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**Original Research Article**

# Synchronous, Asynchronous and Hybrid Virtual Learning Instructional Strategies and Pupils' Academic Performance in English Studies in Enugu West Senatorial District, Nigeria

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**Abstract:** This study investigated the effectiveness of synchronous, asynchronous and hybrid virtual learning instructional strategies in enhancing pupils' academic performance in English Studies in Enugu senatorial District, Nigeria. Specifically, the study compared the differences in mean achievement scores of pupils taught English studies using synchronous, asynchronous and hybrid virtual learning instructional strategies. To achieve the purpose of this study, four research questions and four null hypotheses were formulated to guide the study and were tested at.05 level of significance. The study adopted non- equivalent pretest posttest quasi experimental research design. The area of study was Enugu West Senatorial District and the population of the study comprises of all the 8,720 primary four pupils in the 125 private nursery schools in the area of study. A sample size of 105 primary four pupils was selected for the study using multistage sampling technique. English Studies Performance Test Instrument (ESPTI) designed by the researcher was used for data collection. The instrument was face validated by three experts and subjected to a reliability test using test re-test method. A reliability correlation coefficient of 0.80 was obtained using Pearson Product Moment Correlation Coefficient (PPMC). The research questions were answered using mean and standard deviation while the hypotheses were tested using Analysis of Covariance (ANCOVA) at .05 level of significance. From the data analyzed, the major findings of the study revealed that there is a significant difference in the mean achievement scores of pupils taught English studies using synchronous, asynchronous and hybrid virtual learning instructional strategy. In the ranking order of instructional strategies effectiveness, hybrid virtual learning instructional strategy was the highest, followed by synchronous and then asynchronous virtual learning instructional strategy. Based on the findings of this study, it was concluded that synchronous, asynchronous and hybrid virtual learning instructional strategies are effective instructional strategies to enhance pupils' academic performance in English studies. It was recommended among others that private school authorities and Government should provide ICT facilities, power supply and internet connectivity in schools to enable effective utilization of synchronous, asynchronous and hybrid virtual learning instructional strategies.

**Keywords:** Synchronous, Asynchronous, Hybrid, Virtual Learning Instructional Strategies, Pupils' Academic Performance and English Studies.

## INTRODUCTION

### 1.1 Background of the Study

The "sit- at – home" orders particularly those issued by the IPOB (The indigenous People of Biafra) in the Eastern regions of Nigeria have a detrimental impact on the educational system, leading to decreased school attendance, disrupted teaching and learning and negatively impacting pupils' academic performance in English studies and other subjects areas. Egbokhare (2023) affirms that the disruption of school activities due to the sit – at – home order has resulted in a diminished quality of teaching and learning impacting the overall educational process, academic work load expectation, leading to lower grades and poorer academic performance in external and internal examination.

To address the challenge of pupils' poor academic performance in English studies and other subjects due to the current sit-at-home order in the Eastern regions of Nigeria, it is pertinent to implement alternative instructional strategies such as virtual learning instructional strategies which can provide access to educational resources and effective learning

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beyond the four walls of a physical classroom/school. Few private schools are increasingly incorporating virtual learning instructional strategies to enhance learners' educational experience and flexibility irrespective of the sit-at-home order, pubic holidays and many more factors which could disrupt academic schedules and access to education. Some schools (mostly public schools) are yet to adopt virtual learning instructional strategies due to factors such as perceives lower effectiveness compared to the traditional in-person instruction and other budgetary constraints and challenges related to equitable access to technology, ICT infrastructural facilities, internet access, digital literacy, technical skills, parents/ learners' motivation and many more.

Virtual learning instructional strategy is still one of the most effective ways of learning in today's 21st century. Virtual learning acquired involves network-based inputs and tutoring support obtained on on-line tool and media such as internet, intranets, extranets, simulations and games, virtual worlds, clouds, satellite broadcasts and web platforms (Pelet and Lecarte, 2021). Not all virtual learning environments are the same, there are three different virtual environments namely: synchronous, asynchronous, and hybrid. Synchronous virtual learning typically asks pupils to attend online live-streamed lessons. The teachers stream their presentations, allowing pupils to ask questions in real-time via webcam, microphone, or live chat, for a more hands-on learning experience. There are several methods that allow synchronous learning, such as video conferencing, live chat, or live streaming. An example of a synchronous tool is zooming; learners can all watch via the link, see each other via webcam (Finkelstein, 2016).

Asynchronous virtual learning features pre-recorded lessons that pupils can watch on their own time. The teacher posts either a video or audio file along with lesson notes. Often there are evaluation questions on the lessons to ensure pupils are watching lessons and up to date with the class schedule. Asynchronous learning does not occur directly and is not interactive. School can provide content online, and learners can access it whenever they want. There are many ways to provide asynchronous learning such as emails, podcast, blogs, online videos, self-study modules, and posted articles or papers (Libasin 2021).

Hybrid virtual learning strategy is the mixture of both the traditional and virtual learning strategies and it is otherwise known as blended learning. It is an innovative strategy used in the teaching and learning process to enhance the understanding level of the learners. Hybrid virtual strategy makes use of both synchronous and asynchronous virtual learning strategies. Depending on the learning objectives, the learner can benefit from both synchronous and asynchronous learning. In quest of eradicating pupils' poor academic performance in English studies due to numerous factors and to ascertain the effectiveness of virtual learning instructional strategies in todays' 21st century educational system, the researcher was motivated to examine the effect of synchronous, asynchronous and hybrid virtual learning instructional strategies on pupils' academic performance in English studies in Enugu West Senatorial District.

**Statement of the Problem**

It is disheartening to observe poor academic performance among pupils in English language. This poor academic performance could be attributed to many factors such as poor method of teaching and teachers' inability to effectively implement the English studies curriculum by completing weekly/ termly scheme of work due to the current sit- at -home orders every Monday especially in the Eastern regions of Nigeria. This "sit- at – home" order in the Eastern regions of Nigeria have a detrimental impact on the educational system, leading to decreased school attendance, disrupted teaching and learning process and negatively impacting pupils' academic performance in English studies and other subjects areas. It is estimated that children in the Eastern part of Nigeria miss classes for approximately 12-14 days every term because of this order and there are no positive measures to make them recover the lessons they missed every Monday. This is a gap that virtual learning instructional strategies would have filled because it offers meaningful learning beyond the classroom irrespective of geographical location or time.

To address the challenge of pupils' poor academic performance in English studies and other subjects due to the current sit-at-home order in the Eastern regions of Nigeria, it is pertinent to implement to adopt the three forms of virtual learning instructional strategies as alternative instructional strategies (synchronous, asynchronous and hybrid) which can provide access to educational resources and effective learning beyond the four walls of a physical classroom/school. Few private schools are increasingly incorporating virtual learning instructional strategies to enhance their learners' educational experience and flexibility irrespective of the sit-at-home order, pubic holidays and many more factors which could disrupt academic schedules and access to education. Some schools (mostly public schools) are yet to adopt virtual learning instructional strategies due to factors such as perceives lower effectiveness compared to the traditional in-person instruction and other budgetary constraints and challenges related to equitable access to technology, ICT infrastructural facilities, internet access, digital literacy, technical skills, parents/ learners' motivation and many more.

It is against this back drop in our educational system that the researcher was motivated to examine the effectiveness of synchronous, asynchronous and hybrid virtual learning instructional strategies on pupils'

academic performance in English studies in Enugu West Senatorial District.

**Purpose of the Study**

The main purpose of this study was to examine the effect of synchronous, asynchronous and hybrid virtual learning instructional strategies on pupils' academic performance in English studies; specifically, this study examined:

i. the difference in the mean achievement scores of pupils taught English studies using synchronous and asynchronous learning instructional strategies.
ii. the difference in the mean achievement scores of pupils taught English studies using hybrid and synchronous virtual learning instructional strategies.
iii. the difference in the mean achievement scores of pupils taught English studies using hybrid and asynchronous virtual learning instructional strategies.
iv. the difference in the mean achievement scores of pupils taught English studies using synchronous, asynchronous and hybrid virtual learning instructional strategies.

**Research Questions**

The following research questions were raised to guide the study.

i. What is the difference in the mean achievement scores of pupils taught English studies using synchronous and asynchronous learning instructional strategies?
ii. What is the difference in the mean achievement scores of pupils taught English studies using hybrid and synchronous virtual learning instructional strategies?
iii. What is the difference in the mean achievement scores of pupils taught English studies using hybrid and asynchronous virtual learning instructional strategies?
iv. What is the difference in the mean achievement scores of pupils taught English studies using synchronous, asynchronous and hybrid virtual learning instructional strategies?

**1.6 Research Hypotheses**

The following null hypotheses were tested at .05 level of significance.

**$Ho_1$:** There is no significant difference in the mean achievement scores of pupils taught English studies using synchronous and asynchronous learning instructional strategies.

**$Ho_2$:** There is no significant difference in the mean achievement scores of pupils taught English studies using hybrid and synchronous virtual learning instructional strategies.

**$Ho_3$:** There is no significant difference in the mean achievement scores of pupils taught English studies using hybrid and asynchronous virtual learning instructional strategies.

**$Ho_4$:** There is no significant difference in the mean achievement scores of pupils taught English studies using synchronous, asynchronous and hybrid virtual learning instructional strategies.

## METHODOLOGY

This study adopted a non- equivalent pretest posttest quasi experimental research design. The area of study was Enugu West Senatorial District of Enugu State, which has five local government areas and these are Aniniri, Awgu, Ezeagu, Oji River and Udi. The population of the study comprises all the 8,750 primary four pupils from 125 private nursery schools in the five local government areas in Enugu West Senatorial District. A sample size of 140 primary four pupils from four streams of primary four intact classes in four private nursery schools in Enugu West Senatorial District were selected for this study using purposive sampling technique. English Studies Performance Test Instrument (ESPTI) designed by the researcher was used for data collection at pretest and posttest level to measure pupils' academic performance through their mean achievement scores.

English Studies Performance Test Instrument (ESPTI) was face validated by three experts and subjected to a reliability test using a test retest method with a stream of 35 primary four pupils in private nursery school who were not part of the study sample. A correlation coefficient of .80 was obtained using Pearson Product Moment Correlation Coefficient (PPMC) and thus proved that the instrument was highly reliable for the study. The research questions were answered using mean and standard deviation while the hypotheses were tested using Analysis of Covariance (ANCOVA) at .05 level of significance.

## RESULTS

**Research Question One**

What is the difference in the mean achievement scores of pupils taught English studies using synchronous and asynchronous learning instructional strategies?

**Table 1.1: Summary of mean and standard deviation of the difference in the mean achievement scores of pupils taught English studies using synchronous and asynchronous learning instructional strategies (N =70)**

| Instructional strategies | N | Pre-test | | Post-test | | Mean Scores | Mean Difference |
|---|---|---|---|---|---|---|---|
| | | Mean | SD | Mean | SD | | |
| Synchronous | 35 | 39.29 | 6.08 | 70.57 | 8.20 | 31.28 | 5.7 |
| Asynchronous | 35 | 40.43 | 9.42 | 66.14 | 8.41 | 25.71 | |

**Remark: Synchronous > Asynchronous Source: Field Data (2024)**

The result in **Table** 1.1 reveals that the pretest–posttest mean difference of 31.28 obtained by the pupils taught English studies using synchronous instructional strategy was greater than that of 25.71 obtained by their counterparts taught using the asynchronous instructional strategy. The pretest and posttest standard deviation scores of 6.08 and 8.20 as well as 9.42 and 8.41 obtained by the pupils taught with the synchronous and asynchronous instructional strategies respectively showed that pupils taught using synchronous instructional strategy had the higher mean score difference.

**Research Question Two**

What is the difference in the mean achievement scores of pupils taught English studies using hybrid and synchronous virtual learning instructional strategies?

**Table 1.2: Summary of mean and standard deviation of the difference in the mean achievement scores of pupils taught English studies using hybrid and synchronous virtual learning instructional strategies (N =70)**

| Instructional strategies | N | Pre-test | | Post-test | | Mean Scores | Mean Difference |
|---|---|---|---|---|---|---|---|
| | | Mean | SD | Mean | SD | | |
| Hybrid virtual learning | 35 | 40.00 | 6.97 | 75.43 | 9.58 | 35.43 | 4.15 |
| Synchronous | 35 | 39.29 | 6.08 | 70.57 | 8.20 | 31.28 | |

**Remark: Hybrid > Synchronous Source: Field Data (2024)**

The result in Table 1.2 reveals that the pretest–posttest mean difference of 35.43 obtained by the pupils taught English studies using hybrid virtual learning strategy was greater than that of 31.28 obtained by their counterparts taught using the synchronous instructional strategy. The pretest and posttest standard deviation scores of 6.97 and 9.58 as well as 6.08 and 8.20 obtained by the pupils taught with the hybrid virtual learning and synchronous instructional strategies respectively showed that pupils taught using hybrid virtual learning strategy had the higher mean score difference.

**Research Question Three**

What is the difference in the mean achievement scores of pupils taught English studies using asynchronous hybrid and asynchronous virtual learning instructional strategies?

**Table 1.3: Summary of mean and standard deviation of the difference in the mean achievement scores of pupils taught English studies using hybrid and asynchronous virtual learning instructional strategies (N =70)**

| Instructional strategies | N | Pre-test | | Post-test | | Mean Scores | Mean Difference |
|---|---|---|---|---|---|---|---|
| | | Mean | SD | Mean | SD | | |
| Hybrid virtual learning | 35 | 40.00 | 6.97 | 75.43 | 8.41 | 35.43 | 9.72 |
| Asynchronous | 35 | 40.43 | 9.42 | 66.14 | 9.58 | 25.71 | |

**Remark: Hybrid > Asynchronous Source: Field Data (2024)**

The result in Table 1.3 reveals that the pretest–posttest mean difference of 35.43 obtained by the pupils taught English studies using hybrid virtual learning strategy was greater than that of 25.71 obtained by their counterparts taught using the asynchronous instructional strategy. The pretest and posttest standard deviation scores of 6.97 and 9.58 as well as 9.42 and 8.41 obtained by the pupils taught with the hybrid virtual learning and asynchronous instructional strategies respectively showed that pupils taught using hybrid virtual learning strategy had the higher mean score difference.

**Research Question Four**

What is the difference in the mean achievement scores of pupils taught English studies using synchronous, asynchronous and hybrid virtual learning instructional strategies?

**Table 1.4: Summary of mean and standard deviation of the difference in the mean achievement scores of pupils taught English studies using synchronous, asynchronous and hybrid virtual learning instructional strategies (N =105)**

| Instructional strategies | N | Pre-test | | Post-test | | Mean Sores | Mean Difference |
|---|---|---|---|---|---|---|---|
| | | Mean | SD | Mean | SD | | |
| Synchronous | 35 | 39.29 | 6.08 | 70.57 | 8.20 | 31.28 | 6. 94 |
| Asynchronous | 35 | 40.43 | 9.42 | 66.14 | 8.41 | 25.71 | |
| Hybrid virtual learning | 35 | 40.00 | 6.97 | 75.43 | 9.58 | 35.43 | |
| | | | | | | | |

**Remark: Hybrid > Synchronous > Asynchronous Source: Field Data (2024)**

The result in Table 1.4 reveals that the pretest–posttest mean difference of 35.43 obtained by the pupils taught English studies using hybrid virtual learning strategy was greater than that of 31.28 obtained by their counterparts taught using the synchronous instructional strategy which was greater than that of 25.71 obtained by those taught using the asynchronous instructional strategy. The result revealed that pupils taught using hybrid virtual learning strategy had the highest mean score difference, followed by those in the synchronous and asynchronous.

**Testing of Hypotheses**

**Hypothesis One**

There is no significant difference in the mean achievement scores of pupils taught English studies using synchronous and asynchronous learning instructional strategies.

**Table 1.5: Summary of result of ANCOVA analysis of the difference in the mean achievement scores of pupils taught English studies using synchronous and asynchronous learning instructional strategies (n=70)**

| Source | Type III Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Corrected Model | 491.83[a] | 2 | 245.92 | 3.63 | .03 |
| Intercept | 9621.03 | 1 | 9621.03 | 141.85 | .00 |
| Pretest | 148.62 | 1 | 148.62 | 2.19 | .14 |
| Instructional strategies | 375.03 | 1 | 375.03 | 5.53 | .02 |
| Error | 4544.24 | 67 | 67.83 | | |
| Total | 332125.00 | 70 | | | |
| Corrected Total | 5036.07 | 69 | | | |

**Remark: Synchronous > Asynchronous Source: Field Data (2024)**

The result in Table 1.5 shows the F-value of 5.53 and the corresponding probability level of significance of .02 alpha at 1 and 67 degrees of freedom. This level of significance is less than .05 in which the decision is based. With this result, the null hypothesis was rejected. This implies that there is significant difference in the mean achievement scores of pupils taught English studies using synchronous and asynchronous learning instructional strategies.

**Hypothesis Two**

There is no significant difference in the mean achievement scores of pupils taught English studies using hybrid and synchronous virtual learning instructional strategies.

**Table 1.6: Summary of result of ANCOVA analysis of the difference in the mean achievement scores of pupils taught English studies using hybrid and synchronous virtual learning instructional strategies (n=70)**

| Source | Type III Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Corrected Model | 1453.44[a] | 2 | 726.72 | 11.15 | .00 |
| Intercept | 4377.17 | 1 | 4377.17 | 67.16 | .00 |
| Pretest | 1040.58 | 1 | 1040.58 | 15.97 | .00 |
| Instructional strategies | 342.35 | 1 | 342.35 | 5.25 | .03 |
| Error | 4366.56 | 67 | 65.17 | | |
| Total | 378850.00 | 70 | | | |
| Corrected Total | 5820.00 | 69 | | | |

**Remark: Hybrid > Synchronous Source: Field Data (2024)**

The result in Table 1.6 shows the F-value of 5.25 and the corresponding probability level of significance of .03 alpha at 1 and 67 degrees of freedom. This level of significance is less than .05 in which the decision is based. With this result, the null hypothesis was rejected. This implies there is significant difference in the mean achievement scores of pupils taught English

studies using hybrid and synchronous virtual learning instructional strategies.

**Hypothesis Three**

There is no significant difference in the mean achievement scores of pupils taught English studies using hybrid and asynchronous virtual learning instructional strategies.

**Table 1.7: Summary of result of ANCOVA analysis of the difference in the mean achievement scores of pupils taught English studies using asynchronous and hybrid virtual learning instructional strategies (n=70)**

| Source | Type III Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Corrected Model | 2372.47[a] | 2 | 1186.23 | 17.06 | .00 |
| Intercept | 7932.74 | 1 | 7932.74 | 114.07 | .00 |
| Pretest | 863.54 | 1 | 863.54 | 12.42 | .00 |
| Instructional strategies | 1568.35 | 1 | 1568.35 | 22.55 | .00 |
| Error | 4659.32 | 67 | 69.54 | | |
| Total | 357775.00 | 70 | | | |
| Corrected Total | 7031.79 | 69 | | | |

**Remark: Hybrid > Asynchronous Source: Field Data (2024)**

The result in Table 1.7 shows the F-value of 22.55 and the corresponding probability level of significance of .00 alpha at 1 and 67 degrees of freedom. This level of significance is less than .05 in which the decision is based. With this result, the null hypothesis was rejected. This implies there is significant difference in the mean achievement scores of pupils taught English studies using hybrid and asynchronous virtual learning instructional strategies.

**Hypothesis Four**

There is no significant difference in the mean achievement scores of pupils taught English studies using synchronous, asynchronous and hybrid virtual learning instructional strategies.

**Table 1.8: Summary of result of ANCOVA analysis of the difference in the mean achievement scores of pupils taught English studies using synchronous, asynchronous and hybrid virtual learning strategies (n=105)**

| Source | Type III Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Corrected Model | 8892.85[a] | 3 | 2223.21 | 33.44 | .00 |
| Intercept | 12268.46 | 1 | 12268.46 | 184.55 | .00 |
| Pretest | 1134.28 | 1 | 1134.28 | 17.06 | .00 |
| Instructional strategies | 7882.76 | 2 | 2627.59 | 39.53 | .00 |
| Error | 8974.29 | 101 | 66.48 | | |
| Total | 643650.00 | 105 | | | |
| Corrected Total | 17867.14 | 104 | | | |

**Remark: Hybrid > Synchronous > Asynchronous Source: Field Data (2024)**

The result in Table 1.8 shows the F-value of 39.53 and the corresponding probability level of significance of .00 alpha at 3 and 101 degrees of freedom. This level of significance is less than .05 in which the decision is based. With this result, the null hypothesis was rejected. This implies there is significant difference in the mean achievement scores of pupils taught English studies using hybrid, synchronous and asynchronous virtual learning instructional strategies.

## FINDINGS

From the results analyzed; these were the major findings of the study.

i. There is a significant difference in the mean achievement scores of pupils taught English studies using synchronous and asynchronous virtual learning instructional strategies.

ii. There is a significant difference in the mean achievement scores of pupils taught English studies using hybrid and synchronous virtual learning instructional strategies.

iii. There is a significant difference in the mean achievement scores of pupils taught English studies using hybrid and asynchronous virtual learning instructional strategies.

iv. There is a significant difference in the mean achievement scores of pupils taught English studies using hybrid, synchronous and asynchronous virtual learning instructional strategies.

**Synchronous, Asynchronous Virtual Learning Instructional Strategies and Pupils' Mean Achievement Scores in English studies**

The results in Table 1.1 and 1.5 revealed that there is a significant difference in the mean achievement scores of pupils taught English studies using

synchronous and asynchronous virtual learning instructional strategies. Pupils taught English studies using synchronous virtual learning instructional strategy had higher mean achievement scores compared to their counterparts taught using asynchronous virtual learning instructional strategy. The reason for the observed result could be attributed to the fact that synchronous virtual learning instructional strategy enables learners to gain immediate feedback from instructors. When meeting in real time, learners can ask the instructor to elaborate or clarify concepts in the moments and this is something they cannot do when learning asynchronously. This could enhance learners' understanding of the materials more quickly.

This finding is in consonance with the findings of Ocheni and Adebayo (2021) which stipulates that synchronous virtual learning instructional strategy improves students' academic performance more significantly than asynchronous virtual learning instructional strategy because it create a sense of urgency, real time deadlines and expectation that leads to greater participation. When given learners the option to complete tasks on their own time table, many learners will wait until the last possible moment. Furthermore, Alkali and Oyewola (2019) also investigated into the effectiveness of asynchronous and synchronous e-learning mode on students' academic performance in National Open University (NOUN) Maiduguri, the result revealed that students in the synchronous mode had higher academic performance than t their counterparts in asynchronous mode.

This finding disagrees with the finding of Fendi (2024) which reveals that students are better at making oral presentation when learning is carried out asynchronously than when it is carried out synchronously. Udofia and Tommy (2021) reveals that students who learnt using the asynchronous instructional strategy were better motivated and scored higher in advanced educational research than their counter parts who learnt through the lecture method (traditional method) At the same time, asynchronous learning allows the students to self-explore and research the topics assigned to them. Students also felt that asynchronous activities create a burden because of many written assignments to be submitted within a short period.

**Hybrid, Synchronous Virtual Learning Instructional Strategies and Pupils' Mean Achievement Scores in English studies**

The results in Table 1.2 and 1.6 showed that there is a significant difference in the mean achievement scores of pupils taught English studies using hybrid virtual learning instructional strategy and synchronous virtual learning instructional strategies. Pupils taught English studies using hybrid virtual learning instructional strategy had higher mean achievement scores compared to their counterparts taught using synchronous virtual learning instructional strategy. The reason for the observed result could be attributed to the fact that hybrid virtual learning instructional strategy gives access to online laboratory, multimedia contents and virtual labs which offers learners a richer and more diverse learning environment potentially leading to a deeper understanding of the learning materials.

This finding is in consonance with the findings of Anjuma and Ali (2024) in a study that examined the impact of synchronous virtual learning model and hybrid virtual learning model on students' engagement and academic performance at University level. The finding revealed that both synchronous virtual learning model and hybrid virtual learning models had significant positive impact on students' engagement and academic performance, but the effect vary. Students in the hybrid virtual learning model reported higher engagement and better academic performance compared to those in the synchronous virtual learning model. Factors such as quality of digital resources interaction with instructors and peer collaboration were found to influence this success.

Hybrid virtual learning instructional strategy enables collaborations across different cultures and geographical locations, allowing learners to collaborate and gain international perspectives and experiences. Integrating in- person and online learning in a hybrid virtual learning strategy offers a continuous learning experience where learning activities are not confined to a classroom, this in turn leads to better retention of information and a more cohesive educational experience as students can constantly connect theory to practice.

**Hybrid, Asynchronous Virtual Learning Instructional Strategies and Pupils' Mean Achievement Scores in English studies**

The results in Table 1.3 and 1.7 showed that there is a significant difference in the mean achievement scores of pupils taught English studies using hybrid virtual learning instructional strategy and asynchronous virtual learning instructional strategies. Pupils taught English studies using hybrid virtual learning instructional strategy had higher mean achievement scores compared to their counterparts taught using asynchronous virtual learning instructional strategy. The reason for the observed result could be attributed to the fact that hybrid virtual learning instructional strategy provides the benefit of traditional learning as well as the flexibility and accessibility of online learning. This finding gains support from the findings of Spadaro (2023) which revealed that students in hybrid modality of learning indicated that students had significantly higher mean scores than students in traditional schedules. The solitary nature of asynchronous learning can be detrimental to students' mental health and academic results, if it's not paired with some sort of real- time follow up.

**Hybrid, Synchronous and Asynchronous Virtual Learning Instructional Strategies and Pupils' Mea Achievement Scores in English studies**

The results in Table 1.4 and 1.8 showed that there is a significant difference in the mean achievement scores of pupils taught English studies using hybrid, synchronous, asynchronous and virtual learning instructional strategies. Pupils taught English studies using hybrid virtual learning instructional strategy had higher mean achievement scores compared to their counterparts taught using synchronous virtual learning instructional strategy and asynchronous virtual learning instructional strategies. The reason for the observed result could be attributed to the fact that hybrid virtual learning instructional strategy is most effective because it is a blend of both asynchronous virtual learning instructional strategy and synchronous virtual learning instructional strategies. Hybrid virtual learning instructional strategy has the potential to decrease educational expenses by minimizing the requirements for physical infrastructure and resources.

This finding agrees with the finding of Anjuma and Ali (2024) which reveals that students in hybrid learning environments had higher engagement and better academic performance compared to those in the fully remote setting. Factors such as quality of digital resources, interactions with instructors and peer collaboration were found to influence these positive outcomes. Valdez and Villaver (2023) also affirms that hybrid/ blended e-learning is the most effective virtual learning strategy. Amita (2020) opined that even though there could be a preference for both e- learning methods, both synchronous and asynchronous virtual learning instructional strategy if combined rightly, could help teachers and learners achieve a successful academic outcome.

## CONCLUSION

Based on the findings of this study, it was concluded that synchronous, asynchronous and hybrid virtual learning instructional strategies are effective instructional strategies to enhance pupils academic performance in English studies even beyond the four walls of a physical classroom. Secondly, hybrid virtual learning instructional strategy is the most effective instructional strategy in enhancing pupils' academic performance in English studies because pupils taught English studies using hybrid virtual learning instructional strategy had the highest mean achievement scores when compared with their counterparts that were taught using synchronous and asynchronous virtual learning instructional strategies.

## RECOMMENDATIONS

**Based on the conclusion of this study, the following recommendations were made.**

i. Teachers should strive to enhance pupils' academic performance in English studies and extend learning beyond the physical classrooms by adopting synchronous, asynchronous and hybrid virtual learning instructional strategies.
ii. Private school authorities and Government should provide ICT facilities, power supply and internet connectivity in schools to enable the utilization of synchronous, asynchronous and hybrid virtual learning instructional strategies.
iii. Government should generate educational policies in this 21st century such that teachers' employability and teaching effectiveness are not only based on academic certification but on teachers' computer literacy level and ability to operate emerging technological tools in the classrooms.
iv. School authorities and Government should train teachers through workshops, seminars conferences and many more on how to upload curriculum oriented and developmentally appropriate learning contents in their various virtual learning platforms.

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