



# Effect Of Blended Learning on Engagement and Academic Performance of Student with Special Needs in Kwara State University, Malete

Olubukola Christianah Dada PhD<sup>1</sup>, Ganiyu Akanbi Yusuf PhD<sup>2</sup>

<sup>1</sup>Department of Special Education, Faculty of Education, Kwara State University, Malete

<sup>2</sup>Centre for Language Immersion and Translation, Kwara State University, Malete

## ABSTRACT

It has been observed that students with special needs often face challenges that hinder both their engagement and academic performance. While inclusive education policies aim to provide equal opportunities, inadequate support services, inaccessible learning materials, limited use of assistive technologies, and insufficiently trained faculty members continue to pose significant barriers. These obstacles often lead to lower participation in classroom activities, reduced motivation, and poorer academic outcomes compared to their peers. Therefore, this study was carried out to examine the effect of blended learning on the engagement and academic performance of students with special needs at Kwara State University, Malete. The study adopted a pre-test post-test quasi-experimental control group research design. A purposive sampling technique was used to select 59 students with special needs. The English Academic Performance Test (EAPT) and the Students with Special Needs Scale (SSNS) were used to obtain pre-test and post-test scores. The reliability of the instruments was determined using the test-retest method, and Pearson Product Moment Correlation (PPMC) was used to establish the reliability coefficients of .71 and .73, respectively. Data collected were analysed using Analysis of Covariance (ANCOVA), with all hypotheses tested at the 0.05 level of significance. The findings revealed, among others, that there was a significant effect of blended learning on the academic performance and engagement of students with special needs at Kwara State University, Malete ( $F(1, 51) = 8.691, p < 0.05$ ). It was concluded that blended learning has the potential to improve the academic performance and engagement of students with special needs. It was recommended that lecturers should be encouraged and trained to incorporate blended learning strategies into their day-to-day teaching practices when interacting with students with special needs

**Keywords:** Blended Learning, academic performance, engagement, students with special needs