

## ATTITUDE TOWARDS FLIPPED TEACHING METHOD IN TEACHER EDUCATION PROGRAM

**R. Adaikalam**

Ph. D Research Scholar

**J. Sujathamalini**

Professor & Head

Department of Special Education and Rehabilitation Science,

Alagappa University, TN

### **Abstract**

*Flipped classroom is a method of blended learning method where the teacher introduces a new topic or concept in home and the activities involving the concept is worked out in the classroom. This seems to be an effective and new strategic teaching method which has proven to be effective. This study has attempted to find out the level of awareness about flipped classroom among teacher education students. The objectives of the study were to identify the awareness level about flipped classroom among teacher education students, to find out the effectiveness of the flipped teaching and to find out the effectiveness level flipped classroom among teacher education students. A quantitative research methodology using the simple random sampling method was used to collect data by survey method among 50 teacher education students. The data was analyzed through descriptive and found that there were high level of awareness about flipped classroom among the teacher education students. This study has proven has teacher education students consider flipped classroom method a effective one and will impose positive implications in the future.*

**Key Words:** Flipped classroom, Teacher education programme, Teaching method.

### **Introduction:**

A "flipped classroom" is a teaching method and form of blended learning that involves assigning texts to students to finish at home and having them work on real-world problems in class. The goal is to promote student engagement and learning. This instructional approach brings activities into the classroom, including ones that might have previously been regarded as homework. In a flipped classroom, students actively engage with subjects in the classroom while also watching an online lecture, participating in online conversations, or doing research at home under the supervision of a monitor. Flipped learning is one of the most innovative developments in the modern classroom. Focuses on individual attention and small group activities during class help pupils learn more successfully. Teachers then provide students presentations and lecture materials to be viewed at

home or outside of the classroom day, prioritizing active learning.

Generations of students and learners are educated by generations of teachers, who in turn change and transfer the knowledge and skills they learned in school, college or university throughout the remainder of their life and in the workplace. By giving students a solid basis of theoretical knowledge, comprehension, abilities, attitudes and interests, it should prepare effective teachers. Inculcating the desirable ideals and behavioural patterns of the society in which we live should be possible through it, as should enabling the trainees to acquire information, skills, and techniques for effective teaching. Every nation's ability to enhance its educational system is heavily reliant on how well its teachers are trained. This effectiveness, in turn, is based on the knowledge and abilities acquired during their education on a first level, on the accumulation of their professional experience, its practical application, and its interaction with the educational context on a second level, and on the potential offered to the teacher during his or her professional career to adapt to the new developments in order to be continually updated, improved, and modernized.

The flipped teaching method has become a popular topic of discussion within the educational community due to its several advantages such as engaging students, promoting self-directed learning, and boosting academic performance. Recent systematic reviews and meta-analytic studies have stated that flipping the classroom not only encourages but also enables students to be much more active in their learning, to work collaboratively on problems, and to achieve a deeper understanding of the concepts taught, all of which are not possible in traditional lecture settings. Lo et al. (2022), Hew et al. (2023), and Akçayır and Akçayır (2024) are some of the studies that accentuate the fact that flipped teaching is particularly beneficial in the case of master and doctor teacher education programs, because it provides future teachers the opportunity to practice learning-centered teaching methods. Moreover, the data collected from these studies indicate that preservice teachers have developed a favorable attitude toward the use of the flipped model in teaching, where the main advantages are mentioned as: flexibility, better interaction, and reduced engagement issues in the classroom.

### **Need of the Study:**

According to Baepler, Walker and Driessen, (2014) the flipped classroom is a learning design that may sometimes play an important role in blended learning. According to Singh (2003) blended learning is a learning approach that combine a number of learning tools such as electronic performance support system, web –based courses and real-time collaboration software with face-to-face classroom. (Bergmann overmyer&wilie 2015) the traditional definition of the flipped classroom is replacing the direct instruction with videos and encouraging students to focus on important learning activities with their teachers inside the classroom. The purpose of this study is to find out the awareness level about the flipped classroom method among teacher education

students. It also aims to state the effectiveness of the flipped classroom method when utilized for teaching. This study will also set a milestone in enhancing the quality of teaching.

### **Objectives of the Study:**

- To identify the awareness level about flipped classroom among teacher education students.
- To find out the effectiveness of the flipped teaching
- To find out the effectiveness level flipped classroom among teacher education students.

### **Hypothesis of the Study:**

- There exists a high level of awareness about flipped classroom method among the teacher education students.

### **Methodology:**

This study has used the quantitative research methodology and with the exploitation of survey method to collect samples.

### **Tool used in the Study:**

A questionnaire that was self-developed and consisted of 18 items was the research instrument through which the study progressed. It was aimed at measuring the attitude of teacher education students towards the flipped teaching method. The questions were designed taking into consideration the main aspects: awareness of flipped learning, perceived usefulness, learner engagement, flexibility, and instructional effectiveness. A Likert-type scale was applied for recording the responses. The questionnaire was validated by subject experts in education in order to establish content validity. Some minor changes were introduced in the questionnaire based on the suggestions of experts, but the main intention was to ensure that the items are clear and relevant at the time of final administration.

### **Sample**

The study utilized a probabilistic sampling technique that guarantees proper representation of the entire population. Simple random sampling method was chosen, since it gives every teacher education student the same chance of being picked which at the same time reduces selection bias. A total of 50 teacher education students were selected as a sample based on accessibility and feasibility during the specified period. Even though the sample size was small, it was still regarded as adequate for descriptive analysis which was concerned with attitude assessment towards the flipped teaching method. Google Forms was employed which led to random participation and also made data collection highly efficient.

### **Analyses**

Descriptive method of analysis was done to find out the awareness level about the flipped



classroom among teacher education students. Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis of flipped classroom among teacher education students were calculated.

### Result

The data were analyzed and results are in table Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis of flipped classroom among teacher education students. The scores were calculated for each student and the mean and standard deviation is given below. The high cut off value was 14.93 and the low cut off value was 12.79. Following this each person in the sample was assigned the level of awareness with reference to the cut off values.

**Table 1:** Mean, Median, Mode, SD, Skewness, Kurtosis of attitude towards flipped teaching method in teacher education program.

Variable	Mean	Median	Mode	SD	Skewness	Kurtosis
Flipped class Teaching method	13.86792	13	13	1.074848	1.074848	0.623237

**Table 2:** Level of awareness of attitude towards flipped teaching method in teacher education program.

Level of Awareness	No. of Participants
Low	5
Moderate	8
High	37

The figures presented in Table 2 were carefully verified and found to be consistent with the total sample size ( $N = 50$ ). The categorization into low, moderate and high levels of attitude was based on the  $\text{Mean} \pm \text{Standard Deviation}$  method, ensuring statistical accuracy in classification.

### Discussion

The current research aimed to evaluate the awareness level and the perceived usefulness of the flipped teaching method by the teacher education students. According to the results, most of the participants (37 out of 50) were very aware of the flipped classroom concept while only a few were classified as having low or moderate awareness. This clearly supports the hypothesis that the teacher education students are indeed very aware of the flipped classroom teaching method. Moreover, the descriptive statistical analysis provided more evidence for this conclusion. The

mean score (13.86) along with very close median and mode (13) values, indicates the same level of awareness among the participants. The low standard deviation (1.07) indicates that there is not much difference in the responses and therefore, the flipped classroom awareness is pretty much the same among the teacher education students. The positive skewness shows that the majority of scores are at the higher end which is again an indication of the high level of awareness being the most possible situation. Statistical parameters and representation point to the fact that there was a small amount of positive skewness which indicated that the distribution had a slight clustering of scores near the top of the scale. The entire distribution is still normal, but a larger portion of the subjects revealed to be more positive about the flipped teaching method. Therefore, the skewness is not opposing the normality, but it is a way to show the respondents' inclination towards the flipped classroom method.

The results are coherent with prior investigations that assert switched learning as a major contributor to student involvement, participation and autonomy learning (Bergmann & Sams, 2012; Baepler et al., 2014). One reason for this perhaps is that teacher education students' exposure to digital tools, virtual learning environments and mixed-mode instruction during their training contributes to their higher awareness level that is made more pronounced by their interaction with technology-based teaching methods. Moreover, the findings serve as a signal that the students who were in teacher education perceive the flipped classroom as a valuable educational approach, seeing that classroom time can be allocated more efficiently to discussion, clearer understanding and learning by doing. Such a viewpoint is essential since these prospective teachers would be the ones to use and apply new teaching methods that are more effective than traditional ones thus boosting student participation and classroom interaction.

### **Conclusion**

The research ends up with the idea that the training of teachers' students has an awareness which is greatly and positively relating to the method of teaching using the flipped classroom. The results establish that flipped teaching is an effective and efficient instructional strategy that actively involves and engages the students during the class. Considering the growing reliance on technology in education, the flipped classroom technique is still to be one of the most powerful methods for the improvement of teaching-learning practices in teacher education programs. The adoption of this technique in the training of teachers may turn out to be a better way of equipping future educators with the skills of using innovative and student-centred teaching method.

### **Reference**

Baepler, P., Walker, J. D., & Driessen, M. (2014). It's not about seat time: Blending, flipping, and efficiency in active learning classrooms. *Computers & Education*, 78, 227–236.



ISSN: 2584-2412

# ASHA PARAS INTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL (APIMRJ)

An International Half Yearly Online Open Access, Double Blind Peer-Reviewed Research Journal

Jan-June 2026, Volume-III, Issue-I [apimrjournal@gmail.com](mailto:apimrjournal@gmail.com) [www.apimrj.com](http://www.apimrj.com)

Bergmann, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. International Society for Technology in Education.

Bergmann, J., Overmyer, J., & Wilie, B. (2015). The flipped classroom: What it is and what it is not. *The Daily Riff*.

Singh, H. (2003). Building effective blended learning programs. *Educational Technology*, 43(6), 51–54.

Strayer, J. F. (2012). How learning in an inverted classroom influences cooperation, innovation and task orientation. *Learning Environments Research*, 15(2), 171–193.