<br>75% - F2F | Training is needed every time                      |

Blended Learning in Tertiary Level of Bangladesh: Private Universities in Focus

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|    | F2<br>6 stdts | One student is Teaching Others Preparing for BCS Passion will be distributed Higher CGPA is important | studies get hampered Too much pressure            | No solution | It is important but difficult to balance                                                                       | F2F is very important to have better interaction and understanding | Mobile Laptop Comfortable Google Classroom Assignment submission Facebook group Messenger group study | Video recording can not give that much effective input like F2F instructions    | It will be very helpful There arise many problems...even if we try hard we need to miss class. Moreover, if the video record is there we can go through it after the class also. | 20% - Online<br>80% - F2F | Training is always necessary to cope with the new technologies |
|    | F3<br>6 stdts | No one is working Applying for job but not getting                                                    | studies get hampered Too much pressure            | No solution | It is logical for a masters student to do job to afford their own studies However, balancing both is important | F2F is important to interact with teachers                         | Mobile Comfortable Google Classroom Assignment submission Facebook group                              | Online study is of course fruitful but it should be guided with F2F instruction | It will be very effective because whoever will watch the video will be benefitted from the lecture and prepare for next class                                                    | 25% - Online<br>75% - F2F | Training is important.                                         |
| U9 | F1<br>5 stdts | No one is working Donot feel like working while studying Housewife                                    | attending class becomes difficult if baby is sick | No solution | No it is not necessary as family is supporting us                                                              | F2F is the only way to get proper education                        | Mobile Not comfortable Don't use technology for study purpose                                         | Online study is not comfortable to us So that's not fruitful for us             | That is too difficult for us to work with technology                                                                                                                             | 100% F2F                  | If we have to then training is must                            |

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| U10 | F1<br>6 stdts | Yes,<br>3 School<br>1 Bank<br>2 NGO | Traffic Jam<br>Attending every<br>classes<br>Mental pressure<br>Time clash<br>Important date clash | Try to<br>study in<br>work<br>place or in<br>traffic<br>but<br>difficult to<br>manage | It is very<br>important<br>but<br>balancing<br>both<br>is really<br>challengin<br>g | F2F<br>instructio<br>n is<br>importan<br>t because<br>There<br>are times<br>when<br>looking<br>faces are<br>importan<br>t while<br>learning                                                | Mobile<br>Ipad<br>Computer<br>laptop<br>Facebook<br>group<br>Assignments | In this<br>modern<br>world we<br>can not think<br>of our life<br>without<br>internet.<br>Online study<br>has made<br>our<br>education<br>more easy<br>However,<br>F2F<br>instruction is<br>compulsory<br>to lead the<br>online study | For the country<br>like Bangladesh<br>it is a necessity<br>It will help us<br>overcome the<br>challenges | 30% -<br>Online<br>70% - F2F | Training<br>is always<br>welcome<br>d                                                                   |
|     | F2<br>7 stdts | Yes,<br>School 3<br>Housewife 2     | Traffic Jam<br>Mental pressure<br>Physical stress<br>Time clash<br>Meetings and exam<br>clash      | Try to<br>study in<br>work<br>place or in<br>traffic                                  | It is very<br>important<br>but<br>balancing<br>both<br>difficult                    | F2F<br>instructio<br>n is<br>importan<br>t because<br>eye<br>contact,<br>and<br>being<br>face to<br>face<br>helps<br>more in<br>understa<br>nding<br>and<br>asking<br>instant<br>questions | Mobile<br>Ipad<br>Computer<br>laptop<br>Facebook<br>group<br>Assignments | Whole world<br>is in internet.<br>But F2F<br>instruction is<br>compulsory<br>to lead the<br>online study                                                                                                                             | It will help us<br>overcome the<br>challenges of<br>traffic jam and<br>sudden<br>emergency issue         | 40% -<br>Online<br>60% - F2F | Training<br>is<br>importan<br>t for<br>every<br>new<br>methods<br>and even<br>for the<br>old<br>ones... |



**APPENDIX – 8**  
**RESPONSES FROM ENGLISH MEDIUM SCHOOL EMPLOYERS' INTERVIEW**

| SCHOOLS<br>(S) | Q1<br>How many teachers of your institutions are studying in higher education? | Q2<br>What are the advantages and disadvantages of hiring students for job position?                                                                                                                                                                                                         | Q3<br>Do you face any challenge working with the teachers who are still studying? Explain. | Q4<br>If students in their academic institution are given the opportunity to attend some portion of online video recorded classes and some portion of face to face classes, would that be helpful for their efficiency in their work place? How? | Q5<br>What are your suggestions for teachers regarding balancing their professional life and academic life at the same time?               |
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| S1             | 6 out of 32.                                                                   | Experience of full time teachers count more. Full time teachers have full commitment and priority. Students prioritize study over job. Student require addition focus, monitoring and training.                                                                                              | Time clash with meetings<br>They study in the school<br>Regular leave                      | If really effective, ofcourse its a great opportunity. Save time, able to check class lecture at convenient time like at night. Solution to sudden meetings                                                                                      | commitment: you should be loyal specially for the responsible part. Sincere and honest. Sometime prioritization is better than balancing.. |
| S2             | 0 currently. But, we had before. We are open. No blocking for Students.        | yes, huge. Full time teachers produce more<br>Skill, commitment, focus, priority<br>working students has:<br>Commitment Issue<br>Focus/priority issues<br>Poor time management issue<br>Issue with overall professionalism<br>Real educational obligation<br>exam, presentation, study leave | Excuses<br>study obligation<br>incomplete work horridly finished                           | If properly managed, can be very useful to genuine students.<br>It can also be introduced in other medium of academic sectors also.                                                                                                              | Should limit and plan properly with discipline committed. Understand the priority                                                          |

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| S3 | 5 out 45 | experienced teacher do deliver. but most of the times, that too bookish.Fresh idea: but yet to know the techniques to deliver.try to bring in fresh techniques sometimes.Employer must also adjust to their benefit. E.g. Fixing meeting time. | ill excusestime management long leavefocus | This is already happening in ForeignIf my teacher is getting relaxed attendance regulation with access to lectures, they will be stress free and that will bring good teaching for my institution | time management.prioritize and commitment.plan beforehand during semester starts. |
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**APPENDIX – 9**

**RESPONSES FROM HR PERSONNEL OF CORPORATE ORGANISATIONS**

| ORGANISATIONS<br>(Org)                                                    | Q1<br>Do you have any employee who is studying in higher (Masters' or above) education? | Q2<br>Are they effective enough like other employees who are not studying beside their job? Why or why not?                                                      | Q3<br>Do you face any challenge working with the employees who are students of higher education?                                                                                                            | Q4<br>If students in their academic institution are given the opportunity to attend some portion of online virtual classes and some portion of face to face classes, would that be helpful for their efficiency in official work? How? | Q5<br>What are your suggestions for employees regarding balancing their professional life and academic life at the same time? |
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| CO1<br>HR manager.<br>MA in English<br>Jagannath<br>MBA in HR.<br>4 years | 50 out of 400.<br>Fresher can have experience by the time he has Master level.          | No much difference in output<br>As long as they are clear about job objective they perform.<br>Sometimes face issue with time management.                        | Full time perform better<br>Issue with time management<br>Long leave before exam                                                                                                                            | not much as the flexible time of my organization allows feasibility.<br>"much beneficial as they can balance their job life with study. Still face to face should be more priority. Only a limited portion should be allowed online"   | Fresh graduates should opt for job<br>They should manage time smartly and commitment                                          |
| CO2<br>MBA in HR 10<br>Years"                                             | "8 out of 92"<br>Mostly employ driven.<br>Global policy to hire some % of fresh..       | The difference is not well felt;<br>So many learning programs; we built on the go, they eventually become skilled and some position does not require experience. | we focus experience<br>no much challenge however, conflict of job and education critical support.<br>Maintaining office hours after office no problem<br>Organization like Nokia promotes work life balance | very good.<br>At least some portion.<br>Should not be entirely online<br>Organization like Nokia uses online base training as mandatory development goals.                                                                             | student should plan before admitting<br>plan and sync with manager about all plans.                                           |

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| <p>CO3<br/>HR Manager</p> <p>9 years<br/>Working mother<br/>Did MBA during job<br/>and got pregnant in<br/>the meanwhile</p> | <p>5%</p> <p>Experience give full focus<br/>Graduates, less experience and go for further study<br/>Company has policy to take some portion of fresh graduates</p> | <p>Yes, they have more focus on study thus, official works are sometimes kept aside to do later.<br/>Class/exam conflict during critical issue where presence is must</p> | <p>Ensure their presence on critical customer meeting. CSD is run by junior staff some of who are student.<br/>CSD mainly active on holiday when some customers are available<br/>Conflict in focus and priority<br/>For their classes, they can leave early like 4.30 instead of 6 pm</p> | <p>it would be very effective managing job life balance even if absent go with class room pace<br/>Beating traffic</p> | <p>plan properly<br/>inform management<br/>be focused</p> |
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**APPENDIX - 10**

**RESPONSES FROM HR PERSONNEL OF MOBILE OPERATOR**

| <b>ORGANISATIONS<br/>(Org)</b> | <b>Q1</b><br>Do you have any employee who is studying in higher (Masters' or above) education?                                 | <b>Q2</b><br>Are they effective enough like other employees who are not studying beside their job? Why or why not?                                         | <b>Q3</b><br>Do you face any challenge working with the employees who are students of higher education?                                                                                                                                     | <b>Q4</b><br>If students in their academic institution are given the opportunity to attend some portion of online virtual classes and some portion of face to face classes, would that be helpful for their efficiency in official work? How? | <b>Q5</b><br>What are your suggestions for employees regarding balancing their professional life and academic life at the same time? |
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| MO1                            | YES we have. Around 25% customer service employees are studying We can offer them less remuneration than a full time employee. | Company's demand needs to be fulfilled any how. So by hook or by crook the employee has to fulfill all the requirements and then leave the office          | They take long leave in the time of their final term<br>Annual Leave<br>Casual Leave                                                                                                                                                        | No I don't think that will bring any extra benefit to our organisation as our company is not bothered till it gets its output                                                                                                                 | I would suggest not to start job before finishing your study.                                                                        |
| MO2                            | We have lots of employees availing Masters and other degrees. (30%)                                                            | Some times they deliver up to standard performance. Graduates have fresh ideas and excitement about the new job. We can make them skilled the way we want. | Without any job experience it takes some time to train the basic thing for new incumbent. Sometimes their class clash with office hour when we need them to work. However, it is just the matter of adjustment and managing work and study. | Yes, that would be great. They will be relaxed and give more inputs to their job                                                                                                                                                              | It is all about managing mentality, dedication and Planning.                                                                         |

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| MO3 | Yes around 15% employees are studying | They are not always effective as their focus is divided and they donot provide their full concentration to complete their responsibility<br>However, they provide fresh knowledge to the practical world | They are not well committed to their responsibilities.<br>Take too many leaves<br>Always in a rush to leave the office but late to arrive<br>Studies in the office hour<br>Always provides excuses for being absent | I think that would be very good.<br>That will make their study easier and they will provide their best time to our organisation. | They need to be focused on their priority<br>Inform supervisors about academic commitments ahead of time<br>Build friendly team member because cooperation is needed in your absence |
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**APPENDIX - 11**

**RESPONSES FROM HR PERSONNEL OF NGO'S**

| <b>ORGANISATIONS<br/>(Org)</b> | <b>Q1</b><br>Do you have any employee who is studying in higher (Masters' or above) education? | <b>Q2</b><br>Are they effective enough like other employees who are not studying beside their job? Why or why not?                                                                                                   | <b>Q3</b><br>Do you face any challenge working with the employees who are students of higher education?                                                                                                                                                                                                                                             | <b>Q4</b><br>If students in their academic institution are given the opportunity to attend some portion of online virtual classes and some portion of face to face classes, would that be helpful for their efficiency in official work? How? | <b>Q5</b><br>What are your suggestions for employees regarding balancing their professional life and academic life at the same time?                            |
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| N1                             | YES. 17% of the employees are studying.                                                        | Their financial demand is less if they are still studying but Risk as they are not skilled                                                                                                                           | They take repeated leave from work or leave office early for their class Sometimes they can not finish their Project on time due to their exams or classes Some employees are found studying in their office hour                                                                                                                                   | Yes Definitely Because that will decrease their mental pressure if they have to miss the class for any important meeting then they will not miss contents of the class.                                                                       | I would say Don't mix this too. If you are studying then study and if you are working then work If you can not balance it then don't bring destruction to both. |
| N2                             | YES! But the amount is very less. Probably 10%.                                                | Graduate employees are fresher in job field thus quite unaware of office decorum and at time can't fully grasp the concept of data confidentiality. However, They seem to be working hard without wasting their time | Priority setting becomes a critical issue during exam time and project works. Often they end up using office information in their assignments and project work without the permission of office. Office wants full dedication but handing both worlds with equal dedication becomes stressful for employees which hampers their work concentration. | That might to some extent support the organization as Employees will be mentally peaceful and would be more dedicated towards their responsibilities.                                                                                         | Give your full dedication to your studies first If you think you can manage both then only you start doing job                                                  |

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| <p>N3</p> | <p>YES we have.<br/>Around 15%<br/>employees are<br/>studying</p> | <p>They are not that much<br/>effective like others who<br/>are giving their fulltime<br/>effort<br/>But as they are getting<br/>modern knowledge, they<br/>sometime add<br/>new dimensions to the<br/>decisions and working<br/>styles of the organisation<br/>They are hard working</p> | <p>As they are not that much<br/>skilled and experienced<br/>they take time to have<br/>control over a decision<br/>They regularly tend to be in<br/>hurry to leave the office for<br/>classes<br/>Sometimes its difficult to<br/>catch them in any<br/>engagements in the evening</p> | <p>I think that would be a<br/>very good initiative as the<br/>students will be benefitted<br/>and if the students are<br/>benefitted that will bring<br/>benefit to our organisation<br/>as well as they will give<br/>more time and more<br/>dedication to the<br/>organisation</p> | <p>In modern world, it is necessary to<br/>have both theoretical and practical<br/>knowledge. Thus Students need to<br/>balance both and do their work on<br/>time. Moreover, they need to learn<br/>how to prioritize one on another<br/>and when to do that.</p> |
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**APPENDIX - 12**

**RESPONSES FROM HR PERSONNEL OF BANKS**

| <b>ORGANISATIONS<br/>(Org)</b> | <b>Q1</b><br>Do you have any employee who is studying in higher (Masters' or above) education? | <b>Q2</b><br>Are they effective enough like other employees who are not studying beside their job? Why or why not?                                       | <b>Q3</b><br>Do you face any challenge working with the employees who are students of higher education?                            | <b>Q4</b><br>If students in their academic institution are given the opportunity to attend some portion of online virtual classes and some portion of face to face classes, would that be helpful for their efficiency in official work? How? | <b>Q5</b><br>What are your suggestions for employees regarding balancing their professional life and academic life at the same time?                                                                                                                                                                          |
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| B1                             | Yes, around 15% employees are student.                                                         | Any kind of stress related to study or family doesnot affect our employees output<br>So our employees are all effective for us<br>Happy with performance | They tend to leave early.<br>But we make sure that even if they are leaving they finish there work first                           | Definitely, It is needed<br>If the employee is benefitted the organisation will also be benefitted.<br>Besides, it will help them overcome their stress balancing both of them                                                                | Employees should follow the strict work hour...<br>They need to start and finish their office hour on time and similarly if they have any commitments to fulfill in their study they should do that on time..<br>Moreover, they should take their courses in a way which doesnot clash with their office hour |
| B2                             | Yes, around 10% employees are studying in different fields                                     | Some of them show their total dedication to the job but some fail to do that due to over work load and stress                                            | They leave early for their class<br>We do not get them in some important meetings if they have class or exam at that time          | I think it will be very helpful for the employees.<br>They will be able to concentrate more on their work station.                                                                                                                            | No matter how big position one acquires, they need to gain knowledge.<br>Employees need to learn how to balance both academic and professional life.                                                                                                                                                          |
| B3                             | Yes, around 13% employees are student.                                                         | They tend to show more enthusiasm at the beginning of their job but gradually that decreases to minimum level.                                           | They tend to leave early.<br>Sometimes they give excuses for not doing the works if they are busy with their exams or assignments. | Definitely,<br>It's a good initiative and if it helps our employee indirectly it will help us as well                                                                                                                                         | Commitment should be met whenever and wherever it is made.                                                                                                                                                                                                                                                    |

**APPENDIX - 13**

**RESPONSES FROM HR PERSONNEL OF CONSULTANCY FIRM**

| ORGANISATIONS<br>(Org) | Q1<br>Do you have any employee who is studying in higher (Masters' or above) education? | Q2<br>Are they effective enough like other employees who are not studying beside their job? Why or why not?                         | Q3<br>Do you face any challenge working with the employees who are students of higher education?                                                                                                                                                                                                                  | Q4<br>If students in their academic institution are given the opportunity to attend some portion of online virtual classes and some portion of face to face classes, would that be helpful for their efficiency in official work? How?                             | Q5<br>What are your suggestions for employees regarding balancing their professional life and academic life at the same time? |
|------------------------|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| CF1                    | Yes. Around 25% of the employees are students.                                          | They are very prompt in communication like writing mails and send it                                                                | They tend to leave the job once they attain better degree Meetings clash with their study schedule but if they assign one of their team mates then that's not a problem.                                                                                                                                          | This will be very fruitful. However it demands huge space so Keeping the lectures for 5/6 days would be more effective It will help our organisation as the employee will give priority to the meeting with the customer as he/she can check the lectures later on | Keep your commitments properly Give your time or give the solution to the management                                          |
| CF2                    | Yes 20% of the employees are studying                                                   | They are very effective as they are in their academic life they give very good presentations and talks with the clients very nicely | Some of the clients are from abroad and their time differs from ours. Sometimes we need to deal those clients at evening or night too where we face trouble as employees who are student remains in their class. These employees tend to miss the seminars as well as they take leave for their exams or classes. | Yes, It will be very helpful.. These students then will get chance to prioritize between job and study and take decision accordingly as they have this option                                                                                                      | Balancing is very much needed in whatever work one does                                                                       |

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|-----|-----------------------------------------------|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| CF3 | Yes almost 30% of our employees are students. | We prefer to hire students for our organisation as they are effective in communicating with the clients | Sometimes their classes clash with important meetings However, as most of the works are done online, it can be done anytime of the day. So Challenges are less | It would help the employees to lessen their stress and attain their meetings as well which would help the farm | Students who are working as well need to prioritize and balance both |
|-----|-----------------------------------------------|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|

**APPENDIX – 14**

**RESPONSES FROM HOUSEKEEPERS' INTERVIEW**

| <b>Housewife (H)</b> | <b>Q1</b><br>Demography (Education Background, Institution) | <b>Q2</b><br>What was the reason behind discontinuation of higher studies | <b>Q3</b><br>Did you try to start your higher studies? If Yes, what challenges did you face?                                          | <b>Q4</b><br>Do you use technology? What type of technology you use? For what you use them?                                                           | <b>Q5</b><br>Will it be convenient if you are allowed to attend some portion of video recorded class from home? How?                                        | <b>Q6</b><br>Blending Proportion | <b>Q7</b><br>Need of any Training                                                                                  |
|----------------------|-------------------------------------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|--------------------------------------------------------------------------------------------------------------------|
| H1                   | BA in English from BRAC University in 2015                  | Marriage<br>Baby<br>Time issue                                            | I thought but I felt it would be difficult for me to maintain both                                                                    | Yes<br>Mobile<br>TV<br>Movies, Serials<br>I use it for facebooking, youtube, Browsing some information<br>I am comfortable with the use of technology | Of course<br>Then we can manage our family and education without stress                                                                                     | 50% - Online<br>50% - F2F        | No training is needed for me<br>However, some people are technologically challenged so training is needed for them |
| H2                   | BBA from AIUB in 2012                                       | Marriage<br>Baby<br>Joint family                                          | Yes I tried but family said I will not be able to attend all the classes on time<br>I also thought maintaining both will be difficult | Yes<br>Mobile<br>Laptop<br>Television<br>Movies<br>Facebook<br>Youtube                                                                                | Definitely<br>Atleast we can tell our family that we will be around if any emergency occurs and at the same time we will be aware of what happened in class | 60% - Online<br>40% - F2F        | Yes training is important for that<br>We need to be skilled with new methods and techniques                        |

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|----|--------------------------------------------|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|---------------------------------------------------------------------------------------------|---------------------------|------------------------|
| H3 | BA in English from BRAC University in 2014 | Marriage<br>Kids<br>Can not attend classes regularly | I thought of starting but circumstances did not allow to start<br>Family pressure of giving them time<br>Maintaining both would be diifficult | Yes<br>Mobile<br>Lapotop<br>Facebook<br>Youtube | Yes it will be useful.<br>It will encourage us to start our studies again by balancing both | 60% - Online<br>40% - F2F | Yes training is a must |
|----|--------------------------------------------|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|---------------------------------------------------------------------------------------------|---------------------------|------------------------|

## **Biography**

Umme Hani M. Joher is a Graduate Teaching Assistant of the Department of English, East West University. She has done her BA in English from BRAC University. She has taught in a number of English medium schools and has also worked as an International Coordinator in an international consultancy firm. She has presented papers at numerous national and international conferences in Bangladesh. Her research interests include information technology and language teaching/learning, teacher education and continuous professional development (CPD).