

# **Lecturers Perception of the Effect of Flipped Learning Approach Amongst Students in Faculty of Education University of Port Harcourt**

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## **Abstract**

*Formal education in recent times has taken a leap that gives learners the opportunity to play active roles in the teaching and learning process. One of such changes is the use of innovative learning approaches that promise to boost positive academic outcomes and yield learners' engagement in the teaching and learning process. This study investigated the effect of flipped learning approach to gain academic engagement of students in higher institutions. The effects of flipped learning approach in the classroom was determined by gathering data from lecturers who adopted the use of flipped learning in the process of instruction delivery. The study answered three research questions formulated from the aims of the study. The target population for this study was lecturers from the Faculty of Education University of Port Harcourt. Lecturers used in this study were from the Department of Curriculum Studies and Educational Technology. 25 lecturers who represented the sample of this study were purposefully selected from the Department of Curriculum Studies and Educational Technology. The instrument used for data collection was a self-constructed questionnaire titled "Effects of Flipped Learning Questionnaire" (EFLQ). EFLQ comprises of a 4-point Likert type rating scale which ranged from one (lowest response) to four (highest response). Data gathered was analyzed using mean and the results show that the extent to which flipped learning increase students' engagement is high, students perform better academically when flipped learning approach is adopted and lecturers are of the view that indeed flipped learning approach enhances the completion of course outlines.*

**Keywords:** *Flipped learning, Student engagement, Individualized instruction, Active learning.*

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## **I. Introduction**

The aim of every educational system is to raise individuals that can identify and solve problems in the society to make the society better. A major characteristic of such individuals is that they are both independent and creative thinkers. The learning approaches used in a particular educational system has a lot to do with the type of individuals produced from that society. FLN, (2014) defined flipped learning as a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter. The above definition promises that when students engage in the flipped learning approach, they become active learners who engage and participate fully in the learning process. Also, from the above definition of flipped learning learners are transformed into creative individuals in their fields. Flipped learning frees up class time, allowing for more individual and smaller group instruction. (Yarbro, J et al., 2014). Ramsey Musallam in Bergmann &Sams, (2014) is of the view that Flipped learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter. What flip learning means for classroom teachers is that first, they are able to spend more time with students that are struggling at the same time as allowing more advanced learners the freedom to work ahead. It is large-scale differentiated instruction, built into the curriculum at every opportunity. (Lesley.edu, 2021). According to Dodge, (2019) in using flipped learning students can practice autonomous learning, students become teachers and leaders and teachers can correct problems before they become bad habits. Lag &Saele, (2019) conclude in their meta-analysis of studies comparing the flipped classroom model with the traditional one that the results of the flipped classroom model are slightly better. The outcomes of flipped learning indicate an increase in student performance and positive influence on cognitive,

affective and soft skills. Herrel & Schiller as cited in Ihekoronye, et al (2015) revealed that despite the benefit of flipped classroom there is a price to be paid by the teachers which include greater preparation time, student resistance to novel teaching methods, and a concern on the part of many teachers about content coverage. Several empirical studies on the use and effects of flipped learning indicate different results. Findings from Sirakaya&Ozdemir (2018) which examined the effect of a flipped classroom model on students' academic achievement, self-directed learning readiness and motivation showed that there was a significant difference between groups in terms of academic achievement, motivation and retention. However, no significant difference between the experimental and control groups in terms of self-directed learning readiness was found. Results from Spark, (2013) who examined the true learning improvements attributed to the flipped classroom method indicate that flipping the classroom did improve the test scores for 14% of the students and 88% of the students self-reported that the flipped classroom resulted in more effective learning. Results from Spark, (2013) also indicated that students cited an increased interest in learning, more in-class interaction and class projects that resulted in a deeper understanding of the material Findings from Ihekoronye, et al (2015) that investigated the effect of flipped classroom on Physics students in Higher education in Nigeria revealed that there was significant effect of the use of flipped classroom instructional model on students' achievement in physics. Kazanidis, et al, (2018) in their study to determine the effectiveness of the flipped classroom approach to teaching instructional media design subjects discovered substantial differences in both academic performance and training satisfaction between the two groups, (traditional lecture-based instruction and a flipped classroom) with the students in the experimental group performing significantly better. The practices and experiences of educators using the flipped approach, together with the growing volume of relevant literature, indicate an increasingly widespread embrace of the use of flipped learning in teaching and learning situations. (Birgiliel, 2021)

**Statement of Problem:** The problem of poor performance and low students' interest has sadly become one of the characteristics of higher education institutions in Nigeria. Specifically, in the Faculty of Education in the University of Port Harcourt poor class attendance rate of students accompanied by poor interest in study is a problem that most lecturers are faced with. Also, the issue of overcrowded classrooms has made attending lecturers a thing of discomfort for students because according to them it is difficult to fully understand what the lecturer is trying to explain in the midst of the noisy nature of the lecture halls.

Again, there exists the problem of been unable to cover the designated course outline of various courses which often times is due to both limited time allocated and lack of full participation of the students.

This study therefore seeks to find out if the use of flipped learning approach can improve the overall engagement, interest and academic performance of students in the University of Port Harcourt. It also tries to find out if the use of flipped learning approach can enhance the completion and coverage of course outlines.

**Aims and Objectives of the Study:** The aim of this study was to find out the perception of lecturers on the effects of flipped learning approach on students. Specifically, the objectives of this study was to;

1. determine if the use of flipped learning approach makes student more engaged in the classroom
2. determine if the use of flipped learning approach increases the academic achievements of students
3. determine if the use of flipped learning approach facilitates the completion of course outlines/ scheme of work

### **Research Questions**

1. To what extent does the use of flipped learning approach increase student engagement in the classroom?
2. To what extent does the use of flipped learning approach increase the academic performance of student?
3. To what extent does the use of flipped learning approach accelerate the completion of course outlines /scheme of work?

## **II. Methodology**

This research was carried out on Lecturers from the Faculty of Education in the University of Port Harcourt, which is located in Choba area of Rivers state in Nigeria. The duration of the study was August 2021 to November 2021 (First Semester 2020/2021 Academic Session) The research design for this study was survey research design. The survey design was chosen to investigate this study as it is the most suitable method to gather information on behavioral patterns. The target population for this study was 179 lecturers from the Faculty of Education University of Port Harcourt. Lecturers used in this study were from the Department of Curriculum Studies and Educational Technology. 25 lecturers who represented the sample of this study were purposefully selected from the Department of Curriculum Studies and Educational Technology. For the successful conduction of this research work, the instrument that was used was a questionnaire titled "Effect of Flipped Learning Questionnaire" (EFLQ). The instrument comprises of a 4-point Likert type rating scale which

ranged from one (lowest response) to four (highest response). Mean was used for data analysis and a standard reference mean of 2.50 was adopted for the purpose of determining the degree of effectiveness of the use of flipped learning approach in the University of Port Harcourt.

### III. Result

**Research Question One:** To what extent does the use of flipped learning approach increase student engagement in the classroom?

Table no1 shows the mean responses of lecturers to the degree the use of flipped learning increase students' engagement. Hence the data collected for items 1,2,3, 4 and 5 from Table I above show mean scores above 2.5 and a grand mean of 3.0. This therefore implies that the extent to which flipped learning increase students' engagement is high.

**Table no 1** Extent to which the use of flipped learning approach increases student engagement in the classroom

S/N	ITEMS	VHE	HE	LE	VLE	MEAN
1	Students pay more attention in class when flipped learning approach is adopted	11	5	2	7	2.8
2	Students speak and participate more in class when a flipped learning approach is used.	15	5	3	2	3.3
3.	When Flipped learning approach is adopted students are interested in learning	9	3	10	3	2.7
4.	Adopting flipped learning in the classroom builds creativity and a sense of responsibility in students	12	6	5	2	3.1
5.	Flipped learning enables students to spend more time collaborating with one another.	14	4	2	5	3.1
<b>Grand Mean</b>					<b>3.0</b>	

**Research Question 2:** To what extent does the use of flipped learning approach increase the academic performance of student?

Table no 2 represents data for the extent the use of flipped learning approach increases the academic performance of student. The data presentation on item 6 reveals that when flipped learning is adopted students don't necessarily score better grades as its mean score is 2.4. Even so the grand mean of 2.8 shows that students perform better academically when flipped learning approach is adopted.

**Table no 2** The extent the use of flipped learning approach increases the academic performance of student

S/N	ITEMS	TOTAL	VHE	HE	LE	VLE	MEAN
6	When flipped learning approach is adopted students tend to score better grades.	25	7	4	5	9	2.4
7.	Students are able to orally demonstrate more knowledge and understanding when flipped learning approach is adopted	25	13	2	6	4	3.0
8.	Flipped learning creates notable higher mastery in the learning objectives for students	25	10	3	5	7	2.6
9.	Flipped learning approach can help produce individuals that are more result oriented	25	13	6	2	4	3.1
10	Flipped learning approach can foster originality in learners	25	11	8	4	2	3.1
<b>Grand Mean</b>							<b>2.8</b>

**Research Question 3:** To what extent does the use of flipped learning approach accelerate the completion of course outlines /scheme of work?

Table no 3 represents data gotten for the extent the use of flipped learning approach accelerates the completion of course outlines. From the data above lecturers are of the view that indeed flipped learning approach enhances the completion of course outlines. As the mean scores and grand mean presented above are all above 2.5 which is the degree of effectiveness of the use of flipped learning approach in the University of Port Harcourt.

**Table no 3:** The extent the use of flipped learning approach accelerates the completion of course outlines

S/N	ITEMS	VHE	HE	LE	VLE	MEAN
11	Using flipped learning approach speeds up the completion of the course outline	14	6	3	2	3.3
12.	Adopting flipped learning approach reduces the time spent explaining concepts in the course outline.	12	5	5	3	3.0
13	Adopting flipped learning approach reduces the work load of the lecturer.	10	3	5	7	2.6
14	Using flipped learning approach focusses class time on students' understanding.	11	8	4	2	3.1
15	Flipped learning approach is suitable for courses with a lot of topics to cover	9	3	10	3	2.7
<b>Grand Mean</b>						<b>2.9</b>

#### IV. Discussion

The results from Table no 1 which addressed research question one showed that lecturers to a large extent are of the perception that the use of flipped learning increases students' engagement. Hence the data collected as presented on Table I above show mean scores above 2.5 and a cluster mean of 3.0. This affirms the findings of Sparks, (2013) that students cited an increased interest in learning, more in-class interaction and class projects that resulted in a deeper understanding of the material when a flipped learning approach was adopted.

From Table 2 which presented data gotten for the extent the use of flipped learning approach increases the academic performance of student it is evident flipped learning when adopted students can help improve the academic performance of students. This therefore confirms the findings of Lag\_&Saele, (2019) that outcomes of flipped learning indicate an increase in student performance and positive influence on cognitive, affective and soft skills. The results also agree with findings from Sirakaya & Ozdemir (2018) which showed that there was a significant difference between groups in terms of academic achievement, motivation and retention when a flipped classroom model is used.

As shown in Table 3 above the level to which flipped learning approach can accelerate the completion of outlines

Table III above represents data gotten for the extent the use of flipped learning approach accelerates the completion of course outlines. From the data above lecturers are of the view that indeed flipped learning approach enhances the completion of course outlines. As the mean scores and cluster mean presented in Table 3 are all above 2.5 which is the stated degree of effectiveness of the use of flipped learning approach in the University of Port Harcourt.

#### V. Conclusion

The prospects of flipped learning approach and the positive effects it presents can be used to foster better and effective outcomes in the teaching and learning process in Nigerian Tertiary Institutions. Based on the results gotten from the data collected for this study it is evident that the use of flipped learning approach can foster the engagement of students and also yield positive academic outcomes when adopted. Findings also reveal that the use of flipped learning can accelerate the completion of course outlines.

#### Recommendations

Based on the findings of the study the following recommendations were made;

1. Tertiary institutions should organize seminars and workshops to train Lecturers on the best ways to implement flipped learning approach in the delivery of instruction
2. The flipped learning approach should be adopted by Lecturers in Tertiary Institutions of Nigeria to maximize students' engagement, favorable academic performance and completion of stated course outlines.
3. Tertiary institutions should organize demonstrative workshops for students to demonstrate how they can benefit from flipped learning approach

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