AN EMPIRICAL STUDY ON CONTIGENCY EFFECTS ON HYBRID LEARNING PARADIGM ON SUSTENANCE OF SANDWICH PROGRAMMES OF COLLEGES OF EDUCATION, SOUTH WEST, NIGERIA

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Abstract

The adoption of hybrid learning in Sandwich programme of Colleges of Education in Nigeria is a conscious attempt to overcome the problem of lack of enough time or period for teaching and learning during the contact sessions of Sandwich programme. Also, to achieve effective management of the programme . Descriptive survey research design was adopted for the study. The study population comprised the management and clientele of Sandwich programmes of Colleges of Education in South West, Nigeria. The sample size was Three hundred and sixty (360) respondents, selected through a multi-stage sampling technique. Data was collected for the study, using research questionnaire and Focus Groups Discussions "FGDs"as both quatitative and qualitative research instruments, respectively. For the secondary data (Quantitative), self-developed research questionnaire by the researchers entitled, "Questionnaire on Empirical Study on Contingency Effects of Hybrid Learning Paradigm on Sustenance Sandwich Programme of Colleges of Education in South West Nigeria", fashioned on Four Likert Rating Scale (Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD) was used. FGDs were used to collect primary data (qualitative) for the study. The research instruments were validated by two experts in Test and Measurement at Adekunle Ajasin University (AAU), Akungba-Akoko , Ondo State, Nigeria. The reliability of the research instrument, was tested through test retest method at two weeks interval and 0.72 coefficient reliability was obtained, while another two FGDs were conducted, using respondents that were not part of the initial FGDs . Data collected on research questions were analyzed, using descriptive statistics (frequency counts, simple percentages and mean), while data collected through the FGDs were collected, transcribed and analyzed, qualitatively. Based on the results, conclusions were made that hybrid learning could sustain Sandwich programme of Colleges of Education in South West, Nigeria. Since, it affords students opportunities to acquire learning through face-to-face and online methods. Also, at homes students could study independently, have access to course materials and help to overcome the problem of work constraint. On the basis of the results, recommendations were made that all the logistics that will promote the effective use of hybrid learning by Sandwich programmes students should be made

available by the Colleges of Education in South West .Also, students should be encouraged to be computer compliant for them to effectively use hybrid learning approach to study etc.

Keywords*: Contingency, Hybrid learning, Paradigm, Sustenance, Sandwich programmes*

Background to the Study

Nigeria is among the countries that were appendages to "Education for All" agenda reached at Jomitein Declaration in Dakar on the 28th of April, 2020. Education is a fundamental and necessary factor for intellectual and skill development of a child. It is an impetus and a cogent tool or weapon to achieve a meaningful development of individuals and any nation. It is an established fact that education is a basic human right and key to life-long learning. An investment on education is a way to guarantee a sustainable development of nation in holistic context. Hence, education is prioritized in Nigeria.

Teachers constitute an engine room of any nation's educational sector. Oyekan (2000), noted that implementation of curricula of a country would not be possible without the teachers, globally. Teacher's roles in educational attainments of nations are acknowledged. "Curriculum planning and development is not simply the case, rather its effective implementation. Sarumi (2000), also stressed that no nation can order beyond the quality of teachers in any society. In this contention, professional development of teachers for enhanced and quality service delivery will develop educational sector with a resultant effect on nation development. This stresses the importance and the need for in-service training for development of teachers. The importance of an in-service programmed has been accepted by most academics as a strategy to build teachers for optimal service delivery, productivity and career development (Abolaji and Reneau, 1988; Agomuo 1997; Oranu, 1995). Foxil (1985), posited that in-service training for teachers would improve effective school practice, stimulate professional development, equips teachers will professional skills and make them to acquire knowledge of principles and practice of education.

The realization of importance of in-service training programme therefore necessitated the implementation of Sandwich programme, coupled with other programmes for teachers on a regular basis for them to up-grade and up-date their professional skills thus, become very effective and efficient in the course of discharging their duties . Competent teachers are impetus for national development. Teachers are producing manpower which all the sectors of the nation need for operation. Sandwich programme is a specific course for teachers that usually takes place during the holidays for a stipulated period.

Sandwich programme becomes very necessary since, work constraint may not enable teachers to attend regular programme, coupled with rarity of educational facilities to accommodate the number of people that want to acquire education through the conventional or formal system of education. Hence, Nigerian Universities and Colleges of Education through the Faculty of Education therefore swam into action on running Sandwich programmes.

The mandate of Nigerian Colleges of Education is to produce teachers and up-grade under-qualified teachers from their present educational status to the next. This can be made possible through Sandwich programme for teachers, who are already on the field (Aderinoye, 2004). According to Yunusa, Ibrahim and Gomina (2016);

> *Sandwich programmes are programmes that are run especially by Education Faculties, Department or units as the case may be, such as Faculties of Education in Universities, Colleges of Education and Education-based institutions e.g. National Teachers' Institute (NTI). According to some literatures the programme that emerged, due to the growing demand for high education and for working class individual whose work commitment would not allow for regular schooling.*

Akomolafe (2008), asserted that Sandwich programme is designed to offer chances for the working class to acquire higher educational qualification. The Nigerian Colleges of Education Sandwich programme students are mainly working class. Although, there are few people who for one reason on the other decided to acquire education through Sandwich programmes gives room for in-service training for teachers to achieve professionalism, updating of knowledge of practicing teachers; affording people who could not acquire education through the formal system of education to do so etc.

Today, in the Sandwich programmes of Nigerian Universities and Colleges of Education, hybrid learning has been adopted as a complimentary approach as an innovative approach to learning to complement face-to-face (teachers-students) interaction. Observable, the implementation of Sandwich programme is constrained by many inhibiting factors. Oyekan (2000), identified the following; work constraint, financial problem, marital problem etc. Many scholars have identified lack of time for effective implementation of sandwich programme of

Nigerian Colleges of Education .However, It is has also been observed that Sandwich programme is characterized with hurriedness. Thus, jeopardizing achieving the lofty goals of the programme. The contact sessions have been severely condemned and identify as a factor which has lessens the expected standard of the programme on the ground that time for the programme is rather too short and does not give way for extensive teaching and learning. Many academics have identified on online mode as a panacea to the challenge. Hybrid e-learning is a product of learning innovations that characterized with 21st Century revolution on Information and communication Technology (ICT). It is an electronics device through which students can acquire knowledge, skills and attitudes.

Hybrid learning approach encompasses both face to face and on-line instructional delivery strategies (Pen State University, 2019). It reduces the numbers of time student's presence in the conventional classroom setting. Hybrid learning includes multi-media components. In order words, hybrid learning encompasses teaching and learning in physical space and online. Several researches had been carried out on hybrid learning and its allied matters or issues. Observable, much have not been done empirically on hybrid learning approach in Sandwich programmes of Colleges of Education in South West, Nigeria, specifically Most of the researches were self reported by the researchers.It is against this background this study was carried out.

Statement of the Problem

The major rationale for the implementation of Sandwich programme is to affords teachers, specifically, those already on the field to have access to educational opportunity. Teachers on field due to work and time factors usually find it difficult   to acquire further education through the formal system of education .Hence, many Universities through Faculties of Education and Colleges of Education are implementing Sandwich programmes to enable teachers and other interested individuals to further , upgrade and update their professional competencies .

One of the major factors that are inhibiting the programme implementation is lack of enough period or time, during the contact sessions of the programme. Thus, opens the programme to severe criticism and attack. Some scholars are of the opinion that Sndwich programme lacks effective management while, some are very critical about the short duration of the programme .These unpleasant remarks and positions on the programme prepicitated the adoption of hybrid learning as a complement to face to face or traditional method of learning by some Colleges of Education in Nigeria . It is against this background this study was carried out on an empirical study on contingency effects of hybrid learning paradigm on sustenance of Sandwich programme of Colleges of Education in South West, Nigeria.

Objectives of the Study

The broad objective of the study is on empirical study on contingency effects of hybrid learning paradigm on sustenance of Sandwich programme of Colleges of Education in South West, Nigeria. The specific objectives are to:
1.   determine the effects of hybrid learning on study flexibility among the clientele of Sandwich programme in South West, Nigeria.
2.   examine the effects of hybrid learning on effective implementation of Sandwich programme in South West, Nigeria.
3.   What are the effects of hybrid learning on teachers' accessibility to in-service training.

Research Questions

Two research questions were formulated to guide the research:
1.   Can hybrid learning facilitate learning flexibility in Sandwich programme of Colleges of Education in South West, Nigeria?
2.   What are effects of hybrid learning on effective implementation of Sandwich programme in South West, Nigeria?

Research Hypothesis

One research hypothesis was formulated to guide the study.
H01: There is no significant relationship between hybrid learning and effective implementation of Sandwich programme in South West, Nigeria.

Significant of the Study

The results of the study will be significant to the stakeholders in Sandwich programmes of Colleges of Education in South West Nigeria in the following ways;

Firstly, the results of the study will enable the management of Colleges of Education to establish the relationship between effective management of the programme and adoption of hybrid learning. .

In addition, the results of the research will enable the providers of teachers education through Colleges of Education in South West Nigeria to see the need to invest on online learning facilities .

Moreover, the findings of the study will enable the clientele of Sandwich programme in College of Education in South West, Nigeria to know the importance of the approach to their learning .Thus, encourage them to be computer literate or compliance.

Finally, the study will add to the extant literature on hybrid learning and serve also a good source of reference to researchers in future.

Conceptual Framework/Literature Review
Hybrid Learning

For the study hybrid learning is reviewed. Hybrid learning has been defined and explained in different ways. However, it lacks a consensus in terms of its definition. It is a victim of definitional pluralism. Hybrid learning is also referred to as blended learning. It is an approach to course delivery which contributes face to face with on-line activities (Pen State University, 2019). It is a programme that involves, using traditional method of teaching and learning (face to face) and online mode or web-based mode. In order words hybrid learning integrating computer-assisted instruction with teacher-student face-to-face interaction.

Pappac (2015), stated that hybrid learning is a topic in the e-learning industry and it has been attributed to development in Information Communication Technology (ICT) which characterized the 21st Century. The origin has been attributed to Isaac Pitman.

> *Sir Isaac Pitman launches the first Distance education course. Through there were other variations on the concept prior to Pitman, was to reasonable distance learning as we know today. His course centered on shorthand. Pitman sent shorthand texts to his students via mailed postcards as they were required to send them back to be graphs and corrected. Even through computers and mobile devices were involved, and would not even be invented for roughly a century, effective feedback and assessment were an integral part of the process (Pappal, 2015).*

Hybrid learning reduces the numbers of time of students' encounters with their teachers. Hybrid learning comprises the following online electronics components; e-learning webinars, conference calls, live or line session with instructors and other media and events (Facebook, e-mail, chat room blogs, podcasting, twitter and YouTube and web boards). Many academics or scholars have argued that hybrid learning has advantages than the face-to-face or purely online classes. Simon (2015), stated that hybrid learning is the best in education because it involves two ways teaching and learning methods or ways i.e. face-to-face and online mode. In this contention, it boosts teaching efficiency and very beneficiary to both the students and teachers.

Furthermore, hybrid learning enables workers who are facing with time constraints to acquire education. It enables to acquire education without bringing them together into a place called, classroom. It helps to overcome the restrictions of geography and time, reaction, students who otherwise cannot participate in teaching and learning. Hybrid learning brings convenience.

Also, it has also been argued that by incorporating information technology into class projects could enhance communication between the students and the teachers. It also facilitates independent study and collaborative learning. Hybrid learning saves unnecessary expenses students would have spent on transportation on face to face teaching and learning system. It also saves unnecessary spending on costly textbooks. With hybrid learning course materials needed are displayed and can be accessed online. Peter, Margret, Nancy and Debra (2007), stated that hybrid learning facilitates students, communicating ideas effectively, demonstrating an interest in learning, organizing effectively, showing respect for students and assessing progress, fairly. Nsofor, Bello and Sani (2014), stated that hybrid learning as a product of e-learning, brings efficiency and effectiveness to teaching and learning process over the traditional system.

Yunusa, Ibrahim and Gomina (2016), further stated that the use of hybrid learning has been effectiveness to implementation of sandwich programmes. It has helped to overcome and meaningfully addressed the chunk of the problems of accessibility to higher education, especially the working class. It has also resulted not coverage of course contents and issues of time and overloaded schedules through self -study. However, there are some factors that restrict effectiveness of hybrid learning in Colleges of Education sandwich programme in South West, Nigeria. Some scholars have identified lack of computer skills, coupled with other challenges.

In a nutshell, hybrid learning usage in Sandwich programmes of Colleges of Education in Nigeria is a recent innovation, characterized with the computer age of 21st Century. Today, which is being used not only in regular programme but also in Sandwich and other part time programmes at tertiary level of education ,globally .

Theoretical Framework
Community Embedded Learning Theory

Theories represent a set or assumption which says why something occurs and how it occurs. Educators consider the means, the end, the tools, activities, environment and relevance/context of learning (Bara and Doffy 2000; Disk and Carvey 1990 and Jonass, 1999). A theory of online learning embraces or encompasses online learning as a subset of learning and as such a reflective of a number of other learning theories. This study is anchored on community-embedded learning, considered relevant and appropriate to the study.

Community embedded learning is both a theory about learning in distributed contexts and an approach to pedagogy. Kazmer (2005)' "CEL addresses the way in which knowledge is built and applied by learners who stay in their home setting while taking courses online".

. According to Kazmer (2005a);

> *Community-embedded learners are embedded in work as well as social communities, often employed on jobs that are related to the academic degree they are learning online. When students come together online to learn, they bring with them and share each remote workplace. As each workplace becomes a part of the learning community, there is also the potential for itto be shaped by that community. Students not only bring their workplace into the online class, but also bring about what they learn in their courses into the community that they know well and that knows them.*

The extract above provides a clear explanation on CEL, thus, also establishes the justification for the relevance or choice of the theory to the study. The idea of embeddedness is derived from Granovetter (1985) who developed the concept to explain the relationship between economic action and social structure. Embeddedness takes into a cognizance that human are "closely embedded in network of interpersonal relations" that provides a social context for their action. Thu, underpinning the association between online learning and social structure described here. The community as used in the context of CEL refers to communities local to the student's ad social world (Strauss 1978). In this wise community make sharing of knowledge, information and ideas possible with the online learners.

The framework of CEL is embedded on transfer of knowledge that is possible between social world members (e-learners and the local community). Kazmer (2005), identified five types of transfers that CEL made possible:

1. Knowledge from the community to the social world
2. Knowledge from the course to the workplace
3. Knowledge from the course to the home community
4. Context, from the social world to the home
5. Connections from institutions to institutions

The implication of CEL to this study deals with the fact that CEL draws attention to important application of e-learning; including the role of friendship networks, creation of collaborative , knowledge, issues about incessant and evaluation and the relation with the embedding contexts. In this wise, CEL offers opportunities to students of sandwich programmes in their different communicative, hence to engage in learning in collaboration. It also means learning social world affairs.

Further, the relevance of CEL to this study lines on the roles of friendship networks, collaborative knowledge which hybrid learning usage in Sandwich programme makes possible. Hybrid learning facilitates friendship through the use of multi-media communication media. While CEL learning promotes collaboration learning in such a way that apart from acquiring learning in the classroom, students can still acquire learning through

online which is the reason for the adoption of hybrid learning in Sandwich programme of Colleges of Education in South West, Nigeria.

Methodology

Descriptive research survey research was adopted for the study. This was because not every subject of the study could not be covered. Therefore, data generated on the sample size of the study was generalized on the entire study population.

The study population comprised, the management and clientele of Sandwich programmes of Colleges of Education in South West Nigeria. The sample size was Three hundred and sixty (360) respondents. A multi-stage sampling technique was used for the study. In the first instance a proportional random sampling technique from each college of education running sandwich programme across South West region in Nigeria, from each of the six selected colleges thirty (30) management personnel and thirty (30) clientele were selected using , a simple random sampling technique thus , makes the total respondents to be Three hundred and sixty.

Data was collected for the study through a self-developed research instrument by the researchers entitled, "Questionnaire on Empirical Study on Contingency of Hybrid Learning Effects on Sandwich Programme Colleges of Education in South West, Nigeria". The research instrument was fashioned on Four Likert Rating Scale (Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD), complemented by Focus Group Discussion (FGDs) which was used to collect primary data for the study. The research instrument was validated by an expert in Test and Measurement at Adekunle Ajasin University (AAU), Akungba -Akoko, Ondo State, Nigeria. The reliability of the research instrument was done, through test retest method at two weeks interval. 0.72 coefficient reliability was obtained, thus made the research instrument to be adjudge, having a high reliability value and therefore considered good enough for the research.

Data collected through the questionnaire (secondary data) was analyzed, using descriptive statistics (frequency counts, simple percentages and mean), while Pearson Product Moment Correlation (PPMC) was used to analyze the research hypothesis

Presentation of Findings and Discussion of Results

Research Question One: Can hybrid learning facilitate learning flexibility in Sandwich programme of colleges of education in South West, Nigeria?

Table 1: Showing frequency counts, simple percentages and mean on can hybrid learning facilitate learning flexibility among the clientele of Sandwich programmes of Colleges of Education in South West, Nigeria

S/N	ITEMS	SD	D	A	SA	Mean	Remarks
1.	Hybrid learning makes sandwich programme convenient for me	15 4.2%	24 6.7%	86 24%	235 65.2%	3.5	**Accepted**
2.	Hybrid learning usage in the programme does not makes the programme very difficult for me	210 58.3%	96 27%	32 8.9%	22 6.1%	1.6	**Rejected**
3.	I study at my convenient time with the use of hybrid learning	8 2.2%	36 10%	80 22.2%	236 65.5%	3.5	**Accepted**
4.	Hybrid learning does not facilitate easy study	222 62%	65 18.0%	44 12.2%	29 3.0%	1.7	**Rejected**
5.	I can always embark on personal study with the use of hybrid learning	9 2.5%	20 5.5%	65 18.0%	266 74%	3.6	**Accepted**
6.	Hybrid learning makes self-study possible	7 1.9%	22 6.1%	50 14%	281 78.0%	3.7	**Rejected**
	Total	**471 22%**	**263 12.1%**	**357 16.5%**	**1069 49.4%**	**2.9**	**Rejected**

The table 1 reveals on research question one that states that can hybrid learning facilitate learning flexibility in sandwich programme of Colleges of Education in South West, Nigeria? On item (1), 235 (65.2%) among the respondents, strongly agreed, 86 (24%) agreed, 24 (6.7%), disagreed, while 15 (4.2%) strongly disagreed. On item (2), 22 (6.1%) strongly agreed, 32 (8.9%) agreed, 96 (27%) disagreed, while 210 (58.3%) strongly disagreed. On item (3), 236 (65.5%) strongly agreed, 80 (22.2%) agreed, 36 910%) disagreed, while 8 (2.2%), strongly disagreed.

On item (4), 29 (8.0%) strongly agreed, 44 (12.2%) agreed, 65 (8.0%) disagreed while 222 (62%) strongly disagreed. On item (5), 266 (74%) strongly agreed, 65 (18.0%) agreed, 20 (5.5%) disagreed, while 9 (2.5%) strongly disagreed. Finally, on item, (6), 281 (78%), strongly agreed, 50 (14%) agreed, 22 (6.1%) disagreed, while 7 (1.9%) strongly disagreed.

Generally, the results reveals (x = 2.9) mean of average rating scale greater than the four rating scale (x = 2.5) as an average of rating scale of four. Thus, indicates that hybrid learning could facilitate learning flexibility of sandwich programme of Colleges of Education in South West, Nigeria. The result agrees with the view of Kamzer (2005) that through hybrid learning, students could stay at their different homes and be taking course online. Also, that it reduces the numbers of students need to be at traditional classroom setting. This position was buttressed during the FGDs:

A discussant had this to say that:

> *One of the advantages of hybrid learning is that most of the time, I do engaging in studying without leaving my home.*

A female discussant during FGD – Federal College of Education, Osiele, Abeokuta, Ogun State, Nigeria.
Another discussant maintained that:

> *The approach to learning has makes it possible to continuing with the programme otherwise, work constraint could have made me to opt out.*

A female discussant during FGDs – Federal College of Education (Special) Oyo, Oyo State, Nigeria.

Research Question Two: What are the effects of hybrid learning on effective implementation of Colleges of Education Sandwich programmes in South West, Nigeria?

Table 2: Showing frequency counts, simple percentages and mea on what are the effects of hybrid learning on effective implementation of Colleges of Education Sandwich programmes in South West, Nigeria.

S/N	ITEMS	SD	D	A	SA	Mean	Remarks
7.	Hybrid learning enhance mass participation of clientele in the programme	9 2.5%	12 3.3%	40 11.1%	299 83.0%	**3.7**	**Accepted**
8.	Hybrid learning has been discouraging teachers from participation in the programme	250 69.4%	68 1.9%	23 6.4%	19 5.3%	**1.5**	**Accepted**
9.	Hybrid learning makes the programme easy to be run by the college management	1 0.3%	8 2.2%	30 8.3%	321 89.1%	**3.9**	**Accepted**
10.	College manager encounters difficulties with adoption of hybrid learning approach	324 90%	26 7.2%	5 1.4%	5 1.4%	**1.1**	**Accepted**
11.	Hybrid learning promote a smooth running of calendar of the programme	3 0.8%	8 2.2%	116 32.2%	233 65%	**3.6**	**Accepted**
12.	Hybrid learning does not help to overcome the challenge of strike action by the lecturers	211 59%	36 10%	37 10.3%	76 21.1%	**2.0**	**Accepted**
	Total	**798** **37%**	**158** **7.3%**	**251** **12%**	**953** **44.1%**	**2.6**	**Accepted**

Table 2 presents results on the research question two, which states that what are effects of hybrid learning on effective implementation of Colleges of Education sandwich programme in South West, Nigeria? On item (7),

299 (83.0%) among the respondents responded strongly agreed, 40 (11.1%) agreed, 12 (3.3%) disagreed while, 9 (2.5%) strongly disagreed. On item (8), 19 (5.3%) strongly agreed, 23 (6.4%) agreed 68 (1.9%) disagreed while 250 (69.4%) strongly disagreed.

On item (9), 321 (89.1%) strongly agreed, 30 (8.3%) agreed, 8 (2.2%) disagreed, while 1 (0.3%) strongly disagreed. On item (10), 5 (1.4%) strongly agreed, 5 (1.4%) agreed, 26 (7.2%) disagreed while, 324 (90%) strongly disagreed. On item (11), 233 (65%) strongly agreed, 116 (32.2%) agreed, 8 (2.2%) disagreed while, 3 (0.8%) strongly disagreed. Finally, on item (12), 76 (21.1%) strongly agreed, 37 (10.3%) agreed, 36 (10%) disagreed while 3 (0.8%) strongly disagreed.

Generally, the results reveal that the mean of average rating scale of four as (x = 2.6), which is greater than the average of rating scale of four (x = 2.5). Thus, indicates that hybrid learning could facilitate effective implementation of Colleges of Education sandwich programme in South West, Nigeria.

The findings were in consonance with the submission of Yunusa, Ibrahim and Gomina (2016), that the use of hybrid learning could bring effectiveness into the implementation of Sandwich programmes of University and Colleges. Hybrid learning has helped to overcome the problem of overcrowding makes students to have access to course materials and be involving in learning through online.

This position has buttressed by the discussants during the FGDs
A female discussant said that:

> *I can easily download materials for my courses online and this has been assisting me to have course materials, which ordinarily I would have not be able to afford their costs.*

A male discussant during FGDs – Adeyemi College of Education, Ondo, Ondo State, Nigeria.
In the same vein, another discussant had this to say that:

> *Through hybrid learning students can be involving in studying tasks in respects of their locations to classroom settings*

A female discussant during FGD – Ekiti State College of Education, Ikere-Ekiti, Ekiti State, Nigeria.

Research Hypothesis
H01: There is no significant relationship between hybrid learning and effective implementation of Colleges of Education Sandwich programmes in Ondo State, Nigeria

Table 3: PPMC showing the relationship between hybrid learning and effective implementation of Colleges of Education Sandwich programmes in South West, Nigeria.

Variables	Mean	Std. Dev.	N	R	P	Remark
Hybrid learning	13.1401	1.2340	360	0.20*	.000	Sig.
Effective implementation of Colleges of education sandwich programmes in South West, Nigeria	14.2356	1.3424	360	021*	.000	

Significant at 0.5level*

Table 3 shows the result on H01 which, states that there is no significant relationship between hybrid learning and effective implementation of Colleges of Education Sandwich programme in South West, Nigeria. Since (x = 0.20*, N = 360, P<0.5) for hybrid learning, while (x = 0.21*, N = 360, P<0.5) for effective implementation of Colleges of Education Sandwich programmes in South West, Nigeria. Therefore, null hypothesis, rejected. This indicates that hybrid learning could positively influence effective implementation of Colleges of Education Sandwich programmes in South West, Nigeria.

The result had this say that:

> *Hybrid learning adoption in Sandwich programme in the Colleges of Education has makes the programme to be well organized. It does not necessary makes students to be physically present at campus for learning.*

A female discussant during FGDs – Federal Technical College, Akoko, Lagos State, Nigeria.
Similarly, another discussant stated that:

> *One of the benefits of hybrid learning to the students is that it affords them opportunity to acquire knowledge beyond the classroom setting or traditional*

> *teaching and learning way. With hybrid learning we can acquire learning in two*
> *ways, face-to-face and online.*

A female discussant during FGD – Osun State College of Education, Osun State, Nigeria.

Conclusion

Based on the results of the study, conclusions were made that paradigm to hybrid learning in Sandwich Programme of South West, Nigeria. Since, it affords students of Sandwich programme to acquire knowledge through, a dual mode (face-to-face and online). Also, that hybrid learning could affords students to stay at home and be involving on independent study and also have access to course materials.

Recommendations

The following recommendations were made based on the results of the study;

First and foremost, all logistics that will make hybrid learning effective should be made available or put on ground by the management of Colleges of Education in South West, Nigeria.

Besides, students of sandwich programme should be encouraged to be computer compliant. This will enable them to use hybrid learning approach to learning.

Moreover, Colleges of Education running Sandwich programme and who have not adopted hybrid learning should do so etc.

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