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**A hybrid learning-based program to develop history concepts for secondary stage students and their self-learning in north-eastern, nigeria**

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## **A hybrid learning-based program to develop history concepts for secondary stage students and their self-learning in north-eastern, nigeria**

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### **Abstracts**

This study explored the effectiveness of hybrid learning-based program on the academic achievement of second year secondary school stage students in History and their self-learning in North-Eastern, Nigeria. The study adopted quasi experimental design with targeted population of Secondary school stage II students studying History in public senior secondary school in North-eastern, Nigeria. Thus, the total number of 223 History students at secondary school stage formed the sample size from 6 intact classrooms, while 116 students served as experimental group from 6 intact classrooms and 107 students formed the control group. The instruments for the data collection were History Achievement Test (HAT) and Self-Learning Scale (SLS)The data of the research were analyzed statistically. The result showed that there is statistical significance differences between the mean score of both experimental and control group on post administration of History achievement in favor to experimental group. The study recommended that the state governments in north eastern region of Nigeria and other international donor agencies should support public schools in the region to equip the schools with necessary facilities that can facilitate the adoption of hybrid learning-based program (HLBP) to make the teaching of history relatively ease and friendly to the learners.

**Keywords:** Hybrid Learning-based Program, History Concepts, Self-Learning

### **Introduction**

History provides us with a sense of identity and help us understands where we came from how have evolved over the time history help us to learn from the past mistakes and to gain valuable insights that can help guide us in making decision for the future.

**History** is one of the social sciences subjects considered important for the promotion of peace, harmony and sense of nationalism among citizen. Specifically, the teaching of History is not peculiar to the developing nation, it is also observable in almost every advanced nation of the world like England, France, Japan, Italy, Russian Federation, Spain and United States of America. In each of the mentioned nations, History had been used to foster unity and patriotism, simply because History makes citizens to share a common past experience as well as same interest (Korode, 2019).

The contents of curriculum for History in Nigeria tell more about the importance placed by federal government of Nigeria on History through its

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national educational policy. Generally, the contents of History were designed to highlight the historical differences of peoples and location in such that it will teach tolerance and a critical perception of the country's own position and behaviour and to stimulate curiosity and understanding for other cultures. Also, the contents of History curriculum were designed to provide the basis for consideration of the wider political, cultural context as well as power and unity in diversity (Ithaka, 2019).

Despite importance of both History as subject in Nigeria education, most especially at secondary education stage, the recent scenarios in our schools have shown that History has lost its importance to other subjects. Salari, Roozbehi, Zarifi and Tarmizi (2018) complained about the neglect which the study of History suffers in present time, in no doubt is the seeming confusion in our society. The uncontrolled desires for power, the inability to learn from past experiences which has made the society prone to repeat past mistakes of given little attention to subjects that tells us our past and present in order to guide our future. Korode (2019) argued that, too much of attentions have been given to subjects considered as core-sciences such as mathematics, physics, chemistry, biology, computer and English language while less attention for social sciences subjects such as History, Geography, Social Studies and Religious Knowledge Studies have been left for those that think they have passion for the subjects.

The recent crises cases in various parts of the Nigeria has called the attention of government, educationists and concerned citizen to the need to revamp subjects such as History, Civic Education and Geography in order to address citizens' misconceptions about society and their neighborhood. Therefore, teaching History in the schools cannot impact on peoples expect by ensuring effective teaching techniques. Hence, teaching History in school has to be effective through the use of appropriate modern teaching methods such as hybrid learning-based program that can be self-guiding the students and influence their ability to develop History concepts on their own. It is therefore, expected that when teaching subject in progressive manner, the learners' interest can be raised and their overall understanding can be enhanced.

### **The Importance of Teaching History**

History does not just offer students a nostalgic view of the past; its lessons can impart valuable insights relevant to contemporary life. History can encompass the most profound, sorrowful, and astonishing narratives. It chronicles the collective story of humanity across various times and places.

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By understanding this history, we gain the ability to influence what the future may hold (Fredricks et al., 2014).

History offers a sense of identity and presents exemplars of commendable and accountable conduct. It also imparts the skill of learning from others' errors. Additionally, History aids in comprehending the dynamics of societal transformation and growth (Cruse, 2013). Consequently, if the educational system neglects to instruct young students on how to engage with History, it may lead to dire consequences for society. Increased awareness of the past among individuals equips society for the future. By recalling history, individuals recognize their responsibility in shaping a legacy for future generations.

Simone and Karl (2009) contend that societies as a whole, along with the individuals within them, derive substantial benefits from acquiring a more profound grasp of history. Therefore, through the study of history, one can acquire insights into the development, operation, and progression of historical societies, systems, ideologies, cultures, technologies and governments. The extensive tapestry of world history assists us in constructing a comprehensive understanding of our present society. Moreover, Cronon (2013) noted that gaining knowledge of history entails gaining knowledge about various facets of life. Through the study of history, children can explore the foundational elements upon which various civilizations were established, encompassing cultures and people distinct from their own. The incorporation of history into the school curriculum aims to foster well-rounded citizens who are better prepared to excel in all their academic pursuits. History is replete with narratives, some of which are inspirational and uplifting, while others are marked by chaos and immorality (Goldstein, 2020). Consequently, delving into the vivid realm of history exposes students to a myriad of valuable lessons. They can readily delve into periods of hardship and periods of jubilation, and the wisdom gleaned can be applied to their own life experiences. According to Goldstein (2020), history also fosters a deeper comprehension of diversity. From the interactions of our forebears with people of differing lifestyles, there are lessons, both positive and negative, to be gleaned. In a modern world that champions inclusivity, regardless of students' backgrounds, an understanding of how past societies have embraced diversity is essential for humanity's progress in the future.

Nations are composed of an array of narratives and folklore, and these narratives influence our perceptions of the country and our role within it. History is the domain where we acquire insights into the genesis of

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esteemed institutions and their contributions to the current state of our society (Abby, 2015). For many of us, reflecting on the remarkable achievements of fellow citizens is a means of forging our own sense of identity. Discovering our individual identities and the potential impact we can have on the world is a significant aspect of childhood. Introducing children to their country's identity is one way to facilitate this process. According to Watt, Adams, Bullen, Brauer, and Iriye (2013), historical narratives can also serve as sources of inspiration, commemorating remarkable individuals and their heroic deeds that have transformed the course of nations. Students can draw significant motivation from learning about these inspiring events that have shaped our present. All it takes is a single compelling story from the annals of history to ignite the imaginations of children and motivate them to achieve greatness (*Grafton, 2016*).

The saying by George Santayana, "Those who fail to recall the past are destined to relive it," is among the most frequently cited and paraphrased lines in academia. It eloquently underscores the importance of everyone studying history. The past is replete with cautionary tales, and we must possess the ability to contemplate the circumstances that led to them, extract lessons from past errors, and question and resist if we discern the emergence of similar patterns (Wade, 2013). If children engage in the study of history, they can discern when society is headed down treacherous paths and actively contribute to redirecting it.

Furthermore, History stands as a respected academic discipline that challenges our intellectual faculties. Students are required to analyse information that often lacks a single, unequivocal interpretation before arriving at a well-rounded conclusion. Critical thinking lies at the core of every demanding intellectual pursued.

## **Review of Literature**

### **Introduction**

This section reviews related literature to effectiveness of Hybrid Learning-based program on History concept among Secondary Stage Students. The review was based on conceptual, theoretical, and empirical review in line with the objective of the study

### **Bringing History to Life Through Modern Learning Process (Hybrid)**

The way young students are absorbing information is undergoing a rapid transformation. Images, videos, sounds, bites, tweets, and interactive apps are just some of the ways through which they learn nowadays. So keeping that in mind, educationists need to share past knowledge of History in a way that will be engaging.

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Through effective teaching of hybrid learning students may be made to watch pre-recorded movies of different background and historical values through which the students could be made to realize that being a historian is like being a time-detective. Thus, they will start looking everywhere for clues to help them build up a picture of what happened long ago. On the small screen devices such as mobile phones, students could be made to find plenty of gist about past events and events of importance. The adoption of hybrid learning could imply development of historical Apps that can generate another great way of interesting learners through visuals and interactive multimedia features that make study fun. All major historical events can be organized on timeline, so young learners can zoom in and out to learn about different time period (Cruse, 2013)

In some civilization, where education have gotten some supports, such supports have led to the design for special app such as Ancient Rome by Britannica kids is another very well designed app teaching children about ancient Rome. Its includes media-rich material, games and quizzes. My grandkids also rate faking it, a free app from the metropolitan museum Art, which teaches History through iconic photos (Carretero, 2014)

Also special apps have been designed cater for storytelling. The story has been telling long before the golden-haired, it will be appropriate if such stories have been reprogrammed into learning materials where students can gain knowledge through olden days events or stories.

The review of Literature has shown that students level in History achievement is low. In order to document this level in the current research, a pilot study was done.

### **Pilot Study**

To support the investigation's problem, the researcher carried out a pilot study with the goal of evaluating the academic performance of secondary-level students and their self-directed learning abilities in History. The results of pilot study is presented in the table below.

**Table (1): Results of the academic performance test in History**

| Subject | Total Sat for Test | Grades              |                    |                    |              |
|---------|--------------------|---------------------|--------------------|--------------------|--------------|
|         |                    | A1 – B3<br>60 – 100 | C4 - C6<br>50 – 59 | D7 - E8<br>40 – 49 | F9<br>0 – 39 |
| History | 43                 | 2(5%)               | 7(16%)             | 18(42%)            | 16(37%)      |

### **Statement of Problem**

The earlier studies and reviewed literature in addition to the pilot studies have established that the students' academic achievement is poor in

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History. Also, earlier studies pointed that the classroom participation, readiness to learn, teamwork and attentiveness of students in History lesson are very low. This shows the need to develop a teaching technique that can bring improvement into their performance and self-directed learning in History.

The performance of secondary stage students in both History is below average and their self-directed learning level is low. Thereby, students are not motivated to learning History at secondary stage. Therefore, the researcher suggests the use of a hybrid learning-based program as a means of improving students' achievement in history and their self-directed learning level.

### **Purpose of the Study**

The present study aims at:

1. Determine the effectiveness of a hybrid learning-based program on the academic achievement of second year secondary school in History
2. Determine the effectiveness of a hybrid learning-based program on the second year secondary schools stage students' self-directed learning in History

### **Research Questions**

This study attempts to answer the following questions:

- 1.) What is the effectiveness of a hybrid learning-based program on the academic achievement of second year secondary schools stage students in History?
- 2.) What is the effectiveness of a hybrid learning-based program on the second year secondary schools stage students' self-directed learning in History?

### **Hypotheses of the Study:**

The study verified the following hypotheses:

**H<sub>01</sub>:** There is a statistically significant difference at the  $\leq .05$  level between the mean score of the experimental group and that of the control group on the post administration of the academic achievement in History test in favor of the experimental group.

**H<sub>02</sub>:** There is a statistically significant difference at the  $\leq .05$  level between the mean score of experimental group on the pre and post administration of the academic achievement in History in favor of the post administration.

**H<sub>03</sub>:** There is a statistically significant difference at the  $\leq .05$  level between the mean score of the experimental group and that of the control

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group on the post administration of self-directed learning scale in History in favor of the experimental group.

### **Methodology**

#### **Target population**

The target population for this study is second year secondary stages students in a general secondary schools during the school year 2022/2023 in north eastern Nigeria. **Sample size:** The sampled was drawn across twelve intact classrooms at the rate of 2 classrooms per state with total number of 223 students 116 serves as experimental group while 107 formed the control group respectively.

#### **Sampling technique:**

Purposive sampling technique was used to select two schools per state from which 1 classroom was selected per schools given two classrooms per state, with one class each for experimental with 116 students and 107 students in control group for History.

#### **Design:**

The current study adopted the quasi experimental design in terms of using an experimental group and control one. The experimental group with 116 students was taught using the hybrid learning program, while the control group with 107 students was taught through the traditional way of teaching. The pre-post tests and scales was given to the two groups before and after the experiment.

#### **The Research Instruments:**

The instruments for this study include; History Achievement (HAT); and Self-Directed Learning Scale (SLS).

#### **Data Analysis:**

Data were analyzed statistically using, mean, standard deviation, t-test, and Analysis of Covariance at 0.05 significance level.

#### **Results and Discussion**

Results are presented in the light of the research hypothesis

Results of the first hypothesis:

The first hypothesis stated that there is a statistically significant difference at the  $\leq .05$  level between the mean score of the experimental group and that of the control group on the post administration of the academic achievement in History test in favor of the experimental group.

The researcher verified the first hypothesis:

In order to verify the first hypothesis the researcher used t-test for independent groups to identify the significance of difference between mean scores of both experimental and control groups in post administration of



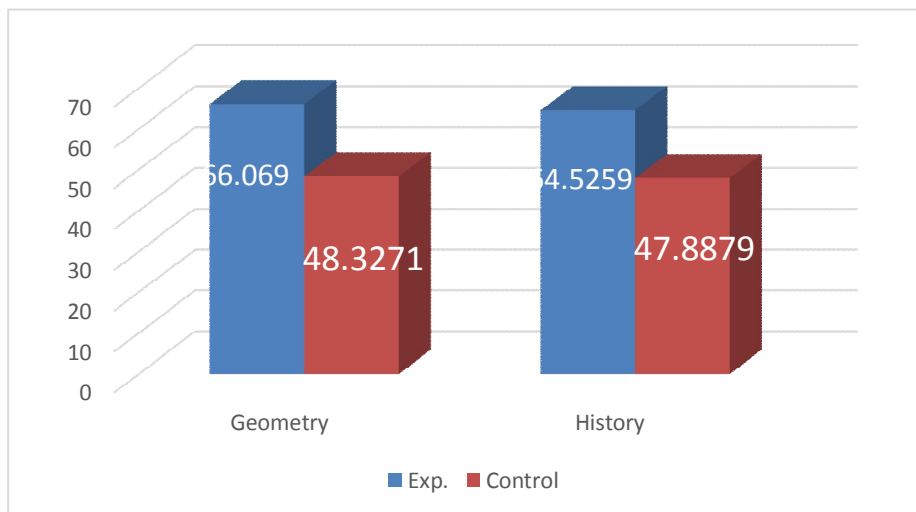
Geography achievement. Also,  $\eta^2$  equation was used to estimate the effectiveness of in developing achievement in Geography of secondary stage students as shown in the following table:

**Table (1): comparing the mean score of both experimental and control groups in post administration of History achievement**

| Subject | Groups  | N   | Mean    | S.D.     | Df  | T     | Sign. |
|---------|---------|-----|---------|----------|-----|-------|-------|
| History | Exp.    | 116 | 64.5259 | 19.33119 | 221 | 7.899 | None  |
|         | Control | 107 | 47.8879 | 10.46227 |     |       |       |

As shown in table (1) there is statistical significance differences between mean scores of both experimental and control groups in post administration of history achievement in favor to experimental group.

Also, the value of ( $\eta^2$ ) for history in order are (0.26, 0.22). these values more than (0.14) to express big level of effect size. So, the independent variable contributes with (26%, 22%) in total variance in history achievement in order.



**Fig (1): mean score of exp. And control group in post administration of achievement test**

As shown in table (1) there is statistical significance differences between mean scores of both experimental and control groups in post administration of history achievement in favor to experimental group.

Also, the value of ( $\eta^2$ ) for history in order are (0.26, 0.22). these values more than (0.14) to express big level of effect size. So, the independent variable contributes with (26%, 22%) in total variance in history achievement in order.

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**Results of the second hypothesis:**

This hypothesis stated that There is a statistically significant difference at the  $\leq .05$  level between the mean score of experimental group on the pre and post administration of the academic achievement in History in favor of the post administration.

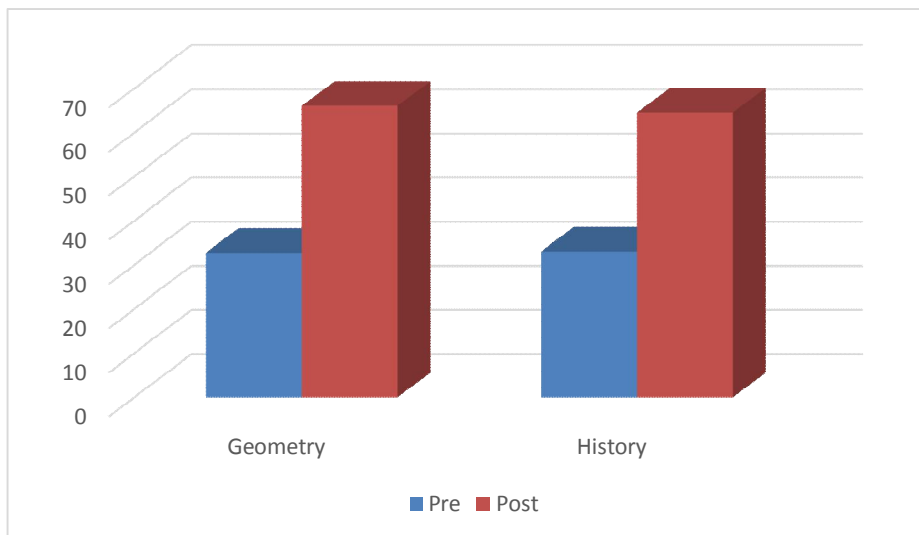
The researcher verified the second hypothesis using t-test for dependent groups to identify the significance of difference between mean scores of both pre-post administration in History and achievement of experimental group. Also, Cohen' equation (d) was used to estimate the effectiveness of in developing achievement in History of experimental group as shown in the following table:

**Table (2) comparing the mean score of both pre-post administration of Geography achievement for experimental group**

| Subject | Test | N   | Mean    | S.D.    | df  | t      | Sign. | d     | Effect Level |
|---------|------|-----|---------|---------|-----|--------|-------|-------|--------------|
| History | Pre  | 116 | 33.0776 | 13.5378 | 115 | 16.441 | 0.01  | 1.526 | Big          |
|         | Post | 116 | 64.5259 | 19.3312 |     |        |       |       |              |

As shown in table (3) there is statistical significance differences between mean scores of both pre and post administration of achievement test for experimental group in favor to post administration.

Also, the value of (d) for History in order are (1.874, 1.526). these values more than (0.8) to express big level of effect size.



**Fig (2): mean score of pre. And post administration of achievement test for exp. Group**

Table (1.2) show the effectiveness of independent variable in developing history achievement.

**Results of the third hypothesis:**

Results of the third hypothesis stated that There is a statistically significant difference at the  $\leq .05$  level between the mean score of the experimental group and that of the control group on the post administration of self-directed learning scale in History in favor of the experimental group.

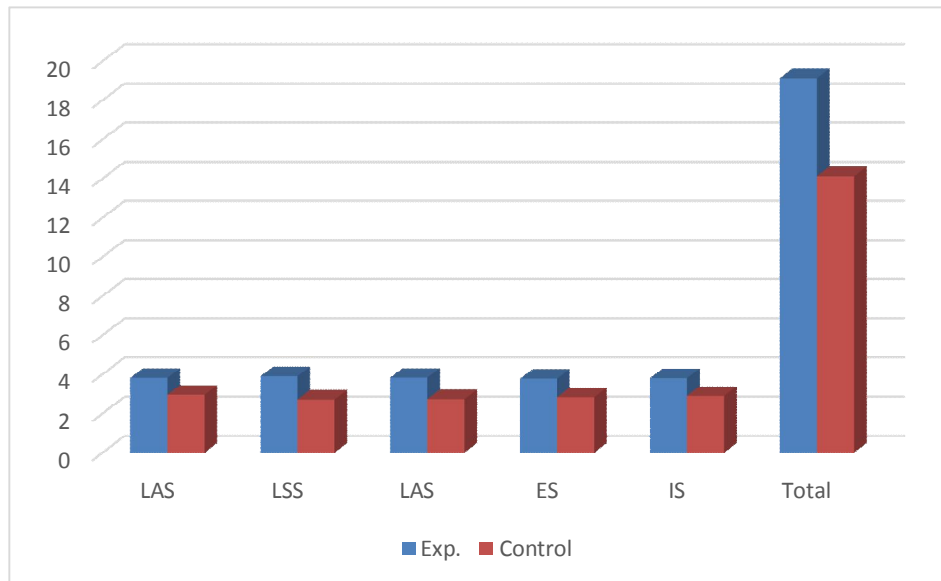
The researcher verified the third hypothesis by using t-test for independent groups to identify the significance of difference between mean scores of both experimental and control groups in post administration of Self-directed learning in Geography. Also,  $\eta^2$  equation was used to estimate the effectiveness of in developing Self-directed learning in History of secondary stage students as shown in the following table:

**Table (3) comparing the mean score of both experimental and control groups in post administration of Self-directed learning in History**

| dimensions | Groups  | N   | Mean    | S.D.    | Df  | T      | Sign. | $\eta^2$ | Effect Level |
|------------|---------|-----|---------|---------|-----|--------|-------|----------|--------------|
| LAS        | Exp.    | 116 | 3.8190  | .97445  | 221 | 6.723  | 0.01  | 0.17     | Big          |
|            | Control | 107 | 2.9533  | .94553  |     |        |       |          |              |
| LSS        | Exp.    | 116 | 3.8966  | .92670  | 221 | 9.679  | 0.01  | 0.30     | Big          |
|            | Control | 107 | 2.7103  | .90083  |     |        |       |          |              |
| LAS        | Exp.    | 116 | 3.8276  | .90675  | 221 | 9.039  | 0.01  | 0.27     | Big          |
|            | Control | 107 | 2.7290  | .90668  |     |        |       |          |              |
| ES         | Exp.    | 116 | 3.7759  | .98763  | 221 | 6.917  | 0.01  | 0.18     | Big          |
|            | Control | 107 | 2.8318  | 1.05048 |     |        |       |          |              |
| IS         | Exp.    | 116 | 3.8017  | 1.02338 | 221 | 6.790  | 0.01  | 0.172    | Big          |
|            | Control | 107 | 2.8972  | .96088  |     |        |       |          |              |
| Total      | Exp.    | 116 | 19.1207 | 1.85170 | 221 | 17.571 | 0.01  | 0.58     | Big          |
|            | Control | 107 | 14.1215 | 2.38197 |     |        |       |          |              |

As shown in table (3) there is statistical significance differences between mean scores of both experimental and control groups in post administration of Self-directed learning scale in favor to experimental group.

Also, the value of ( $\eta^2$ ) for dimensions and total score of Self-directed learning more than (0.14) to express big level of effect size. It is shown that the independent variable contributes with (58%) in total variance of Self-directed learning in history.



**Fig (3): mean score of exp. And control group in post administration of Self-directed learning Scale in history**

#### **Discussion of Findings**

Findings from this study showed that students taught history using hybrid learning-based program (HLBP) had higher mean achievement score. This could be as results of different features of hybrid learning-based program that offer students different learning opportunities. This concurs with finding made by Ibrahim (2015), which established significant improvement in the performance of students taught using hybrid learning-based application. This was attributed to various educational potentials holds by hybrid learning-based application for learners which include various learning modes in term of pace and contents coverage (Korode, 2018, Hauptman, 2015).

The finding from this study revealed that adoption of hybrid learning based program has significant effect on the post-test mean scores of students in history than those students in conventional classroom. This has shown the consistency of hybrid learning-based program (HLBP) compare to other teaching strategies. This agrees with the findings from earlier studies by Qi and Tian (2011), Ololobou (2019) and Oyesiku (2016), which established significant differences between the performances of those students exposed to hybrid learning based application at various stages of learning and those taught using conventional method.

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The fact that hybrid learning based program support self-directed learning implies the efficient use of training time and other learning resources because most self-paced learning application such as hybrid learning allow students to begin and end a segment of the training course at any time. This is in line with the finding made by Salari et al. (2018) that self-direct learning for students increases their learning rate, while making the student becoming more self-dependent in organizing their learning process. Similar conclusion was drawn by Steffens (2015) that using hybrid learning make it possible for learners to organized their learning activities sequentially. Thus, each component in na self-paced learning allow for students to gain the skills before proceeding to the next component. Forcheri and Molfino (2018) maintained that it is not hard to note that when learning is disseminated in various forms, the efficiency is high, since everybody will learns differently and each individual makes the best use of his/her time to meet learning objectives.

### **Conclusion**

This study has reiterated the importance of teaching method in improving teaching of history in secondary education. Specifically, the study has shown that effective teaching method such as hybrid learning-based program (HLBP) could be used to enhance the academic achievement of students in history.

The current study has also demonstrated that effective teaching method such as hybrid learning-based program (HLBP) strategy could be used to address issues related to self-directed learning among history students, such that the students with either internal or external locus of control will develop positive attitude toward History

### **Recommendations**

Based on the findings from this study the following are the recommendations:

1. The state governments in north eastern region of Nigeria and other international donor agencies should support public schools in the region to equip the schools with necessary facilities that can facilitate the adoption of hybrid learning-based program (HLBP) to make the teaching of history relatively ease and friendly to the learners.
2. There should be training of teachers handling history on how to use hybrid learning-based program (HLBP) as mode of teaching students for more effective self-learning attitude and performance.

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3. The government should enforce school inspection on regular basis to monitor the effective teaching of History using Hybrid learning-base program (HLBP)
  4. The government should provide a timely feedback through the use of online quizzes and assessments to gauge students understanding of History and provide immediate feedback, this can help students stay on track and address any misconceptions.

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