Faculty of Business Administration
AMERICAN INTERNATIONAL UNIVERSITY-BANGLADESH (AIUB)

INTERNSHIP RESEARCH REPORT ON

Readiness for Blended Learning in Higher Educational Institutions of Bangladesh

An Internship Report Presented to the Faculty of Business Administration in
Partial Fulfillment of the Requirements for the Degree of
Master of Business Administration (MBA)

Supervised By
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Date of Submission April 27, 2023

INTERNSHIP RESEARCH REPORT ON

Readiness for Blended Learning in Higher Educational Institutions of Bangladesh

Letter of Endorsement

The Internship Research Report entitled Readiness for Blended Learning in Higher Educational Institutions of Bangladesh has been submitted to the Office of Placement & Alumni, in partial fulfillment of the requirements for the degree of Master of Business Administration (MBA), Major in Marketing, Faculty of Business Administration on April 27, 2022By Ms. Halder, Susmita ID#21-91910-1. The report has been accepted and may be presented to the Internship Defense Committee for evaluation.

(Any opinions, suggestions made in this report are entirely that of the author of the report. The University does not condone nor reject any of these opinions or suggestions).

DR. Farheen Hassan
Internship Supervisor

Letter of Transmittal

Date:27 April 2022

Mr. R. Tareque Moudud, FCMA

Director, Office of Placement & Alumni (OPA)

American International University-Bangladesh

Kuratoli, Dhaka.

Subject: <u>Submission of Internship Report on " Readiness for Blended Learning in Higher Educational Institutions of Bangladesh"</u>

Dear Sir,

It is a great pleasure to present the internship report titled " Readiness for Blended Learning in Higher Educational Institutions of Bangladesh" which was assigned to me as a partial requirement for the completion of Master of Business Administration degree.

It is my honor to work for a leading organization of Bangladesh and gain an in-depth knowledge on lending process and monitoring techniques. Throughout the study, I have tried with the best of my capacity to accommodate as much information and relevant issues as possible and tried to follow the instructions as you have suggested. I tried my best to make this report as much informative as possible.

I am grateful to you for your guidance and kind cooperation at every step of my endeavor on this report. I shall remain deeply grateful if you kindly take some pen to go through the report and evaluate my performance.

Sincerely yours,

~~Susmita~~

 Halder,Susmita

Major in Marketing

ID : 21-91910-1

Department of Business Administration

American International University-Bangladesh (AIUB)

Acknowledgement

First of all, I would like to express my gratitude to my honorable faculty for fruitfully preparing this internship report .

It was a great pleasure to prepare an internship research report based on " Readiness for Blended Learning in Higher Educational Institutions of Bangladesh". I would like to thank and convey my gratitude to honorable supervisor Farheen Hassan, Associate Professor, Faculty of Business Administration, American International University – Bangladesh (AIUB) for letting me to prepare this report . I would also like to express my appreciation to her for giving support and guidance.

I am also very grateful to students, teachers and administration of both private and public universities as they were respondents in this research report. Also for their support, guidance and cooperation helps me to collect data and to make this report.

I would like to say thanks to all of them as they provide valuable cooperation and motivation in preparation of this report .

Executive Summary

The report has been done based on three months internship experience. The topic of the report is "Readiness for Blended Learning in Higher Educational Institutions of Bangladesh". For this report I collected data from students, teachers and administration of both public and private universities and also from ministry of education, Vc's of universities and telecommunication companies as to fill up qualitative method. For making this report it has taken the month of March and in the middle of April and was covered 64 districts of Bangladesh as taking respondents of ten public and private universities. For conducting this research report respondents were students, teachers, VC of higher educational institutions and telecommunication companies. The broad objective of the study that in Bangladesh, Higher Educational Institutions (HEIs) how far these are ready to adopt Blended Learning and specific objectives that to identify adoption of Blended Learning environment of HEIs(Higher Educational Institution) and to identify readiness of students and teachers for Blended Learning. Quantitative and Qualitative method was applied for conducting this research. This research report has included literature review, objectives, methodology, findings of the study, references and conclusion. Also included rationale of the study, statement of the problem, qualitative and quantitative method as in methodology part. Related research papers were analyzed to develop the literature review. In literature review, this section of the study highlights the relevant literature related to the subject matter of the study. To review the scholarly literature for this research, topics and insights from the relevant academic journals and research papers were analyzed which are elaborated and demonstrated with blended learning. For collecting data, questionnaire has designed as five pint Likert scale ranges from strongly agree (5) to strongly disagree (1) and it has included two sections, demographic information and close ended questions (survey questionnaire is attached in appendix part at the end of the report).This report was conducted with total 350 sample size and that was consist of 200 students and 150 teachers and administration. In literature review, this section of the study highlights the relevant literature related to the subject matter of the study.

Then in methodology section Research Type, .Research Method, Types of Data, Research Instrument are highlighted and elaborated. In analysis and interpretation section, the statistical tables and other diagrams and descriptive analysis and interpretation are given. In findings part, it reveals questionnaire survey results for the report. Findings are evaluated based on the analysis and interpretation of the data.

In recommendation part it reveals that In summary, the findings of the report suggest that Blended Learning, can be a significant tool by which students can acquire more knowledge and can learn the concepts of learning material quickly more than physical classes. the report is also suggesting that materials and teaching should deliver in a strategic and organized way. Universities should give thought to prioritize of policy making and be supportive for the readiness of blended learning. In conclusion that is designed based on the answers of objectives of study.

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Chapter 1

Organization Overview or Profile of the Organization

Profile of Higher Educational Institutions of Bangladesh

The Government of Bangladesh is emphasizing great effort on higher education. "Education for All"- started with this tagline and taking responsibilities and different initiatives for ensuring higher education for all Bangladeshi students. Students who belong to poor and middle class family and also come from struggling family, they are now having facilities like waiver, scholarships, discount on tuition fees provided by government. Government is also taking initiatives to established public universities in every district and private universities in every districts of countries and also division level . After independence of Bangladesh, there are total 53 public universities and total 103 private universities are established. Higher education is divided by in degree pass (3 years), degree honors (4 years), masters (1 & 2 years) and also facilitates higher studies in few Higher Educational Institutions in Bangladesh. This educational institutions are directed by Ministry of Education and UGC(University Grants Commission). UGC supports standards of education of all degree levels and monitors every policies and research in universities. For promoting higher education in Bangladesh, national university was established in 1992 and all colleges are now imparted in bachelors and masters degree under it. In every year more than 10 lakhs of students of Bangladesh take part in admission test for admitting into both public and private universities. Universities admit students through the process of taking admission test. Higher Educational Institutions of Bangladesh are not only admit local country students but also admit international students by providing different facilities to them. Higher Educational Institutions of Bangladesh also ensure higher studies in international countries by conducting research and fulfilling different requirements related to it. Also arrange workshops, seminars and training programs for teachers to ensure delivering better education to students regarding career opportunities. Government introduces fund, pay scale of salary for both teachers and administration with other facilities. In HEIs (Higher Educational Institutions) of Bangladesh are consisting of approximately 4,12,526 teachers and 1,38,40,164 students.

In Bangladesh there are so many numbers of Higher Educational Institutions in every 64 districts both public and private universities (Emon, Abtahi, et al., 2023). Higher Educational Institutions facilitate job based and outcome based education to build future career and enhance self development in real life experience. In Bangladesh as like other outside countries government establishes higher educational institutions both public and private to enhance higher education for every Bangladeshi students as well as establishing districts in division wide. Also other countries of students can take higher education in Bangladesh as

well. Government of Bangladesh is also providing and facilitating job based higher education such as practical learning, higher studies and also privileging affordable tuition fees for students those who are from middle income family. As situations are becoming technology based so every work of life including education also become technology based now adays. Few public and private universities are now using technology based study materials in class room. Most of the private universities are now setting up technology for different purposes including learning materials also. Public universities techno-structure were not in high level in earlier time. But now in this modern era, they are now fixing technology in campus to cope up with this technological based study and also adjusting students with this new process for their future career. Government is supporting fund and financing resources for setting up techno-structure in public universities and also providing desktop and technological devices to students as students of public universities belong to poor and in a middle class family. So, government is trying to provide them fund for purchasing technological devices. Few public and private universities are presenting visual learning by using projector and power point slide.

In Covid-19 pandemic, an unprecedented situation while occurred government was noticed to close all educational institutions and both public and private universities took initiative to continue education through online learning. After Covid-19 pandemic situation, universities are now taking classes both online and offline by maintaining heath and safety issues impose by government and World Heath Organization(WHO). This hybrid classes are now named as Blended Learning. By implemented this learning approaches Higher Educational Institutions are started continuing educational activities in nation wide. Without following this approach education in Bangladesh were not possible to continue.

Most of the students will dropout from education or education system of Bangladesh were broke down because of Covid-19 pandemic and it's lock down that was imposed in every districts, areas and divisions of Bangladesh. This situation was also restricted students, teachers and other employees to attend institutions for physical classes.

At that time government took decision to take class in online. Since 2 years Higher Educational Institutions went through this online learning method by using technology. Most of the private universities of Bangladesh were successfully run their education through online but most of the public universities were failed to take online classes and failed to continue semesters and exam programs in online because of lack technology affordability of students. After pandemic when situation gets stable then government takes decision to take classes

both online and offline. This process of new method will fulfill gap in education and will minimize the loss. This new method is called Blended Learning and it is the combination of online and physical classes. This new teaching method are now following in every Higher Educational Institutions in Bangladesh. This new approach is shutting down the gap of loss that occurred in global pandemic and students are overcoming the gap and covering losses of education both attending in physical classes and also in online. Students attend in physical face to face class in campus and then also attend online class to match learning materials. They find it flexible learning environment with their convenient time and place. After pandemic, government discovers this learning environment by following covid heath and safety issues. Students who are affected or not can attend in this environment. At this present situation, students are become encouraging in this Blended Learning environment and also show interest in their adaptation and familiarity of using digital web technologies. Students find ability to manage study materials in online learning and how to set places for online studying and the collaboration with other students and teachers. They find it comfortable to make assignments and to provide it by using online platform. Computer literacy measures as criteria to look out students attitude towards blended learning. They are adapting and sharing learning materials with other students and teachers. Also lack of internet access that differs from location and area and affordability of technology that students are facing sometimes to cope up with blended learning.

Higher Education Institutions are now arranging training programs such as seminars, webinar meeting to train teachers and to adopt various online applications to keep pace with this new method.

Implementation of this new training program for teachers of Higher Educational Institutions is called MOOC (Massive Open Online Course) where teachers can develop professional skills as per their need and also can make them more qualified according to their subject areas. Teachers insight, capability, point of view and adaptability are also measuring as important criteria before to ready Blended Learning approach. Flexible environment creation, students and teachers skill to operate technological devices and HEIs ability to access and develop techno-structure and most importantly HEIs are observing students and teachers aptitude for readiness of Blended Learning. For adopting blended learning HEIs are also taking initiatives to provide technical support and trying to allocate resources such as arranging learning materials which will regulate through online, allocating policy and thinking attention of students and teachers for implementing Blended Learning approaches

and also considering costing of devices for readiness of HEIs. Criteria for readiness of HEIs are also including ministry of education supports, ICT infrastructure, financial investment, human resources and also examine lack of self-reliance for implementing blended learning. As poor practices and institutional support and not enough training programs regarding teachers readiness are measuring another criteria for blended learning in higher education. Institutions are keeping in thought this significant factors for advancing Blended Learning readiness. Also dealing with awareness level about cost of equipment and lots of effort for fixing technology set-ups. At present Blended Learning has influenced students engagement to gather new learning experience. It enables students different types of technical skills, communication and collaboration with classmates and students. They find it learning curriculums with time flexibility and thus it influenced students engagement to it. Continuing education through blended learning in present situation, it shows that teachers and administration of Higher Educational Institutions(HEIs) try to setting up ICT infrastructure for better teaching process through Blended Learning. Blended Learning is also influenced teachers and administration but most of them facing technical difficulties to deliver learning properly. But they are continuously trying to build up techno structure for the betterment. Students can excess in any time from any where and this reason it gets acceptability to them. Readiness for blended learning computing knowledge, skill and competency are needed to evaluate in teachers. Because in this modern era, technology is changing drastically and without that knowledge both teachers and students will fail to cope up with this. HEIs also include ministry of education supports, ICT infrastructure, financial investment, human resource and also examine lack of self-reliance, poor practices and institutional support and not enough training programs regarding teachers readiness for blended learning in higher education. This significant factors are keeping in thought before applying Blended Learning readiness. Government nowadays, trying to rectify and modify infrastructure of institutions and still trying to support resources available to them and to smooth blended learning education in different areas and districts in nation wide of Bangladesh. After the invention of this new mechanism telecommunication companies creates separate internet packages for students. Students those who live in urban and rural areas, companies are also trying to cover those areas to promote blended learning and facilitating this new environment for learning. Robi, Banglalink and Grameen phone are the mobile internet service provider of Bangladesh. They are also emphasizing and promoting and available those packages to adjust this new environment to students. Blended learning is quickly become popular method for teaching process and learning. It is also used institutions for professional development.

(1.1)Rationale of the Study

This study is proposing for completing MBA program from Faculty of Business Administration (AIUB) as it is the prerequisite for the completion of MBA degree and also this study will help me to learn research skills and analytical technics that will make a way for future path. In some job circular, most of that mentioned some research skills and competencies are required. So, this study will teach me learnings in practical field and that will also reflect in my future career and helps to fulfill requirements for getting a better job. In any job sector this study will help me to enroll in any field of work and as a student learnings will be implemented not only in practical field but also make a relevant experience in some major areas in which major course I have studied in MBA program. In business sector or to the university as a whole it can give contributions such as will create image of research center of Faculty of Business Administration, bring out skillful students and develop knowledge. Internship program is a challenging place where student make a relationship between bookish knowledge and with practical knowledge and also face challenge to develop and implement their skills in real life working areas and also overcome challenges by applying their knowledge and learnings.

(1.2) Statement of the Problems

Blended Learning is the mix of physical and online classes. This method is integrated with online and physical classes both between teachers and students. This method helps to develop learning process, flexibility, enhancing skills and self development for learning new study materials. This environment will possible to create where students, teachers and HEIs are ready to adopt (Zurita et al. 2015). For making this report which of the following questions will be answered are given below:

- How far HEIs (Higher Education Institutions) are ready to adopt Blended Learning?
- Can students afford technologies for Blended Learning ?
- Can teachers able to provide learning materials and able to handle technology?
- Does institution provide any training program to teachers regarding usages of technology?
- Does institution observe computing skills of teachers while recruiting?
- Can students adopt teaching process and study materials in Blended Learning environment?

(1.3) Scope and Delimitation of the Study

The research will be done in Higher Educational Institutions of Bangladesh. It will be designed with primary data by using survey questionnaire and also by taking interview from Vice Chancellor of higher educational institutions, Ministry of education and some telecommunication companies like Robi, Grameen phone and Banglalink those who are providing internet access to mobile sim for blended learning and secondary data by going through journals and reports. For making this report it will take the month of March and in the middle of April and will cover 64 districts of Bangladesh as taking respondents of ten public and private universities. For conducting this research report respondents will be students, teachers, VC of higher educational institutions and telecommunication companies. Quantitative and Qualitative research will be applied for conducting this research.

(1.4) Objectives of the Study

Broad objective :

The broad objective of the study that in Bangladesh, Higher Educational Institutions (HEIs) how far these are ready to adopt Blended Learning.

Specific objectives :

- To identify adoption of Blended Learning environment of HEIs(Higher Educational Institution)
- To identify readiness of students and teachers for Blended Learning.

Chapter 2

Review of Related Literature

This section of the study highlights the relevant literature review related to the subject matter of the study. To review the article literature for this research, topics and insights from the pertinent academic journals and research papers were analyzed, which are presented below:

(Al-Husain et al., 2015) was mentioned that positive effect for the readiness of Blended Learning. Respondents of HEIs were explained positive views towards online communication and access of technologies for the readiness except self- reliance about technology usages. But overall conditions were showed positive image towards readiness. The relationship between this developing research report and other viewed of scholarly articles that is to develop blended learning readiness in institutions and to overlook teachers and students insight.

(Lin et al., 2016) was referred that Blended learning helps students to acquire more knowledge and helps to learn them concepts of learning material quickly more than physical classes. This new method of learning has time and learning flexibility. The relationship also explains between both papers that is developing teachers and students adaptability of blended learning and after pandemic, this new method has come as an alternative for continuing educational activities in an unprecedented situation. so this paper is establishing how far HEIs are ready to accept existing blended learning and also observing students and teachers affordability of technological skills, accessibility of technology and to establish their adjustment about readiness for blended learning.

(Muhammed, 2019) was found that students are now preferring Blended learning rather than face to face classes. HEIs are now adopting to implement this learning method as it founds positive impressions among students. So, their attitude is effecting towards readiness. Viewing from scholarly articles, this paper will also create relationship about the practices of existing blended learning adaption in HEIs.

(Tan& Neo, 2015) was revealed that institutional structure, motive and management were the main issue to adopt blended learning. The significant importance was revealed that management and strategic changes of institutions were need to overlook for readiness of Blended Learning.

The relationship of this paper is also explaining strategic implementation of administration for ICT development and also scrutinize relationship between readiness, motive and management of administration.

(Graham et al., 2013) was stated that for the readiness of Blended Learning. HEIs need to improve teaching process in online and manage studies materials as per that new learning approach and also indicates strategic changes to adopt Blended Learning and to design this method of learning support of resources, attitudes, management and administrations involvement and the affordability of technology are highly required.

The relationship of this study will link the teaching process in online. This also will explain the advancement of this new mechanism and will also highlight the relationship of technological affordability in this study.

(Teo & Ling Koh, 2010) was found that to adapt Blended Learning, techno-structure of institutions are dependable. Those equipment are ready to use for applying blended learning process. These equipment are main issue to conduct the learning method and institutions are measuring this factors to implement and starting readiness for Blended Learning platforms.

The relationship between this developing research report and other viewed of scholarly articles that is to develop and overlook techno-structure for implementing blended learning in institutions.

(Firduas et al., 2020) was showed that most of the faculty members are ready to take and adopt blended learning as they are skilled in technology uses. But few faculties were demanded training programs on technology and they highly supported and accepted the method of learning and online course delivery. They were showed highly interest in Blended Learning readiness.

The relationship of this study is to find out interest and attitude of students, teachers and administration about blended learning.

(Smith& Hill, 2019) was highlighted that this learning process is a different concept of studies. As it is combined with both physical and online, teachers are needed to be

technologically skilled and professionally developed. Moreover, motivation is essential factor for the readiness of this teaching process.

The relationship of this paper is to overlook how far teachers are professionally developed. Viewing from scholarly articles, this paper will also create relationship about the teachers attitude towards blended learning.

(Fadel, 2016) was found that HEIs of Pakistan were not ready about Blended Learning and there was lack of skills among students and teachers to run the approach. There were lack of training program arrangement for teachers on skill development. The institutions of Pakistan were also not ready and adopt this new concept because of no strategic implementation, poor ICT infrastructure.

The relationship of this paper is to find out teachers technological competency for dealing with the Blended Learning method and also explains teachers attendance of different training programs for adopting Blended Learning mechanism.

(Zainol et al., 2018) was summarized that for the adoption of Blended Learning university should develop technology equipment. They should need to apply strategic changes and specialized access of technologies. Training programs for faculties should be arranged for professional development.

From the above related literature and this study are creating relationship that teachers are able to provide lectures to students through Blended Learning and they have positive attitude towards Blended Learning readiness.

(Rena, 2010) was summarized that students were appreciated of Blended Learning. They found flexibility in learning through online rather than physical classes and easily adopted this new method. They found more access of learning course materials and could find easy communication with teachers at any time and also found that in Trinidad and Tobago, telecommunication companies of these countries can provide better internet access in different areas. So students of rural and urban do not face difficulties on internet issue.

The linkage of this paper and from other literature review of scholarly articles reveal that how far teachers are adjusted themselves with the newly introduced mechanism and to link the affordability of technologies in HEIs(higher educational institutions) of Bangladesh for the Blended Learning.

(Taynan et al., 2015) was mentioned that to adopt blended learning in universities, teachers and other stakeholders are needed to familiarized to this new mechanism. Demerits and merits should be uphold to them first. Then teacher educational training program should arrange for skill development for the readiness of blended learning.

The study will develop the measurement of technical skills of teachers while recruiting in organization and will explain the arrangement of training programs for the teachers for enhancing their professional development .

(Demirer & Sahin, 2013) was revealed that students showed positive view and moderate level of interest for readiness of blended learning. They face challenges and problems such as unavailability of internet connection, organizing study material and difficulties to match lectures both online and offline.

The relationship of this paper is to see that how far every institution are ready to adopt Blended Learning environment and far is able to provide finance for setting up technologies for the Blended Leaning.

(Emon, Siam, et al., 2023) highlighted that students interest and motivation are needed for readiness. Infrastructural development and organized online study materials are needed to develop for readiness of blended learning. Students are ready to adopt blended learning except self- reliance of technology. Technological support and affordability were vital issue. Familiarity of technology devices and structured course content are needed to organize before implementing Blended Learning. Institutions should look out students participation and focus on out-come based learning.

This research is developing students interest and motivation for this new mechanism. As technological support and affordability is become first priority to look at. So, this study is related to observe students participation and their attitude for the approach.

Students were viewed positive aspect on blended learning. As students and universities were explained the availability of better internet connection. Students are ready to adopt blended learning. Better quality of institutions techno infrastructure reflects students attitude towards the adoption of blended learning was summarized (Maimun et al., 2017).

This study is creating relationship with the above literature from another article that techno-structure of institutions generally reflect the readiness of blended learning. The study is also reflecting students and teachers perception about this new approach of learning.

(Conole, 2014) was mentioned that students showed medium level of readiness. Institutions and students are required highly executed training, workshops on skill development before implementing blended learning. Government should give support of resources and ensure better internet service. This observation will help students and universities to develop online learning content.

This research will describe about the training program and skill development of teachers. Also describe teachers attitude towards blended learning approach.

(Garrison & Anderson, 2011) was mentioned that teachers are ready to implement blended learning by observing management of technology support and skills and was also stated that UROX is a teaching tool where teachers can take online class including video and audio communication with students and slide sharing with out time consuming. Teachers are still using this tool to continue blended learning activities.

From the above point of view of scholarly literature, it explains the usages of teaching tool by teachers. Teachers are using teaching tool named UROX for online learning and taking classes with sharing study materials. So, this study will describe the management and the usages of teaching tool.

(Kinshuk, 2015) was argued that for the readiness of blended learning technology development is necessary. Changes initiatives of modifying study materials and teachers professional development are highly required to adopt this new concept of process. Criteria was also viewed that access of technology, students attitude of using technology, development the culture of learning, understanding skills to adopt learning and was identified ability to use certain applications for the readiness of Blended Learning.

The relationship of this research is to develop initiatives for implementing this new learning environment based on students and teachers perception about this method. Also this study is measuring criteria from students insight.

Teachers who were showed positive view point towards online learning materials, interacting and management skills of handling technological devices are ready to adopt blended learning. They were showed interest to adopt this procedure. This new method of learning enhance knowledge development. This new learning experience provides effective learning experience was argued (Akbulut & Cardak, 2012).

This study is measuring and creating relationship with knowledge advancement through the application of blended learning approach. Also dealing with skill development among students, teachers and employees of administration.

(Martin et al., 2019) was found that teachers were moderately ready to adopt blended learning. Blended learning adoption depend on the support of technology and teaching process. Blended Learning enriches teacher- student learning interaction with flexible time and place. This readiness will be possible to adopt based on their efforts. Teachers insight, capability, point of view and adaptability are measured as important criteria before to ready Blended Learning.

This study will also highlight the interaction between students and teachers in this learning environment. There is a relationship in this study about the collaboration between students and teachers for the readiness of blended learning.

(Varghese, 2013) was stated that before adopting blended learning method teachers perception and readiness is a preference for adopting this method. For the readiness teachers are opening training session on MOOC(Massive Open Online Courses) for their professional development. They explain about the arrangement of learning process in online platform and also explain about students affordability of handing learning and how far they can adopt this process of learning with the usages of technology and students capability of adjusting mechanisms with this new method of learning process.

The study is dealing with the relationship about the adjustment with the new mechanism. Also explaining the capability of handling and supporting resources from the preference of students, teachers and administration.

(Radha et al., 2020) was revealed that before adopting blended learning, matters which are need to be considered about students capability and interaction that help them to capture learnings. Also teachers professional development and skill in different subject areas can be operated by the arrangement of additional training sessions in campus. HEIs also considered access of technology and it's affordability and support administration for the readiness. HEIs also arranged web -based training sessions for teachers for building professional development to adopt Blended Learning.

The relationship of this paper and the literature of scholarly article is to observe the arrangement and organize programs of HEIs for the readiness of blended learning. This paper is also measuring criteria that HEIs are following for advancing this new mechanism.

(Ibrahim& Nat, 2019) was mentioned that readiness for blended learning considerations are give thought to more access of technological support. Materials and teaching process are required to deliver in a strategic and organized way. Universities must prioritize of policy making and be support for the readiness of blended learning.

From the view point of scholarly articles the relationship of both research literature and this study are highlighting how much students can afford technological devices for attending classes online.

This new method of learning enhances knowledge of students and has provided experience of newly learning process.

Chapter 3

Methodology

The research methodology used in this paper has been given as follows-

- **Research Type:** Descriptive
- **Research Method:** Quantitative and Qualitative
- **Types of Data:** Primary and Secondary data.
- **Research Instrument:** Survey Questionnaire
- **Target Population:** Students, Teachers and administration of ten private and public Higher Educational Institutions of Bangladesh.
- **Sampling Technique:** Cluster sampling.
- **Sample Size:** Total 350 specific respondents that has been consist of 200 students and 150 teachers and administration of HEIs (Higher Education Institutions).
- **Statistical application :** mean, median, mode, frequency distribution, percentage, correlation, table and graphs and this statistical application will be done by using SPSS software.

Method of Administering survey: The survey has been done in ten public and private universities of Bangladesh. Students and teachers and administration of those universities were requested to participate in the survey and they were briefed about the research topic and then provided with the survey questionnaire.

Survey Questionnaire items: The survey questionnaire is designed with the components based on the literature review which is related to the research topic – readiness for blended learning and how far HEIs are adopting this new method of learning environment.

The questions have been divided into two sections, The first section is designed with quantitative questions based on the readiness for blended learning from students, teachers and administration viewpoint and the questionnaire is consisted of the items that measured in a Five Point Likert Scale from strongly agree (5) to strongly disagree (1).(survey questionnaire is attached in the appendix section of the study).

The next section of the survey questionnaire is consisted of qualitative questions and is designed with the adoption process from VC'S of universities, ministry of education and telecommunication companies point of view.

Field work or Data collection: For the research and data analysis purposes the data has been collected through the survey method and interview session during the month of April 2022 from Higher Educational Institutions of Bangladesh.

Descriptive Statistics: In this research descriptive statistics are represented by tables and graphs as a frequency polygon, percentage and are also presented by pie chart, histogram, bar diagram, etc.

For designing this study, scholarly articles which are related to the topic have been gone through as secondary data and also designed primary data based on those scholarly articles.

In this research a questionnaire has been designed with which a survey was done with a sample size of 350 respondents that has been consist of 200 students and 150 teachers and administrations of HEIs. The target area was ten private and public Higher Educational Institutions of Bangladesh.

Chapter 4

Analysis and Findings of the Study

4.1 Analysis and interpretation of the demographic information of the students as respondents are presented below:
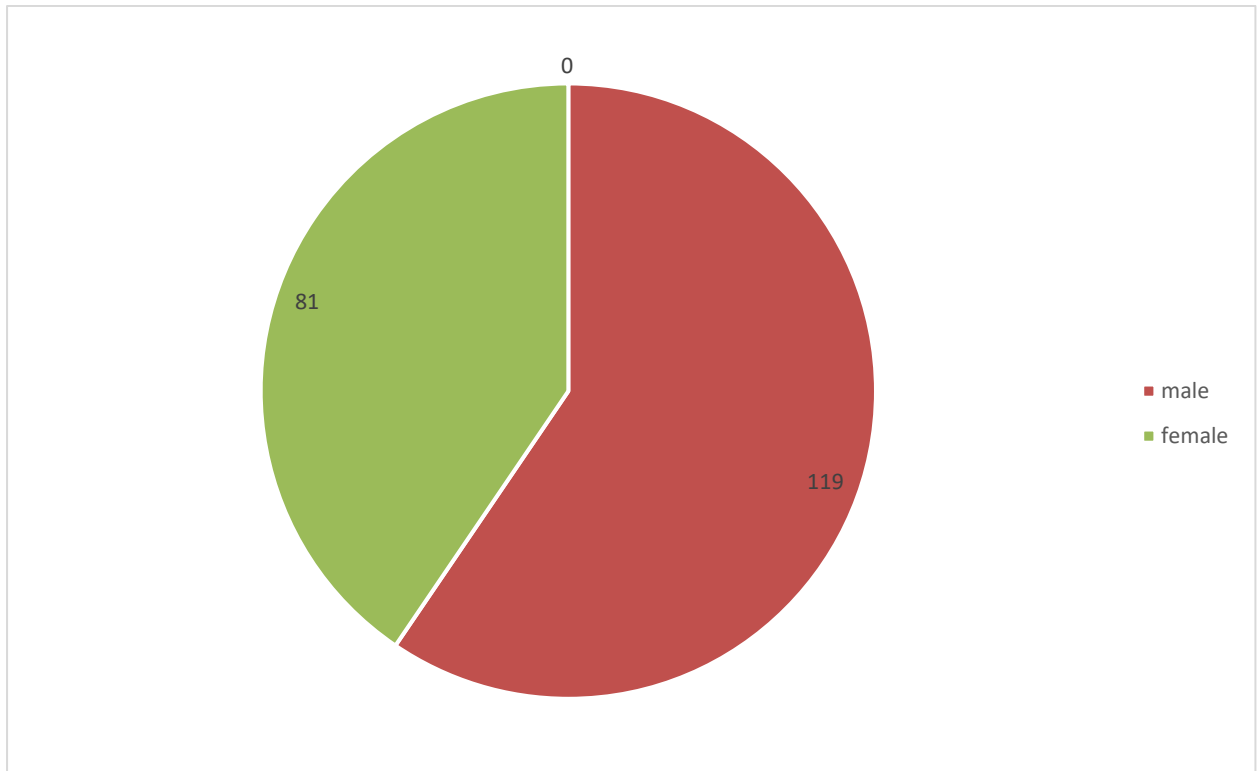
Figure 1 : Gender of the Students

It is observed that , a greater number of students are male 119 and females are 81. According to the survey of the study both male and female students were participated to fill up the survey on Readiness for Blended Learning (Fig 1).
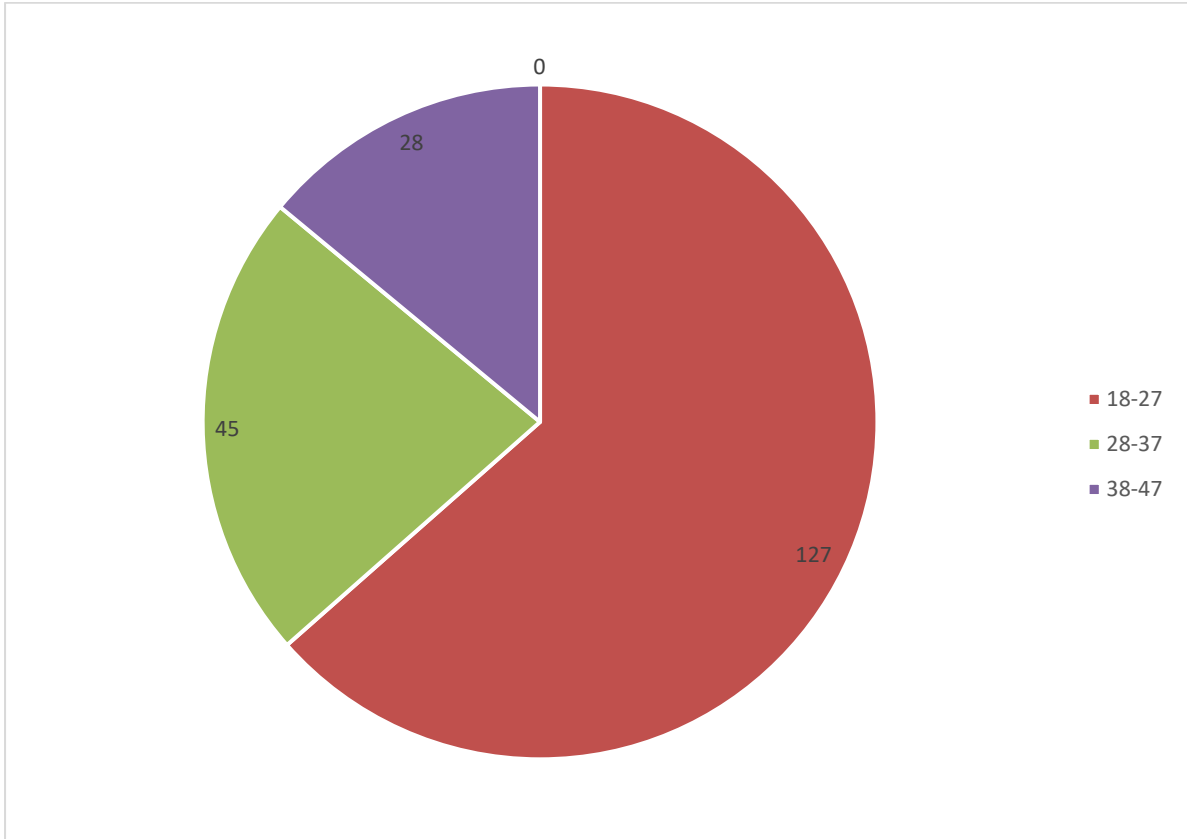
Figure 2: Age category of the students

It is observed that 127 out of 200 students age category are between 18-27 and 45 students are between 28-37 years old. Only 28 students are 38-47 years old in age category (Fig 2).
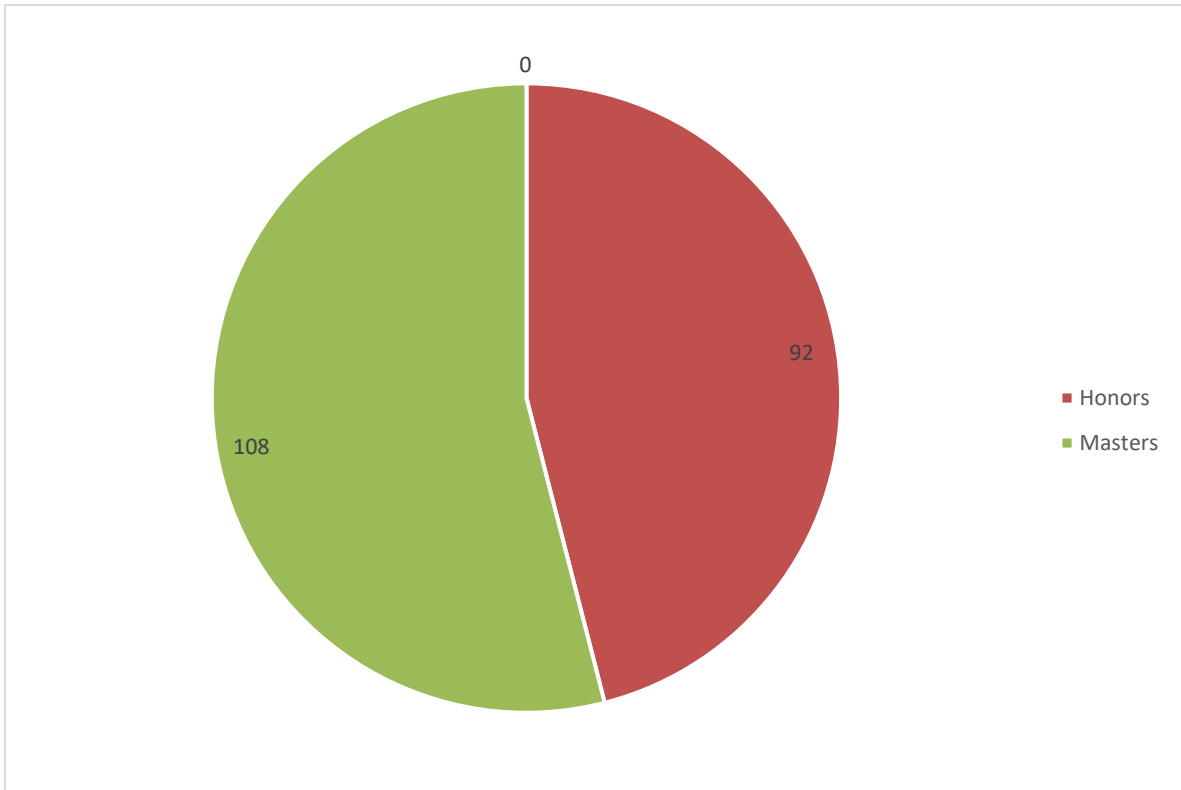
Figure 3: Education of the students

We can see education profile of the students from the above chart that 92 of 200 students have honors degree and 108 have masters degree in this study. Students as respondents in this research possess degree as their educational profile(Fig 3) .
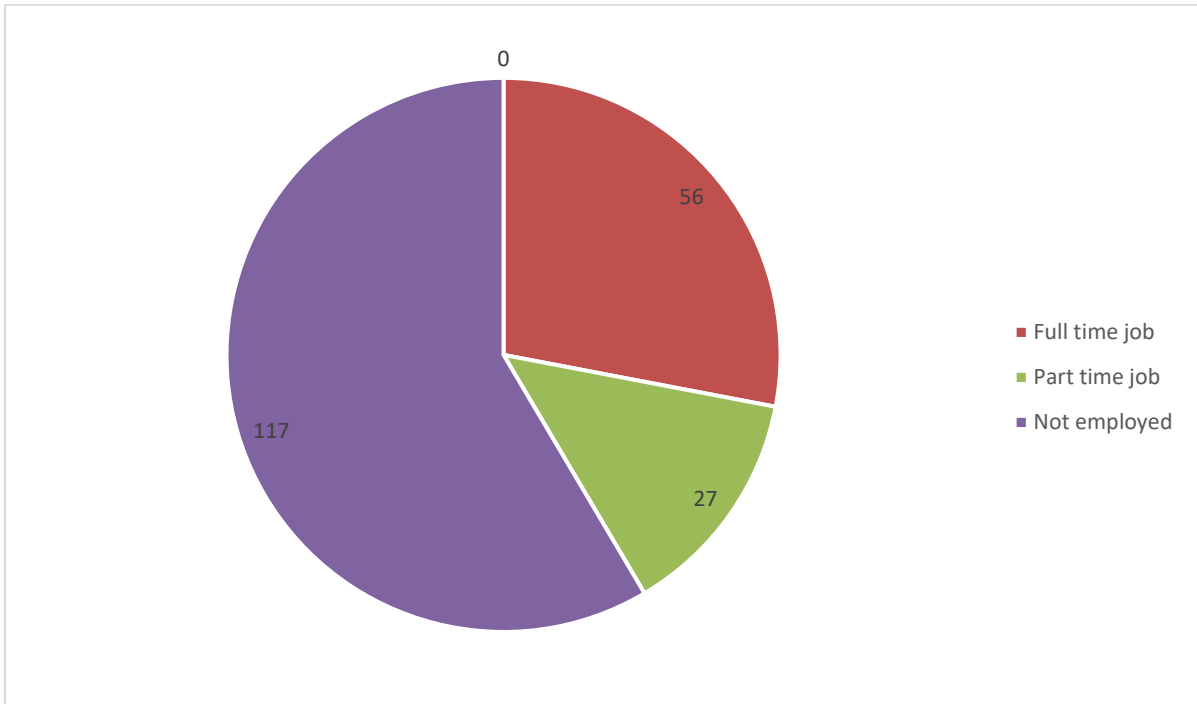
Figure 4 :Employment status of the students

The graph is showing that 117 students are not employed out of 200 students but 56 have full time job and rest of 27 students are involved in part time job (Fig 4).
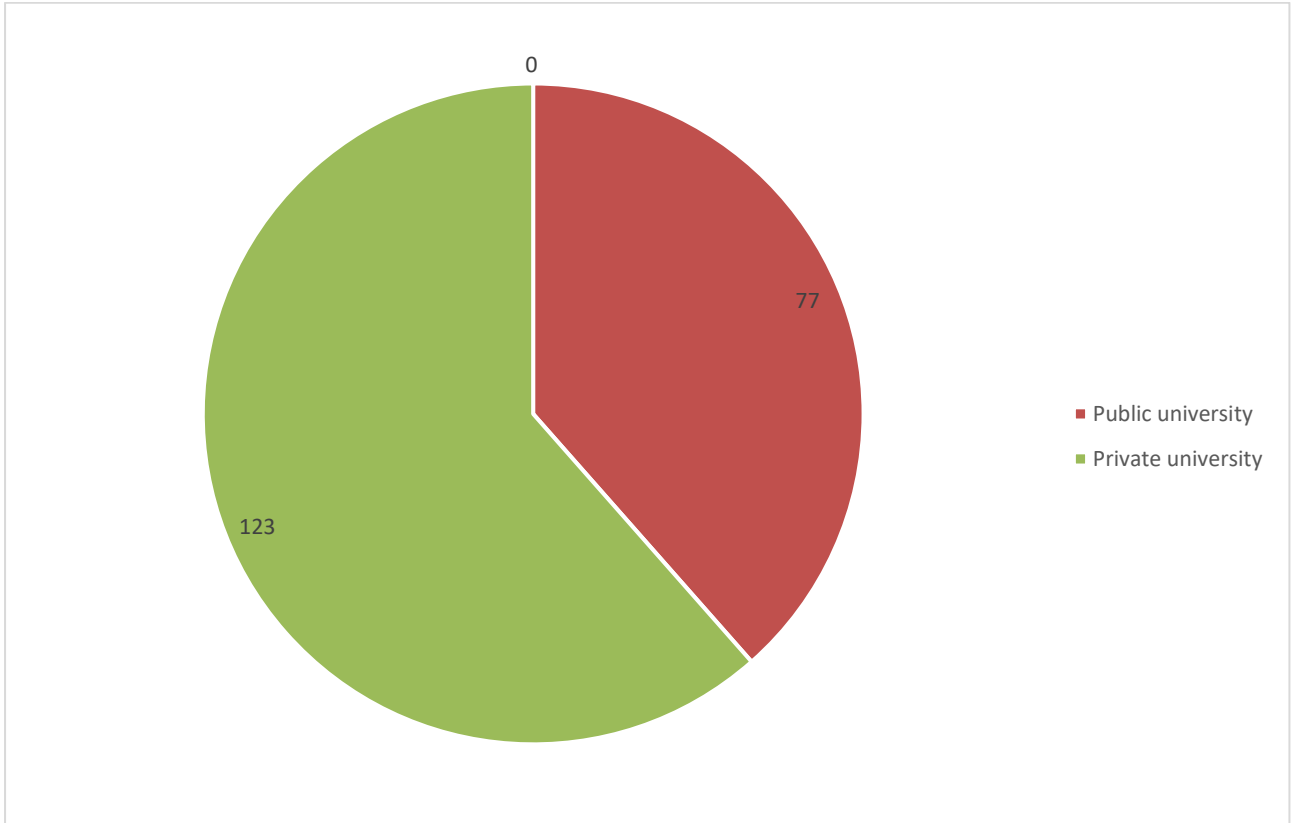
Figure 5 :Institution of the students

The above graph shows that 123 out of 200 students are from private universities and 77 students are belonging to public universities (Fig 5).
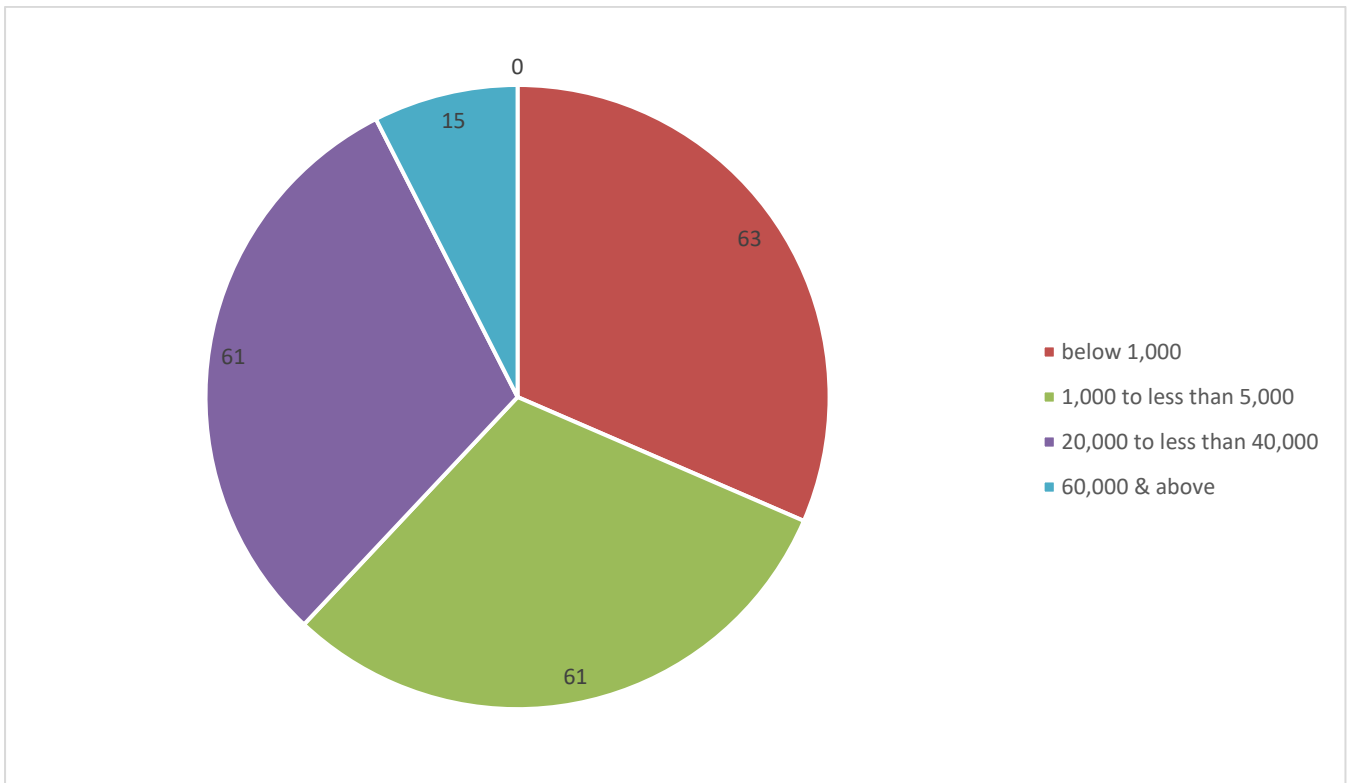
Figure 6: Monthly income of the students

It is observed that 63 students monthly salary is below 1,000 and 61 students monthly salary is 1,000 to less than 5,000 and rest of 61 have 20,000 to less than 40,000 out of 200 students. Only few 15 students monthly salary is 60,000 & above (Fig 6).

Table 1: Demographic statistics of students at a glance

Gender	Frequency	Percentage
Male	119	59.5
Female	81	40.5
Age		
18-27	127	63.5
28- 37	45	22.5
38- 47	28	14.0
Education		
Honors	92	46.0
Masters	108	54.0
Employment Status		
Full time job	56	28.0
Part time job	27	13.5
Not employed	117	58.5
Institution		
Public University	77	38.5
Private University	123	61.5
Monthly income		
Below 1,000	63	31.5
1,000< 5,000	61	30.5
20,000< 40,000	61	30.5
60,000 & above	15	7.5

4.2 Descriptive analysis on "Readiness for Blended Learning in Higher Educational Institutions from students point of view."

Table 2:Blended Learning improves students learning performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.5	.5	.5
	Disagree	16	8.0	8.0	8.5
	Neither Agree nor Disagree	19	9.5	9.5	18.0
	Agree	86	43.0	43.0	61.0
	Strongly Agree	78	39.0	39.0	100.0
	Total	200	100.0	100.0	

From the above table shows that 43% students are said agree to the statement that blended learning improves their learning performance. On the other hand 39% are said strongly agree and only few of them .5% are stated strongly disagree to this matter (Table 2).

Table 3:I am satisfied with the Blended Learning method used in my institution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.5	.5	.5
	Disagree	17	8.5	8.5	9.0
	Neither Agree nor Disagree	30	15.0	15.0	24.0
	Agree	84	42.0	42.0	66.0
	Strongly Agree	68	34.0	34.0	100.0
	Total	200	100.0	100.0	

From the above table shows that 42% students are stated agree that they are satisfied with the blended learning method used in their institution. 68 out of 200 students are said strongly agree to the statement. On the other hand only .5% students are mentioned strongly disagree about this learning method(Table 3).

Table 4: Students have technological skills to adopt Blended Learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1	1	2.5
	Disagree	10	5.0	5.0	5.5
	Neither Agree nor Disagree	27	13.5	13.5	19.0
	Agree	108	54.0	54.0	73.0
	Strongly Agree	53	26.5	26.5	100.0
	Total	200	100.0	100.0	

The table shows that 108 students out of 200 students as 54% are stated agree to the statement that students have technological skills to adopt blended learning and 26.5% are said strongly agree. On the contrary 13.5 % as 27 students out of 200 are said neither agree nor disagree to this matter (Table 4).

Table 5 :Blended Learning method developed students' interpersonal skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	1.5	1.5	1.5
	Neither Agree nor Disagree	57	28.5	28.5	30.0
	Agree	83	41.5	41.5	71.5
	Strongly Agree	56	28.0	28.0	99.5
	Agree	1	.5	.5	100.0
	Total	200	100.0	100.0	

From the above table stated that 41.5 % students agree that this method developed their interpersonal skills and 28.0% and 28.5% are also said strongly agree and also neither agree nor disagree (Table 5).

Table 6 :Students can afford technological devices for attending classes online

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	24	12.0	12.0	12.0
	Neither Agree nor Disagree	70	35.0	35.0	47.0
	Agree	71	35.5	35.5	82.5
	Strongly Agree	35	17.5	17.5	100.0
	Total	200	100.0	100.0	

The table shows that 35.5% and 35% are said agree and neither agree nor disagree about the statement that students can afford technological devices for attending classes online. On the other hand 24 out of 200 students are said disagree (Table 6).

Table 7 :This new method of learning enhance knowledge of students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.5	.5	.5
	Disagree	15	7.5	7.5	8.0
	Neither Agree nor Disagree	79	39.5	39.5	47.5
	Agree	63	31.5	31.5	79.0
	Strongly Agree	42	21.0	21.0	100.0
	Total	200	100.0	100.0	

From the above table shows that 63 out of 200 students are said agree and 42 students are said strongly agree. On the other hand 79 out of 200 students are said neither agree nor disagree that this new method of learning enhance knowledge of students (Table 7).

Table 8 :This method has provided experience of newly learning process

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.0	1.0	1.0
	Disagree	18	9.0	9.0	10.0
	Neither Agree nor Disagree	47	23.5	23.5	33.5
	Agree	78	39.0	39.0	72.5
	Strongly Agree	55	27.5	27.5	100.0
	Total	200	100.0	100.0	

The table shows 39% students are mentioned agree that the method has provided experience of newly learning process and 27.5% are said strongly agree and on the contrary only few 9% are said disagree to the statement (Table 8).

4.3 Analysis and interpretation of the demographic information of the teachers and administration as respondents are presented below:
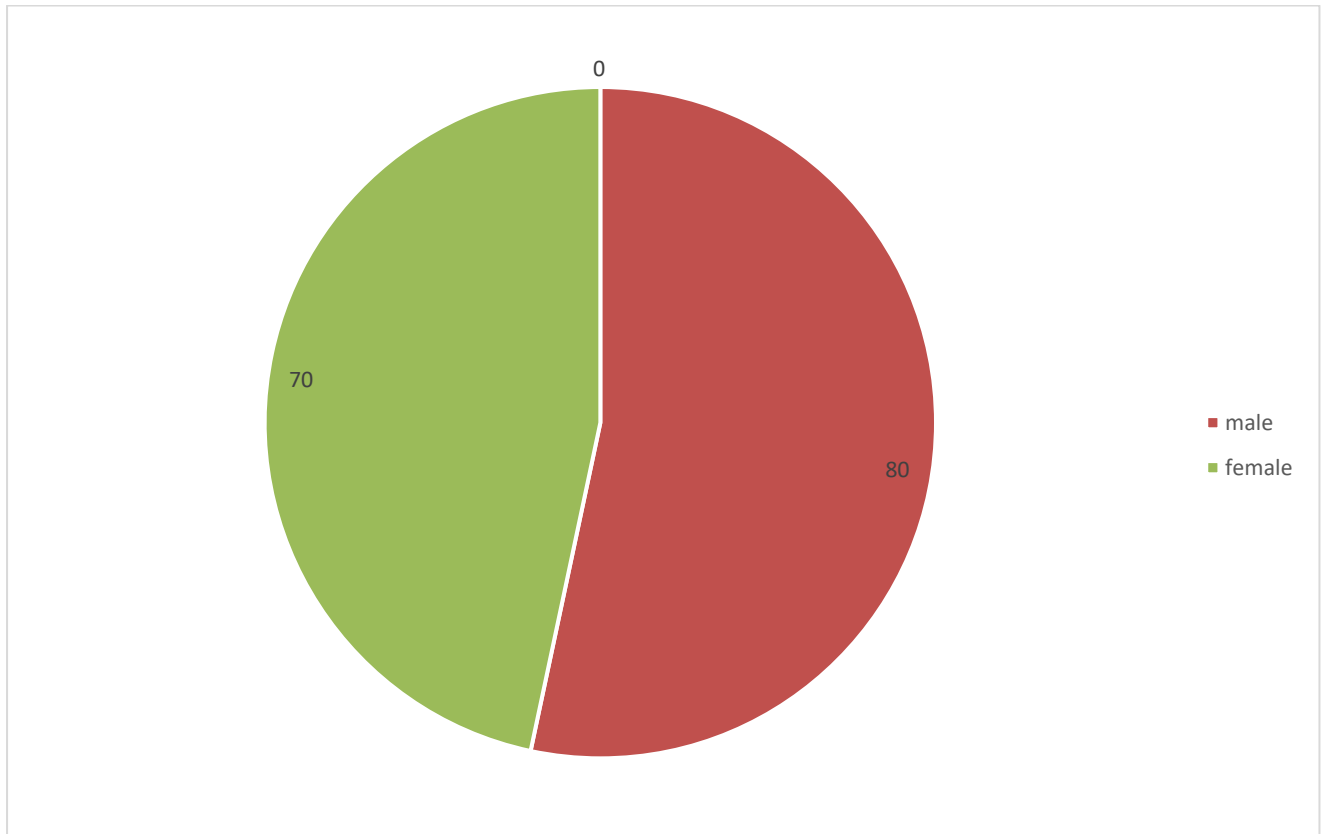

Figure 7: Gender of the teachers and administration

It is observed that , a greater number of teachers and administration are male 80 and females are 70 out of 150 in total. According to the survey of the study both male and female teachers and administration were participated to fill up the survey on Readiness for Blended Learning (Fig 7).
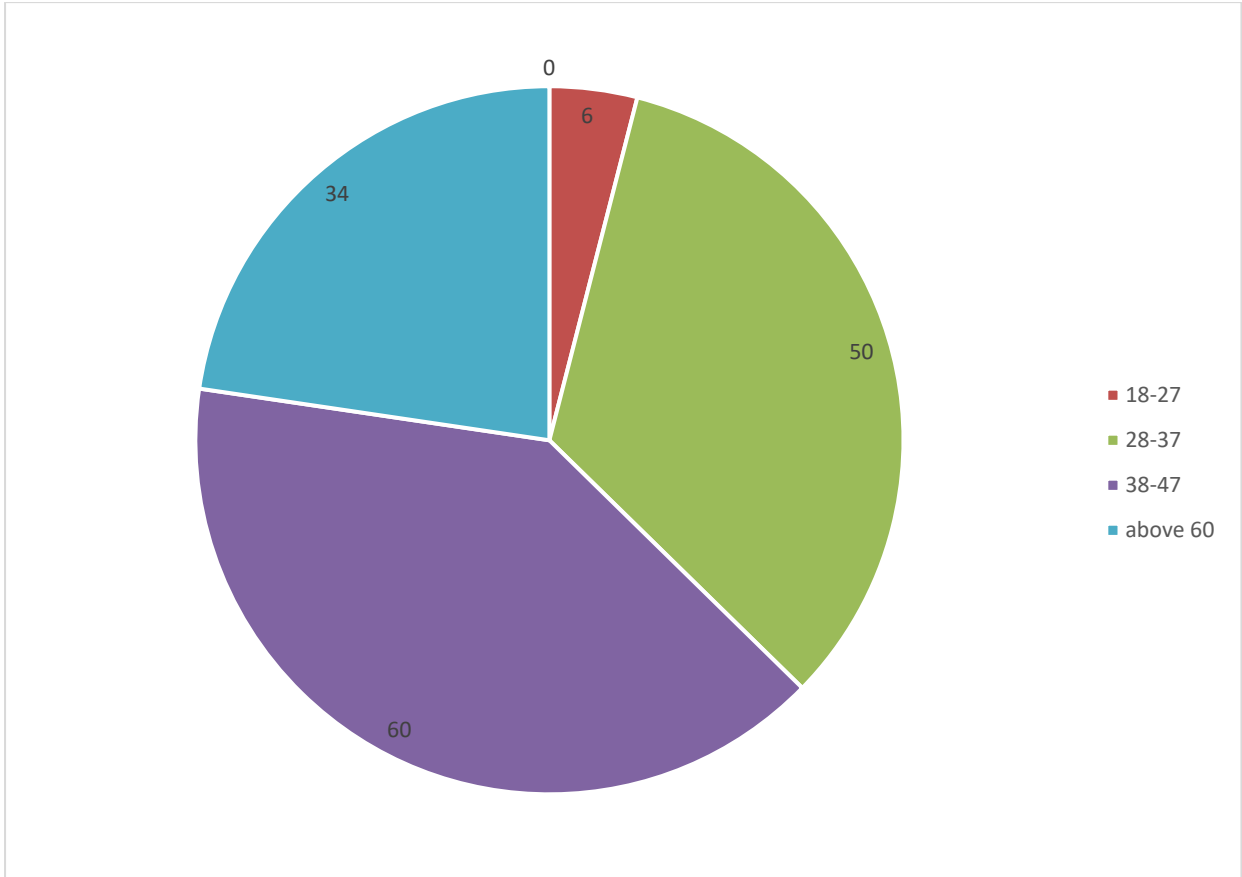
Figure 8: Age category of teachers and administration

It is observed that 6 out of 150 teachers and administration age category are between 18-27 and 50 are between 28-37 years old. Majority of teachers and administration are above 60years old in age category (Fig 8).
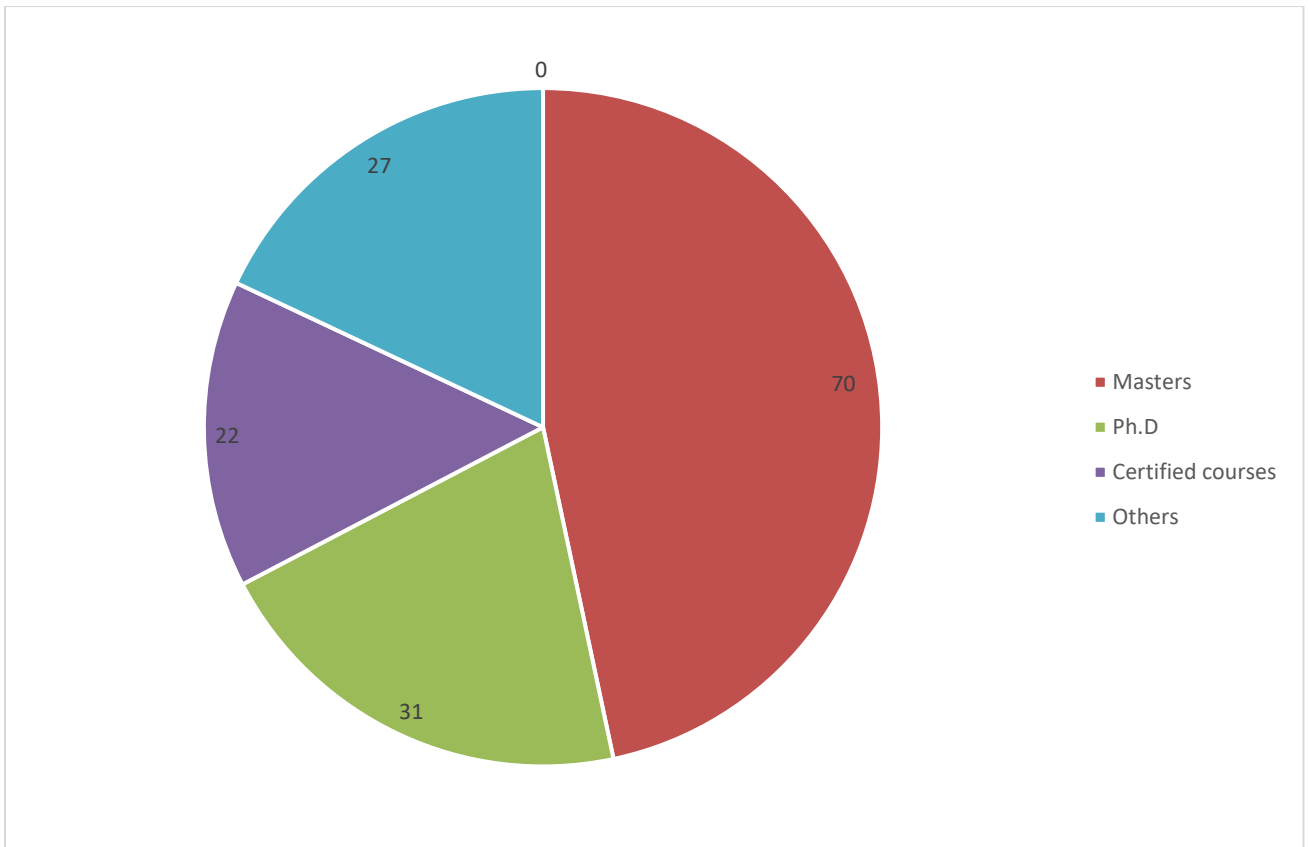
Figure 9: Education of teachers and administration

We can see education profile of teachers and administration from the above chart that 70 of 150 have masters degree and 31 have Ph.D degree, 22 have certified courses and only few 27 have others as educational qualifications in this study. Teachers and administration as respondents in this research possess degree as their educational profile (Fig 9) .
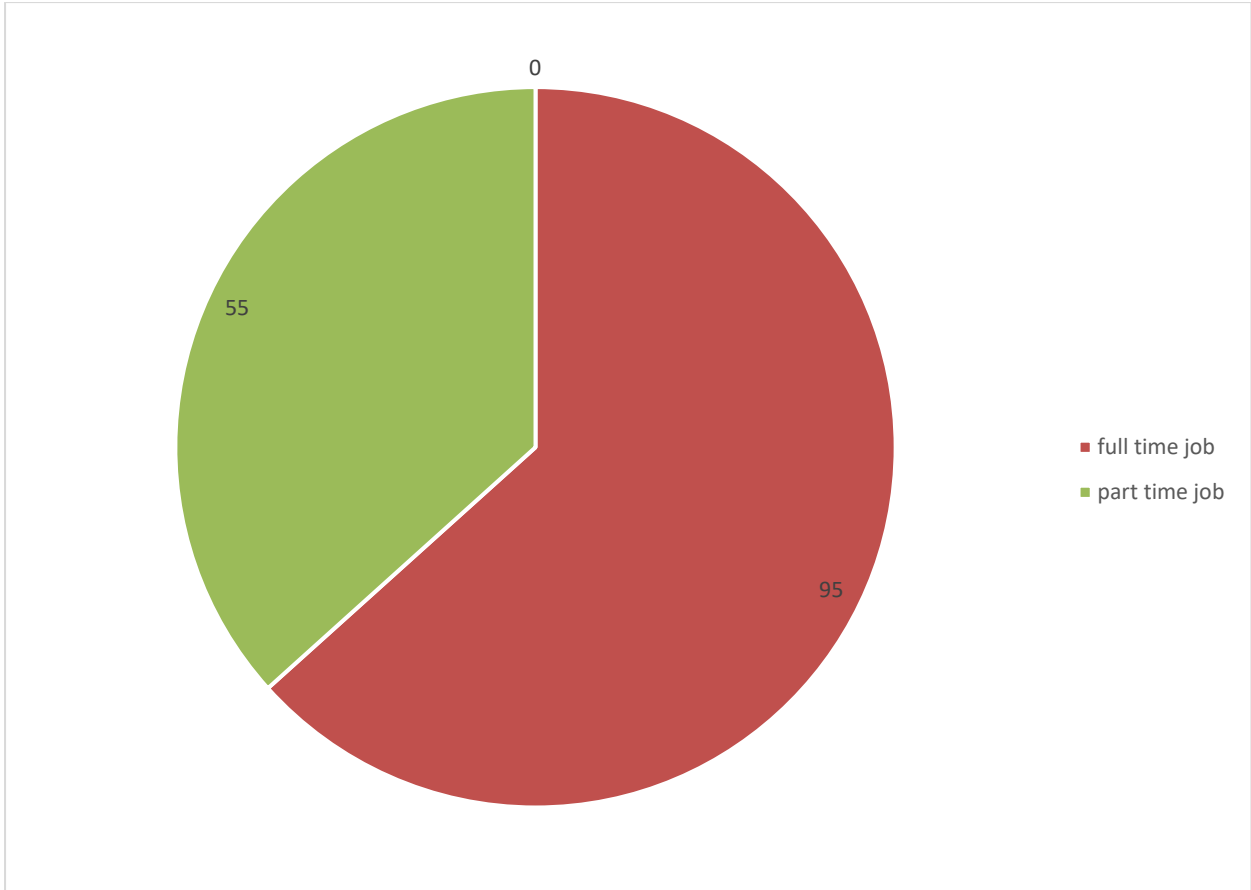
Figure 10: Employment status of teachers and administration

The graph is showing that 95 employees have full time job and rest 55 employees are involved in part time job (Fig 10).
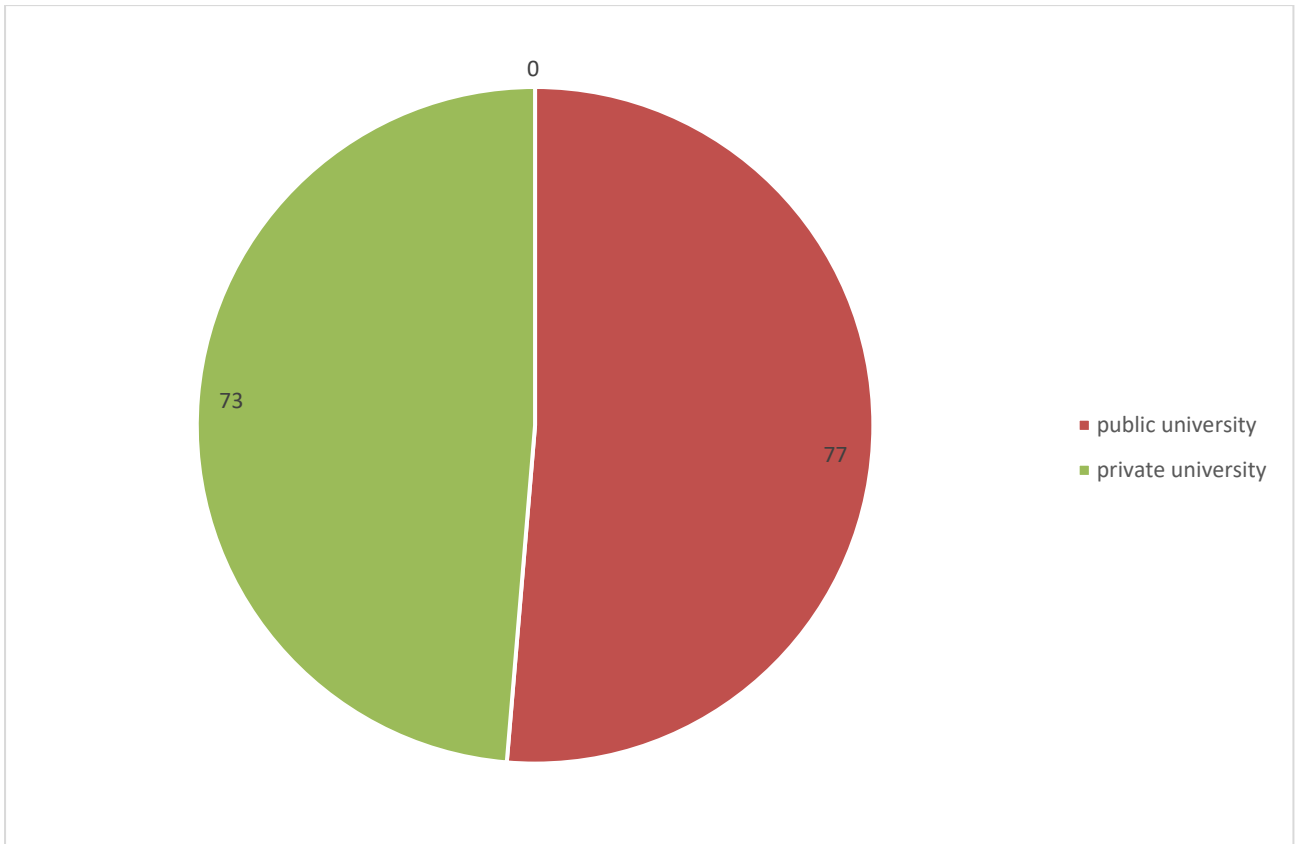
Figure 11: Institution of teachers and administration

The above graph shows that 77 teachers and administration out of 150 are from public universities and 73 of them are belonging to private universities (Fig 11).
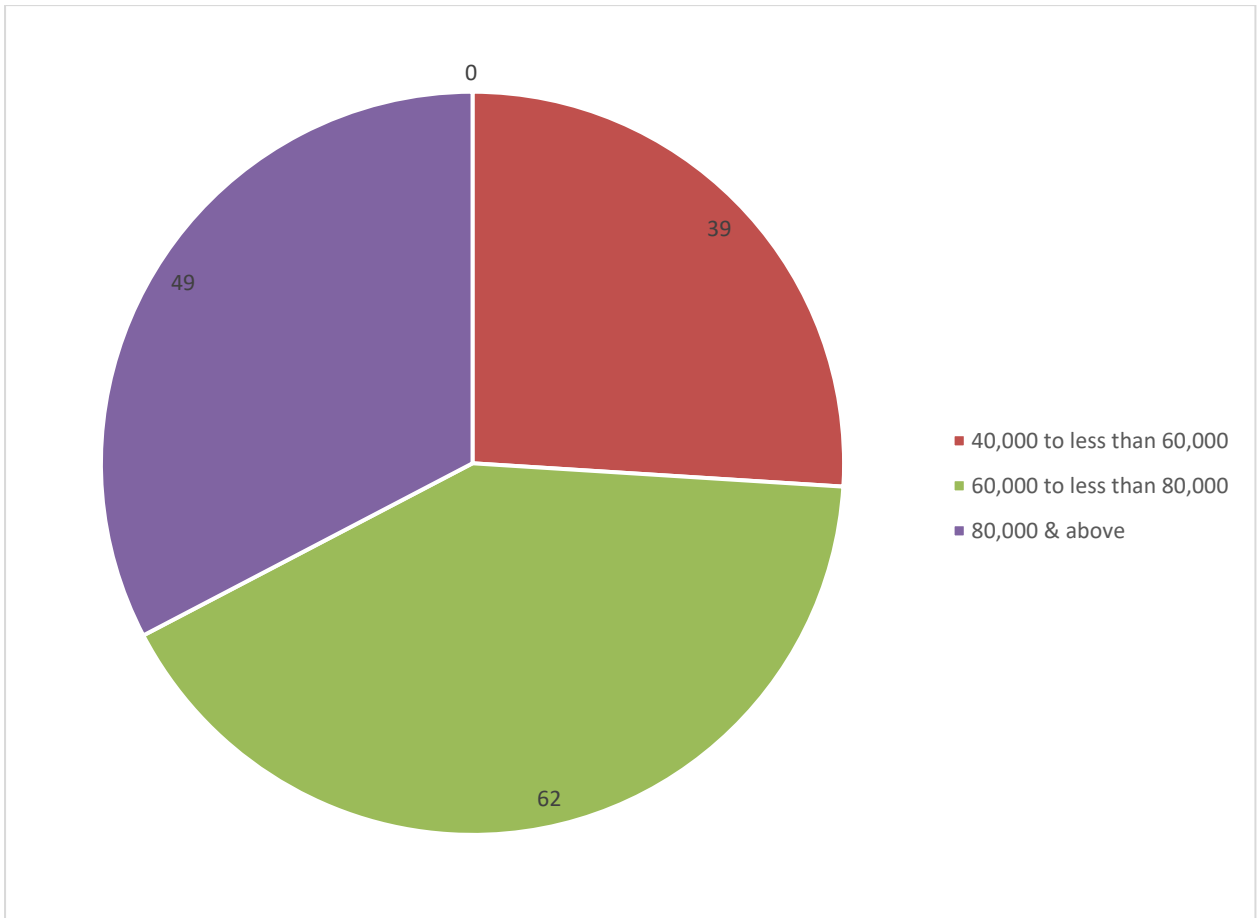
Figure 12 : Monthly income of teachers and administration

It is observed that 39 employees monthly salary is 40,000 to less than 60,000 and 62 employees monthly salary is 60,000 to less than 80,000 and rest of 49 have 80,000 & above out of 150 employees (Fig 12).

Table 9: Demographic statistics of teachers and administration at a glance

Gender	Frequency	Percentage
Male	80	53.3
Female	70	46.7
Age		
18-27	6	4.0
28- 37	50	33.3
38- 47	60	40.0
Above 60	34	22.7
Education		
Masters	70	46.7
Ph.D	31	20.7
Certified Courses	22	14.7
Others	27	18.0
Employment status		
Full time job	95	63.3
Part job	55	36.7
Institution		
Public university	77	51.3
Private university	73	48.7
Monthly income		
40,000< 60,000	39	26.0
60,000 < 80,000	62	41.3
80,000 & above	49	32.7

4.4 Descriptive analysis on "Readiness for Blended Learning in Higher Educational Institutions" from teachers and administration point of view.

Table 10 :Teachers have technological competency for dealing with the Blended Learning method

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	2.0	2.0	2.0
	Disagree	3	2.0	2.0	4.0
	Neither agree nor Disagree	13	8.7	8.7	12.7
	Agree	96	64.0	64.0	76.7
	Strongly agree	35	23.3	23.3	100.0
	Total	150	100.0	100.0	

From the above table describes 64% are said agree and 23.3% are said strongly agree that teachers have technological competency for dealing with the blended learning method. On the other hand 2% are stated both disagree and strongly disagree (Table 10).

Table 11 :Teachers should attend different training programs for adopting blended learning mechanism

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.3	1.3	1.3
	Disagree	3	2.0	2.0	3.3
	Neither Agree nor Disagree	13	8.7	8.7	12.0
	Agree	67	44.7	44.7	56.7
	Strongly Agree	65	43.3	43.3	100.0
	Total	150	100.0	100.0	

The table shows that 44.7% are said agree and 43.3% are said strongly agree to the matter. Only few employees 8.7% are said neither agree nor disagree (Table 11).

Table 12 :Teachers are able to provide lectures to students through blended learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	2	2	5
	Disagree	5	3.3	3.3	5.7
	Neither Agree nor Disagree	6	4.0	4.0	9.6
	Agree	72	48.0	48.0	79.7
	Strongly Agree	64	42.7	42.7	100.0
	Total	150	100.0	100.0	

In this table describes 72 out of 150 employees are said agree and 64 said strongly agree that they are able to provide lectures to students through blended learning. Only 3.3% are said disagree to it (Table 12).

Table 13 :Teachers have positive attitude towards blended learning readiness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	2.0	2.0	2.0
	Disagree	6	4.0	4.0	6.0
	Neither Agree nor Disagree	8	5.3	5.3	11.3
	Agree	52	34.7	34.7	46.0
	Strongly Agree	81	54.0	54.0	100.0
	Total	150	100.0	100.0	

This above table describes that 54% are said strongly agree and 34.7% are said agree but 5.3% are said neither agree nor disagree and 4% as few are remained disagree (Table 13).

Table 14 :Teachers are adjusted themselves with the newly introduced teaching process

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	3.3	3.3	3.3
	Disagree	11	7.3	7.3	10.7
	Neither Agree nor Disagree	12	8.0	8.0	18.7
	Agree	61	40.7	40.7	59.3
	Strongly Agree	61	40.7	40.7	100.0
	Total	150	100.0	100.0	

The above table describes that 61 out of 150 teachers and administration are both said agree and strongly agree to the above statement and 11 respondents are said disagree. On the other hand 8% are remained neither agree nor disagree (Table 14).

Table 15 :HEIs have access to technologies for the blended learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	5.3	5.3	5.3
	Disagree	12	8.0	8.0	13.3
	Neither Agree nor Disagree	18	12.0	12.0	25.3
	Agree	58	38.7	38.7	64.0
	Strongly Agree	54	36.0	36.0	100.0
	Total	150	100.0	100.0	

The table shows that 38.7% are said agree and 36% are said strongly agree that institutions have access to technologies for the blended learning. Only 8% are remained disagree and 12% are stated neither agree nor disagree (Table 15).

Table 16 :my institution measures technological skills of teachers while recruiting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	14	9.3	9.3	9.3
	Disagree	27	18.0	18.0	27.3
	Neither Agree nor Disagree	30	20.0	20.0	47.3
	Agree	56	37.3	37.3	84.7
	Strongly Agree	23	15.3	15.3	100.0
	Total	150	100.0	100.0	

The table mentioned that 37.3% teachers and administration are said agree that institution measures technological skills of teachers while recruiting. On the contrary 20% are opinioned neither agree nor disagree (Table 16).

Table 17: my institution provides training programs for the teachers for enhancing their professional development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	6.7	6.7	6.7
	Disagree	21	14.0	14.0	20.7
	Neither Agree nor Disagree	35	23.3	23.3	44.0
	Agree	67	44.7	44.7	88.7
	Strongly Agree	17	11.3	11.3	100.0
	Total	150	100.0	100.0	

The table is mentioning that 44.7% are said agree to the statement that their institution provides training programs for the teachers for enhancing their professional development and 23.3% are opinioned neither agree nor disagree to this matter (Table 17).

Table 18 :Every institution should adopt Blended Learning environment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	6.0	6.0	6.0
	Disagree	10	6.7	6.7	12.7
	Neither Agree nor Disagree	30	20.0	20.0	32.7
	Agree	62	41.3	41.3	74.0
	Strongly Agree	39	26.0	26.0	100.0
	Total	150	100.0	100.0	

The table describes that 41.3% are said agree and 26% are said strongly agree as provided opinion that institution should adopt blended learning environment. On the other hand 20% opinioned neither agree nor disagree (Table 18).

Table 19: My institution is able to provide finance for setting up technologies for the Blended Learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	27	18.0	18.0	18.0
	Disagree	6	4.0	4.0	22.0
	Neither Agree nor Disagree	44	29.3	29.3	51.3
	Agree	44	29.3	29.3	80.7
	Strongly Agree	29	19.3	19.3	100.0
	Total	150	100.0	100.0	

(Table 19) describes that 29.3% are opinioned both agree and neither agree nor disagree to the statement and 19.3% are said strongly agree.

Table 20 : Descriptive analysis on knowledge enhancement and experience of students regarding Blended Learning

Knowledge enhancement		Experience	
Mean	3.6500	Mean	3.83
Median	4.0	Median	4.0
Mode	3.00	Mode	4.0
Std. Deviation	.91195	Std. Deviation	.96
Variance	.832	Variance	.936
Range	4.00	Range	4.00
Min	1.00	Min	1.00
Max	5.00	Max	5.00
CV%	91	CV %	96

From the table shows that enhancing knowledge of students because of blended learning ranges from 1.00 to 5.00 with their mean is 3.6500 $\pm$ .91195 and mid is 4.0. On the other hand their experience ranges from 1.00 to 5.00 with their mean is 3.83 $\pm$ .96 with their mid is 4.00(table 20).

Table 21 : Descriptive analysis on training program and professional development of teachers

Training program		Professional development	
Mean	4.2667	Mean	3.4
Median	4.0	Median	4.0
Mode	4.0	Mode	4.0
Std. Deviation	.80824	Std. Deviation	1.07441
Variance	.653	Variance	1.154
Range	4.00	Range	4.00
MIN	1.00	MIN	1.00
Max	5.00	Max	5.00
CV%	80.824	CV%	107.44

From the table shows that attending training programs of teachers for blended learning ranges from 1.00 to 5.00 with their mean is 4.2667$\pm$ .80824 and mid is 4.0. On the other hand their professional development ranges from 1.00 to 5.00 with their mean is 3.4 $\pm$ 1.07441 with their mid is 4.00(table 21).

Table 22 : Descriptive analysis on attitude and adjustment of teachers towards Blended Learning

Attitude		Adjustment	
Mean	4.3467	Mean	4.08
Median	5.0	Median	4.0
Mode	5.0	Mode	4.0
Std. Deviation	.90477	Std. Deviation	1.03962
MIN	1.00	MIN	1.00
MAX	5.00	MAX	5.00
Range	4.00	Range	4.00
Variance	.819	Variance	1.081
CV%	20.82	CV%	103.96

From the table shows that attitude of teachers towards blended learning ranges from 1.00 to 5.00 with their mean is 4.3467± .90477 and mid is 5.0. On the other hand their adjustment with the new learning environment ranges from 1.00 to 5.00 with their mean is 4.08 ± 1.03962 with their mid is 4.00 (table 22).

4.5 Analysis and Interpretation for VC's of universities, Ministry of Education and Telecommunication companies:

This study has also used qualitative research method to analyze and interpret readiness for blended learning through qualitative questions and has taken opinion from VC'S of universities, ministry of education and telecommunication companies.

According to the opinion of VCs from public universities, they are explained most of the public universities do not provide training program to teachers. While Covid 19 was occurred most of the public universities were shifted classes in online to continue educational programs but few public institutions were taken class in online but examinations were taken in offline. Public institutions do not provide training programs to teachers on technology for blended learning. They just call a meeting with faculties and departments about taking classes through online method and also set a discussions among them about the usages of online applications for online classes.

On the other hand, according to the opinion of VCs from private universities, they are explained most of the private universities were shifted classes in online to continue educational activities and regular semester. While covid 19 was occurred and came up as barrier in educational activities, learning in online platform was taken as vital initiative on that unprecedented situation. Also institutions were started different types of training programs for teachers to run classes in online platform. Those training programs are the usages of zoom applications, MS teams and also trained teachers for taking examinations through online by the use of online applications.

For online classes internet connection is required with devices. Online classes become impossible to run without internet. In Bangladesh telecommunication companies are Robi, Grameen Phone and Banglalink and these companies are providing internet service and also offering separate internet packages for students. Robi is offering student internet packages for

online classes in reasonable price. Their offers and price ranges are 100 mb as BDT 10, 250 mb as BDT 46, 350 mb as BDT 20.

Banglalink is offering separate internet packages also for students. Grameen phone has no separate internet packages for students for online classes but they are updating and on work in progress.

Grameen phone has newly launched skitto mobile app and sim card where there is offering low price data and internet packages with also low price call rate. As Grameen phone has targeted all young stars this newly launched app will help them to get low price internet offer as well as low call rate that can be used in various purposes. Their internet packages are 512 mb as 28 tk, 30 mb as 57 tk, 10 mb as 10 tk. They said this packages are low price package as to provide students and teachers to run study in online platform.

From the opinion of ministry of education they are demonstrated that blended learning environment can be created and more updated based on the support of institutions and students, teachers and afford of administration. Also depends on their affordability, motivation and support resources of institutions. Also give thought about students affordability of devices, coverage of internet connections in every different areas. As declaration came from government during covid 19 pandemic, online classes were required to held to continue educational activities on that unprecedented situation. But this process some times can not continue for long because students affordability of technologies and their demotivation and availability of internet connection to every areas.

When Covid 19 pandemic was occurred, educational activities of Bangladesh were almost fall down and then government of Bangladesh and UGC board was decided to take classes in online to continue educational activities. After Covid 19 pandemic, when the situation was almost become in improving stage level then government was decided to implement blended learning mechanism for continuing educational activities by following covid health rules in institutions. This study aimed to describe readiness for blended learning in Higher Educational Institutions of Bangladesh. To summarize it can be noted from the findings in this study that the criteria is measuring to adopt blended learning based on the readiness from the perspective of students, teachers and administration of HEIs of Bangladesh.

From the descriptive data analysis, this study reveals that:

4.6 Findings from the quantitative questionnaire survey :

- Majority of the students as respondents realize that blended learning improves their learning performance. Students can take notes and lectures at their flexible time by the help of blended learning. This new method provides students flexibility of learning in new ways and improves performance.

- Majority of the students recognize that their satisfaction level of using blended learning approach in institution. This approach helps them to continue their education on that unprecedented situation.

- Most of the students as respondents perceive that they have technological skills to adopt blended learning. As in this modern era most of the students are now using mobile phones and other different types of technology with internet connections and this make them skilled in technology generally. Also public universities provide laptop to students with free of cost for their educational purpose. For this reason they feel technologically skilled to adopt blended learning.

- Most of the students provide their opinion that they can afford technologies for attending classes in online. When government was imposed this new method because of unexpected situation of pandemic technologies were sold rapidly from reasonable price to high price. Thus students can afford technologies for attending classes in online. On the other hand lectures provide in online but examinations take in offline because of this new approach.

- Majority of the students feel that their knowledge has been enhancing because of this new method. Blended Learning involves and attract them to learn different things in

online and helps to increase knowledge by sharing notes, pdf books and other materials through online.

- Students also recognize that this new mechanism help them to experience of newly learning process. Before the implementation of this process they get different learning and teaching process rather than physical class.

- Majority of teachers and administration as respondents recognize that they have technological competency for dealing with the blended learning and for this reason HEIs of Bangladesh can adopt blended learning method in minimal stage.

- HEIs arrange training program for teachers and employees of administration to adjust themselves with this method. Employees appreciate training programs for excelling them in technology and also for making them skilled in it. So, teachers are able to provide lectures to students through blended learning and shows positive attitude and also adjusted themselves with this new teaching process.

- Most of the teachers and administration of HEIs show that their institutions have access to technologies for blended learning and also observe technological skills while recruiting employees. Institutions need technology access for various purpose to operate and monitor educational activities and also to cope up with this new mechanism.

- Teachers and employees of administration feel that their professional development is enhancing because of the implementation of training program and the new teaching process through the use of technology.

4.7 Findings from the qualitative questionnaire survey :

This research has also used qualitative method to evaluate and summarize findings more on readiness for blended learning. So, qualitative survey questionnaire has been prepared to develop findings from VC'S of universities, ministry of education and telecommunication companies. From the descriptive analysis this study reveals that :

- Most of the private universities of Bangladesh provide training program to teachers for their professional development including technological skills also. Blended Learning has imposed as new learning method because of pandemic, so teachers are required to train themselves in online platform to teach students and to continue educational activities. They provide training on managing zoom apps to take classes and providing materials as well as taking exam.

- On the other hand few public universities arrange training program but most of the faculties and administration of public universities make discussion session through call a meeting among them for taking online classes by the use of online applications. Above the findings are evaluated based on the opinion from VC's of both public and private universities.

- Telecommunication companies recognize the need of speedy internet connection for students to adopt blended learning as an new approach. So, they start providing separate package of high speed internet connection with reasonable price for students.

- Ministry of Education feel that blended learning sometimes become difficult to continue because of the availability of internet connection of every areas. To adopt and advancing this mechanism institutional support, students and teachers perception, motivation and access of technologies are need to measure.

Chapter 5

Recommendations

- In summary, the findings of the report suggest that Blended Learning, can be a significant tool by which students can acquire more knowledge and can learn the concepts of learning material quickly more than physical classes. This method of learning has time and learning flexibility. Students are now preferring Blended learning rather than face to face classes. HEIs are now adopting to implement this learning method as it founds positive impressions among students.

- For the readiness of Blended Learning, this report suggest that HEIs should improve teaching process in online and should manage study materials as per that new learning approach. It also indicates to develop strategic changes to adopt Blended Learning. To design this method of learning support of resources, attitudes, management and administrations involvement and the affordability of technology are highly required.

- The report suggests that the arrangement of training programs in every institutions for teachers should be give more focus. They are needed to be technologically skilled and professionally developed. Also teachers professional development and skill in different subject areas can be operated by the arrangement of additional training sessions in campus.

- To improve infrastructural development and to organize online study materials for readiness of blended learning. Structured course content can be organized before implementing Blended Learning. Institutions should look out students participation and focus on out-come based learning.

- Government should give support of resources and should give emphasis on ensuring better internet service. This observation can help students and universities to develop online learning content.

- Also should monitor availability of internet connection in different areas, students technological skills to adopt blended learning environment and discovering students determination to adopt blended learning using different technological devices and what problems and challenges students might face can be monitored for Blended Learning.

- Another criteria suggests that in report is the access of technology, students attitude of using technology, develop culture of learning, understanding skills to adopt learning and can be identified ability to use certain applications for the readiness of Blended Learning.

- Computer literacy can be measured as criteria to look out students attitude towards blended learning, adopting sharing and learning materials with other students and teachers and also lack of internet access that differs from location and area and affordability of technology that students are facing.

- Should improve flexible environment creation, students and teachers skill to operate technological devices and should evaluate HEIs ability to access and develop techno-structure and most importantly HEIs can be observed students and teachers aptitude for readiness of Blended Learning.

- For adopting blended learning HEIs also should take initiative to provide technical support and allocate resources such as arranged learning materials which were regulated through online, allocated policy and sought attention of students and teachers for implementing Blended Learning approaches and also can be considered costing of devices for readiness of HEIs.

- HEIs also should monitor access of technology and it's affordability and support administration for the readiness. Education Institutions should also aware about teachers and students learning materials handling and cope up through the access of online devices where physical classes they find easy to learning and teaching. HEIs can be arranged web -based training sessions for teachers for building professional development to adopt Blended Learning.

- Above all, the report is also suggesting that materials and teaching should deliver in a strategic and organized way. Universities should give thought to prioritize of policy making and be supportive for the readiness of blended learning.

Chapter 6
Conclusions

This study shows that in Bangladesh, Higher Educational Institutions (HEIs) how far these are ready to adopt Blended Learning. Blended Learning is the combination of physical and online classes and it has been imposed to implement after Covid pandemic. Conclusion will be highlighted of this research based on objectives of the study:

This study was showed in positive effect for the readiness of Blended Learning. Respondents of HEIs are explained positive views towards online communication and access of technologies for the readiness of Blended Learning. Techno-structure of institutions are ready to use for applying blended learning process.

The study shows that most of the faculty members are ready to take and adopt blended learning as they are skilled in technology uses and most of the private universities are providing training programs on technology to build their professional development. They are highly supported and accepted the method of learning and online course delivery. Also public universities are ready to adopt blended learning as per institutional support of resources, students affordability of technologies. Faculties and departments arrange discussion session among themselves to adopt this new approach in public universities as most of public institutions do not provide training programs in often like private one. Higher Educational Institutions are also observed computing skills while recruiting employees and for this reason institutions are able to adopt blended learning during pandemic situation and also after pandemic when situation becomes moderately stable. Students are appreciated to Blended Learning. They find flexibility in learning through online rather than physical classes and easily adopted this new method. They find more access of learning course materials and find the experience of newly learning process.

Technological support and affordability are vital issue for students. Students of both public and private universities are opinioned as agree to this matter that they can afford technology and they adopt blended learning as new learning environment.

Teachers are able to provide online learning materials, interacting and management skills of handling technological devices that make them ready to adopt blended learning. They are showed interest to adopt this procedure. Blended Learning adoption depend on the support of technology and teaching process.

This report also evaluates that how far teachers can use technology for taking classes in online than physical classes. Few Higher Education Institutions are arranged training programs such as seminars, webinar meeting to train teachers and to adopt various online applications. It also identifies teachers skills, abilities and practices of using technology before recruitment.

The study as an internship research report and from the above causes, Higher Educational Institutions of Bangladesh are ready to adopt blended learning. Students, teachers and administration of Higher Educational Institutions of Bangladesh are mostly beneficiaries by this report. While conducting this research it faces some limitations such as time duration of preparing the report was limited and due to this time constrains the research faces obstacle to collect data and number of sample to take. So, this research is suggested that future researcher can move forward with the topic including maximum number of sample to make a reliable findings and conclusion.

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APPENDICES

Dear Survey Respondent,

Greetings,

This questionnaire is prepared for conducting an academic research titled "Readiness for Blended Learning in Higher Educational Institutions." The identities of the respondents are not included in this questionnaire and your response will be used only for research purpose. Please answer the following questions from your own perspective.

General Information :

1. Gender of the respondent :

   - Male
   - Female

2. Age of the respondent:

   - 18-27
   - 28-37
   - 38-47
   - Above 60

3. Education :

   - Honors
   - Masters

4. Your current employment status :

   - Full time job
   - Part time job
   - Not employed

5. Institution:

   - Public university
   - Private university

6. Your monthly income (in taka):

   - Below 1,000
   - 1,000 to less than 5,000
   - 20,000 to less than 40,000
   - 60,000 & above

Please rate your opinion on the following on a scale :

Strongly agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
5	4	3	2	1

	Strongly agree (5)	Agree (4)	Neither Agree nor Disagree(3)	Disagree(2)	Strongly Disagree(1)
Blended Learning improves students learning performance.					
I am satisfied with the Blended Learning method used in my institution.					
Students have technological skills to adopt Blended Learning.					
Blended Learning method developed students' interpersonal skills.					
Students can afford technological devices for attending classes online.					
This new method of learning enhance knowledge of students.					
This method has provided experience of newly learning process.					

Dear Survey Respondent,

Greetings,

This questionnaire is prepared for conducting an academic research titled "Readiness for Blended Learning in Higher Educational Institutions." The identities of the respondents are not included in this questionnaire and your response will be used only for research purpose. Please answer the following questions from your own perspective.

General Information :

1. Gender of the respondent :
   - Male
   - Female

2. Age of the respondent:
   - 18-27
   - 28-37
   - 38-47
   - Above 60

3. Education :
   - Honors
   - Masters
   - Ph.D
   - Certified courses
   - Others

4. Your current employment status :
   - Full time job
   - Part time job

5. Institution:
   - Public university
   - Private university

6. Your monthly income (in taka): 20,000 to less than 40,00040,000 to less than 60,00060,000 to less than 80,00080,000 & above

Please rate your opinion on the following on a scale :

Strongly agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
5	4	3	2	1

	Strongly agree(5)	Agree(4)	Neither Agree nor Disagree(3)	Disagree(2)	Strongly Disagree(1)
Teachers have technological competency for dealing with the Blended Learning method.					
Teachers should attend different training programs for adopting Blended Learning mechanism.					
Teachers are able to provide lectures to students through Blended Learning.					
Teachers have positive attitude towards Blended Learning readiness.					
Teachers are adjusted themselves with the newly introduced teaching process.					
HEIs(higher educational institutions) have access to technologies for the Blended Learning.					
My institution measures technical skills of teachers while recruiting.					
My institution provides training programs for the teachers for enhancing their professional development.					
Every institution should adopt Blended Learning environment.					
My institution is able to provide finance for setting up technologies for the Blended Leaning.					

Dear Survey Respondent,

Greetings,

This questionnaire is prepared for conducting an academic research titled "Readiness for Blended Learning in Higher Educational Institutions." The identities of the respondents are not included in this questionnaire and your response will be used only for research purpose. Please answer the following questions from your own perspective.

Qualitative questions for VC's of universities, Ministry of Education and Telecommunication companies:

1. Does your organization provide training program for the teachers for advancing Blended Learning approach?
2. What are those training programs for teachers for the advancement of Blended Learning?
3. Does your company provide separate internet packages for the students ?
4. What are those internet packages for students and how much price of those packages?
5. How much you can support resources for Blended Learning for students in Higher Educational Institutions ?

Curriculum Vitae

Susmita Halder

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Present address: 55/D-2, Kalabagan, Dhanmondi, Dhaka- 1205

Career objective:

Looking for a suitable position where I can apply my skills and learning into practical field and also can apply in future career.

Educational Qualification :

Bachelor of Business Administration (BBA) : American International University-Bangladesh (AIUB)

Major: Marketing and HRM

CGPA : 3.56 out of 4.00

Passing year: 2019

Master of Business Administration (MBA) : American International University-Bangladesh (AIUB)

Major: Marketing

CGPA : 3.75 out of 4.00

Passing year: 2022 (Expected)

SSC: YWCA Higher Secondary Girls' High School

Group: Business Studies

GPA : 5.00 out of 5.00

Passing year: 2013

HSC: Dhaka City College

Group: Business Studies

GPA: 4.83 out of 5.00

Passing year : 2015

Key skills:

- Presentation and leadership skill
- Communication skill
- Planning , organizing and controlling skill
- Team work

Computer skills:

- Microsoft power point
- Microsoft Office Word
- Microsoft Excel
- SPSS software (Basic and Advanced training course with certificate from Online Education Website)

Experience:

Experiences :

> In BBA, internship at Jamuna Bank Limited, Dhanmondi Branch for 2 months in account opening desk and obtain banking skills:

- Inward writing and Checkbook register
- Account opening form fill up

Academic Thesis Work :

- Obtained certificates from AICBM (AIUB Conference on Business and Management 2021) by presenting research paper in Conference and paper titled " Employees' Perception on Involvement in Social Media and Performance in Workplace: A Study on Banking Professionals in Dhaka City".

Extra CurricularActivities :

- Attended seminars on various event
- Survey and research work
- Video documentary and Marketing TVC
- **Poster competition:**
  > Social media and digital marketing, Global trade , Economic geography, Entrepreneurship development, Strategic management courses with achieving academic certificates.
  > Attended event on "BCS or Higher Study" with obtaining certificate from Dhaka University Research Society (DURS).

References:

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