

# Blended Learning for Enhancing Managerial Skills

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**ABSTRACT:** The purpose of this article is to test the effectiveness of blended learning for enhancing the managerial skills among undergraduate girl students in Pune city. Author has employed Multi-Methods of research in the present study. Blended Learning has been designed and developed for effective mode of delivery of learning content for the undergraduate girl students. Author has created the content in the form of PBLs using Product Research Method. The pre-test and post-test has been administered on the same students before and after the intervention of blended learning. This study found that the two scores of pre-test and post-test differed significantly on Communication, Decision Making and Self-Awareness Skills achievement of undergraduate girl students after studying through the Blended Learning. It seems that the experimental group of undergraduate girl students has gained reasonably much more in post-test with compared to pre-test as a result of Blended Learning Intervention. Author has constructed the Managerial Skill Matrix on the basis of three essential elements of creativity (i.e. expertise, intrinsic motivation and thinking styles) along with clubbing the managerial skills (i.e. Communication skill, Decision Making skill and Self-Awareness skill) which designed in three layers of creativity elements. This Blended Skill Pedagogy has found as an effective way of learning skills in present study.

**KEYWORDS:** Decision Making skill, Self-Awareness skill, digital economy, new media, media technology; information; communication economy; digital revolution.

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## I. INTRODUCTION

Entrepreneurship plays an important role in employment and professional training. A National agency for Development of Small and Medium Enterprise, reported in 2005 that the second most significant reason for not wanting to be in business was lack of skills and experience needed for business. Basic knowledge in management is very important as it is required at initial stage and developmental stage of any enterprise. For running an enterprise, a person should be proficient in managerial functions such as planning, organizing, and leadership and control. As referred by Papulova et al., scholars from faculty of management in Slovakia tried to identify necessary abilities, role and skills viz. creativity, intuition, goal oriented responsibility, self-confidence, initiative, independence, cautiousness, discipline, persistence, optimism and fantasy (Papulová, Zuzana, 2007). It is possible to gain managerial skills by intersecting theoretical knowledge with experience from the available environment. Managerial skills are at the centre of any firm's innovation strategy. Newton proposed a pyramid of managerial skill containing various levels. Among these, the basic level includes literacy, numeracy, computer literacy, basic managerial skills, soft skills and communication (Newton, 2001). Higher level of the pyramid contains elements like planning, strategy, vision, leadership and expertise. (Mintzberg, 1971) Mintzberg (1971), has identified ten roles of a manager, which are classified into three broad categories;

- a) Interpersonal roles: The role of being figure head, leader, and liaison.
  - b) Information roles: The role of being monitor, disseminator, and spokesperson.
  - c) Decisional roles: The role of being disturbance handler, resource allocator, and negotiator
- Mintzberg (1971) further arranges these roles into different functions; they are categorized as *Planning, Organizing, Staffing, Directing* and *Controlling*.

The characteristics of being an Entrepreneurship Manager consist of creative innovations, managing change, investing in resources and recognizing opportunities in the environment to increase organizational viability. Few research studies have shown that managerial activities and entrepreneurial activities are not mutually exclusive rather they overlap (Morris, 2013). All the entrepreneurial activities can be labelled as 'opportunity driven activities' whereas all the managerial activities can be labelled as 'conservation driven activities'.

According to Havinal, V. (2009), although entrepreneur and manager appear to be synonyms, there is a difference between them based on certain points. For instance, motive, status, risk, rewards, innovation, and qualification (Havinal, 2009). Representing selective difference between Entrepreneur and Manger, however major concern of present study is to explore possibilities of how an entrepreneur can also be a manager and vice versa ability to perform both the functions – of entrepreneur and manger – leads the person to become a successful entrepreneur comprising all the theories and qualities discussed in the above cited literature. Moreover, the same inference was found when I attempted a qualitative case study of few established entrepreneurs in Pune district in order to assess the basic needs of the women entrepreneur. Managerial Skills

thus are the basic and important skills for the entrepreneurs. However as far as my view is concerned, I did not find any prominent study that focuses on improving the managerial skills in order to improve entrepreneurial skill. Nevertheless, I have tried to combine essential aspects of managerial skills in the matrix.

**Research Statement**

A Study of the Blended Learning for Enhancing Managerial Skills among Undergraduate Girl Students in Pune City. The blended learning experiment has been implemented for 52 days in a Hujurpaga Women College of Commerce and test its effectiveness by administering the pre-test and post-test on undergraduate girl students.

**Research Construct**

the focus of present research is to develop skills of creative entrepreneur. Therefore, with the discussed theories of creativity, three essential elements came up, which includes Expertise, (i.e. knowledge & Skill); Intrinsic Motivation and Thinking Style (Amabile, 2013). Author has designed the Entrepreneurial Skill Matrix (Tupe, Blended learning model for enhancing entrepreneurial skills Among Women, 2018) on the basis of those three essential elements of creativity along with clubbing the managerial skills, employability skills and evaluating skills to form a matrix. The skills which come under entrepreneur as being a manager are *Communication skill, Decision Making skill and Self-actualization skill*. This article devoted to explore the Managerial Skills only. In the said matrix, *each* managerial skill has designed in the form of three layers, i.e. expertise, intrinsic motivation and thinking styles. In Figure No. 1, Managerial Skills are shown in columns and Expertise, Intrinsic Motivation and Thinking Styles are the three layer of each managerial skill are shown in the Rows.

Creativity Components	Managerial Skills		
↓	Communication	Decision-Making	Self- Awareness
<b>Expertise</b>	Knowledge of content	Reducing wastage	Self- Development
	Multimedia skills	Scrutinizing Alternatives	Self- Actualization
	Keeping active	Initiative Tendency	Self-confidence
<b>Intrinsic Motivation</b>	Readiness for conversation	Risk taking	Self- Commitment
	Interaction for solving problems	Exploiting opportunities	Divergent thinking
<b>Thinking Style</b>	Feedback	Conflict Resolution	Flexibility

**Figure No. 1 Managerial Skill Matrix**

**Source:** Adapted From (Tupe, Blended learning model for enhancing entrepreneurial skills Among Women, 2018)(Tupe, A Study of the Effectiveness of Blended Learning Program for Enhancing Entrepreneurial Skills Among Women in Maharashtra, 2021)(Amabile, 2013)

All the aspects of managerial skills of girl students were assessed through self-assessment scale. In the experimental space, the investigator tries to examine the plausibility of Blended Learning for Enhancing Managerial Skills among girl students. Bearing this in mind and on the basis of theoretical scaffolds, present study aims at “to develop Blended Learning for enhancing Managerial Skills among girl students in Pune City.”

**Key Terms:**

Researcher has developed Entrepreneurial Skill Matrix in that he managerial skill matrix as one of the major part of said matrix which elaborated and measured in present study. The elements of the managerial skill matrix are defined in following manners.

- 1) *Blended Learning Model*- It is an educational communication model where alternative media sources such as print, multimedia, videos, audios, on-line & offline modes of delivery, as well as conventional face-to-face interaction through learning scenarios are applied to impart entrepreneurial skills among women.
- 2) *Problem Based Learning Scenario*-In the problem based learning scenario the goals of learner are determined at the first level along with key attributes of successful entrepreneurs who had already achieved such goals. The learning outcomes developed based on those attributes. The key events in the life of learners who achieved these learning outcomes were determined according to learning outcomes. It helped to create a story board that provided opportunities for these events. It further developed as aligned with the tasks that a for

mentioned learners had to complete within the context of this story in which learner plays the role as a successful entrepreneur.

3) *Managerial Skills*-Managerial skills are skills that developed an individual's communication capacity, decision making ability and self-awareness power to manage the enterprises. Expertise, intrinsic motivation and thinking styles as the layers of each skill which are essential as the mode of apprentice of managerial skills.

a. *Communication Capacities*-Communication Capacities are important in handling multimedia and knowledge of content. It also helps in intrinsically motivating and appropriately thinking by keeping active and harmonious relations between employees and customers. Communication needs your readiness for conversation and interactions to solve the problems through continuous feedback.

b. *Decision Making Abilities*-Decision Making Abilities are determinant to reduce the wastage of resources and scrutinizing alternatives to make effective decisions for exploiting opportunities and conflict resolutions.

c. *Self-Awareness*-Self-awareness is significant quality for individuals to develop self-actualization and self-commitment for achieving one's own goal confidently. This helps individuals to adjust flexibly in situation and think divergently when needed.

#### ***Creativity elements of Managerial skills***

a. *Expertise in Managerial skills* denoteknowledge and skills of Management. Expertise are required especially in knowledge of content, multimedia skills, reducing wastage of resources and scrutinizing alternatives for decision making, knowledge of self and self-commitments.

b. *Intrinsic motivation*denotes a behavior in managing that individual has within which ignites an urge for achieving skills of keeping active and readiness for conversation. It has a tendency of initiative and openness for risks while making decisions. Such motivation provokes self-actualization and self-confidence, keeping high expectation that is very resourceful for managing work and work setup.

c. *Thinking Styles*- Thinking styles is termed as divergent and convergent thinking for becoming an effective manager. These thinking skills are required to solve issues of entrepreneurs especially interactions for solving problems, feedback, exploiting opportunities, conflict resolutions, need of satisfaction, and flexibility in managing system.

#### ***Objectives of The Study***

1. To develop the problem based learning scenarios for enhancing Managerial Skills among undergraduate girl students.
2. To conduct the Blended Learning for enhancing Managerial Skills.
3. To test the effectiveness of Blended Learning for enhancing Managerial Skills among undergraduate girl students.

## **II. RESEARCH PROCEDURE**

Multi-research methods have been employed in the present research study. Blended Learning has developed for effective mode of delivery of learning content. The content in the form of PBL has created by using Product Research Method. Pre-test & post-test single group experimental research design has employed for testing effectiveness of Blended Learning for enhancing Managerial Skills among undergraduate girl students in Pune city.

There were no special sampling strategies considered that may limit the experiment. However, present study does utilize purposive sampling strategies. Before starting intervention, pre-test was administered on 50 girl students out of which 42 girls participated in experiment. Remaining eight students dropped out due to some inconvenience. This Blended Learning has implemented for 52 days in a Hujurpaga Women College of Commerce in Pune city. The girl students regularly participated in the Self-Governed Activities. All online facilities have made available to the registered students. The post-test has administered on the same students after the intervention of blended learning. The Data has been filtered and filled in SPSS 20 version. It has organized as well as analyzed in the tabular form that tests the effectiveness of Blended Learning scientifically.

#### ***Blended Learning***

As far as the employment is concerned, women are more have less opportunities because of the lack of vocational education even though women form nearly 50% of our work force in India. Therefore, skill development for women is very significant. It is a serious issue, which has to be pursued constantly.

Largely, the focus has been on formal higher education system for educating people however, it has not been agreeable for women. Most of the women drop out of main stream of formal education setup after their

marriage. The question in present study has dwelled upon is ‘How can we convey methods to women from marginalized sectors to bring them on the super high-way of e-Learning?’ Present design of blended learning was planned for the same.

India as nation is moving with a dream of knowledge based society towards creating skilled work force in each field of development. However, after age of 21, most of women and marginalized groups prefer to join workforce and get married at the same time instead of attaining regularly higher education. In order to create working place as the productive learning place, the techno-pedagogy offers pragmatic solutions for fulfilling the needs of lifetime learning. Thus, this research project was planned for Developing Blended Learning Modes to enhance managerial skills.

It is widely recognized that the term blended learning is subject to multiple definitions. Eight dimensions of different blends were identified in a UK-wide study of undergraduate experience of blended learning. The *Delivery* dimension of blended learning emphasizes modes which include a combination of face-to-face and distance education. This aligns with the traditional interpretation where the distance education as part of the delivery could be the conventional mediums like post, radio or television. The *Technology* dimension of blended learning emphasizes on a variety of web-based technologies and highlights the use of online technologies to facilitate learning. This includes the use of email which again is in line with traditional distance education. The *Chronology* dimension of blended learning highlights the use of synchronous and asynchronous interventions. Other dimensions include *Locus* which exhibits practice based v/s classroom based learning. Dimension of *Roles* depicts the multidisciplinary of the professional roles which may be formed in the classroom. *Pedagogical* dimension emphasizes on different pedagogical approaches as per the need of the learner. *Focus* is the dimension which acknowledges different aims and finally the dimension of *Direction* refers to the instructor-directed vs. autonomous or learner-directed learning.

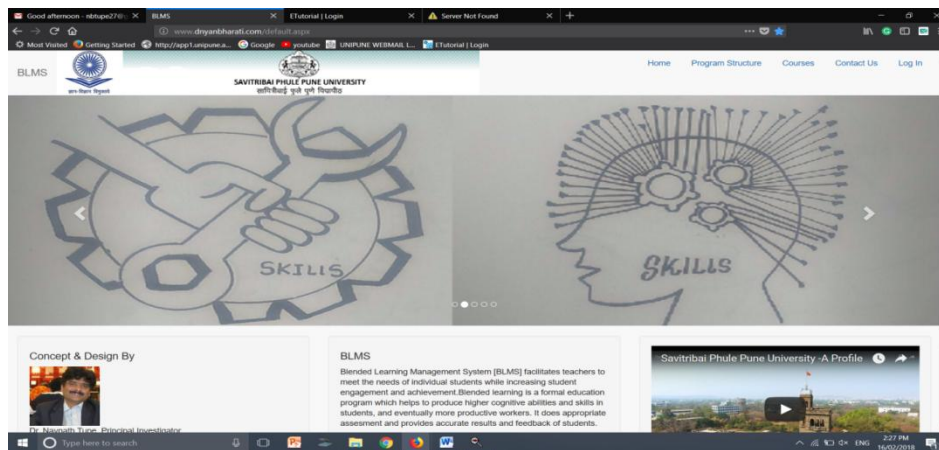
Blended learning is a formal education program in which a student learns partially through online delivery of content and instruction with the student having some liberty when choosing time, place, path, and/or pace and at least in part at a supervised brick and mortar location away from home. (Staker, H., & Horn, M. B., 2012). A case study of students in Mexico aged six to eight found that the students were more motivated when a blended learning instructional approach was used for math lessons (Garcia, L., & Pacheco, C, 2013). According to them students collaborated with each other and engaged in discussions about math more when the technology was added to traditional instruction. Blended learning environments comprising of a mixture of face-to-face and computer mediated instruction, are gaining rapid popularity in higher education as a way to combine the best aspects of the traditional face-to-face classroom and the online learning environment. Garrison and other (Garrison, D. & Vaughan, N., 2008) noticed that the students gain satisfaction from the flexibility and learning outcomes of the environment while the teachers gain satisfaction from the increased engagement on the part of students in the learning process. They also propose that the thoughtful integration of learning environments can yield higher levels of learning required for today’s adult learner. Existing research promotes the benefits of blended learning in higher education: high levels of student satisfaction regarding time flexibility (Dziuban, C.D., Hartman, J.L., & Moskal, P.D., 2004.) (Garnham, C., & Kaleta, R, 2002) increased teacher satisfaction improved learning outcomes (Dzuiban, 2004) (Garnham, C., & Kaleta, R, 2002), (Twigg, 2005) and increased socialization in online interaction as a result of participation in a blended environment (Comey, 2009).

With reference to entrepreneurship, I did not find any studies highlighting the use of blended learning for teaching the same. So, it was quite important to have innovative models for teaching entrepreneurship and blended learning can emerge as one of the most useful model. As such teaching models help educators identify and reflect on the different dimensions of education as well as coherence of their own teaching practices. More research is needed to evaluate the consistency among different teaching models in Entrepreneurship Education and to find coherence between the basic concepts and foundations about education, pedagogies, and outcomes. (Sarasvathy, 2008) delineates a competency-based approach to teaching and learning in Entrepreneurship Education. The author claims that a competency-based frame could be a good structure for planning, conducting, and evaluating entrepreneurship education practices, especially for those programs that have the goals for students to act and think like entrepreneurs. Owing to this fact, pedagogy on scenario based learning in blended mode may provide the learners with an opportunity to act and think like entrepreneurs, which may help in developing the required skills.

### ***Blended Learning Management System (BLMS)***

In present study, the web based Blended Learning mode of delivery has been developed based on the design depicted in fig. no. 1. The Attractive Web Design in which the information was given in different categories like home page, programme structure, Courses etc. There were made available several facilities of learning like self-assessment tool, Discussion Forums, Chatting, Face to Face workshops etc. Learner can enroll by signup system and choose the Courses offered in the Blended Learning Management System. See the website in figure No. 2.





**Figure N0. 2: Blended Learning Management Systems (Tupe, BLMS, 2017)(Tupe, Blended learning model for enhancing entrepreneurial skills Among Women, 2018)**

BLMS facilitates teachers as well as learners to meet aims of increasing engagements and achievements of students in entrepreneurship learning. It helps to produce higher cognitive abilities and entrepreneurial skills in students. It provides activity based learning scenarios to students. Along with the assessment of students it channels their feedback to instructors. The module is not only a blend of the modes of learning but also of different theories that create new ideas. In this context, Josh Bersin rightly pointed out that blending of any two types increases mastery. If you can add new media, it will have a significant impact on learning (Bersin, 2004). Accordingly, in present BLMS, the facilities of uploading and downloading were available for learners along with the Links of Videos, PDFs, PPTs, Images. The learner (women in present case) has learned the stories of other women entrepreneurs and enacted the role-play as suggested in the scenarios for becoming successful entrepreneur. The scenario contains self-governed learning activities and assignments accompanied by learning resources to complete the activities. Various queries of the students are addressed with face to face workshops that also motivate them. In present study, there were ten learning workshops organized in face to face mode. The main aim of the BLMS is to provide the effective learning environment to enrich entrepreneurial skills. Thus, Self-instructional strategies have employed to design the learning situation. In the present BLMS, 70% learning through online and only 30% face to face mode was effectively blended in the said system. There was a scientific and systematic course alignment established in the BLMS and the aims & objectives, commitments of learner, content, and context, learning outcomes and, interactions with peer groups, interactions with communities of practice and interactions with content were developed accordingly. Students Orientations have organized time to time for how they learn entrepreneurial skills through the various tasks provided in the BLMS. Each session in workshop would end with a learning target for next week and tried to explore learning difficulties that were faced by students in previous learning schedule. The workshops also provided the instructions for how students have to complete next learning tasks.

### III. RESULTS AND DISCUSSIONS

The global media landscape is going through enormous changes; media organizations are racing with the ever-increasing technological advancement. The internet is proving to be an aggressive medium, taking over much of the work that television, radio and the newspaper used to do (Pew Research Center, 2012). The global perspective shows that North America with a population of 363,844,662 had a total of 345,660,847 internet users with 95.0% penetration rate in 2017. South America with a population of 428,240,515 had a total of 306,349,946 internet users in the same year with a penetration rate of 71.5 %. Europe on the other hand, with a population of 827,650,849 in 2018, has 704,833,752 internet users with a penetration of 85.2% in 2017 (Internet world stat, 2018). This situation painted by the cited figures is an important point of departure in examining the impact of digital media on traditional newspapers. In the digital era, media content is made available to people without any difficulties, simply by the click of the mouse or the tap of the finger. Less than 30 years ago, when the internet was still in its infancy, people across the globe depended on watching TV, listening to radio or reading a printed newspaper. But now with the technological advancement of the internet and other digital platforms, one can get information from a source that is thousands of miles away (Gates, 2002) thus the internet has revolutionized the communication industry. The dissolution of temporal and spatial constraints to the dissemination of information through the use of digital media presents a two faceted situation to the newspaper: a menace and a messiah, or a threat and an opportunity. A threat caused by a migration of readers to online

platforms and an opportunity for print newspapers to adapt to business strategies that are cheap, constant and offer a seamless and continuous engagement with readers.

The information highway, which was described by UNESCO (1997) as a high-speed global network capable of routing to subscribers at high speed a series of new interactive services has allowed for the digitalization of almost every information medium. News can be shared from one person to another using different platforms. One person can read a news story from online newspapers and share that story by twitting it or sharing it on Facebook, a person who is connected to the initial web surfer will then read the news story without having to search for it, by following the link to the newspaper's website. This can have either positive or negative impacts on the newspapers, positive in the sense that it is easier to reach a wider audience and also the chance to increase diversification as well as getting feedback from readers that can eventually create sources for more news stories. The gathering, production and distribution of news in the era of digitization being immense benefits. UNESCO (1997) argues that newspaper production is now fully controlled by computers, from web tension to ink feed, from registration of four-colour prints to the inserting of quires, down to the counting of copies at the delivering unit. The negative impact comes when the newspaper loses revenue due to drops in circulation as well as the confidence of advertisers. Competition gets stiffer with the use of digital platforms; increasing numbers of people are divorcing the newspaper for social media and other online sources of news.

According to Peter (2009) with the changing time and trend, Digital newspapers and magazines are emerging as a great method for people to gather information and remain up to date with the latest developments around the world. Newspapers readers are migrating from buying hard copy of newspapers to the convenient online newspapers. Digitisation impacts on print newspapers by reducing the sales of printed newspapers since more and more people are shifting their focus towards digital newspapers thus compelling traditional print media to act fast in order to survive the digital revolution. Peter further argues that digital newspapers are more convenient than the ordinary newspapers as the user avoids the hassle of flipping through pages. In this fast-paced digital era, readers no longer have time to sit down with a paper text and sift through page after page to find what they are looking for. This work of searching for information is made easier through digitization. Another negative impact that digital media have on traditional newspapers is that of market fragmentation caused by the multiplication of cable channels and websites with newspapers losing vital classified advertisements revenue to online operations. The decades-long slow constriction of circulation threatens to close the print newspaper arteries unless they snag the next generation of readers. The only choice newspapers have is to go to digital platforms. Bell (2009) suggested that for their survival, print newspapers must monetize the online version in a way that is similar to how they are able to monetize print.

In Namibia, internet access is on the increase on individual and household levels. There were 570,000 Facebook subscribers in 2017. With an increasing popularity of social media, the threat for traditional media is real as millions of readers now share information through online platforms.

Digital media are becoming so sophisticated to the extent that newspapers now use videos on their website in order to keep their news up-to-date. These developments have tremendous impacts on newspapers. Lyons (2014) concluded that newspapers which do not realise they live and operate in the digital era and are not willing to shift to digital platforms, will eventually collapse. Although UNESCO (1997) predicted the decline of print newspapers with the advent of new media, the Namibian print media remains a strong medium in the face of this technological evolution. Its impact on the Namibian print media is discussed in this article under the Impact of Digitization.

According to **Mary Parker Follet**, "Management is the art of getting things effectively done through people (Akrani., 2011)". There are so many skills are important to manage the workers and work but communication skills, decision making skills and self-awareness skills are mostly determinant skills which are essential for getting things done through people. These limited three sub-skills are measured under the managerial skills in this study. The story based learning scenarios with self-governed learning activities were developed in BL for enhancing Managerial Skills and launched them as a Blended Learning on experimental group of undergraduate girl students of the Hujurpaga women college of commerce in Pune City. The data has been collected to test the effectiveness of Blended Learning (BL) by 10 Point Likert Scale called as the Pre-test Post-test. The nature of the tests is self-assessment scale.

### ***Communication Skill***

Communication is a process of exchange the ideas, thoughts between two or more people. In this process message sender, receiver, message, channel, media and feedback are the crucial components of the communication. In present Study, Knowledge of message content, multimedia skills, keeping active in communication, readiness for conversation, interaction for solving problems and feedback were considered as the sub-skills of communication. These sub-skills were measured by Pre-Test and Post-Test 10 point Likert scale for the purpose of testing the effectiveness of Blended Learning. Data has been presented in the table no. 1.

**Table No.1: Effect of BLM for Enhancing Communication Skills among Girl Students**  
**Paired Samples Test**

	Mean	N	Std. Deviation	Paired Differences				T	df	Sig. (2-tailed)	
				Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
							Lower				Upper
Communication Skills Before Treatment – Communication Skills After Treatment	35.4048	42	7.21469	-15.04762	7.17024	1.10639	-17.28202	-12.81322	-13.601	41	.000
	50.4524		3.57636								

*Observation:* The results of the paired samples ‘t’ test is reported in Table No 1. In the pre-test post-test single experimental group of women, the paired samples ‘t’ test revealed that there was a significant difference between score of communication skills before (M = 35.4048, SD = 7.21) and after intervention the score of communication skills (M = 50.45, SD = 3.58), t (df41) = -13.601, p = .000. It Means communication skill after had a higher mean than communication before intervention. In addition, the mean difference between the two was 15.04762.

In terms of the hypothesis testing the differences in means test is represented as follows:

**H<sub>0</sub>** (Null hypothesis): There is not a significant positive gain in the achievements of undergraduate girl students in post-test mean score of Communication Skills as compared to Pre-Test mean score before intervention of the Blended Learning for enhancing managerial skills.

**H<sub>A</sub>** (Alternative Hypothesis): There is a significant positive gain in the achievements of undergraduate girl students in post-test mean scores of Communication Skills as compared to Pre-Test mean scores before intervention of the Blended Learning for enhancing managerial skills.

The test statistic was calculated by SPSS-Version 20. The table no.1 shows that the calculated t-test value is -13.601 which significant at 41 degree of freedom on tests mean score of Communication Skills. It demonstrates that the experimental group mean score of Post-Test are significantly higher than the Pre-Test mean score in Communication Skills.

*Inferences:*

The test statistic which was calculated to be t value -13.601 was given level of significance at DF 41. Thus these two scores of pre-test and post-test were differed significantly on communication skills achievement of women before and after intervention of the Blended Learning for enhancing managerial Skills. It means that the Null hypothesis was rejected and the alternative hypothesis was accepted, it seems that the experimental group of undergraduate girl students has to gain reasonably much more in post-test with compared to pre-test as a result of BL treatment.

**Decision Making Skills:**

Decision Making Skill is one of the pivotal key in managing the work and workers. Manager has to make decision time to time for reducing wastage and has to acquire the skill of scrutinizing alternatives for effective decision. In context of sustainable development, making decisions for reducing wastage are rather critical than utilizing the optimum resources. Initiative tendency and risk taking are quite essential qualities of manager while making decision for exploiting opportunities and conflict resolution for improvement of enterprises. Thus, knowledge of reducing wastage, skill of scrutinizing alternatives, initiative tendency, risk taking, exploiting opportunities, conflict resolution has considered as sub-skills of decision making which were measured in present study. The data is shown in the table no.2.

**Table No. 2: Effect of BLM for Enhancing Decision Making Skills among Girl Students**  
**Paired Samples Test**

Mean	N	Std. Deviation	Paired Differences				t	Df	Sig. (2-tailed)	
			Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
						Lower				Upper

Decision Making Skills Before Treatment	34.3095	6.77329									
- Decision Making Skills After Treatment	48.8571	4.12353	-14.54762	7.22193	1.11437	-16.79813	-12.29711	-13.055	41	.000	

*Observation:* The results of the paired samples ‘t’ test is reported in table 2. In the pre-test post-test experimental single group of undergraduate girl students, the paired samples ‘t’ test revealed that there was a significant difference between the score of Decision Making Skills before (M = 34.3095, SD = 6.77329) and after the intervention the scores of Decision Making Skills (M = 48.8571, SD = 4.12353),  $t(df41) = -13.055, p = .000$ .

Decision *making* after had a higher mean than Decision Making before intervention of BL. In addition, the mean difference between the two was 14.54762.

In terms of the hypothesis testing the differences in means test is represented as follows:

**H<sub>0</sub>** (Null hypothesis): There is not a significant positive gain in the achievements of undergraduate girl students in post-test mean scores of Decision Making skills as compared to Pre-Test mean scores before the Blended Learning intervention for enhancing Decision Making Skills.

**H<sub>A</sub>** (Alternative Hypothesis): There is a significant positive gain in the achievements of undergraduate girl students in post-test mean scores of Decision Making skills as compared to Pre-Test mean scores before the Blended Learning intervention for enhancing Decision Making Skills.

The test statistic was calculated by SPSS-Version 20. The table no.2 shows that the calculated t-test value is -13.055 which significant at 41 degree of freedom on test mean scores of Decision Making Skills. It demonstrates that the experimental groups mean scores of Post-Test are significantly higher than the Pre-Test mean score in Decision Making Skill.

*Inferences:*

The test statistic which was calculated to be -13.055 was given level of significance at DF 41 Thus these two scores of pre-test and post-test were differed significantly on Decision Making Skill achievement of undergraduate girl student after studying in Blended Learning Intervention. It means that the Null hypothesis was rejected and the alternative hypothesis was accepted, it seems that the experimental group of undergraduate girl students has gained reasonably much more in post-test with compared to pre-test as a result of BL treatment.

**7.3 Self-Awareness Skills:**

Self-awareness is a state in which people attend to their own consciousness, body, personal history, or some other aspect of themselves. Self-awareness, self-esteem, self-actualization are the psychological state which creates power in mind to realize internal and external situation; such a state of mind generates new ideas, views, ways, thoughts for managing the customer satisfactions as well as expectations of subordinates.

Self- Development, Self- Actualization, Self-confidence, Self- Commitment, Divergent thinking, and Flexibility are the measures of self-awareness in this study. Data has been presented in the table no.3.

**Table No. 3: Effect of BLM for Enhancing Self-Awareness Skills among Girl Students**  
Paired Samples Test

	Mean	N	Std. Deviation	Paired Differences				t	Df	Sig. (2-tailed)
				Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper			
Self-Awareness Skills Before Treatment - Self-Awareness Skills After Treatment	38.3571	42	7.41726	-11.28571	6.79414	1.05	-13.40 -9.17	-10.765	41	.000

**Observation:** The results of the paired samples ‘t’ test is reported in table 3. In the pre-test post-test experimental group of undergraduate girl students, the paired samples ‘t’ test revealed that there was a significant difference between the score of Self-Awareness Skillsbefore (M = 38.3571, SD = 7.41726) and the score Self-Awareness Skills after intervention (M = 49.6429, SD = 3.81154),  $t(df41) = -10.765, p = .000$ .



Self-Awareness after had a higher mean than Self-Awareness before intervention. In addition, the mean difference between the two was 11.28571.

In terms of the hypothesis testing the differences in means test is represented as follows:

**H<sub>0</sub>** (Null hypothesis): There is not a significant positive gain in the achievements of undergraduate girl students in post-test mean scores of Self-Awareness Skills as compared to Pre-Test mean score before intervention of the Blended Learning for enhancing Self Awareness Skills.

**H<sub>A</sub>** (Alternative Hypothesis): There is a significant positive gain in the achievements of undergraduate girl students in post-test mean scores of Self-Awareness Skills as compared to Pre-Test mean scores before intervention of the Blended Learning for enhancing Self Awareness Skills.

The test statistic was calculated by SPSS-Version 20. The table no.3 shows that the calculated t-test value is -10.765 which significant at 41 degree of freedom on test mean scores of Self-Awareness Skills. It demonstrates that the experimental groups mean scores of Post-Test are significantly higher than the Pre-Test mean scores in Self-Awareness Skill.

### **Inferences**

The test statistic which was calculated to be -10.765 was given level of significance at DF 41 Thus these two scores of pre-test and post-test were differed significantly on Self-Awareness Skill achievement of undergraduate girl students after studying in BL intervention. It means that the Null hypothesis was rejected and the alternative hypothesis was accepted, it seems that the experimental group of undergraduate girl students has gained reasonably much more in post-test with compared to pre-test as a result of Blended Learning treatment.

### **Implications**

In present reality, various measures have been suggested to increase and sustain female participation in the Indian economy. To support meaningful female participation, education needs to be matched with corresponding job creation. There is a need to introduce government reforms to reduce gender inequality in access to employment in the labour market. Pathways from education to opportunity can be nurtured through deliberate, focused efforts to help young women minds to pursue their dreams, to transform their aspirations into reality and in turn revitalize, grow and achieve their goals by developing entrepreneurial attitudes and employability skills, managerial skills through the Blended Learning. Women those who are engaged in housekeeping or services and simultaneously they want to improve their entrepreneurial skills for participating in income generating activities; it is only possible through this Blended Learning design.

## **IV. CONCLUSION**

The study revealed the enhancement and retention of managerial skills among the women after intervention of BL in which the Managerial Skill Matrix is evolved through combination of Componential Theory of Creativity (Amabile, 2013) with Managerial Skills as a component entrepreneurial skills. In this study, managerial skills are designed with the three layers of creativity components-expertise, intrinsic motivation and thinking styles; such pedagogical design of managerial skills has found so much effective for becoming creative entrepreneurs and it makes interesting to learn the skills rapidly as well. According to Dennis Sale and others, 'ten cognitive scientific principles (The Core Principles of Learning) are identified as central to good learning design, irrespective of delivery mode' (Dennis Sale, Cheah Sin Moh, Mark Wan, 2017).

Activity Based Learning is a new craze in education nowadays; because doing, thinking, and feeling all the ways of learning are applied in this kind of learning. Stenberg (1999) asserted that there are three main aspects of intelligence; that is a key for creativity- Synthetic, Analytical and Practical. Ultimately intelligence is the basic source of creativity and innovation. An individual can increase his or her intelligence in the particular area like music, mathematics, literature, crafts, entrepreneurship and managing work and workers etc. If you acquired such a potential in particular area it is useful and applicable in the real life situation but it is depend on an individual how he or she apply it in real context (Stenberg, 1999). This research study has suggested the three approaches like Analytical Oriented Approach, Creative Oriented Approach, Practical Oriented Approach to do learning activities based on Stenberg's "Triarchic Theory" of intelligence and creativity. This design of Learning Activities is found effective to increase the intelligence in particular area of subject.

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