

E-Learning Facilities Social Studies Laboratory and Students' Academic Performance in Colleges of Education

Ogheneakoke Edore Clifford¹ Akpotor Uhririnoghene²

Department of Social Science Education,
Delta State University, Abraka, Nigeria.

Abstract

The study examined E-learning facilities, Social Studies laboratory students' academic performance. The study was an Ex-post-facto study. The sample consisted of 315 students drawn through the purposive sampling technique using the multi-stage procedure. The instrument for data collection was the questionnaire. The Pearson Product Moment Correlation was applied to answer research questions, and ANOVA statistic was used to test the hypotheses at a 0.05 level of significance. The study demonstrated that a significant relationship between social studies laboratory and academic performance showed a relationship between E-learning facilities and students' academic performance; a significant relationship existed between the use of projectors and academic performance. It was suggested that the National Commission for Colleges Education (NCCE) ensure that there are equipped laboratory and E-learning facilities before accreditation is given to any Department.

Keywords: 1 E-Learning Facilities 2 Social Studies 3 Social Studies Laboratory; 4 Academic Performance; 5 Students' Academic Performance; 6 Colleges of

Introduction

Quality higher education is imperative for re-sharpening citizens' minds to enable them to take constructive criticism and meaningful contribution toward national development. Through quality higher education, citizens of any country can acquire relevant cognitive, social, communication, and life skills to improve a nation's economic growth, productivity, and global competitiveness. Asiyai (2015) stated that the transformation of a country's economy requires a sound educational system. This cannot occur successfully when higher institutions are deficient in facilities like a laboratory that will help make abstract and theories real and more evident.

According to Collins (2017), a laboratory is a place where theories, techniques, and methods in education or social studies are tested, analysed, and demonstrated. In other words, before theories, techniques and methods should be put into practice in education, they must have been tested and validated in a given laboratory. It is a room, often containing special equipment and materials in which students enhance skills and remedy deficiencies in a particular subject (George, 2015). A laboratory is a class period during which students perform experiments or work in a given discipline. Since the late 1800s, when laboratories were introduced, the objectives of high education have changed. Today, they directed to provide all scientific literacy as an aspect of liberal schooling or education and build students for further study, work, and citizenship.

Gould (2014) reported that the laboratory had helped students relate with information drawn from reality. Students may relate to real-world events, data and issues that are gotten and represented in several forms. For instance, students may use photographs/pictures to examine characteristics or physiognomies of the moon, analyse emission (discharge) and absorption spectra in light from stars. Information may be incorporated or integrated into computer programs, films or other formats. Laboratory experience has also helped students assess large databases and remote access to scientific tools/devices and observations. The relevance of the laboratory in learning cannot be overstressed.

Paul (2011) argued that effective teaching and learning involves seeing, handling and manipulating natural objects and materials. The knowledge obtained will be wasted unless observed through the process and comprehension of the relationship between reaction and action. Effective learning and teaching encompasses an unending state of show and tell. Luke (2013) believed that utilising the laboratory in teaching help to inspire and stimulate deeper understanding in learners. Learners can retain knowledge longer when they see and experiment with it. The laboratory makes teaching easy for teachers. Frank (2016) opined that lots of concepts and theories that are difficult or demanding to explain directly from textbooks could be illustrated using the laboratory.

At the onset of the 21st century, it is evident that national development and progress rest on educational advancement that relies on technological advancement. Due to globalisation, numerous countries have developed Information and Communication Technology (ICT) policies to serve as an outline or framework for Information and Communication Technology (ICT) integration in all aspects of their society. To Phillips (2016), the use of technology, knowledge and information could be transferred at the right time and in the proper format, hence the necessity for E-learning.

E-learning is the delivery of training, learning or instructional education programmed by electronic means. Aluya (2016) conceptualised E-learning as the learning involving network technology to create, deliver and facilitate learning experiences at any needed place and at the required time. Emason (2009) defined E-learning as a network that enabled the transfer of skills and knowledge, and the delivery of education is made to a large number of recipients at the same or different times through the use of E-learning facilities.

The basis of the E-learning revolution was the introduction of computers, and gradually, as learners get hooked to tablets, smartphones, computers, etc., these devices became practical tools for learning. Presently, books are gradually being replaced with e-books and other electronic educational materials (Schoks, 2015). Omega (2016) argued that E-learning has demonstrated to be one of the best methods and tools in the corporate sector, expressly for professionals training programmes worldwide. Employees can acquire essential skills and knowledge in seminars conducted for employees and while sitting in their boardrooms. Schools that utilise E-learning technology in teaching-learning are ahead and into the future than those still using the traditional approach for learning.

The effectiveness and relevance of technology-based learning cannot be ignored. It is believed and proven that learners can easily comprehend, remember, relate and recall what they have seen and heard via motion pictures. Fair (2011) observed that visuals are retained for a long time aside from holding the student's attention. E-learning has become more urgent in teacher preparation because of several shifts in modern emphasis that in-school instruction alone does not satisfy. Nwazor (2011) opined that E-learning helps teachers impart difficult-to-learn cognitive, affective and psychomotor concepts/facts, attitudes, ideas, and skills that meet students' various characteristics and individual needs of students. Carison and Gadio (2012) argued that teachers are the key to which whether E-learning facilities should be used or not. Therefore, it is paramount for teachers to acquire modern technological competencies to effectively impart skills to students who should be adequately prepared to meet the demands of the present-day technological innovations in offices. E-learning is the learning system that we can obtain through the internet using an electronic device.

The emergence of E-learning as an advancement in information technology has revolutionised teaching and learning. Hoque and Alam (2010), E-learning has become instrumental in helping expand access to education,

strengthening the relevance of education to the increasingly digital workplace, and raising educational quality worldwide. The revolution of e-learning will optimise the student-centred pedagogical method and ensure an ICT-based educational system and change the way educational content is delivered to students.

Social studies is a problem-solving discipline geared to open up the problems/shortcomings of developments and proffering solutions to national developmental challenges. Esu (2010) opined that the uniqueness of social studies as a discipline of study in the school system places it at a vantage position to contribute substantially to realising our national educational goals. Through its curriculum offering, social studies provide young people with the opportunity for nurturing the virtues of self-realisation, better human relationships, self and national economic efficiency, effective citizenship, national consciousness, national unit, social and political advancement, science and technological development. These cannot take place if social studies is not well imparted on students using the laboratory.

Reports have shown that e-learning facilities have enhanced performance in schools. Cristina (2011) conducted a study on the effectiveness of e-learning and students' performance. It was revealed that when students use the web, they acquire various skills and knowledge, which invariably enhances their academic performance. Peter (2017) also conducted a study and found that e-learning has increased/aroused agricultural students' learning laboratory, and e-learning facilities inculcate the appropriate values in the young ones.

Unfortunately, it was observed by Redick (2011) that most schools, especially higher institutions of learning, do not have a laboratory, and if there are any, they are inadequate and obsolete. Similarly, most teachers still stick to the traditional method of teaching in the classroom. Olaba (2017) suggests that most teachers lack the competencies of using facilities in the laboratories in teaching. Kona (2000) also reported that most schools teachers used teacher and textbook teaching methods, making the passive students learners. This is not far from social studies teachers in schools. Studies have revealed that most schools do not have social studies laboratories and do not consider the relevance of e-learning facilities in teaching and learning social studies in schools. No one knows if it is responsible for the general decline in the performance of social studies students in schools.

Research Questions

1. What is the relationship between laboratory facilities and the academic performance of Social Studies students?
2. What is the relationship between e-learning facilities and the academic performance of Social Studies students'?
3. What is the relationship between the use of a projector and the academic performance of social studies students?

Research Hypotheses

1. There is no significant relationship between laboratory facilities and the academic performance of social studies students.
2. There is no significant relationship between E-learning facilities and the academic performance of social studies students.
3. There is no significant relationship between the use of projectors and the academic performance of social studies students.

Theoretical Framework

The theoretical framework is founded on the social constructionism theory of Triplet (2004). The theory postulated that a child identity in literacy-based situations is influenced by their environment (Triplet, 2004). The child identity is unswervingly linked to the child experiences or interaction with his teachers. Therefore, the child's achievement will be based on the teachers' know-how and experience. This is where the teacher's competencies

and effectiveness becomes a factor in student learning outcomes or performance. When a teacher motivates students' with the wealth of his experience, they are more probable want to participate in activities and demonstrate their abilities within and outside the school environment. Therefore, the teacher's role and experience are crucial in determining student success. Evaluating and assessing these learning components is essential as both students and teachers have significant roles in teaching and learning. This is one way of trying to bring learning closer to the students' and learning taking place successfully. This would attract the students to the activity and arouse their interest, which will increase their performance.

The Concept of Laboratory

A laboratory is a facility and resources that provide controlled and structured conditions in which technological or scientific research, measurements and experiments, may be performed or accomplished. (*Wikipedia, 2019*). Laboratory services are provided in physician offices, clinics, hospitals, and regional and national retrieval centres. Felicia (2017) conceptualised it as a room or building with scientific equipment for scientific tests or teaching science or where chemicals or medicines are produced. It is a place for doing tests and research procedures and for preparing chemicals and some medications. The researcher conceptualises a laboratory as a building or a room where scientific experiments, analyses and research are carried out. Lawal (2010) opined that the non-availability of E-learning facilities and laboratories such as the internet, slide-overheat, dot projectors make it difficult for teachers to be exposed to such facilities. This renders them ill-equipped and unable to deliver effective lectures to their students.

The Concept of E-Learning

E-learning is one of the furthestmost driven or motivated by the escalating array of technology-enabled platforms that offer learners innovative and alternative learning environments equated with conventional learning and, accordingly, signifies IT-based innovation or revolution in education (Obro, 2021). E-learning facilities are the facilities utilised for the learning process that encompasses the system-based administrations, the connection of digitally transported content, and mentoring bolster (Atubi & Obro, 2020). Umah (2017) saw E-learning facilities as electronic devices for managing and processing information using soft and hand wares to convert, store, manipulate, protect, transmit, manage, control and retrieve for the enhancement of E-learning. Osakwe (2012) defined it as electronic or computerised devices assisted by human and interactive materials that can be used for a wide range of teaching and learning and personal. They are facilities used in distance education (Ajayi, 2019). The researcher defined E-learning facilities as the facilities used to impart knowledge to students in a broader range.

E-learning Facilities and Academic Performance

Nwalado and Obro (2014) investigated the ICT facilities and academic performance. It was observed that the ICT facilities enhanced students learning outcomes. Charity (2015) appraised the availability and usage of E-learning facilities in social studies classrooms. Findings indicated that E-learning facilities' availability and utilisation was low. Furthermore, they were not often utilised in social studies classrooms. The researcher concluded that the e-learning facilities in Anambra state secondary schools are grossly inadequate, and the teachers do not fully utilise the limited facilities. Also, Nwana (2018) x-rayed the effect of E-learning facilities on social studies students' performance using a sample size of 15 lecturers and 45 social studies students. The study discovered that E-learning facilities influence academic performance.

Similarly, Victoria and Rita (2018) ascertained the relationship between E-learning facilities and students performance in social studies. Again, the Expost-facto research design was used, and a sample size of 21 students. A rating scale designed by social studies experts was used as the main data collection instrument, and inferential statistics were utilised to analyse data collected in the study. It was observed that social studies students' performance was affected by the use of E-learning facilities.

Studies on E-Learning Facilities

Egwuenyenga (2015) investigated facilities and academic performance of business education students. The data collection tool was the questionnaire. The study reported that E-learning facilities improve students' performance. The study aligns with the present study because it discusses E-learning facilities as it influences students' academic performance. Eze (2017) also investigated the effects of E-learning facilities and academic performance in schools. It was observed that a significant relationship existed between E-learning facilities and students' academic performance in schools. Finally, Eze, Chinedu and Bello (2018) explored utilising E-learning facilities on students educational attainment or outcome. The primary instrument data collection was the questionnaire which was split into two sections. It was revealed that a significant relationship existed between E-learning utilisation and students performance. Ewgu (2018) researched the effect of E-learning facilities on students achievement. The study revealed that E-learning facilities improve students achievement.

Studies of the Social Studies on Laboratory

James (2010) examined the effects of the Social Studies laboratory on students' performance in schools using a sample of 54. The study revealed that a relationship existed between laboratory teaching and students academic performance and that social studies students w exposed to laboratory teaching performed better than their counterparts exposed to the lecture method. Similarly, Mauch (2011) ascertained the relationship between social studies laboratory and students scholarly performance. It was revealed that a significant relationship existed between social studies laboratory teaching and academic performance in schools. Mezeiobi (2016), in a study on the relationship between social studies laboratory and students performance, reported a significant relationship between laboratory teaching and students' academic performance in schools. Bello (2018) also researched to ascertain the correlation between students' social studies laboratory academic performance in schools. The sample size is 37 social studies students. It was revealed that a significant relationship existed between laboratory teaching and academic performance.

Similarly, Comber and Keeves (2013) study the role of the laboratory in the teaching and learning of biology and finds that there is a link in the effective teaching and learning of biology when laboratories are available and judiciously utilised. Lott (2018) studied science education in 19 countries and observed that in six countries where students made observations and did experiments in their schools, the level of achievement in science was higher than in schools where students did not perform these activities. This implies that laboratory instructions have tremendously enhanced students achievement in other fields. Social studies is an interdisciplinary subject that integrates the concepts, theorists and practice of other subjects to make a whole. Since laboratory teaching has helped enhance pupils in sciences, the researcher aims to examine its effects on social studies students.

Research Design

The study adopted the Expost-facto research design using the descriptive method. This is because the Expost-facto research design tends to ascertain the description of a given variable or variables. This study is an Expost-facto research, hence the adoption of the design.

Sample

The study's sample size is 315 Social Studies B.Sc (Ed) Delsu affiliate students in the three public Colleges of Education in Delta State. The purposive sampling technique and the multi-stage procedure was used to draw the sample.

Research Instrument

The data collection instrument is the questionnaire and students' sessional results for 2016/2017 and 2017/2018. The instrument was split into sections A, B, C, D and E. A contains students biodata, section B contains items on laboratory, C contains items on e-learning, D contains projectors. The four-point scale was used to rank respondent responses: SA = 4, A=3, D=2 and SD=1.

Reliability of Research Instrument

The test-retest method was used to establish the reliability of the instrument. Although the interval between the tests was two weeks, this was a measure of student stability over time. The Pearson Product Moment Correlation coefficient was employed to test the reliability, and a co-efficient of 0.64 was obtained. This means that the instrument yielded stable scores over time and, therefore, suitable for this study.

Method of Data Analysis

Answers were provided for the research questions using Pearson Product Moment Correlation statistics (PPMC), while the hypotheses were tested using ANOVA. In addition, inferential statistics were used to analyse the data that were collected.

Research Question 1

What is the relationship among social studies laboratories, E-learning facilities and social studies students' academic performance?

Table I: Multiple correlation Analysis of social studies laboratory and social studies students' academic performance.

Variable	N	r	r ²	r%	Decision
Social studies laboratory	315	0.244	0.06	6.0%	Low Positive Relationship
Students' Academic Performance					

Table 1 indicates the r-value of 0.244 as the degree of relationship between social studies laboratory and social studies student academic performance. The coefficient of determination was 0.06, and the amount of contribution of social studies laboratory to social studies academic performance was 6.0%. This showed a low positive relationship.

Research Question 2

What is the relationship between E-learning and the academic performance of social studies students'?

Table 2: Pearson Product Moment Correlation on E-learning and social studies students' academic performance.

Variable	N	r	r ²	r%	Decision
E-learning facilities	315	0.265	0.06	6.2%	Low Positive Relationship
Students' Academic Performance					

Table 2 indicates the r-value of 0.265 as the relationship between E-learning facilities and social studies student academic performance. The coefficient of determination was 0.06, and the amount of contribution of social studies laboratory E-learning facilities to social studies academic performance was 6.2%. This showed a low positive relationship.

Research Question 3

What is the relationship between the use of a projector and social studies students' academic performance?

Table 3: Pearson Product Moment Correlation on the use of a projector and social studies students' academic performance.

Variable	N	r	r ²	r%	Decision
Use of Projector					
Students' Academic Performance	315	0.238	0.056	5.6%	Positive Relationship

Table 3 indicated the r' value of 0.238 as the degree of the relationship between projector and social studies students' academic performance. The coefficient of determination was 0.056, and the amount of contribution of using a projector to social studies students' academic performance was 5.6%. The result indicated a low positive relationship between the use of a projector and social studies students' academic performance. However, it was revealed that there is an increase in students' academic performance with a projector.

Hypothesis 1

There is no significant relationship among social studies laboratories, E-learning facilities and social studies students' academic performance.

Table 4: Multiple Regression Analysis of social studies laboratory and social studies students' academic performance.

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1239.588	1	619.794	9.917	0.000
Residual	9496.457	313	62.494		
Total	20738.044	314			

$\alpha=0.05$, $R=0.244$, $R\text{-Square} = 0.060$

- a) Predictors; (constant), Social Studies Laboratory
- b) Dependent Variable: Academic Performance of Social Studies Students

Table 4 showed an F-value of 9.917 and a p-value of 0.000. Testing the null hypothesis at an alpha level of 0.05, the p-value of 0.000 was less than an alpha level of 0.05. Therefore, the null hypothesis was rejected. This revealed a significant relationship between social studies laboratory and social studies students' performance.

Hypothesis 2

There is no significant relationship between the use of E-learning and social studies students' academic performance.

Table 5: Linear Regression Analysis on the use of E-learning and Academic Performance of Social Studies Students.

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	914.492	1	914.492	14.439	0.000
Residual	19823.552	313	63.334		
Total	20738.044	314			

$\alpha=0.05$, $R=0.210$, $R\text{-square} =0.044$

- a) Predictors: (constant), use of E-learning
- b) Dependent variable: Academic Performance of Social Studies Students

Table 5 indicated the F-value of 14.439 and a P-value of 0.000. Testing the null hypothesis at an alpha level of 0.05, the P-value of 0.000 was less than the alpha value of 0.05. Hence, the null hypothesis that states that there is no significant relationship between E-learning and social studies student academic performance was rejected.

Hypothesis 3

There is no significant relationship between the use of a projector and social studies students' academic performance.

Table 6: Linear Regression Analysis on the use of the projector and social studies students' academic performance.

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1170.625	1	1170.625	18.725	0.000

Residual	19567.419	313	62.516		
Total	20738.044	314			

$\alpha=0.05$; $R=0.238$; $R\text{-square} = 0.056$

a) Predictors: (constant); Use of Projector

b) Dependent Variable: Academic Performance of social Studies Students

Table 6 indicated an F-value of 18.725 and a P-value of 0.000. Testing the null hypothesis at an alpha level of 0.05, the P-value of 0.000 was less than the alpha level of 0.05. Hence, the null hypothesis was rejected. There is a significant relationship between social studies students' academic performance in Delta State Colleges of Education.

Discussion of Findings

The result of hypothesis one shows a significant relationship between social studies laboratory and students performance. This finding is in agreement with the findings of Mauch (2011), Comber and Keeves (2013), Mezeiobi (2016), Bello (2018) and Lott (2018), that reported a significant relationship between social studies laboratory and academic performance of social studies students. This is because laboratory teaching enhances academic performance, for it helps students learn by activity, tangible and practical knowledge, and assignments. In addition, laboratory teaching also helps students in creative expression development of co-operation, self-discipline and dependence.

The result of hypothesis two shows that a significant relationship existed between E-learning facilities and the academic performance of social studies students in schools. On the extend of availability, they are low in quantity and are therefore inadequately provided. The study's outcome agrees with previous studies of Egwu (2018) and Egede (2017), who observed that E-learning technologies that students exposed to E-learning perform better than those that are not. This finding is not in agreement with the findings of Phillips (2010), which state that there is no correlation between the use of E-learning and academic performance of students but correlates with the findings of John (2016) which opined that E-learning is significantly related with student academic performance in schools. The possible reason students instructed using E-learning perform better than those that are not is that E-learning help students to access global libraries to enhance their studies. Computers are used in the classroom to teach basic skills and provide knowledge of computers as per the curriculum. For example, a word processor is used to improve the writing skills of the students.

Moreover, students were evaluated based on standardised test scores to assess the students' achievement in schools. The computer help to enhance creativity and thinking skills, provides efficient and better use of ICT and proves beneficial for career aspiration. The use of computers has also helped improve research work and help in communicating with different education providers. According to Peter (2017), students and teachers can download and store a lot of educational materials, books, presentations, etc., in their computers for future use. The use of the computer makes it easy to have access to information quickly. The computer has also revolutionised the way of study while making education smoother and quicker. It also helps connect the students to various sources that show different ways to understand a particular topic or problem.

The result from the analysis of hypothesis three showed that a significant relationship existed between the use of projectors and academic performance of social studies students taught with projectors performed better than those not taught without a project. This finding supports the finding of John (2012) and Dania, Obro and Oworhu (2016) that argued that projectors are significantly related to social studies students' academic performance in schools and disagrees with the findings of Charity (2015) which posits that students' academic performance has nothing to do with the use of projectors in teaching and learning. The possible reasons why social studies students taught with the use of projectors perform better than those that are not might be deduced from the fact that the use of instructional projected visuals facilities, facilitate and ease better understanding, capture more authentic information with a better view of images and general sharpening of intelligence. Oyibo and Obro (2020) added that most problems of population explosion usually accompanies knowledge and information explosion. Knowledge is

made concrete using instructional media, like slides, filmstrip, motion pictures, video recorders, and microforms to store information or data for use. The most common problem among students today is that they learn and forget, which results from too many theoretical expressions and a lack of projected visuals for instructions by the teachers while the learners are passive listeners. Projected materials also help illustrate and clarify non-verbal symbols and images, quantitative relationships, abstract concepts and specific details. The projected visual materials help students to captivate and hold attention, and they reinforce verbal message. They provide verbal message. They provide direct interaction of students with the realities of the social and physical environment, and the materials stored can easily be retrieved (Obro, Ogheneakoke & Akpochafo, 2021).

Conclusion of the study

Sequel to the findings of the study, the following conclusions were established. The study established that the three public Colleges of Education were offered as a discipline with social studies laboratory and E-learning facilities, but these facilities are not utilised. It also confirmed that E-learning influences social studies students' academic performance in the teaching and learning process. Most social studies students instructed with E-learning perform better than those taught without e-learning facilities. The study established that the use of projectors in teaching influences the academic performance of social studies students. Social studies students instructed with the use of projectors perform better than those taught without using the projector.

Recommendations

1. National Commission for Colleges Education (NCCE) should ensure that there are well-equipped laboratory and modern E-learning facilities available before given full accreditation to any Department.
2. The government should also ensure that there are well established and equipped laboratories and modern E-learning facilities available in their various schools to enhance students' academic performance.
3. The Ministry of Education and other private school Administrators should consider teachers' competencies in the use of laboratory apparatus and E-learning facilities during recruitment into the tertiary institution.
4. Heads of Department should emphasise the judicious use of available laboratory and E-learning facilities during the teaching and learning process to enhance students' academic performance.

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