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EFFECT OF BLENDED TEACHING METHODS ON SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN SOCIAL STUDIES

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Abstract
The researchers investigated the effect of blended teaching methods on secondary school students' academic performance in Social Studies. Two research questions and hypothesis guided the study. The design of this study is quasi-experimental research design. Specifically, pre-test, treatment, post-test and post-post-test of non-equivalent group procedures were adopted. The population of the study consists of a total of 23,678 students from public secondary schools in Kogi State. The sample consists of 122 upper basic two (JSS II) students who offer Social Studies in three selected co-educational schools. Purposive and cluster random sampling techniques were adopted for the study. The instrument used in collecting the data for this study was a researcher-made test titled Social Studies performance test (SSPT). The instrument was validated by specialist in education measurement and evaluation and social science education with a reliability co-efficient index of 0.87 obtained using Kuder-Richardson 20 statistic (K-R 20). This was considered adequate for the study. Research questions was answered using mean and standard deviation. Analysis of Covariance (ANCOVA) was used to test the hypotheses at 0.05 level of significance. But in the case of using SPSS, the rejection of the hypotheses was based on the comparison of the SPSS p-value or significance level in the output directly with the chosen 0.05 alpha level of significance. When the p-value is equal to or less than the chosen alpha, reject the null hypothesis, if otherwise, accept the null hypotheses. The findings of the study revealed that students taught Social Studies using blended and peer teaching methods achieved significantly more than students taught Social Studies using lecture method. It further recommended that curriculum planners should ensure that they are proactive in the incorporation of blended teaching methods as part of the methods for teaching Social Studies in schools where Social Studies are taught, since it was found to be effective in enhancing students' achievement.
Keywords: Social studies, Blended teaching method, Lecture method, Student and Academic performance

Introduction

Social Studies occupy a very important position in the life of man and society. It is one of the subjects taught in junior secondary and tertiary schools in Nigeria. Social Studies cover a wide range of studies since it draws its concepts and generalizations from the Social Science subjects like Geography, Political Science, Sociology, and Economics and from the Humanities such as Religion, History and Arts and a host of others like Law, Medicine etc. Many other writers and commentators define Social Studies differently. Abubakar et al (2017) conceptualized Social Studies as a process of education which utilizes the study of life for the purpose of giving children and adults the opportunity to practice solving individual and societal problems. It includes the transmission of attitudes, knowledge and skills which help students in making decisions and become responsible citizens. Ogunbiyi et al (2018) opined that Social Studies is the study of man and his physical and social environment, and how he interacts with others. Shaibu (2020) defined Social Studies as a field of study of man and his activities, in relation to his social, economic, political, cultural and physical environment in order to achieve understandings, skills, attitudes and values that are necessary for personal and societal development.

Students and teachers of Social Studies have different perception on the field of Social Studies. They encounter difficulties in some concepts in the teaching and learning of school subjects. According to Chime (2022), difficulties in any subject kill interest towards that particular subject. The problem could also lead to poor performance and examination malpractice. Teachers are also challenged by difficult concepts in Social Studies which often make them avoid the teaching of certain topics which they perceive as difficult. The aims of teaching Social Studies at the secondary school level, according to Amaechi (2015), include; to develop the capacity to think clearly and as objectively as possible about economic problems drawing conclusion logically from informed analysis of factual knowledge and restrictive material of the subject; to develop a knowledge and understanding of the economic and social dimensions of the environment in terms of the basic social interaction, and to achieve social literacy and numeracy by developing the capacity to use the technology, language and symbolism of the subject with some precision and clarity for the purpose of effective communication of economic ideas. In order to achieve these aims of Social Studies, a fundamental framework of Social Studies has to be laid at the school, not just for those intending to pursue a career in Social Studies, but more generally as a part of educational foundation which every student should have before leaving school in the form of competent teachers.

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The guiding principle of social studies curriculum is the need to equip graduates of the upper basic School students with the basic knowledge and skills that will enable them to better appreciate the nature of social problems in any society (Anum & Ogazi, 2021). With the importance of social studies and provisions made by the Federal Government of Nigeria for effective teaching and learning of the subject, the objectives of its pedagogy as stated in the upper basic Social Studies curriculum is yet to be achieved due to ineffective teaching methods which affect students' academic achievement. There is need to use appropriate teaching methods like blended teaching method. Blended teaching is a student-centered teaching method that combines traditional face-to-face classrooms (synchronous learning activities) with e-learning activities (asynchronous learning activities) (Abraham & Ikushagba, 2025). Blended teaching (BT), also called hybrid learning is defined as a combination of e-learning and the traditional face-to-face (F2F) learning or instructor-led-training (ILT), with necessary coaching, assignments and projects provided as support and reinforcement tool. According to Azizan (2017), Blended teaching has enormous advantages as it consumes the best of the fluidity of using internet resources and the reassurance of face-to-face experiences in order to improve learning. Blended teaching aims to improve and develop the quality of educational activities in two vertical and horizontal dimensions by the use of different instruments and progressive technologies.

The Blended teaching environment is a learning environment that combines electronic and traditional learning. It enables student-teacher interaction, or student-content interaction, or student-student interaction through direct dialogue or discussion in order to overcome the obstacles of electronic and traditional learning environments and develops students' knowledge and skills effectively. The Blended teaching environment overcomes the social isolation imposed by the e-learning, by mixing it up with traditional education inside the classroom. In the context of Blended teaching, students are the main focus in order to meet their actual needs through studying educational content which is far away from the routine traditional environment via direct meeting and online communication (Al-Madani, 2015). The concept of Blended teaching which stems as a real information technology solution integrates e-learning with traditional learning in a single model to take advantage of both learning styles in achieving the desired educational goals. The steps to blended teaching According to Abraham and Ikushgba (2025) are determination of the goals of the lesson, choose effective training tools, set training programme, split students into group start the interactive phase, facilitator support the students, evaluate the students, feedback from the students and reinforcement of the students. Blended teaching assists the learners to become active participants in the entire teaching process.

In Nigeria, lecture method of teaching is normally used. In this method, the teacher stands before the students and deliver his lecture while students listen, take notes and remained passive throughout the teaching and learning process. This method is a teacher-centred approach. Teacher dominates the class and students accept what the teacher says without questioning or contributing to the lecture. In a classroom situation, students differed in terms of intellectual ideas and perception; they learn and understand more quickly and easily than others but these facts were not taken into consideration in traditional method of teaching (Onye & Ajuzie, 2018; Umoh, & Akpan, 2014). The persistent use of conventional method makes students passive rather than active learners. It does not promote insightful learning and long-term retention of any abstract concepts in Social Studies and emphasizes learning through the teacher's guidance at all times (Gambari, et al 2014). Abraham and Ikushagba, (2025) also observed that such teacher-centered approach which places the teacher as the sole possessor of knowledge and the students as passive recipients of knowledge may not enhance achievement or promote positive attitudes to studies. Others are attitudes, availability of laboratory facilities and gender. The search for a more effective approach for the teaching and learning of Social Studies that will enhance the academic performance has persisted over the years and the present study is on the verge for this.

Academic performance is considered an important achievement for students during the educational process. The achievement of the performance affects the students' current and future life (Kell et al., 2013), as well as portraying students' inherent productivity and ability (Hanushek, 2020). Sothan (2019) views academic performance within any context as achievement relative to some standard and further states that academic performance and other dimensions of learning can be measured by a variety of yardsticks or measuring instruments, the result of which are type of scores, ranks or grades. In this study, academic performance is defined as the degree or level of success recorded at the end of an academic endeavour. Students' academic performance refers to the students' ability to do well, fairly or poorly in an examination or a classroom test. It refers to what students can actually do when they have finished a course of study.

Gender issues and academic performance have become a very important issue among researchers. According to Nworgu (2015), there is an acknowledged problem of female under performance when compared with their male counterparts apparently under equivalent conditions and this problem of female under performance appear to be more pronounced in science and mathematics. Abraham and Ikushagba, (2025) confirmed that researches indicated that girls believe that some subjects like Economics and other sciences are too difficult and not important for their future. Ikushagba and Abraham, (2025) confirmed that the enrolment of boys out-numbered that of the girls in science, Technology and Education in Nigerian Universities, Polytechnics and Technical Colleges. Some factors have been identified to account for differences in male and

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female achievement in some subjects. Prominent among the factors identified by Okeke (2018) is sex-role stereotyping which seems to be the origin of differences between male and female achievement in science education. Some research works have shown contradictory evidences in students' academic achievement due to gender. For instance, Ombuguhin et al (2021) found out that there is no significant difference in the achievement of males and females in biology and chemistry respectively. The present study will ascertain this controversy with regards to Social Studies. Empirically, Harahap et al, (2019) carried out a study titled: effect of blended learning strategy on learning achievement and science process skills of students in plant tissue culture course in the Universitas Negeri Medan. The results of the study showed that t-count = 3.769, P= 0.001 at the level significance of 0.05 in learning achievements score. It also showed that t-count = 5.435 > t-table = 1.661 P= 0.001 at the significance level of 0.05 in science process skills score.

Statement of the Problem

Social Studies is a field of studies which has social sciences concepts as its foundation. Over the years, the performance of students in Social Studies in Kogi State has been very poor. National Examination Council's (NECO) Chief Examiner's Report on Social Studies from 2021 - 2023 summaries at the junior secondary school examinations also depicts poor performance of students in Social Studies. This could be attributed to teachers' use of less effective teaching methods and strategies as well as non-use of appropriate teaching methods. Of all the causes of underperformance of Social Studies students, lecture method has continued to receive a major condemnation by researchers. This could be because of its ineffectiveness in arousing the interest of students, thus leading to constant under performance and lack of interest in students. To overcome the problem of constant under performance of students in Social Studies, researchers have advocated the use of more effective teaching methods as opposed to traditional lecture method of teaching Social Studies. The innovative teaching method requires students to be active participants in the teaching and learning process. This attribute of innovative teaching is near absent in most schools and could be responsible for lack of understanding, which in turn leads to poor performance. Hence, the problem of this study posed as a question, what is the effect of blended teaching on the academic performance of upper basic students in Kogi State?

The main purpose of this study is to examine blended teaching methods on secondary school students' academic performance in Social Studies. Specifically, the study will:

3. Examine the mean effect of treatment on academic performance of students in Social Studies
4. Examine the interaction effect of treatment on gender and academic performance of students in Social Studies

The following research questions would be posed to guide the study

1. What is the performance mean scores of students taught Social Studies using blended teaching, and lecture methods?
2. What are the interaction effects on gender by treatments (blended teaching, and lecture) on students' performance in Social Studies in the pre-test and post-test?

The following null hypotheses are formulated and would be tested at 0.05 level of significance.

H_{O1}: There is no significant difference in the performance mean scores of students taught Social Studies using blended teaching and lecture method

H_{O2}: There is no significant interaction effect on gender by treatment and academic performance of students in Social Studies

Methodology

The design of this study is quasi-experimental research design. Specifically, pre-test, treatment, post-test and post-post-test of non-equivalent group procedures were adopted. The population of the study consists of a total of 23,678 students from public secondary schools in Kogi State. The sample consists of 122 upper basic two (JSS II) students who offer Social Studies in two selected co-educational schools. Purposive and cluster random sampling techniques were adopted for the study. Specifically, 63 students were for experimental group I (BL), and 59 students for experimental group II (LM). Male and female Social Studies students made up the sample size; 28 male and 35 female students for group I, and 27 males and 32 females for group II. The instrument used in collecting the data for this study was a researcher-made test titled Social Studies performance test (SSPT). The instrument was validated by specialist in education measurement and evaluation and social science education with a reliability co-efficient index of 0.87 obtained using Kudder-Richardson 20 statistic (K-R 20). This was considered adequate for the study. Research questions was answered using mean and standard deviation. Analysis of Covariance (ANCOVA) was used to test the hypotheses at 0.05 level of significance. But in the case of using SPSS, the rejection of the hypotheses was based on the comparison of the SPSS p-value or significance level in the output directly with the chosen 0.05 alpha level of significance. When the p-value is equal to or less than the chosen alpha, reject the null hypothesis, if otherwise, accept the null hypotheses.

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Research Question 1: What are the performance mean scores of students taught Social Studies using blended teaching, and lecture methods?

Table 1: Descriptive statistics for the performance mean scores of students taught Social Studies using blended teaching, and lecture methods

Descriptive Statistics

Teaching Methods	Mean ($\bar{X}$)	Std.Deviation (S)	Sample (n)
Pre Test			
Blended Teaching	18.00	2.036	63
Lecture Method	18.88	1.778	59
Post Test			
Blended Teaching	33.12	2.725	63
Lecture Method	21.27	1.628	59

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Post Test			
Blended Teaching	33.12	2.725	63
Lecture Method	21.27	1.628	59

Table 1, presents the result of data concerning research question 1 for the mean performance scores of students taught Social Studies using blended teaching, and lecture methods. The result shows that students that were taught Social Studies with blended teaching method had pre-test performance mean score of 18.00 and post-test mean score of 33.12. On the other hand, the students that were taught with lecture method had pre-test performance mean score of 18.88 and post-test performance mean score of 21.27. Looking at the standard deviations, it was seen that the distance between the standard deviation and the mean scores of the groups shows that there is homogeneity of scores in the distribution. The gap in the mean scores of the two groups at post test indicates that blended teaching method are effective in the improvement of students' performance in Social Studies more than the lecture method.

Hypothesis 1: There is no significant difference in the performance mean scores of students taught Social Studies using blended teaching

Table 2: Inferential statistics for the significant difference between the performance mean scores of students taught Social Studies using blended teaching, teaching

Tests of Between-Subjects Effects

Dependent Variable: Post Test

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3697.659[a]	2	1232.553	257.719	.000
Intercept	938.675	1	938.675	196.271	.000
Pre-Test	1.420	1	2.420	.506	.478
Teaching Methods	2661.095	1	1830.548	382.755	.000
Error	564.341	118	4.783		
Total	106864.000	122			
Corrected Total	4262.000	121			

a. R Squared = .868 (Adjusted R Squared = .864)

Table 2 presents the result of data concerning hypothesis 1 for the significant difference between the mean achievement scores of students taught Social Studies using blended teaching, and lecture method in the pre test and post test. It was indicated in the table that the F-calculated (F-cal) value is high at 382.755.The p-value of 0.000 is less than 0.05 level of significance, leading to the rejection of the null hypothesis indicating that performance mean scores of students taught Social Studies using blended teaching, and lecture method in the pre test and post test are significantly different.

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Research Question 2: What are the interaction effects on gender by treatments (blended teaching, peer teaching and lecture) on students' performance in Social Studies in the pre-test and post-test?

Table 3: Descriptive statistics for the interaction effects on gender by treatments (blended teaching and lecture) on students' performance in Social Studies in the pre-test and post-test

Teaching Methods	n	Pre-test $\bar{X}$	S	Post-test $\bar{X}$	S	Pre-test $\bar{X}$	S	Post-test $\bar{X}$	S
Gender		Male = 28				Female = 35			
Blended	61	17.65	2.262	33.41	3.537	18.24	1.877	32.92	2.060
		Male = 27				Female = 32			
		Pre-test		Post-test		Pre-test		Post-test	
Lecture	59	18.95	2.147	21.21	1.751	18.82	1.435	21.32	1.555

Table 3, presents the result of data concerning research question 2 for the interaction effects of gender by treatments (blended teaching, and lecture) on students' performance in Social Studies in the pre-test and post-test. The result presented shows that at pre test, the mean scores of the groups and their gender were minimal but at post test the mean scores of the blended a teaching method groups increased more than the lecture method group. This displays that there is no interaction effect existing in this study.

Hypothesis 2: There is no significant interaction effect on gender by treatment and academic performance of students in Social Studies.

Table 4: Inferential statistics for the significance of treatments by gender interaction effects on students' achievements in Social Studies

Dependent Variable: Post Test Source	Type III Sum of Squares	df	Mean Square	F	Sig
Corrected Model	2703.282[a]	2	417.214	127.040	.000
Intercept	820.568	1	720.568	189.479	.000
Pre-Test	3.068	1	3.068	.631	.428
Teaching Methods	2639.622	1	1819.811	374.569	.000
Gender	1.908	1	2.908	.599	.441
Teaching Methods * Gender	1.801	1	1.400	.288	.750
Error	558.718	115	4.858		
Total	106864.000	122			
Corrected Total	4262.000	121			

a. R Squared = .869 (Adjusted R Squared = .862)

Table 4 presents the result of data concerning hypothesis 2 for the significance of treatments by gender interaction effects on students' performance in Social Studies. The result shows that the F-calculated (F-cal) value is 0.288. The p-value of 0.750 is greater than 0.05 level of significance. This led to the acceptance of the null hypothesis indicating that treatments by gender interaction effects on students' performance in Social Studies do not differ significantly.

Discussion of Findings

It was revealed in this study that students taught Social Studies using blended teaching methods achieved significantly more than students taught Social Studies using lecture method. That is to say that those students in blended teaching method groups significantly scored higher than those in the lecture method group. This finding is in agreement with the finding of Harahap et al (2019) that the blended learning strategy is found to be significantly more effective in enhancing students' learning achievement as compared to the conventional learning strategy. Similarly, Alsalhi et al (2019) findings revealed that there were statistically significant differences between the experimental and the control groups, in favor of the experimental group using blended learning. This finding is true because, blended teaching aims to improve the quality and develop the quality of educational activities in two vertical and horizontal diversions by the use of different instruments and progressive technologies. It leverages technology and focuses on the student-teacher relationship to enhance independence, engagement, and achievement. It provides a big convenience for the course to achieve its target by combing the face to face interaction in traditional learning and time; place and material richness provided by web-based learning. Traditional teaching methods are not suitable for tactile learning because tactile learning needs direct experience and involve manipulation of materials. This is in line with Samuel and Sambo (2019) result which indicates that the peer tutoring is more effective in enhancing students' interest and achievement than the conventional demonstration method. Furthermore, Nmonwu et al (2018) findings indicated that peer learning strategy improved student's performance in Social Studies. The similarities recorded in this finding could be attributed to power of the improved teaching methods over the lecture method.

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The study finally revealed that interaction effect of gender and teaching methods on the performance mean scores of the students in Social Studies does not significantly exist in the pretest and posttest. This finding could explain that gender does not interfere with the teaching methods and the academic outcome of the students. The introduction of humour into explanations and routine aspects of learning has been noticed to engage male students more effectively. These research findings revealed that male style of experiencing the world around us differ with that of the females. Males prefer outdoor activities while the females like indoor activities. These different learning styles between male and female may account for the variations in their conceptual world. Hence these may be the sources of misconceptions or naive conceptions in learning Social Studies. These teaching methods are excellent for engaging students irrespective of their gender. In line with this finding, Abraham and Ikushagba (2025) results showed that there was no statistically significant interaction effect of treatment (blended learning) and gender on students' achievement in algebra. The recorded similarities among the findings could be attributed to the use of similar research design.

Conclusion

The conclusion from this study is that blended teaching methods have the capacity of improving low academic performance in Social Studies irrespective of the students' gender category.

Recommendations

From the findings of the study, the following recommendations are made:

1. Curriculum planners should ensure that they are proactive in the incorporation of blended teaching methods as part of the methods for teaching Social Studies in schools where Social Studies are taught, since it was found to be effective in enhancing students' achievement.
2. The Ministries of Education should through seminars, workshops, and conferences equip Social Studies teachers with requisite knowledge, skills, and competences on the use of blended and peer teaching methods for teaching and learning of Social Studies so as to promote effective teaching and learning towards a better academic achievement.

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