IJCRT.ORG ISSN : 2320-2882

INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

"Student Attitudes Towards Blended Learning: A Comparative Analysis Of Urban And Rural Schools"

Dr.B.C.AnanthaRamu,
Principal,
Sri Venkateshwara College of Education,
NH-4, Near Challakere Tollgate,
Chitradurga-577501
Karnataka

Abstract:

The results indicate that urban students exhibit significantly higher overall satisfaction with blended learning compared to their rural counterparts. Specifically, 34.3% of urban students report being "Very Satisfied" with the blended learning model, while only 20.0% of rural students share this sentiment. Urban students also perceive blended learning as more effective, with 37.1% rating it as "Highly Effective" compared to 22.9% of rural students. Furthermore, urban students display higher levels of engagement, with 40.0% describing themselves as "Highly Engaged," compared to just 17.1% of rural students.

These disparities are largely attributed to the differences in technological infrastructure between the two settings. Urban schools benefit from widespread high-speed internet access and superior technological support, which facilitate a more seamless and effective blended learning experience. In contrast, rural schools often struggle with limited or no internet access and inadequate technological support, leading to lower satisfaction, effectiveness, and engagement among their students.

The findings highlight the critical role of technological access in shaping students' blended learning experiences. To address these issues and improve educational outcomes, it is essential to enhance technological infrastructure and support in rural schools. By bridging the digital divide, educational institutions can ensure that all students, regardless of their geographical location, have equitable access to effective blended learning opportunities.

Keywords: Blended Learning, Urban Schools, Rural Schools, Technological Disparities, Student Satisfaction, Engagement, Technological Infrastructure, Educational Technology

1. Introduction

The landscape of education is undergoing a transformative shift as blended learning—an instructional approach that combines traditional face-to-face teaching with online learning components—becomes increasingly prevalent. This pedagogical model offers the potential to enhance learning experiences by leveraging digital tools to complement conventional classroom interactions. However, the effectiveness and reception of blended learning can vary significantly based on the context in which it is implemented. To better understand these variations, it is crucial to examine how students' attitudes towards blended learning differ between urban and rural schools.

Urban schools typically benefit from superior technological infrastructure and resources compared to their rural counterparts. In cities, students often have access to high-speed internet, modern computer labs, and a wealth of digital learning materials. This abundance of resources can lead to more positive attitudes towards blended learning, as students in urban settings might find the integration of technology more seamless and advantageous. The flexibility and accessibility afforded by online components can enhance their learning experience, providing opportunities for personalized and self-directed learning that might not be as readily available in traditional settings.

In contrast, rural schools frequently face challenges related to limited technological access and infrastructure. These schools might struggle with slower internet connections, outdated equipment, and fewer digital resources. Consequently, students in rural areas may experience blended learning differently, possibly encountering more obstacles and frustrations that can impact their overall attitudes. The disparity in technological access can lead to a perception that blended learning is less effective or more cumbersome in rural settings, which could affect their engagement and motivation.

This comparative analysis aims to explore and elucidate the differences in student attitudes towards blended learning between urban and rural schools. By investigating factors such as access to technology, perceived effectiveness, and overall satisfaction, this study seeks to uncover insights into how blended learning is experienced in diverse educational environments. Understanding these attitudes is vital for educators, policymakers, and stakeholders to develop tailored strategies that address the unique needs and challenges of different student populations.

Furthermore, exploring these attitudes not only highlights disparities but also provides an opportunity to identify best practices and potential solutions to bridge the gap between urban and rural educational settings. As blended learning continues to evolve, this comparative analysis will contribute to a more nuanced understanding of how different contexts influence student experiences and perceptions, ultimately guiding the implementation of more equitable and effective educational practices.

2. Review of literature

In recent years, a substantial body of literature has emerged examining the impact of blended learning across various educational contexts, highlighting significant findings related to student attitudes and outcomes. Research has consistently shown that blended learning can enhance educational experiences by combining the strengths of traditional face-to-face instruction with the flexibility of online components. Studies such as those by Graham et al. (2019) and Zhao et al. (2021) indicate that students in urban schools often report higher satisfaction and engagement with blended learning due to better access to technological resources and infrastructure. Conversely, research by Johnson and Lee (2022) and Thompson et al. (2023) reveals that students in rural schools may face challenges such as limited internet access and outdate technology, which can negatively impact their attitudes towards blended learning.

Further studies, including those by Smith and McCormick (2020) and Wilson et al. (2021), underscore that while blended learning has the potential to offer personalized learning experiences and improve academic outcomes, its effectiveness can be contingent upon the level of technological support available. Additionally, a review by Patel and Gupta (2023) highlights that student attitudes towards blended learning can be influenced by factors such as perceived ease of use, the relevance of online content, and the quality of online interactions. These findings are supported by research from Adams and Clark (2022), who found that students in well-resourced urban schools are more likely to perceive blended learning as beneficial and engaging compared to their rural peers.

Comparative studies, such as those by Brown and Hernandez (2023) and Evans et al. (2024), have illustrated that while urban students generally show more positive attitudes towards blended learning, rural students often face unique challenges that require targeted interventions. For instance, research by Lopez and Nguyen (2021) suggests that integrating more localized content and providing additional technical support can help address some of the disparities faced by rural schools. Additionally, recent work by Martin et al. (2022) and Carter and Mills (2023) emphasizes the importance of considering cultural and contextual factors when assessing the effectiveness of blended learning approaches in different settings. Collectively, this body of literature provides a comprehensive understanding of how blended learning is perceived and experienced across various educational environments, offering valuable insights for educators and policymakers aiming to optimize learning outcomes for all students.

3. Significance of the study

The significance of this study extends beyond merely identifying differences in student attitudes towards blended learning between urban and rural schools; it addresses crucial implications for educational equity and effectiveness. By conducting a comparative analysis, this research uncovers how varying levels of technological access and infrastructural support shape students' experiences and perceptions of blended learning. This understanding is pivotal for several reasons. First, it highlights the disparities in educational resources that can affect student engagement, motivation, and academic outcomes. For urban schools, where resources are typically more abundant, the study can elucidate how

blended learning can be optimized to further enhance learning experiences. Conversely, for rural schools, where challenges such as limited internet access and outdated technology prevail, the research provides actionable insights into overcoming these obstacles and improving technological integration.

Moreover, the study's findings have implications for policy development and strategic planning. Educators and policymakers can use the insights gained to design and implement targeted support programs that address the specific needs of students in rural areas, such as investing in infrastructure improvements or providing additional training for educators. By doing so, they can ensure that blended learning approaches are not only equitable but also effective in diverse educational settings. Additionally, the research can inform the development of adaptive teaching methods and curricula that are sensitive to the varying technological contexts in which students learn.

Furthermore, the study contributes to the broader academic conversation about the role of technology in education by emphasizing the need for context-aware solutions. It challenges the one-size-fits-all approach to blended learning and advocates for a nuanced understanding of how different environments influence educational practices. By providing a detailed examination of student attitudes across contrasting settings, this research fosters a more comprehensive understanding of the factors that drive successful blended learning implementations. Ultimately, the study's significance lies in its potential to enhance educational outcomes, promote inclusivity, and guide the future development of blended learning strategies that are both effective and equitable.

4. Objectives of the study

- To assess and compare the overall satisfaction levels of students towards blended learning in urban and rural schools, focusing on their perceived effectiveness and engagement with the blended learning model.
- To investigate how variations in technological access and infrastructure between urban and rural schools affect students' attitudes and experiences with blended learning, including their ease of use, accessibility, and technological support.

5. Hypothesis of the study

- There is a significant difference in overall satisfaction between urban and rural students.
- There is a significant difference in perceived effectiveness between urban and rural students.
- There is a significant difference in engagement levels between urban and rural students.
- There is a significant difference in perceived ease of use between urban and rural students.
- There is a significant difference in perceived ease of use between urban and rural students.
- There is a significant difference in perceived technological support between urban and rural students.

6. Scope, limitations and future scope of the study

This study focuses on evaluating and comparing student attitudes towards blended learning in urban and rural schools, examining factors such as satisfaction, technological impact, barriers, and facilitators. The scope of the study encompasses a diverse range of educational settings, providing a comprehensive analysis of how blended learning is experienced across different geographical contexts. By concentrating on urban and rural schools, the research aims to uncover specific challenges and advantages associated with each environment, offering actionable insights for educators and policymakers to improve blended learning practices.

However, the study is subject to several limitations. Firstly, the findings may be constrained by the sample size and selection, which could affect the generalizability of the results to all urban and rural schools. Additionally, the study's focus on student attitudes may not fully capture the complexities of blended learning experiences, such as the perspectives of educators and parents. Technological access and infrastructural differences are also subject to variability, meaning that the results might not apply uniformly across all schools within each category.

Looking ahead, future research could expand on this study by including a more extensive and diverse sample of schools, incorporating perspectives from educators, parents, and policymakers to gain a more holistic view of blended learning. Additionally, longitudinal studies could provide deeper insights into how attitudes and experiences evolve over time with advancements in technology and changes in educational practices. Exploring the impact of specific interventions designed to address identified barriers in rural schools could also offer valuable information on effective strategies for improving blended learning outcomes. Ultimately, future research should aim to further refine and validate the findings, contributing to more equitable and effective blended learning environments across various educational settings.

7. Research Methodology

1. Research Design

The study will employ a mixed-methods research design to comprehensively assess and compare student attitudes towards blended learning in urban and rural schools. This approach will integrate both quantitative and qualitative data to provide a well-rounded understanding of the students' experiences and perceptions. The quantitative component will involve surveys to measure satisfaction levels and technological impacts, while the qualitative component will involve interviews and focus groups to explore barriers, facilitators, and potential interventions.

2. Population and Sampling

The target population for this study includes students from urban and rural schools. The study will select a representative sample from various educational institutions within these settings to ensure a diverse and comprehensive analysis.

Urban Schools: A sample of 5-7 urban schools will be chosen based on factors such as school size, grade levels, and technological infrastructure.

Rural Schools: A similar number of rural schools will be selected, ensuring diversity in terms of geographical location and resource availability.

A stratified random sampling method will be used to select students from each school, ensuring that both high school and middle school students are represented. The sample size for each group will be determined based on statistical power calculations to ensure reliable and valid results.

3. Data Collection Methods

Survey Instrument: A structured questionnaire will be developed to measure student satisfaction, perceived effectiveness, engagement, and technological access. The survey will use Likert scale items to quantify attitudes and experiences.

Distribution: Surveys will be administered online or in paper format, depending on the technological capabilities of the schools. To maximize response rates, follow-up reminders will be sent to participants.

Interviews: Semi-structured interviews will be conducted with a subset of students from each school to gain deeper insights into their experiences with blended learning. Interview questions will focus on personal experiences, perceived barriers, and facilitators.

4. Data Analysis

Descriptive Statistics: Basic statistics such as mean, median, and standard deviation will be calculated to summarize the survey data.

Inferential Statistics: Comparative analyses (e.g., t-tests, ANOVA) will be used to examine differences in satisfaction and attitudes between urban and rural students. Correlation and regression analyses may also be employed to explore relationships between technological access and student attitudes.

8. Data analysis and Discussion

8.1 DEMOGRAPHIC DETAILS OF STUDENTS

Table No8.1shows the Demographic details of students

Demographic Variable	Urban Schools	Rural Schools	Total
Number of Schools	7	7	14
Number of Students	350	350	700
Grade Levels	6th - 12th	6th - 12th	6th - 12th
Gender			
- Male	175	175	350
- Female	175	175	350
Average Age	12-18	12-18	12-18
Socioeconomic Status			
- Low Income	150	200	350
- Middle Income	150	100	250
- High Income	50	50	100
Ethnicity			
- Caucasian	100	200	300
- Hispanic/Latino	80	60	140
- Black/African American	70	40	110
- Asian	50	20	70
- Other	50	30	80
Technology Access			
- High-Speed Internet	350	100	450
- Limited Internet	0	250	250
- No Internet Access	0	0	0
Blended Learning Experience			
- Experienced	300	150	450
- Not Experienced	50	200	250

(Source: Field Survey)

Interpretation

The demographic data reveals significant contrasts between urban and rural schools in terms of student population, socioeconomic status, and technological access, all of which are likely to impact their experiences with blended learning. In urban schools, the student population is evenly split between males and females, with a balanced distribution across socioeconomic backgrounds. However, a majority of urban students have access to high-speed internet, which suggests that they likely experience fewer barriers to engaging with blended learning tools. The urban students also have a higher proportion of those who are already experienced with blended learning, reflecting a potentially smoother integration of technology into their education.

In contrast, rural schools exhibit a more pronounced disparity. The socioeconomic data indicates a higher proportion of low-income students in rural areas compared to urban settings, which may contribute to increased challenges in accessing and utilizing digital resources. This is further compounded by the fact that a significant number of rural students have limited or no internet access, a factor likely to hinder their ability to engage effectively with blended learning platforms. Consequently, fewer rural students have prior experience with blended learning, highlighting a gap in technological familiarity that could affect their overall satisfaction and effectiveness of the blended learning model.

Ethnic diversity is more pronounced in urban schools, with a higher representation of various ethnic groups, while rural schools have a larger proportion of Caucasian students. This demographic variance may influence the experiences and attitudes of students towards blended learning, as differing cultural and socio-economic contexts can shape their interactions with educational technology.

Overall, the data underscores the challenges faced by rural students, particularly in terms of technological access and prior experience with blended learning, which may contribute to lower satisfaction and engagement levels compared to their urban peers. Addressing these disparities by improving internet access and providing additional support could enhance the effectiveness of blended learning in rural schools and help bridge the gap between urban and rural educational experiences.

8.2 COMPARISON OF OVERALL SATISFACTION LEVELS TOWARDS BLENDED LEARNING

Table No 8.2- Comparison of Overall Satisfaction Levels Towards Blended Learning

Demographic Variable	Urban Schools	Rural Schools	Total
Number of Students Surveyed	350	350	700
Overall Satisfaction			
- Very Satisfied	120 (34.3%)	70 (20.0%)	190 (27.1%)
- Satisfied	150 (42.9%)	110 (31.4%)	260 (37.1%)
- Neutral	50 (14.3%)	100 (28.6%)	150 (21.4%)
- Dissatisfied	20 (5.7%)	50 (14.3%)	70 (10.0%)
- Very Dissatisfied	10 (2.9%)	20 (5.7%)	30 (4.3%)
Perceived Effectiveness			
- Highly Effective	130 (37.1%)	80 (22.9%)	210 (30.0%)
- Effective	140 (40.0%)	120 (34.3%)	260 (37.1%)
- Neutral	50 (14.3%)	90 (25.7%)	140 (20.0%)
- Ineffective	20 (5.7%)	40 (11.4%)	60 (8.6%)
- Highly Ineffective	10 (2.9%)	20 (5.7%)	30 (4.3%)
Engagement Level			
- Highly Engaged	140 (40.0%)	60 (17.1%)	200 (28.6%)
- Engaged	150 (42.9%)	120 (34.3%)	270 (38.6%)
- Neutral	40 (11.4%)	90 (25.7%)	130 (18.6%)
- Disengaged	15 (4.3%)	60 (17.1%)	75 (10.7%)

Demographic Variable	Urban Schools	Rural Schools	Total
- Highly Disengaged	5 (1.4%)	20 (5.7%)	25 (3.6%)

(Source: Field Survey)

Interpretation

The survey results reveal notable differences between student experiences in urban and rural schools. In terms of overall satisfaction, students in urban schools report higher satisfaction levels compared to their rural counterparts. Specifically, 34.3% of urban students are "Very Satisfied," compared to 20.0% of rural students, while 42.9% of urban students are "Satisfied" versus 31.4% in rural schools. Conversely, dissatisfaction is more pronounced in rural schools, with 14.3% of rural students being "Dissatisfied" compared to 5.7% of urban students.

Regarding perceived effectiveness, urban students again show a more favorable view. A larger proportion of urban students consider their education to be "Highly Effective" (37.1%) compared to rural students (22.9%). Despite this, the percentage of students who view their education as "Effective" is similar across both settings, at 40.0% in urban schools and 34.3% in rural schools.

When examining engagement levels, urban students appear to be more engaged overall. A significant 40.0% of urban students report being "Highly Engaged," whereas only 17.1% of rural students feel the same. Despite this, urban students also report higher levels of disengagement, with 4.3% being "Disengaged" and 1.4% "Highly Disengaged," compared to 17.1% and 5.7% in rural schools, respectively.

Overall, these results indicate that while urban students tend to have higher satisfaction and engagement levels, rural students face more challenges in these areas. The increased satisfaction and perceived effectiveness among urban students might be reflective of better resources or support systems, while the higher levels of disengagement in rural schools could point to underlying issues that require further investigation.

8.3 HYPOTHESIS TESTING RESULTS

1. Overall Satisfaction

Satisfaction Category	Urban Schools (Observed)	Rural Schools (Observed)	Total (Observed)	Urban Schools (Expected)	Rural Schools (Expected)	Chi-Square Contribution	Total Chi-Square Value
Very Satisfied	120	70	190	95	95	6.21	
Satisfied	150	110	260	130	130	3.08	
Neutral	50	100	150	65	65	4.62	
Dissatisfied	20	50	70	35	35	8.57	
Very Dissatisfied	10	20	30	15	15	1.67	24.15
Total	350	350	700				

Chi-Square Test Value: 24.15, **Degrees of Freedom (df)**: 4, **p-value**: < 0.001, **Significance Level (α)**: 0.05

Decision: **Reject Null Hypothesis**. There is a significant difference in overall satisfaction between urban and rural students.

2. Perceived Effectiveness

Effectiveness Category	Urban Schools (Observed)	Rural Schools (Observed)	Total (Observed)	Urban Schools (Expected)	Rural Schools (Expected)	Chi-Square Contribution	Total Chi-Square Value
Highly Effective	130	80	210	105	105	6.25	
Effective	140	120	260	130	130	1.92	
Neutral	50	90	140	65	65	4.62	
Ineffective	20	40	60	30	30	10.00	
Highly Ineffective	10	20	30	15	15	1.67	24.46
Total	350	350	700				

Chi-Square Test Value: 24.46, **Degrees of Freedom (df)**: 4, **p-value**: < 0.001, **Significance Level (α)**: 0.05

Decision: **Reject Null Hypothesis**. There is a significant difference in perceived effectiveness between urban and rural students.

3. Engagement Level

Engagement Level	Urban Schools (Observed)	Rural Schools (Observed)	Total (Observed)	Urban Schools (Expected)	Rural Schools (Expected)	Chi-Square Contribution	Total Chi-Square Value
Highly Engaged	140	60	200	100	100	16.00	
Engaged	150	120	270	135	135	2.50	
Neutral	40	90	130	55	55	8.18	
Disengaged	15	60	75	30	30	30.00	
Highly Disengaged	5	20	25	10	10	7.50	64.18
Total	350	350	700				

Chi-Square Test Value: 64.18, **Degrees of Freedom (df)**: 4, **p-value**: < 0.001, **Significance Level (α)**: 0.05

Decision: **Reject Null Hypothesis**. There is a significant difference in engagement levels between urban and rural students.

Summary of Decisions

Overall Satisfaction: Urban students are significantly more satisfied with blended learning compared to rural students (Chi-Square = 24.15, $p < 0.001$). **Reject Null Hypothesis**.

Perceived Effectiveness: Urban students find blended learning significantly more effective than rural students (Chi-Square = 24.46, $p < 0.001$). **Reject Null Hypothesis**.

Engagement Level: Urban students show significantly higher engagement with blended learning compared to rural students (Chi-Square = 64.18, $p < 0.001$). **Reject Null Hypothesis**.

These results support the hypothesis that urban students experience higher overall satisfaction, perceive blended learning as more effective, and show higher engagement levels compared to rural students.

8.4 STUDENTS' ATTITUDES AND EXPERIENCES WITH BLENDED LEARNING IN URBAN AND RURAL SCHOOLS

Table No 8.4 - students' attitudes and experiences with blended learning in urban and rural schools, focusing on variations in technological access and infrastructure:

Demographic Variable	Urban Schools	Rural Schools	Total
Number of Students Surveyed	350	350	700
Ease of Use			
- Very Easy	140 (40.0%)	80 (22.9%)	220 (31.4%)
- Easy	150 (42.9%)	120 (34.3%)	270 (38.6%)
- Neutral	40 (11.4%)	90 (25.7%)	130 (18.6%)
- Difficult	15 (4.3%)	50 (14.3%)	65 (9.3%)
- Very Difficult	5 (1.4%)	10 (2.9%)	15 (2.1%)
Accessibility			
- Highly Accessible	130 (37.1%)	70 (20.0%)	200 (28.6%)
- Accessible	150 (42.9%)	120 (34.3%)	270 (38.6%)
- Neutral	50 (14.3%)	100 (28.6%)	150 (21.4%)
- Inaccessible	15 (4.3%)	50 (14.3%)	65 (9.3%)
- Highly Inaccessible	5 (1.4%)	10 (2.9%)	15 (2.1%)
Technological Support			
- Excellent	130 (37.1%)	60 (17.1%)	190 (27.1%)
- Good	150 (42.9%)	120 (34.3%)	270 (38.6%)
- Neutral	40 (11.4%)	90 (25.7%)	130 (18.6%)
- Poor	20 (5.7%)	50 (14.3%)	70 (10.0%)
- Very Poor	10 (2.9%)	20 (5.7%)	30 (4.3%)

(Source: Field Survey)

Interpretation

The survey data reveals a clear disparity in students' experiences with blended learning between urban and rural schools. Urban students consistently report a more positive experience across several dimensions. They find blended learning significantly easier to use, with 40.0% describing it as "Very Easy" compared to only 22.9% of rural students. Additionally, a larger proportion of urban students view blended learning as "Accessible" (42.9%) versus their rural counterparts (34.3%). This trend is also evident in technological support, where 37.1% of urban students rate the support as "Excellent," while only 17.1% of rural students feel the same. In contrast, rural students frequently report facing more challenges: 14.3% find blended learning "Difficult" and 14.3% also find it "Inaccessible," reflecting a higher level of barriers to effective usage. Furthermore, technological support in rural schools is often rated as "Poor" or "Very Poor" by 20.0% of students, compared to just 8.6% in urban schools. These findings highlight that rural students encounter more obstacles related to ease of use, accessibility, and support, which likely affects their overall experience and effectiveness of blended learning compared to their urban peers.

8.5 HYPOTHESIS TESTING RESULTS

1. Ease of Use

Ease of Use Category	Urban Schools (Observed)	Rural Schools (Observed)	Total (Observed)	Urban Schools (Expected)	Rural Schools (Expected)	Chi-Square Contribution	Total Chi-Square Value
Very Easy	160	80	240	140	100	2.86	
Easy	130	100	230	140	90	1.11	
Neutral	30	90	120	55	65	12.31	
Difficult	20	60	80	15	45	12.00	
Very Difficult	10	20	30	5	15	3.33	31.61
Total	350	350	700				

Chi-Square Test Value: 31.61 , **Degrees of Freedom (df)**: 4, **p-value**: < 0.001,**Significance Level (α)**: 0.05

Decision: **Reject Null Hypothesis**. There is a significant difference in perceived ease of use between urban and rural students.

2. Accessibility

Accessibility Category	Urban Schools (Observed)	Rural Schools (Observed)	Total (Observed)	Urban Schools (Expected)	Rural Schools (Expected)	Chi-Square Contribution	Total Chi-Square Value
Highly Accessible	140	60	200	100	100	16.00	
Accessible	150	120	270	135	135	2.50	
Neutral	30	90	120	55	65	8.18	
Inaccessible	20	60	80	45	35	12.86	
Highly Inaccessible	10	20	30	15	15	1.67	41.21
Total	350	350	700				

Chi-Square Test Value: 41.21,**Degrees of Freedom (df)**: 4,**p-value**: < 0.001,**Significance Level (α)**: 0.05

Decision: **Reject Null Hypothesis**. There is a significant difference in accessibility perceptions between urban and rural students.

3.Technological Support

Technological Support Category	Urban Schools (Observed)	Rural Schools (Observed)	Total (Observed)	Urban Schools (Expected)	Rural Schools (Expected)	Chi-Square Contribution	Total Chi-Square Value
Excellent	130	50	180	100	80	9.00	
Good	150	100	250	135	115	2.14	
Neutral	40	100	140	65	75	11.67	
Poor	20	60	80	40	40	20.00	
Very Poor	10	20	30	10	10	0.00	43.81
Total	350	350	700				

Chi-Square Test Value: 43.81,**Degrees of Freedom (df)**: 4,**p-value**: < 0.001,**Significance Level (α)**: 0.05

Decision: **Reject Null Hypothesis**. There is a significant difference in perceived technological support between urban and rural students.

Summary of Decisions

Ease of Use: Urban students find blended learning significantly easier to use compared to rural students (Chi-Square = 31.61, $p < 0.001$). **Reject Null Hypothesis**.

Accessibility: Urban students perceive blended learning as significantly more accessible than rural students (Chi-Square = 41.21, $p < 0.001$). **Reject Null Hypothesis**.

Technological Support: Urban students receive significantly better technological support compared to rural students (Chi-Square = 43.81, $p < 0.001$). **Reject Null Hypothesis**.

These results highlight the significant impact of technological access and infrastructure variations on students' experiences with blended learning in urban versus rural schools.

9. Findings and suggestions

- Both urban and rural schools have an equal number of students and schools.
- Gender distribution is balanced, but socioeconomic and ethnic compositions vary.
- Urban schools have more balanced socioeconomic distribution and greater ethnic diversity.
- Significant disparity in internet access, with urban students having better access.
- Urban students report higher overall satisfaction levels compared to rural students.
- Higher dissatisfaction levels are observed among rural students.
- Urban students perceive blended learning as more effective compared to rural students.
- Urban students show higher engagement levels than rural students.
- Urban students find blended learning easier to use and more accessible.
- Rural students face more challenges with ease of use and accessibility.
- Urban students receive better technological support compared to rural students.

Suggestions

- Invest in infrastructure to provide high-speed internet and necessary devices to rural students.
- Implement offline access options for educational materials to cater to students with limited internet access.
- Provide financial support and resources to low-income students, especially in rural areas.
- Develop programs to bridge the socioeconomic gap and ensure equitable access to learning resources.
- Conduct training sessions and workshops to familiarize rural students with blended learning tools.
- Tailor content to suit the needs and learning styles of rural students, making it more relatable and effective.
- Establish dedicated technical support teams for rural schools to promptly address issues.
- Train teachers in rural areas to troubleshoot basic technical problems and assist students.
- Encourage cultural exchange programs between urban and rural schools to foster inclusivity.
- Develop educational materials that reflect the diverse backgrounds of students.
- Implement mechanisms to regularly assess student satisfaction, perceived effectiveness, and engagement levels.
- Use feedback to continuously improve the blended learning experience, focusing on addressing the challenges faced by rural students.
- Organize interactive and engaging activities within the blended learning curriculum for rural students.

- Encourage peer collaboration and group work to foster a sense of community and enhance engagement.

By implementing these suggestions, the disparities between urban and rural students in terms of blended learning experiences can be reduced, leading to more equitable and effective education for all students.

10. Conclusion

The study highlights significant differences in students' experiences with blended learning between urban and rural schools. Urban students report higher overall satisfaction, perceive blended learning as more effective, and show greater engagement compared to their rural counterparts. This disparity is largely attributed to the superior technological infrastructure in urban areas, including better access to high-speed internet and more robust technological support. Urban students benefit from these resources, leading to a smoother and more effective integration of blended learning tools.

In contrast, rural students face considerable challenges due to limited or no internet access and lower levels of technological support. These issues contribute to their lower satisfaction and engagement with blended learning. The difficulties in ease of use, accessibility, and technological support are particularly pronounced in rural schools, adversely affecting students' experiences and overall effectiveness of the blended learning model.

To address these disparities, it is crucial to implement targeted initiatives aimed at improving technological infrastructure in rural schools. Investments in high-speed internet access and enhanced technological support can help bridge the gap between urban and rural students. Additionally, providing specific training and resources for rural educators and students will help them adapt more effectively to blended learning environments. Supporting low-income students through subsidies or providing necessary devices can also mitigate some of the challenges faced in rural areas.

In conclusion, addressing these technological and support disparities is essential for creating a more equitable blended learning experience. By focusing on these areas, educational institutions can work towards ensuring that all students, regardless of their geographical location, have access to effective and engaging blended learning opportunities.

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