EFFECT OF BLENDED LEARNING STRATEGIES ON UNIVERSITY STUDENTS' SKILL DEVELOPMENT

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ABSTRACT

This research title is Effect of Blended Learning Strategies on University Students' Skill Development. Blended learning, also known as hybrid learning, is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. Objectives of the study were; i. To identify the challenges faced by students during blended learning strategies on University Students' Skill Development. ii. To Identify the Strategies to address the challenges faced by students during blended learning Strategies on University Students' Skill Development. The following Variables was serve as the study's foundation: Demographics Variables, HoDs' Faculty members and university students Independent Variables: Blended Learning and Dependent Variables: Skill Development. This study is survey and descriptive in nature. We were employing both qualitative and quantitative methods. The participants in the research were range in age from all the HODS, all the University Faculty members and all the University students. The population of the study consisted of HoD's, faculty members and students in Punjab. The sample was selected multistage cluster sampling. The Punjab province was divided into three clusters, and a representative sample was drawn from each cluster. In total, 12 Universities from three divisions (Bahawalpur, Multan and DG

khan) were selected as the sample for the study. The sample included all HoDs (48), Faculty members (96), and students (912), from the selected Universities in southern Punjab. Thus total sample of the study was (1056).The Qualitative responses were converted into themes through coding, while, the quantitative data was analysis over statistical formula. The data was collected from selected sample and analyze by using SPSS-24. In the light of results appropriate strategies for blended learning at university level was proposed.

KEYWORDS
Blended Learning Strategies, University Students, Skill Development

INTRODUCTION

Blended learning is methodology for teaching learning that mix educational resources online communication technology and chances for collaboration with traditional class room teaching methods. It requires physical presence of teacher and the students having some regular degree. Nearby are usually three forms of the blended learning that or flipped classroom model, developed interactional ideal, different variation or flex typical model (Moskal, Dziuban, & Hartman, 2013). The main purpose of the blended learning is natural develop for getting accessibility of E-Learning, internet, online resources and dynamic need of human constituent for learning experiences (Hadjerrouit, 2020). Blended learning strategies ensure that student best involved in achieving individual learning experiences according to their best achievement (Carpenter, 2015). Although the words Blended education and Mix education have same meaning but there is great difference in the sense of Blended education and Mix education.

This study is conducted to know the effect of mixed education on the skill development of students at university level. This study was important for management, parents, educators and pupils to know about the effect of blended learning education (Shikulo, L., & Lekhetho, M. 2020) on students' skill development. This study may help to analyze the Effect of Blended Learning Strategies on University Students' Skill Development Due to its vast application, the study was beneficial for both students and teachers to know the Effect of Blended Learning Strategies on University Students' Skill Development, and this is a future-oriented study. It is relevant for all sectors (home, school, college, and university).

Valuable for learners, teachers, investors, administrators, and policymakers, just before confront the difficulties Educational institutions must advance in the twenty-first century. Their skills by emergent inclinations in combined education for the advancement of glowing education, its purpose was to maintain current integrated learning systems viable (BL). Management has an important part in the harshness of a

youth's education Alvarez-Rodriguez, D. (2022) while pursuing a Ph.D. Education degree. The most essential it is possible that research was an activity carried out with a specific determination in mind. Based on current actions the researcher works with university students to stabilize developing trends in blended learning R Nurieva, G., & M Garaeva, L. (2020). In order to improve the university level, the scientist was examining existing blended learning methodologies with these pupils. The researcher was investigate the perspectives of venture capitalists, HODS, Faculty members and University students.

LITERATURE REVIEW

One of the earliest instances of online education may be found in Pitman Training, which dates back to the 1800s. In 1837, Sir Isaac Pitman founded his training organization and created shorthand. 1837.24-Sept-2019 a lot of people is talking about blended learning. Pakistan is making efforts to implement blended learning, just like other nations. The government of Pakistan must introduce adaptable teaching strategies like blended learning in this era of the global pandemic. The students' was able to learn both in regular classroom settings and online thanks to this hybrid model. Blended learning is being implemented in Pakistan with the assistance of numerous international companies. A Singapore-based vendor is one such example. The effort was put a strong emphasis on community building, content creation, and educational technologies. Their "ultra bot" programmed was provide teachers and kids more power. This platform was providing in-depth information about students' activities and progress, teacher-to-teacher discussions on educational issues, and teaching. Blended learning, (Lawn, S., Zhi, X., & Morello, A. (2017) without a doubt, is a fantastic blending of technology and conventional teaching approaches.

The teachers and students were able to gain a lot from this special combination. A global pandemic has struck us in this unsettling era in which we currently live. The foundation of the conventional educational system has been entirely upended by Covid-19. However, cutting-edge teaching strategies like blended learning have enabled the kids to remain on track and achieve academic success. Blended learning is methodology for teaching learning that mix educational resources online communication technology (Stoessel, K., Ihme, T. A., Barbarino, M.-L., Fisseler, B., & Stürmer, S. (2022) and chances for collaboration with traditional class room teaching methods. It requires physical presence of teacher and the students having some regular degree. Nearby are usually three forms of the blended learning that or flipped classroom model, developed interactional ideal, different variation or flex typical model (Moskal, Dziuban, & Hartman, 2013). The main purpose of the blended learning is natural develop for getting accessibility of E-Learning, internet, online resources and dynamic need of human constituent for learning experiences (Hadjerrouit, 2008). Blended learning strategies ensure that student best involved in

achieving individual learning experiences according to their best achievement (Carpenter, 2015). Although the words Blended education and Mix education have same meaning but there is great difference in the sense of Blended education and Mix education.

Blended learning usually uses apps mainly available programs to teach concepts to allow students to engage in material and on their own place. It can promote improved and better learning & reduces bump to improve the student satisfaction and motivation and teacher can become more engaged for their students. Therefore the disadvantages and digital components that gives the control to the students and the way in which the blended learning should also not be neglected because they cause the cognitive load. Teamwork is the key factor which is very important for effective learning that enables the course participants, the learners to work in a team way and engage in discussion provide successful feedback to one another through a coaching and which undoubtedly leads to improved higher engagement.

New trends in the blended model and some teacher may start overloading and over delivering the content to the educational learners and the much more educational activities (Alvarez-Rodriguez, 2008). Blended learning is not only simply mixing the technology and teaching strategies but it is the mix model approach both face to face instructions let learning online teacher communicate. It also is not include the course changes but simply analog-to-digital ones and the best engagement of the learners to get their motivation and they can achieve a better skills and better concept in a deep (Chou, Block, & Jesness, 2012).

Blended learning basically is the educational strategies that uses the multiple teaching methods to help the learners more effectively that no one method can do at its own therefore for the most classes blended learning combine a mix traditional classroom instructional methods with the digital learning and technology (Hew, 2009). Mostly the blended learning strategies are for best engagement of the students in which the leverage virtual classes meetings (Ornellas & Muñoz Carril, 2014) are done with the collaborative work as well as create the needs to know for the students and set goals and reflect them and differentiate instruction through online work and use such as mobile learning that facilitate the students and more in the most effective manner (Lawn, Zhi, & Morello, 2017).

In blended learning the teacher use the electronic media and digital tools to instruct the student and there is the rich program of the autonomous virtual education then as well as face to face classroom time and there are the labs (Eduviews, 2009; Tucker, 2012), which help for the digital platform as well as the student select to supplement their customary education with virtual development effort. Teaching needs dedication,

devotion and the professional approach and every day the teacher must be prepared and must be aware to the latest techniques, Alvarez-Rodriguez, D. (2022). Blended Learning in Art Education: New ways of improving visual literacy. Appana, S. (2008). A review of benefits and limitations of online learning in the context of the student, the instructor and the tenured faculty. The role of e-learning, advantages and disadvantages of its adoption in higher education.

Latest trends, and latest equipment's, latest in instruments to facilitate the learners and to create such atmosphere in which the learners can achieve best learning by demonstration by tutoring and by communication. Teaching learning activities should be such effective that the teacher is much dedicated and competent and can use the latest technologies Arkorful, V., & Abaidoo, N. (2015). and latest management system and virtual technology and like two minutes for recitation of a learners. Best teacher is not static he is dynamic he is very energetic he is very competent he every time tries to adopt the new methodology is the new technologies that new requirements that new audio visual aids to entertain the students so that they are interested and involved in the interpersonal relations as well as to best learning and communication with the attention interest, desire and motivation.

Blended learning is basically the incorporation and use of different methods and strategies with the edit information technology and electronic devices to facilitate the teaching and learning of the students (R Nurieva & M Garaeva, 2020). This is bar time and the span of use of different dynamic approaches as well as instruments and equipment's in the education culture procedure and there is the need to make the most effective learning by use of a dirt and Technology instruments. An efficient and effective teacher is that which is expert not only in his subject but also in the use of the different technology and audio-visual aids and instruments to make the effective communication and the learning process (Lockhart, 2022). In the students for teaching learning the audio visual aids and the use of technology and the equipment's is not only the most effective at the colleges and Universities level but it should be used at the school and the playgroup level so that the student have an effective communication and facilitated learning. As the different pedagogical practices and dynamics have been arose and being produced the worldwide the world have become the global wind and there is a need of a uniform and updated and the dynamic approaches for effective communication as well as learning and the latest subject material (Markall et al., 2020). So that the student can be and breach and love the latest technologies facilitated by the latest equipment and communicated in the best way in the classroom. Classroom instructional management and connect Sector along with the instructional technology is the use of development and design and the utilization and the management and evaluation process and resources for better learning achievement. Assert instructional technology is the definition application evaluation generation of the process which

creates the meaningful facilitating structure for available resources and the definition of instruction technology have been defined by Hug. Work instruction has been taken from the Latin word instruct(Markall et al. 2020).

RESEARCH OBJECTIVES

1. To determine the challenges faced by students during blended learning strategies on University Students' Skill Development.
2. To Identify the Strategies to address the challenges faced by students during blended learning Strategy on University Students' Skill Development

RESEARCH QUESTIONS

1. What are the challenges faced by students during blended learning strategies on university students' skill development?
2. What are the Strategies to address the challenges faced by students during blended learning on university students' skill development?

RESEARCH METHODOLOGY

The study was survey and descriptive in nature. The mixed research approach i.e., quantitative as well as qualitative (QUAN-qual) (Explanatory) method was adopted. These approaches combine both quantitative and qualitative research methods within a single study.

Sample

The population of the study consisted of HoD's, faculty members and students in Punjab. The sample was selected using multistage cluster sampling. The Punjab province was divided into three clusters, and a representative sample was drawn from each cluster. In total, 12 Universities from three divisions (Bahawalpur, Multan and DG khan) were selected as the sample for the study. The sample included all HoDs (48), Faculty members (96), and students (912), from the selected Universities in southern Punjab. Thus total sample of the study was (1056).

Research Instrument

The research instruments consisted of a questionnaire for faculty members, a questionnaire for students and a semi-structured interview protocol for HoDs. The questionnaires included questions categorized into a domain related to Blended Learning Strategies University students' skill development was considered a domain consisting of 80 questions in it.

Development of Research Instrument

The questionnaire for the Blended Learning Strategies University students' skill development domain included 12 questions, using a combination of open-ended,

closed-ended, and five-point Likert-scale items. The Likert-scale items ranged from "Strongly Disagree" to “Strongly Agree" on a scale of 1-5.

Reliability of Tools

Tool	Cronbach Alpha value
Faculty Questionnaire	.876
Students Questionnaire	.858

RESULTS AND DATA ANALYSIS

Quantitative Part

Abbreviations and formulas used in the analysis: Frequency (*f*), Percentage (%), Standard Deviation (σ), Mean (μ), Correlation (r), Regression (R), Level of Significance (α), RSP (Respondents), Stat. (Statistics), SDA: Strongly Disagree, DA: Disagree, UD: Undecided, A: Agree, SA: Strongly Agree

Table 1: ***I use blended learning to help students develop their speaking skills***

RSP	Stat.	Responses						σ	μ	r	R	a
		SDA	DA	UD	A	SA	Total					
Faculty Members	Ƒ	2	3	10	61	20	96	.794	3.98	.053	.026	.610
	%	2.1	3.1	10.4	63.5	20.9	100 %					
Students	Ƒ	1	1	1	444	465	912	.515	4.51			
	%	0.1	2.1	0.1	48.6	49.1	100 %					
Total	Ƒ	3	4	11	505	486	1008	0.65	4.3			
	%	1.1	2.6	5.25	56.05	35	100 %					

Table 1 represented that blended learning to help students develop their speaking skills. According to data 91 % (56.05 Agreed and 35 strongly agreed). While 3.7% (2.6% disagreed and 1.1% strongly disagreed) whereas 5.25 % of respondents undecided Hence there was a significant difference in responses of two groups. Mean score 4.3 and standard deviation 0.65 supported the results. The value of correlation was 0.53, showed a positive correlation. The value of regression 0.26 supported the results. 610 Value of level of significance supported the results.

Table 2: ***I use blended learning to help students develop their fluency skills.***

RSP	St	Responses	σ	μ	r	R	a

		SDA	**DA**	**UD**	**A**	**SA**	**Total**					
Faculty Members	*f*	3	3	7	55	28	96	.880	4.06	.143	.204	.165
	%	3.1	3.1	7.3	57.3	29.2	100%					
Students	*f*	2	1	3	437	469	912	.502	4.52			
	%	0.1	0.1	3.1	47.9	48.8	100%					
Total	*f*	3	3	11	505	486	1008	0.691	4.29			
	%	1.6	1.6	5.2	52.6	39	100%					

Table 2 represented that blended learning to help students develop their fluency skills According to data 91.6% (52.6 Agreed and 39 strongly agreed). While 3.2 % (1.6% disagreed and 1.6% strongly disagreed) whereas 5.2 % of respondents undecided Hence there was a significant difference in responses of two groups. Mean score 4.29 and standard deviation 0.691 supported the results. The value of correlation was .143, showed a positive correlation. The value of regression .202 supported the results. 165 Value of level of significance supported the results.

Table 3: ***I increase the vocabulary pool among students through blended learning***

RSP	Stat.	Responses						σ	μ	r	R	A
		SD A	DA	UD	A	SA	Total					
Faculty Members	*f*	5	5	9	38	39	96	1.109	4.03	.236	.335	.021
	%	5.2	6.1	9.4	38.5	40.8	100%					
Students	*f*	1	3	2	456	450	912	.510	4.53			
	%	0.1.	3.1	0.2	50.0	46.6	100%					
Total	*f*	6	8	11	494	489	1008	0.82	4.28			
	%	2.65	4.6	4.8	44.25	43.7	100%					

Table 3 represented that blended learning increase the vocabulary pool among students. According to data 87.95% (44.25 Agreed and 43.7strongly agreed).While 7.11 % (4.6% disagreed and 2.65% strongly disagreed) whereas 4.8% of respondents undecided Hence there was a significant difference in responses of two groups. Mean score 4.28 and standard deviation 0.82 supported the results. The value of correlation was .236, showed a positive correlation. The value of regression .335 supported the

Results .021 Value of level of significance supported the results.

Table 4: ***I am able to decode instructions more effectively through blended learning***

RSP	Stat.	Responses						σ	M	r	R	α
		SDA	DA	UD	A	SA	Total					
Faculty Members	Ƒ	4	2	2	58	30	96	.88	4.13	.142	.130	.168
	%	4.1	2.1	2.1	60.4	31.3	100 %					
Students	Ƒ	2	3	1	441	465	912	.500	4.52			
	%	2.1	3.1	0.1	48.8	45.9	100 %					
Total	Ƒ	3	3	11	505	486	990	0.693	4.325			
	%	3.1	2.6	1.1	54.6	38.6	100 %					

Table 4 represented that I am able to decode instructions more effectively through blended learning. According to data 93.2 % (54.6 Agreed and 38.6 strongly agreed). While 5.7% (2.6% disagreed and 3.1% strongly disagreed) whereas 1.1 % of respondents undecided Hence there was a significant difference in responses of two groups. Mean score 4.325 and standard deviation 0.693 supported the results. The value of correlation was.142, showed a positive correlation. The value of regression .130 supported the results. .168 Value of level of significance supported the results.

Table 5: ***I aim to increase students' reading pace through blended learning.***

RSP	Stat.	Responses						σ	μ	r	R	α
		SDA	DA	UD	A	SA	Total					
Faculty Members	Ƒ	3	2	7	38	46	96	.923	4.27	.266	0.29	.826
	%	3.1	2.1	7.3	39.6	47.9	100 %					
Students	Ƒ	2	1	3	417	489	912	.505	4.50			
	%	2.1	1.1	3.1	45.7	48.0	100 %					
Total	Ƒ	3	3	11	505	486	990	0.714	4.385			
	%	2.6	1.6	5.2	42.65	47.95	100 %					

Table 5 represented that. I aim to increase students' reading pace through blended learning. According to data 90.6% (42.65 Agreed and 47.95 strongly agreed). While 4.2 % (1.6 % disagreed and 2.6 % strongly disagreed) whereas 5.2% of respondents undecided Hence there was a significant difference in responses of two groups. Mean

score 4.385 and standard deviation 0.714 supported the results. The value of correlation was .266 showed a positive correlation. The value of regression 0.29 supported the results. .826 Value of level of significance supported the results.

Table 6: ***I aim to facilitate smooth communication among students through blended learning***

RSP	Stat.	Responses						σ	μ	r	R	α
		SDA	DA	UD	A	SA	Total					
Faculty Members	*f*	1	2	5	44	44	96	.76	4.33	.220	222	.032
	%	1.0	2.1	5.2	45.9	45.8	100 %					
Students	*f*	2	5	3	417	485	912	.50	4.53			
	%	2.1	5.2	3.1	42.6	47.0	100 %					
Total	Ƒ	3	7	8	461	529	990	0.6	4.43			
	%	1.55	3.65	4.15	44.25	46.4	100 %					

Table 6 is that I aim to facilitate smooth communication among students through blended learning. According to data 90.65 % (44.25 Agreed and 46.4 strongly agreed). While 5.15 % (3.65% disagreed and 1.55% strongly disagreed) whereas 4.15 % of respondents undecided Hence there was a significant difference in responses of two groups. Mean score 4.43and standard deviation 0.632 supported the results. The value of correlation was.220, showed a positive correlation. The value of regression 222 supported the results. .032 Value of level of significance supported the results.

Table 7: I ***help learners to develop receptive skills through blended learning***

RSP	Stat.	Responses						Σ	μ	r	R	α
		SDA	DA	UD	A	SA	Total					
Faculty Members	*f*	2	3	5	45	41	96	.585	4.38	.32	133	001
	%	2.1	3.1	5.1	47.0	42.7	100 %					
Students	*f*	1	4	2	421	484	912	.499	4.53			
	%	1.0	4.1	2.1	46.2	46.6	100 %					
Total	*f*	3	7	7	466	525	1008	0.542	4.455			

	%	1.55	3.6	3.6	46.6	44.65	100 %

Table 7 represented that. I help learners to develop receptive skills through blended learning According to data 91.25% (46.6 Agreedand44.65strongly agreed). While 5.15 % (3.6% disagreed and 1.55% strongly disagreed) whereas 3.6 % of respondents undecided Hence there was a significant difference in responses of two groups. Mean score 4.455 and standard deviation 0.542 supported the results. The value of correlation was322, showed a positive correlation. The value of regression .133 supported the results. 001 Value of level of significance supported the results.

Table 8: ***I develop the listening skills of students through blended learning***

RSP	Stat.	Responses						Σ	μ	r	R	α
		SDA	DA	UD	A	SA	Total					
Faculty Member	*f*	2	3	5	45	41	96	.62	4.43	.31	.005	002
	%	2.1	3.1	5.1	45.7	44.0	100 %					
Student	*f*	1	2	4	421	484	912	.49	4.54			
	%	1.0	2.1	4.1	47.3	45.5	100 %					
Total	*f*	3	5	9	466	525	1008	0.5635	4.485			
	%	1.55	.2.6	4.6	46.5	44.75	100 %					

Table 8 represented that. I develop the listening skills of students through blended learning According to data 91.25% (46.5 Agreed and44.75 strongly agreed). While 4.15 % (2.6% disagreed and 1.55% strongly disagreed) whereas 1.55% of respondents undecided Hence there was a significant difference in responses of two groups. Mean score 4.855 and standard deviation 0.65supported the results. The value of correlation was 0.563, showed a positive correlation. The value of regression .005 supported the results. 002 Value of level of significance supported the results

Table 9: ***I am enthusiastic about helping students improve their listening skills through blended learning***

RSP	Stat.	Responses						σ	μ	r	R	α
		SDA	DA	UD	A	SA	Total					
Faculty Members	*f*	1	2	4	47	42	96	.747	4.32	.182	.078	.076
	%	1.0	2.1	4.2	49.0	43.7	100 %					

Students	*f*	2	1	3	391	515	912	.505	4.57
	%	2.1	1.0	3.1	42.9	50.9	100 %		
Total	*f*	3	3	7	438	557	1008	0.626	4.445
	%	1.55	1.55	3.65	45.95	47.3	100 %		

Table 9 represented that I am enthusiastic about helping students improve their listening skills through blended learning. According to data 93.25% (45.95 Agreed and 47.3 strongly agreed). While 3.1% (1.55% disagreed and 1.55% strongly disagreed) whereas 5.25 % of respondents undecided Hence there was a significant difference in responses of two groups. Mean score 4.44 and standard deviation 0626 supported the results. The value of correlation was .182, showed a positive correlation. The value of regression .078 supported the results. 76 Value of level of significance supported the results.

Table 10: ***I help learners to develop productive skills among students through blended learning***

RSP	**Stat.**	**Responses**						**σ**	**M**	**r**	**R**	**α**
		SDA	**DA**	**UD**	**A**	**SA**	**Total**					
Faculty Members	Ƒ	4	5	6	43	38	96	1.03	4.09	.111	.051	.281
	%	4.1	5.3	6.2	44.8	39.6	100 %					
Students	Ƒ	3	5	10	444	450	912	.49	4.59			
	%	3.1	5.1	10.1	40.0	41.7	100 %					
Total	Ƒ	7	10	16	487	488	1008	0.76	4.34			
	%	3.6	5.2	8.15	42.4	40.65	100 %					

Table 10 represented that I help learners to develop productive skills among students through blended learning. According to data 83.05% (42.4Agreed and40.65 strongly agreed). While 8.8 % (5.2 % disagreed and 3.6 % strongly disagreed) whereas 8.15 % of respondents undecided Hence there was a significant difference in responses of two groups. Mean score 4.34 and standard deviation 0.764 supported the results. The value of correlation was .111, showed a positive correlation. The value of regression 0.51 supported the results. 281 Value of level of significance supported the results.

Qualitative Part

Opinion of HoDs

Opinions of the HoDs were divided regarding the blended learning strategies on university student's skill development, with an equal number of HoDs expressing agreement and uncertainty. These responses highlight areas that may require attention and improvement within the blended learning practices and systems, particularly in terms of utilizing modern pedagogic skills and ensuring a reliable evaluation system.

DISCUSSION

The implementation of blended learning places a lot of demands on the teaching staff, particularly in terms of course organization and clearly defining its norms. Prior reflection that considers the students' status as learners, the nature of the course material, and the course objectives is necessary for these. As a result, materials can be created to meet student needs, boost motivation, encourage participation, foresee potential issues during the course, and appropriately emphasize the subject's essential ideas. The course materials must also provide instruments for carrying out exercises and activities, for self-evaluation, and for enabling the teaching staff to monitor students' individual and group development as the course progresses. Additionally, institutional IT infrastructure (hardware and software) is needed for deployment. recent efforts utilizing free software and the development of computer networks shared by several universities may be of great interest in this sense.

In conclusion, this research paper highlights the perceptions of HoDs, faculty members and students regarding the teaching-learning process in blended learning strategies. The findings indicate that while there are positive aspects such as the encouragement of modern pedagogical skills and the provision of blended learning strategies, there are areas for improvement, such as the use of audio-visual aids and continuous skill development. HoDs expressed mixed opinions and uncertainties regarding blended learning strategies, particularly in terms of the use of blended learning strategies in the teaching-learning process. However, there was generally high satisfaction with infrastructural and use of electronics equipment. HoDs acknowledged the challenges faced by the Universities students including faculty members provide a space for learning. The first step is to provide your kids with their own distraction-free space for learning, Craft a consistent routine, Teach them to become independent, Balance the use of gadgets and make time for break time. Some blended learning strategies we can implement in our classroom; Use Multiple Types of Instructional Materials, Incorporate Technology for Reinforcement, Try New Teaching Techniques, Keep Your Traditional, Teaching Methods, Vary Your Assessments. Mix up group work styles and Try Digital Curriculum.

The first theme of the study was related to develop their speaking skills. It was

concluded that majority of respondents agreed with the statement that blended learning help students to develop their speaking skills, while few of respondents disagreed, whereas some of respondents undecided. Collectively most of the faculty members practice blended learning, to help students and developed their speaking skills, the value of mean score, standard deviation, regression and value of level of significance supported the results. Majority of respondents agreed with the statement that blended learning to help students develop their fluency skills, while few of respondents disagreed, whereas some of respondents undecided. Collectively most of the faculty members have blended learning to help students develop their fluency skills the value of Mean score, standard deviation, regression and value of level of significance supported the results. Majority of respondents agreed with the statement that blended learning increase the vocabulary pool among students, while few of respondents disagreed, whereas some of respondents undecided. Collectively most of the faculty members have blended learning increase the vocabulary pool among students, the value of Mean score, standard deviation, regression and Value of level of significance supported the results. Majority of respondents agree with the statement that faculty members able to decode instructions more effectively through blended learning. While few of respondents disagreed, whereas some of respondents undecided, collectively most of the faculty members had adopted blended learning strategies able to decode instructions more effectively through blended learning are to, the value of mean score, standard deviation, regression and value of level of significance supported the results. Majority of respondents agreed with the statement that faculty members increase students' reading pace through blended learning, while few of respondents disagreed, whereas some of respondents undecided. Collectively most of the faculty members applied the blended learning strategies to assist students increase students' reading pace through blended learning., the value of mean score, standard deviation, regression and Value of level of significance supported the results.

RECOMMENDATIONS

Future studies should examine how blended learning performs when used to replace the entirety of a conventional course and gauge how it affects long-term learning. The following crucial elements of blended learning programming should be taken into account by literacy specialists and administrators when preparing to integrate digital technology in an adult basic education programmed. These suggestions are applicable to the adult education learning setting and cover both course-based and curriculum-based programs as well as the delivery of individualized educational experiences. These suggestions, we hope, was help literacy organizations and adult education providers better implement a blended learning approach in their programs and give them the confidence to ask for the necessary funds and professional development. Technology is evolving quickly, therefore maintaining support for curriculum design, technology planning, and the development of technology-related skills was help keep

the system viable.

Collaboration between service providers and intermediary organizations to mobilize educator leadership and increase programmed capacity needs to be strengthened. In order to assure the growth of educator knowledge and to advance the difficult process of conceptualizing learning experiences for blended learning, assistance for the creation of communities of practice that meet frequently and participate in reflective practice should also be provided. The conceptual framework supporting all blended learning programs is a people-first strategy. Every choice that is made in a blended learning programed must first take into account the needs of all parties involved, including the educator and the student. We urge greater programmed support and investments in tools and resources, but this can only be successful if people-centered solutions are prioritized over systems and operations. Change shouldn't be borne solely by educators. To bring about meaningful change and support that change in a sustainable fashion, a lot must happen in the background. The success of blended learning in adult basic education depends on a people-first strategy.

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