Edited book

The Blended Teaching and Learning

Methods & Practices



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PREFACE

Teaching and learning have been revolutionized in the twenty-first century as a response to shifting work patterns and cultural trends, and students now anticipate technology-based and flexible learning as alternatives. Thus, we sought to explore the methods and practices of the contemporary world based on blended teaching and learning through this book. These days, learning occurs in a variety of physical locations, such as educational or coaching institutions, workplaces, and homes, in addition to both open and closed virtual platforms. Blended learning is part of that learning location in higher education, not only for on-campus programs but also for programs created for learners learning at a remote and for professional learning and practice groups.

Teaching professionals presently confront the issue of educating students and training employees while incorporating information and communication technology (ICT) into their instruction for relatively broad and diverse populations. However, it appears that the library and information science (LIS) literature has a propensity to concentrate only on face-to-face or virtual learning approaches, which is a missed possibility. In order to maximize the benefits of each method while minimizing the drawbacks, this book provides a comprehensive blended learning method that combines the best elements of both conventional and modern learning and teaching methods.

Blended teaching and learning are currently consistently placed as key developing trends in higher education and are therefore of specific diplomatic significance for the long run for academic institutions, their learners, and educators, in addition to the expanding society of professional learning and teaching. In this book all the authors shared their experience, findings and thoughts to explore the blended teaching model. The problems with teaching and learning in on-campus and online environments are then discussed, accompanied by a look at how blended teaching and learning offer a method for creating groups of learning and practice, especially for professional learning. This book also embraces important topics such as methods and practices in teaching, including virtual connectivity techniques and learning processes, social media applications, m-learning, and concepts of teaching and learning. It also includes scheduling and developing blended learning initiatives, utilizing personal and collective learning exercises, operating as an e-tutor, establishing virtual groups of involvement and practice, and handling blended learning projects. Most of the research on professional learning and groups has only recently begun to recognize features of blended teaching and learning practices as crucial in the respective area, so this book is attempting to cover those voids.

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CHAPTER 15

Effect of Blended Instructional Method on Pupils' Academic Achievement in Social Studies in Ilorin West Local Government Area of Kwara State



Mr. Kayode Ezecheal OBAFEMI

Lecturer II, Department of Early Childhood and Primary Education, Kwara State University, Malete, Kwara State, Nigeria

ABSTRACT

In many fields, including pedagogy, technology has had a significant impact. The use of synchronous and asynchronous digital tools in instructional processes exemplifies this trend. The combination of face-to-face classroom instruction with computer mediated activities to deliver instruction characterized blended instructional method. Hence, the study investigated the effect of blended instructional method on the pupils' academic performance in social studies in Kwara State. The study adopted a pretest posttest control group quasi-experimental research design. The population used contains of all pupils in upper basic education in llorin West Local Government Area Kwara State. The simple random sampling technique was used to select two (2) private schools which were used in the study. One instrument titled Social Studies Achievement Test (SSAT) was validated and tested for reliability. Three research hypotheses were tested with analysis of Covariance (ANCOVA) at 0.05 level of significance. The findings of the study revealed that treatment had significant effect on pupils' academic achievement in social studies. However, gender did not have significant effect on pupils' academic achievement in social studies and there was no significant interaction effect of treatment and gender on pupils' academic achievement in Social Studies. Based on the findings, it was concluded that blended instructional method can improve academic achievement of pupils in social studies. It was therefore recommended that blended instructional method should be employed as a method of teaching social studies. School owners should organize and sponsor their teachers to attend workshop and training on the use of blended instructional method.

Introduction

The inclusion of a social studies component in the Nigerian curriculum is intended to promote the country's progress. In light of this, it has become a required part of the education system across Nigeria. Teachers' insistence that preteens and tweens take Social Studies classes reveals how crucial they consider the field to be in forming their students' character and worldview.

A significant portion of the curriculum in Nigerian schools is devoted to social studies, which aim to equip students with the knowledge and skills necessary to create a more just and

equitable society (Nwalado & Obro, 2020). It is therefore impossible to overstate the importance of social studies as a means of promoting national development. To better understand people's struggles and develop effective solutions, social scientists study them in their natural habitats. Communication, economic growth, and the inculcation of moral values are all crucial concerns. Having developed to address issues unique to Nigerian society, it places a strong emphasis on the value of considering problems from multiple angles.

Due to their exposure to, and encouragement to adopt, the norms and practises of society, students of social studies are better prepared to make positive contributions to society. Students can gain a richer understanding of the interconnectedness of cultures, societies, and their respective environments through the study of social studies, as well as a more nuanced appreciation for the variety and rapid evolution of modern society. Education in the social sciences benefits society and brings people closer together because of the practical value of knowledge in this area (Olusanya, 2020).

Despite the significance of social studies to personal and societal growth, students are not making adequate academic progress in the field. There's a real risk that if nothing is done, this trend will slow the country's progress. In Nigeria, a general paper on social studies is part of the common entrance exam. In both 2018 and 2019, Kwara state students fared poorly on the common entrance general paper.

To help students succeed in elementary school and beyond, we need everyone's assistance in enhancing their performance in social studies. Successful teaching strategies, according to Adamu (2020), are the reason why students do well in social studies. A number of researchers and educators have argued for classroom strategies that place a greater emphasis on student involvement in class discussions and lectures (Molla, much, & Kingdom-Aaron, 2018; Kingdom-Aaron, Etokeren, & Okwelle, 2019).

Having grown up with computers and the Internet as commonplace, most students born in the 21st century are considered "digital natives." Every waking moment of their lives is consumed by electronic media like computers, video games, digital music players, mobile phones, and so on. For them, these devices are indispensable. Young people's leisure activities, academic pursuits, and professional endeavours are all being impacted by the pervasiveness of social media and other digital platforms in their daily lives. The term "blended learning" is used to describe an approach to teaching that combines classical and contemporary techniques (Neetu, & Richa, 2021)

The term "blended instructional strategy" refers to a method of teaching that combines traditional classroom methods with digital tools. Blended learning is the process of combining in-class instruction with independent study using electronic resources. Blended learning combines traditional classroom instruction with online resources (Utami, 2018). Improved student outcomes and the acquisition of previously unattainable competencies are both made possible through blended learning. This strategy has shown encouraging effects on students' engagement, critical thinking, and academic progress (Pierce & Fox, 2012).

There have been many studies on blended learning (Krause, 2007; Acelajado, 2011; Horn, & Staker, 2015; Neetu, & Richa, 2021; Pierce, & Fox, 2012; Utami, 2018), but none have specifically examined the impact of blended learning on students' social studies performance, especially at the intermediate level. It has not been done in the Kwara state capital of Ilorin West LGA in Nigeria.

The gender dynamic must also be taken into account. Gender is a significant factor in the differences between the sexes. Biology has determined that sex is one such trait (Kevin, 2017). Numerous studies have examined the impact of students' gender on their academic performance, with conflicting findings (Nnamani & Oyibe, 2016; Pirmohamed, Debowska & B2oduszek, 2017; Lori, Michelle, Glenda, & B1rian, 2019). The findings of this study bolster the argument that it is important to consider gender.

Problem Statement

However, students' work in social studies remains lacklustre despite the subject's importance. Students' social studies performance may be linked to teachers' propensity to prioritise their own interests over those of their students. Several studies have defended the efficacy of incorporating digital materials into the classroom. The blended approach is one of many instructional strategies that make use of modern technologies. In order to find out how a blended approach to teaching affects student performance in Social Studies in the Ilorin West LGA of Kwara State, a survey was distributed to both teachers and students in that area.

Proposed Theories in the Field

From the investigation, the following conjectures emerged:

H01: There is no significant main effect of treatment on academic performance of social studies.

H02: There is no significant main effect of gender on academic performance of social studies.

H03: There is no significant interaction effect of treatment and gender on academic performance of social studies.

Methodology

The study had quasi-experimental components, including a pre- and post-test, and an intervention group. Since it employs a control group design in which students are assigned to non-random groups, it is unfair. To put our hypotheses to the test, we used a 2x2 factorial layout. There are two primary tiers in a factorial design: the test and non-test groups, and the sex categories (F). Two (2) public middle schools were chosen using a random sampling technique. This first group stands in for the "experimental" category, while the second is the "control" category. In this investigation, we relied heavily on the Social Studies Achievement Test for our data collection (SAT). On the SAT, there were twenty multiple-choice questions, each with four possible answers (A to D). The SAT has been validated as a credible assessment tool by two high school historians. Experts in the field of social science education from the University of Ilorin also contribute to the reliability of the instrument. The SAT's reliability was measured through a test-retest procedure. Twenty-five students, in total, returned to the exam after a two-week break. Using Pearson's product moment correlation coefficient, we were able to determine the reliability of the data (PPMC). Our calculations showed that the coefficient should have a value of 0.76. For a total of five weeks, the study was conducted. The first week consisted of pre-test administration and research assistant training. Treatment was administered over the course of three weeks. In this study, one group was taught using the blended method, while the other was taught using a traditional strategy. Each class received three lessons (one topic per week). The last evaluation took place at the end of Week 5.

Results

Research Hypothesis One: There is no significant main effect of treatment on pupils' academic performance in social studies.

Table 1: Summary of Analysis of Covariance showing the main effect of treatment on pupils' academic performance in social studies

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	10153.422	4	2538.356	88.586	.000
Intercept	1178.041	1	1178.041	41.112	.000
Pretest	4.648	1	4.648	.162	.689
Treatment	9974.641	1	9974.641	348.105	.000
Gender	72.661	1	72.661	2.536	.116
Treatment * Gender	31.333	1	31.333	1.093	.300
Error	1805.210	63	28.654		
Total	253291.000	68			
Corrected Total	11958.632	67			

Table 1 displays the mean treatment effect on p1upils' social studies grades. In terms of students' grades in social studies, the treatment main effect was statistically significant ($F_{(1; 63)} = 348.105$, $P < 0.05$). Because the result's significance level is lower than 0.05, the hypothesis is rejected. This suggests that the treatment had a substantial main effect on students' social studies grades. Calculated marginal mean scores are shown in table 2.

Table 2: Estimated Marginal Mean Score of Pupil's academic performance by Treatment

Treatment	Mean	Experimental	Control
Blended teaching method	72.469	*	
Conventional method	47.816		*

Table 2 shows that the main effect seen there is due to the distinction between the blended and traditional approaches to teaching. This suggests that the students who were taught using

a blended approach fared better than their counterparts who were taught using traditional method.

.**Ho2:** There is no significant effect of gender on pupils' academic performance in social studies. There was no statistically significant difference between male and female students' grades in social studies, as shown in Table 1. ($F_{(1;\ 63)} = 2.536$; $P > 0.05$). As a result, $H_0 2$ cannot be dismissed.

Ho3: There is no significant interaction effect of treatment on pupils' academic performance in social studies. As can be seen in Table1, there was no statistically significant interaction effect between treatment and gender in terms of students' social studies grades. Thus, we should not dismiss $F(1; 63) = 1.903$; $P > 0.05$). Thus, the third hypothesis is not rejected

Findings Discussion

This study's findings lend credence to the idea that using a blended approach in the classroom can help students significantly improve their social studies grades. Hybrid-taught students outperformed their traditionally-taught peers. This result is in line with the findings of Onyenma and Abraham (2020), who also found that students' performance in Physics improved through the use of a blended learning approach. Moreover, no concrete evidence suggested that male or female students performed differently in social studies. This supported the conclusion drawn by Obafemi (2022), who also discovered no link between sex and academic success. Student social studies performance was also found to vary significantly by treatment group and gender. Similarly, Obafemi, Ola-Alani, and Fajonyomi (2021) found no significant interaction effect between treatment and gender in terms of academic achievement.

Conclusion

The results of the study demonstrate that using a blended learning approach in the classroom boosts students' social studies performance. Incorporating activities like these into social studies classes benefits students of both sexes.

Recommendations

The following recommendations were made after this conclusion was reached:

1. Students should be taught social studies through blended learning, and educators should have access to blended learning-focused professional development opportunities like conferences and workshops.
2. The use of blended learning strategies should be a mandatory component of all teachers' preparation programmes, and they should be woven into the fabric of the social studies curriculum as a whole

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"The Blended Teaching and Learning- Methods & Practices"

About the book

This book titled "The Blended Teaching and Learning- Methods & Practices" is a collection of thirty-one research articles written by academicians and research scholars from India and abroad. Technology can either reinforce an existing learning paradigm or provide innovations that have the potential to change how we learn. Of course, learning tools have existed since the dawn of civilization, but the digital revolution, with its exponential rate of change, presents us with tremendous potential as well as different challenges to our current practise. All the articles are of high quality as they reveal writers' own experiences/findings/ success stories of using blended model in the teaching and learning process in their own domain. The book would be welcomed by practising teachers of all levels, pedagogical experts and even by parents, as the articles will open the eyes of all those who believe that online class also demands planning and professionalism for its success. The articles were thoroughly examined and refined by a group of editors for assuring the standard and acceptability of concepts.

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