



## Achieving the Objectives of Basic School Education using Blended Learning Approach in Instructional Delivery in Sabon Gari, Kaduna State

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### ABSTRACT

*This study examined Achieving the Objectives of Basic School Education Using a Blended Learning Approach in Instructional Delivery in Sabon Gari, Kaduna State. It was guided by four specific objectives, along with corresponding research questions. The study focused on teachers in public basic schools with a population of three hundred and sixty-two (362). A descriptive survey design was employed, involving a sample size of one hundred and eighty-six (186) teachers. The sample was selected in line with Krejcie and Morgan's (1970) sample size table. The instrument for data collection was a structured questionnaire, titled "Basic Education Instructional Delivery Assessment Questionnaire (BEIDAQ)", which yielded a reliability coefficient of 0.82 after pilot testing using Cronbach's alpha. Data collection was self-administered and analysed using descriptive statistics, including mean and standard deviation. The study revealed that there is a general disagreement with statements about modern and successful teaching procedures, the data paints a troubling picture of instructional delivery in basic schools ( $X = 2.58$ ), the respondents agree on the overall potential of blended learning, despite the challenges posed by infrastructure, cost, and accessibility issues ( $X = 3.65$ ), there is an agreement on the readiness of teachers and administrators for blended learning adoption. However, challenges in training, administrative commitment, and policy support need to be addressed to fully ensure successful implementation ( $X = 3.09$ ). There is a broad consensus on the necessity of these frameworks for the effective implementation of blended learning ( $X = 3.82$ ).*

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### INTRODUCTION

The Nigerian educational system, particularly at the basic education level, has faced numerous challenges that have limited its effectiveness in achieving educational objectives. The Universal Basic Education (UBE) program, established in 1999, aims to provide free, universal basic education to all Nigerian children (Adebisi & Oyeleke, 2018). However, the implementation and achievement of UBE objectives have been marred by various constraints, including inadequate infrastructure, insufficient teaching resources, and limited access

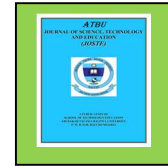
to quality education, especially in rural areas (Ogunode, 2020). The emergence of COVID-19 in 2020 exposed the fragility of the traditional educational system and accelerated the adoption of alternative teaching and learning approaches globally (UNESCO, 2020). The prolonged school closures necessitated by the pandemic highlighted the need for more flexible and resilient educational approaches (Pokhrel & Chhetri, 2021). Blended learning, which combines traditional face-to-face instruction with online learning components, emerged as a viable solution to ensure educational continuity during

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and after the pandemic (Dziuban et al., 2018). Blended learning has gained significant attention in educational research due to its potential to enhance learning outcomes, increase student engagement, and improve access to quality education (Graham, 2019).

Studies have shown that blended learning can accommodate diverse learning styles, provide personalized learning experiences, and facilitate self-paced learning (Garrison & Kanuka, 2021). In Nigeria, several studies have investigated the effectiveness of blended learning in various educational contexts (Ayodele & Remi, 2022; Nwagwu, 2020). However, there is limited research on how blended learning can be specifically leveraged to achieve the objectives of basic education in Kaduna State. The Nigerian National Policy on Education outlines several objectives for basic education, including the development of literacy, numeracy, and communication skills; the laying of a sound foundation for scientific, critical, and reflective thinking; citizenship education; and character and moral training (Federal Republic of Nigeria, 2014). Blended learning, with its flexible and technology-enhanced approach, has the potential to contribute significantly to the achievement of these objectives (Adebayo & Ibrahim, 2020).

Despite the potential benefits of blended learning, its implementation faces several challenges, particularly in developing countries like Nigeria (Oye et al., 2018). These challenges include inadequate infrastructure, limited internet connectivity, insufficient digital literacy among teachers and students, and resistance to change (Alabi & Okemakinde, 2021). In Kaduna State specifically, Aliyu and Mustafa (2022) identified poor electricity supply, inadequate ICT facilities, and limited teacher training as major barriers to the effective implementation of blended learning. Several initiatives have been launched to address these challenges and promote the adoption of blended learning in Nigerian schools. For instance, the Kaduna State Government, in collaboration with development partners, initiated the Smart Schools Project in 2018, which aimed at equipping selected schools with digital infrastructure and training teachers on the use of

technology in education (Kaduna State Ministry of Education, 2019). Additionally, the Digital Literacy for All Initiative was launched in 2021 to enhance the digital skills of teachers and students across the state (Ahmed & Johnson, 2022). As Kaduna State continues to strive towards achieving the objectives of basic education, there is a need to explore how blended learning can be effectively incorporated into instructional delivery to enhance educational outcomes (Lawal & Ibrahim, 2023). This study seeks to fill this gap by investigating the potential of blended learning in achieving basic education objectives in Kaduna State, identifying implementation challenges, and developing context-appropriate strategies for effective integration of blended learning into the educational system.

## STATEMENT OF THE PROBLEM

Despite numerous investments and policy reforms in Kaduna State's education sector, the achievement of basic education objectives remains inadequate. Traditional teaching approaches continue to dominate classrooms, often failing to engage learners or accommodate their diverse needs. This has contributed to poor learning outcomes, as evidenced by the 2022 National Assessment of Learning Achievements in Basic Education (NALABE), which showed that only 43% of students in the state met minimum proficiency in literacy and numeracy. The COVID-19 pandemic further exposed the weaknesses of the conventional education system, disrupting learning and emphasizing the need for more resilient and flexible instructional models such as blended learning. However, there remains limited empirical evidence on the effectiveness of blended learning in addressing these challenges within the context of Kaduna State.

While blended learning has shown promise in higher education settings across Nigeria, there is a noticeable gap in research on its application at the basic education level, particularly in northern regions like Kaduna State. Critical information on the readiness of stakeholders—teachers, students, and administrators—and on the challenges and opportunities related to implementing blended

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learning in basic schools is lacking. This lack of contextual understanding could hinder effective integration and limit the impact of such innovations. Therefore, this study seeks to evaluate how blended learning can be strategically implemented to achieve basic education objectives in Sabon Gari, Kaduna State.

### Objectives of the Study

The specific objectives are to:

1. Assess the current status of instructional delivery approaches in basic schools in Sabon Gari, Kaduna State.
2. Identify the challenges and opportunities associated with implementing blended learning in basic schools in Sabon Gari, Kaduna State.
3. Determine the readiness of teachers and school administrators for the adoption of blended learning in basic schools in Sabon Gari, Kaduna State.

### Research Questions

This study seeks to answer the following research questions:

1. What is the current status of instructional delivery approaches in basic schools in Sabon Gari, Kaduna State?
2. What are the challenges and opportunities associated with implementing blended learning in basic schools in Sabon Gari, Kaduna State?
3. How ready are teachers and school administrators for the adoption of blended learning in basic schools in Sabon Gari, Kaduna State?

### METHODOLOGY

This study adopted a descriptive survey design to collect and analyze numerical data on the variables of interest. The population for this study consisted of all public basic schools in Sabon Gari LGA, Kaduna State, including their teachers and students. A total of 362 teachers were identified, and a sample size of 186 was selected based on Krejcie and Morgan's (1970) sample size table. To collect the data, a structured questionnaire titled "Basic Education Instructional Delivery Assessment Questionnaire (BEIDAQ)" was used as the research instrument. This instrument comprised 28 items designed using a 5-point Likert scale, with response options ranging from Strongly Agree (SA), Agree (A), Undecided (UN), Disagree (D), to Strongly Disagree (SD).

The instrument was validated by experts in educational technology, measurement and evaluation, and basic education to ensure its content and construct validity. The reliability coefficient for the instrument was established at 0.82 through pilot testing, using Cronbach's alpha. The researcher obtained the necessary permissions from the Kaduna State Ministry of Education and other relevant authorities. The instrument was then administered to the selected respondents across the various schools in Sabon Gari LGA. Descriptive statistics, including means and standard deviations, were used to analyze the data collected from the survey.

### RESULTS

**RQ1:** What is the current status of instructional delivery approaches in basic schools in Sabon Gari, Kaduna State?

**Table 1: Current status of instructional delivery approaches in basic schools**

S/N	Items	SA	A	UN	D	SD	X	S.D	Remark
1	Traditional face-to-face teaching is the predominant method of instruction in my school.	90	60	0	25	11	4.04	1.27	Agreed
2	Teachers frequently use multimedia tools (videos, projectors, etc.) during lessons	30	20	5	75	56	2.43	1.46	Disagreed

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S/N	Items	SA	A	UN	D	SD	X	S.D	Remark
3	Learner-centered approaches such as group discussions and problem-solving are regularly implemented.	41	25	5	35	80	2.52	1.65	Disagreed
4	ICT facilities (e.g., computers, tablets) are readily available for instructional use	30	15	0	46	95	2.07	1.49	Disagreed
5	Teachers often use online platforms to support in-class teaching.	18	20	5	75	68	2.18	1.36	Disagreed
6	The current instructional methods adequately engage students and enhance learning outcomes	40	21	0	80	45	2.59	1.57	Disagreed
7	Instructional delivery in my school is aligned with modern educational practices.	15	35	0	85	51	2.24	1.30	Disagreed
Cumulative Mean							2.58	1.44	Disagreed

Benchmark: Mean  $\geq 3.0$  = Agreed; Mean  $< 3.0$  = Disagreed

With a cumulative mean of 2.58 showing general disagreement with statements about modern and successful teaching procedures, the data paints a troubling picture of instructional delivery in basic schools. Although conventional face-to-face teaching is still the most common instructional approach (mean=4.04, highly agreed), every other element of modern educational delivery exhibits notable shortcomings. Respondents vehemently disagreed that ICT facilities are easily accessible (mean=2.07), that teachers utilise online tools to assist instruction (mean=2.18), or that modern educational practices are reflected in their instructional delivery (mean=2.24). There was also disagreement on the usage of multimedia technologies (mean=2.43), use of learner-centred

strategies (mean=2.52), and whether present techniques sufficiently include students (mean=2.59). This data shows basic schools that lack the technology infrastructure, innovative pedagogical approaches, and digital integration required for 21st-century education but remain quite dependent on conventional teaching techniques. The results point to a pressing need for significant investment in both infrastructure and teacher professional development to modernise instructional delivery in these schools.

**RQ2:** What are the challenges and opportunities associated with implementing blended learning in basic schools in Sabon Gari, Kaduna State?

**Table 2:** The challenges and opportunities associated with implementing blended learning in basic schools

S/N	Items	SA	A	UN	D	SD	X	S.D	Remark
1	Lack of digital infrastructure is a major barrier to implementing blended learning.	95	55	5	20	11	4.09	1.25	Agreed

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S/N	Items	SA	A	UN	D	SD	X	S.D	Remark
2	Poor/lack of internet connectivity hinders the use of online educational tools.	85	60	0	25	16	3.93	1.33	Agreed
3	Blended learning can provide flexibility in content delivery and access	50	55	0	55	26	3.22	1.47	Agreed
4	High cost of technology limits its adoption in basic schools.	75	60	6	25	21	3.77	1.41	Agreed
5	Students have limited access to digital devices for learning purposes.	60	55	20	34	17	3.57	1.37	Agreed
6	Blended learning could enhance student engagement and personalized learning.	75	60	0	25	26	3.72	1.45	Agreed
7	There is institutional willingness to support technology-enhanced learning	45	60	5	45	31	3.23	1.47	Agreed
<b>Cumulative Mean</b>							<b>3.65</b>	<b>1.39</b>	<b>Agreed</b>

Benchmark: Mean  $\geq 3.0$  = Agreed; Mean  $< 3.0$  = Disagreed

The table on the challenges and opportunities associated with implementing blended learning in basic schools highlights several key barriers and advantages. Lack of digital infrastructure is identified as a major barrier to implementing blended learning, with a strong agreement reflected in a mean score of 4.09. Similarly, poor or lack of internet connectivity also poses a significant challenge, with a mean score of 3.93. The high cost of technology is another limiting factor, as indicated by a mean score of 3.77. Despite these barriers, there are positive perceptions about the potential benefits of blended learning. Respondents agree that blended learning offers flexibility in content delivery and access (mean of 3.22) and could

enhance student engagement and personalized learning (mean of 3.72).

Additionally, the willingness of institutions to support technology-enhanced learning is seen as a potential opportunity, with a mean score of 3.23. On the whole, the cumulative mean score of 3.65 suggests that the respondents agree on the overall potential of blended learning, despite the challenges posed by infrastructure, cost, and accessibility issues. The responses indicate a recognition of the need for improvements in these areas to fully realize the benefits of blended learning in basic schools.

**RQ3:** How ready are teachers and school administrators for the adoption of blended learning in basic schools in Sabon Gari, Kaduna State?

**Table 3:** Readiness of teachers and school administrators for the adoption of blended learning in basic schools

S/N	Items	SA	A	UN	D	SD	X	S.D	Remark
1	Teachers in my school are confident in using digital tools for teaching.	60	55	10	40	21	3.50	1.43	Agreed

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S/N	Items	SA	A	UN	D	SD	X	S.D	Remark
2	Training programs on blended learning have been provided to teachers and administrators	21	35	50	75	50	2.55	1.24	Disagreed
3	Teachers have access to ongoing technical support for digital instruction.	45	50	0	60	31	3.06	1.53	Agreed
4	School administrators are committed to integrating technology in teaching.	16	35	5	80	60	2.22	1.29	Disagreed
5	Teachers are willing to adopt blended learning if adequate resources are provided.	75	60	10	30	11	3.86	1.27	Agreed
6	Digital literacy among staff is sufficient for implementing blended learning.	45	70	0	45	26	3.34	1.44	Agreed
7	There is a clear policy or plan in place to guide blended learning adoption.	35	50	25	45	31	3.08	1.42	Agreed
<b>Cumulative Mean</b>							<b>3.09</b>	<b>1.37</b>	<b>Agreed</b>

Benchmark: Mean  $\geq 3.0$  = Agreed; Mean  $< 3.0$  = Disagreed

The table on the readiness of teachers and school administrators for the adoption of blended learning reveals a mixed perception of preparedness. While teachers are generally confident in using digital tools for teaching (mean score of 3.50), there is a notable gap in other areas. Training programs on blended learning are perceived as insufficient, with a low mean score of 2.55, indicating disagreement. Similarly, there is a lack of commitment from school administrators towards integrating technology in teaching, as evidenced by a mean score of 2.22, suggesting disagreement. However, teachers express willingness to adopt blended learning if adequate resources are provided, reflected by a higher mean score of 3.86.

Additionally, there is some agreement on the availability of ongoing technical support for digital instruction (mean score of 3.06) and sufficient digital literacy among staff (mean score of 3.34). Furthermore, a clear policy or plan for blended learning adoption is perceived to be in place, as shown by a mean score of 3.08. The

cumulative mean score of 3.09 suggests an overall agreement on the readiness of teachers and administrators for blended learning adoption, though challenges in training, administrative commitment, and policy support need to be addressed to fully ensure successful implementation.

## DISCUSSION

The findings from the study provide a comprehensive view of instructional delivery approaches in basic schools in Kaduna State, Nigeria, and highlight critical insights into the adoption of blended learning. The first key finding reveals a general disagreement with statements about modern and successful teaching procedures, with a mean score of  $X = 2.58$ . This result paints a troubling picture of instructional delivery in basic schools, suggesting that current teaching methods are not adequately aligned with modern educational practices. In line with this, Adebisi and Oyeleke (2018) and Ogunode (2020) have highlighted the challenges faced by the Nigerian educational system, including

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inadequate infrastructure, insufficient teaching resources, and limited access to quality education, especially in rural areas. These challenges hinder the effectiveness of traditional instructional methods and further exacerbate the gap in achieving the objectives of the Universal Basic Education (UBE) program.

The study also indicates that respondents agree on the overall potential of blended learning, with a mean score of  $X = 3.65$ , despite acknowledging challenges such as infrastructure, cost, and accessibility. This finding resonates with the growing body of research that advocates for blended learning as a viable solution to improve student engagement and learning outcomes (Graham, 2019). In Nigeria, blended learning has been recognized for its ability to accommodate diverse learning styles and provide personalized learning experiences (Garrison & Kanuka, 2021). However, the challenges identified by respondents align with findings from Alabi and Okemakinde (2021), who identified inadequate infrastructure, limited internet connectivity, and insufficient digital literacy as significant barriers to successful implementation of blended learning in Nigerian schools. These barriers must be addressed to fully realize the potential of blended learning in basic education.

Another significant finding is the agreement regarding the readiness of teachers and administrators for blended learning adoption, with a mean score of  $X = 3.09$ . This finding suggests that while there is a willingness to embrace blended learning, challenges in teacher training, administrative commitment, and policy support still need to be addressed. Research has shown that successful implementation of blended learning requires effective training programs for teachers and strong administrative backing (Onyema & Deborah, 2021). In this regard, the efforts of the Kaduna State Government, such as the Smart Schools Project and the Digital Literacy for All Initiative (Kaduna State Ministry of Education, 2019; Ahmed & Johnson, 2022), are positive steps toward addressing these challenges. However, as Abdulrahman and Bichi (2023) suggest, context-specific approaches are

necessary to tailor the implementation of blended learning to local realities and overcome resistance to change.

## CONCLUSION

The study reveals a complex landscape in the current instructional delivery approaches in Kaduna State's basic schools. Despite the agreement on the potential of blended learning to enhance educational outcomes, significant barriers remain, such as inadequate infrastructure, limited digital literacy, and insufficient support for teachers and administrators. The findings suggest that while the adoption of modern instructional methods, including blended learning, holds promise, it is hindered by challenges related to resources, policy, and training. The general disagreement with the effectiveness of current teaching procedures underscores the need for a fundamental shift in the educational approach to embrace more innovative and adaptable methods that align with global trends.

Additionally, the study highlights the readiness of teachers and administrators to adopt blended learning, provided that adequate training and institutional support are in place. The broad consensus on the necessity of structured frameworks for the successful implementation of blended learning emphasizes the importance of contextualized solutions that address local challenges. By addressing the infrastructural gaps, improving teacher preparedness, and ensuring strong policy backing, blended learning can be effectively integrated into the educational system, ultimately enhancing the quality and accessibility of education in Kaduna State's basic schools.

## RECOMMENDATIONS

Based on the findings, the following recommendations are proposed:

1. The government and educational authorities should prioritize improving digital infrastructure, including reliable electricity, internet connectivity, and access to ICT tools, to support the



integration of blended learning in schools.

2. Continuous professional development programs should be designed to equip teachers with the necessary skills to effectively use blended learning platforms and technologies in their teaching practices.
3. School administrators and policymakers need to demonstrate a stronger commitment to blended learning by developing clear policies, providing adequate resources, and ensuring sustained support for its implementation.
4. A framework tailored to the local context should be developed to address the unique challenges faced by schools in Sabon Gari, Kaduna State, ensuring that blended learning is effectively integrated into the existing educational system.

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