Kwaghe International
Journal of Sciences and Technology

ISSN : 0000-0000

Index: Harvard, Boston, Sydney University, Dimensions, Lens, ResearchGet Scilit, Semantic, Google Scholar, Base etc

https://doi.org/10.58578/KIJST.v1i1.3719

Effect of Blended Instructional Strategy on Colleges of Education Students' Achievement, and Retention in Electronics Technology in North-East Nigeria

Ishaku Zechariah & Patrick Duhu Chinda
Adamawa State College of Education Hong, Adamawa State, Nigeria
Modibbo Adama University Yola, Adamawa State, Nigeria
ishakuzechariah@gmail.com

Article Info:

Submitted:	Revised:	Accepted:	Published:
Jul 1, 2024	Jul 20, 2024	Jul 27, 2024	Jul 31, 2024

Abstract

This study examined the Effect of Blended Instructional Strategy on Colleges of Education Students' Achievement, and Retention in Electronics Technology in North-East Nigeria. College of Education is one of the tertiary institutions in Nigerian alongside other institutions like polytechnics, monotechnics etc. However, Colleges of Education are the institutions that are exclusively saddled with the responsibility of training teachers who will in turn teach at the Junior Secondary School level of education in Nigeria. They are expected to realize the objectives of NCE (T) .This implies that the graduates should invariably be technologist as well as agents of technological advancement both in the classroom and in the society. Three research questions and eight hypotheses were formulated to guide the study. The study adopted Quasi - experimental design involving pre-test post-test control group. The population of the study was 73 Electronics Technology students in six Colleges of Education North-East Nigeria. The sample was 36 Electronics Technology students in three Colleges of Education. Digital Electronics Achievement Test (DEAT), Digital Electronics Retention Test (DERT) were developed by the

KIJST Journal is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License

researcher as the instruments for data collection. The validated DEAT and DERT were tested for internal consistency using Pearson Product Moment Correlation. The reliability coefficients of the instruments were found to be 0.915 and 0.895 respectively. Data were collected and analysed using SPSS the research questions were answered using mean, standard deviation while t-test, ANCOVA, ANOVA and Scheffe's statistical tools were used to test the null hypotheses at 0.05 level of significance. The results showed that there was significant difference in achievement test scores between BIS and TIS strategy in favour BIS. More so, the results show significant differences in students' achievement retention in favour of BIS. Study also revealed that there was no significant difference in achievement test scores of male and female students when taught Digital Electronics using BIS as well as retention. The study concluded that and BIS enhanced the academic achievement, and retention in Digital Electronics Technology Students,. It was Recommended that BIS should be encourage in Colleges of Education Electronics Lesson Delivery.

Keywords: Effect, Blended Instructional Strategy, Academic Achievement, Retention, Electronics Technology

INTRODUCTION

College of Education is one of the tertiary institutions in Nigerian alongside other institutions like polytechnics, monotechnics etc. However, Colleges of Education are the institutions that are exclusively saddled with the responsibility of training teachers who will in turn teach at the Junior Secondary School level of education in Nigeria FRN (2021). In these institutions offer programmes such as, technical education, Agricultural Science Education, Business Education and many others are offered. At the end of their training, graduates are awarded Nigeria Certificate in Education (NCE). The objectives of the (NCE) as stipulated in the national policy on education is to raise teachers with adequate intellectual and professional background to teach at junior secondary school level of education and to be adaptable to changing situations

However, not all Colleges of Education offer Electronics technology programme, this programme is prominent in Colleges of Education called Colleges of Education (Technical) and some conventional colleges also have it in a department called Technical Education. On completion of this programme, graduates are awarded Nigeria Certificate in Education (Technical) [NCE(T)], with specialization in Electrical/Electronic

technology and the objective, is to provide technical teachers with intellectual and professional background adequate for teaching basic technology at junior secondary school level of education and to make them adaptable to any changing situation in technological development not only in the country but also in the world at large.

The philosophy of this program, Electrical/Electronic Technology NCE (T) is to provide technical teachers with the intellectual and professional background adequate for teaching technical subjects and to make them adaptable to any changing situation in technological development not only in the country but also in the world at large.

The objectives of Electrical/Electronic Technology as stipulated in NCE (T) curriculum are as follows:

1. To produce qualified Technical Teachers and Practitioners of technology capable of teaching Basic Technology in the Junior Secondary Schools.
2. To produce Technical NCE Teachers who will be able to inculcate Scientific and Technological attitudes and values into the Society.
3. To produce qualified Technical Teachers motivated to start the so much desired revolution of Technological development right from the Nigerian Schools.
4. To prepare Technical Teachers so as to qualify them for a POST – NCE degree program in Technical Education.

The following are some of the courses offered in Electronics programme in Colleges of Education: Entrepreneurship in Vocational and Technical, Electrical Machines and Power, Telecommunications, Electrical Circuits and Electrical Measuring, Instruments, Practical Project, Mechanical Engineering Drawing, Maintenance and Repairs of Electrical Equipment, School Workshop Management, Digital Electronics, Building Drawing. (FRN, 2021). Upon completion of the programme, graduates are expected to be technologist as well as agents of technological advancement both in the classroom and in the society. In the classroom, the NCE (T) teachers should keep in step with Educational Technology materials and strategies that are applicable to their discipline and level of training. In the society, the lecturers as well as the graduates should be able to demonstrate practically the importance of acquiring the knowledge as well as the advantage of using technology in solving life problems.

Blended Instructional Strategy (BIS) is an educational strategy that combines face to face classroom experience with online learning. For example, someone could take an

online course to learn the basics of a topic but then attend an inter-person seminar to interact with experts and learn their skills directly. Conventional Education Examples are: Conferences, Seminars, Inter-person workshops and traditional "classroom" setting. Online Education Examples are: Online quizzes, online assessments, Videos/YouTube channel, Blog posts, eBooks, e-learning, platforms. The term blended learning instructional strategy is used interchangeably in research literature as "personalized learning", "differentiated instruction", "hybrid learning", "technology-mediated instruction"," web-enhanced instruction" and "mixed-mode instruction". (Alonta, Obi & Okocha, 2022)

Traditional Instructional Strategy (TIS) used by the lecturers in Colleges of Education has been found to be deficient. This is because the delivery is at the Lecturer's pace and often characterised with new concepts. This makes it difficult for the students to catch up with the lecturer. This strategy requires deliberate selection of simple words that may be familiar to the learner. Unfortunately, course like Electronics contains registers (style of language used in a particular context) which altering them may distort the meaning and renders the language unprofessional. According to Nnenna, Blessing and Eze (2014), the conventional traditional method some disadvantages which includes: 1) Individual differences are not taken care of in this method 2) There is the risk of destroying learners' initiatives 3) It forces students to accept the teacher's views as final, while students are not made active participants, and 4) Much content is covered so quickly without proper comprehension by the students.

Students' academic achievement is the fundamental determinant of students learning in any teaching and learning situation. It is the functional response of the cognitive domain to the learning stimulus and immediate indicator that learning has taken place, in formal learning system, it is a prerequisite to the psychomotor domain learning or practical skills acquisition. According to Oladebinu, Amos and Oyediran (2018), Academic achievement is one of the major factors considered by lecturers in grading students' activities in institutions. No study carried out about students' achievement that does not consider teacher's quality as a factor. Several factors affect students' achievement. These include students' learning skills, parental background, peer influence, teachers' quality, learning infrastructure among others. Government efforts to improve academic performance have led to series of interventions like scholarship, training of the lecturers, providing of infrastructure and so on. Yet, students" academic achievement in the Colleges of Education in Nigeria is on the decline going by the low quality of graduates turning out

every year Oladebinu, Amos and Oyediran (2018). In Electronics Technology, so many concepts have to be grasp by the students before there programme is completed.

Gender is one of the factors mentioned in literature to have considerable effects on students' academic activities especially in science related subjects. According to Adigun, Onihunwa, Irunokha, Sada and Adesina (2015) Gender is the range of physical, biological, mental and behavioural characteristics pertaining to and differentiating between the feminine and masculine (female and male) population. The background of examining performance in relation to gender is based primarily on the socio-cultural differences between girls and boys. Some vocations and professions have been perceived to be men's (engineering, arts and crafts, agriculture etc.) while others as women's (catering, typing, nursing etc.). Studies about gender in relation to educational phenomenons have ended in discord for example: Elejere and Eze (2018) established a significant difference between female and male students exposed to blended learning. Contrarily, Yakubu (2021), reported that male students perform better than their female counterparts when taught using Blended learning strategy. Therefore, innovations for teaching and learning should take gender into consideration.

Retention is the ability to store or keep in mind what is learnt and be able to recollect it when the need arises (Safo, Ezenwa and Wushishi, 2013). Retention is an important variable in learning especially in technical subjects. This is because achievement lasts only when students are able to retain what they have learnt. An Electronics technology student that learns a concept and easily forgets it will not perform well in the world outside school. Retention is important in sustaining students' achievement. This is because if a student achieved a high score in a post-test but a low score in the retention test, it is an indication that the student did not register the concept in the long term memory. In the quest towards modern technological advancement, Nigeria needs nothing short of good performance at all levels and areas of schooling. Substantial part of students' achievement should be retained otherwise at long run it will mean that little or no learning took place.

Statement of the Problem

Colleges of Education are the institutions that are saddled with responsibility of realizing the objectives of NCE (T) programmes. Some of this objectives are: (1) To produce qualified Technical Teachers and Practitioners of technology capable of teaching Basic Technology in the Junior Secondary Schools.(2) To produce Technical NCE

Teachers who will be able to inculcate Scientific and Technological attitudes and values into the Society.(3)To produce qualified Technical Teachers motivated to start the so much desired revolution of Technological development right from the Nigerian Schools. Despite these laudable objectives, NCE (T) programmes in Colleges of Education have been battling with poor performance generally and specifically in Electrical/Electronics Technology programme. The graduates that are turned out have not been able to meet up with their requirement of teaching Basic Technology at the Junior Secondary level. Researchers such as Oladebinu, Amos and Oyediran (2018) have also observed the inability of these graduates to effectively teach Basic Technology at Junior Secondary schools. Evidence gathered by the researcher on preliminary surveys in these colleges points to the following records of poor performance: Adamawa State College of Education, Hong percentage performance over ten years- 2011/2012: 59.17%, 2013/2014: 63.67%, 2015/2016: 61.14%, 2016/2017: 48.44%, 2017/2018: 51.57%, 2018/2019: 43.3%, 2019/2020: 40.8%, 2020/2021: 45.5%, 2021/2022: 43%, 2022/2023: 39.8%., Federal College of Education (Technical.) Potiskum, Yobe percentage performance over ten years- 2011/2012: 63.67%, 2013/2014: 51.14%, 2015/2016: 49.17%, 2016/2017: 48.44%, 2017/2018: 41.57%, 2018/2019: 45.92%, 2019/2020: 43.83%, 2020/2021: 40.23%, 2021/2022: 39.84 Federal College of education (Technical) Gombe percentage performance over ten years- 2011/2012: 61.56%, 2013/2014: 60.23%, 2015/2016: 58.27%, 2016/2017: 59.54%, 2017/2018:, 2018/2019; 55.50%, 2019/2020: 52.55%, 2020/2021: 48.50%, 2021/2022: 40.40%. Appendix I contained the copies of results obtained from the institutions.

This decline in students' performance may be due to one or combination of several factors which can be grouped into: government-related, teacher-related, student-related, curricula-related, Parent-related and or environmental-related factors.

However, the researcher wishes to concentrate on the teachers-related factor. This is because, of all educational inputs, the teacher is the syphon that delivers all these to the students. The way and the manner in which this is done determine, to a large extent, the success or failure of the system. The focus is particularly on instructional strategies adopted by the lecturers in colleges of education. It is stipulated in the national policy on education article 96 that, Teacher education shall continue to take cognizance of changes in methodology and in the curriculum. Teachers shall be regularly exposed to innovations in their profession. However, the researcher had observed that the Electrical/Electronics

lecturers in Colleges of Education North-East Nigeria still hold on to Conventional Traditional Strategies which are mostly teacher-centered.

We live in a world of Technology proliferation, where the whole world is turning into a global village. The development & strength of society is rated by its level of technology (Stone age, Iron age...World of Computers & Machines). Nigeria cannot afford the risk of having faulty Technology foundation. We all know that when the foundation is faulty, the whole building collapses. Generally, Poor Technology Education foundation as it is in Nigeria will result in poor Technology practice in a society. No wonder Nigeria is very far backward in Technology and specifically in Electronics than many other countries of the world.

If nothing is done to avert the situation, this will result in failure of the laudable NCE (T) objectives, the future of youths that pick up admissions to study Electrical/Electronics will be jeopardised and the Nigerian society will be left handicap and backward in terms Electronics technology technicians.

In this 21th century, there is shift in teaching paradigm from traditional to modern instructions strategies like the Blended Instructional Strategies., Blended Instructional Strategy is a strategy that involves the combination of ICT and face to face instructions to deliver the lesson. This was also found effective and better than the Conventional Traditional Strategy by researchers such as Gambari, Shittu, Ogunlade and Osunlade (2017) and Udochukwu Alison, Okeke and Ibe (2022) in other educational discipline. This is what informed the researcher's decision to study the 'Effect of Blended Instructional Strategies on Colleges of Education Students' Achievement, and Retention in Electronics Technology in North-East Nigeria'.

Purpose of the Study

The purpose of this study is to determine the effect of blended instructional strategies on colleges of education students' achievement, and retention in Electronics technology in North-East Nigeria. While the specific purposes were to:

1. Determine the difference in pre-test and post-test mean achievement scores of students in Digital Electronics achievement test when taught using, BIS and TIS.
2. Determine the difference between post-test mean achievement scores of male and female students in Digital Electronics achievement test when taught using BIS.

3. Determine the mean retention scores of students in Digital Electronics achievement test when taught Digital Electronics using BIS and TIS

Research Questions

The following research questions were formulated guided the study:

1. What is the difference in pre-test and post-test mean achievement scores of students in Digital Electronics achievement test when taught using BIS and TIS?
2. What is the difference between post-test mean achievement scores of male and female students in Digital Electronics achievement test when taught using BIS?
3. What is the mean retention scores of students in Digital Electronics achievement test when taught Digital Electronics using, BIS and TIS?

Hypotheses

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

1. There is no significant difference in students' achievement when they are taught Digital Electronics using BIS and TIS.
2. There is no significant difference between male and female students' achievement test when they are taught Digital Electronics using BIS.
3. There is no significant difference in students' Achievement Retention when they are taught Digital Electronics using BIS and TIS.

METHODS

Research Design

The design is quasi-experimental design. quasi-experimental Pretest-Posttest non-randomized non-equivalent control-group design was used because it lacks random assigning of subjects.

Population of the Study

The population of the study was all the NCE II students in the Colleges of Education in the North-East Nigeria offering Electronics Technology. This is because

NCE II have good background of Electronics Technology course than NCE I students, who are new in the system and not much familiar with Electronics Technology course. While NCE III, although they have good background of Electronics Technology course, they are in final year about to round up their studies and may have a lot of engagements that can make it difficult for them to adjust to changes such as e-learning. The total number of students is 73. This population consisted of 66 (90.40 %) male students and 7 (9.60%) female students.

Sample and Sampling Technique

The sample of the study will be NCE II students of three Colleges of Education in the North-East Nigeria offering Electronics Technology by means of simple random sampling. Their total number was 36. The institutions were randomly assigned to experimental group and control group by balloting Technique.

Instrument for Data Collection

The instruments for data collection (Pre-test, Post-test, Retention test) was forty-item multiple choice Digital Electronics Achievement Tests (DEAT). Each carried forty marks. The instruments were formulated by the researcher from the topics that were taught which included: 1. Introduction to computer, 2. Number system, 3. Logic gate and 4. Flip-flops in accordance with the NCE (T) curriculum objectives of Electronics. This is because the topics are picked from Digital Electronics.

Experimental Procedure

Two Electronics Technology lecturers from each of the institution was used as research assistants: One of the research assistant for the one for the BIS and one for the lecture instructional strategy, these two lecturers were properly orientate on what they are required to do. Before the treatment commences, each group was given the pre-test. Experimental group was taught using BIS and the control group was taught using Lecture strategy for the achievement. The researcher takes turn to monitor the treatments group by group. The treatment lasted for four weeks. At the end of the four weeks, of the treatment, a post-test (DEAT) and (DESAT) was given to all the students that took part in the treatment. The students were allowed to use their school identity to avoid the consciousness that they are being used for experiment. The administration and collection of the post-test scripts was done by the research assistants and later handed over to the researcher.

Two weeks after the administration of the post-test, a retention test was given to both the experimental and control groups in order to evaluate the retention level of each group. This is in order to give reasonable time interval between the Post-test and the Retention test.

Method of Data Analysis

The data were analysed using statistical package for social sciences (SPSS) version 26 analysis procedures. Mean and standard deviation were used to answer the research questions while T-test, ANCOVA and ANOVA were used to test the hypotheses at 0.05 levels of significance.

RESULTS

The results of the study have been presented in accordance with the research questions and hypotheses.

Research Question 1

What are the pre-test and post-test mean scores of students' achievement test in experimental group control group when taught Digital Electronics using BIS and TIS strategy respectively?

Table 1: Mean and Standard Deviation of Pre-test and Post-test Achievement Test Scores of Students Taught Digital Electronics Using, BIS and TIS**.**

Teaching Strategy	Source	N	$\bar{X}$	σ	Mean Gain
BIS	Pre-test	13	16.54	3.57	
	Post-test	13	57.54	13.51	41
TIS	Pre-test	11	17.46	2.88	
	Post-test	11	43.73	13.42	26.27

N=Sample size, $\bar{X}$=Mean, σ =Standard Deviation

Table 1 shows pre-test mean scores of 16.54 and 17.46 for BIS and TIS respectively. This is an indication that that the two groups had little entry behaviour of Digital Electronics before the treatment commenced. Also standard deviation of the pre-test mean score was 3.57 for the experimental group and 2.88 for the control group. These showed that the differences of scores in the experimental groups and control group from the pre-test DEAT were very small. Thus the groups fulfilled the condition of both

homogeneity of variances and normal distribution. There were post-test mean scores of 57.54 and 43.73 for BIS and TIS respectively and standard deviations of 13.51 and 13.42 for BIS and Lecture strategy respectively. These indicated that the treatments resulted in high and uniform students' achievement. The mean gain of 41 and 26.27 for BIS and TIS respectively implies that BIS was the more effective strategy in delivering Digital Electronics lesson and Lecture strategy was found to be the least effective strategy in delivering Digital Electronics lesson.

Research Question 2

What are the post-test mean scores of male and female students' achievement test in experimental group II when taught Digital Electrical using BIS?

Table 2: Mean and Standard Deviation of Post-test achievement Test Scores of male and female Students Taught Digital Electronics Using BIS.

Instructional srategy	Source	Gender	N	$\bar{X}$	σ	Difference
BIS	Post-test	Male	10	55.60	15.43	
		Female	3	59.00	4.24	3.34

N=Sample size, $\bar{X}$=Mean, σ =Standard Deviation

Table 2 display the analysis of male and female students' Post-test mean scores when taught Digital Electronics using BIS. The result indicated that male and female students taught Digital Electronics using BIS, had post-test mean scores of 55.60 and 59.00 with standard deviation scores of 15.43 and 4.24 respectively. Therefore, it is clear that both male and female students achieve well when they are taught using BIS. This indicated that BIS had been effective in the teaching of Digital Electronics irrespective of gender. However, female students' achievements mean score was higher than male students' achievement mean score when they were taught using BIS.

Research Question 3

What are the retention-test mean scores of students' achievement test in experimental group and the control group when taught Digital Electronics using BIS and Lecture strategy?

Table 3: Mean and Standard Deviation of Students' Retention in Achievement Test in Experimental Group and the Control Group when Taught Using BIS and TIS

Instructional Strategy	**N**	**Post-test $\bar{X}$**	**Retention $\bar{X}$**	**Difference**
BIS	13	57.54	49.85	7.69
TIS	11	43.73	40.27	3.36

N=Sample size, $\bar{X}$=Mean, σ =Standard Deviation

Table 3 show the analysis of students' achievement retention mean scores when taught Digital Electronics using BIS and TIS The result indicated that students taught Digital Electronics using BIS and Lecture. had achievement retention mean scores of 49.85 and 40.27 with standard deviation scores of 11.18 and 9.73 respectively. This indicated that students' retention when they are taught Digital Electronics using BIS and TIS had been effective. Therefore, it is apparent that students' retention was higher when they are taught using BIS and lower when they are taught using TIS.

Hypothesis 1

There is no significant difference in students' achievement when they are taught Digital Electronics using BIS and TIS.

Table 4: Result of ANCOVA of the Difference in Students' Achievement When they are Taught Digital Electronics Using BIS and TIS**.**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1396.350[a]	2	698.175	3.929	.036
Intercept	849.533	1	849.533	4.781	.040
Pretest	259.805	1	259.805	1.462	.240
Istructionalstrategies	1273.276	1	1273.276	7.165	.014
Error	3731.608	21	177.696		
Total	68063.000	24			
Corrected Total	5127.958	23			

The results of the analysis in Table 4 revealed that, F = 7.17 and P = 0.014 < 0.05. Since the computed p-value (0.014) is less than 0.05 level of significant, this means that, there is significant difference in students' achievement when they are taught Digital Electronics using BIS and TIS strategies. Therefore, the null hypothesis of no significant difference was rejected. Hence it is concluded that, there is significant difference in

students' achievement when they are taught Digital Electronics using BIS and lecture strategies. The difference was in fovour of BIS.

Hypothesis 2

There is no significant difference between male and female students' achievement test when they are taught Digital Electronics using BIS.

Table 5: T-test Analysis of The Difference between male and female Students' Achievement Test When they are Taught Digital Electronics Using BIS.

	n	$\bar{X}$	σ	MD	t-value	P-value	Remark
Male	10	55.60	15.43				
				3.34	.697	.483	Uphold Ho_1
Female	3	59.00	4.24				

The results of the analysis in Table 5 revealed that, P = 0.483 > 0.05. Since the computed p-value (0.483) is greater than 0.05 level of significant. This means that there is no significant difference between male and female students' achievement test when they are taught Digital Electronics using BIS. Therefore, fail to reject the null hypothesis of no significant difference. Hence it is concluded that, there is significant difference between male and female students' Achievement when they are taught Digital Electronics using BIS.

Hypothesis 3

There is no significant difference in students' achievement retention when they are taught Digital Electronics using BIS and lecture strategies.

Table 6: Result of ANCOVA Analysis of The Difference in Students' Retention When they are Taught Digital Electronics Using BIS and TIS**.**

Source	**Type III Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
Corrected Model	1329.399[a]	1	1329.399	10.139	.004
Intercept	44845.232	1	44845.232	342.021	.000
Instructional Strategies	1329.399	1	1329.399	10.139	.004
Error	2884.601	22	131.118		
Total	50678.000	24			
Corrected Total	4214.000	23			

The results of the analysis in Table 6 revealed that, F = 10.139 and P = 0.004 < 0.05. Since the computed p-value (0.004) is less than 0.05 level of significant. This means that there is no significant difference in students' Retention when they are taught Digital Electronics using BIS and TIS. Therefore, reject the null hypothesis of no significant difference. Hence it is concluded that, there is significant difference in students' Retention when they are taught Digital Electronics using BIS and TIS.

DISCUSSION

The findings of this research were discussed based on the results, related literature and previous studies in order of the research questions and hypotheses respectively.

The mean gains of the post-test showed that students' achievement was higher when taught Digital Electronics using BIS and lower with TIS. To understand the depth of the finding, ANCOVA was done which revealed that students' achievement was significantly different when taught Digital Electronics using TIS and BIS. The difference was in favour of BIS. This meant that, there was significant difference in students' achievement when they were taught Digital Electronics using BIS and TIS.

This finding is in line with, (Udochukwu, Alison, Okeke & Ibe, 2022; Anari, 2021; Adam & Bayero, 2021; Etim, 2017; Abidoye, 2015) who examined the effect of blended learning instructional strategy on student's academic achievement. The result of the analysis indicated that BIS is more effective in enhancing students' achievement compared with TIS.

The post-test mean scores of male and female students' achievement test in the experimental group II when taught Digital Electronics using BIS were both appreciably high. This means that both male and female students' knowledge of the subject matter has increase reasonably in terms of achievement when they were taught Digital Electronics using BIS. In addition, t-test analysis of the groups mean was done the result indicated No significant difference between male and female students' achievement test when they were taught Digital Electronics using BIS.

This finding was in conformity with The current study agreed with that of (Bolarinwa, & Okolocha, 2016; Elejere & Eze, 2018; Anunobi, Gambari, Abdullahi & Alabi, 2016; Gambari, Shittu, Ogunlade & Osunlade, 2017; Tukura, Adamu & Kanu, 2020;

Abidoye. 2015; Titus, Jacinta & Johnbull 2020) whose investigations revealed no significant difference between male and female students in the aspects of examination scores when they were taught using BIS.

The retention mean scores of students' achievement test in experimental group and the control group when taught Digital Electronics using BIS and TIS were all reasonable high. This means that when students are taught using BIS and TIS, whatever they leant, good portion of it can be retained. However the retention was higher when taught using BIS lower when they are taught using TIS. However when ANOVA was done, Students' achievement retention was found to be significantly different when taught Digital Electronics using BIS and TIS. Hence it is concluded that, there was significant difference in students' Achievement Retention when they are taught Digital Electronics using BIS and TIS.

This finding was in line with (Suleiman, Salaudeen & Falode 2017; Anunobi, Gambari, Abdullahi & Alabi 2016; Paul & Richard 2017; Dangwal & Lalima 2017; Maccoun 2016; Migalang 2018; Gambari *et al.,* 2017) whose studies revealed that students taught using different models of BIS had higher retention level, than those taught using the conventional strategy.

CONCLUSION

This study which investigated: the effect of blended on colleges of education students' achievement and retention in electronics technology in North-East Nigeria. This has brought to lime light the fact that BIS is effective strategy for teaching Digital Electronic in Colleges of Education. It also clears the question of gender influence on students' achievement and retention in Digital Electronics whenever that BIS is used.

Therefore, it is imperative to embrace innovation with proven integrity to improve students learning outcome in situation like this. Where, the quality of graduates from Colleges of Education is said to be declining over the recent past years. It is true that innovations like this do not come without challenges. The call here is all stakeholders should swing into action with the view to create a conducive environment for this innovation to be anchored.it is a good alternative increase students' performance

Recommendations

In view of the finding of this study the following are recommended:

1. Lecturers of Digital Electronics in Colleges of Education North-East let go traditional instructional strategies and embrace BIS for lesson delivery.
2. Seminars and workshops should be organized for lecturers to be given appropriate orientation on the use of BIS as instructional strategies.
3. NCE Curriculum developers should point BIS as appropriate instructional strategy for delivering Digital Electronics Lessons'.
4. Students should be encouraged to take maximum advantages of the opportunities offered by BIS. Since BIS afford students the opportunity to diversify their sources of knowledge.

REFERENCES

Abidoye J.A. (2015). The Effect of Blended Learning Instructional Approach on Secondary School Students Academic Achievement in Geography in Akure, OndoState,Nigeria. *Research journal of educational studies and review*. 1(5)106-110 http://pearlresearchjournals.org/journals/rjesr/index.html

Adam B. A. & Bayero H. I. (2021) Impact of blended learning approach on academic performance of nce social studies students in nigeria. *Al-Hikmah journal of education 8 (1)* 2021

Alonta G. C., Obi O. C. & Okolocha C. C. (2022). Implementation of blended learning pedagogical models for effective teaching of business education in new normal *nigerian journal of Business Education (NIGJBED) 9 (1) 60-69*

Anari, M. I. (2021). Blended Instructional Strategies and Performance of Senior Secondary II Students in Chemistry in Calabar Education Zone, Cross River State, Nigeria. Prestige Journal of Education, *4(1): 13-23*

Anunobi v. N., Gambari a. I., Abdullahi m. B., Alabi t. O.(2016).Investigating the effectiveness of web-based instruction on junior secondary school students' retention in Basic Technology In Nigeria. *Bulgarian journal of science and education policy, 10 (2), 274-296*

Anunobi v. N., Gambari a. I., Abdullahi m. B., Alabi t. O.(2016).Investigating the effectiveness of web-based instruction on junior secondary school students' retention in Basic Technology In Nigeria. *Bulgarian journal of science and education policy, 10 (2), 274-296*

Bolarinwa, K.O. and Okolocha, C.C. (2016). Influence of classroom interaction on students' attitude on academic achievement in financial accounting. *Nigerian Journal of Buisness Education 3(2) 136-148*.

Dangwal, K. and Lalima. (2017). Blended Learning: An Innovative Approach. *Universal Journal of Education Research, 5(1): 129-36*.

Elejere, U.C.,Omeke,N.E.,&Eze,C.C.,(2018).Analysis of gender disparity in students' performance in mathematics and physis in west African seniormnschool certificate examination. *Journal of the Department of Science Education University of Nigeria, Nsukka 4(1) 72-86.*

Etim, P. J. (2017). Effect of Blended Instructional Strategy on Commerce Students Academic Performance in Secondary Schools in Uyo Local Government Area of Akwa Ibom State-Nigeria. *International Journal of Social Science Studies 5 (6) 36-42*

FRN (2013). Federal Ministry of Education: National Policy on Education 6th Edition Government Press, Yaba, Lagos: Nigeria.

FRN (2017). Federal Republic of Nigeria official gazette: North-East Development Commission (Establishment) Act 2017

Gambari, A. I., Shittu, A. T., Ogunlade, O. O. and Osunlade, O. R. (2017). Effectiveness of Blended Learning and E-Learning Modes of Instruction on the Performance of Undergraduates in Kwara State, Nigeria. *Malaysian Online Journal of Educational Sciences, 5(1) 25-36.*

Maccoun, H. S. (2016). The Effect of Using Blended Learning on the Achievement of Students and Information Retention of Fifth Graders in the Biology Course. *Faculty of Education Journal, 22(95): 209-40.*

Migalang, G. (2018). Blended Learning Strategy: Effects on Students Academic Performance and motivation towards Science Disaster Readiness Concept. *Unpublished Masters Thesis Central Mindanao University Graduate School.*

Muhammad U I. Yusri B. K. (2019). Integrating project based larning into woodwork technology education in Nigerian tertiary institutions. *Asia proceedings of social sciences 4(3) 59-61.* http://www.readersinsight.net/APSS

Oladebinu T. O., Amos A. A. & Oyediran W.O.(2018) Factors affecting students' academic performance in Colleges of Education in Southwest, Nigeria. *British Journal Of Education .6(10) 43-56*, (http://www.Eajournals.Org)

Paul, A. K and Richard, A.N (2017). Studied Blended-learning approach on students' academic achievement and retention: A case study of air force secondary school Rivers state, Nigeria. *International Journal of Multidisciplinary Research and Development. 4 (12): 15-21.*

Safo, A. D., Ezenwa, V. I &Wushishi, D. I (2013). Effects of computer assisted instructional package on junior secondary school students' achievement and retention in geometry in Minna, Niger state, Nigeria. *International Journal of Humanities and Social Science Invention, 2(5) 69-74.*

Suleiman, M. S. Salaudeen, B. M. & Falode O. C(2017) Effects Of Computer-Based Blended Learning Strategy On Secondary School Chemistry Students' Retention In Individualised And Collaborative Learning Settings In Minna, Niger State, Nigeria *Bulgarian Journal Of Science And Education Policy (BJSEP), 11, (2), 2017*

Titus I. E., Jacinta I. O. & Johnbull O. O. (2020) Effect of Gender on Students Academic Achievement and Retention in Auto Mechanic Technology in Technical Colleges in Delta State, Nigeria. *London Journal of Research in Humanities and Social Sciences V 20 (1) 25-3*

Udochukwu I. C Alison, V. U Okeke C. P & Ibe F. N. (2022) Effect of Blended Learning Instructional Strategy on Secondary School Student's Academic Achievement in Physics *International Journal of Research Publication and Reviews Journal homepage 3 (8) 935-940, August 2022 http://* www.ijrpr.com