ABSTRACT
The study determined the Effect of Blended Learning Approach on Students’ Achievement in Business Education in Rivers State University. Two research questions and two hypotheses were formulated to guide the study. The design of the study was quasi-experimental with non-randomized pretest post-test control design. The population size also used as sample was 365 first (1st) year students in the Department of Business Education of the Rivers State University. The instrument that was used for the study is a self-developed titled Blended learning students’ Achievement Test. The reliability coefficient of 0.73 was determined using Kuder Richardson (K-R20). Data obtained were analyzed using mean for research questions, and F-test (one way Analysis of Variance and Analysis of covariance) used to test the hypotheses at 0.05 level of significance. Results showed that the experimental group taught using Blended Learning achieved significantly higher than the control group taught with lecture method. Although, there was no statistical difference in the posttest mean scores of students with low, medium and high level of achievement. Based on the findings, it was recommended among others that Business Education lecturers should adopt Blended Learning approach to encourage students’ active participation and also to trigger student’s achievement among others.

Keywords: Blended Learning; Lecture Method; Online Learning; Academic Achievement; Business Education.

1.0 INTRODUCTION
One of the challenges facing teaching of vocational courses like Business Education is how to produce independent learners using information and communication Technology (ICT), while maintaining students’ interest and involvement. Blended learning can help solve this problem. Students in our higher institutions may appear involved or not actively involved as they respond to face-paced dictation, repeated-type questions that require them to stay in the classroom at certain period and get ready for rapid-fire interaction with their lecturers. The pedagogy of using a Blended Learning Approach is based on the assumption that the learner is engaged in the face-to-face interactions as well as benefiting the virtual or online platform (Vernadakis; Giannousi Derri, Michalopoulos & Kioumourtzoglou, 2011).

Vernadakis et al (2011) defines blended learning as “a mix of the traditional face-to-face and the online learning so that instruction occurs both in the classroom and online.” This connotes an extension of the face-to-face learning that makes students off task more often because lecturers and students activities are centred around the classroom for either discussion, group project, while on the other end virtual learning gives the student a platform to work on individual task that are insulated from intrusion. In the same vein, Krause, (2007) as cited in Griffith University, (2010) defined Blended
learning as the “effective integration of different modes of delivery, models of teaching and styles of learning as a result of adopting a strategic and systematic approach to use technology combined with the best features of face to face interaction”. From the foregoing definitions, Blended learning does not replace the traditional teaching methods but as an extension of the face-to-face instruction which allows students to pace their own learning and to select learning materials by themselves. However, studies have shown that students are more committed and task-oriented when teacher controls the events of the classroom through the application of various teaching and learning methods (such as lecture, discussion, demonstration etc.) while there are other school of thought who are of the view that with the range of technologies available, academic success depends on students’ autonomy.

Blended learning helps students learn how to work alone, how to monitor one’s own learning, assess one’s own learning and work cooperatively with other learners without the lecturer’s involvement. With blended learning approach, students control their own learning and they feel that making mistakes is part of learning, and is useful for achieving eventful mastery. Online learning has become a new building block in education because of its ability to provide a more flexible content and access to instruction without putting time and distance into consideration. Means, Toyam, Murph and Baki (2013) succinctly put that motivation for online learning programs involve the following: increasing the availability of learning experiences for learners who cannot or choose not to attend traditional face-to-face offerings, assembling and disseminating instructional content more cost-efficiently and provide access to quality instruction materials for all categories of learners who may not be able to meet face-to-face with the course lecturer in the classroom. Reasons for embracing and combining face-to-face with online learning as a medium of instruction include current technology’s support of a degree of interactivity, social networking, collaboration, and reflection that can enhance learning relating to normal classroom conditions (Rudestam & Schoenholtz-Read, 2010). However, there are divergent view that online can only come in for distance learning which consists correspondence courses, educational television, and video conferencing. Blended learning approach takes various measures in order to have positive impact on the students’ performance, such measures involves synchronizing of elements of blended learning such as learners’ academic abilities and frequency of online interaction.

Online interaction is an interplay and exchange of ideas in which an individual and a group influence each other through a virtual platform. Online interactions not only have positive influence on students’ performance, but a connection between online and offline world. Online interaction has become a popular way of gaining access to education because of the plurality of advantages (Michael & Heather, 2014).

With special reference to the National Policy on Education which emphasize that teaching shall be practical, activity based, experiential and ICT supported (FRN, 2004). Business Education lecturers are bent to find appropriate teaching and learning environment that can enhance students’ academic performance through the use of Information and Communication Technology. Academic performance of business students in particular at the university level is not just a mere indicator that measure the outcome or effectiveness for engaging in a planned educational programme, which serve as a major determinant for selection into a career or course of study. Learning outcomes have become a phenomenon of interest to all and this account for the reason why scholars have been working hard to untangle factors that militate against good academic performance (Aremu & Sokan, 2002 as cited Meenu, 2016).

Academic Achievement tells the degree of performance to which a student has accomplished specific task at the end of the instructional engagement. Academic achievements are commonly measured through test scores, grade points, as an indicator of class of degree obtained at the end of the programme. This variation in academic achievement obtained by students are driven by attributes like literacy skills, method of teaching, learning environment, gender and other students factors that militate against effective learning. Level of academic achievement of learners has drawn several attentions of scholars, policy makers, parent school administrator (Meenu, 2016). So, it is imperative to say the major goal of every students and institutions as it connect Business Education programme should gear toward achieving significant academic success.

Business Education is that educational program whose aim is to prepare students for career or roles in corporate organization. The roles in business may include as an employee, employer, entrepreneur or business educator in the field of business (Nwazor, 2014; Utoware & Kren-Ikidi, 2014; Njoku, 2006).
Business Education as an instructive program that is offered at the higher institution which prepares students with variety of career choices available in private and public enterprises, by instilling in them innovative skill, managerial skill marketing skill, and communicative skills to function in today’s business world.

However, the question about the efficacy of face-to-face learning and online learning has generated a lot of concern and interest in education with the proliferation of educational learning gadgets (with a wide range of web resources, including learning management systems, audio/video streaming, web-based application, Blog, social network site), especially in the teaching of Elements of Business Management in the of the light of technological and knowledge driven generation. So far, no study has been carryout on blended learning in relation to academic achievement of Business Education students in Rivers state to the best of the researcher’s knowledge. Furthermore, the views being mounted against the effectiveness of traditional face-to-face learning over complete online by different scholars have informed the researcher to conceive the idea to investigate into the effect of blended learning approach on students’ academic achievement.

1.2 Statement of the Problem
With the proliferation of Information and communication technology tools and its application in education, students’ academic achievement ought to have being on the high side to commensurate with the pace of developmental explosion in the knowledge economy. But, the reverse is the case and most challenging. The problem of low academic achievement recorded by students and teachers in the university cannot be over emphasized. This problem has many causes and it has social, cultural, economic and psychological implications. However, students’ low academic achievement is caused by variety of factors which could be students-related, teacher-related, school-related or family-related (Aldalalah & Gasaymeh, 2014; Al-khalifa, 2008; Cascio, 2017). For instance, some specific reasons for low academic achievement identified among 1st year business education students to include, students inability to structure independent study time, poor reading habit, inability to note salient point due to poor language skill, evaluation and poor organization. On the other hand, lecturers’ role is also responsible for low achievement; some lecturers are dispassionate about teaching, poor evaluation and motivation made students not to develop comprehensive understanding of subject materials.

Lecturers are faced over crowded classroom to the point that the lecturer spends time on classroom management rather than teaching. The school environment is not left out, the nature of classroom environment also hindered class discussion and collaborative learning. The following observations have been observed that in teaching business education courses such as Elements of Business Management, students struggle to understand what is being taught students and often become frustrated and discouraged. Courses taught using the traditional method move all students through the curriculum at the same pace, regardless of mastery (Lin, Tseng & Chiang, 2017; Bath & Bourke, 2010). The course lecturer has little time to assist individual students, and at home students have no one to turn to for assistance.

These problems can be averted with blended learning approach. With the growing knowledge in ICT and the growing interest in technological innovation, learning has taken a new dimension beyond face-to-face learning, making teaching more flexible. Since students activities are based and confine to automated response systems provided by various ICT media or other ICT related platform, it is true that the Business Education Students learned traditionally in the face-to-face learning environment with its associated teaching methods and the same time source for materials online to carry out their assigned work, but they have varying level of academic achievements in their studies. It is likely that some certain factors, identified such as teaching methods and environment, students ‘academic abilities and frequency of interaction with online materials may have influence on the level of their academic achievement. The problem of the study therefore is: What is the effect of blended learning approach on students’ academic achievement in Elements of Business Management? This is the problem addressed by this present investigation.

1.3 Purpose of the Study
The main purpose of the study is to investigate the effect of Blended Learning approach on the achievement of Business Education students in Elements of Business Management. In specific terms, the study sought to:
i. Determine the difference in the mean achievement scores of students taught Elements of Business Management with Blended Learning and with lecture method.

ii. Determine the difference in the achievement of students of low, medium and high academic achievements, taught Elements of Business Management with Blended Learning.

1.4 Research Questions

The following research questions guided the study.

i. What is the difference in the mean achievement scores of students taught Elements of Business Management with Blended Learning and students with lecture method?

ii. What is the difference in the achievement of students of low, medium and high academic achievements, taught Elements of Business Management with Blended Learning?

1.5 Hypotheses

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

\[ H_01: \] There is no significant difference in the mean achievement scores of students taught Elements of Business Management with Blended Learning and students with lecture method.

\[ H_02: \] There is no significant difference in the achievement of students of low, medium and high academic achievements, taught Elements of Business Management with Blended Learning.

2.0 Conceptual and Theoretical Review

Here, the conceptual, theoretical and empirical literature relevance to this study is briefly reviewed to expose the knowledge gap that the study stands to fill.

2.1 Blended learning

The term blended learning goes by many names; hybrid learning, mixed learning, integrative learning and mixed –model learning. These terms when applied all suggest the infusion of different learning approaches, integration of various strategies or simply; a practice of combining online learning with traditional classroom learning experiences. According to Great Schools Partnership (2014) blended learning is generally applied to the practice of using both online and in-person learning experiences when teaching students, while Mindflash technologies Incorporated, (n.d) described the term blended learning as the way e-learning is being combined with traditional classroom methods and independent study to create a new, hybrid teaching methodology. Other researchers have described Blended learning a mixed of multi-modality of teaching and learning approaches that combine online activities and face-to-face (f2f) instruction in order to support the learning interaction between instructor-student-content (Dzakiria, Wahab & Abdul-Rahman, 2012; Yapici & Akbayin, 2012; Graham, 2006). From the above definitions, there is a common view that blended learning combined different instructional modalities, instructional methods, online and face-to-face learning that provide a more improved way of content dissemination, social interaction, collaborative learning, problem solving, reshape thinking pattern and a more excellent way of assessment and evaluation, which could lead to greater students’ achievement and lecturers’ productivity (Vaughan, 2014; Norberg, Dziuban & Moskal, 2011; Mayadas & Picciano, 2007,Graham, 2006).

Face-to-Face Learning (lecture method)

This method involves the lecturer talking most of the talking, explaining a point, expressing an opinion or giving students new ideas and occasionally writing salient point on the chalk board; while students merely listen and occasionally jot down points (Achouanye & Ajoku, 2003). Lecture method according to Inlow (1965) as cited in Abadam, (2003) “a verbal presentation of subject matter content, formally organised and supported by other learning media, extending over a protracted period of time”. The Lecture method is one of the teaching methods that make up face-to-face (traditional) used in the classroom usually directed an audience which is very large. The effectiveness of this method lies very much on the Business Education lecturer’ ability to carry along his or her audience while teaching.

Online Learning

There is no single definition to what online learning entails, it varies in context of usage because of the phenomenon or concept being attached or described. However, is an online learning course designed for the students without meeting the teacher in the classroom. It provides meaningful learning opportunities using a wide variety of teaching modalities which enables Self-paced learning, capacity building, easily access to learning material at comfort of their home as they choose to learn whatever they want.
2.2 Academic Achievement

Business education is concerned with two broad approaches: Education for business and education about Business. Education of business is translated in operational terms, implies preparing students academically so that they would not only acquire requisite knowledge to enable them self reliant, but also make a grade generally acceptable anywhere in the world. This means that their minimum grade level for admission into a post graduate program and world of works. A grade is a measure, an index or symbol which represents a student’s achievement in a course of study. Therefore, academic achievement measures the amount of academic content a student learns in a determined amount of time (semester, session and at the expiration of course of study). It is the extent to which a student, teacher or institution has achieved their short or long-term educational goals. It is usually measure through continuous assessment and examination (Wikipedia, 2017).

Connectivists’ Theory (2005)

This theory was introduced and popularized by Stephen Downes and Siemens in 2005. Connectivism is relatively new theory of learning. This theory examines the relationship between individual learning, the contribution of individuals to knowledge and learner form a network to share what they have learned. In this theory, the role of the teacher tend to be vague because the focus of connectivism is more centred on individual participation, learners’ interrelatedness and the flow of information that resulted new knowledge (Bates, 2014; Al-Mubarak & Abdul-Aziz, 2008).

SAMR Model (2011)

Rueben PuenteDura in 2011 developed the SAMR model which was designed to help educators integrate technology into teaching and learning. The model aims to enable teachers design, develop, and integrate digital learning experiences that utilize technology to transform learning experiences to lead to high levels of achievement for students and meet learning outcomes. The SAMR model is an integration of different traditional theories that provides a clear categorization of the learning theories like behaviorisms, cognitivisms, constructivism and connectivism. These theories can be useful in designing blended learning activities.

2.3. Empirical Review

Blended learning is researched by various scholars for identifying the effectiveness of its role in learning and transmitting knowledge (Obiedat, Edden, Nasir, Harfoushi, Koury, Al-harshel and AlassaF (2014). Abbaszadeh, Sabeghi, Borhani and Abbas (2011) carried out a study on the effect of e-learning and instructor-led methods on nurses’ documentation competency held at the Mashhad, Iran. The study employed a sample of 61 Nurses made up 30 volunteer and 31employed nurses took part in this study. Similar research design to the present one were employed by Abbaszadeh et al., (2011). The results of the study conclude that blended-learning has a significant effect on nurses. Majority of nurses perceived that due to benefits of e-learning against traditional instructor-led method, and according to their equal effect on nurses’ documentation competency, it can be a qualified substitute for traditional instructor-led method. Similarly, Obiedat et al (2014) evaluated the effectiveness of blended learning on the academic achievement of students in the University of Jordan. Using a sample of 427 students randomly drawn from the population through purposive conventional sampling technique. Data were obtained from the sample using performance Assessment test developed by the researcher. Test of significance with a Z-test statistic shown that there is a significant and positive impact of blended learning on academic achievement of the students in university of Jordan. While, Obiedat et al (2014) measured students’ use of online learning resources being (time spent online), access course materials within the online resources, student interactions in relation to blended learning, this present study measured frequency of online interaction, level of abilities and business education options as dimensions of blended learning.

Lin, Tseng & Chiang (2017) explored the influences of blended learning pedagogy on junior high school student learning achievement and the students’ attitudes toward mathematics using a sample of 234 students purposively drawn from the population of students in National Kaoshiung University, Taiwan. To investigate the outcomes of the combination of Moodle online learning platform and traditional instruction, a quasi –experimental was conducted using a pre-test and post-test control group design. The statistical tools used for data analysis were ANCOVA and MANCOVA which showed that the blended learning experience benefitted students in the experimental group by having a positive effect not only on the learning outcomes, but also on their attitudes toward studying.

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mathematics in a blended environment. Though, the study of Lin et al was foreign-based, similar statistical analysis will be used in this present study. Nengi (2012) examined the influence of demonstration methods and levels of academic abilities on senior secondary school students’ performance in principle of accounts in Ukanafun. The researcher randomly drew a sample of 140 through purposive sampling technique. The cognitive instrument for the study was a principle of account achievement test. After analysis of data using one way ANOVA (analysis of variance and multiple-classification of analysis of variance (MANOVA), the result showed that the experimental group moderate and high academic abilities achieved more significantly higher than the control group. Sand (2002) studied whether any relationship existed between face to face learning and level of performance among premedical students in University of Western Sydney. Using simple random sampling, the researcher drew a sample size of 120 premedical students who responded to a 38-item face to face learning questionnaire and a 20-item achievement test. Pearson Product Moment Correlation was used for data analysis, and a coefficient of 0.40 was obtained. The coefficient was statistically insignificant. The study by Sand’s (2002) indicated that the attribute of face to face learning is negatively affected level of performance. While Sand’s used premedical students as sample for his study, the present researcher used Business Education students. Similar analysis technique of correlational statistic was also used in this present study. In a related study, Dean, Peter, Stahl, Michael, Sylvester, Daniel, Peat and Jillian (2011) investigated the relationship between face-to-face learning and performance of students based on academic abilities level in a distance education program, using a sample of 150 students randomly drawn from a population of students in satellite campus in Melbourne. Data were obtained using combined delivery modalities assessment inventory and performance Assessment Records developed by the researchers. Using Pearson Product Moment Statistic, a coefficient of 0.63 was obtained. Test of significance with a z-test statistic indicated that there was a positive variations in the performance of students. While Dean et al. (2011) used a sample of students in a distance learning program, the present study also used students. Even though their study was foreign based as against this indigenous one, both applied the same analysis techniques.

3.0 METHODOLOGY
The study was carried out in the Department of Business Education in Faculty of Science and technical Education, Rivers State University. The University is situated in the Metropolitan city of Port Harcourt. RIVSU is located in Port Harcourt City Local Government Area in Rivers East Senatorial district of Rivers State.

Research Design
The study adopted a non-randomized control group, Pretest-Post type of quasi-experimental design. Quasi-experimental study according to Nwankwo (2013) and Maduabum, (2007) is a “study in which some threats to the validity cannot be properly controlled because of unavoidable situation associated with the study when human beings are used for experimental study” the present study on “Effect of Blended Learning Approach on Academic Achievement of undergraduate Business Education Students in Rivers State University” made used of 1st year Students of Business Education. The study adopted a non-randomized pretest post-test control group design. Two non-randomized groups are labelled group1 and group 2 respectively were used in the study. Group 1 constituted the experimental group while group 2 was the control group. The structure of the design is presented as:

\[ \begin{array}{ccc}
E & 0_1 & x & 0_2 \\
C & 0_2 & - & 0_2 \\
\end{array} \]

Population and Sample of the Study
The population for the study consisted of all the 365 1st-year undergraduate Business Education registered Students in 2016/2017 academic session in Rivers State University, Port Harcourt. The choice of 1st year Business Education was based on the fact that apart from the concept under investigation, they must have made some progress in the previous semester and are easily accessible.
All the 365 1st year students which constitute the population of the study were also used to constitute the sample of the study. For the fact the total population represents the sample of the study, there is no sampling techniques applied for the selection of sample size.

**Instrument for Data Collection**

The instrument that was used for the study is the Blended Learning Students’ Achievement Test (BLeSAT) which was used to assess the achievement of students. BLeSAT is a cognitive tool which is a researcher-developed multiple-choice objective test, it was constructed based on topics outlined in the course titled “Elements of Business Management”. Participants of the study were all 1st year’s students who registered and learned Elements of Business Management in the department of Business Education. Both male and female learners participated in the study. Students with functional email account and internet enable smart phone/device were assigned to experimental (Blended Learning) group while students without functional email account and internet enable smart phone were assigned were assigned to the control (Classroom Learning) groups. A pretest was administered to the Blended Learning group (n=171) before treatment, students were assigned and grouped based on their achievement levels (low, medium or average and high academic achievements). The experimental group received both face-to-face as well as online interactions. While, the control group (Classroom Learning) (n=194) was taught based on the traditional teaching methods (lecture method) of topics outlined in the course Elements of Business Management, in which materials, instructions, and feedback were also through traditional classroom methods. The test and its criteria for placement were used to appropriately place students in relevant proficiency levels. In addition to the placement test, textbook and Power Point presentation were photocopied and given to students during classroom lectures. Mean (Descriptive statistics) was used to answer the research questions, and most appropriate statistical test was applied for testing the null hypotheses. ANCOVA was used for hypothesis 1 while ANOVA was employed in testing hypothesis 2. The hypotheses were tested at 0.05 level of significance.

4.0 **RESULTS PRESENTATION**

**Research Question 1**

*What is the difference in the mean achievement scores of students taught elements of business management with blended learning and students with lecture method?*

Table 4.1: Mean score on pretest and post test

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Pre-Test Mean (M₁)</th>
<th>Post-Test Mean (M₂)</th>
<th>Mean Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control group</td>
<td>194</td>
<td>45.10</td>
<td>52.53</td>
<td>7.43</td>
</tr>
<tr>
<td>Experimental group</td>
<td>171</td>
<td>59.37</td>
<td>74.06</td>
<td>14.69</td>
</tr>
</tbody>
</table>

Table 4.1 shows pre-test mean scores of M₁ = 45.10 and 59.37 for the control group and experimental groups respectively. This difference in the mean scores of the two groups can be attributed to extraneous variables and calls for a need for using analysis of covariance (ANCOVA). The table also reveals a positive mean gain of 7.43 for the control group and a positive mean gain of 14.69 for the experimental group. This indicates that students’ academic achievement in Element of Business Management for the two groups was improved after being exposed to the two instructional approaches. It is however observed from the table that the experimental group had a greater gain than the control group which means that the Blended learning method improves students’ academic achievement in Element of Business Management than the traditional (lecture) method. Furthermore, the post-test mean scores show that students exposed to the Blended instructional method performed better than the students exposed to the lecture instructional method. This is indicated from the Table 4.1 by a post-test mean score of M₂ = 52.53 for the control group and a post-test mean score of M₂ = 74.06 for the experimental group.
Research Question 2
What is the difference in the achievement of students of low, medium and high academic achievements, taught elements of business Management with blended learning?

Table 4.2: Mean score of students with low, medium and high academic achievement.

<table>
<thead>
<tr>
<th>Level of Achievement (Based on Pretest)</th>
<th>Posttest Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low (0-40)</td>
<td>71.13</td>
</tr>
<tr>
<td>Medium (41-69)</td>
<td>74.90</td>
</tr>
<tr>
<td>High (70-100)</td>
<td>72.57</td>
</tr>
</tbody>
</table>

Table 4.2 shows posttest mean scores of students who had low, medium and high levels of academic achievement in the course based on their pretest scores. As shown, means scores were 71.13, 74.90 and 72.57 respectively for students with low, medium and high levels of academic achievement in the course based on their pretest scores. The result shows that students exposed to blended learning performed very well in the course after the exposure irrespective of the academic level before the exposure.

Hypothesis 1
There is no significant difference in the mean achievement scores of students taught Elements of Business Management with Blended Learning and students with lecture method.

Table 4.3: Analysis of covariance for difference in mean achievement of the two groups.

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>Fcal</th>
<th>Fcrit</th>
<th>Pvalue</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>31387.26</td>
<td>1</td>
<td>31387.26</td>
<td>170.20</td>
<td>3.87</td>
<td>0.00</td>
<td>Reject</td>
</tr>
<tr>
<td>Within Groups</td>
<td>66756.77</td>
<td>362</td>
<td>184.41</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>98144.03</td>
<td>363</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results from Table 4.3 indicate that after controlling for the difference in pre-test scores, the differences in posttest scores are statistically significant between the two groups, $F_{cal}(1,362) = 170.20$, $P < .05$, $F_{crit}(1,362) = 3.87$. With these results, the hypothesis is rejected. This implies that there is a significant statistical difference in the academic achievement in Element of Business Management by students when taught using blended instructional and lecture instructional approaches. This is in agreement with the result of research question one which reveals that students exposed to the blended instructional approach performed better in the post test on Element of Business Management.

Hypothesis 2
There is no significant difference in the achievement of students of low, medium and high academic achievements, taught elements of business Management with blended learning.

Table 4.4: ANOVA for difference in achievement based on students’ academic level

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>Fcal</th>
<th>Fcrit</th>
<th>Pvalue</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>294.69</td>
<td>2</td>
<td>147.35</td>
<td>0.63</td>
<td>3.05</td>
<td>0.53</td>
<td>Accept</td>
</tr>
<tr>
<td>Within</td>
<td>39087.60</td>
<td>168</td>
<td>232.66</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>39382.29</td>
<td>170</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.4 shows the result of the ANOVA for test of difference in the mean scores of students who were assigned to low, medium and high level of achievement based on their pretest scores. As shown in the table, $F_{cal}(2,168) = 0.63$, $P > .05$, $F_{crit}(2,168) = 3.05$. With these results, the hypothesis is accepted. This implies that there was no statistical difference in the posttest mean scores of students of the three groups.

5.0 DISCUSSION OF FINDINGS
From research findings one, the result reveals a positive mean gain of 7.43 for the control group and a positive mean gain of 14.69 for the experimental group. Statistical analysis indicates that students’ academic achievement in Element of Business Management for the two groups was improved after being exposed to the two instructional approaches. This result means that blended learning method
improves students’ academic achievement in Element of Business Management than the traditional (lecture) method. From the post-test mean scores of 52.53 for the control group and 74.06 for the experimental group show that students exposed to the blended instructional method performed better than the students exposed to the lecture instructional method. With the result from hypothesis one, indicates that $F_{cal}(1,362) = 170.20$, is greater than $F_{crit}(1,362) = 3.87$ when $P < .05$, which implies that there is a significant statistical difference in the academic achievement in Element of Business Management by students when taught using blended instructional and lecture instructional approaches. This is because blended learning provides more learning opportunities for students to improve on their study. It could also be that blended learning allows business education students to take advantage of much of the flexibility and convenience of an online course while retaining the benefits of the face-to-face classroom experience. The present result is in agreement with some past research findings. For example, Abbaszadeh et al., (2011) in a study on the effect of e-learning and instructor-led methods on nurses’ documentation competency found out that to benefits of e-learning against traditional instructor-led method, and according to their equal effect on nurses’ documentation competency, it can be a qualified substitute for traditional instructor-led method. Therefore, when both methods were integrated the performance of nurses increased. Similar results were found in related studies by Obiedat et al. (2014), Lin, Tseng, and Chiang (2017).

From research findings two, it is also revealed that means scores were 71.13, 74.90 and 72.57 respectively for students with low, medium and high levels of academic achievement in the course based on their pre-test scores. The result shows that students exposed to blended learning performed very well in the course after the exposure irrespective of the academic level before the exposure. And for the corresponding hypothesis, as shown in the table 4.6, $F_{cal}(2,168) = 0.63$, $P < .05$, $F_{crit}(2,168) = 3.05$. With these results, the hypothesis is accepted that there was no statistical difference in the post-test mean scores of students of the three groups. This implies that level of academic achievement (abilities) has no significant difference on the performance taught Elements of Business Management with blended learning. The consistency is a result of certain factors such as the amount of time spent on the online resources, the frequency of students’ accessibility course materials and the interactive online environment for the students. The finding of the present study is in agreement with those of Nengi (2012), Cracraft (2013) and sands (2002) who found out that the experimental group; with moderate and high academic abilities achieved more significantly higher than the control group when applied blended instructional strategies. However, the finding in disagreement with present one was found by Dean et al (2011). Using a sample of 150 students, they found that performance level relate to academic achievement. The divergent result for the present and the past studies may be attributed to some reasons. While the present study used blended instruction, demonstration method was used in the previous study and the small sample size of 150 was used in the previous; which might have influenced the result.

5.0 CONCLUSION
Business education Students’ academic achievement is the sum total of efforts and actions put towards achieving an academic goals. This goal used the instrumentality of Blended learning; which is the combination of traditional instruction and online learning environment in analyzing the achievement of Business Education students in Elements of Business Management.

RECOMMENDATIONS
On the basis of the findings emanated from this study, the following recommendations are made:
1. Adequate Blended learning facilities be provided to enhance teaching and learning of vocational courses like Business Education.
2. Different online learning strategies should be combined with normal classroom learning to encourage innovative teaching and learning in the universities.
REFERENCES


