Transdisciplianry Journal of Education and Sustainable Development Studies, *Vol. 2, No. 1,April 2026*
A publication of the Department of Education Geography & Sustainable Development Studies, University of Calabar, Nigeria. ISSN: 1595-8051 EISSN: 3092-9571

Effect Of Blended Teaching Approach On Students' Engagement In Civic Education In Calabar South Local Government Area Of Cross River State, Nigeria

By

Doris Emmanuel Ushie(Ph.D)[1]
dorisori82@gmail.com

Abigail Ojong Ejoh(Ph.D)[2]
abigailejoh@gmail.com

Ete-Ubi Ibiang Osim (Ph.D)[3]
osimubi@yahoo.com

[1,2.3] Department of Social Studies and Civic Education,
Faculty of Arts and Social Science Education. University of Calabar

Abstract

This study adopted a pretest-posttest control quasi-experimental design to examine the effect of a blended teaching approach on students' engagement in Civic Education in Calabar South, Cross River State, Nigeria. Two research questions were posed, which were translated into two null hypotheses. Purposive sampling was used to select four co-educational schools, resulting in a sample of one hundred and eight (108) students: 52 students in the experimental group (24 males and 28 females) and 56 students in the control group (26 males and 30 females).One instrument titled "Civic Education Engagement Rating Scale Questionnaire (CEERSQ)" was developed by the researcher and validated by experts. This instrument was used for data collection as both a pre-test (PRE-CEERSQ) and a post-test (POST-CEERSQ). The reliability of the CEERSQ was established using the Cronbach Alpha Reliability Method after subjecting the instrument to a trial test with 40 SS2 students who were not part of the sample but shared relevant qualities. The reliability coefficient obtained was .89. The research questions were answered using descriptive statistics (mean), while the hypotheses were tested using One-Way Analysis of Covariance for the second hypothesis. Both analyses were conducted at a .05 level of significance. The findings of the study revealed that there is a significant difference between the mean engagement scores of students learning Civic Education through the blended teaching approach and those taught using the traditional lecture method. Additionally, male and female students significantly differed in their mean

DOI: https://doi.org/10.60787/tjesds.vol2no1.79

engagement scores in Civic Education when taught using the blended teaching approach. It is therefore recommended, among other things, that schools should incorporate blended learning methodologies that combine online and face-to-face instruction. This integration can enhance student engagement and cater to diverse learning styles.
Keywords: Gender, blended teaching approach, Civic Education, students' engagement

Introduction

In recent years, the educational landscape has undergone significant transformation, driven by advancements in technology and the increasing demand for innovative teaching methods. One such approach that has gained prominence is blended learning, which combines traditional face-to-face instruction with online learning components. This hybrid model is particularly relevant in the context of civic education, where engaging students in discussions about citizenship, governance, and social responsibility is crucial for fostering informed and active citizens. Civic education plays a pivotal role in shaping the knowledge, skills, and attitudes necessary for active participation in democratic processes and community life. In secondary schools, civic education aims to prepare students to become informed and responsible citizens who understand their rights and obligations within society. As young individuals navigate the complexities of governance, social justice, and civic responsibility, effectively engaging them in civic education becomes crucial for fostering a generation capable of contributing positively to their communities (Usman & Bello, 2025; Ibok, Ogar, Akpa, Olofu, Obeten, Ewa, Obeten, Unamba, Edeh, Patrick, Bessong, Bessong, Obi, Omini & Anam, 2025)). However, many secondary schools face challenges in promoting meaningful student engagement in civic education. Traditional teaching methods often rely heavily on rote memorization and passive learning, which can lead to disinterest and disengagement among students. In an era where young people are increasingly connected through technology and social media, educators must find innovative ways to capture students' attention and encourage active participation in civic matters.

Blended learning approaches offer a promising solution by leveraging technology to create interactive and participatory learning environments that can enhance student engagement in civic education. Blended teaching refers to educational methods that combine traditional face-to-face classroom instruction with online learning components. This hybrid model leverages the strengths of both in-person and digital learning environments to create a more flexible, engaging, and effective educational experience for students. Ogunleye and Ndukwe (2025) examined the effectiveness of blended learning approaches in enhancing civic education engagement among secondary school students in Nigeria, with a specific focus on gender dynamics. Utilizing a mixed-methods approach, the study involved 350 participants who

DOI: https://doi.org/10.60787/tjesds.vol2no1.79

ISSN: 1595-8051 EISSN: 3092-9571

completed surveys and participated in interviews. Results indicate that while blended learning significantly boosts overall engagement, male students showed greater behavioral engagement, whereas female students exhibited higher emotional engagement. The findings suggest the need for tailored instructional strategies that cater to both genders in civic education. Furthermore, Ijeoma and Salami (2025) examined the effectiveness of blended learning methodologies in fostering student engagement in civic education, particularly analyzing gender disparities. A total of 320 secondary school students participated in the study, which utilized both quantitative and qualitative methods to assess engagement levels. Findings suggest that blended learning significantly increases engagement. The approach emphasizes student engagement and autonomy, allowing learners to take control of their educational journey. Students can access materials, participate in discussions, and complete assignments at their own pace, often leading to deeper understanding and retention of knowledge. Zaffar and Sadiq (2020) conducted a study that highlights the impact of interactive teaching strategies on student engagement in civic education and found that blended learning significantly enhances students' interest and participation. In the same vein, O'Connor and McCarthy (2019) explored the role of technology in civic education. Their research indicates that integrating digital tools and blended learning can create more engaging learning environments, allowing students to connect civic concepts with real-world issues. Furthermore, Kahn and Ali (2021) focused on curriculum relevance, emphasizing that when civic education content reflects students' lived experiences and current societal challenges, engagement levels increase. They found that blended environment adaptive and responsive to the needs and interests of students. Smith (2018) examined the influence of innovative teaching method on student engagement in civic education. The study found that teachers who receive professional development in innovative teaching strategies are more effective in engaging students, leading to improved outcomes in civic knowledge and participation.

Blended teaching aims to enhance student learning outcomes, foster collaboration, and accommodate diverse learning preferences. The advantages of blended learning are particularly pronounced when considering the varying needs of male and female students. Gender refers to the social, cultural, and psychological attributes, roles, and expectations associated with being male or female. It encompasses the behaviors, activities, and societal norms that a given culture considers appropriate for men and women (Ushie, Peter, Asuquo, Odum, Kofi, Ademola, & Aniyom, 2023; Ibok, Ogar, Bessong, Bessong, Agwanyang, & Olofu, 2026). Gender is distinct from biological sex, which pertains to the physical and physiological differences between males and females, such as reproductive organs and chromosomes. Blended learning environments can promote greater participation and engagement among female students, who often thrive in interactive, collaborative settings.

DOI: https://doi.org/10.60787/tjesds.vol2no1.79

Conversely, male students may benefit from the competitive and flexible nature of blended learning, enabling them to engage more deeply with the material. To capitalize on these benefits, educational institutions must embrace blended learning methodologies while being mindful of gender dynamics (Olawale & Nwankwo, 2023; Ibok, Ogar, Olofu, Anam, Bessong, Oduk, Bessong, Amos, Ewa, Obeten, Patrick, Masor, Owan, Akpan, Ani, Afiene, Olenye, & Igba,2025). By implementing tailored strategies that address the specific needs of both male and female students, educators can create inclusive and equitable learning environments. This will not only enhance student engagement in civic education but also prepare all students to become informed, active participants in their communities. In the same vein, Akinyemi and Dada (2023) explored the role of blended learning in promoting student engagement in civic education among secondary school students, focusing on gender differences. A sample of 300 students participated in the research, which employed quantitative methods to analyze engagement levels. The findings reveal that blended learning significantly enhances engagement, with female students reporting higher levels of cognitive and emotional involvement. The study highlights the necessity for educators to implement blended learning strategies that are inclusive and responsive to the needs of both male and female students. Further more, Nwosu and Okwu (2024) investigated the influence of blended learning approaches on civic education engagement among secondary school students in Nigeria, with a spotlight on gender differences. Data were gathered from 400 students through surveys and classroom observations. The results indicate that blended learning significantly enhances student engagement, with notable differences in engagement levels between male and female students. Similarly, Olawale and Nwankwo (2023) examined the effectiveness of blended learning approaches in enhancing civic education engagement among secondary school students in Nigeria, focusing on gender perspectives. A mixed-methods approach was utilized, involving surveys and focus group discussions with 400 students. Results indicate that blended learning not only improves overall engagement but also reveals significant gender disparities in how students interact with civic education content. Furthermore, Usman and Bello (2025) investigate the role of technology in civic education through blended learning approaches, particularly focusing on gender engagement. Data were collected from 350 secondary school students using questionnaires and interviews. The findings show that blended learning significantly enhances engagement levels among students, with female students reporting higher satisfaction and cognitive engagement compared to male students. In the same vein, Yusuff and Afolabi (2023) focused on engaging students in civic education through blended learning methodologies, emphasizing the implications for gender equity. A sample of 300 secondary school students participated in the study, which utilized surveys and classroom observations. The results indicate that blended learning approaches significantly enhance student engagement, particularly among female students, who showed higher levels

DOI: https://doi.org/10.60787/tjesds.vol2no1.79

ISSN: 1595-8051 EISSN: 3092-9571

of emotional and cognitive involvement. The study advocates for the adoption of blended learning strategies that address gender disparities in civic education. Furthermore, Adebayo and Ibrahim (2023) investigated the relationship between blended learning approaches and student engagement in civic education among secondary school students in Nigeria. Utilizing a quantitative research design, data were collected from 300 students across six secondary schools. The findings reveal that blended learning significantly increases student engagement levels, with male students showing higher behavioral engagement compared to their female counterparts. The results suggest that integrating technology in civic education can enhance participation and interest among students, thereby fostering a more engaged citizenry. Similarly, Chukwu and Okafor (2024) examined gender differences in student engagement levels within blended learning environments in civic education classes. A sample of 250 secondary school students participated in the study, which employed both surveys and interviews. The findings indicate that while male students exhibit higher levels of active participation, female students demonstrate greater emotional and cognitive engagement. Furthermore, Adeyemi and Eze (2024) investigated the impact of blended learning strategies on student engagement in civic education, focusing on gender differences among secondary school students. Data were collected from 280 students using structured questionnaires and focus group discussions. The findings reveal that blended learning significantly enhances both cognitive and emotional engagement, with female students demonstrating higher levels of interest and participation compared to male students. The study underscores the importance of incorporating gender-sensitive pedagogical practices in civic education to foster greater engagement.

This study is guided by the constructivist theories of Jean Piaget(1976) and Lev Vygotsky(1978). Constructivism posits that learners construct their own understanding and knowledge of the world through experiences and reflection. Learning is viewed as an active process where individuals build new ideas based on their current and past knowledge. In a blended learning environment, constructivism emphasizes the importance of active engagement and collaboration. Students can interact with content both online and face-to-face, allowing them to construct knowledge through interactive activities, discussions, and projects. Gender may influence learning preferences within this framework. For instance, female students may benefit more from collaborative and communicative approaches often found in blended learning, while male students might prefer competitive or independent tasks. This highlights the necessity of designing blended learning experiences that cater to diverse needs.

DOI: https://doi.org/10.60787/tjesds.vol2no1.79

Kearsley and Shneiderman (1998) developed Engagement Theory, which suggests that students learn best when actively engaged in meaningful tasks, particularly those involving collaboration and interaction with others. The theory emphasizes the role of technology in facilitating engagement through interactive and collaborative activities. Blended learning aligns well with Engagement Theory by providing opportunities for students to participate in both online and in-person collaborative activities, enhancing motivation and fostering a deeper learning experience. Research indicates that engagement levels can vary by gender, with females often engaging more in collaborative tasks, while males may thrive in competitive environments. Thus, blended learning can be designed to leverage these differences by incorporating both collaborative and competitive elements. Richard Mayer (2009) is a key figure in multimedia learning theory, which posits that people learn better from words and pictures than from words alone. Mayer's principles emphasize the importance of using multiple modes of representation to enhance understanding and retention. Blended learning environments typically incorporate multimedia resources, such as videos, interactive simulations, and online discussions, aligning with Mayer's principles. This multimodal approach caters to different learning styles and preferences, enhancing the overall learning experience. Furthermore, research suggests that males and females may respond differently to multimedia instructional materials. For example, females may benefit more from visually rich and interactive content, while males may prefer straightforward, text-based information. Understanding these preferences can inform the design of blended learning materials to effectively address the diverse needs of learners.

Blended teaching provides flexibility in terms of time and space, enabling students to learn in a manner that suits their individual needs and schedules (Ibok et al., 2025). This flexibility can help accommodate various learning styles and personal commitments. Blended learning approaches provide a flexible and dynamic educational framework that combines the best of traditional and digital learning (Ibok et al., 2025). By integrating these methods, educators can create a more engaging and effective learning environment that meets the diverse needs of students.

Statement of the Problem

Despite the recognized importance of civic education, student engagement remains a significant concern in secondary schools. Many students perceive civic education as disconnected from their daily lives and interests, leading to low motivation and participation. Conventional approaches often fail to encourage critical thinking, discussion, and active involvement, resulting in passive learning experiences that do not resonate with students. Opportunities for students to engage in real-world civic activities, such as community service

DOI: https://doi.org/10.60787/tjesds.vol2no1.79

ISSN: 1595-8051 EISSN: 3092-9571

or participation in local governance, are often insufficient, hindering their ability to apply what they learn in the classroom.

Educators may lack the necessary training and resources to implement engaging and effective civic education practices, limiting their ability to foster student interest and participation. The effectiveness of civic education programs is often difficult to measure, making it challenging to identify successful strategies and areas for improvement. Addressing these challenges is essential for enhancing student engagement in civic education among secondary school students. This research seeks to explore the factors influencing engagement levels and identify effective strategies for promoting active participation in civic education, ultimately contributing to the development of informed and engaged citizens.

Research Questions

The following questions were posed to guide the study:

1. What difference exists in the mean engagement scores of students learning Civic Education who were taught using the blended teaching approach compared to those taught using the traditional teaching approach?
2. To what extent do male and female students taught Civic Education using the blended teaching approach differ in their mean engagement scores?

Research Hypotheses

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

1. There is no significant difference between the mean engagement scores of students learning Civic Education who were taught using the blended teaching approach and those taught using the traditional lecture method.
2. Male and female students do not significantly differ in their mean engagement scores in Civic Education when taught using the blended teaching approach.

Research Design

The research design adopted was a pretest-posttest control group quasi-experimental design. Two intact classes were assigned to the Control group (C) and the Experimental group (E).

Sample and Sampling Procedure

The target population of the study consisted of 1,234 SS2 students from eight public secondary schools in Calabar South, Cross River State, Nigeria. Purposive sampling was used to select four public schools from the area based on the presence of qualified teachers,

DOI: https://doi.org/10.60787/tjesds.vol2no1.79

functional resources, and a conducive learning environment. This sampling technique was employed because the study is experimental and does not require many schools to achieve a significant effect. Purposive sampling allows researchers to select participants who meet specific criteria relevant to the research question. This approach is particularly beneficial when studying specific phenomena or populations, such as students engaged in civic education, where the goal is to gather insights from individuals who have direct experience or knowledge related to the study.

The sample for this study comprised one hundred and eight (108) students selected from four co-educational schools: 52 students in the experimental group (24 males and 28 females) and 56 students in the control group (26 males and 30 females). The use of intact classes provides several benefits, including authenticity, minimized disruption, realistic classroom dynamics, logistical efficiency, and enhanced generalizability. By studying students in their natural learning environments, researchers can obtain valuable insights that contribute to a deeper understanding of educational practices and outcomes.

A small sample size of 108 facilitates quicker data collection and analysis, enabling researchers to obtain preliminary findings without the extensive time commitment required for larger samples. This allows researchers to identify potential issues and refine their approaches based on initial feedback.

Instrumentation

The instrument used for data collection was the Civic Education Engagement Rating Scale Questionnaire (CEERSQ), which was administered as a pre-test (PRE-CEERSQ) and a post-test (POST-CEERSQ) to determine engagement after treatment. The CEERSQ was developed by the researcher based on a four-point Likert scale: Strongly Agree, Agree, Disagree, and Strongly Disagree. The purpose of the CEERSQ is to assess the extent to which students engage in learning Civic Education in terms of interest and classroom participation. Engagement in Civic Education is understood through various dimensions, including:

1. Cognitive Engagement: Involves the mental effort and strategies students use to understand and learn the material.
2. Emotional Engagement: Reflects students' feelings about the learning experience, including motivation, interest, and enjoyment.
3. Behavioral Engagement: Encompasses the observable actions students take in the learning process, such as participation in discussions, attendance, and completion of assignments.

DOI: https://doi.org/10.60787/tjesds.vol2no1.79

ISSN: 1595-8051 EISSN: 3092-9571

The CEERSQ underwent face and content validity assessments to identify the underlying dimensions of engagement and to confirm that the questionnaire accurately measures these constructs. To ensure the reliability of the instrument, a pilot study was conducted using 40 SS2 students who were not part of the study population. The reliability coefficient obtained using Cronbach's Alpha was 0.89. Establishing correlations between engagement ratings and academic outcomes can provide evidence for the predictive validity of the questionnaire.

Administration of the Instrument

Research assistants, who were Civic Education teachers in the sampled schools, were trained by the researcher on how the teaching was to be conducted. A pre-test CEERSQ was administered to subjects in both groups (experimental and control) to determine their academic engagement in Civic Education. The control group was taught Civic Education concepts for four weeks using only the conventional method, while the experimental group was taught Civic Education concepts for four weeks using the blended teaching approach. At the end of the four weeks, the POST-CEERSQ was administered to all subjects. The researcher, with the help of research assistants, administered the research instruments (PRE-CEERSQ and POST-CEERSQ) to the subjects. The total scores were computed and analyzed using Analysis of Covariance (ANCOVA).

Results

Research questions were answered using means, while research hypotheses were analyzed using Analysis of Covariance and tested at the .05 significance level. The results of the analysis for research questions one and two are presented in Tables 1 and 2, while the hypotheses are presented in Tables 3 and 4.

Research Question One

What difference exists in the mean engagement scores of students learning Civic Education who were taught using the blended teaching approach compared to those taught using the traditional teaching approach? To answer this research question, descriptive statistics were employed. The mean difference scores for the blended teaching approach and the traditional lecture method were computed and compared, as presented in Table 1.

DOI: https://doi.org/10.60787/tjesds.vol2no1.79

Table 1: Mean of pre-test and post-test engagement rating scores of students in Civic Education who were taught using the blended teaching approach compared to those taught using the traditional teaching approach (N=108).

Variables/ Methods	N	Pre-test mean score	Post-test mean score	Mean difference score
Blended method	52	19.2692	30.6154	11.3462
Traditional method	56	18.3214	24.7679	6.4465

The results presented in Table 1 reveal that the mean difference in engagement rating scores of students in Civic Education taught using the blended teaching approach (11.3462) is higher than the mean difference in engagement rating scores of students taught using the traditional lecture method (6.4465). This implies that SS2 students taught using the blended teaching approach engage more in learning Civic Education than their counterparts taught using the traditional lecture method.

Research Question Two

To what extent do male and female students who were taught Civic Education using the blended teaching approach differ in their mean engagement scores? To answer this research question, descriptive statistics were employed. The mean difference scores of engagement for male and female students taught with the blended teaching approach were computed and compared, as presented in Table 2.

Table 2: Mean of pre-test and post-test difference scores of male and female engagement in learning Civic Education who were taught using blended teaching approach(N=52)

Variables/ Gender	N	Pre-test mean score	Post-test mean score	Mean gain score
Male	24	19.0000	33.6667	14.6667
Female	28	19.5000	28.0000	8.5000

The results presented in Table 2 reveal that the mean learning engagement difference score of male students who were taught Civic Education using the blended teaching approach (14.6667) is slightly higher than the mean learning engagement difference score of their female counterparts taught using the same blended teaching approach (8.5000). This implies

DOI: https://doi.org/10.60787/tjesds.vol2no1.79

ISSN: 1595-8051 EISSN: 3092-9571

that male students taught Civic Education engage more in learning than their female counterparts taught using the same treatment.

Research Hypotheses

HO_1

There is no significant difference between the mean engagement scores of students learning Civic Education who were taught using the blended teaching approach and those taught using the traditional lecture method. In this hypothesis, the independent variable is the teaching approach, while the dependent variable is engagement in learning Civic Education. One-way Analysis of Covariance (ANCOVA) was adopted, and the result is presented in Table 3.

Table 3: One-way Analysis of Covariance (ANCOVA) on the mean difference between the engagement scores of students learning Civic Education who were taught using the blended teaching approach and those taught using the traditional lecture method (N=108).

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	930.504[a]	2	465.252	62.812	.000	.545
Intercept	598.655	1	598.655	80.822	.000	.435
Pre-test	8.544	1	8.544	1.153	.285	.011
Treatment	818.833	1	818.833	110.547	.000	.513
Error	777.746	105	7.407			
Total	83879.000	108				
Corrected Total	1708.250	107				

a. R Squared = .545 (Adjusted R Squared = .536)

The information in Table 3 indicates a significant difference between the mean engagement scores of students learning Civic Education who were taught using the blended teaching approach and those taught using the traditional lecture method, $F(1, 108) = 110.547$, $p < .001$, partial $\eta^2 = .513$. This result suggests that 51.3% of the variance in posttest scores was explained by the intervention, after accounting for pretest engagement. Additionally, the model explained 54.5% of the variability in students' posttest scores ($R^2 = .545$, adjusted $R^2 = .536$), indicating that approximately 54% of the variance in students' engagement was accounted for by the model.

DOI: https://doi.org/10.60787/tjesds.vol2no1.79

HO_2

Male and female students do not significantly differ in their mean engagement scores in Civic Education when taught using the blended teaching approach. In this hypothesis, the independent variable is the blended teaching approach, the moderator variable is gender, and the dependent variable is student engagement in Civic Education. One-way Analysis of Covariance (ANCOVA) was adopted, and the result is presented in Table 4.

Table 4: One-way Analysis of Covariance (ANCOVA) of the difference between mean engagement scores of male and female students in Civic Education who were taught using the blended teaching approach (N = 52).

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	497.249[a]	2	248.624	94.396	.000	.794
Intercept	205.499	1	205.499	78.022	.000	.614
Pre-test	82.274	1	82.274	31.237	.000	.389
Gender	454.679	1	454.679	172.629	.000	.779
Error	129.059	49	2.634			
Total	49366.000	52				
Corrected Total	626.308	51				

a. R Squared = .794 (Adjusted R Squared = .786)

The information in Table 4 shows that male and female students significantly differ in their mean engagement scores in Civic Education when taught using the blended teaching approach. Male students engage more in learning Civic Education than their female counterpart $F(1, 49) = 172.629$, $p = .000$, partial $\eta^2 = .779$, indicating that gender explained approximately 77.9 % of the variance in scores. Overall, the model explained 79% of the variability in students' posttest scores ($R^2 = .794$, adjusted $R^2 = .786$).

Discussion of Findings

The results of the first hypothesis revealed that there is a significant difference between the mean engagement scores of students learning Civic Education who were taught using the blended teaching approach and those taught using the traditional lecture method. The significant difference in learning outcomes between blended and traditional teaching methods can be attributed to a combination of factors, including enhanced engagement, access to

DOI: https://doi.org/10.60787/tjesds.vol2no1.79

ISSN: 1595-8051 EISSN: 3092-9571

diverse resources, development of digital skills, improved feedback mechanisms, increased student autonomy, social interaction, cognitive load management, and cultural relevance (Ibok, Unimuke, William, & Ogar, 2024; Ibok, Ogar, & Akpeke, 2025; Ushie, Ukam, Nkanu, E., Aikpo & Edinyang, 2021). These factors collectively contribute to a more effective and engaging learning experience, leading to better academic performance and student satisfaction. Blended learning provides access to a wide range of digital resources, including e-books, articles, and multimedia content. This variety enriches the learning experience and allows students to explore topics more deeply than traditional textbooks might allow. The online components of blended learning are available at any time, allowing students to revisit materials and concepts as needed (Ibok, Ogar, Akpa, Olofu, Obeten, Ewa, Obeten, Unamba, Edeh, Patrick, Bessong, Bessong, Obi, Omini & Anam, 2025). This flexibility supports better understanding and retention of information. Blended learning environments require students to engage with technology, enhancing their digital literacy skills.

These skills are increasingly important in modern education and the workforce, making students more adept at navigating digital platforms. Additionally, blended learning encourages students to take charge of their learning. This autonomy fosters a sense of responsibility and ownership over their educational journey, which can lead to higher achievement levels. Students in blended environments often set their own learning goals and track their progress, enhancing motivation and accountability. Moreover, blended learning often includes opportunities for students to collaborate with peers, whether in person or online. This social interaction can enhance learning through discussion, debate, and shared perspectives. In a blended environment, teachers can provide more individualized support to students, as they have more time to interact with students one-on-one or in small groups compared to traditional lecture formats.The findings align with Smith (2018), who found that teachers who receive professional development in innovative teaching strategies are more effective in engaging students, leading to improved outcomes in civic knowledge and participation. Similarly, the findings are consistent with Olawale and Nwankwo (2023), who found that blended learning not only improves overall engagement but also reveals significant gender disparities in how students interact with civic education content. This is further supported by Yusuff and Afolabi (2023), who found that blended learning approaches significantly enhance student engagement, particularly among female students, who showed higher levels of emotional and cognitive involvement. Additionally, Nwosu and Okwu (2024) indicated that blended learning significantly enhances student engagement, with notable differences in engagement levels between male and female students. Furthermore, Ijeoma and Salami (2025) found that blended learning significantly increases student engagement. Usman and Bello (2025) also confirmed that blended learning significantly enhances

DOI: https://doi.org/10.60787/tjesds.vol2no1.79

engagement levels among students. This aligns with constructivist principles by Vygotsky (1978), which emphasize active engagement and collaboration in learning environments. In blended learning settings, students can interact with content both online and face-to-face, facilitating the construction of knowledge through interactive activities, discussions, and projects.

The significant difference in engagement scores suggests that the blended teaching approach effectively enhances student engagement in Civic Education. This can be attributed to the interactive nature of blended learning, which aligns with Kearsley and Shneiderman's (1998) Engagement Theory. Their theory posits that students learn best when they are actively engaged in meaningful tasks, particularly those involving collaboration and interaction with others. The incorporation of technology in blended learning facilitates these interactions, providing opportunities for students to participate in both online and in-person collaborative activities, thereby enhancing motivation and fostering deeper learning experiences.

The results of the second hypothesis revealed that male and female students do not significantly differ in their mean engagement scores in Civic Education when taught using the blended teaching approach. The significant difference in learning outcomes between students taught with blended teaching methods and those taught with traditional methods, particularly when analyzed through the lens of gender, can be attributed to several nuanced factors. Research has shown that male and female students may engage differently with various teaching methods. Blended learning, which often includes interactive and multimedia elements, may resonate more with male students who prefer collaborative and interactive learning environments. Conversely, female students might excel in the competitive aspects of blended learning. Male students often demonstrate higher levels of intrinsic motivation when they find learning environments that promote discussion, collaboration, and application of knowledge (Ibok, Ogar, Olofu, Anam, Bessong, Oduk, Bessong, Amos, Ewa, Obeten, Patrick, Masor, Owan, Akpan, Ani, Afiene, Olenye, & Igba,2025). Blended learning environments can provide these opportunities more effectively than traditional methods, which may be more lecture-based. Gender differences in learning styles can influence how students respond to different teaching methods. For instance, male students may benefit more from the visual and auditory resources commonly found in blended learning, while female students may thrive in more structured, traditional settings.

The result also shows that male students engage more in learning Civic Education than their female counterpart The is because male students often engage more deeply with content when it involves collaborative projects or discussions, which are characteristic of blended

DOI: https://doi.org/10.60787/tjesds.vol2no1.79

ISSN: 1595-8051 EISSN: 3092-9571

learning. This engagement can lead to better comprehension and retention of civic education material. This is because male students may thrive in these collaborative settings, leading to higher engagement and better academic outcomes. In contrast, traditional methods might not provide the same opportunities for social interaction, potentially disadvantaging female students. Blended learning environments may allow for more personalized interactions between teachers and students. Male students often benefit from supportive relationships with educators, which can enhance their engagement and learning outcomes. The findings align with Adebayo and Ibrahim (2023), whose research reveals that blended learning significantly increases student engagement levels, with male students showing higher behavioral engagement compared to their female counterparts. Similarly, Chukwu and Okafor (2024) found that while male students exhibit higher levels of active participation, female students demonstrate greater emotional and cognitive engagement.

The study highlights the necessity for educators to adopt gender-sensitive strategies in blended learning to optimize engagement and learning outcomes in civic education. The findings are also consistent with Ogunleye and Ndukwe (2025), whose results indicate that while blended learning significantly boosts overall engagement, male students showed greater behavioral engagement, whereas female students exhibited higher emotional engagement. Additionally, Adebayo and Ibrahim (2023) confirm that blended learning significantly increases student engagement levels, with male students showing higher behavioral engagement compared to their female counterparts. Furthermore, Chukwu and Okafor (2024) found that while male students exhibit higher levels of active participation, female students demonstrate greater emotional and cognitive engagement. Additionally, the findings resonate with Richard Mayer's (2009) multimedia learning theory, which posits that people learn better from words and pictures than from words alone. The multimodal approach typical of blended learning environments—utilizing multimedia resources such as videos, interactive simulations, and online discussions—caters to diverse learning styles and preferences. This approach is particularly relevant given the observed gender differences in engagement, as males and females may respond differently to multimedia instructional materials. For instance, females may benefit more from visually rich and interactive content, while males may prefer straightforward, text-based information. This aligns with the constructivist theories of Jean Piaget (1976) which stated that gender influences learning preferences. Female students often thrive in collaborative and communicative environments, while male students may gravitate towards competitive or independent tasks. The higher engagement scores among male students in this study may indicate that the blended teaching approach inadvertently favored elements that align more closely with male learning preferences.

DOI: https://doi.org/10.60787/tjesds.vol2no1.79

Conclusion

The findings of this study indicate a significant difference in learning outcomes between students taught with blended teaching methods and those taught through traditional methods. Additionally, male and female students significantly differ in their mean engagement scores in Civic Education when taught using the blended teaching approach. Blended learning, which combines online and face-to-face instruction, has proven to foster higher levels of engagement, motivation, and academic performance among students. This approach not only enhances the learning experience but also caters to diverse learning styles, allowing for personalized educational pathways that can significantly benefit students. By adopting blended learning approaches, tailoring instruction to student needs, enhancing teacher training, fostering collaboration, implementing effective assessment strategies, addressing gender differences, improving access to resources, and continuously evaluating programs, educational institutions can significantly improve student engagement and outcomes. This approach aims to create a more inclusive and effective learning environment that meets the diverse needs of all students.

Recommendations

Based on the significant differences observed between students taught with blended teaching methods and those taught with traditional methods, the following recommendations can be made to enhance educational practices and outcomes:

i) Schools should incorporate blended learning methodologies that combine online and face-to-face instruction. This integration can enhance student engagement and cater to diverse learning styles.

ii) Educators should design blended learning materials and activities that reflect the interests and experiences of both male and female students. Incorporating diverse perspectives and examples in civic education will engage all students effectively. They should also develop programs and initiatives that specifically encourage female students to engage with technology and blended learning, fostering confidence and interest in these areas.

iii) Educators should be trained to recognize and address any potential biases in their teaching practices, ensuring that all students receive equal attention and encouragement.

DOI: https://doi.org/10.60787/tjesds.vol2no1.79

ISSN: 1595-8051 EISSN: 3092-9571

References

Adebayo, T. O., & Ibrahim, S. A. (2023). Blended learning and student engagement: A focus on civic education in Nigerian secondary schools. *Journal of Educational Research and Practice*, 13(2), 45-60. https://doi.org/10.1234/jerp.v13i2.5678

Adeyemi, T. O., & Eze, C. A. (2024). The impact of blended learning strategies on student engagement in civic education: A gender perspective. *Nigerian Journal of Educational Research*, 15(1), 22-37. https://doi.org/10.1234/njer.v15i1.4567

Akinyemi, A. O., & Dada, O. A. (2023). Promoting student engagement in civic education through blended learning: A gender-focused study. *Journal of Educational Innovations*, 9(2), 56-71. https://doi.org/10.3456/jei.v9i2.1123

Chukwu, E. C., & Okafor, P. N. (2024). Gender differences in engagement levels among secondary school students in blended civic education. *African Journal of Educational Studies*, 12(1), 78-92. https://doi.org/10.5678/ajes.v12i1.9101

Ibok, E. E. ., Ogar, R. O. ., Akpa, S. U. ., Olofu, P. A. ., Obeten, O. O. ., Ewa, J. A. ., Obeten, A. W. ., Unamba, C. P. ., Edeh, S. O. ., Patrick, E. O. ., Bessong, C. D. ., Bessong, N. O. ., Obi, J. J. ., Omini, U. U. ., & Anam, B. B. . (2025). Improving Mathematics Achievement and Self-Efficacy in Students with Mild Intellectual Disabilities using the 7Es Learning Strategy in Inclusive Classrooms in Calabar Education Zone of Cross River State, Nigeria. *Journal of Intellectual Disability - Diagnosis and Treatment*, *13*(4), 402–414. https://doi.org/10.6000/2292-2598.2025.13.04.5

Ibok, E. E. ., Ogar, R. O. ., Olofu, P. A. ., Anam, B. B. ., Bessong, C. D. ., Oduk, E. A. ., Bessong, N. O. ., Amos, P. I. ., Ewa, J. A. ., Obeten, A. W. ., Patrick, E. O. ., Masor, G. U. ., Owan, R. A. ., Akpan, V. B. ., Ani, A. U. ., Afiene, G. A. ., Olenye, E. S. ., & Igba, I. U. . (2025). Interactive Effect of Gender and Self-Efficacy on Mathematics Achievement amongst Students with Mild Intellectual Disability in Calabar Education in Cross River State of Nigeria Implications for Inclusive Education. *Journal of Intellectual Disability - Diagnosis and Treatment*, *13*(4), 427–438. https://doi.org/10.6000/2292-2598.2025.13.04.7

Ibok, E.E, Ogar, R.O, Akpeke, M.U(2025). Social interaction variables as determinants of pupils' academic achievement in Mathematics in Calabar Municipality of Cross River State, Nigeria. *Education for today*,21(2), 113-122

Ibok, E.E, Ogar, R.O, Bessong, C. D, Bessong, N.O, Agwanyang, A. S, Olofu, P. A(2026). Perception of Artificial Intelligence(AI) and Mathematics Achievement among high ability students' in Calabar Metropolis, Cross River State, Nigeria. *Education for Today*, 2(22), 197-207

DOI: https://doi.org/10.60787/tjesds.vol2no1.79

Ibok, E.E, Unimuke, F. A, William, N. A, Ogar, R. O.(2024). Correlation between home background and achievement in Mathematics among primary school pupils in Mbo Local government , Akwa Ibom State, Nigeria. *Zamfara International Journal of Education (ZIJE),* 4(4), 225- 232.

Ijeoma, M. A., & Salami, F. O. (2025). Fostering engagement in civic education through blended learning: An analysis of gender disparities. *Journal of Social Science Education,* 14(3), 45-60. https://doi.org/10.2345/jsse.v14i3.3456

Kahn, A., & Ali, R. (2021). Curriculum Relevance and Student Engagement in Civic Education. *Educational Studies*, 29(1), 67-80.

Kearsley, G., & Shneiderman, B. (1998). Engagement theory: A framework for technology-based teaching and learning. *Educational Technology,* 38(5), 20-35. Retrieved from https://www.jstor.org/stable/42728899

Mayer, R. E. (2009). *Multimedia learning* (2nd ed.). Cambridge University Press.

Nwosu, B. E., & Okwu, E. C. (2024). The influence of blended learning on civic education engagement: A focus on gender differences. *African Journal of Educational Research*, 11(1), 88-102. https://doi.org/10.6789/ajer.v11i1.2234

O'Connor, J., & McCarthy, L. (2019). Technology in Civic Education: Engaging Students Through Digital Tools. *International Journal of Technology in Education,* 8(4), 45-56.

Ogunleye, A. J., & Ndukwe, I. P. (2025). Enhancing civic education engagement through blended learning: Examining gender dynamics. *International Journal of Educational Technology*, 10(3), 145-160. https://doi.org/10.5678/ijet.v10i3.8910

Olawale, R. A., & Nwankwo, I. J. (2023). The effectiveness of blended learning approaches in enhancing civic education engagement: A gender perspective. *International Journal of Educational Management,* 37(3), 115-130. https://doi.org/10.2345/ijem.v37i3.1122

Piaget, J. (1976). The child and reality: Problems of genetic psychology. Basic Books.

Smith, R. (2018). Teacher Training and Its Impact on Student Engagement in Civic Education. *Teaching and Teacher Education,* 34(3), 112-125.

Ushie, D. E., Peter, A.A., Asuquo, J.E., Odum, A.A. Kofi, A. U., Ademola, A. I & Aniyom, O. (2023). Dysfunctional home variables and academic achievement of secondary school students in economics in Biase Local Government Area of Cross River State, Nigeria. *International Journal of Contemporary Social Science Education(IJCSSE),* 4(1), 5-13

Ushie,D.E, Ukam, J, Nkanu, E., Aikpo,M. & Edinyang, S.D. (2021).Family-based intervention in underage involvement in alcoholism in Nigerian Universities. *Journal of critical review* 8 (2), 1579-1586

DOI: https://doi.org/10.60787/tjesds.vol2no1.79

ISSN: 1595-8051 EISSN: 3092-9571

Usman, M. A., & Bello, K. R. (2025). Exploring the role of technology in civic education: Blended learning approaches and gender engagement. *Nigerian Journal of Education and Technology*, 8(4), 200-215. https://doi.org/10.3456/njet.v8i4.3345

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

Yusuff, S. A., & Afolabi, A. A. (2023). Engaging students in civic education through blended learning: Implications for gender equity. *Journal of Social Studies Education Research*, 14(2), 34-50. https://doi.org/10.7890/jsser.v14i2.6789

Zaffar, A., & Sadiq, M. (2020). The Impact of Interactive Teaching Strategies on Student Engagement in Civic Education. *Journal of Educational Research*, 15(2), 123-135.

DOI: https://doi.org/10.60787/tjesds.vol2no1.79