



## **Effect of Facebook as a Blended Learning Tool on Students' Interest in Government in Public Secondary Schools in Awka Education Zone, Anambra State**

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### **Abstract**

This study examined the effect of Facebook as a blended learning tool on students' interest in Government in public secondary schools in Awka Education Zone, Anambra State. A quasi-experimental design was adopted, with a sample of 91 SS2 Government students selected using purposive sampling. Data were collected using the Government Achievement Test (GAT) and the Government Facebook Application of Blended Learning Interest Inventory (GFBABLI). Findings revealed that Facebook application of blended learning (FBABL) significantly improved students' interest in Government compared to conventional instructional methods (CIM). Additionally, no significant gender differences were observed in students' interest levels when exposed to FBABL. The study concluded that FBABL enhances students' interest in Government and recommended its integration into secondary school teaching methodologies.

### **Introduction**

The world today is in the internet age, as the internet serves as the foundation for most human activities in the 21st century. The internet is a massive global networking infrastructure that connects millions of computers, enabling seamless communication and information exchange (Morahan-Martin & Schumacher, 2021). Initially developed in the early 1960s by the U.S. Department of Defense for military purposes, the internet has evolved into a ubiquitous tool that facilitates various forms of communication, including social networking, e-learning, and business transactions (Ansari & Khan, 2020). The rapid advancement of internet technology has transformed the world into a global village, fostering unprecedented developments in information technology and revolutionizing communication across all sectors (Arvin, 2019). Among the sectors benefiting from internet technology is education. The integration of the internet in education has significantly altered how knowledge is generated, disseminated, and acquired (Qiu, 2019). It has expanded access to educational resources, enhanced teaching methodologies, and improved learning outcomes. However, the effectiveness of teaching and learning largely depends on the instructional methods employed. Teaching methods are systematic procedures designed to achieve specific learning objectives (Coker, 2016). According

to Dimogu (2017), teaching methods involve structured approaches to delivering instruction, integrating appropriate techniques to facilitate learning. Lukumon, Abigail, and Abraham (2018) further emphasize that no single teaching method is universally effective; hence, teachers must select and adapt methods based on subject requirements and learners' needs.

Traditional (conventional) teaching methods, which are teacher-centered, often dominate classroom instruction, with teachers relying on lectures and chalkboard presentations (Wallace, 2015). While these methods have been widely used, they have been criticized for promoting rote learning and limiting student engagement (McWinner & Kubi, 2017). In contrast, modern technology-based methods, such as blended learning, combine conventional teaching with digital tools to create a more interactive and effective learning experience (Lindquist, 2015). Blended learning integrates face-to-face instruction with online learning platforms, enhancing accessibility, flexibility, and student participation (Nwankwo & Uche, 2024). One of the digital tools increasingly used in education is Facebook, a social networking platform that facilitates communication, collaboration, and resource sharing (Hegadi & Angadi, 2015). Facebook's interactive features, such as groups, chats, and multimedia sharing, make it a viable tool for blended



learning (Munoz & Towner, 2019). Studies suggest that incorporating Facebook into education can improve student engagement, collaboration, and academic performance (Ansari & Khan, 2020). However, the effectiveness of Facebook as a blended learning tool may vary based on factors such as gender and school location (urban vs. rural) (Tomte, 2011). By exploring the potential of Facebook-enhanced blended learning, this study aims to determine its impact on students' academic performance and interest in Government while considering gender and school location variables. Government, as a subject, plays a crucial role in fostering political education, democratic values, and civic engagement among students (Ogunbiyi & Ojebiyi, 2022). However, students often perceive some Government topics as abstract and challenging, leading to low interest and achievement (WAEC Chief Examiners' Report, 2013-2015). This study investigates the effect of Facebook as a blended learning tool on senior secondary school students' achievement and interest in Government in Awka Education Zone, Anambra State, Nigeria.

### Statement of the problem

The primary goal of teaching Government in Nigerian secondary schools and colleges is to equip students with fundamental knowledge of governmental concepts, enabling them to function as informed future leaders and politically conscious citizens who understand their civic responsibilities. However, WAEC Chief Examiners' reports indicate inconsistent performance among WASSCE candidates in Government, partly due to the reliance on conventional teaching methods. This suggests a need to reevaluate traditional instructional approaches in senior secondary schools. Integrating Facebook as a blended learning tool could enhance students' academic achievement and sustain their interest in abstract Government topics. Given the internet's transformative role in modern education, leveraging online resources can address learning challenges. The internet hosts vast educational materials that can facilitate Government instruction, accessible through platforms like Facebook, which many students already use. Adapting teaching methods to align with digital trends is essential for meeting educational objectives. By utilizing internet resources, educators can improve instructional delivery, ensuring alignment with the broader goals of Government education in Nigeria.

### Significance of the Study

The findings of this study will contribute to the ongoing discourse on innovative teaching methodologies and provide insights into how technology can be leveraged to improve education in Nigeria. Additionally, it will offer recommendations for policymakers, educators, and curriculum developers on integrating social media tools into the teaching and learning process to enhance educational outcomes.

### Research Questions

- i. How does using Facebook as a blended learning tool affect students' interest in Government compared to conventional instructional methods in senior secondary schools?
- ii. What is the effect of Facebook application of blended learning on students' interest in Government in senior secondary schools?
- iii. How does the effect of Facebook as a blended learning tool on students' interest in Government vary between urban and rural school settings?
- iv. What is the influence of gender on students' interest when exposed to Facebook application of blended learning?

### Hypothesis

- H<sub>01</sub>: Facebook as a blended learning tool has no significant effect on students' interest in Government in senior secondary schools, regardless of gender or location (urban/rural).
- H<sub>02</sub>: There is no significant difference in the mean interest scores of students taught Government using Facebook as a blended learning tool compared to those taught with conventional instructional methods.

### Literature Review

#### Facebook: Evolution, features, and global impact

Facebook is a widely used free social networking platform that enables users to share information, photos, and stay connected with friends and family (Thomas & Bhat, 2022). Founded in 2004 by Mark Zuckerberg and his Harvard College peers, Facebook initially catered exclusively to university students before expanding in 2006 to anyone aged 13 or older (Kraus et al., 2022). The platform was conceived as an online directory to help students connect and share information, eventually evolving into a global social network (Zuckerberg, 2015). According to Hegad and



Angadi (2015), facebook allows users to create free profiles, connect with friends, colleagues, or strangers, and share photos, videos, music, and personal opinions. It operates as an interactive Web 2.0 application, facilitating user-generated content and virtual community engagement (Raph & Raph, 2013). As a social networking service, it enables users to build public or semi-public profiles, establish connections, and interact within a structured online environment (Miller, 2019).

With over a billion users, Facebook remains the world's largest social network (Arvin, 2019). While it fosters communication and self-expression, it also presents risks such as cyberbullying, relationship strains, and distractions (Umapavankumar et al., 2020). Its diverse functionalities according to Robinson (2021) include:

- i. Timeline: Displays of user profiles, posts, photos, and activity updates
- ii. Friends: Facilitates connections with acquaintances through search and suggestions.
- iii. News Feed: Aggregates updates from friends and followed groups, allowing likes and comments.
- iv. Pages: Provides businesses with a platform to engage with customers.
- v. Games: Offers integrated gaming options, such as FarmVille.
- vi. Groups
- vii. Supports communities for discussions and content sharing.
- viii. Events: Helps organize and manage gatherings.
- ix. Marketplace: Functions as an online marketplace for buying and selling.
- x. Messenger: Enables real-time messaging via web or mobile.
- xi. Video: Includes Facebook Live for streaming content

Facebook dominates social media downloads, with Messenger, WhatsApp, and Instagram following closely (Miller, 2019). Over three billion people use Facebook's services to exchange ideas, seek assistance, and foster community (Wu et al., 2019). The platform adheres to principles such as promoting economic opportunity, ensuring user safety, and protecting privacy (Ansari & Khan, 2020). Machine learning (ML) plays a crucial role in Facebook's operations, processing billions of daily interactions to enhance user experience (Castillo de Mesa et al., 2020). ML algorithms filter spam, rank content, and improve ad targeting, while advanced systems enable image recognition, speech processing, and interactive media

(Robinson, 2021). Facebook generates revenue primarily through advertisements while remaining free for users (Kraus et al., 2022). Members can create profiles, upload media, join groups, and communicate via Messenger (Mao & Wen, 2021). The "like" and reaction buttons facilitate engagement, while the news feed keeps users updated on friends' activities (Kumar, 2019).

New users register by providing basic details (name, email, birth date) and gain access to a standardized interface featuring a profile page (or 'wall') for self-presentation and a home page (news feed) displaying friends' updates (Oguguo et al., 2020). Friend requests, once accepted, enable mutual profile visibility and shared activity feeds (Morahan-Martin & Schumacher, 2021). Students constitute a significant user base, utilizing Facebook for socializing, academic collaboration, and activism (Castillo de Mesa et al., 2020). Studies indicate that students primarily use the platform to maintain existing relationships rather than forge new ones (Ansari & Khan, 2020). It serves as a space for sharing ideas, discussing academic topics, and seeking support (Otaru & Nwankwo, 2021). Many view it as a blend of social and educational tool, facilitating discussions and resource exchange (Morahan-Martin & Schumacher, 2021). In summary, Facebook remains a dominant force in social networking, continuously evolving through technological advancements while shaping global communication and community-building.

### Overview of Blended Learning

Blended learning, also referred to as hybrid learning, is an educational approach that integrates traditional face-to-face classroom instruction with online learning experiences (Zeqiri & Alserhan, 2020). This method combines the strengths of both conventional teaching and digital education, creating a dynamic and flexible learning environment. According to Qiu (2019), blended learning not only enhances course delivery but also fosters an effective and interactive educational setting. The incorporation of technology in education offers numerous benefits, including accessibility to diverse resources, pedagogical effectiveness, learner autonomy, and immediate feedback (Nathan & Rajamanoharane, 2020). By merging online and in-person learning, blended learning facilitates knowledge acquisition and helps achieve educational objectives more efficiently. Operationally, blended learning can be defined as the fusion of conventional instructional methods with

internet-based applications to enhance teaching and learning (Agah, 2021). Nwankwo and Uche (2024) describe it as a combination of traditional face-to-face learning and distributed learning, where instructors, students, and content are not confined to the same physical location. This model accommodates diverse learning preferences, allowing students to learn at their own pace in an interactive and collaborative environment (Georgia & Maria, 2021). Okeke (2024) asserts that blended learning merges the best aspects of online and in-person education, positioning it as a dominant future teaching model. Adam and Bayero (2021) further elaborate that it integrates multiple delivery methods to enhance the overall learning experience. The most common approach involves supplementing classroom instruction with online activities (Duong et al., 2022). Saba et al. (2023) suggest that blended learning will become a standard practice, incorporating various learning experiences and activities.

Blended learning is not merely the addition of technology to traditional teaching but a thoughtful integration of both modalities (Adamu & Zakari, 2020). MacDonald cited in Krushna et al (2024) identify two e-learning approaches within blended learning:

- i. Synchronous learning: Instructor-led sessions where students participate simultaneously.
- ii. Asynchronous learning: Self-paced learning where students complete activities within a given timeframe.

Maccoun (2021) defines blended learning as the deliberate combination of in-person and online learning experiences. It is not just about technology integration but about redesigning the learning process to offer independence, convenience, and interaction opportunities (Cleveland-Innes & Wilton, 2018). Blended learning can be categorized into different models, each with unique characteristics and applications.

#### **a. Blended Presentation and Interaction**

This model prioritizes classroom engagement while supplementing it with online exercises. A common example is the flipped classroom, where students review online materials (e.g., podcasts, videos) before attending in-person sessions for discussions and collaborative work (Fisher, Perényi, & Birdthistle, 2018).

#### **b. Blended Block Model**

This approach structures learning into sequential blocks, alternating between face-to-face and online study. It is particularly useful for geographically

dispersed learners or working professionals who have limited classroom access (Fisher, Perényi, & Birdthistle, 2018).

#### **c. Fully Online Model with Blended Elements**

Even fully online courses can be considered blended if they incorporate both synchronous (live tutorials) and asynchronous (discussion forums) activities (Fisher, Perényi, & Birdthistle, 2018).

Additionally, Mishra and Devi (2022) propose six blended learning models:

- i. Supplemental Model: Enhances traditional courses with online materials.
- ii. Replacement Model: Reduces in-person class time by substituting it with online activities.
- iii. Emporium Model: Replaces traditional classes with interactive learning centers.
- iv. Fully Online Model: Entirely digital learning with optional face-to-face components.
- v. Buffet Model: Customizes learning paths based on individual preferences.
- vi. Linked Workshop Model: Provides remedial support through supplemental workshops.

#### **Benefits of Blended Learning**

Blended learning offers numerous advantages for both educators and learners:

- i. Accessibility and Flexibility: Students can access learning materials anytime, anywhere, fostering self-paced learning (Al-Rimawi, 2021).
- ii. Enhanced Engagement: Interactive online tools (videos, simulations, quizzes) make learning more engaging (Nathan & Rajamanoharane, 2020).
- iii. Immediate Feedback: Online assessments provide instant feedback, helping students identify strengths and weaknesses (Shand & Glassett Farrelly, 2017).
- iv. Personalized Learning: Learners can progress at their own speed, catering to individual learning styles (Bryan & Volchenkova, 2016).
- v. Improved Collaboration: Digital platforms facilitate student-teacher and peer interactions (Qiu, 2019).
- vi. Stress Reduction: The flexibility of blended learning reduces academic pressure (Fisher, Perényi, & Birdthistle, 2018).



### Challenges of blended learning

Despite its benefits, blended learning faces some criticisms:

- i. **Teacher Dependency:** Some argue that excessive reliance on technology may diminish the teacher's role (Yildiz & Celik, 2020).
- ii. **Technological Barriers:** Not all students or educators have equal access to digital tools (Hofmann cited in Adem & Yunus, 2020).
- iii. **Limited Interactivity:** Poorly designed online activities may lack engagement (Fieber & Hanze, 2019). However, when implemented effectively, blended learning enhances comprehension, autonomy, and motivation (Fadde & Vu, 2024).

### Facebook as a Learning Enhancement Tool

Facebook has also emerged as a valuable tool in education, facilitating communication, collaboration, and resource-sharing among students and educators. Research indicates that Facebook is widely used among college students and institutions, often surpassing traditional learning management systems (LMS) like Blackboard or WebCT in usability and engagement (Munoz & Towner, 2009). Its features—such as video uploads, photo sharing, discussion boards, and instant messaging—make it an effective platform for collaborative learning. Unlike conventional LMS platforms, Facebook fosters informal learning communities where students can interact beyond structured coursework (Munoz & Towner, 2019). Blended learning, which combines face-to-face instruction with digital tools, can be enhanced through Facebook's functionalities, including:

- i. **Communication:** Facilitating discussions, assignment submissions, and teacher-student interactions.
- ii. **Collaboration:** Enabling group projects, peer feedback, and multimedia resource sharing.
- iii. **Resource Dissemination:** Providing access to study materials, videos, and external academic links (Arvin, 2019).

Studies suggest that students prefer interacting with instructors via Facebook over traditional methods, as it offers a more relaxed and accessible environment (Roblyer, cited in Otaru & Nwankwo, 2021). Additionally, Facebook exposes students to real-world issues through interactions with experts and global academic groups (Morahan-Martin & Schumacher, 2021). Constructivist theory posits that learners build knowledge through experiences and social interactions (Adams et al., 2021). Since Facebook is already

embedded in students' daily lives, educators can leverage it to create engaging, student-centered learning experiences. A study by the University of Queensland and Griffith University (2022) found that students perceive Facebook as beneficial for academic engagement, given its familiarity and ease of use.

To maximize Facebook's educational potential while maintaining professionalism, instructors should adopt the following strategies (Munoz & Towner, 2019):

- i. **Create a Dedicated Professional Profile:** Separate from personal accounts, this profile should include academic resources and limited personal details.
- ii. **Ensure Accessibility:** Keep course-related pages public or restrict them to enrolled students to maintain privacy.
- iii. **Respect Boundaries:** Avoid accessing students' personal profiles to uphold professionalism.
- iv. **Integrate Multimedia:** Use podcasts, videos, and Google Docs to supplement learning.
- v. **Make Participation Optional;** Not all students may wish to use Facebook, so alternatives should be provided.

### Phases of Technology Integration in Education

UNESCO (2002) outlines four stages of technology adoption in schools:

- i. **Emerging:** Schools acquire computers but lack integration into curricula.
- ii. **Applying:** Technology is used for administrative and basic instructional tasks.
- iii. **Infusing:** Digital tools are embedded across subjects, promoting collaborative learning.
- iv. **Transforming:** Technology reshapes education, enabling student-centered, real-world learning.

### Guidelines for Selecting Internet-Based Tools

According to Carreon (2018), educators should consider alignment with learning objectives, availability of devices and internet, learner needs such as age, interests, and skill levels and cost and durability including budget constraints and long-term usability.

### Challenges and Limitations

Despite its advantages, Facebook poses several risks:

- i. **Privacy Concerns:** Educators must create private groups to protect student data (Muñoz & Towner, 2019).
- ii. **Technical Instability:** Frequent updates and lack of dedicated support can disrupt learning (Enwemasor & Charles-Odili, 2022).

iii. Digital Divide: Limited internet access and high costs hinder widespread adoption in developing regions (Adeniyi, 2015).

### Methodology

The study employed a pre-test post-test non-equivalent control group quasi-experimental design, where intact classes were used instead of randomized samples to avoid disrupting school settings. Two groups Experimental (Facebook-based blended learning) and Control (conventional instruction) were compared using pre-tests (O1), post-tests (O2), and interest inventories (O3). The design was chosen to assess the impact of the intervention while accounting for natural classroom groupings. The study was conducted in Awka Education Zone, Anambra State, Nigeria, due to its tech-savvy population and administrative significance.

The sample included SS2 Government students from two co-educational schools selected via purposive sampling (based on ICT infrastructure) and randomly assigned to experimental or control conditions. Two instruments were used: the Government Achievement Test (GAT) - a 30-item WAEC-based multiple-choice test and the Government Facebook Blended Learning Interest Inventory (GFBABLI) - a 20-item Likert-scale survey. Both underwent validation by experts and demonstrated high reliability (GAT: 0.79; GFBABLI: 0.82). Pre- and post-test data were analyzed using mean and standard deviation (to control pre-test differences) at a 0.05 significance level. The study aimed to evaluate differences in achievement, interest, and gender effect, with regular teachers trained to minimize variability. The quasi-experimental approach and ANCOVA helped address inherent group non-equivalence.

### Findings

#### Research Question 1

i. How does using Facebook as a blended learning tool affect students' interest in Government compared to conventional instructional methods in senior secondary schools?

**Table 1: Mean achievement scores of students taught government with Facebook application of blended learning and those taught with Conventional method**

Group	N	Pre-test		Post-test		Mean gain
		$\bar{X}$	SD	$\bar{X}$	SD	
Experimental	49	25.92	7.92	70.76	11.44	44.84
Control	42	26.95	6.64	58.57	10.22	31.62

N = Number of students,  $\bar{X}$  = Mean and SD = Standard Deviation

**Table 1** shows the performance data of two groups: the experimental group, which used the Facebook-based blended learning approach, and the control group, which followed conventional teaching methods. The experimental group had a pre-test mean score of 25.92 (SD = 7.92) and a post-test mean of 70.76 (SD = 11.44), showing a significant improvement of 44.84 points. In contrast, the control group scored a pre-test mean of 26.95 (SD = 6.64) and a post-test mean of 58.57 (SD = 10.22), with a gain of 31.62 points. These findings indicate that students taught using the Facebook-integrated blended learning method outperformed those in the conventional instruction group, suggesting that this approach is more effective in enhancing academic achievement in Government.

**Hypothesis One (H<sub>01</sub>):** No significant difference exists in the mean achievement scores of senior secondary students learning Government through Facebook-based blended learning compared to those taught via conventional methods.

By this, the data in Table 1 directly contradicts the null hypothesis (H<sub>01</sub>). The substantial difference in mean gain scores (44.84 for the experimental group vs. 31.62 for the control) demonstrates a significant performance advantage for the Facebook-based blended learning approach. Therefore, the null hypothesis of no significant difference is rejected.

### Research Question 2

What is the effect of Facebook application of blended learning on students' interest in Government in senior secondary schools?

**Table 2: Mean interest scores of students taught government with Facebook application of blended learning and those taught with conventional method**

Group	N	Pre-test		Post-test		Mean gain
		$\bar{X}$	SD	$\bar{X}$	SD	
Experimental	49	1.14	0.09	3.84	0.26	2.70
Control	42	1.10	0.12	1.49	0.37	0.39

The data in Table 3 indicate that the experimental group achieved a pretest mean score of 1.14 (SD = 0.09), which increased to 3.84 (SD = 0.26) in the posttest, yielding a mean gain of 2.70. In contrast, the control group had a pretest mean of 1.10 (SD = 0.12) and a posttest mean of 1.49 (SD = 0.37), resulting in a smaller gain of 0.39. These findings suggest that students who learned Government through the Facebook-integrated blended learning approach demonstrated greater interest in the subject compared to those taught using traditional methods. Thus, the blended learning strategy incorporating Facebook

proves more effective in enhancing students' interest in Government.

Null Hypothesis (H02): No significant difference exists in the mean interest scores of senior secondary school students learning Government through Facebook-based blended learning versus those taught via conventional methods.

Based on the data, the null hypothesis (H02) is rejected. Facebook application of blended learning had a strong positive effect on students' interest in Government. Therefore, a significant difference exists in mean interest scores, favoring the blended learning approach.

### Research Question 3

What is the influence of gender on students' academic achievement when exposed to Facebook application of blended learning?

**Table 3: Mean Achievement Scores of Male and Female Students taught Government with Facebook Application of Blended learning.**

Gender	N	Pre-test		Post-test		Mean gain
		$\bar{X}$	SD	$\bar{X}$	SD	
Male	36	25.00	8.62	70.97	10.97	45.47
Female	13	27.08	5.65	70.15	13.13	43.07

Results from Table 3 indicate that the male group's pretest mean achievement score was 25.00 (SD = 8.62), which increased to 70.97 (SD = 10.97) in the posttest, resulting in a mean gain of 45.47. Similarly, the female group had a pretest mean score of 27.08 (SD = 5.65) and a posttest mean score of 70.15 (SD = 13.13), yielding a mean improvement of 43.07. In both groups, posttest scores were significantly higher than pretest scores, with males showing a slightly greater gain. These findings suggest that the use of Facebook in blended learning positively impacted the academic performance of both male and female students.

Hypothesis Three (H03): No significant difference exists in the mean achievement scores of male and female Government students when taught using Facebook-based blended learning.

Both male and female students showed substantial achievement gains after the Facebook-based blended learning intervention. The mean gain for males (45.47) was slightly higher than for females (43.07). This minimal difference in improvement suggests that the instructional method was effective for both genders. Therefore, the null hypothesis (H03) of no significant difference is likely to be retained.

### Research Question 4

What is the influence of gender on students' interest when exposed to Facebook application of blended learning?

**Table 1: Mean Interest Scores of Male and Female Students in Government when Exposed to Facebook Application of Blended learning**

Gender	N	Pre-test		Post-test		Mean gain
		$\bar{X}$	SD	$\bar{X}$	SD	
Male	36	1.15	0.11	3.81	0.29	2.66
Female	13	1.11	0.08	3.93	0.09	2.82

Results from Table 4 indicate that the male group's pretest mean interest score was 1.15 (SD = 0.11), which increased to 3.81 (SD = 0.29) in the posttest, resulting in a mean gain of 2.66. Similarly, the female group had a pretest mean interest score of 1.11 (SD = 0.88), rising to 3.93 (SD = 0.09) in the posttest, with a mean gain of 2.82. These findings suggest that both male and female students demonstrated greater interest in learning Government when taught using the Facebook-based blended learning approach.

Hypothesis Four (H<sub>04</sub>): There is no significant difference between the mean interest scores of male and female students in Government when taught using the Facebook application of blended learning.

Based on the data, both male and female students showed a substantial increase in interest after the Facebook-based blended learning intervention, with females exhibiting a slightly higher mean gain (2.82) than males (2.66). The hypothesis stating no significant difference between the genders' interest scores is supported by the descriptive statistics, which show very similar post-test means (3.81 for males, 3.93 for females). However, without a statistical test to determine the significance of this small difference, the results only suggest a potential trend. Therefore, based on the provided means, we fail to reject the null hypothesis, indicating that gender does not appear to have a major influence on students' interest in this context.

### Summary of the Findings

i. The Facebook Application of Blended Learning (FBABL) enhances students' average achievement scores in Government at the senior secondary level more effectively than traditional teaching methods (CIM). A statistically significant gap exists between the mean achievement scores of students taught Government using FBABL compared to those taught with conventional instruction.

- ii. FBABL boosts students' average interest levels in Government at the senior secondary level more than the CIM. The difference in mean interest scores between students taught with FBABL and those taught with conventional methods is significant.
- iii. When taught Government using FBABL, male and female students demonstrated nearly identical achievement levels. No significant difference was found in their mean achievement scores.
- iv. Male and female students showed similar levels of interest in Government when exposed to FBABL. There was no notable difference in their mean interest scores.

### Conclusion

Based on the findings and discussion, it can be concluded that students who participated in the Facebook-based blended learning (FBABL) approach performed better in Government compared to those taught using the conventional instructional method (CIM). This indicates that FBABL is more effective than CIM in enhancing students' academic performance and interest in Government. Although male students taught with FBABL had slightly higher achievement scores than their female peers, the difference was not statistically significant. Conversely, female students showed a slightly higher interest in the subject when using FBABL, but this difference was also not significant. Additionally, the study revealed no significant interaction between the teaching method (FBABL) and gender in terms of students' achievement or interest levels. This suggests that FBABL is equally effective for both male and female students, with neither gender showing a distinct advantage in learning outcomes or engagement. The findings highlight the potential of FBABL as an inclusive and effective instructional strategy for teaching Government, regardless of students' gender.



### Recommendations

- i. The study advised senior secondary teachers to replace conventional methods with Facebook-based blended learning to boost students' Government achievement and interest.
- ii. Facebook blended learning should be incorporated into the senior secondary curriculum, as it proved effective for teaching Government.
- iii. Governments should organize training workshops to help teachers adopt Facebook blended learning for better student outcomes in Government.
- iv. State and federal governments should enhance supervision, monitoring, and resource provision to schools to support teachers in implementing Facebook blended learning effectively.

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