

## **An investigation into the Instructional Techniques employed by English Language Educators in Secondary Schools in Kogi State, with a focus on Digital Pedagogies**

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### **Abstract**

*This study explores the instructional techniques used by English language educators in secondary schools in Kogi State, with a specific focus on the integration and impact of digital pedagogies. Four research questions raised to guide the study were answered using descriptive statistics of simple frequency count, percentage, mean and Standard Deviation. Chi square analysis was used to test the four hypotheses formulated for the study. This study employed a descriptive research design of the survey type. The sample for the study was made up of 150 English language teachers purposively selected from thirty (30) public and private senior secondary schools across the three (3) Senatorial Districts in Kogi State. The schools were selected using simple random technique. A self-structured questionnaires were administered to the sample in order to collect data for the study. The findings reveal that there was a significant impact of the current teaching strategies employed by secondary school teachers in Kogi State on students' engagement and understanding. Also, there was a significant impact of the challenges faced by secondary school English language teachers in Kogi State in integrating digital pedagogies into their teaching on students' learning outcome. It was further revealed that there was a significant impact of using digital pedagogies among secondary school English language teachers in Kogi State. Lastly, the findings of the study revealed that there was a significant impact of school administration in supporting the adoption of digital pedagogies by English language teachers in secondary schools in Kogi State. The study recommended that teachers should be trained on programs focused on digital literacy, instructional design, and the use of educational technology tools such as Learning Management Systems (LMS), multimedia platforms, and mobile applications.*

**Keywords:** Teaching Strategies; Digital pedagogy; English language teacher; Secondary Schools; Kogi State.

### **Introduction**

English language in Nigeria is an all-purpose language. Obadare (2020) opines that English language in Nigeria, as a colonial linguistic legacy, has been the country's official language since the exit of the British colonial administration. Similarly, Olujobi (2019) affirms that English is a mark of education and westernization. In addition, Obadare & Deji-Afuye (2019) submits that it is the language of instruction in educational institution, the press, politics, business, law, education, religion, the court and the media. The effective teaching of English language in secondary schools is critical for fostering students' proficiency in communication, critical thinking, and academic success. English serves as the medium of instruction in most Nigerian schools, and is a prerequisite for academic progression and employability. Despite its importance, the methods employed by English language educators in secondary schools often face scrutiny due to challenges, such as poor

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student performance in English and limited engagement in classrooms (Muran, 2021). With the global shift toward digital education, there is increasing emphasis on integrating digital pedagogies into teaching practices to enhance learning outcomes.

Instructional techniques are pivotal in determining the quality of English language education. Traditional methods such as lecture-based teaching, rote learning, and textbook reliance are still prevalent in many Nigerian schools (Okeke & Opara, 2019). However, these approaches often fail to promote active learning or equip students with 21st-century skills such as collaboration, problem-solving, and digital literacy. To address these shortcomings, digital pedagogies—teaching methods that utilize digital tools and platforms—have gained prominence. Examples of such tools include virtual learning environments, interactive software, and online collaborative platforms, which are increasingly recognized as transformative in fostering interactive and student-centered learning environments (Eze, Chinedu-Eze, & Bello, 2018). Also, Opara & Adejuyi-Olu-francis (2020) submits that chalk and talk teaching method is not enough to teach English efficiently.

In Kogi State, as in other parts of Nigeria, the adoption of digital pedagogies remains inconsistent. Factors such as inadequate teacher training, limited access to digital infrastructure, and resistance to change hinder the effective use of these methods (Imhanyehor, 2021). Research indicates that while some educators are receptive to integrating technology into their instructional practices, others struggle with a lack of technical skills and pedagogical understanding of digital tools (Yusuf & Balogun, 2022). These disparities necessitate a thorough investigation into the instructional techniques employed by English language educators in secondary schools, particularly their adoption and utilization of digital pedagogies.

The importance of digital pedagogies extends beyond merely modernizing education. Studies have shown that technology-integrated teaching enhances student motivation, engagement, and comprehension, particularly in language learning contexts (Taiwo, 2019). In addition, Akintunde & Angulu (2015) in Adeosun (2020) are of the opinion that the internet and other forms of information and communication technology are of immense benefits to education. For example, multimedia tools can support pronunciation practice, vocabulary development, and comprehension exercises, while collaborative platforms can foster communication skills through peer-to-peer interactions. The potential of these tools to revolutionize English language education highlights the need for educators to adopt innovative instructional techniques tailored to the needs of 21st-century learners.

This study aims to investigate the instructional techniques employed by English language educators in secondary schools in Kogi State, focusing on the integration and effectiveness of digital pedagogies. By examining current practices, challenges, and potential strategies, this research seeks to provide actionable insights for improving English language education in the region.

### **Statement of the Problem**

Education is the life wire of any society and is unquestionably essential for the growth, survival and success of the society. Nwachukwu, Okop, Imo & Nwizu (2017) assert that time has demonstrated that education has gone beyond the walls of the class rooms or premises as other effective channels like the mass media & social media are being used to disseminate information and gain knowledge. The advancement of digital technologies has significantly transformed teaching and learning processes worldwide. However, the extent to which these advancements have been incorporated into English language instruction in secondary schools in Kogi State remains unclear. Research suggests that digital pedagogies, such as the use of multimedia tools, online platforms, and interactive learning applications,

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" An investigation into the Instructional Techniques employed by English Language Educators in Secondary Schools in Kogi State, with a focus on Digital Pedagogies "

have the potential to enhance students' language skills, engagement, and critical thinking abilities (Reinders & White, 2016). Despite these advantages, many educators in developing regions face challenges in adopting and effectively utilizing such techniques due to factors like inadequate infrastructure, limited digital liery little efforts have been made in its interacy, and lack of professional development opportunities (Kukulksa-Hulme & Viberg, 2017).

Similarly. Aladejana (2015) submits that although technology has been identified as playing critical roles in curriculum, very little efforts have been made in its integration into the Nigerian secondary school classroom.

In Kogi State, anecdotal evidence and preliminary observations suggest that traditional, teacher-centered methods, such as rote learning and lecture-based instruction, dominate English language classrooms. This reliance on outdated methods may hinder students from acquiring the language skills needed for success in the 21st-century global economy. Obadare (2021) assets that the popular instructional strategy is the chalk and talk method and as Ofodu (2012) submits that instruction can no longer remain at this level bearing in mind the current realities. In an illuminating assertion Taiwo (2013) asserts that the major challenges of the teacher in the 21<sup>st</sup> century is to understand the best way to teach the new generation of learners. Furthermore, the gap between available digital resources and their integration into teaching practices raises concerns about whether secondary school students are receiving instruction that aligns with global best practices (Warschauer, 2006).

This problem is exacerbated by a lack of empirical data on the instructional techniques currently employed by English language educators in Kogi State. Without a clear understanding of these practices and the challenges teachers face in implementing digital pedagogies, it becomes difficult for policymakers, educators, and stakeholders to design effective interventions. Therefore, this study seeks to investigate the instructional techniques used by English language educators in secondary schools in Kogi State, with a specific focus on the integration and impact of digital pedagogies.

### Research Questions

The following research questions were raised to guide the study.

1. What are the current teaching strategies employed by secondary school English language teachers in Kogi State?
2. What challenges do secondary school English language teachers in Kogi State face in integrating digital pedagogies into their teaching?
3. What are the perceived benefits of using digital pedagogies among secondary school English language teachers in Kogi State?
4. What role does school administration play in supporting the adoption of digital pedagogies by English language teachers in secondary schools in Kogi State?

### Research Hypotheses

The following research hypotheses were formulated for the study.

1. There is no significant impact of the current teaching strategies employed by secondary school teachers in Kogi State on students' engagement and understanding.
2. There is no significant impact of the challenges faced by secondary school English language teachers in Kogi State in integrating digital pedagogies into their teaching on students' learning outcome.

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" An investigation into the Instructional Techniques employed by English Language Educators in Secondary Schools in Kogi State, with a focus on Digital Pedagogies "

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3. There is no significant impact of using digital pedagogies among secondary school English language teachers in Kogi State.
4. There is no significant impact of school administration in supporting the adoption of digital pedagogies by English language teachers in secondary schools in Kogi State.

## Literature Review

The incorporation of digital pedagogies into English language instruction has become a global trend driven by advancements in technology and the need for learner-centered teaching approaches. In Kogi State, Nigeria, understanding how secondary school English language teachers navigate traditional and digital pedagogies is crucial in addressing challenges and leveraging opportunities for enhanced learning outcomes.

## Current Teaching Strategies in Secondary Schools

Traditional teaching strategies remain prevalent in many developing regions, including Nigeria, due to limited access to resources and infrastructural challenges. Whereas, Obadare (2023) opines that for education to thrive and achieve the intended goals, there is need for effective integration of technology into education. Studies (Oladejo, 2019 and Adeyemi & Osakwe, 2020) reveal that secondary school English teachers often employ teacher-centered approaches, such as lecture methods, rote memorization, and repetition. These strategies, while effective for grammar and vocabulary drills, often fail to develop students' critical thinking or communicative competence.

However, the gradual adoption of interactive methods, such as peer group discussions, role-playing, and task-based language teaching (TBLT), has shown promise in enhancing language skills (Okoye & Igbokwe, 2021). Additionally, digital tools, including PowerPoint presentations, online quizzes, and mobile-assisted language learning (MALL), have been minimally adopted in resource-rich schools, albeit inconsistently.

In Kogi State, specific research into instructional techniques is sparse. However, Dien et al. (2022) found that many teachers rely on textbooks and blackboards due to the lack of technological infrastructure, with only a small proportion attempting to incorporate multimedia tools.

## Challenges in Integrating Digital Pedagogies

Integrating digital pedagogies presents significant challenges for secondary school English teachers. Studies (Lukman, et al. , 2024) and Nwaogu, et al., 2022) highlight barriers such as inadequate access to technology, poor internet connectivity, lack of training, and resistance to change. For instance, Olayemi (2020) reports that many teachers in rural areas are unfamiliar with digital tools like Learning Management Systems (LMS) or interactive whiteboards, resulting in underutilization of available resources.

A prominent challenge is teachers' low digital literacy, which hinders their confidence in using technology effectively. According to Obi, et al. (2022), the majority of teachers in underfunded schools in Kogi State lack the technical expertise to implement even basic digital pedagogies. Furthermore, infrastructural deficits, such as unstable electricity and limited digital devices, exacerbate the situation (Okafor & Salawu, 2021).

Institutional support also plays a critical role. Research shows that schools with limited administrative backing struggle more with technology integration, as they lack consistent funding, professional development opportunities, and incentives for teachers to embrace innovation (Akanbi & Owolabi, 2023).

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### **Perceived Benefits of Digital Pedagogies**

Despite the challenges, English language educators recognize the potential benefits of digital pedagogies. Digital tools provide interactive and engaging learning experiences, promote individualized learning, and foster collaborative skills (Yusuf, et al., 2020). In particular, multimedia platforms enable teachers to address diverse learning styles by combining visuals, audio, and interactive content.

Research in similar Nigerian contexts Falola & Jolayemi (2020) reveals that students taught using digital tools demonstrate higher retention rates and improved language proficiency compared to those taught through traditional methods. Lukman, et al. (2024) notes that teachers who incorporate digital pedagogies report increased student participation, particularly in writing and speaking activities.

Moreover, digital tools can help bridge the gap between formal and informal learning. Apps like Duolingo and Quizlet allow students to practice English outside the classroom, fostering autonomous learning (Nnamdi & Adebayo, 2023). Teachers also perceive digital pedagogies as beneficial for assessment and feedback, enabling them to track students' progress more effectively.

### **Role of School Administration in Supporting Digital Pedagogies**

School administration plays a pivotal role in facilitating the adoption of digital pedagogies. Supportive leadership, provision of resources, and teacher training are essential in overcoming implementation challenges (Adebisi, et al., 2021). However, evidence suggests that school administrators often prioritize infrastructure for core subjects like mathematics and science, neglecting English language education (Ojo & Amusa, 2022).

Professional development programs are critical. According to Peter et al. (2015), teachers in schools where administrators invest in workshops and ICT training are more likely to embrace digital pedagogies. Furthermore, administrators can foster collaboration among teachers by creating professional learning communities (PLCs) where educators share strategies and resources (Fakoya & Aluko, 2023).

Funding is another key factor. Schools that allocate budgets for digital tools, internet access, and maintenance of technology infrastructure are more successful in integrating digital pedagogies. Akinwale & Olatunji (2022) stress the need for partnerships between schools, government bodies, and non-governmental organizations (NGOs) to address resource gaps.

### **Methodology**

The study adopted the descriptive research design of survey type. The population for the study consisted of all English language teachers in Junior Secondary School (JSS II and III) in the 3 Senatorial districts in Kogi State. The sample was made up of 150 teachers purposively selected from thirty (30) public and private senior secondary schools across the three (3) Senatorial Districts in Kogi State. The schools were selected using simple random technique. The instrument for data collection was a self-structured questionnaire which was validated by two experts in Test and Measurement, and experts in instrument development in the Department of Arts Education was consulted for their experienced suggestions. The corrected and validated version of the instruments was used for data collection.

The reliability index of the questionnaire was 0.79 indicating a high reliability, hence suitable for the study. The quantitative data collected for the study was analyzed using descriptive statistics. The descriptive statistic of simple frequency count, percentage, mean and standard



" An investigation into the Instructional Techniques employed by English Language Educators in Secondary Schools in Kogi State, with a focus on Digital Pedagogies "

deviation was used to answer the four (4) research questions raised to guide the study, while Chi square of independent sample was used to test all the hypotheses formulated for the study at 0.05 level of significance using SPSS version 26.

## Results and Discussion

This section presents the results of the analysis carried out on the data collected in this study. The presentation was followed with the discussion of the findings from the results.

## Descriptive Analysis

### Presentation of Respondents' Demographic Information

**Table 1: Respondents' demographic characteristics.**

Demographic Variable	Categories	Frequency	Percentage
Gender	Male	69	46.0
	Female	81	54.0
	<b>Total</b>	<b>150</b>	<b>100.0</b>
Teacher's Qualification	NCE/ND	48	32.0
	B. Ed/HND	60	40.0
	Master Degree	42	28.0
	<b>Total</b>	<b>150</b>	<b>100.0</b>
Years of Teaching Experience	1 – 5 years	38	25.3
	6 – 10 years	80	53.3
	Above 10 years	32	21.4
	<b>Total</b>	<b>150</b>	<b>100.0</b>

**Source:** *Researcher's field survey (2025).*

Table 1 shows the demographic characteristics of the respondents sampled in this study. In relation to gender, it was shown that 69 respondents representing (46.0%) of the entire respondents were male teachers while most of the respondents 81 (54.0%) were female teachers. Based on the result, most of the respondents were female teachers. In relation to the qualifications of the teachers sampled for the study, it was shown that 48 (32.0%) had NCE/ND qualification; 60 (40.0%) were holders of B. Ed/HND, while 42 (28.0%) had Master Degree certificate. With respect to the teachers' years of teaching experience, it was shown that 38 (25.3%) of the respondents have spent between 1 to 5 years in teaching profession, 80 (53.3%) of the respondents have been teaching between 6 to 10 years while 32 (21.4%) of the respondents have been in teaching profession for over 10 years.

### Research Question 1

What are the current teaching strategies employed by secondary school English language teachers in Kogi State?

" An investigation into the Instructional Techniques employed by English Language Educators in Secondary Schools in Kogi State, with a focus on Digital Pedagogies "

**Table 2: Responses to the current teaching strategies employed by secondary school English language teachers in Kogi State.**

S/N	Items	SA (%)	A (%)	D (%)	SD (%)	Mean	SD
1	I frequently use group discussions as a strategy to enhance English language learning in my classroom	79 (52.7)	38 (25.3)	17 (11.3)	16 (10.7)	3.20	1.017
2	Incorporating multimedia resources (e.g., videos, audio recordings) is a regular part of my English language teaching methods	41 (27.3)	67 (44.7)	18 (12.0)	24 (16.0)	2.83	1.006
3	I employ interactive activities, such as role-playing and simulations, to facilitate English language learning	53 (35.3)	51 (34.0)	22 (14.7)	24 (16.0)	2.89	1.065
4	The use of digital tools and online platforms is a common practice in my English language instruction	30 (20.0)	70 (46.7)	27 (18.0)	23 (15.3)	2.71	.958
5	I regularly integrate project-based learning into my English language teaching to promote student engagement and understanding	29 (19.3)	54 (36.0)	44 (29.3)	23 (15.3)	2.59	.970

Table 2 shows the mean and standard deviation of items 1 to 5 regarding the response to the current teaching strategies employed by secondary school English language teachers in Kogi State. The table shows the mean scores ranging from 2.59 – 3.20 and standard deviation values (.958 – 1.017). Analysis of statement reveals that (78.0%) of the respondents indicated that they frequently use group discussions as a strategy to enhance English language learning in their classroom, while the remaining (22.0%) held contrary view.

It was further held that (72.0%) of the respondents indicated that incorporating multimedia resources (e.g., videos, audio recordings) is a regular part of their English language teaching methods, (69.3%) of the respondents indicated that they employ interactive activities, such as role-playing and simulations, to facilitate English language learning, (66.7%) of the respondents agree that the use of digital tools and online platforms is a common practice in their English language instruction, while (55.3%) of the entire respondents held that they regularly integrate project-based learning into their English language.

The findings show that some of the current teaching strategies employed by secondary school English language teachers in Kogi State include but not limited to group discussion

" An investigation into the Instructional Techniques employed by English Language Educators in Secondary Schools in Kogi State, with a focus on Digital Pedagogies "

method, incorporating multimedia resources, interactive activities, application of digital tools and online platforms, as well as integration of project based learning.

### Research Question 2

What challenges do secondary school English language teachers in Kogi State face in integrating digital pedagogies into their teaching?

**Table 3: Responses to the challenges faced by secondary school English language teachers in Kogi State in integrating digital pedagogies into their teaching.**

S/N	Items	SA (%)	A (%)	D (%)	SD (%)	Mean	SD
1	I face significant technical difficulties when trying to integrate digital tools into my English language teaching	63 (42.0)	49 (32.7)	33 (22.0)	5 (3.3)	3.13	.872
2	Lack of access to necessary digital resources and equipment hinders my ability to use digital pedagogies effectively	64 (42.7)	40 (26.7)	26 (17.3)	20 (13.3)	2.99	1.068
3	I do not receive adequate training and professional development on how to use digital tools for English language instruction	86 (57.3)	28 (18.7)	15 (10.0)	21 (14.0)	3.19	1.097
4	Time constraints prevent me from incorporating digital pedagogies into my teaching as often as I would like	32 (21.3)	54 (36.0)	35 (23.3)	29 (19.3)	2.59	1.030
5	There is insufficient support from the school administration for the integration of digital technologies in English language teaching	38 (25.3)	46 (30.7)	31 (20.7)	35 (23.3)	2.58	1.110

Table 3 shows the mean and standard deviation of items 1 to 5 regarding the response to the challenges faced by secondary school English language teachers in Kogi State in integrating digital pedagogies into their teaching. The table shows the mean scores ranging from 2.58 – 3.19 and standard deviation values (.872 – 1.097). Analysis of statement revealed that (74.7%) of the respondents held that they faced significant technical difficulties when trying to integrate digital tools into their English language teaching, while the remaining (25.3%) held contrary view.

Most of the respondents, (69.4%) indicated that lack of access to necessary digital resources and equipment hinders their ability to use digital pedagogies effectively, (76.0%) of the respondents held that they do not receive adequate training and professional development on how to use digital tools for English language instruction, (57.3%) of the respondents indicated that time constraints prevent them from incorporating digital pedagogies into their teaching as often as they would like, while most of the respondents (56.0%) agreed to the



**" An investigation into the Instructional Techniques employed by English Language Educators in Secondary Schools in Kogi State, with a focus on Digital Pedagogies "**  
 assertion that there is insufficient support from the school administration for the integration of digital technologies in English language teaching.

The findings reveal that English language teachers in Kogi State faced plethora of challenges in integrating digital pedagogies into their teaching such as technical difficulties when trying to integrate digital tools into their teaching, lack of access to necessary digital resources and equipment, inadequate training and professional development on how to use digital tools for English language instruction, time constraints and insufficient support from the school administration for the integration of digital technologies in English language teaching.

### Research Question 3

What are the perceived benefits of using digital pedagogies among secondary school English language teachers in Kogi State?

**Table 4: Responses to the perceived benefits of using digital pedagogies among secondary school English language teachers in Kogi State.**

S/N	Items	SA (%)	A (%)	D (%)	SD (%)	Mean	SD
1	Using digital pedagogies enhances student engagement in English language learning	46 (30.7)	72 (48.0)	28 (18.7)	4 (2.7)	3.07	.774
2	Digital tools and resources improve the effectiveness of my English language instruction	43 (28.7)	62 (41.3)	34 (22.7)	11 (7.3)	2.91	.897
3	Incorporating digital pedagogies allows for more personalized learning experiences for my students	45 (30.0)	64 (42.7)	21 (14.0)	20 (13.3)	2.89	.984
4	Digital technologies facilitate better student collaboration and communication in English language classes	47 (31.3)	66 (44.0)	32 (21.3)	5 (3.3)	3.03	.814
5	The use of digital pedagogies helps to improve student language proficiency and performance	37 (24.7)	46 (30.7)	35 (23.3)	32 (21.3)	2.59	1.082

Table 4 shows the mean and standard deviation of items 1 to 5 regarding the response to the perceived benefits of using digital pedagogies among secondary school English language teachers in Kogi State. The table shows the mean scores ranging from 2.59 – 3.07 and standard deviation values (.774 – 1.082). Analysis of statement reveals that (78.7%) of the respondents indicated that using digital pedagogies enhances student engagement in English language learning, while the remaining (21.3%) held contrary view.

Also, it was held by (70.0%) of the respondents that digital tools and resources improve the effectiveness of their English language instruction, (72.7%) of the respondents indicated that incorporating digital pedagogies allows for more personalized learning experiences for my students, (75.3%) of the respondents agree that digital technologies

" An investigation into the Instructional Techniques employed by English Language Educators in Secondary Schools in Kogi State, with a focus on Digital Pedagogies "

facilitate better student collaboration and communication in English language classes, while (55.4%) of the entire respondent held that the use of digital pedagogies helps to improve student language proficiency and performance.

On the perceived benefits of using digital pedagogies among secondary school English language teachers in Kogi State, the findings reveal that using digital pedagogies enhances student engagement and allows for more personalized learning experiences for students, which also facilitate better student collaboration and communication in English language classes. It was also found that the use of digital pedagogies helps to improve student language proficiency and performance, and that digital tools and resources improve the effectiveness of my English language instruction.

#### Research Question 4

What role does school administration play in supporting the adoption of digital pedagogies by English language teachers in secondary schools in Kogi State?

**Table 5: Responses to the role school administration plays in supporting the adoption of digital pedagogies by English language teachers in secondary schools in Kogi State.**

S/N	Items	SA (%)	A (%)	D (%)	SD (%)	Mean	SD
1	The school administration provides adequate training and professional development opportunities on the use of digital pedagogies	17 (11.3)	16 (10.7)	79 (52.7)	38 (25.3)	2.10	1.010
2	The school administration ensures that there are sufficient digital resources and equipment available for English language teachers	18 (12.0)	24 (16.0)	41 (27.3)	67 (44.7)	2.03	.106
3	The school administration actively encourages and supports the integration of digital technologies into English language teaching	53 (35.3)	51 (34.0)	22 (14.7)	24 (16.0)	2.89	1.065
4	The school administration allocates necessary funds to facilitate the adoption of digital pedagogies in English language instruction	27 (18.0)	23 (15.3)	30 (20.0)	70 (46.7)	1.71	.057
5	The school administration regularly evaluates and addresses the challenges faced by teachers in implementing digital pedagogies	29 (19.3)	54 (36.0)	44 (29.3)	23 (15.3)	2.59	.970

" An investigation into the Instructional Techniques employed by English Language Educators in Secondary Schools in Kogi State, with a focus on Digital Pedagogies "

Table 5 shows the mean and standard deviation of items 1 to 5 regarding the response to the role school administration plays in supporting the adoption of digital pedagogies by English language teachers in secondary schools in Kogi State. The table shows the mean scores ranging from 1.71 – 2.89 and standard deviation values (.057 – 1.065). Analysis of statement revealed that (78.0%) of the respondents disagreed to the assertion that the school administration provides adequate training and professional development opportunities on the use of digital pedagogies, while the remaining (22.0%) held affirmative view.

It was further held that (72.0%) of the respondents disagreed that the school administration ensures that there are sufficient digital resources and equipment available for English language teachers. However, (69.3%) of the respondents indicated that the school administration actively encourages and supports the integration of digital technologies into English language teaching. Also, (66.7%) of the respondents disagree that the school administration allocates necessary funds to facilitate the adoption of digital pedagogies in English language instruction, while (55.3%) of the entire respondent held that the school administration regularly evaluates and addresses the challenges faced by teachers in implementing digital pedagogies.

The Table shows the role school administration plays in supporting the adoption of digital pedagogies by English language teachers in secondary schools in Kogi State. It was revealed that the school administration neither provide adequate training and professional development opportunities on the use of digital pedagogies, nor ensures that there are sufficient digital resources and equipment available by not allocating necessary funds to facilitate the adoption of digital pedagogies in English language for English language. However, it was found that school administration actively encourages and supports the integration of digital technologies into English language teaching, and that they regularly evaluates and addresses the challenges faced by teachers in implementing digital pedagogies.

### Hypothesis 1

There is no significant impact of the current teaching strategies employed by secondary school teachers in Kogi State on students' engagement and understanding.

**Table 6: Chi-Square analysis of impact of the current teaching strategies employed by secondary school teachers in Kogi State on students' engagement and understanding**

#### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.535 <sup>a</sup>	1	.411		
Continuity Correction <sup>b</sup>	.263	1	.631		
Likelihood Ratio	.515	1	.447		
Fisher's Exact Test				.457	.411
Linear-by-Linear Association	.530	1	.405		
N of Valid Cases	150				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 20.21.

b. Computed only for a 2x2 Table

The result of the analysis in Table 6 above shows the analysis of impact of the current teaching strategies employed by secondary school teachers in Kogi State on students' engagement and understanding. The chi-square test revealed that calculated  $\chi^2(0.535)$  and its

" An investigation into the Instructional Techniques employed by English Language Educators in Secondary Schools in Kogi State, with a focus on Digital Pedagogies "

corresponding p-value is (0.411). Since the p-value is greater than the significant level of (0.05), the null hypothesis raised is not upheld. This implies that there is significant impact of the current teaching strategies employed by secondary school teachers in Kogi State on students' engagement and understanding.

### Hypothesis 2

There is no significant impact of the challenges faced by secondary school English language teachers in Kogi State in integrating digital pedagogies into their teaching on students' learning outcome.

**Tables 7: Chi-Square analysis of the impact of the challenges faced by secondary school English language teachers in Kogi State in integrating digital pedagogies into their teaching on students' learning outcome.**

#### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.184 <sup>a</sup>	1	.686		
Continuity Correction <sup>b</sup>	.026	1	.878		
Likelihood Ratio	.182	1	.689		
Fisher's Exact Test				.763	.430
Linear-by-Linear Association	.193	1	.688		
N of Valid Cases	150				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.28.

b. Computed only for a 2x2 Table

The result of the analysis in Table 7 above shows the analysis of the impact of the challenges faced by secondary school English language teachers in Kogi State in integrating digital pedagogies into their teaching on students' learning outcome. The chi-square test reveals that calculated  $\chi^2$ (0.184) and its corresponding p-value is (0.686). Since the p-value is greater than the significant level of (0.05), the null hypothesis raised is not upheld. This implies that there is significant impact of the challenges faced by secondary school English language teachers in Kogi State in integrating digital pedagogies into their teaching on students' learning outcome.

### Hypothesis 3

There is no significant impact of using digital pedagogies among secondary school English language teachers in Kogi State.

" An investigation into the Instructional Techniques employed by English Language Educators in Secondary Schools in Kogi State, with a focus on Digital Pedagogies "

**Table 8: Chi-Square analysis of impact of using digital pedagogies among secondary school English language teachers in Kogi State**

**Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.703 <sup>a</sup>	1	.353		
Continuity Correction <sup>b</sup>	.415	1	.505		
Likelihood Ratio	.742	1	.370		
Fisher's Exact Test				.437	.229
Linear-by-Linear Association	.735	1	.316		
N of Valid Cases	150				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.25.

b. Computed only for a 2x2 Table

The result of the analysis in Table 8 above shows the analysis of impact of using digital pedagogies among secondary school English language teachers in Kogi State. The chi-square test reveals that calculated  $\chi^2$  (0.703) and its corresponding p-value is (0.353). Since the p-value is greater than the significant level of (0.05), the null hypothesis raised is not upheld. This implies that there is significant impact of using digital pedagogies among secondary school English language teachers in Kogi State.

**Hypothesis 4**

There is no significant impact of school administration in supporting the adoption of digital pedagogies by English language teachers in secondary schools in Kogi State.

**Table 9: Chi-Square analysis of impact of school administration in supporting the adoption of digital pedagogies by English language teachers in secondary schools in Kogi State.**

**Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.471 <sup>a</sup>	1	.477		
Continuity Correction <sup>b</sup>	.207	1	.611		
Likelihood Ratio	.621	1	.387		
Fisher's Exact Test				.339	.178
Linear-by-Linear Association	.633	1	.407		
N of Valid Cases	150				

a. 0 cells (0.1%) have expected count less than 5. The minimum expected count is 6.17.

b. Computed only for a 2x2 Table

The result of the analysis in Table 9 above shows the analysis of impact of school administration in supporting the adoption of digital pedagogies by English language teachers in secondary schools in Kogi State. The chi-square test reveals that calculated  $\chi^2$  (0.471) and its corresponding p-value is (0.477). Since the p-value is greater than the significant level of (0.05), the null hypothesis raised is not upheld. This implies that there is significant impact of



school administration in supporting the adoption of digital pedagogies by English language teachers in secondary schools in Kogi State.

### Discussion of Findings

The descriptive analysis of the study reveals that some of the current teaching strategies employed by secondary school English language teachers in Kogi State include but not limited to group discussion method, incorporating multimedia resources, interactive activities, application of digital tools and online platforms, as well as integration of project based learning. The hypothesis raised revealed that there was a significant impact of the current teaching strategies employed by secondary school teachers in Kogi State on students' engagement and understanding. The findings of the study supported the findings of the studies conducted by Oladejo (2019) and also Adeyemi & Osakwe (2020) which reveal that secondary school English teachers often employ teacher-centered approaches, such as lecture methods, rote memorization, and repetition. These strategies, while effective for grammar and vocabulary drills, often fail to develop students' critical thinking or communicative competence.

The findings further reveal that English language teachers in Kogi State face plethora of challenges in integrating digital pedagogies into their teaching such as technical difficulties when trying to integrate digital tools into their teaching, lack of access to necessary digital resources and equipment, inadequate training and professional development on how to use digital tools for English language instruction, time constraints and insufficient support from the school administration for the integration of digital technologies in English language teaching. The hypothesis formulated revealed that there was a significant impact of the challenges faced by secondary school English language teachers in Kogi State in integrating digital pedagogies into their teaching on students' learning outcome. The findings underscores the position of Yusuf et al. (2020) who emphasizes the need of equipping English language teachers at government institutions with digital teaching methodologies that are effective in improving students' performance in spoken English. The findings also corroborates the positions of Lukman et al. (2024), and Nwaogu et al. (2022) who highlights barriers such as inadequate access to technology, poor internet connectivity, lack of training, and resistance to change.

On the perceived benefits of using digital pedagogies among secondary school English language teachers in Kogi State, the findings revealed that using digital pedagogies enhances student engagement and allows for more personalized learning experiences for students, which also facilitate better student collaboration and communication in English language classes. It was also found that the use of digital pedagogies helps to improve student language proficiency and performance, and that digital tools and resources improve the effectiveness of English language instruction. The hypothesis formulated revealed that there was a significant impact of using digital pedagogies among secondary school English language teachers in Kogi State. The finding is consistent with the submission of Yusuf et al. (2020) who submit that digital tools provide interactive and engaging learning experiences, promote individualized learning, and foster collaborative skills.

Lastly, it was revealed that the school administration neither provide adequate training and professional development opportunities on the use of digital pedagogies, nor ensures that there are sufficient digital resources and equipment available by not allocating necessary funds to facilitate the adoption of digital pedagogies in English language for English language. However, it was found that school administration actively encourages and supports the integration of digital technologies into English language teaching, and that they regularly

" An investigation into the Instructional Techniques employed by English Language Educators in Secondary Schools in Kogi State, with a focus on Digital Pedagogies "

evaluates and addresses the challenges faced by teachers in implementing digital pedagogies. The hypothesis formulated revealed that there was asignificant impact of school administration in supporting the adoption of digital pedagogies by English language teachers in secondary schools in Kogi State. The finding laid credence to the position of Peter et al. (2015) who posit that teachers in schools where administrators invest in workshops and ICT training are more likely to embrace digital pedagogies. However, evidence suggests that school administrators often prioritize infrastructure for core subjects like Mathematics and Science, neglecting English language education (Ojo & Amusa, 2022).

The findings established that there is a moderate level of digital tool usage among English language teachers in Kogi State but significant barriers hinder the full integration of digital pedagogies. Addressing these barriers requires a multifaceted approach, including improving infrastructure, providing targeted training, and fostering a culture that embraces technological innovation in education.

## Conclusion

This study investigated the instructional techniques employed by secondary school English language educators in Kogi State, with a particular focus on digital pedagogies. The findings reveal that teachers are beginning to adopt interactive methods and relative digital tools, signaling a promising shift toward modern pedagogies. The study also identified significant challenges hindering the integration of digital pedagogies. These include inadequate access to digital resources, insufficient training, time constraint, and infrastructural deficiencies. Also, low digital literacy among teachers and a lack of consistent administrative support further exacerbate the problem, creating a gap between policy aspirations and actual classroom practices.

Despite these challenges, the study underscores the perceived benefits of digital pedagogies, such as improved student engagement, enhanced learning outcomes, and greater flexibility in instruction. Teachers recognize the value of technology in fostering individualized and collaborative learning, as well as its potential for making lessons more engaging and accessible. However, these benefits remain untapped without the requisite tools and training. The role of school administration is critical in addressing these challenges. Resource allocation, and professional development programs for teachers are necessary to bridge the gap between traditional and digital pedagogies. Schools must also foster partnerships with government bodies and non-governmental organizations to secure funding and infrastructure for digital education.

In conclusion, while the integration of digital pedagogies in secondary school English language teaching in Kogi State remains in its relative infancy, it offers immense potential for transforming education in the region. The educational world is changing at an alarming rate and being in the 21<sup>st</sup> century, the 21<sup>st</sup> century classroom must align with the 21<sup>st</sup> century education in the use of digital pedagogies.

## Recommendations

Based on the findings of this study, it is recommended that:

- i. Teachers should be trained on programs focused on digital literacy, instructional design, and the use of educational technology tools such as Learning Management Systems (LMS), multimedia platforms, and mobile applications.
- ii. The government, in collaboration with private stakeholders, should ensure schools are equipped with essential digital tools, such as computers, projectors, internet access, and smart boards.

" An investigation into the Instructional Techniques employed by English Language Educators in Secondary Schools in Kogi State, with a focus on Digital Pedagogies "

- iii. School administrators should actively support the adoption of digital pedagogies by providing incentives, such as awards or promotions, for teachers who successfully implement technology in their classrooms.
- iv. The government should implement policies that prioritize digital education in secondary schools, with specific frameworks for English language teaching.
- v. The government should partner with NGOs and private organizations to sponsor digital tools, teacher training programs, and workshops in schools.
- vi. School administrators and education authorities should set up mechanisms to assess how effectively digital pedagogies are being implemented in classrooms.

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" An investigation into the Instructional Techniques employed by English Language Educators in Secondary Schools in Kogi State, with a focus on Digital Pedagogies "

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" An investigation into the Instructional Techniques employed by English Language Educators in Secondary Schools in Kogi State, with a focus on Digital Pedagogies "

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