



Colleges of Education Lecturers' Awareness of E-Learning Technologies for Teaching Social Studies in Kwara State

¹Abdulkareem, M. I., ²Kareem, I. A.

¹Department of Social Sciences Education,
Faculty of Education, University of Ilorin,

²Department of Curriculum and Instruction,
Federal College of Education (Special), Oyo, Oyo, State.

ABSTRACT

This study examines the perceptions of lecturers in colleges of education regarding their awareness of e-learning technologies for teaching Social Studies in Kwara State, Nigeria. The population consisted of all Social Studies lecturers in the country, with a sample size of 71 respondents purposively selected from public and private colleges of education in Kwara State. The researchers developed a questionnaire titled "Perception of Colleges of Education Lecturers on Awareness of E-learning Technologies for Teaching Social Studies in Kwara State," which was validated by six experts from the Computer Science and Social Sciences Education Departments at the University of Ilorin. The instrument demonstrated a reliability coefficient of 0.85 using the Cronbach's Alpha formula. Data analysis involved calculating means and standard deviations for research questions one to three, while ANOVA statistics were employed to test hypotheses one and two. The findings indicated no significant difference in Social Studies lecturers' qualifications regarding their awareness of e-learning technologies in colleges of education in Kwara State. However, there was a significant difference in their level of experience with e-learning technologies. The study suggests that college of education administrators should introduce courses that incorporate e-learning technologies into the teaching platforms for lecturers.

ARTICLE INFO

Article History

Received: September, 2023

Received in revised form: September, 2023

Accepted: February, 2024

Published online: June, 2024

KEYWORDS

Awareness, Colleges of Education, e-learning technologies, Social Studies

INTRODUCTION

The national development can be achieved through high level of education of its citizens. Education is one of the most important investments a country can make in its future. It is a powerful agent of change, and improves health and livelihoods, contributes to social stability and drives long-term economic growth. Education is also essential to the success of everyone (Global Partnership for Education, 2021). The role of education in the development of any nation is innumerable. The recognition of this basic fact made the Federal Government of Nigeria to clearly state that education is an instrument for national development and social change NPE (FRN, 2014). Our mission is to use education as a

tool for fostering the development of all Nigerian citizens to their full potentials, in the promotion of a strong, democratic, egalitarian, prosperous, indivisible and indissoluble sovereign nation under God (FME, 2020).

Technology has affected society and its surroundings in a number of ways. In many societies, technology has helped develop the education system. Ibrahim (2018) stated that the technology has to do with the application of knowledge to solve problems and to increase human capabilities through the development of product and systems that will satisfy the needs. Henry and Neal (1999) further categorized activities of technology into: manufacturing,

Corresponding author: Abdulkareem, M. I.

✉ jaabdulkareem2009@gmail.com

Department of Social Sciences Education, Faculty of Education, University of Ilorin.

© 2024. Faculty of Technology Education. ATBU Bauchi. All rights reserved



construction, transportation, communication and bio-related technologies.

Vidyadevi (2014) opined that e-learning have many names such as multimedia learning, technology enhances learning, computer based instruction, computer based training, computer assisted instruction or computer aided instruction, internet based training, web based training, online education, virtual education, virtual education environments. Each of these alternative names emphasis a particular aspect, component or delivery method. E-learning can occur through numerous types of media that deliver text, audio, images, animation, and streaming video, and includes technology applications and processes such as audio or video tape, satellite TV, CD-ROM, and computer-based learning. Technology is the making, modification, usage, and knowledge of tools, machines, techniques, crafts, systems, and methods of organization, in order to solve a problem, improve a pre-existing solution to a problem, achieve a goal, handle an applied input/output relation or perform a specific function. Technology has been the major aspect to drive this concept of e- learning.

Vidyadevi (2014) also explained that the technology used for the methods of e-learning is as follows. Most of the methods are a combination of two or more techniques together:

1. **Audio:** Any learning done via listening to any material is an audio method of learning. Audio, an electrical or other representation of sound. Digital audio, representation of sound in a form processed and/or stored by computers or other digital electronics. Audio, audible content in media production and publishing. Recent technologies have allowed classroom teachers to stream audio over the internet. There are also webcasts and podcasts available over the internet for students and teachers to download.
2. **Video:** Video is an electronic medium for the recording, copying and broadcasting of moving visual images. This method is used by any visual learners or students who learn best by

seeing the material rather than hearing or reading about it. Teachers can access video clips through the internet instead of relying on DVDs or VHS tapes. Websites like YouTube are used by many teachers. Teachers can use messaging programs such as Skype, Adobe Connect, or webcams, to interact with guest speakers and other experts. There is an increased retention and better results when video is used in a lesson. . Systematic video development method creation holds promise for creating video models that positively impact student learning.

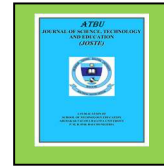
3. **Computers, tablets and mobile devices:** Recent technology has resulted in development of Desktops, laptops, I – pads, Tablets, Macbooks which are been used extensively in market. These devises have been contributed at large extent in learning. Paper is now being replaced by E-learning. Computers and tablets allow students and teachers access to websites and other programs, such as Microsoft Word, PowerPoint, Excel, PDF files, and images. These tools help learners to express their ideas. Excel helps the mathematical working of the study. Powerpoint helps the presentation of the study done by the learner. Graphs, Pie charts, diagrams helps learner to analyse the data studied which helps to give a better result.
4. **Blogging:** A blog (a truncation of the expression web log) is a discussion or informational site published on the World Wide Web and consisting of discrete entries ("posts") typically displayed in reverse chronological order (the most recent post appears first). The blogs can be single user or multiple users. A majority is interactive, allowing visitors to leave comments and even message each other on the blogs, and it is this interactivity that distinguishes

Corresponding author: *Abdulkareem, M. I.*

✉ jaabdulkareem2009@gmail.com

Department of Social Sciences Education, Faculty of Education, University of Ilorin.

© 2024. Faculty of Technology Education. ATBU Bauchi. All rights reserved



them from other static website. Bloggers do not only produce content to post on their blogs, but also build social relations with their readers and other bloggers. Students and teachers can post their thoughts, ideas, and comments on a website. Blogging allows students and instructors to share their thoughts and comments on the thoughts of others which could create an interactive learning environment.

- 5. Webcams:** Creation of virtual classroom has been facilitated by these Webcams. A webcam is a video camera that feeds or streams its image in real time to or through a computer or computer network. When "captured" by the computer, the video stream may be saved, viewed or sent on to other networks via systems such as the internet, and email as an attachment. When sent to a remote location, the video stream may be save, viewed or on sent there. Unlike an IP camera (which uses a direct connection using Ethernet or Wi-Fi), a webcam is generally connected by a USB cable, FireWire cable, or similar cable, or built into computer hardware, such as laptops. Webcam helps in establishment of video links, permitting computers to act as videophones or videoconference stations, where the students can learn through this video conferencing. Other popular uses of webcam include security surveillance, computer vision, video broadcasting, and for recording social videos. Webcams are known for their low manufacturing cost and flexibility, making them the lowest cost form of video telephony. They have also become a source of security and privacy issues, as some built-in webcams can be remotely activated via spyware. This web classroom is easy to set up and reduces the travel expense and is a solution oriented program. Hence, this

technology is now becoming more and more popular.

- 6. Whiteboards:** A whiteboard (also known by the terms marker board, dry-erase board, dry-wipe board, pen-board, and the misnomer grease board) is a name for any glossy, usually white surface for nonpermanent markings. Whiteboards are analogous to chalkboards, allowing rapid marking and erasing of markings on their surface. This is a common feature of many virtual meeting, collaboration, and instant messaging applications. The term whiteboard is also used to refer to interactive whiteboards. This method allows teachers and students to write on the touch screen, so learning becomes interactive and engaging.
- 7. Screencasting:** A screencast is a digital recording of computer screen output, also known as a video screen capture, often containing audio narration. The term screencast compares with the related term screenshot; whereas screenshot generates a single picture of a computer screen, a screencast is essentially a movie of the changes over time that a user sees on a computer screen, enhanced with audio narration. Screencasts can help demonstrate and teach. Educators may also use screencasts as another means of integrating technology into the curriculum. Students can record video and audio as they demonstrate the proper procedure to solve a problem on an interactive whiteboard. This method allows users to share their screens directly from their browser and make the video available online so that the viewers can stream the video directly (Vidyadevi, 2014). Today, universities and knowledge leaders are able to deliver training to students in countless innovative ways. It is all about innovative awareness and use of

Corresponding author: *Abdulkareem, M. I.*

✉ jaabdulkareem2009@gmail.com

Department of Social Sciences Education, Faculty of Education, University of Ilorin.

© 2024. Faculty of Technology Education. ATBU Bauchi. All rights reserved



technology, in ways that suit their situations best.

Paul et al (2017) investigated the awareness and use of e-learning platforms in some selected senior high schools in the Accra metropolitan area of Ghana with emphasis on parameters such as perception, training, accessibility, and infrastructural availability. Questionnaire was used to sample 303 respondents. Linear regression analysis and correlation were used on participants' training, motivation and computer availability in relation to perception, e-learning usage and awareness of e-learning implementation. The findings suggest participants aware of e-learning and e-learning platforms but lacked adequate training. The computer literacy was low and most schools lacked adequate ICT laboratories and reliable internet negatively affects e-learning adoption. The study recommends among other things that the Nigeria education service train and educate teachers and students on e-learning to enhance their use and/or development of e-learning platforms. Furthermore, it should provide properly furnished ICT laboratories enhance accessibility and e-learning.

Dilworth (2005) described perception as a phenomenon that enables an individual to acquire information about worldly objects and their properties. These descriptions when connected or discussed in terms of technologies explain the way and manner in which the properties of technology are viewed in term of using them for teaching or learning Social Studies.

Ezudu and Ezegbe (2005) opined that Social Studies is one of the subjects offered in Colleges of Education and it contributes to nation building efforts in Nigeria. Social Studies ensures acquisition of relevant body of knowledge which can develop in students positive values, attitude and skills. Supporting this assertion, Ezegbe and Nwaubani (2009), observed that Social Studies objectives are meant to achieve the national objectives in Nigeria. As an integrated holistic approach to learning, Social Studies offers effective citizenship training needed for national unity.

Colleges of Education are tertiary institutions under teacher education programme. Junaid (2020) asserted that the mandate of the teacher training programme at the National Certificate in Education (NCE) level, which is the minimum teaching qualification in Nigeria, is to produce qualified teachers for the basic education sub-sector. The Basic Education sub-sector encompasses five categories of education, viz; Pre-Primary education or Early Childhood and Care Education, Primary Education, Junior Secondary Education, Adult and Non-Formal Education, Special Needs Education.

Moshood et al (2007) examined awareness of information and communication technology. The findings of this study showed that there was no significant difference existed among the level of Social Studies lecturers' qualification on their awareness of e-learning technologies in college of education. Nannim et al (2018) worked on lecturers' level of awareness of ICT facilities for teaching purposes. The findings revealed that lecturers' qualification was found to have a statistically significant influence on lecturers' level of awareness.

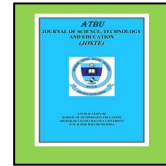
Also, the findings of this study revealed that there was no significant difference in the Social Studies lecturers' qualification on usability of e-learning technologies in Colleges of Education in Kwara state. Termit and Samli's (2014) finding showed that, 78% of the respondents had negative attitude to the use of e-learning technologies in classroom while lack of adequate training and experience were factors that were responsible for this negative attitude towards the use of ICT. It can therefore be concluded that even if ICT are made available in the sampled schools only 22% of the teachers were ready to use e-learning technologies into their teaching. This percentage is too low when compared with the percentage of those that had negative attitude to the usability of ICT for instruction. Teachers who lack experience and are unfamiliar with ICT tend to hesitate in introducing it into their classrooms. Therefore, in order to improve Social Studies teachers' ICT knowledge and skills, and to build their confidence, ICT

Corresponding author: Abdulkareem, M. I.

✉ jaabdulkareem2009@gmail.com

Department of Social Sciences Education, Faculty of Education, University of Ilorin.

© 2024. Faculty of Technology Education. ATBU Bauchi. All rights reserved



teacher training is necessary (Lanahan & Yeager, 2008; Sahin, 2008).

STATEMENT OF THE PROBLEM

E-learning is basically online learning, which takes place through electronic media over the internet. This makes education more convenient. Learning could be now easily available on fingertips which could be accessed over various electronic gadgets as per convenience; one can access the learning over the laptop, on the tab, or even smartphones. Amaka (2018) examined supporting higher education in Nigeria with web 2.0 technologies for lifelong learning and sustainable development. The result showed higher educational institutions have significant gain and benefits by integrating web 2.0 tools into their traditional structures and procedures. However, researcher focused on the role of web 2.0. But not focus on awareness of e-learning technology for teaching Social Studies in colleges of education in Kwara State which is the focus of the research.

It has been observed that shortage of infrastructure as well as the use of traditional methods of teaching and learning dominate the method of learning in Nigerian higher institutions. This situation is inadequate for the ever increasing population of students in these institutions. Conradie, Lambard and Moller (2013) reported that teachers are facing problems of insufficient pedagogical understanding of how to utilize e-learning technologies successfully in the classrooms. These problems are supposed to be addressed in earnest due to the fact that this is an era that teachers without the knowledge of how to utilize e-learning technologies are no more relevant in the teaching profession (Emmanuel, Chiaka & Edna, 2014). Therefore, this study determined the perception of colleges of education lecturers on awareness of e-learning technologies for teaching Social Studies in Kwara State.

Purpose of the Study

The main purpose of this study investigated the perception of colleges of education lecturers on awareness of e-learning

technologies for teaching Social Studies in Kwara State. Specifically, the study examined:

1. the perception of colleges of education lecturers on the awareness of e-learning technologies for teaching Social Studies in Kwara State.
2. the difference between lecturers' qualification on awareness of e-learning technologies for teaching Social Studies in Colleges of Education in Kwara State.
3. the difference between lecturers' experience on awareness of e-learning technologies for teaching Social Studies in Colleges of Education in Kwara State.

Research Questions

The following research questions were answered in the study.

1. What is the perception of colleges of education lecturers on the awareness of e-learning technologies for teaching Social Studies in Colleges of Education in Kwara State?
2. Is there any difference among lecturers' qualification on awareness of e-learning technologies in Colleges of Education in Kwara State?
3. Is there any difference among lecturers' experience on awareness of e-learning technologies in Colleges of Education in Kwara State?

Research Hypotheses

The following null-hypotheses were tested in the study.

- H₀₁: There is no significant difference in the Social Studies lecturers' qualification on awareness of e-learning technologies in Colleges of Education in Kwara state.
- H₀₂: There is no significant difference in the Social Studies lecturers' experience on awareness of e-learning technologies in Colleges of Education in Kwara State.

METHODOLOGY

The descriptive survey was adopted for the study. The population for the study comprised all Social Studies lecturers in Nigeria. Purposive

Corresponding author: Abdulkareem, M. I.

✉ jaabdulkareem2009@gmail.com

Department of Social Sciences Education, Faculty of Education, University of Ilorin.

© 2024. Faculty of Technology Education. ATBU Bauchi. All rights reserved



sampling was used to select 71 Social Studies lecturers in 14 government and private colleges of education in Kwara State. Questionnaire used to collect data for this study was researchers-developed tagged “perception of colleges of education lecturers on awareness of e-learning technologies for teaching Social Studies in Kwara State”. Both the face and content validity of instrument were established by six experts in Computer Science and Social Sciences Education Departments, University of Ilorin.

A structured questionnaire was divided into sections; A and B. Section A addressing the demographic data of the respondents on lecturers’ qualification and experience while section B comprised 12 items on awareness of e-learning technologies in colleges of education in Kwara state. The instrument was patterned on ‘aware’ and ‘not aware’. The reliability coefficient of 0.85,

which was obtained through a test retest method. The scores of the two sets of test were subjected to the Cronbach Alpha Statistics. The questionnaire were administered by the researchers and two research assistants after obtaining the informed consent of the respondents. The data collected were statistically analysed using mean and standard deviation for research question one, two and three while hypotheses one and two were tested using ANOVA.

RESULTS

Research Question 1: What is the perception of colleges of education lecturers on the awareness of e-learning technologies for teaching Social Studies in Colleges of Education in Kwara State?

Table 1: Awareness of e-learning technologies for teaching Social Studies

S/N	Awareness of e-learning applications	Mean	Std. Deviation
1	Click meeting	1.44	.499
2	Google Hangouts	1.59	.495
3	GoToMeeting	1.35	.481
4	Learncube	1.08	.280
5	Manycam	1.15	.364
6	Moodle	1.45	.501
7	Skype	1.63	.485
8	Vedamo	1.23	.421
9	Webex	1.37	.485
10	WisIQ	1.27	.446
11	Whatsapp	1.94	.232
12	Zoom	1.96	.203

Criterion mean= 1.50

Table 1 indicates that 71 respondents participated in the study. Out of a maximum of 3.0 points, the criterion mean was 1.50. The learncube has the lowest mean which stand at 1.08 with std. deviation .280. While zoom has the highest mean which stand at 1.96 with std. deviation .203. Majority of lecturers were not aware of e-learning technologies for teaching

Social Studies in colleges of education in the study.

Research Question 2: Is there any difference among lecturers’ qualification on awareness of e-learning technologies in Colleges of Education in Kwara State?

Corresponding author: *Abdulkareem, M. I.*

✉ jaabdulkareem2009@gmail.com

Department of Social Sciences Education, Faculty of Education, University of Ilorin.

© 2024. Faculty of Technology Education. ATBU Bauchi. All rights reserved

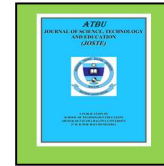


Table 2 : Difference among lecturers' qualification on awareness of e-learning technologies

Qualifications	Mean	Stand Deviation
B.Ed	18.36	2.00
M.Ed	18.16	2.17
Ph.D	19.83	2.71

Table 2 shows that the B.Ed Social Studies lecturers had the mean score of 18.36 with standard deviation value of 2.00. The M.Ed Social Studies lecturers had the mean score of 18.16 with standard deviation value of 2.17 while the Ph.D Social Studies lecturers had the mean score of 19.83 with standard deviation value of 2.71. This result reveals a difference in the value of mean scores. Therefore, it can be said that there is a difference among lecturers'

qualifications in the awareness of e-learning technologies for teaching Social Studies in colleges of education.

Research Questions: Is there any difference among lecturers' experience on awareness of e-learning technologies in Colleges of Education in Kwara State?

Table 3 : Difference among lecturers' experience on awareness of e-learning technologies

Experience	Mean	Stand Deviation
1-5years	18.70	1.43
6-10 years	16.67	2.29
11years & above	18.97	2.16

Table 3 shows that the 1-5years Social Studies lecturers had the mean score of 18.70 with standard deviation value of 1.43. The 6-10 years Social Studies lecturers had the mean score of 16.67 with standard deviation value of 2.29 while the 11years & above Social Studies lecturers had the mean score of 18.97 with standard deviation value of 2.16. This result reveals a difference in the value of mean scores. Therefore, it can be said that there is a difference

among lecturers' experience in the awareness of e-learning technologies for teaching Social Studies in colleges of education.

Hypothesis Testing

Ho₁: There is no significant difference in the Social Studies lecturers' qualification on awareness of e-learning technologies in Colleges of Education in Kwara State.

Table 4: ANOVA of Social Studies lecturers' qualification on awareness of e-learning technologies in colleges of education

Sources of variance	Sum of squares	df	Mean Square	F	Sig.	Remark
Between Groups	22.864	3	7.621	1.768	.162	NS
Within Groups	288.798	67	4.310			
Total	311.662	70				

Table 4 shows that there was no significant difference among Social Studies lecturers' qualification on the awareness of e-learning technologies in colleges of education. This is due to the fact that $p = .162$ which indicates that the significant value (.162) was found to be

greater than the alpha value (0.05). Therefore, this means that the stated null hypothesis was not rejected. By implication the null hypothesis established this. No significant difference existed among the Social studies lecturers' qualification

Corresponding author: *Abdulkareem, M. I.*

✉ jaabdulkareem2009@gmail.com

Department of Social Sciences Education, Faculty of Education, University of Ilorin.

© 2024. Faculty of Technology Education. ATBU Bauchi. All rights reserved



on their awareness of e-learning technologies in college of education.

e-learning technologies in Colleges of Education in Kwara State.

Ho₂: There is no significant difference in the Social Studies lecturers' experience on awareness of

Table 5: ANOVA of Social Studies lecturers' experience on awareness of e-learning technologies in college of education.

Sources of variance	Sum of squares	df	Mean Square	F	Sig.	Remark
Between Groups	41.397	3	20.699	5.208	.008	S
Within Groups	270.265	68	3.974			
Total	311.662	70				

Table 5 shows a significant difference in the Social Studies lecturers' experience on awareness of e-learning technologies in colleges of education, since $p = .008$. This implies that the null hypothesis was rejected due to the fact that the significant value (.008) was found to be less than the alpha value (0.05). Therefore, the null

hypothesis was able to establish that significant difference existed among Social Studies lecturers' teaching experience on awareness of e-learning technologies in colleges of education. Therefore, the mean difference was shown in table 6.

Table 6: Post hoc analysis

Experience	Mean Difference (I-J)	Std.. Error	Sig.	95% Confidence Interval	
				Lower Bound	Upper Bound
1 – 5yrs	-2.00000*	.67579	.012	-3.6193	-.3807
	-.14706	.53824	.960	-1.4367	1.1426
6-10yrs	2.00000*	.67579	.012	.3807	3.6193
	1.85294*	.63308	.013	.3360	3.3699
11 yrs and above	.14706	.53824	.960	-1.1426	1.4367
	-1.85294*	.63308	.013	-3.3699	-.3360

Table 6 shows the post hoc analysis, multiple comparison which indicates the mean difference is significant at the 0.05 level.

3. There was significant difference in the Social Studies lecturers' experience on awareness of e-learning technologies in Colleges of Education in Kwara State.

SUMMARY OF FINDINGS

1. Majority of lecturers were not aware of e-learning technologies for teaching Social Studies in colleges of education in the study.
2. There was no significant difference in the Social Studies lecturers' qualification on awareness of e-learning technologies in Colleges of Education in Kwara State.

DISCUSSION

The research findings of this study are discussed in relating to the research questions and research hypotheses. The findings of this study revealed that majority of the Social Studies lecturers were not aware of e-learning technologies in the study. The finding contradicts the findings of Paul et al (2017) who discovered that participants aware of e-learning and e-

Corresponding author: *Abdulkareem, M. I.*
✉ jaabdulkareem2009@gmail.com
Department of Social Sciences Education, Faculty of Education, University of Ilorin.
© 2024. Faculty of Technology Education. ATBU Bauchi. All rights reserved



learning platforms but lacked adequate training. The computer literacy was low and most schools lacked adequate ICT laboratories and reliable internet negatively affects e-learning adoption. The study recommends among other things that the Nigeria education service train and educate teachers and students on –learning to enhance their use and/or development of e-learning platforms. Furthermore, it should provide properly furnished ICT laboratories enhance accessibility and e-learning.

The finding of the study revealed that there was no significant difference in the Social Studies lecturers' qualification on awareness of e-learning technologies in Colleges of Education in Kwara State. This result is in line with Moshood et al (2007) who observed that there was no significant difference existed among the level of Social Studies lecturers' qualification on their awareness of e-learning applications in college of education. The findings of this study contradict that of Nannim et al (2018) who noted that lecturers' qualification was found to have a statistically significant influence on lecturers' level of awareness. The findings of this study showed that there was significant difference in the Social Studies lecturers' experience on awareness of e-learning technologies in Colleges of Education in Kwara State. The findings of this study contradict that of Nannim et al (2018) who opined that lecturers' years of teaching experience was found to have no statistically significant influence on lecturers' level of awareness.

CONCLUSION

The results of this study indicated that majority of lecturers were not aware of e-learning technologies for teaching Social Studies in colleges of education in the study. There was no significant difference in the Social Studies lecturers' qualification on awareness of e-learning technologies in Colleges of Education in Kwara State. Also, there was significant difference in the Social Studies lecturers' experience on awareness of e-learning technologies in Colleges of Education in Kwara State.

RECOMMENDATIONS

1. College of education administrators should ensure to introduce courses that will make e-learning applications to be among the teaching platforms for lecturers.
2. Government and proprietors of colleges of education should provide e-learning applications such as computer, tablets e.t.c to lecturer for teaching of Social Studies.
3. Lecturers in colleges of education should work hand in hand with the computer programmers or software developers to develop and come out with relevant e-learning applications.
4. Government and Curriculum developers should embrace new innovations in teaching and learning processes so that instructional strategy like e-learning applications will be embraced by all the various stakeholders in the educational sector.

REFERENCES

- Amaka, C. O. (2018). Supporting higher education in Nigeria with web 2.0 applications for lifelong learning and sustainable development. *Journal of Educational Media and Technology*, 23 (1), 173-186
- Conradie, P. W., Lambard, A. & Moller, M. (2013). Learners' perception of mobile devices for learning in higher education: Towards a mobile learning pedagogical framework. *World Academy of science, Engineering and Technology*; 7(3), 514-519. <https://repository.nwu.ac.za>
- Dilworth, J. (2005). *The Reflexive Theory of Perception Behavior and Philosophy*. Cambridge centre for behavioural studies
- Emmanuel, C. N., Chiaka, A. O. & Edna, N.O. (2014). Integration of information communication technology in the curriculum of Federal Unity Schools in Nigeria: Implication for learning.

Corresponding author: *Abdulkareem, M. I.*

✉ jaabdulkareem2009@gmail.com

Department of Social Sciences Education, Faculty of Education, University of Ilorin.

© 2024. Faculty of Technology Education. ATBU Bauchi. All rights reserved



- Greener Journal of Educational Research* 4(4), 91 -98.
<https://www.semanticscholar.org>
- Ezegbe, B. N. & Nwaubani, O. O. (2009). Resource status of the Universal Basic Education (UBE) as perceived by JSS Social Studies teachers in Nsukka local government area of Enugu state: Implications for the implementation of Education for all (EFA) Goals, *World council for curriculum and instruction Journal, Nigeria chapter 7 (1)*, pp 25-37. <https://www.rsisinternational.org>
- Ezudu, S. A. & Ezegbe, B. N. (2005). Nigeria Tertiary Social Studies Programme: implications for sustainable national development. In Eze, D. N. (Eds.) & Onyegebu, N. (Eds), *Knowledge Generation and Dissemination; Issues and Challenges in Nigeria Universities*, Nsukka. trust publishers.
- Federal Ministry of Education (2020). *Education*. <https://education.gov.ng>
- Federal Republic of Nigeria (2014). National Policy on Education (6th Ed.) NERDC Press
- Global Partnership for Education (2021). *Benefits of education*. www.globalpartnership.org
- Henry, R. H. & Neal, R. S. (1999). *Technology Interactions*. Glance/McGraw Hill https://www.tutorialspoint.com/computer_fundamentals/computer_applications.htm
- Ibrahim, T. (2018). *Perception of colleges of education students on the utilization of mobile applications for learning in North-central, Nigeria*. (Unpublished Ph. D. thesis) department of Educational Technology, faculty of Education, University of Ilorin, Ilorin, Nigeria
- Junaid, M. I. (2012). *Nigeria certificate in education, minimum standards*. National Commission for Colleges of Education
- Lanahan, B. & Yeager, E. (2008). Practicing teachers as elementary Social Studies methods instructors: Issues in preparing preservice elementary teachers. *Social Studies Research and Practice Journal*, 3, 10–27. <https://ufdcimages.uflib.edu>
- Moshood, B. L., Ayodeji, P. I., Mamudu, G. K. & Lesi, B. O. (2007). Nigeria Social Studies pre-service teachers' attitudes and readiness for digital technology in teaching and learning. *Journal of Education and Practice*. 8(17). <https://core.ac.uk>
- Nannim, F., Balarabe, Y. & Gital, A. (2018). Lecturers' level of awareness of ICT facilities for teaching purposes. *African Journal of Science, Technology and Mathematics Education* 4(1), www.researchgate.net
- Paul, N., Alber, A. Q., Brandford, B., Valentina, A. (2017). The awareness and use of electronic learning platforms: A case of a developing country. www.researchgate.com
- Sahin, I. (2008). From the social-cognitive career theory perspective: A college of education faculty model for explaining their intention to use educational technology. *Journal of Educational Computing Research*, 38(1), 51-66. <https://journals.sagepub.com>
- Termit, K. R. S. & Samli, C. (2014). Teacher readiness on ICT integration in teaching-learning: A Malaysian case study. *International Journal of Asian Social Sciences*, 4(7), 874-885. <https://www.scirp.org>
- Vidyadevi, P. (2014). Applications used in e-learning. *Research Journal for Humanity Science & English Language*, 1(11). www.srijs.com.

Corresponding author: Abdulkareem, M. I.

✉ jaabdulkareem2009@gmail.com

Department of Social Sciences Education, Faculty of Education, University of Ilorin.

© 2024. Faculty of Technology Education. ATBU Bauchi. All rights reserved