



**EFFECT OF BLENDED AND FLIPPED CLASSROOM TEACHING
STRATEGIES AND STUDENTS' ACADEMIC PERFORMANCE IN
BUSINESS STUDIES IN PRIVATE SECONDARY SCHOOLS IN AKWA
IBOM STATE, NIGERIA**

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ABSTRACT

This study examines the effect of Blended and Flipped classroom teaching strategies on students' Academic performance in business studies in private secondary schools in Akwa Ibom State, Nigeria. Two research objectives, questions and hypotheses were formulated to guide the study. The population of the study comprised 7,5000 Junior Secondary Two (JSS 2) students in private secondary school in Akwa Ibom State. 200 students constitute the sample for the study. The research instrument employed for data collection was Business Studies Performance Test (BSPT). A quasi-experimental design was used, involving Blend teaching strategy and the other with flipped classroom teaching strategies in two business studies topics, reception office and office correspondence. The participants' performance was measured and compared using pre-test and post-test. The instruments consisted of thirty (30) multiple questions. The instruments were presented to two research experts for face validation from the Department of Business Education, Faculty of Vocational Education, Library and Information Science, University of Uyo. Data obtained were analyzed using Pearson Product Moment Correlation (PPMC) and a reliability co-efficient of 0.87 was obtained. The researcher developed two lessons plan for the study. These were blended and Flipped classroom lessons plan. Mean statistics was used in answering research questions, while analysis of co-variance (ANCOVA) was used to test research hypotheses at 0.05 level of students' academic performance in the study area. The study concludes that Blended and Flipped classroom teaching strategies positively impact students' academic performance in Business Studies. This study recommends among other that Blended and flipped classroom teaching strategies should be included into the curriculum. This would enhance students' engagement and provides valuable insight for educators, curriculum planners and policy makers aiming to improve teaching strategies in Business Studies.

Keywords: *Business Studies, Blended learning, Office Correspondence, Receptionist*



Introduction

Business Studies is a subject taught at the junior secondary school level that prepares students for the world of work by exposing them to both theoretical and practical knowledge in business practices. It covers core concepts that enable students to gain skills for managing various aspects of office operations and commercial activities. Oladunjoye (2016) defined business studies as a multidisciplinary subject that helps students acquire values, competencies, and skills necessary for participation in commercial activities, ensuring individuals are well-prepared for roles in the modern business environment. Through this process, students gain essential skills that can lead to both entrepreneurship and employment opportunities. Additionally, Business Studies is vital for equipping students with practical knowledge in the commercial sciences, making it essential for national development.

Teaching strategy encompasses a broad perspective on how teaching and learning should be conducted, while a teaching method refers to the specific steps and procedures used in the instructional process. According to (Kiviniemi, (2014), a teaching approach represents the overall philosophy and conceptual framework guiding educational practices, describing the underlying beliefs about teaching and learning. In contrast, a teaching method involves the detailed, systematic procedures employed to deliver educational content to students. Thus, a teaching strategy provides the overarching ideology or general view of instructional practices, whereas a teaching method details the practical techniques used in implementing that strategy.

Blended teaching strategy (BTS), specifically, combines face-to-face instruction with online learning, creating a more flexible and student-centered instructional environment. It is the hybrid of the two approaches to form a blend. Blended teaching strategy is that approach that bridges the gap between the fully online learning approach and the conventional classroom approach. It integrates online learning with in-person instruction from the teacher. BTS involves combining classroom instruction and e-learning (Kiviniemi, 2014) which is increasing in schools around the world (Graham, et al., 2022). Blended learning has gained significant traction in educational institutions worldwide, offering students the opportunity to engage with learning materials both online and in person (Graham, et, al., 2022). It includes various models, such as the rotation model and its subsets, like the flipped classroom model.

In the conventional classroom approach, the teacher delivers lesson materials directly to students during class and assigns homework for them to complete outside of class. In contrast, the blended learning approach, specifically the flipped classroom model, provides resources online through a virtual learning environment. Students are expected to review these materials at home, at their own pace, before coming to class. During class time, the focus shifts to hands-on exercises and activities. This approach can enhance student participation, as it allows them to engage with the content independently before actively applying it in class.

Statement of the Problem

Students of business studies lack the requisite motivation and interest when confirmed to tight classroom conditions under the chalk and board system. Upsurge in technology and advancement in interest have brought about modern learning systems which include Blended and Flipped Classroom Teaching Strategies which have some positive impact on academic performance of students. This situation has implication on student's performance in advanced commercial subjects like Commerce. Accounting and Economics in Senior Secondary Education Programme. It would also barrier career advancement of business students in higher institutions of learning. Parents alike are equally affected as inability of their wards to perform efficiently in their academics could lead to wastage of their hard-earned resources: employers of labour would



be starved of qualified personnel as well. Planted on this background, the researcher intends to investigate the effect of Blended and Flipped Classroom Teaching Strategies on academic performance of students of Business Studies in Private Junior Secondary Schools in Akwa Ibom State.

Purpose of the Study

The main purpose of the study was to determine the effect of Blended and Flipped Classroom Teaching Strategies on students' academic performance in Business Studies in Private Junior Secondary Schools in Akwa Ibom State. Specifically, the study sought to determine the:

- i. Mean difference in students' performance scores when taught reception office with Blended and Flipped Classroom Teaching Strategies.
- ii. Mean difference in students' performance scores when taught office correspondence with Blended and Flipped Classroom Teaching Strategies.

Research Questions

The following research questions were poised in order to guide the study:

- i. What is the Mean difference in students' performance scores when taught reception office with Blended and Flipped Classroom Teaching Strategies?
- ii. What is the Mean difference in students' performance scores when taught office correspondence with Blended and Fipped Classroom Teaching Strategies?

1.6 Research Hypotheses

The following research hypotheses were formulated and tested at 0.05 level of significance:

- Ho₁: There is no significant difference in the mean performance scores of Business Studies students when taught office reception with Blended and Flipped Classroom teaching Strategies.
- Ho₂: There is no significant difference in the mean performance scores of Business Studies students when taught office correspondence with Blended and Flipped Classroom Teaching Strategies.

Literature Review

Blended Teaching Strategies

Blended teaching strategies have gained substantial attention in recent years, as educators seek to combine traditional classroom instruction with online methodologies. At the heart of blended teaching strategies is the integration of face-to-face and digital learning environments, creating a cohesive approach that maximizes the benefits of both modes of instruction. According to Noni, *et al* (2020), blended teaching strategies represent a comprehensive method that merges conventional classroom activities with digital tools, offering flexibility and enhanced engagement for learners. The aim is not simply to incorporate technology, but to design a seamless pedagogical model that improves the overall educational experience. Graham (2021) emphasized that blended teaching strategies combine face-to-face interactions with online components in a synchronized manner, creating a unified course structure. This model facilitates flexible learning, allowing students to interact with instructors and peers in real-time while also engaging with digital content at their own pace

Flipped Classroom Teaching Strategies

A flipped classroom teaching strategy inverts the traditional classroom structure, where students typically listen to lectures in class and engage in homework or other learning activities afterward. In this traditional model, students are taught content during class through lectures, and



deeper understanding is pursued independently through homework. However, in the flipped classroom teaching strategy, students are introduced to new content before class, typically through video lectures or readings, and in-class time is dedicated to engaging activities that promote deeper understanding (Staker and Horn, 2021). The essence of the flipped classroom teaching strategy is to reverse the flow of instruction: content is delivered before class, allowing in-class time to be used for more interactive and hands-on activities.

Business Studies

Business Studies is one of the core pre-vocational subjects offered in junior secondary schools in Nigeria. Asuquo (2016) defined Business Studies an integrated subject which exposes students to pre-vocational ideas in business. It covers Commerce, Book-keeping, Office Practice, Typewriting and Shorthand. According to Asuquo, Business Studies is meant to educate students in a cluster of occupational skills for specific jobs and equip them with competences for starting a trade of their own. Business Studies is considered as a foundational subject or prerequisite for effective learning and understanding of some senior secondary school subjects like financial accounting, commerce, marketing, office technology etcetera as well as key programmes in tertiary institutions such as Business Education and Business Administration.

Reception Office

Students' performances in topics like reception office have shown notable variation when different teaching strategies, such as Blended and Flipped Classroom Teaching Strategies, are employed. Blended teaching combines traditional face-to-face instruction with online learning components, allowing students to benefit from both methods (Graham, 2020). Studies suggest that blending these approaches can enhance students' engagement and understanding, particularly in practical topics like reception office, where both theoretical knowledge and hands-on skills are essential. The incorporation of online resources allows students to learn at their own pace, while in-class sessions focus on reinforcing practical skills. This balance can improve overall performance scores, especially in vocational subjects like reception office management.

Flipped Classroom Teaching Strategies, where students are introduced to new content outside the classroom through videos or readings and then engage in problem-solving activities during class time, also positively affect students' performance in reception office tasks (Hamdan *et al*, 2021). By reversing the traditional teaching model, students come to class with foundational knowledge, allowing more time for practical exercises and deeper exploration of key concepts. In reception office tasks, such as managing phone calls, scheduling appointments, and customer interactions, students benefit from the in-class focus on skill development after digesting theoretical aspects beforehand. Studies indicate that flipped learning approaches can lead to improved test scores and retention of practical knowledge (Bergmann, 2020).

Office Correspondence

Office correspondence, a critical component of business studies, involves the ability to effectively communicate within an organizational setting through letters, emails, memos, and reports. Teaching this subject using Blended and Flipped Classroom Teaching Strategies has proven to be an effective approach to improving students' performance scores. Blended teaching strategies, which combine face-to-face instruction with online learning, provide students with the flexibility to engage with course content both in and out of the classroom (Graham, 2020). This flexibility enables students to review office correspondence materials, such as sample letters or templates, at their own pace. Studies have shown that this approach significantly improves students' understanding and performance scores in communication-related tasks.



Flipped Classroom Teaching Strategies, on the other hand, reverse the traditional model by having students engage with learning materials before class, typically through videos, readings, or online exercises (Hamdan *et al.*, 2021). When applied to office correspondence, this approach allows students to familiarize themselves with different formats and styles of business writing before attending class. This preparation enables them to spend class time focusing on practical exercises, such as drafting letters or writing memos. The flipped classroom model encourages deeper understanding and application of concepts, resulting in improved performance scores (Bergmann, 2020). Students arrive at class ready to practice, making the learning process more interactive and productive.

Research Method

The study employed a quasi-experimental non randomized control group, pre-test-post-test design. Defines experimental design as a specific investigation in which an investigator manipulates and control one or more independent variables and observes the dependent variable or variable for variation concomitant to be manipulations of the independent variable. This design is most appropriate for the study as randomization of the students into experimental and control groups are not very possible in the present situation. The area of the study conducted in Akwa Ibom State, Nigeria. The population of the study was 7500 Junior Secondary School Two (JSSS II) students in private secondary schools in Akwa Ibom State Senatorial District. A sample size of 200 was drawn from the population. The sample was determined using purposive sampling technique and intact classes. A performance test was used for data collection. The Business Studies Performance Test (BSPT) was developed by the researcher. The test was reshuffled before it was given to the students as post-test. For the experimental group, the test was taken on computer each student. The method of validation was face validity. The instrument for data collection was a test. The method of data collection was the pre-test activated on a Learning Management System. Method of data analysis mean statistics.

Results

Research Question One

What is the Mean difference in students' performance scores when taught reception office with Blended and Flipped Classroom Teaching Strategies?

Table 1: Mean Performance Scores of Students when Taught Reception Office using Blended and Flipped Classroom Teaching Strategies

Group	Pre-Test	SD	Post-Test	SD	Mean
N	Mean $\bar{x}$		Mean $(\bar{X})$		Gain
Flipped Classroom Teaching Strategies	51.76	17.98	77.48	8.21	26.22
Blended	44.47	12.33	57.10	19.41	12.63

The data presented in Table 1 shows the difference in the scores of students taught reception office using flipped classroom and blended teaching strategies. The pre-test mean score for the experimental and control groups were 51.76 and 44.47 with Standard Deviation (SD) of 17.98 and 12.33 respectively. The experimental group taught reception office had a mean achievement score of 77.48 with Standard Deviation (SD) of 8.21 while that of control group has a mean score of 57.10 and Standard Deviation (SD) of 19.41; showing that the performance of student taught reception office using flipped classroom teaching strategy is higher than the performance of those taught with blended teaching strategy. This implies that, the use of flipped



classroom teaching strategy in instruction makes students perform higher in reception office than blended teaching strategy.

Research Question 2

What is the Mean difference in students' performance scores when taught office correspondence with Blended and Flipped Classroom Teaching Strategies?

Table 2: Mean Performance Scores of Students when Taught Office Correspondence using Blended and Flipped Classroom Teaching Strategies

Group	Pre-Test	SD	Post-Test	SD	N	Mean
N	Mean		Mean ($\bar{X}$)			Gain
(X)						
Flipped Classroom Teaching Strategies	50.70	17.23	80.07	8.86	71	29.37
Blended	43.93	12.86	56.71	20.08	129	12.78

The data presented in Table 2 shows the difference in the scores of students taught using flipped classroom and blended teaching strategies. The pre-test mean score for the experimental and control groups were 50.70 and 43.93 with Standard Deviation (SD) of 17.23 and 12.86 respectively. The experimental group taught office correspondence had a mean achievement score of 80.07 with Standard Deviation (SD) of 8.86 while that of control group has a mean score of 56.71 and Standard Deviation (SD) of 20.08; showing that the performance of students taught office correspondence using flipped classroom teaching strategy is higher than the performance of those taught with blended teaching strategy. This implies that, the use of flipped classroom teaching strategy in instruction makes students perform higher in office correspondence than blended teaching strategy.

Discussion of the Findings

The finding in table 1 revealed a mean difference of academic performance of students in office reception when taught using blended and flipped classroom teaching strategies. It also indicated a significant difference. This implies that, the use of flipped classroom teaching strategies is preferred to blended teaching strategies. The finding is in line with Bergmann, (2020) who noted that in reception office tasks, that such as managing phone calls, scheduling appointments, and customer interactions help students benefit from the in-class focus on skill development after digesting theoretical aspects beforehand. Studies indicate that flipped classroom learning approaches can lead to improved test scores and retention of practical knowledge.

The finding in table 2 revealed a mean difference of academic performance of students in office correspondence when taught using blended and flipped classroom teaching strategies. It also indicated a significant difference. This implies that, the use of flipped classroom teaching is preferred to blended teaching strategies. The finding is in line with Hamdan *et al.*, (2021) who posited that flipped classroom teaching strategies reverse the traditional model by having students engage with learning materials before class, typically through videos, readings, or online exercises. When applied to office correspondence, this approach allows students to familiarize themselves with different formats and styles of business writing before attending class. This preparation enables them to spend class time focusing on practical exercises, such as drafting letters or writing memos.



Conclusion

Based on the results of the data analysis this conclusion was reached. That, there is significant difference in academic performance of students' in Business Studies taught using flipped classroom teaching and blended teaching strategies in Junior Secondary Schools in Akwa Ibom State. In other words, students who were exposed to flipped teaching strategy learning on the concepts of office reception, office correspondence, office documentation, trade and market performed better than those who were taught these concepts using blended strategy.

Recommendations

Based on the findings of the study. The following recommendations were made:

- a. Government should encourage schools to embrace the latest teaching strategies by way of providing the platform to use the strategies.
- b. Parents should assist their wards to key into the fast innovation in education by giving them what they can afford in terms of the gadgets and materials needed for flipped teaching strategy.
- c. Teachers especially those teaching business studies should endeavour to explore more teaching strategies in the course of leading the students.

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