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FLIPPED CLASSROOM MODEL OF MIXED-MODE BLENDED LEARNING ON ACADEMIC PERFORMANCE OF SOCIAL STUDIES STUDENTS IN ANAMBRA STATE

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ABSTRACT

This study worked on the effects of flipped classroom model of mixed-mode blended learning instructional strategy on academic performance of social studies students in Anambra state. The research design adopted for the study was quasi-experimental design. The population of the study consisted of 8,040 Junior Secondary School students drawn from 19 Government Junior Secondary Schools (JSS2) in Awka South Local Government Area of Anambra State. A sample of 97 (JSS2) Social Studies Students were used for the study in two intact classes from two schools in the study area drawn through purposive sampling techniques. A self-developed instrument was used for data collection which is Social Studies Performance Test (SSPT). Content and face validity of the instrument was obtained from two experts in measurement and evaluation unit of Educational Foundation Department, Nnamdi Azikiwe University, Awka. Reliability of the instrument was ascertained through test-retest method, the reliability coefficient of 0.85 was realized after analysis using Pearson Product Moment Correlation Coefficient r for SSPT. Two research questions were raised and answered in the study using mean and standard deviation. Also, two hypotheses guided the study and were tested using Analysis of covariance at 0.05 level of significance. Findings of the study revealed that flipped classroom model of mixed-mode instructional strategy enhanced students' academic performance in Anambra state. Also, a significant difference existed in the performance scores of students taught social studies using flipped classroom model and expository method in favor of flipped classroom. It was recommended among others that teachers should be trained in the use of flipped classroom instructional strategy for the teaching of social studies and perhaps, other social science subjects to improve their academic performance.

Keywords: Flipped Classroom Model, Mixed-Mode Blended Learning, Academic Performance, Social Studies

Introduction

Education is a channel through which we transmit what is worthwhile to those who are committed to it, be it children or adult. It is a process through which facts, knowledge, skills, values, behavior and attitude are impacted in people for processing and formulation of sound judgment. Although we have different types of education, the formal education is most intentional, well organized and certificated. The content of knowledge to be impacted in the process of education is organized into different disciplines and subject areas, among which social studies is one of them in the social science discipline.

Social Studies is an integrated field of study that probes man's environmental relationships and imbues man with high level intellectual skills, social skills and competencies pertinent to solving man's environmental diverse problems for better and effective living. In addition, social studies develops the key values and attitudes, knowledge and understanding, skills and processes necessary for learners to become active and responsible citizens, engage in the democratic process and aware of their capacity to effect changes in their communities and the world at large.(Inyang, 2020) Drawing from the national objectives of education, the major purposes of social studies education in Nigeria are creating awareness of the physical, social, political, economic and cultural environment. Also, developing social skills, critical thinking and analytic skills, social resources and socio-civic skills for survival of the individual, understanding citizenship and moral education and the inculcation of national consciousness and national unity (Ogundare & Jekayinfa, 2017).

Achieving these objectives depends majorly on the realization of instructional objectives of social studies in the various classrooms which rely heavily on pedagogy. A careful articulation of two or more instructional strategies for a successful delivery of social studies content could be useful and result oriented in impacting necessary knowledge, attitude, skills, values, and competences, thereby achieving desired objectives of the subject and by extension, that of the nation (Akpochafo, 2013). Unfortunately, most teachers are not familiar with learner centered instructional strategies with ICT inclusion which promotes students' interest in the instructional content, and deeper learning as a result of their active participation in learning especially, among the 21st century learners who are digitally inclined. (Obed, 2019)

Twenty first (21st) century refers to Information and Communication Technology (ICT) era whereby digital tools (computers, laptops, android phones, I-pads, TV set, Internet, flash-drives, among others) determine human relevance and actions. These digital tools have definite potentials to reshape human capacities and train the mind of people. Achieving effective teaching and learning in this 21st century, educators and teachers need to know about new learning theories, digital pedagogy, some differences in students that are associated with digital tools and activities, and have a deep understanding of various 21st century learning styles. This is because,

students in this era are digitally shaped in their media rich, electronic and digital environment. These learners are generally referred to as digital natives. (Rusell, 2016)

Presently, the way students learn has changed drastically, the learning process among the digital natives is expected to facilitate students' interest, understanding of content, retention of concepts, content knowledge, analyzing, applying, creating and evaluation. Instructors, teachers, and educators are therefore, expected to migrate to digital world so as to remain relevant in the educational system. Adding on-line instructional strategy to face-to-face classroom delivery could be a solution to the digital age teaching challenges in this era. The combination of instructional strategies allow for flexibility in operation, individualized learning, and greater chances for learners success (Russell, 2016). Basically, mixed-mode strategies of blended learning which is referred to as a mix of e-learning and traditional classroom-based learning could be very necessary and may no longer be optional for instructions in this era. Mixed-mode blended learning is a concept used to describe the way digital tools are combined with traditional classroom methods and independent study to generate a hybrid teaching method. Flipped classroom is an example of mixed-mode blended learning instructional strategies.

Flipped classroom is a model of mixed-mode blended learning instructional strategy that reverses the traditional learning environment by delivering instructional content on-line, outside the classroom, then, moves other activities including the traditionally considered homework into the classroom. It is a rotation model of mixed-mode blended learning strategy where normal classroom activities are done in a reverse order. Flipped Classroom is seen as using technology to teach outside the classroom whereas assignments with concepts are provided inside the classroom through learning activities. Flipped classroom instructions can be supported with videos, podcasts and online-quizzes in order to achieve the required creativity, application skills, synthesizing, and evaluation skills in teaching and learning processes in social studies. (Uzokife and Ezinwa,2022)

Conversely, the expository method of instruction is a reception learning, and is teacher centered. It is designed to assist students in acquiring a body of knowledge as the teacher exposes them in the class. Expository instructional method most often results to passivity, boredom, memorization and regurgitation of facts, depriving learners the much needed 21st century competencies of creativity, collaboration, communication and critical thinking skills. This method negatively affects students' academic performance especially in social studies (Nwanekezi & Ugonwa, 2021).

Academic performance in social studies refer to measures of students' performance in external and internal examinations, standard tests, assignments, class attendance and participation in class activities. Academic performance of students in social studies had a resultant effect in Nigerian society and in the nation at large. Poor performance of students is a pointer to the consequences of low-quality teaching and use of

inappropriate instructional strategy. Major reason for not realizing social studies curriculum objective is the use of inadequate method of teaching the subject. According to Mezieobi and Mezieobi (2012), first among contributing factors for low performance of students in social studies are adoption of inappropriate methods of teaching as well as other teacher characteristics and learner variables such as gender. Moreover, poor performance of students due to adoption of inappropriate teaching strategies leads to rout learning, memorization and regurgitation of facts and concepts which is a far cry to the goals of social studies education.

Some teaching strategies can only be adequate for use in the delivery of a particular lesson but may not be suitable in the delivery of another, hence, an interactive lesson that is learner centered with co-operative activities can stimulate students' ability, interest, attitude and retention as well as enhance academic performance. (Nwanekezi & Ugonwa, 2021). At such, Social Studies teachers need to be proficient in their choice of instructional strategies in this 21st century as the introduction and advancement of educational technology is on the increase. Also students are fluent with the use of digital tools, internet and social network to reflect their needs, interest, aspiration and improved academic performance.

Consequently, today's students use digital tools and resources to communicate, access information and entertain themselves according to Olele and Abraham (2016), therefore, there is need to study and introduce flipped classroom model of mixed-mode blended learning strategy to gradually integrate digital tools in teaching and learning in our schools. Social Studies instruction should of necessity look towards a holistic approach to teaching and learning through the use of mixed-mode blended learning strategies to affect learning in the cognitive, affective and psycho-motor domain.

Recent studies confirm that flipped classroom strategy is effective in enhancing academic performance of students. Sercan, and Tuba, (2020) studied the effect of flipped classroom practices on students' academic achievement and responsibility levels in social studies course in Turkey and the finding showed that flipped classroom practices significantly increased the academic achievement and responsibility levels of the students in the experimental group. Both teachers and students emphasized that e-learning videos had a significant effect on the increase in students' academic achievement and responsibility level. Also, Ipem, Onyemanche, and Onwudiwe, (2020) investigated on the effect of flipped classroom on secondary school students' academic performance in Social Studies in Imo state, and the findings showed that flipped classroom strategy is very effective in enhancing students' academic achievement, and gender has no significant effect on the achievement of students who were taught Social Studies contents using flipped classroom strategy.

Furthermore, Hadeel and Mohammed (2020) researched on the effectiveness of utilizing flipped classrooms on seventh graders' English language skills (reading comprehension, writing, listening and speaking), and

discovered that there were significant differences in English language skills, experimental group achieved higher scores than the control group, showing that flipped classroom strategy improved their performance. Usman (2020) studied on the effects of flipped classroom instructional strategy on senior secondary school students' performance in oral English in Minna Niger State, and discovered that: students taught using Reciprocal Peer Tutoring Flipped Classroom (RPTFC) and Think Pair Share Flipped Classroom (TPSFC) performed significantly better and retained more concepts than those taught using Flipped Classroom Strategy (FCS).

In agreement, Connective theory (Connectivism) supports flipped classroom instructional strategy and is built on the notion that digital technology brings people together and provides new learning opportunities for them. Its' advocates are George Siemens and Stephen Downes (2005 & 2010). It is a theoretical framework used in understanding learning in a digital age. It stresses on how internet technologies such as search engines, social media networks, web browsers, and online discussion forums among others, contribute to new avenues of learning. Technologies have massively helped people to learn and disseminate information across the World Wide Web (WWW) and among colleagues in ways that were not obtainable before the digital age. To them, learning does not just happen within an individual learner, but within and across networks. This theory is relevant to flipped classroom instructional strategy since according to Siemens, it is a theory for the digital age and propounds that learning relies greatly on digital technologies which bring people together and provides interactive learning opportunities for them. This strategy is technology based and learning hinges on the ability to construct and manipulate the networks as will be guided by a facilitator.

Perhaps, flipped classroom model of mixed-mode blended learning strategy can go a long way in helping to enhance students' performance and influence attitudinal changes towards achieving the laudable objectives of social studies and by extension the national objectives of education in Nigeria. Against this backdrop, the researcher therefore, studied the effect of Flipped Classroom model of mixed-mode blended learning instructional strategy on academic performance of Social Studies students of Junior Secondary Schools in Anambra state.

Purpose of the Study: The purpose of this study is to investigate the effects of flipped classroom model of mixed-mode blended learning strategy on Junior Secondary School Students' academic performance in Social Studies in Anambra State. Specifically, the study intends to:

1. find out the effect of Flipped Classroom Instructional Strategy (FCIS) on the mean academic performance scores of students in Social Studies.
2. ascertain the difference between the effects of Flipped Classroom Instructional Strategy (FCIS) on the mean academic performance scores of male and female students in social studies.

Research Questions: The following research questions guided the study:

1. What is the effect of Flipped Classroom Instructional Strategy (FCIS) on the mean academic performance scores of students in Social Studies?
2. What is the difference between the effect of Flipped Classroom Instructional Strategy (FCIS) on the mean academic performance scores of male and female students in social studies?

Hypotheses: The following null hypotheses were formulated to guide the study and were tested at 0.05 level of significance.

1. There is no significant effect of flipped classroom instructional strategy (FCIS) on the mean academic performance scores of students in social studies.
2. There is no significant difference between the effect of Flipped Classroom Instructional Strategy (FCIS) on the mean academic performance scores of male and female students in social studies.

Methodology: This study adopted the quasi-experimental non-randomization control group, pretest, post-test research design. Population of the study consisted of all the 8,040 Junior Secondary School students drawn from the 19 Government Junior Secondary Schools in Awka South Local Government Area of Anambra State. A sample of 97 Junior Secondary School Class 2 (JSS2) Social Studies Students were used for the study. They were 43 males and 54 females in two intact classes from two schools in Awka South Local Government Area. The sample was selected using a multi-stage procedure. Purposive sampling technique was adopted first to select Awka South Local Government Area for the study considering proximity to the researcher. Also, purposive sampling technique was used to get two schools that possess the specific characteristics required for the study. The criteria for this selection were schools that have: at least two qualified Social Studies teachers; Well-equipped and functional ICT laboratory; a co-educational school; and administrative consent for the research. The researchers developed the instrument for data collection which was Social Studies Performance Test (SSPT) used to test students' academic performance. Data collected for the study was analyzed using the statistical mean and standard deviation to answer the research questions at the mean cut off point of 2.50. The null hypotheses were also tested and analyzed using Analysis of Covariance (ANCOVA) at the 0.05 level of significance.

Findings of the study

Research Question one: What is the effect of Flipped Classroom Instructional Strategy (FCIS) on the mean academic performance scores of students in Social Studies?

Table 1: Mean Difference analysis of academic performance of students taught using FCIS and EM

Group	n	Pre-test $\bar{X}$ (SD)	Post-test $\bar{X}$ (SD)	$\bar{D}$
FCIS	47	60.33 (8.56)	70.10 (9.28)	9.77
EM	49	55.28 (6.07)	56.48 (5.45)	1.20

From the results shown in Table 1 on the effect of Flipped Classroom Instructional Strategy (FCIS) on the mean academic performance scores of students in Social Studies, it was shown that students taught using FCIS had a mean pretest score of 60.33 (SD = 8.56) and a mean post test score of 70.10 (SD = 9.28) which yielded a mean gain of 9.77. On the other hand, students in the control group taught using expository method had a mean pretest score of 55.28 (SD = 6.07) and a mean post test score of 56.48 (SD = 5.45) which yielded a mean gain of 1.20. From the mean difference of 9.77 and 1.20 for students taught using FCIS and EM respectively, it therefore suggests that FCIS had a positive effect on the mean academic performance scores of students in Social Studies.

Research Question Two: What is the difference in the effect of Flipped Classroom Instructional Strategy on the mean academic performance scores of male and female students in social studies?

Table 4: Difference on the effect of FCIS on mean performance scores of male and female students in social studies

Group	Gender	N	Pre-test $\bar{X}$ (SD)	Post-test $\bar{X}$ (SD)	$\bar{D}$
FCIS	Male	25	61.22 (6.12)	70.23 (5.58)	10.63
	Female	22	59.32 (6.00)	69.95 (5.42)	9.01
EM	Male	20	55.25 (8.45)	56.36 (8.92	1.11
	Female	29	55.30 (8.78)	56.56 (9.68)	1.26

Based on the result shown in Table 2 on difference in effect of Flipped Classroom Instructional Strategy (FCIS) on the mean academic performance of male and female students in social studies, it was shown that FCIS resulted in mean difference scores of 10.63 and 9.01 for male and female students' academic performance respectively, while expository method resulted in mean difference scores of 1.11 and 1.26 for male and female students' academic performance respectively. From these results, it indicated that FCIS had greater effect on male students while EM had greater effects on female students' academic performance than male students.

Hypothesis one: There is no significant effect of flipped classroom instructional strategy (FCIS) on the mean academic performance of students in social studies.

Table 3: Analysis of Covariance (ANCOVA) of the effect of Flipped Classroom instructional strategy (FCIS) on academic performance of students in social studies

Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	4936.469[a]	2	2468.235	45.720	.000
Intercept	3198.560	1	3198.560	59.248	.000
Pretest	486.321	1	486.321	9.008	.003
IM	3131.851	1	3131.851	58.012	.000
Error	5020.727	93	53.986		
Total	392773.453	96			
Corrected Total	9957.196	95			

a. R Squared = .496 (Adjusted R Squared = .485)

From the result shown in Table 3, it is shown that after integrating the pretest mean academic performance of students taught using FCIS and EM into the ANCOVA analysis, an F-value of 58.012 was obtained with a corresponding p-value of 0.000 at 1 and 93 degrees of freedom. Since the p-value (0.0005) was less than the chosen alpha guiding the study (0.05), it therefore implies that FCIS had a significant greater effect on the academic performance of students than expository method. The null hypothesis was therefore rejected.

Hypothesis Two: There is no significant difference between the effect of Flipped Classroom Instructional Strategy (FCIS) on the mean academic performance of male and female students in social studies.

Table 4: Analysis of Covariance (ANCOVA) of the difference in the effect of teaching methods and gender on mean academic performance scores of students in social studies

Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	8037.852[a]	6	1339.642	24.841	.000
Intercept	5823.931	1	5823.931	107.993	.000
Pretest	1522.216	1	1522.216	28.227	.000
IM	4689.777	2	2344.889	43.481	.000
Gender	7.179	1	7.179	.133	.716
IM * Gender	1.791	2	.895	.017	.984
Error	7388.217	137	53.929		
Total	639158.453	144			
Corrected Total	15426.069	143			

a. R Squared = .521 (Adjusted R Squared = .500)

From the results shown in Table 4 on the difference in the effect of Flipped Classroom Instructional Strategy (FCIS) on the mean academic performance of male and female students in social studies, it was shown that an F-value of 0.017 was obtained with a corresponding p-value 0.984 at 1 and 137 degrees of freedom. Since the p-value (0.984) was greater than the chosen alpha (0.05) guiding the study, it therefore implies that there is no significant difference in the effect of Flipped Classroom Instructional Strategy (FCIS) on the mean academic performance of male and female students in social studies. The null hypothesis was therefore retained.

Effect of Flipped Classroom Instructional Strategy on students' Academic Performance in Social Studies

The results of research question two, which was presented in Table 1, revealed that students who were taught using Flipped Classroom Instructional Strategy (FCIS) had a mean gain of 11.93, while those taught using Expository Method (EM) had a mean gain of 1.20. This result suggests that FCIS had a greater effect on the mean scores of students' academic performance in Social Studies than EM. This finding validates the study of Sercan, and Tuba, (2020) who studied on the effect of flipped classroom practices on students' academic

achievement and responsibility levels in social studies courses. Their research results show that flipped classroom practices significantly increased the academic achievement and responsibility levels of the students in the experimental group. Also, teachers and students emphasized that e-learning videos had a significant effect on the increase in students' academic achievement and responsibility level. This finding further corroborates the findings of Ipem, Onyemanche, and Onwudiwe, (2020) who investigated the effect of flipped classroom on secondary school students' academic performance in Social Studies in Imo state. The outcome of their research work showed that flipped classroom strategy is very effective in enhancing students' academic achievement.

The result of the test of hypothesis one, which was presented in Table 3, showed that the p-value (0.000) was less than the chosen alpha guiding the study (0.05), it therefore implies that, Flipped Classroom Instructional Strategy had a significant greater effect on the academic performance of students than Expository Method and the null hypothesis was therefore rejected. This finding agrees with Hadeel and Mohammed (2020) who worked on the effectiveness of utilizing flipped classrooms on seventh graders' English language skills in secondary schools. The major findings of the study revealed that there were significant differences in English language skills, the experimental group achieved higher scores than the control group, showing that flipped classroom strategy improved their performance and the most prominent improved skills are listening, speaking and communication.

Gender and Academic Performance: The results of research question two, which was presented in Table 4 revealed that both male and female students taught using Flipped Classroom Instructional Strategy (FCIS) had greater effect on their mean academic performance in social studies than those taught using Expository Method (EM). From these results, it indicated that FCIS had a greater effect on male students' academic performance than female students, while EM had greater effects on female students' academic performance than male students. Again, the null hypothesis two was tested using ANCOVA and the result, which was presented in Table 4 indicated the p-value obtained, 0.984 was greater than the chosen alpha guiding the study (0.05), it therefore implies that the mean performance scores of male and female students taught Social Studies using Flipped Classroom Instructional Strategy (FCIS) was not statistically and significantly different. The null hypothesis is therefore retained. This finding is consistent with the finding of Ipem, Onyemanche, and Onwudiwe, (2020) who investigated the effect of flipped classroom on secondary school students' academic performance in Social Studies. Their findings showed that gender has no significant effect on the achievement of students who were taught Social Studies contents using flipped classroom strategy. Also, Usman's findings (2020) after his research on the effects of flipped classroom instructional strategies on senior secondary school students' performance in oral English showed that no significant difference occurred

between the academic performance of male and female students taught Oral English using Reciprocal Peer Tutoring Flipped Classroom (RPTFC) and Think Pair Share.

Summary of the Findings: The major findings of the study are summarized below:

- Flipped Classroom Instructional Strategy had a higher effect on students' academic performance scores in Social Studies than Expository Method.
- Flipped Classroom Instructional Strategy had a higher effect on both male and female students' mean performance scores in Social Studies when compared with Expository Method.
- There is a significant effect of flipped classroom instructional strategy on the mean academic performance scores of students in social studies.
- There is no significant difference between the effects of Flipped Classroom Instructional Strategy on the mean academic performance scores of male and female students in social studies.

Conclusion; Based on the findings obtained in this study, it was concluded that flipped classroom model of mixed-mode blended learning instructional strategy enhanced students' academic performance in Social Studies in Anambra state. Both male and female students benefited from flipped classroom instructional strategies which imparted their cognitive, affective and psycho-motor domains of learning.

Recommendations: Based on the findings of this study, the following recommendations were made:

1. Teachers should adopt the use of flipped classroom instructional strategy and as well seek for further training for it's use in the teaching of Social Studies as it has a higher effect on students' academic performance.
2. School administrators should endeavor to provide all necessary facilities such as computers, projectors, internet, power plants etc, and conducive environment for the adoption of flipped classroom instructional strategies for the digital age learners.
3. Curriculum planners and developers should recommend flipped classroom instructional strategies for adoption in schools so as to meaningfully engage and involve students in their own learning.
4. Parents should encourage and support their children and wards to acquaint themselves with flipped classroom instructional strategies by providing all necessary materials like flash-drives, disc, lap-tops, data, etc as well as psychological needs for their learning.

Finally, the findings of this study provided empirical evidence that flipped classroom strategy is an instructional strategy that enabled the improvement of students' academic performance. Also, the results of this study have provided empirical basis for maximizing flipped classroom strategy for collaborative teaching and learning of Social Studies and other related subjects.

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