



EFFECT OF BLENDED TEACHING APPROACH ON GENDER ACHIEVEMENT IN COMPOSITION WRITING IN STATE COLLEGES OF EDUCATION IN NORTH CENTRAL, NIGERIA

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Abstract

The importance of effective writing in academics, professional and daily interactions cannot be over emphasised. Thus, the need to ensure that composition writing skills are appropriately and comprehensively taught to teacher trainees, especially as the teaching and learning method had remained traditional. This study investigates the effect of blended teaching approach on gender achievement in composition writing in state Colleges of Education in North Central, Nigeria. It is guided by five research questions and five hypotheses. Using a quasi-experimental design, 75 teacher trainees (38 male and 37 female) who took part in the blended teaching intervention were assessed through pre-tests and post-tests composition writing Assessment Test (WAT, with a validated rubric ($\alpha = 0.85$)). Data collection involved scripts from experimental group only. Data analysis used ANOVA and t-tests to compare mean scores. Results reveal significant improvement in writing skills of male taught via blended approach compared to their female classmate. The findings suggest adopting blended teaching to enhance composition writing outcomes for both gender.

Keywords: blended teaching, composition writing, achievement, gender

Background to the Study

Writing is the most complex of all the language skills as it involves translating thoughts, ideas, and feelings effectively into written language with acceptable signs, symbols and images. It remains fundamental medium to acquiring education and the gateway to human development across the world as knowledge is constructed, communicated, and evaluated in formal learning environments. Globally, composition writing achievement is commonly evaluated through four specific indices that capture the multidimensional nature of writing. These indices include content development, organization of ideas, expression, and mechanical accuracy. Content development reflects the depth, relevance, and adequacy of ideas presented in a composition, while organization of ideas refers to logical sequencing, coherence, and paragraph unity. Expression encompass vocabulary choice, sentence variety, tone, and fluency, whereas mechanical accuracy relates to



correctness in grammar, spelling, punctuation, and capitalization. These indices are widely adopted in international assessment frameworks and writing and scoring rubrics because together they provide a holistic measure of writing quality (Hyland, 2019).

Composition writing is a complex cognitive activity that require higher-order thinking skills such as planning, analyzing, evaluating, and synthesizing information encouraging critical thinking, creativity, and metacognitive control. To ensure this skill is appropriately and effectively acquired and enable trainees develop the ability to generate ideas, develop arguments, reflect critically on diverse topics, and support claims with evidence in higher education and graduate students who are able to produce coherent, meaningful, and accurate written texts as evidence of learning and intellectual maturity.

According to Hyland (2019), instead of the traditional teaching methods, the blended teaching has emerged as a dominant pedagogical response to the limitations of purely face-to-face or fully online instruction. This digital transformation reshapes educational delivery worldwide and is broadly defined as the purposeful integration of traditional classroom interaction with digital and online learning experiences, is rooted in constructivist and multimedial theories of learning.

Global research has revealed that blended teaching environments promote deeper learning, interactions and engagement, improves learners' writing performance, extended practice, and individualized feedback, these are all contributory to the development of writing skills (Graham, 2021). Students of college of education need blended teaching method to enable them overcome some significant weaknesses noticed in their writing skills. Some of which include: poor punctuation and expression, misuse of tenses, inability to logically organize ideas and outline a story plot sequentially. Many empirical review has revealed that the use of blended teaching approaches improves achievement across all indices of composition writing.

Gender differences in academic achievement have also attracted scholarly attention in language education. Some studies suggest that female students tend to outperform male students in writing tasks, particularly in expression and mechanical accuracy, while others report negligible differences when instructional conditions are optimized. Blended teaching, with its emphasis on learner autonomy and flexible pacing, has been argued to reduce gender-based disparities by providing equal access to learning resources and feedback (Graham & Harris, 2021). Examining how blended teaching influences composition writing achievement across gender therefore remains a relevant concern.

Objectives of the study

- i. To determine the difference in overall composition writing achievement between male and female students taught using the blended teaching approach in State Colleges of Education in North Central Nigeria,
- ii. To compare the effect of the blended teaching approach on expression in composition writing between male and female students in State Colleges of Education in North Central Nigeria,
- iii. To examine the difference in the effect of the blended teaching approach on organization of ideas in composition writing between male and female students in State Colleges of Education in North Central Nigeria,
- iv. To determine the difference in the effect of the blended teaching approach on mechanical accuracy in composition writing between male and female students in State Colleges of Education in North Central Nigeria.
- v. To compare the effect of the blended teaching approach on content development in composition writing between male and female students in State Colleges of Education in North Central Nigeria.



Research questions:

- i. What difference exists in overall composition writing achievement between male and female students taught using the blended teaching approach in State Colleges of Education in North Central Nigeria?
- ii. What is the difference in the effect of the blended teaching approach on content development in composition writing between male and female students in State Colleges of Education in North Central Nigeria?
- iii. What is the difference in the effect of the blended teaching approach on expression in composition writing between male and female students in State Colleges of Education in North Central Nigeria?
- iv. What is the difference in the effect of the blended teaching approach on organization of ideas in composition writing between male and female students in State Colleges of Education in North Central Nigeria?
- v. What is the difference in the effect of the blended teaching approach on mechanical accuracy in composition writing between male and female students in State Colleges of Education in North Central Nigeria?

Research Hypotheses

Ho1: There is no significant difference in overall composition writing achievement between male and female students taught using the blended teaching approach in State Colleges of Education in North Central Nigeria.

Ho2: There is no significant difference in the effect of the blended teaching approach on expression in composition writing between male and female students in State Colleges of Education in North Central Nigeria.

Ho3: There is no significant difference in the effect of the blended teaching approach on organization of ideas in composition writing between male and female students in State Colleges of Education in North Central Nigeria.

Ho4: There is no significant difference in the effect of the blended teaching approach on mechanical accuracy in composition writing between male and female students in State Colleges of Education in North Central Nigeria.

Ho5: There is no significant difference in the effect of the blended teaching approach on content development in composition writing between male and female students in State Colleges of Education in North Central Nigeria.

Literature review

In order to further reduce the existing distance of females with regard to ICT and learning, there is need to facilitate the application of technology and related tools to bridge the gap in instruction. Gender-sensitive instructional methods should enable exchange of experiences and the formation of information networks (Wiepcke, 2007). E-learning is a significant advancement in the field of education that leverages digital technology. This blended learning approach aims to introduce innovation and shift the prevailing learning paradigm (Nurpianti, et al., 2018). As a combination of different media and methods is realised, blended learning is no longer characterised by mere technology. The integration of group work and in-class phases as well as teletutoring facilitates the "de-technization" of computer application. The identification of female abilities (creativity, ability to communicate, and teamwork) is enhanced by the combination of the learning scenarios, fears of contact are reduced by group dynamics and teletutoring. Thus, the acceptance of this teaching method increases women's difficulties with regard to technology can be better coped with, which results in an increase of motivation (Liening et al., 2007).

The integration of in-class phases facilitates an introduction and an overview of the topic, they motivate to learn, provide the opportunity to get to know each other as well as to form a group.



Thus, the feeling of social isolation can be minimised. The advantages of in-class phases can be enriched with the help of blogs, discussion forums and wikis. The community of learners develops into a community of practice, so that the desired communication and informal exchange are encouraged. Kaismini, et al (2024) investigate the impact of a gender mainstreaming-based blended learning flipped classroom model on the solidarity values and problem-solving abilities of students. This research aims to develop a model for developing a blended learning flipped class based on gender mainstreaming to increase students' solidarity values and problem-solving abilities. The results showed that the developed learning model created more meaningful learning experiences. Solidarity values and problem-solving abilities of students increased when taught with the learning model.

Methodology

This study adopted a quasi-experimental research design, specifically the pre-test, post-test control group design. The population comprised of all NCE II students in state Colleges of Education in North-Central Nigeria. This population was considered appropriate because NCE II students had progressed beyond foundational composition and were being assessed on extended essay writing in General English, making them suitable for evaluating gains in composition. A multi-stage sampling method was used for the study. First, a lucky-dip procedure was applied to select two state Colleges of Education in North-Central Nigeria: College of Education, Akwanga (Nasarawa State) and FCT College of Education, Zuba (Abuja). Within each college, the Department of English was purposively chosen because it directly teaches and assesses composition writing. From the NCE II English classes, 158 students were randomly selected and assigned into two groups: 75 in the experimental group and 83 in the control group. However, only the 75 participants in the experimental group were used for this investigation (38 female and 37 male) Data for the study were collected in three systematic phases to ensure that the impact of the intervention was properly evaluated. In the pre-test phase, the experimental group wrote a Writing Achievement Test (WAT). The purpose of this phase was to establish a baseline measure of the students' writing performance before any instructional treatment was administered. The pre-test essays provided insight into the participants' initial competence in areas such as expression, mechanical accuracy, organization, and content development. This stage was essential for comparing progress and determining the extent of improvement after the intervention. The intervention phase was carried out over a period of six weeks. During this period, the experimental group received instruction through a blended learning approach that combined online modules, digital writing tools, and face-to-face classroom guidance. The students' scripts from the post-test were evaluated using the Writing Skills Assessment Rubric (WSAR), which measured writing competence across the four key components: content, organisation, expression and mechanical accuracy to marking rubrics:20:20: 40: 20 respectively. This comparison of pre-test and post-test scores provided empirical evidence on the effectiveness of the blended learning strategy in enhancing writing performance. The data collected for this study were analyzed using both descriptive and inferential statistical techniques. Descriptive statistics, such as the mean and standard deviation, were employed to summarize and describe the distribution of students' scores between the male and female in the experimental group at the pre-test and post-test stages. Inferential statistics (ANCOVA) were also used to test the hypotheses and determine the significance of observed differences. Specifically, a paired sample t-test was used to examine differences between pre-test and post-test scores.



Presentation of findings

Objective 1 — Differential effects by gender (experimental group)

Research question 1: Is there a significant difference in composition achievement of male and female students taught using blended learning?

Hypothesis H01: No significant difference between male and female students (Post_Total).

Results — descriptive & tests

Experimental group (Zuba) post-test totals:

- female: M = 43.892, n = 37
- male: M = 41.763, n = 38

Levene's $p = 0.173 \rightarrow$ variances not significantly different.

Independent-samples t-test (Post_Total: Male and Female)

$t = 1.016, p = 0.313$ (two-tailed)

Cohen's d (pooled) = 0.235 (small effect, female > male)

Table 1 : ANCOVA (Experimental group): Post_Total ~ Pre_Total + Gender

Source	F	p	Partial η^2 (approx.)
Gender	1.0936	0.2992	0.015
Pre_Total (covariate)	4.8578	0.0307	0.063

Table 1 focuses on gender differences within the experimental (blended) group for overall post-test totals, showing means for males and females, the t-test and the ANCOVA controlling for pre-test totals. The t-test shows no significant difference between males and females on the post-test ($p = 0.313$) and the ANCOVA likewise finds no significant Gender effect while Pre_Total remains a significant covariate. This implies that male and female students improved similarly under blended learning and that any small difference in post scores can largely be explained by their pre-test scores.

(Objective 1 / H01)

- There is no statistically significant difference between male and female students in their post-test composition totals after the blended learning intervention (both t-test and ANCOVA agree). H01 cannot be rejected.
- The observed effect size is small ($d \approx 0.24$). Pre-test performance explains part of post-test differences (Pre_Total significant in ANCOVA).

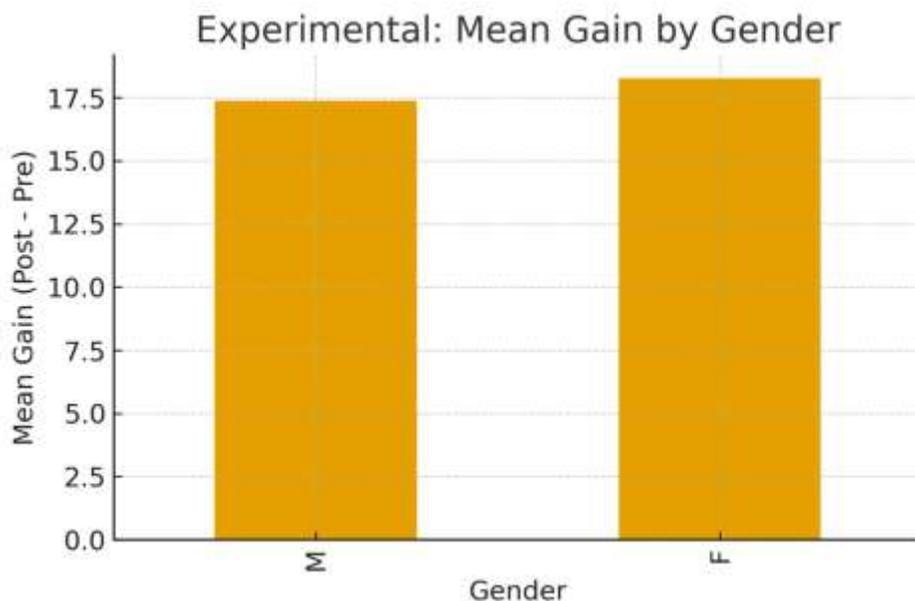




Figure 1

Figure 1 shows the mean gain scores by gender in the experimental group. Again the two bars are similar in height, reflecting small differences in gain between males and females. The visual message is that both genders benefited from blended learning to a similar extent, which directly addresses Objective 1 and supports the decision to fail to reject HO1.

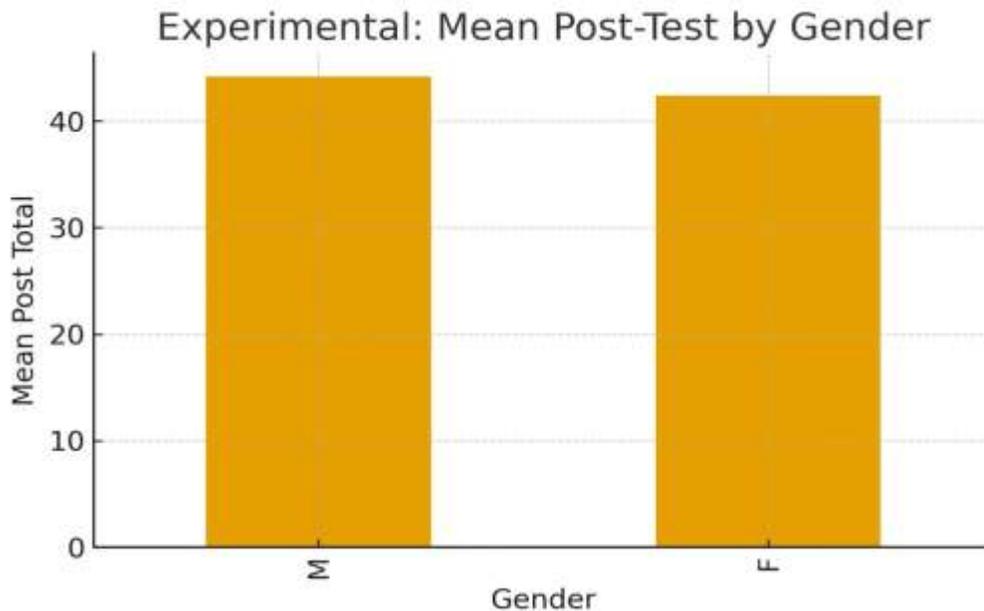


Figure 2

Figure 2 compares post-test totals by gender within the experimental group. The bars or markers for males and females are close to each other, indicating there is no meaningful difference between genders in post-test outcome under blended learning. This picture supports the findings in Table 1 and helps to quickly see that gender did not drive the outcome of the intervention.

Research Question 2: What is the difference in the effect of blended learning on Expression between male and female students?

Table 2.1: Descriptive Statistics for Expression Gain Scores by Gender

Gender	N	Mean Gain	Std. Deviation	Std. Error	95% CI Lower	95% CI Upper
Female	38	9.35	4.23	0.69	7.96	10.75
Male	37	9.22	4.45	0.73	7.73	10.70

Table 2.1 summarizes the mean performance of students in a blended learning classroom based on gender. The result shows that the mean gain for females is 9.35 as against 9.22 for males. This shows a negligible increase for females. Thus, females seem to perform better in expression when exposed to blended learning.

Table 2.2: Independent Samples t- Test for Expression Gain Score by Gender

Test	F	Sig.	t	df	Sig. (2-tailed)	Mean Diff.	Std. Error	95% CI Lower	95% CI Upper
Levene's Test	0.19	0.67	—	—	—	—	—	—	—
t-test	—	—	0.14	73	0.89	0.14	0.98	-1.82	2.09

No significant gender difference was observed.

Table 2.2 presents the summary of the Levene’s test as well as the t-test. The result shows that the probability value(p-value) is .89. Since $p > .05$, the result is statistically not significant. Hence, there is no significant difference in the effect of blended teaching approach on expression in



composition writing between male and female students in State Colleges of Education in North Central Nigeria.

Research Question 3: What is the difference in the effect of blended learning on the Organisation of Ideas between male and female students?

Table 3.1: Descriptive Statistics for Organisation Gain Scores by Gender

Gender	N	Mean Gain	Std. Deviation	Std. Error	95% CI Lower	95% CI Upper
Female	38	4.42	2.45	0.40	3.62	5.23
Male	37	4.32	2.38	0.39	3.53	5.12

Table 3.1 summarizes the effect of blended intervention on organizational ideas by gender. The result reveals a mean gain of 4.42 for females and 4.32 for males. This indicates a marginal performance of females over male students.

Table 3.2: Independent Samples t- Test for Organisation Gain Score by Gender

Test	F	Sig.	t	Df	Sig. (2-tailed)	Mean Diff.	Std. Error	95% CI Lower	95% CI Upper
Levene's Test	0.03	0.86	—	—	—	—	—	—	—
t-test	—	—	0.19	73	0.85	0.10	0.52	-0.94	1.13

No significant gender difference was found.

Table 3.2 presents the summary of the t-test for effect of blended learning on the organisation of Ideas between male and female students. The result shows that the p-value is .86. Since the $p > .05$, the result is statistically not significant. Thus, there is no significant difference in the effect of the blended teaching approach on organization of ideas in composition writing between male and female students in State Colleges of Education in North Central Nigeria.

Research Question 4: What is the difference in the effect of blended learning on Mechanical Accuracy between male and female students?

Table 4.1: Descriptive Statistics for Mechanical Accuracy Gain Scores by Gender

Gender	N	Mean Gain	Std. Deviation	Std. Error	95% CI Lower	95% CI Upper
Female	38	0.97	1.23	0.20	0.57	1.38
Male	37	0.95	1.18	0.19	0.55	1.34

Table 4.1 summarizes the performance of students in a blended classroom teaching mechanical accuracy based on gender. The result reveals a mean gain of 0.97 for females and 0.95 for males. This indicates a marginal performance of females over male students. The difference is almost negligible.

Table 4.2: Independent Samples t- Test for Mechanical Accuracy Gain Score by Gender

Test	F	Sig.	t	df	Sig. (2-tailed)	Mean Diff.	Std. Error	95% CI Lower	95% CI Upper
Levene's Test	0.09	0.76	—	—	—	—	—	—	—
t-test	—	—	0.15	73	0.88	0.03	0.18	-0.34	0.39

No significant gender difference was observed.

Table 4.2 presents the summary of the t-test for effect of blended learning on the mechanical accuracy between male and female students. The result shows that the p-value is .76. Since the $p > .05$, the result is statistically not significant. Thus, there is no significant difference in the effect of the blended teaching approach on mechanical accuracy in composition writing between male and female students in State Colleges of Education in North Central Nigeria.

Research Question 5: What is the difference in the effect of blended learning on Content Development between male and female students?



Table 5.1: Descriptive Statistics for Content Gain Scores by Gender

Gender	N	Mean Gain	Std. Deviation	Std. Error	95% CI Lower	95% CI Upper
Female	38	4.84	2.12	0.34	4.14	5.54
Male	37	4.70	2.23	0.37	3.96	5.45

Table 5.1 summarizes the effect of blended on Content Development by gender. The result reveals a mean gain of 4.84 for females and 4.70 for males. This indicates a marginal performance of females over male students in Content Development when taught using blended learning.

Table 5.2: Independent Samples t- Test for Content Gain Score by Gender

Test	F	Sig.	t	Df	Sig. (2-tailed)	Mean Diff.	Std. Error	95% CI Lower	95% CI Upper
Levene's Test	0.22	0.64	—	—	—	—	—	—	—
t-test	—	—	0.29	73	0.77	0.14	0.48	-0.81	1.09

No significant gender difference was found.

Table 5.2 presents the summary of the t-test for effect of blended learning on the mechanical accuracy between male and female students. The result shows that the p-value is .64. Since the $p > .05$, the result is statistically not significant. Thus, there is no significant difference in the effect of the blended teaching approach on content development in composition writing between male and female students in State Colleges of Education in North Central Nigeria.

Discussion of Findings

The finding of the study reveals that students’ performance was enhanced when taught using blended learning. It was also established that there was no significant difference in the performance of students in composition writing based on gender. This implies that male and female students’ performance were not different, but were actually enhanced with positive mean gains and similar increase. This buttresses the point that a good and effective instructional strategy should not segregate students’ performance based on personal characteristics especially gender. This finding is in tandem with Kaismini, *et al* (2024) whose findings revealed that the use of blended learning created more meaningful learning experiences. Blended learning was also found to support the acquisition of problem-solving abilities of students.

Conclusion

The study empirically investigated how blended learning impacts on performance of students based on gender in an English language composition class. The outcome of the study concludes that blended learning has a positive effect on students’ performance, while helping students develop key soft skills such as problem-solving and initiative taking skills. Blended learning also has a positive effect on students’ performance based on gender, with both male and female students performing well in blended learning environment, with no significant difference in their performance.

Recommendations

Based on the findings of the study, it is recommended that:

1. Teachers should apply blended learning instructional strategy for teaching English language in tertiary institutions.
2. Teachers should consider the use of flipped classrooms in instruction in classrooms.
3. The school administration should provide support in the form of equipment, machine and learning spaces that support digital enabled classrooms.
4. Periodic training should be provided for the teaching staff on emerging digital applications for instruction and professional development.



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