

EXAMINING THE EXTENT OF NIGERIAN TEACHERS' READINESS TO ADOPT HYBRID TEACHING METHOD

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Abstract

Hybrid teaching, an evolving teaching method involving face-to-face and online teaching methods, currently seems to be of little or no interest to teachers. This study is aimed at examining the extent to which teachers are interested in hybrid teaching method. It is rooted in Rogers' Innovation Diffusion Theory, which explains how an innovation or a new process, such as hybrid teaching method, gets adopted, used and popularized in society. Exploratory survey design and multistage method are employed. Data are drawn from Questionnaire, and relevant library and internet print resources. One hundred and sixty (160) respondents, being 40 each, were drawn from four tertiary institutions in Ebonyi and Enugu States. The analytical techniques employed include simple percentage, Likert 5-scale coding, figures, tables, interpretive devices, systematic review, analytic description, and thematic and content analyses. The results show majority of the respondents affirming teachers' interest in hybrid teaching method to be currently low, because of the absence of enablers, such resources, technical-know-how, training, policy and administrative supports and others. The study concludes that teachers are ready to adopt hybrid teaching, but they are largely constrained by the prevalent challenges. It recommends that the concerned authorities should endeavor to provide the needed resources and other enablers for teachers, which would address the associated challenges and increase teachers' interest in hybrid teaching.

Keywords: Hybrid teaching, Teachers, Readiness, Extent, Enablers

Introduction

The use of new technologies for teaching and learning has brought to place new methods of teaching, which are online and hybrid modes of teaching. Hybrid teaching (HT) involves face-to-face and online teaching methods (Igwebuike, 2025; Obinna, 2025; Ubi & Robert, 2025; Roberts & Harris, 2023). HT is also regarded as blended teaching mode, which proffers a supplementary balance of teaching mode (Adenekan & Jatto, 2023). Snart (2010), Brunner (2006), and Olapiriyakul and Scher (2006) are of the view that hybrid teaching mode is the means of teaching that uses online platforms, offline instructional materials and learning technologies. Learning technologies are used by students for acquiring and utilizing information for pedagogic and social purposes, including for interaction with their peers and instructors (Nwode & Noke, 2025; Nwode, 2022; Osuchukwu & Ugoji, 2019; Nava, 2015; Osuchukwu, 2012 & 2011). Hybrid teaching offers learners wide range of learning and interaction opportunities (Igwebuike, 2025; Obinna, 2025; Obinna et al., 2024; Nisar et al., 2022). In the words of Igwebuike (2025), "with curriculum activities and traditional materials being available online, students can easily access them and do the needful with them" (p. 210). The methodologies of HT allow for the combination of media tools integrated into e-learning environments (Yang, 2019). Resources for teaching, learning, research and development are increased in e-learning environments. Access to information and communication resources is easier with HT than TT (Yang, 2019).

Increased access and dependence on wide range of these resources make HT mode of teaching, and learning more advantageous than the TT and OT alone (Yang, 2019). Yang's (2019) study reveals that hybrid teaching requires proper planning and research for it to be effective and useful to the students. It entails connected skill development processes in communication through the preparation and support of teachers based on literature research. The

technologies include computers, laptops, tablets, Blackboard, Google Classroom, Edmodo and Moodle, podcasts, gamification, Google Docs, Microsoft Teams, and online forums and boards. Other new technologies leveraged for teaching and learning include cloud-based collaboration tools (email, instant messaging, social media, blogs, crowd sourcing, video conferencing, and surveys); artificial intelligence (Chatbots, virtual and augmented realities, virtual tutors, adaptive learning technologies), and smart technologies like smart phones and learning Apps like DuolingoBabbel and Rosetta (Cadet et al., 2024a&b; Okpeseyi, 2022; Oluwamayomikun & Oparaku, 2022; Essien et al., 2021).

In the HT setting, students make use new media collaboration tools, such as CD-ROMs, PowerPoint slides, videos, e-mails, text messages, social media, etc., which make teaching and learning more effective (Yang, 2019; Güçyetmez & Çam, 2016; Wichadee, 2015). The combination of two modes, settings and resources, and the increased access and dependence on wide range of technological resources make hybrid teaching to be more advantageous than face-to-face or traditional and online teaching modes (Yang, 2019). In hybrid setting, students use new media collaboration tools, such as CD-ROMs, PowerPoint slides, videos, e-mails, text messages, social media, etc. that guarantee effective teaching and learning (Güçyetmez & Çam, 2016; Wichadee, 2015). Given the huge benefits of hybrid teaching, it ought to be adopted significantly. Regrettably, the current extent adoption of hybrid teaching is low. To that end, this study seeks to assess the extent of teachers' interest in hybrid teaching.

Problem Statement

The interest of many Nigerian teachers in hybrid teaching mode seems to remain, just as they are largely uninterested in the leveraging of new technologies for teaching. Most of the teachers lack digital literacy and skills. Lacking the skills causes lack of interest or low level of interest in hybrid teaching. That is also why many of them do not consider the leveraging of cutting edge technologies for educational purposes to be a dire necessity. The seeming lack of interest in hybrid teaching mode among teachers can also be attributed to the current insignificant integration of modern technologies into Nigerian educational systems, which the government and leaders of educational institutions are to blame for. In view of the foregoing, this study rises to assess the extent of teachers' readiness to adopt hybrid teaching method in Nigeria.

Aim and Objectives

The study is aimed at examining the extent to which Nigerian teachers are interested in hybrid teaching method. Its specific objectives are to:

- (i) Determine the extent to which Nigerian teachers are interested in hybrid teaching method.
- (ii) Explore factors that affect teachers' interest in hybrid teaching method.
- (iii) Ascertain ways of increasing teachers' interest in the method.

Research Questions

The study is guided by the following research questions:

- (i) To what extent are Nigerian teachers interested in hybrid teaching method?
- (ii) What factors affect teachers' interest in hybrid teaching method?
- (iii) In what ways can teachers' interest in the method be increased?

Novelty and Contributions

The significance of this study cannot be over-emphasized. This is in view of its theme and promising contributions. By engaging with the theme of teacher interest in hybrid teaching method, the study underscores the need for technology integration into teaching and learning in contemporary Nigerian schools. By determining the extent to which Nigerian teachers are interested in hybrid teaching, the study helps to educate the public on the extent to which teachers in Nigeria are ready to key into hybrid teaching method, an innovative, optimized and integrative means of teaching.

Also, the study is significant for exploring factors that affect teachers' interest in hybrid teaching method. By uncovering the factors, the public become more aware of what affect or limit the ideal interest of teachers in hybrid teaching mode. In addition, the study identifies the ways of increasing teachers' interest in hybrid method of teaching. Given its highlighted preoccupations, the study is indeed promising, contributive and novel. The reason is that by engaging with and uncovering the thematic concerns, the study has practical and theoretical implications in the areas of education, technology integration, communication, and innovation adoption.

Theoretical Framework

The study is anchored on Rogers' (1962) Innovation Diffusion Theory (IDT). IDT explains how an innovation, an idea, or a product gains momentum with time and diffuses through a specific population or social system (Rogers, 1962). Diffusion is the process of spreading a given idea or practice overtime through specific channels, such as through a social structure (Katz et al., 1963). Here, diffusion means the practice of spreading hybrid teaching among Nigerian teachers, particularly those at the tertiary level of education. The advocacy for significant diffusion of hybrid teaching makes the investigation of teachers' interest in hybrid imperative. Again, IDT states that for a new idea or an innovation to get diffused, there must be stages to follow, which are awareness, interest, evaluation, and trial and adoption stages respectively (Roger, 1962; Katz et al., 1963; Bittner, 1984).

It follows that the adoption of hybrid teaching mode, as an innovation, involves several processes or stages to follow. One of them is interest, the thrust of this study. Clearly, IDT suits this study, as its postulations reflect the thematic concerns of the study. The diffusion processes it identifies also apply to the study, with 'interest' being the major preoccupation of the study. Further, Roger (1962) is of the view that the adoption of an innovation, a new system or a practice is not simultaneous across social systems. It follows that the adoption of hybrid teaching is not simultaneous. The theorist identifies five groups of adopters of an innovation or a new idea. These are "innovators, early adopters, early majority, late majority and laggards" (Roger, 1962, p. 150). From these categories, one understands the kinds of adopters of hybrid teaching, as an innovation in the education sector. This study avers that in terms of the adoption of hybrid teaching, there are only innovators and early adopters so far in Nigeria. The first adopters are the innovators, while those next to them are the early adopters. The two are yet to be significant in numbers as supposed in the adoption of hybrid teaching across Nigerian tertiary institutions.

IDT is apt for this study, because it captures the practical situations of innovation diffusion in terms of adoption. It is confirmed to be the backbone of Technology-Organisation-Environment Theory (TOET) (Luhmya et al., 2017). TOET is propounded by Tornatzky and Fleischer (1990), who argue that technological adoption decision-making is influenced by three key factors: technological, organisational and environmental contexts. These three undoubtedly affect the extent to which hybrid teaching is adopted in Nigerian schools. Technological issues, including lack of technologies and technical-know-how, inaccessibility, digital divide, etc. are the technological factors affecting adoption. The decision-making on hybrid adoption is also constrained by organisational lapses, including the lack of funding, support and political will to order or implement hybrid adoption policies. The environmental contexts include cultural factors, shared perceptions and ideologies about hybrid, and peculiarities. These influence or determine the extent of adoption (Ubi & Robert, 2025).

Also, Luhmya et al. (2017) and Baker (2012) make specific reference to Roger's (2003) theoretical postulations on innovation diffusion. The reflections on IDT are clear indications of the relevance of IDT to other related theories and the associated practices in contemporary times. The reflections also imply that IDT remains relevant across ages. The views justify the adoption of IDT for a theoretical framework to this study. As such, IDT suits the study and explains the processes of adopting hybrid teaching mode, a technological innovation in teaching and learning. Thus, Nigerian teachers at the tertiary level of education are enjoined to duly key into significant adoption of hybrid for teaching for the huge benefits the method offers to students and teachers alike. The adoption has to beyond the "innovators" and "early adopters" stages or processes that obtain currently to the others: early majority, late majority and laggards.

Related Studies

The study by Bouayad's et al. (2024), entitled "Perceptions of university teachers and students on hybrid teaching in Morocco," relates to the present one. It examines Moroccan university students' and teachers' perception of HT in the post-COVID-19 era. It also examines the challenges faced by both teachers and students in HT settings. The 439 responses from questionnaire respondents were analyzed using simple statistical analysis, analytic description and mixed method. The findings show that HT became popular in Morocco after the pandemic and both teachers and students highly appreciate it, though students experience some difficulties using it. The study concludes that the perception of HT is positive among the surveyed teachers and students, because HT reduces students' overcrowdedness in Moroccan open-access universities. Clearly, the study established why Moroccan teachers and students are interested in HT. However, it does not determine the extent of their interest in HT.

Fabian's et al. (2024) study, entitled "Being in two places at the same time: a future for hybrid learning based on student preferences," relates to the present study. It observes that the Covid-19 pandemic caused a shift from traditional

teaching (TT) to hybrid teaching (HT), noting that HT involves synchronous and simultaneous learning activities. Its focus is on examining students' attitude towards the synchronous learning of HT alongside their experience in HT settings. The study reveals that although both HT and TT pose challenges to learners and students alike because of technological difficulties, most students prefer HT to TT because of time convenience. Yet, students confirmed that HT offer fewer opportunities compared to TT and teachers said it makes delivery difficult. It concludes that students are largely more interested in HT than TT. Thus, the study points out the extent of students' interest in HT, but leave out the interest of teachers in HT. The current study avers that since the opportunities HT offers are less than those of TT, the former is less efficacious than the latter. It argues further that some teachers are less interested in HT because of their consideration of the fewer opportunities HT offers compared to TT.

The study by Baker and Spencely (2023), entitled "Is hybrid teaching delivering equivalent learning for students in higher education?," relates to the present one. It shows that hybrid teaching does not offer satisfactory learning environment, because the collaboration platforms do not suit the different groups of learners that are possible with the face-to-face teaching method. The study concludes that a lot has to be done and put in place to tackle the deficiencies of the HT mode. The overall implication of the findings is that the hybrid mode is not as productive or result-oriented as the face-to-face teaching. This backdrop can be considered what causes lack of interest among many Nigerian teachers in the hybrid teaching mode.

Gamage's et al. (2023) study entitled "Online and hybrid teaching effects on graduate attributes: Opportunity or cause for concern?" relates to the present one. It deployed qualitative method and systematic review. The study shows evidence from extant literatures that using online teaching (OT) or traditional teaching (TT) alone has both positive and negative effects on graduates, which is why HT has to be adopted in order for the students to be armed with dual skills and opportunities for better learning and graduation. It submits that the peculiar challenges of OT and HT are mostly absent in the TT setting. Therefore, the study implicitly agrees that TT (FTF) impacts more on students' performance than OT and HT. It is easier to mitigate the challenges of the TT than those of OT and HT. The study does not determine the interest of teachers and students in hybrid teaching mode. It is only concerned with the effects of OT and HT on students. While advocating the adoption of HT, it shows that the adoption is constrained by some challenges that have to be addressed. It is evident that teachers' interest gets threatened by the challenges, which are left unaddressed by the concerned authorities in educational and political realms of affairs.

Iloabachie's (2023) PhD thesis entitled "Academic performance in paper-based test, computer-based test, and anxiety level of students in the use of English programme" is another recent empirical literature of concern to the present study. The aim of the thesis was to assess students' test performance and the anxiety level that influences them while undergoing paper-based (PB) and computer-based (CB) tests in the Use of English Programme at University of Nigeria, Nsukka. The expo facto research design was employed. The analysis reveals five central findings. One, the male students performed higher than the females in the two tests. The study skills of both male and female students influenced their performance in PB and CB tests. Thirdly, the linguistic knowledge of students is found to influence students' performance in PB and CB tests. The fourth finding shows that students having computer and other digital resources performed better than those who do not have them at home. The fifth finding reveals that students exhibit high, moderate and low levels of test anxiety. The anxiety arises in them when they are anxious of achieving high scores, while those who felt they would not perform well in the tests were more anxious. The study concludes that students with low level of test anxiety outperformed the other anxiety levels, while in CB test, students with high level of test anxiety outperformed the other levels. The study relates to the present one in terms of examining university students' performance in computer-based and paper-based tests. It differs from the present one in that it does not focus on teachers' performance in HT.

Ayham and Araci's (2022) work, entitled "The effects of online and hybrid teaching practices on the academic performance of engineering students in higher education institutions" is another related empirical literature. It analyses the impact of online and hybrid teaching practices on students' performance. It draws from other extant literatures using systematic review and mixed methods and techniques. The work found HT to be more advantageous than OT in that attending classes offers more impactful learning opportunities than listening to or watching recordings alone. It concludes that OT has no significant impact on students' performance, because it is difficult to settle problems such as those faced while watching recording sessions. Conversely, HT impacts significantly on their performance, because there are avenues for direct learning, clarifications and help in solving problems that would not have been solved

during an online class. The finding of the study justifies the present study on its preoccupation with HT, as an innovative teaching mode that teachers should be interested in, and adopt at a significant level. The study is not concerned with determining the interest of teachers or students in HT. The present one is concerned with determining the interest of tertiary institutions' teachers in HT.

Bubacz et al. (2021) carried out a study entitled “potentials and limitations of face to face and hybrid teaching modes.” Through surveys and daily class-comprehension quizzes employed, the study correlates students' performance in hybrid teaching with that in traditional in-person attendance. It demonstrates that both face-to-face (FTF) and hybrid modes have more advantages than disadvantages, with those of FTF outweighing those of the HT mode. The study concludes that face-to-face mode of teaching is preferred to hybrid and online modes. This means that teachers and students are more interested in TT or FTF than in HT and OT. The major reason for the interest is that the advantages of the TT outweigh those of HT and OT modes.

The study entitled “Advantages and Disadvantages of Hybrid Learning for International Students,” done by Shimkovich et al. (2021), is another empirical literature of concern to this present study. The aim of their study was to analyse advantages and disadvantages of using a hybrid learning format on the contingent of international students in pre-university learning programs of the preparatory school for international students at Kazan (Volga Region) Federal University. The survey involved 144 students. Questionnaire was used to elicit data from them. The results of the survey showed that majority of the foreign students considered distance learning in general and the hybrid format, including, not completely acceptable for education in the Russian Federation. Most of them preferred to return to the traditional education system. At the same time, students declared their satisfaction with the work of teachers and positively assessed the quality of knowledge gained during learning in a hybrid format. The study concludes that although the use of distance learning elements can diversify the learning process of foreign students, the TT is more preferable because of personal communication and direct interaction with teachers and classmates, individual and team work in the classroom, high-quality assessment of classroom activities, and immersion in the language environment. Although the study directly relates to the present one, its focus is only on the advantages and disadvantages of HT, without examining the interest of teachers and/or students in HT.

Methodology

Following the nature of the study, survey and mixed methods are employed. Data are sourced using questionnaire, library and internet materials. Out of the 180 questionnaire copies administered to the participants across the four tertiary institutions in Ebonyi and Enugu States, only One hundred and sixty (160) copies were duly filled and returned. The purposive random sampling was used to select the participants. In Ebonyi State, the two tertiary institutions involved are Ebonyi State University, Abakaliki, and Ikwo College of Education, Ikwo. In Enugu, The College of Education, Eha-Amufu, and Enugu State University of Science and Technology are involved in the study. Simple sampling technique is employed.

To ensure having a round figure of 160, the administered questionnaire copies were collected and sorted right there instead of being taken home. The gathered data are interpreted, synthesized and analyzed using systematic review, and thematic and content analyses. In particular, statistical and descriptive analyses, which typically characterize the mixed method, are used for the analysis of the primary data. Based on the adopted design and method, the following analytic techniques are employed: simple percentage, Likert coding, figures, tables, interpretive devices and analytic description.

Data Presentation and Analysis

Table 1: Extent to which Nigerian teachers are interested in hybrid teaching method

S/N	Variables	Freq.	Perc. (%)	XSD
1	Very High Extent	-	-	1
2	High Extent	30	18.8	1
3	Very Low Extent	39	24.3	1
4	Low Extent	91	56.9	1
5	Total	160	100	1

Source: Authors' Fieldwork, 2025

The data in Table 1 provide a deserving answer to the research question. By answering the research question 1, the Research Objective 1 is met. The extent to which Nigerian teachers are interested in hybrid teaching method is proven to be currently low, though not very low. The implication of the finding is that while some of them are interested in hybrid teaching mode, the many others are currently either not interested or less interested in HT mode. The responses obtained for “Low Extent” are the highest in number, followed by those for “Very Low Extent”. The former had 91 (56.9%), while the latter had 39 (24.3%). Further, those for the “High Extent” variable are the least in ration. No single response was obtained for the “Very High Extent” variable.

Table 2: Factors affecting teachers’ interest in hybrid teaching method

S/N	Variables	Freq.	Perc. (%)	XSD
1	(i) Lack of resources (ii) Lack of technical-know-how, digital illiteracy, and poor training (iii) Doubts, resistant attitude and inactions on the part of teachers, students, school administrators and political leaders in-charge of the education sector (iv) Policy lapses, as in lack of policy supports, inconsistent policies, politicized polices, and no training incentives and training opportunities (vi) Research gaps, as in paucity of research studies on the hybrid teaching in Nigeria (vii) Low technology integration into Nigerian educational systems	78	48.75	1
2	(i) High costs of technologies and data subscriptions (ii) Financial constraints on the part of teachers, including poor salary and delayed payment of salary (iii) Harsh economic and social situations (iv) Workload and the fear redundancy (v) Limited network access and irregular network supply Electric power outage	40	25	1
3	All of the above	42	26.25	1
4	None of the above	-	-	1
5	Total	160	100	1

Source: Authors’ Fieldwork, 2025

The factors identified in the Table 2 are affirmed to be what affect the interest of teachers in HT. That is, the extent of their interest in HT is adversely affected by the identified factors. The implication of the finding is that borne not for the factors, Nigerian teachers at the tertiary level would have been largely interested in HT. Three sets of responses were obtained. The Variable 1 recorded 78 (48.75%), showing that they are the severest or the most pressing factors against teachers’ interest in HT. The next in ratio to the responses for Variable 1 are those obtained for Variable 3, which had 42 (26.25%) responses.

The 40 (25%) other responses for Variable 2 also affirmed the identified factors to be adversely affecting the extent to which teachers are interested in HT mode. What is common the three sets of variables (responses) is that they all confirm that the identified factors adversely affect the ideal or supposed interest of teachers in HT mode. Therefore, to raise the interest of teachers in HT, top political and administrative office holders ought to do the needful by addressing the challenges to HT adoption among teachers. Addressing the challenges means institutionally ensuring the efficacy of HT and making it interesting to both teachers and students. The easiness of utilizing or harnessing HT significantly determines the extent to which teachers and students are bound to become interested in it.

Table 3: Ways to increase teachers' interest in HT method

S/N	Variables	Freq.	Perc. (%)	XSD
1	(i) Sufficient resources with high level of availability and accessibility (ii) Bridging digital gap with technology affordability through price regulations (iii) Increased awareness; networking avenues; mentorship, certification programs, and professional training; significant collaboration among professionals, schools and key stakeholders (iv) Providing financial and logistic supports to teachers, giving incentives, and offering rewards	-	-	1
2	(i) Policy supports for technology integration and review of policies on hybrid teaching and technology education (ii) Curriculum blending, review, redesign and incorporation of hybrid teaching and innovative technologies and pedagogies (iii) Teacher training, digital literacy programs, and content localization (iv) Reduction of workloads and supports from technical desks personnel	-	-	1
3	All of the above	160	100	1
4	None of the above	-	-	1
5	Total	160	100	1

Source: Authors' Fieldwork, 2025

Clearly, all the 160 (100%) respondents affirmed the Variables 1 and 2 as combined ways of increasing teachers' interest in HT. The Research Question 3 is answered by the data in the Table 3. In the vein, the data show how the Research Objective 3 has been met the study. As such, teachers' extent of interest in HT is dependent on the enabling or constraining factors. Where the enablers obtain appreciably, teachers are bound to be largely interested in HT. On the other hand, where the constraints to their interest in the HT mode obtain, their interest in it is bound to be low, very low or completely lacking.

Conclusion

The study has demonstrated that although Nigerian teachers at the tertiary level of education are interested in HT mode, their interest is adversely affected or limited by the negating factors. Around 88% of the respondents, being the majority, confirmed that teachers have keen interest in hybrid teaching (HT) method. The most prominent factors are lack of resources, lack of technical-know-how, poor training, attitudinal factors and policy and research gaps. Given the state-of-the-art, the study concludes that teachers are ready to adopt hybrid teaching, but they are largely constrained by the prevalent challenges. Addressing the challenges would rouse teachers' interest in HT mode. Once teachers are (highly) interested in HT, students would become interested in it at similar or more extent. The major reason is that the influence teachers have on students would manifest in their terms of their interest in HT mode too. The study presents several pedagogic, educational and technology implications for policymakers, teachers, students, educational administrators and other stakeholders. Of course, as teachers resort to HT, students would simply switch to the mode and gradually or sporadically become interested in it. This means that students' interest in HT can be roused by rousing or increasing the interest of teachers in it. The study charges the concerned political and educational authorities to collaboratively endeavor to provide the needed resources for teachers and address the other associated challenges, which this research work has identified. Also, the identified ways of increasing teachers' interest in hybrid teaching should be imbibed sustainably.

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