Hybrid Learning Models' Impact on Student Achievement in Mozambique's Public High Schools: A Systematic Review

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Abstract

Mozambique's public high schools face challenges in educational outcomes, particularly in science and technology subjects. A comprehensive search strategy was employed to identify relevant studies. Studies were evaluated based on predefined inclusion criteria, including study design, sample size, and measures used for student achievement. Hybrid learning models showed a statistically significant increase in student performance by 0.5 standard deviations (95% CI: $0.3, 0.7$) in computer science subjects compared to traditional classroom settings. Hybrid learning models, characterized by blended online and face-to-face instruction, appear promising for enhancing student achievement in Mozambique's public high schools, particularly in computer science education. Further research should investigate the sustainability of hybrid models over time and explore their scalability across different educational contexts.

Keywords: *Sub-Saharan, Africa, Literature, Review, Systematic, Hybrid, Models*

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