BLENDED LEARNING APPROACH TO SOCIAL STUDIES TEACHING AND LEARNING AS A TOOL OF REDUCING THE MENACE OF CORRUPTION AND MATERIALISM AMONG NIGERIAN YOUTHS

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Abstract

The abysmal nature of the standard of living and the decay in socio-economic and political process of Nigeria at her 57 years of independence remain a source of concern. Corruption is identified as one of the challenges confronting human standard of living. The major factor responsible for the challenges facing the nation is the prevalence of endemic corruption. To find solution to this menace calls for change of attitude on the part of citizens. Such changes can be brought about through education generally and Social Studies which is a problem-solving discipline capable of effecting attitudinal changes in youth. Such feet require effective pedagogical process. This paper, therefore, attempts application of blended learning approach in the teaching and learning of Social Studies among pre-service teachers with a view to reducing corruption among youths. Descriptive research design was employed with two hundred pre-service Social Studies teachers as the study

sample. Data collected were analysed through frequency counts and simple percentages. It was found that blended learning approach, if well employed will help pre-service teachers to learn from advance countries who have successfully controlled corruption. It was found that the pre-service teachers having been exposed to blended learning approach have determined to shun all acts of corruption. More so, blended learning has succeeded in changing the orientation of pre-service teachers due to its nature of using technology that exposes them to what operates in developing countries. It was therefore recommended among others, that blended learning approach should be incorporated into Social Studies teaching in order to promote positive attitudinal change in youth.

Key words: *Blended Learning Approach; Social Studies Teaching; Corruption and Materialism*

Introduction

One of the greatest challenges facing the third world countries and their economic process in entire sub-Saharan Africa, Asia and Latin America, and even developed countries namely, Europe and America, is the monster called "corruption". The effects of corruption on the socio-economic, cultural and political landscape of any society can be so devastating that nothing meaningful works in the midst of this malaise. Corruption, therefore, becomes a clog in the wheel of progress of any nation state (Erunke, 2014). This perhaps is the rationale behind the abysmal nature of the standard of living and the decay in socio-economic and political process of Nigeria at her 57 years of independence.

However, it has become a great concern not only to Nigeria but developed countries that have good knowledge of Nigerian endowment among committee of nations in Africa, that despite a big deposit of valuable natural resources, corruption and lust for materialism still remain the major challenges threatening human standard of living in Africa, particularly, Nigeria (Fatai, 2017). This is born out of the fact that larger percentage of the country's resources

are located in the hands of few individuals who live in luxury while about 80% of Nigerians live and wallow in abject poverty (World Bank Group, 2010). The foregoing simply reflect that, there exist extremely wide gap between the poor and the rich in Nigeria. Provisions of basic social amenities that are supposed to be enjoyed by common man are not put in place by the government. Hence, the survivals of African nations are under serious threat resulting from corruption that has bastardised their economies and political processes.

Preye and Weleayam (2011) also contended in their study that Nigeria, being the "giant of Africa" is not spare from different records of corruption. The major political structures (the Executive, Legislative and Judiciary) which supposed to be the hope of the masses are also found to be deeply entrenched in the pool of corruption. It is astonishing to note that even the anti-graft agencies such as EFCC, and ICPC cannot be completely absolved from the act of crime. Buttressing this fact, Adeyemi (2016) reported that a former chairman of the Economic and Financial Crimes Commission (EFCC), Ibrahim Lamorde was accused of fraudulently diverting over N1 trillion proceeds from corruption recovered by the agency. It was also reported that the former Secretary to the Federal Government, Babachair Davis Lawal and the Director General of the National Intelligence Ambassador Ayo Oke in the administration of President Muhammadu Buhari that claimed to have championed fight against corruption was relieved of his appointment on October 31, 2017 due to his involvement in corrupt act concerning awarding of contracts (Vanguard News, 2017). The educational industry that supposed to enjoy several infrastructural facilities due to its ability to build and re-mould individual is not receiving the necessary attention. The youth who are supposed to represent the crust of our future development are forced to receive education under harsh and unpleasant conditions (Fatai, 2017). The menace of corruption has lured most of these youth into examination malpractices. Most parents buy examination questions for their wards at miracle centers, female students use "bottom power" to score high marks in examination. Also leaders in corridor of power or top politicians stand as god fathers and bad influence to many youths. Guns and cutlasses and other offensive weapons are given to youths during

elections to engage in illegal acts, all to get money to sustain their living rather than creating job opportunities for the said youths. Hence, Nigeria's future is faced with serious challenges due to enormity of corrupt acts (Oluwaleye, 2017).

Despite government efforts to curb the menace of corruption through the establishment of the Economic and Financial Crimes Commission (EFCC) and Independent Practices and Other Related Offence Commission (ICPC), Nigerians still engage in act of corruption. However, the mechanism of controlling corruption also suffered in the hands of top politicians, especially the National Assembly. Also, youths are not taken into active consideration by the two agencies that deal with corrupt practice. There is the need to direct the efforts of the two agencies in dealing with youth who are also becoming very active in corrupt practices (Erunke, 2014).

Etymologically, Corruption is derived from Latin word, "corruptus" which means to break or destroy. In another form, corruption means to break away from morality, decency, normality, ethics, norms and values, all of which promote growth, development and progress. Hence, corruption is anti-growth, anti-development and prevents progress in every standard. The World Bank defines corruption as "the abuse of public office for private gains". Microsoft Encarta Encyclopedia defines it as "wrong doing by those in a special position of trust. The term is commonly applied to self-benefiting conduct by public officials and others dedicated to public services". The section 2 of the independent corrupt practices and other related offences Commission Act (2000) defines corruption to include bribery, fraud and other related offences. Today, this is common among political class, civil servants, business men and youths in our various higher learning institutions.

Corruption is a global phenomenon. It is not exclusively limited to any nation, race or section of the world but transcends national boundaries and frontiers and symbolizes phenomenal universal unwholesomeness (Iyanda, 2012) politically. Otite (1986) cited in Preye and Weleayam (2011) viewed corruption as the pervasion of integrity of state affairs through bribery, favor or moral depravity. To him, corruption involves the injection of additional but improver transactions aimed at changing the moral course of events and

altering judgments and positions of trust. It consists in the doer's and receiver's use of informal, extra legal or illegal act to facilitate matters. Corruption is a common word used by both adults and children because it is found in every human society in the continent of Africa and particularly Nigeria (iyanda 2012). This monster called corruption has now been branded with different names in different localities within Nigeria through their languages especially in the three major languages! Ndokwu (2004) says: the Igbos call it Igbuozu, the Yorubas call it Egunje while the Hausas call it Chuachua.

Corruption is the biggest challenge in any human society, it is found in every sector of the society. Corruption can be explained to mean any act of dishonest or fraudulent conduct exhibited by an individual or group of people for selfish interest, effect of which bring hardship or inconveniency on a large number of people. This perhaps informed the reason why M. Watts (2008) in Oluwaleye (2017) affirms that effects of corruption in human society cannot be overemphasized and that it is a monster that all and sundry blame for the economic woes facing the country.

Akinseye (2000) attempts at describing corruption as 'mother of all crimes'. He identifies four forms of corruption as bribery, prebendalism, graft and nepotism. The EFCC a commission that deals with economic issue through Ngwakwe (2009) defines corruption from economic perspective as follows: the non-violent criminal and illicit activity committed with objectives of earning wealth illegally either individually or in a group or organized manner thereby violating existing legislation governing the economic activities of government and its administration. The Anti-corruption Bureau (2013) in Oluwaleye (2017) stated that the Malawi corrupt practices act defines corrupt practice as:

> *The offering, giving, receiving, obtaining or soliciting of any advantage to influence the action of any public officer or any other person in the discharge of the duties of that public officer, or other person; influence of peddling; the extortion of any advantage. (pg.7)*

Okoronkwo (2014) quoting the former Executive Secretary of National Universities Commission, Okojie, posited that corruption entails unethical practice such as stealing, impropriety, lying, indiscipline and lawlessness among others. To him, corruption has its root causes in weak government institutions, poor incentives, lack of transparency, absence of key anti-corruption rules, poverty and the lust for material things. However, Transparency International (2015) noted that corruption depletes national wealth and hinder development by corrupt politicians investing in project that will benefit their pocket rather than the community. The institution argues further that corruption undermines peoples trust in the political system, in its institutions and its leadership. Fan, Usoroh and Ettah (2009) also contribute to the discuss of corruption and define it to mean a form of anti-social behavior by an individual or group which confers unjust or fraudulent benefits on its perpetrators.

Corruption is not a novelty in most countries of the world especially in Nigeria, the history of corruption in the country is dated back to the days of military incursion into body politics. Transparent International (TI) and other notable organisations that are monitoring corrupt practices across the world, in most of its yearly report usually features Nigeria as a country that is deep in corrupt acts (Uzochuckwu, 2016). To buttress the foregoing is the information presented in Table 1.

Table 1: Transparent International Corruption records of Corrupt Countries of the World

S/N	Year of study	No. of countries under study	Nigeria position
1.	2000	90	1st most corrupt in the word.
2.	2001, 2002 and 2003	91,102	2nd most corrupt in the world.
3.	2004	146	3rd most corrupt in the world
4.	2005	158	8th most corrupt in the world.
5.	2006	163	21st most corrupt in the world.
6.	2007	180	33rd most corrupt in the world
7.	2012	178	37th most corrupt in the world

8.	2013	177	33th most corrupt in the world.
9.	2014	174	38th most corrupt in the world.
10.	2015	168	32nd most corrupt in the world.
11.	2016	176	40th most corrupt in the world.

Source: Transparent International in Uzochuckwu, 2016.

Consequent upon the foregoing, there is the need for countries in Africa particularly, Nigeria and her educational industry to look into how countries in the continent of Africa will sustain their future socio-economic and political development through the training and re-orientation of their youths against corruption. The need for attitudinal change of youth towards exhibiting a positive behavior devoid of corrupt act and element of materialism is required.

This study therefore concludes that, to change the orientation and attitude of youth, Education need to be engaged to assist in discouraging youths from corrupt acts, while Social Studies' pedagogy should engage the application and introduction of modern instructional strategies of which blended learning strategy is, especially in the teaching and learning of Social Studies to reduce corrupt act among youths in Nigeria. Social Studies education, being a problem-solving discipline, is expected to develop positive attitude devoid of act of corruption among Nigerian youth. The foregoing is in line with the submission of Ogundare (2000) who defined Social Studies as a study that deals with the problems of survival in an environment and how to find solutions to such problems. To do this effectively, there is the need for the teaching of relevant concepts through a pragmatic child-centered method of teaching that employs the use of technology in imparting knowledge and making learning to be real and permanent in learners. This is the more reason why, blended learning approach is being employed in this study to teach concepts that is expected to equip learners to shun the act of corruption in their day to day activities in order to sanitise the socio-economic and political process of African countries particularly, Nigeria the giant of Africa. Blended learning is a student's-centered strategy to creating learning experiences whereby the learner interacts with instructor, and with content through thoughtful integration of online and face-to-face environments, but it also

includes the use of online learning within the traditional structure of lecture-type instruction.(GED Academy, 2010).

The concept of blended learning, in which multiple learning environments and activities are combined, has existed for quite some time. Long before the advent of computers and social networks, teachers created blended learning experiences using simple technologies like paper and pencil. Educators have always crafted learning experiences that incorporate a variety of activities in different environments for the purpose of reinforcing learning material. No single reliable definition of blended learning exists, or even a universal agreement on the term itself. Many use terms like hybrid, mixed, or integrative to describe the same trend. Blended learning is a term increasingly used to describe the way e-learning is combined with traditional classroom methods and independent study to create a new, hybrid teaching methodology. Blended learning is a strategy that makes use of the best classroom learning material and digital and online materials to make learning real for a better learning outcome.

Blended learning is a method to organize the learning environment that is facilitated by the effective combination of different modes of delivery, models of teaching and styles of learning and is founded on transparent communication amongst all parties involved in a course (Heinze and Pricter, 2006). It is a learning strategy that allows for the involvement of all sets of learners whether they are together or in a separate place through the aid of information technology, and it gives learners to access different information from different source. Also, Li and Zhao (2004) see blended learning as an organic integration of face-to-face classroom learning and e-learning. They argued further that the core of the concept of blended learning is to apply different methods to solve academic problems with different requirements in teaching. One can explain it further to mean a flexible method that gives room for teacher to decide on different means and method through which learning can be effective by exposing learners to the reality of what they are to learn. It brings the outside world into the classroom and other learning environment of the learners.

Blended learning has attracted considerable attention in teacher training programs. There are a wide variety of definitions of blended learning; the most common is that which recognizes some combination of virtual and physical environments, Owston et al (2008) described blended learning as a combination of face-to-face experiences in which learners share online experiences, although not all learners are at the same location.

According to Bonk and Graham (2003), the definitions are:

I   the combination of instructional modalities or delivery media and technologies.

II   the combination of instructional methods, learning theories, and pedagogical dimensions.

III   the combination of online learning and face-to-face learning.

Furthermore, blended learning can be adopted at all levels of the education system, as instructors explore different ways to facilitate learning, and learners become more engaged in the process within a media rich environment. This learning approach is recognized in teacher preparation. Blended learning is a student's-centered approach to creating a learning experiences whereby the learner interacts with instructor, and with content through thoughtful integration of online and face-to-face environments. The choice of blended learning was born out of the fact that, in most cases, technology has been the major source or medium through which Nigerian youth perpetuate crime or corrupt acts, hence, same technology could be effectively employ to proffer solution to the problem of corruption by using it to teach the youth. Thus, the imperativeness of blended learning approach in teaching Social studies in Nigerian Schools.

However, it is no longer a novelty that corruption is a clog in the wheel of progress in the Nigerian socio-economic and political process. Adult are the focus of most discuss of corrupt acts, but the level at which youth are perpetuating in corruption calls for concern in the recent time, youth who are expected to represent the crust of the nation future development is now active in different corrupt acts, to mention but few; examination malpractices have become popular phenomenon among youths, male students offer bribe to

teachers in order to get high marks, while female students use " bottom power" to secure flying colour results which will not be defendable when they want to secure job or while in job, corollary of which breed incompetent professional display and poor standard.

Nigerian youth have become election consultants, social media battalions and political thugs, guns and cutlasses and other offensive weapons are giving to youths during election to engage in illegal acts for financial benefit at the end, youth accept this assignment in order to get rich and ride in exotic cars and live flamboyant life. In the recent time, youths are the major driving force in cyber-crime, kidnapping, drug abuse and trafficking, terrorism and the host of others. The ability of Nigerian youth to demonstrate honesty, integrity and high sense of discipline has been supplant with greed and selfish ambition which encourage them to engaged in corrupt acts rather than thinking of what they could do for the nation. Social studies as a problem solving discipline, through its teaching, is trying its best towards achieving positive attitudinal change of hearth, but it has not really achieve in curbing corruption which might be the result of the inability of the current methods the subject employ in imparting knowledge. The abstract nature of those methods is the question. However, blended learning approach could assist in making learning real and meaningful such that learners will have a complete change of attitude towards corruption and other societal menace.

Research Questions

The following research questions were raised to elicit responses from the respondents;

1. To what extent will the use of Blended learning approach assist youths in understanding the effect of corruption on their standard of living?
2. In what way can Blended learning approach assist in changing the attitude of pre-service social studies teachers towards corruption?
3. To what extent is Blended learning approach different from other methods of teaching in social studies education?

Methodology

The study employed descriptive research design. The study covers two tertiary institutions in Oyo Township, (Emmanuel Alayande College of Education, Oyo and Federal College of Education (Special), The population consists of all social studies students of the two Colleges of Education. Simple random sampling technique was used to select 100 pre-services social studies teachers from each of the two Colleges to make the population of the study two hundred. A total of 200 copies questionnaire were administered to the respondents, 176 representing 88% of the questionnaire were retrieved back. The respondents include 95 (54%) males and 89 (51%) females. The respondents were three hundred level social studies pre-services teachers. The questionnaire on the attitude of youth towards corruption and the effect of blended learning approach was validated through a strict perusal by three (3) experts in test and measurement units of the School of Education, Emmanuel Alayande College of Education. Data collected were analyzed with the use of frequency counts and simple percentage Table is used to present results.

Data Analysis

S/N	Items	True	%	False	%
1.	I am able to have better understanding of acts and behaviour that constitute corruption.	162	92	14	08
2.	Corruption is an enemy of human progress and standard of living.	169	96	07	04
3.	Corruption does not have any effects on human progress and development.	11	07	165	93
4.	Countries that are less-corrupt enjoy better standard of living than corrupt countries.	170	97	06	03

Research Question 1: To what extent will the use of Blended learning approach assist youths in understanding the effect of corruption on their standard of living?

Table 2 Youth's knowledge of the effects of corruption on standard of living

Table 2 shows that 162 respondents (92%) have better understanding of acts and behaviour that constitute corruption while 14 respondents (8%) do not. Also, 169 respondents (96%) agreed that corruption is an enemy to human progress and standard of living while 7 respondents (4%) disagree with the statement. Again 165 respondents (93%) decline with the view that corruption does not have any effect on human progress and development while 11 respondents (7%) agree with the view. Another 170 respondents (97%) are of the view that, countries that are less-corrupt do enjoy better standard of living than corrupt countries while 6 respondents (3%) do not agree with the statement.

Research Question 2: In what way can Blended learning approach assist in changing the attitude of pre-service social studies teachers towards corruption?

Table 3 Blended Learning Approach and Attitude Change of Youth towards Corruption by Respondents

S/N	Items	True	%	False	%
5	The use of technology in the teaching of corruption related concepts enable me to realize that corruption is bad in any human society.	152	86	24	14
6	Staying away from corruption cannot bring about positive development in Nigeria.	16	09	160	91
7	Restraining from corrupt acts will go a long way to make life better and comfortable for all.	168	95	08	05
8	By my experience and exposure through blended learning approach in the teaching of corruption, corruptions should totally be discouraged for progress.	170	97	06	03

Table 3 shows that 152 respondents (86%) are of the view that using technology to teach enables them to see clearly that corruption is

bad in any human society while 24 respondents (14%) do not agree with the view. Another 160 respondents (91%) disagreed with the idea that staying away from corruption will not bring positive development in Nigeria while 16 respondents (16%) believe that staying away from corruption is synonymous to positive development. Also, 168 respondents (95%) agreed with the view that restraining from corrupt act will go a long way to make life better and comfortable for all while 8 respondents (5%) disagreed with the view. Again 170 respondents (97%) are of the view that using Blended learning approach to teach corruption has exposed them to realize that corruption should be totally discouraged for societal progress while 6 respondents (3%) do not agree with the idea.

Research Question 3: To what extent is Blended learning approach different from other methods of teaching in social studies education?

Table 4 Differences between Blended Learning Approach and other Method of Teaching in Social Studies by Respondents

S/N	Items	True	%	False	%
9	Exposure to real life situation and video clip for better understanding makes the different between blended learning approach and other social studies methods.	170	97	06	03
10.	Blended learning approach exposes me to other larger society rather than restricting me to textbook .and the four corner of my classroom.	168	95	08	05
11	The blended learning approach combine both online learning and face-to-face learning while other social studies method of teaching only emphasize face-to-face learning process.	04	02	172	98
12	Blended learning allows for interaction with resource person outside classroom, during learning process which is rarely possible with other social studies methods.	160	90	16	10

Table 4 shows that 170 respondents (97%) are of the view that there is significant difference between Blended learning approach and method of teaching in social studies while 6 respondents (03%) disagreed with the difference. Also 168 respondents (95%) agreed that through blended learning approach, they were exposed to larger societies as against the conventional method that limits the respondents to four corners of the classroom and textbook, while 8 respondents (5%) disagreed with the statement. Again 172 respondents (98%) disagreed with the statement that there is no different between Blended learning approach and methods of teaching in Social Studies while 4 respondents (2%) did not observed any difference. Another 160 respondents (90%) agreed with the view that Blended learning approach allow for interaction between learners and resource person outside classroom and during learning process while 16 respondents (10%) disagreed with the statement.

Discussion

Result of data analysis in table 1 shows that the use of technology through blended learning i.e. audio-visual tools have assisted learners to have a comprehensive understanding and meaning of corruption. It gives learners the opportunity to watch the life style and standard of living of countries that are less corrupt through video capable of convincing them to conclude that corruption is a big enemy of human progress and development, hence blended learning approach has assisted Pre-service teachers to have better understanding of the effects of corruption on their standard of living. This result is in tandem with submission of GED Academy (2010) that blended learning strategy provides a better learning experience for the students through personalization and enhances engagement in learning process. Technology makes this work; however, this cannot be effective without teachers efforts in guiding learners. The approach helps both teacher and learners. This is supported with the view of Graham (2003) who posits that blended learning is an approach that make use of the best classroom learning and that of the digital and online materials to aid learning to be real for a better learning outcome. The value of the approach is that it moves learning away from abstract teaching to real and practical exposure to

learning content which eventually culminate into better comprehension of concepts, idea and information.

Result of data analysis in table 2 emphasise attitudinal change in learners through the blended learning approach. Exposure to real life situation has tremendously affected the reasoning and attitude of pre-service teachers. This perhaps illustrates the Chinese proverb that what I read I forget, what I see I remember and what I do become part and parcel of me. This proverb calls for active engagement of learners in learning process, the combine nature of blended learning approach which support combination of online delivery of educational content with the best features of classroom interaction allow thoughtful reflection promote positive change in learning, attitude change and knowledge acquisition (Papanikolao, 2014).

The blended learning environment according to GED Academy Teachers Guide allows students to actively interact with real life experiences to see the consequence of their actions. It also brings together print, video, and audio into multimedia presentation that engages learners in their imagination and interest in ways never possible. Finally blended learning is designed to create a learning experience in which every students learn to his full potentials while the teacher enjoy the satisfaction that he/she have done everything possible to enrich the lives of his students to acquire basic knowledge. One can therefore submit that blended learning approach is child-centered that promote better understanding and attitudinal change. This can be supported by the view of Riley (2000) who stress that teaching and learning that uses technology effectively can bring greater academic achievement and make a real difference in the life of the students.

Considering the distinction between Blended learning approach and other Social studies methods of teaching, Result of data analysis in table 3 shows that there is a wide gap between the two (BLA, social studies method of teaching). Blended learning approach employ technology in impacting knowledge in learners, the use of audio-visual tools make learning more real and practical, it also exposes learners to experience, situation outside the four corner of the classroom and the content of textbooks. This is in tandem with

the submission of Owston et al (2008) who described blended learning as a combination of face-to-face experiences in which learners' shares online experiences, even when they are not in the same location. This is a line of differences between BLA and method of teaching in social studies. Also Hemze and Pricter 2006 are of the view that what distinguish blended learning approach from other discipline is that it allows for the involvement of all sets of learners whether they are together or in a separate place through the aid of information technology, and it gives learners to access difficult information from different source.

Conclusion

It is evident from the study that Blended learning approach is a child-centered approach that engages the use of technology in the teaching and learning of social studies. It also allow for active participation and interaction of learners in the learning process. It is an innovation into teaching by combining online medium of imparting knowledge with face-to-face learning to make learning real, interesting, meaningful and productive at all level of education. The next attempt to be taken by social studies discipline is to train its teachers on how to effectively utilize different technological tools in their different teaching. The use of blended learning approach has immensely improve the awareness of pre-service teachers on what constitute corruption, its effect and the beauty of eschewing corruption in the Nigeria society. It needs to be mentioned that, Blended learning if well employed in social studies, teaching and learning will enhance the degree and impact of collaboration within the classes as well as between classes around the world. This study, therefore, conclude that Blended learning approach is good to assist Social studies in proffering solution to human challenges which is its main objectives.

Recommendations

The following recommendations are offered based on the findings of the study:

> *Lectures and seminars should be organized to re-orientate and enlighten pre-service teachers on the evils of corrupt*

practices on the standard of living of Nigerians. Social studies should emphasize on pragmatic effects on imparting knowledge on learners rather than teaching in abstract in order to proffer solution to issues such as corruption. Social studies teachers should endeavour to employ methods of teaching that will encourage learners to actively engage in teaching-learning process and develop in them the ability to learn on their own. Social Studies educators should endeavour to train its pre-service teachers on how to integrates and effectively utilize technology into their teaching-learning process. Blended learning approach should be recommended to train all pre-service Social studies teachers in order to teach with technology-based instruction.

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