

UTILIZATION OF FLIPPED CLASSROOM BLENDED LEARNING STRATEGY AMONG SECONDARY SCHOOL TEACHERS IN CALABAR SOUTH LOCAL GOVERNMENT AREA OF CROSS RIVER STATE

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Abstract

This need to encourage secondary school teachers' use of the flipped classroom instructional strategy in secondary schools is germane. The study investigated teachers' Utilization of the Flipped Classroom Blended Learning Strategy in the Teaching of Government and Civic Education in Calabar South Local Government Area of Cross River State. Three research questions and three hypotheses were formulated to guide the study. Descriptive survey research design was used for the study. The population consisted of 150 senior secondary school Government and Civic Education teachers in the 25 secondary schools in Calabar South Local Government Area. The sample of the study comprised 50 senior secondary school teachers of Government and Civic Education drawn through stratified random sampling. The instrument used for data collection was questionnaire titled Utilization of Flipped Classroom Blended Learning Strategy Questionnaire UFCBLSQ. Independent t-test statistical tool was used for data analysis and result revealed that that there was no significant difference in the awareness level of male and female government and civic education teachers of flipped classroom strategy. Finding also showed that there was no significant difference between male and female government and civic education teachers on the basis of competence. It also indicated that there was no significant difference between male and female government and civic education teachers on the basis of utilization of flipped classroom strategy. Based on these findings, it was recommended among others that there should be creation of awareness among teachers about flipped classroom strategy. The teachers should also be trained on how to make use of flipped classroom strategy in their instruction.

Keywords: Teachers, Awareness, Competency, Utilization and Flipped Classroom.



Introduction

The art of teaching encompasses a series of methods, processes, resources, theories and philosophies put together to achieve definitely stated outcomes in the learner. It is both the art and science of communicating knowledge, skills and attitude to produce learning in a well-planned, organized and systematic manner

(Uche & Enuokoha 2004). Uche et, al identified two major roles someone in the role of a teacher and another in the role of a learner who are involved in a series of interactions with the explicit goal of changing one or more cognitive state of the learner. To achieve this goal the teacher faces the task of organising content, materials and methods involving

current innovative approaches as he takes into consideration age, ability and interest of learners and the philosophy of the community in which he lives. Teaching contents change in line with changing demands of the society and the society being dynamic, so do contents, materials and methods. As a secondary school subject Government was introduced into the secondary school curriculum to foster the national values of patriotism, cooperation, respect for constituted authority, tolerance, national consciousness, unity and peace, among others. FRN (2014). Such values cannot be nurtured in young minds by employing only the traditional teacher-centered methods which teachers of Government and Civic Education are very familiar with but through a combination of learner-centered approaches which the flipped classroom strategy provides. The new Civic Education curriculum which was developed for use at senior secondary school level of the educational system in Nigeria was launched in 2009 by the Nigerian Educational Research and development Council (NERDC) (*Nigerian Educational Research and Development Council (NERDC, 2009)*) to achieve certain general goals, such as imparting knowledge about democratic practices and institutions, instilling and cultivating the most important democratic beliefs and values and encouraging more active and informed political participation (Balogun & Yusuf, 2019).

Civic Education was reintroduced into the secondary curriculum to reinforce curriculum objectives intended in Government as a subject, however, while Civic education enunciates more practical values that enhance political participation, good neighborliness and responsibility like cooperation, tolerance, probity, accountability, national consciousness, integrity honesty among others, Government contain principles, theories, concepts and ideologies that guide society in the administration of these values. As a subject Government is conceptualized in three perspectives; as 'an Institution of the State'; as 'the process or art of governing'; and as 'an academic Field of Study', (Ayanele, 2003:1) Government has specialized areas which

include; Political Science, International Relations, Public Administration, Local Government Administration, Comparative Politics and Political Thought. It borrows from Disciplines like; Philosophy, History, Sociology, Economics and Law. Its ideological basis stem from the works of renown philosophers like Plato, Aristotle, Hobbes, Rosseau, John Locke, Karl Marx among others. (Nwankwo, 2002 & Ayanele, 2003). The researcher believes that the prevalence of some social vices among the youths, the presence of criminal and insurgent groups which have aggravated the poor security landscape of the nation reveal an evident lacuna in instructional processes employed in our schools in the teaching of Government and Civic Education. Pedagogical approach to Government and Civic Education instruction should eclipse the acquisition of knowledge at cognitive domain to include the cultivation of values, competences, and development of problem-solving skills necessary for nation building.

Furthermore, the extent to which the aims and objectives of government and civic education as secondary school subjects can be meaningfully achieved may be highly dependent on teachers' level of awareness, competence and utilization of the right teaching strategies while teaching. One of such very critical and fundamental teaching strategies is the flipped classroom strategy. Flipped Classroom strategy is an instructional approach where students are introduced to content at home, and practice working through it at school supported by a teacher and/or peers, (Radder-Renter, 2020). Students' source for contents on specific subjects/topics at home and bring complex ideas, theories for discussion with their peers, teacher in the classroom. In this way, traditional roles for each space (teacher and learners) are flipped. (Teach Thought Staff 2021). Students are encouraged to find facts and build knowledge independent of the teacher because rather than teacher introducing content or learning materials students/learners go all out searching for information/content and bring areas of difficulty for classroom discussion with teacher and or peers. The flipped strategy encourages

interest-based learning and discovery which helps to facilitate learning and make it a more permanent change in behaviour.

This strategy is in line with Bruner (1960) constructivist theory cited in Johnston (2012) which articulates that learner create knowledge themselves and no content is too complex for learners with the spiral curriculum. Flipped classrooms give teachers the opportunity to facilitate the completion of educational projects and to support students as they practice using concepts learned independently. In a flipped classroom learning situation, the normal classroom activities are often augmented by the flipped or inverted class activities (Ezeodu, & Gbendu, 2020). This strategy provides teachers the opportunity to address the individual learner's learning need by personalizing instruction and providing activities that compel students to apply the knowledge or skills acquired from the online interface to real life situation (Yousefzadeh & Salimi, 2015, Ezeodu & Gbendu 2020). Other enormous benefits of the flipped strategy include efficient use of class time, more active learning opportunities for students, increased one-on-one interaction between student and teacher, student responsibility for learning, and addressing multiple learning styles (Overmyer, 2012, Arnold-Garza 2014). It makes class time more practical than inactive because lecture content can be distilled into manageable length with most important points with no extraneous information (Arnold-Garza, 2014). Learners are encouraged to find out facts and unravel complex theories and concepts through personalized learning efforts. However, in the reality of the many educational benefits of the flipped classroom learning strategy and many other innovations in this industry, there appears to exist gaps with reference to awareness, competency and utilization among teachers who are the facilitators in the learning process.

The need for teachers' constant adjustment with trending dynamics in their sphere of influence by way of acquiring new knowledge, skills, and values for professional development cannot be overemphasized in the

face of current global bench marks. The researcher is sure that the flipped strategy will be effective and efficient in the teaching of Government and Civic Education. It is against this backdrop that the researcher seeks to investigate teachers of Government and Civic Education awareness competence and utilization of the flipped classroom learning strategy in Calabar South Local Government Area.

So much research efforts on the Flipped Classroom strategy abound in education literature. In secondary and post-secondary school science (Samba, Achor, & Ogbeba 2010, Moffett & Mill 2014, Fezile Ozdamli & Gülsüm Aşıksoy, 2016, Say, & Yıldırım, 2020, Yunus, Dogan & Yaşar 2021,) such as Biology (Oden, 2021), Chemistry (Aziz, Talib, Sulaiman, & Kamarudin, 2019), in the arts such as English Language (Cheung & Yang, 2017, College, 2017) Social Science such as Geography (Ezeudu & Gbendu 2020), Social Studies and History (Erdogan, & Akbaba, 2018) Economics, Van Wyk, 2019, Yutaka, 2016) type of school and teachers profession (Fauzia & Bismah, 2013, Obidike, Anyikwa & Enemou 2011). However, the researcher finds a lacuna with the teaching of Government and Civic Education in the secondary schools.

Awareness is having knowledge of something. It is a state of elementary or undifferentiated consciousness (*Awareness*, 2022). Even though a lot of research have been carried out on the flipped classroom not much has been done with regards to differences between male and female teachers' awareness of the flipped strategy. For example, Fahad (2020) found out that perceived awareness of the flipped classroom among teachers was found to be the strongest predictors that influence teachers' acceptance or rejection of the flipped classroom strategy without reference to gender. Similarly, Oluwole, Buraimoh and Omidina (n.d) findings revealed that majority of lecturers indicated a moderate understanding of blended learning for teaching, and as much as 87% of lecturers were aware of blended learning for teaching. However, in their studies Omar, and Tarawneh, (2018)

found out in two sample t-test that female teachers had higher readiness to adopt the flipped classroom strategy than male teachers. If awareness of the flipped classroom among teachers in Omar and Tarawneh, (2018) predict readiness, then it may be logical to state that female teachers are more aware than their male counterparts. Obidike, Anyikwa and Enemou (2011) believes that technology involving the flipped pedagogy is an area of the curriculum, as well as a tool for learning, in which teachers must demonstrate their own awareness and capacity for learning, for effective and meaningful teaching.

Competency is the knowledge, skills, attitudes, values, motivations and beliefs people need in order to be successful in a job (Nair, 2017). Teachers' competence is the knowledge, skills, and experience necessary for future, which manifests in their professional activities. Most studies on the competence of teachers focus on teaching role in the classroom. Competence of teachers mainly understood as pedagogical competence also influence the whole professional competencies as a major part of a teacher's personality as well. (Kıymet Selvi, 2010 Ljubica. Bakić-Tomić, Jasmina Dvorski, & Anamarija Kirinić. 2015). Integral to the flipped classroom competence is ICT competence. According to Kıymet Selvi (2010) information and Communication Technologies-ICT competencies are based on using tools and technical equipment for teaching, distributing and transferring knowledge. They include any technology that helps to obtain, produce, manipulate, store, communicate, disseminate and manage information. ICT competency is very important to improve communication in the learning and teaching process (Kıymet Selvi, 2010). It requires the ability to use ICT as teaching aids to facilitate the teaching and learning process. The flipped method depends heavily on ICT. There are so many ICT blended learning models used as instructional aids available online. Graham, Borup, Archambault, and Short, (2019) presented four core skills needed for effective blended teaching which stand on the foundation of basic technology skills and

dispositions. These include; online integration – the ability to effectively combine online instruction with in-person instruction, data practices – the ability to use digital tools to monitor student activity and performance in order to guide student growth, personalization – the ability to implement a learning environment that allows for student customization of goals, pace, and/or learning path, online interaction – the ability to facilitate online interactions with and between students.

Prieto, Manuel, Melchor and García (2020) found no significant gender differences between teachers with respect to the competence of e-skills/flipped classroom by teaching professionals. Also, Francisco and M^aJosé (2020) results revealed that the level of digital competence of the pre-service education teacher is medium, with no significant differences in gender. However, differences were found in the blended learning modality.

Teachers' utilization of flipped strategy is based on awareness or knowledge of the strategy, therefore, a teacher who is not aware of the innovative strategies will neither attempt to use it in the first place or use them correctly and adequately (Oyelekan, Igbokwe, Olorundare, 2017 & Oden, 2021). Minaz, Tabassum, and Ahmad (2018) found no gender difference in terms of utilization of the flipped classroom strategy. Fahad (2020) study showed that 44.06% of teachers did not report flipped classroom adoption while 55.94% of participants reported adopting flipped classroom method in their classrooms and planning to adopt it in the upcoming academic years. Ciuclea and Ternauciuc, (2019) found men more compliant and more inclined to the use of virtual technology than women

Statement of the problem

Flipped classroom strategy is an instructional approach where students are introduced to content at home, and practice working through it at school supported by a teacher and/or peers. It is efficient in time consumption, more active learning opportunities for students, increased one-on-one interaction between student and teachers.

However, it may not be guaranteed that some secondary school teachers are aware, competent and effectively utilize this flipped classroom strategy. Some government and civic education teachers within the study area often use traditional teaching which often time deprive learners from being actively engaged in the learning process. This is corroborated by Kapur (2020) and Stets (2021) who maintained that most teachers use more of traditional methods such as lecture, didactic questioning, explicit teaching, practice and drill and demonstrations which are the most common strategies employed by teachers. The absence of frequent in-service training and retraining in form of seminars, symposiums, workshops and conferences as the case may be for most secondary school teachers which could have exposed government and civic education teachers to current innovative strategies are lacking.

Purpose of the study

The general purpose of the study was to investigate secondary school government teachers' utilization of the flipped classroom blended learning strategy. Specifically, the study seeks to:

- i. determine the difference between male and female Government and Civic Education teachers' level of awareness of flipped classroom learning strategy.
- ii. ascertain the difference between male and female Government and Civic Education teachers' level of competence of flipped classroom learning strategy.
- iii. find out the difference between male and female Government and Civic Education teachers' level of utilization of flipped classroom learning strategy.

Research questions

- i. What is the difference between male and female Government and Civic Education teachers' level of awareness of flipped classroom learning strategy?
- ii. What is the difference between male and female Government and Civic Education teachers' level of competence of flipped classroom learning strategy?

- iii. What is the difference between male and female Government and Civic Education teachers' level of utilization of flipped classroom learning strategy?

Hypotheses

The following hypotheses were tested at 0.05 level of significance.

- i. There is no significant difference between male and female Government and Civic Education teachers' level of awareness of flipped classroom learning strategy.
- ii. There is no significant difference between male and female Government and Civic Education teachers' level of competence of flipped classroom learning strategy.
- iii. There is no significant difference between male and female Government and Civic Education teachers' level of utilization of flipped classroom learning strategy.

Methodology

The study adopted the descriptive survey design to investigate teachers' awareness, competence and utilization of the Flipped Classroom Learning strategy. The study was conducted in Calabar South Local Government Area of Cross River State. The population of the study comprised of 150 senior secondary school teachers from the 25 secondary schools in Calabar South Local Government Area comprising 60 male teachers and 90 female teachers. 50 teachers were selected using Accidental Sampling to determine the sample size of 20 male and 30 females. This ratio was used since there are more females than male teachers in Calabar South. The Accidental sampling technique was used because participants were selected as they were accessed and willing to take part. The purposive random sampling technique was used to select 10 Government secondary schools out of the 25 secondary schools in the area. The choice of this sampling technique was because the researcher relied on his discretion to select schools with larger number of teachers. The stratified random sampling technique was used to select 20 male teachers and 30 female teachers. This was because in stratified sampling technique it may be

appropriate to choose non-equal sample sizes from each stratum. This is due to the unequal distribution of male and female teachers of Government and Civic Education in the area of study. The independent t-test statistics was used to test the three hypotheses at 0.05 level of significance. Data were collected using the Utilization of the Flipped Classroom Learning Strategy UFCBLSQ Questionnaire (UFCBLSQ). The UFCBLSQ consisted of 30 items of four-point rating scale that has two sections. Section A, contains personal information of the respondents while section B, contain information about Teacher's awareness, competency and utilization of the flipped classroom strategy. The instrument has four-point rating scale of Very Highly Aware (VHA) Highly Aware (HA), Slightly Aware (SA) and Not Aware (NA) with values 1,2,3 and 4 respectively. The face validation of the instrument was established by three experts

from Vocational Education, Economics Education and Measurement and Evaluation unit all from the University of Nigeria Nsukka. Their comments were used to correct the instrument for trial testing in Calabar South Local Government Area. The internal consistency of the instrument was tested using the Cronbach Alpha method and a reliability coefficient of 0.72 was established.

Results

The results of this study were obtained base on the research question answered and the hypothesis tested the research questions and hypothesis are presented on Table1, 2, 3, 4, 5 and 6 as follows;

H01: There is no significant difference between male and female Government and Civic Education teachers' level of awareness of flipped classroom learning strategy.

Table 1: t-test Result on difference between Male and Female Government and Civic Education Teachers' Awareness of the Flipped Classroom Learning Strategy

	Male			Female			t (df)	Sig.
	M	SD	N	M	SD	N		
Awareness	21.75	10.38	20	18.07	9.79	30	1.272(48)	.209

p>.05 denotes not significant.

Table 1 determined the difference between male and female Government and Civic Education teachers' level of awareness of flipped classroom learning strategy. To analyze the data, t-test was used. The decision rule states that when the calculated t-value is higher than the table value, the null hypothesis is rejected while accepting the alternative. Thus,

the result showed that there is no significant difference between the awareness of male and female Government and Civic Education of the Flipped Classroom Learning strategy.

H02: There is no significant difference between male and female Government and Civic Education teachers' level of competence of flipped classroom learning strategy.

Table 2: t-test Result on difference between Male and Female Government and Civic Education Teachers' Competence of the Flipped Classroom Learning Strategy

	Male			Female			t (df)	Sig.
	M	SD	N	M	SD	N		
Competency	23.65	8.66	20	20.67	8.68	30	1.191(48)	.239

p>.05 denotes not significant.

Data in table 2 ascertained the difference between male and female Government and Civic Education teachers' level of competence of flipped classroom learning strategy. To analyze the data, t-test was used. The decision rule states that when the calculated t-value is higher than the table value, the null hypothesis is rejected while accepting the alternative. The result indicated that there is no significant

difference between the competence level of male and female Government and Civic Education of the Flipped Classroom Learning strategy.

H03: There is no significant difference between male and female Government and Civic Education teachers' level of utilization of flipped classroom learning strategy.

Table 3: t-test Result on difference between Male and Female Government and Civic Education Teachers' Utilization of the Flipped Classroom Learning Strategy

	Male			Female			t (df)	Sig.
	M	SD	N	M	SD	N		
Frequent utilization	19.20	9.69	20	16.63	8.88	30	.965 (48)	.339

$p > 0.5$ denotes not significant.

Data in table 3 determined the difference between male and female Government and Civic Education teachers' level of utilization of flipped classroom learning strategy. To analyze the data, t-test was used. The decision rule states that when the calculated t-value is higher than the table value, the null hypothesis is rejected while accepting the alternative. The result revealed that there is no significant difference between the utilization level of male and female Government and Civic Education of the Flipped Classroom Learning strategy.

Discussion of Results

Data in table 1 determined the difference between male and female Government and Civic Education teachers' level of awareness of flipped classroom learning strategy. The result showed that there was no significant difference between the awareness of male and female Government and Civic Education of the Flipped Classroom Learning strategy.

The above result is not in agreement with the findings of Omar and Tarawneh, (2018) who found out that female teachers' had higher readiness to adopt the flipped classroom strategy than male teachers. The findings are not also similar with Fahad (2020), Oluwole,

Buraimoh and Omidina (n.d) whose result did not indicate any gender difference with respect to awareness of the flipped classroom strategy.

Data in table 2 ascertained the difference between male and female Government and Civic Education teachers' level of competence of flipped classroom learning strategy. To analyze the data, t-test was used. The result indicated that there is no significant difference between the competence level of male and female Government and Civic Education of the Flipped Classroom Learning strategy.

The above finding agrees with the view of Prieto, Manuel, Melchor, García (2020) and Francisco, M^aJosé (2020) whose findings revealed no significant gender differences between teachers with respect to the competence of e-skills/flipped

Data in table 3 determined the difference between male and female Government and Civic Education teachers' level of utilization of flipped classroom learning strategy. The result revealed that there is no significant difference between the utilization level of male and female Government and Civic Education of the Flipped Classroom Learning strategy.

The above findings agree with the opinion of Minaz, Tabassum and Ahmad (2018) who discovered no gender difference in terms of utilization of the flipped classroom strategy. It however disagrees with Ciuclea and Ternauciuc, (2019) that men are more compliant with the use of virtual technology and by implication blended learning strategies than women

Conclusion

Flipped classroom strategy is an instructional approach where students are introduced to content at home and practice working through it at school; supported by a teacher and/or peers. Thus, in line with the findings of the study, it can be concluded that male and female government and civic education teachers do not significantly differ in their level of awareness of flipped classroom strategy. The study also concluded that male and female government and civic education teachers do not differ in terms of competence and utilization of flipped classroom strategy.

Recommendations

In line with the outcome of the study, the following recommendations were made:

- i. Female government and civic education teachers should be enlightened on the availability of flipped classroom strategy.
- ii. Female government and civic education teachers should be exposed to constant training in order to enhance their competence and utilization of flipped classroom strategy.

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