
**LECTURERS' VIEWS ON ADOPTION OF E-LEARNING AS
A STRATEGY FOR RESTRUCTURING SOCIAL STUDIES
CURRICULUM FOR SUSTAINABLE ECONOMIC
DEVELOPMENT IN NIGERIA**

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Abstract

This study investigated how lecturers in Nigeria felt about using e-learning to restructure Social Studies curricula for sustainable development. A hypothesis was posited to direct the research. For this study, a descriptive research design was used. The sample consisted of 79 social studies teachers, while the population consisted of 142 lecturers in four tertiary institutions in Cross River State. Before the instrument was used to collect data, experts validated it. The study used a single questionnaire that was split into two pieces. Using the Split-half reliability approach, the instrument's reliability was assessed at the 0.82 coefficient of determination. In order to test the null hypothesis, the acquired data were analysed using the descriptive statistical tools of mean and standard deviation. As a consequence, the null hypotheses are rejected since the average grand mean of 2.77 was obtained, which is higher than the criterion means of 2.50. This indicates that both male and female lecturers have a high and significant level of perception regarding the adoption of e-learning. The outcome showed that when e-learning is used, effective social studies instruction and learning will be guaranteed. It was

suggested that the government use e-learning as a tactic to rebuild the Social Studies curriculum in order to support the country's sustainable economic growth.

Keywords: Adoption, E-learning, Social Studies, Curriculum Restructuring, Sustainable, Economic development.

Introduction

Governments adopt policies and programmes of many kinds to benefit their populations and nations. In this sense, governments everywhere, but particularly in emerging nations like Nigeria, strive assiduously to create or erect strong frameworks that would promote the welfare of their citizens. Achieving these goals has made sustainability education a familiar name in modern economic advances. The United Nations established seventeen Sustainable Development Goals (SDGs) that have the potential to improve the lives of its member countries. Thus, sustainable economic growth serves as a link between the public and the government. In order to fulfil its purpose of imparting knowledge that would promote acceptable attitudes, positive values, and responsible ways of living, education and learning methodologies must be redesigned in order to promote sustainable economic development (UNESCO, 2020). As a result, the idea of sustainability, also known as Education for Sustainability (EFS), serves as a paradigm for envisioning a time when economic, social, environmental, and educational factors are all balanced in the goal of development that improves quality of life (Ubangha, 2021). It's about keeping everything in life in balance. The tasks facing the new world include achieving society's social goals, protecting the environment's natural resources, and bringing about justice, peace, and stability. The past, present, and future as presented and directed by a nation's curriculum—a system of educational mapping—are all included in sustainable development.

According to Ubangha (2021), education is the process of assisting people in acquiring information, skills, values, beliefs, and habits. According to Ukam, Adams, and Ejoh (2022), a society devoid of education will implode, its democracy and governments will fail, and anarchy will reign. Therefore, the general goal of education—self-realization through knowledge, self-understanding, and self-exploration towards positive human personality, society, and the nation—should receive modern attention. Character development included mental and physical fitness, worship, aesthetics, and civic engagement. Nigeria's education sector has recently faced many challenges, including a paradigm shift away from the traditional way of doing things, basic programme formation, an increase in the student-to-teacher ratio, overstretched infrastructure, a lacklustre interest from the government in education, and new global policies that require curriculum restructuring. Additionally, it is now essential to mould students' learning experiences and awareness of the past, present, and future in order to support the proper development of students' individual and national identities. For this reason, e-learning has been adopted as a strategy to enhance students' learning experiences. The new approach to curriculum management, known as curriculum restructuring, gives academics more freedom to choose their own goals and strategies for achieving them. Although the Nigerian school curriculum used to be very particular in that it was designed to produce only gifted young people who wanted to work as lawyers, engineers, doctors, accountants, and other professions, this is no longer the case. Esu, Enukoha, and Umoren (2016) claim that the current curriculum acknowledges the emergence of new professions that demand distinct training beyond those of certain professions. Nigeria's economy has since diversified to remain competitive on a worldwide scale, therefore in order for students to become globally relevant, all learning activities must be digitalized through curriculum restructuring.

With the arrival of Covid-19, the world saw the beginning of a new era, which strengthened the need for reorganisation. The

virus, which is thought to have originated in China in 2019, is recognised to be a member of the class of viruses that frequently infect birds and animals and, in the event that humans come into contact with them, cause respiratory tract infections with colds that can be fatal. Because the virus's symptoms resemble those of pneumonia, it is also known as the pneumonia virus (OECD, 2020). The global COVID-19 pandemic came as a shock, surprising everyone and leaving no one, not even the superpowers or China, where the virus was initially found, to prepare for it. Owing to the virus's widespread distribution and concomitant high risk of infection, the Covid-19 (Coronavirus) caused havoc in every aspect of human existence. According to Ubangha (2021), the Covid-19 epidemic has not only created a problem for global health, but it has also put human survival at jeopardy. It has forced many institutions, organisations, and sectors to undergo drastic changes, and the education sector is no exception. In reality, the education sector was once the hardest hit, with schools being suddenly closed and learning having to shift from in-person interactions to online techniques that haven't been successfully maintained until recently. It did, however, go against the goals of the Social Studies curriculum because it was done to stop the virus's spread.

Restructuring the Curriculum would also address the current issues with the Social Studies curriculum. The Nigerian Social Studies curriculum, according to Edinyang, Unimke, Ubi, Opoh, and Iwok (2017), was introduced into Nigerian schools as a messiah to rescue the nation from the problems caused by the flawed curriculum that Nigerians had inherited from their colonial masters. In contrast to the curriculum that was left behind by Europeans, the Nigerian Social Studies curriculum was created to meet the needs and aspirations of the people. However, the authors claim that despite all these efforts, the topic has not yet fully benefited from 35 years after the Senior Secondary School (SSS) curriculum was designed and roughly 10 years after it was introduced on a large basis. By promoting cultural awareness, highlighting the value of unity, instilling respect for societal

values, and illuminating how societal resources can be effectively harnessed to promote societal development for the benefit of all, social studies is intended to assist students in becoming valuable and engaged members of their community.

The school, which exposes people to their true humanity and ability to perform well in their social orientation, is a part of a society. Meeting new people enhances the effectiveness and sociability of these social connections. It has also been noted that kids find physical touch to be the most intriguing. Kids desire to interact and converse with people in order to develop a sense of community, receive peer support, be entertained, and other goals. The social events, circumstances, and phenomena that occur in schools are the best means for kids to relate to themselves. As a result, social studies is a crucial discipline that examines how people interact with one another and their physical and social environments for their own gain. Social studies encompasses the process of instilling the proper values, attitudes, abilities, interests, information, and, in fact, the culture of a dynamic country like Nigeria. The restructured Social Studies curriculum suggests that e-learning could bridge the gap that existed in the Nigerian Social Studies curriculum and lessen social distance obstacles caused by the measures to combat the spread of the COVID-19 virus. To the best of my knowledge, e-learning refers to online learning. It involves a thorough integration of modern information and communication technology, including the internet, with the educational system. Due to the importance of Social Studies and the need to ensure that students adhere to societal norms and values, policymakers and subject matter experts must reorganise the educational system to include e-learning, which has quickly transformed global education—particularly in light of the COVID-19 pandemic.

It is undeniable that many developing nations struggle to adopt e-learning due to inadequate internet access, inadequate understanding of ICT usage, and a lacklustre content development pipeline (Mathivanan, Jagopal, Ahmed, Manivannan, Kumar, Raja, Dharinya & Prasad, 2020). Even at the university level, many

teachers in developing nations might not be aware that e-learning resources like videos and other apps are available. However, e-learning facilitates both technological advancements and a change in the teaching culture (Mathivanan, et al. 2020).

The Nigerian educational system has seen numerous curriculum restructurings in the form of innovations, reforms, and changes, which have led to the system's current state of development. The age of Nigeria's social studies curriculum is a contentious issue that has been defied by strong arguments. Despite social studies being the foundation for many other courses, there are still numerous instances in which the topic is neglected or lapsed in. In Nigerian classrooms, social studies is taught in elementary, junior secondary, and kindergarten levels. The 1980s saw the introduction of it into the curriculum for schools. The humanistic academic discipline of social studies aims to investigate how people interact with their social and physical environments (Mezieobi, 2013). Ukam (2022) states that social studies is one of the disciplines that studies people in connection to their social and physical environments or their activities within society. Social studies is the "study of man in his environment," according to Edinyang, Unimke, Ubi, Opoh, and Iwok (2017). Among the contexts he interacts with are the physical, social, economic, political, scientific, technological, cultural, and religious ones. The main objective of teaching social studies in Nigerian schools is to provide evidence of abilities for effective life in the household, social group, and physical environment (Edinyang, Mezeiobi, Igba, and Yaro, 2014). Edinyang, Mezieobi, and Ubi (2013) define social studies as "a programme of study used by a society to implant in students the knowledge/skills, attitudes, and actions it finds significant about human connections with one another, their world, and themselves." Albert Bandura created the social learning theory in the 1970s. In a social setting, Bandura argues, we learn by observing the activities of others and the results of our interactions. In summary, we have long been mutually learning from one another. "Social learning has existed for as long as there have been humans with whom to connect and exchange life experiences." (Lustick, 2016, p. 1).

Reports from the UN state that the COVID-19 pandemic has changed the course of history, had a lasting effect, and caused the most disruption to educational institutions. It has impacted more than 1.6 billion students worldwide, across more than 190 nations. Ninety-four percent of pupils worldwide have been impacted by school and other learning space closures, with as many as 99 percent in low- and lower-middle-income nations. As of April 13, 2020, an estimated 1.725 billion kids—representing 99.9% of all pupils worldwide—were impacted by school closures, according to Adepoju (2021) (UNESCO, 2020). The worldwide pandemic's issues brought about a new culture, especially in the educational field. It made in-person instruction less practical and made traditional teaching and learning techniques challenging not only in Nigeria but also globally. The goal of teaching these days is to make sure the academic cycle went without a hitch. While some private schools seem to have had some success with e-learning or online teaching and learning, public schools seem to have faced a multitude of obstacles as a result of inadequate infrastructure, a lack of technical expertise, and a negative attitude towards the use of ICT by stakeholders.

This claim backs up the assumption made by Acharjya and Das (2021) that, among other things, the main causes of the difficulties encountered when adopting e-learning include pedagogy, technology, altered learning styles, time and financial restrictions. It is possible to argue that many developing nations, such as Nigeria, are geographically excluded from e-learning because they lack computers and internet access or cannot pay the high cost of internet access (Qiao, Zhu, Guo, Sun & Qin, 2021). The crisis is making already-existing educational disparities worse and decreasing educational opportunities for a large number of the most vulnerable children, teens, and adults, including girls, those living in poor or remote locations, refugees, individuals with disabilities, and those who have been forcibly relocated. It has been noted that learning losses might last past this generation, undoing decades of advancement, particularly in the area of promoting girls' and young women's access to and retention in

education. The economic burden of the pandemic alone may cause an estimated 23.8 million extra children and youth (from pre-primary to tertiary) to drop out or not be able to attend school in the upcoming years.

But the pandemic has spurred creativity in the field of education. We have witnessed creative ways to ensure the continuation of instruction and training, ranging from take-home packages to radio and television. Quick responses from governments and partners worldwide, especially the Global Education Coalition led by UNESCO, resulted in the development of distance learning alternatives in order to preserve educational continuity. The value of teachers has been emphasised globally, as has the idea that numerous governments and other key stakeholders owe educators an ongoing responsibility of care. But these changes have also brought to light how closely the necessity of leaving no one behind is tied to both the promising future of learning and the rapid changes occurring in the means of delivering high-quality education. This is especially true for kids and teenagers who don't have the tools or a conducive environment to study. This also applies to educators, who need more guidance and assistance when implementing new teaching modalities. Ultimately, this holds true for the entire field of education, including local communities, which depend on the continuation of education during times of crisis and are critical to the healing process. Globally, COVID-19 has a significant impact on interpersonal interactions. In order to stop the sickness from spreading, physical contact was strictly prohibited, and social isolation was encouraged. This resulted in the emergence of new types of interpersonal interaction. Digital life, which anchored and engaged meaningful links between people in both public and private settings, became the new normal in the aftermath (Mathivanan, et al., 2021).

It must have become apparent to everyone that we need to reevaluate how we interact with pupils in the classroom. The epidemic has also caused a learning-driven society to shift to online learning, so we must reconsider our views on education.

Conventional educational settings and practises need to be reevaluated. The World Economic Forum (WEF) 2015 report claims that the emergence of e-learning, which enables students to receive instruction remotely and through digital platforms, has had a significant impact on education. Studies show that learning online increases time savings and information retention. As part of its aim to restructure education, the government must start with digital technologies and blended learning. Four main goals should guide education in schools: enhancing instruction in the classroom, enhancing learning outside of the classroom, personalising instruction when it can, and minimising the workload of teachers. The government should therefore establish a national transformation fund and support unit to share best practises, help with implementation and procurement, and provide teachers with the training they need to adjust to new working ways. Since one million children still lack access to the internet at home, the government should take advantage of this opportunity to close the digital divide by funding schools so that all children have the resources they require to benefit from technology-enabled education (Ofem, 2021).

The complete integration of modern telecommunications equipment and information and communication technology (ICT) resources—most notably the internet—into the educational system is known as e-learning (Adepoju, 2021). A computer with internet access is frequently used for e-learning (Algahtani, 2011; Arkorful & Abaidoo, 2014). Online and blended learning are two categories for e-learning (Adepoju). Blended learning can be defined differently depending on one's viewpoint. However, some definitions include self-blending, rotation, and enhanced virtual learning (Bryan & Volchenkova, 2016). Three categories or viewpoints are available for examining blended learning: blended presentation and interaction, blended block, and totally online. These three categories allow for a deeper understanding of blended learning. Certain tools are more useful than others, depending on the kind of e-learning. Weblogs, social bookmarking, Wilds, RSS, podcasting, instant messaging, text

chat, and online forums are among the tools that must be used for any meaningful training in order for e-learning to be effective (Pande, Wadhai & Thakare, 2016).

Due to its flexibility, efficiency in knowledge and advancement, incentive for student interaction, cost-effectiveness, and other advantages, e-learning can be considered highly significant (Pande et al., 2016). E-learning also changes the focus of the educational environment away from the real teacher-student relationship, which makes it possible to accomplish the desired goals (Franklin & Nahari, 2018). During the lockdown, e-learning has to be used extensively in order to lessen the influence of COVID-19 on teaching and learning in higher education (Adepoju, 2021). Despite the fact that e-learning is essential in many nations, developing nations like Nigeria have not yet fully embraced the ICT tools that are the backbone of e-learning (Kyari, Adiuku-Brown, Abechi, Pyochi & Adelakun, 2018). Arguing that the lack of widespread e-learning adoption in Nigerian schools may be attributed to teachers' perceptions would not be out of place, particularly in post-secondary institutions that provide skill-oriented business education. One might argue that preparedness to embrace and employ e-learning has a major role in its efficacy (Acharjya & Das, 2021).

In a study on e-learning adoption during India's lockdown, Mathivanan et al. (2021) discovered that while the country faced obstacles in e-learning adoption, some achievements were noted. The authors also revealed that in order to address the COVID-19 situation, the Indian government and several education stakeholders have talked about the potential for e-learning through the adoption of various digital technologies. Obeidat, Obeidat, and Al-Shalabi (2020) conducted a second study at Hashemite University in Jordan to find out how students felt about the efficacy of online learning during the COVID-19 epidemic. Overall, students' assessments of their e-learning experiences were judged to be positive. The study also discovered issues with students' e-learning experiences, the bulk of which were brought on by technical difficulties, such as a dearth of computers and a functional internet network, to name a couple.

An investigation into the uptake of e-learning and the moderating influences of gender and age during the COVID-19 pandemic was conducted by Acharjya and Das (2021). The purpose of the study was to investigate the factors that, in the context of the pandemic, affect students' acceptance of online learning. According to the results, there was a strong relationship between performance expectancy, social influence, computer anxiety, enabling condition, attitude, and behavioural intention. According to a study by Adepoju (2021), there are a few barriers that could prevent e-learning using Google Classroom Zoom from being implemented in Nigeria as a way to address the COVID-19 Pandemic's effects on education. Thus, the study suggests that Google Classroom and Zoom sessions could support instruction anytime hurdles are removed and at times like the COVID-19 related era when face-to-face interaction may not be possible. The study by Kisanga (2016), which looked at higher education institutions in Tanzania's stance towards e-learning, is appropriate. As demonstrated by the theoretical and empirical studies above, a number of researchers have recently conducted a number of studies on the adoption of e-learning in postsecondary institutions worldwide. These studies confirm that several attempts have been undertaken, and continue to be undertaken, to guarantee that the global education sector does not experience the same disruption that it did during the COVID-19 lockdown. One observation regarding these research, nevertheless, is that they did not examine the perspectives of educators tasked with carrying out e-learning-related policy implementation. Furthermore, none of the examined research used business education instructors as a case study and were conducted in Delta State, Nigeria. These are the gaps that the current investigation aimed to close.

The issue, according to the researcher's observations, is that political unrest in Nigeria has made curriculum reform difficult. Every educational system is impacted when a new administration takes office; there is rarely a follow-up project or policy, and the inclination to overhaul the entire system has become the norm. No

matter how admirable the previous administration's efforts may be, they can nevertheless be undone even in the absence of a definite ideology. The study has also noted the issue of insufficient funding for education. As of late, lecturers have gone on strike about inadequate funding for higher education, but it appears that little concrete has been done to address this problem. Even though research can lead to significant curriculum changes, the government is not willing to support such an endeavour. The path of this study is the adoption of e-learning as a strategy for restructuring Social Studies curriculum that will amount to sustainable economic development in Nigeria. It has also been observed that policy makers have quite different perceptions when it comes to restructuring of the curriculum, and the society, some of which represents the ruling elites, are complacent or rather ignorant of the need for change.

Objectives of the Study

The purpose of the study is to ascertain lecturers' view on the adoption of e-learning as a strategy for restructuring Social Studies curriculum for sustainable economic developments in Cross River State, Nigeria.

Hypothesis

There is no significant view held by lecturers on the adoption of e-learning as a strategy for restructuring Social Studies curriculum

Methods

The purpose of the study was to determine how lecturers felt about using e-learning to restructure the Social Studies curriculum in order to promote sustainable economic growth. A descriptive assessment research design was employed in this study to conduct the investigation. The application of the concepts in setting objectives and determining their levels of performance is emphasised in descriptive assessment research. In order to precisely and impartially characterise the degree to which Social Studies instructors view the implementation of e-learning as a

tactic for reorganising the Social Studies curriculum, data must be gathered. At the 0.05 significance level, one research question and one null hypothesis were posed and examined. The study's focus was on the Cross River State universities of technology, Federal College of Education, Obudu, University of Calabar, Akamkpa, and College of Education, all located in the state.

The study's population consisted of all 142 social studies lecturers who were teaching social studies in the 2020–2021 academic year at the Federal College of Education, Obudu, University of Calabar, Calabar, College of Education, Akamkpa, and Cross River State University of Technology. According to a population breakdown, the College of Education employs 38 lecturers, of whom 22 are female and 16 are male; the University of Calabar employs 37 lecturers, of whom 9 are female and 28 are male; Cross River State University of Technology employs 25 lecturers, of whom 4 are female and 21 are male; and the Federal College of Education, Obudu, employs 42 lecturers, of whom 11 are female and 31 are male. Purposive sampling was used to choose the sample of 79 lecturers. The Social Studies Lecturers Perception on the Adoption of E-Learning Questionnaire (SSLPAEQ) was the primary structured questionnaire utilised for data collection. There were two components to it (a and b). included the respondents' individual demographic information, including their age, gender, years of experience, and level of education. Ten (10) items for the study are included in Section B. They are scored on a modified Likert scale with two categories: High Extent (HE) and Low Extent (LE). The respondents were asked to check () the options that most aligned with their opinions. Experts from the University of Calabar's Faculty of Arts and Social Science Education in Calabar established the face validity of the study. The reliability estimate 0.82 coefficient level of the instruments was determined using the split-half reliability method, indicating that it is sufficiently trustworthy. Three experienced research assistants were hired by the researcher to assist with the distribution and collecting of all completed questionnaire copies. Version 22 of the Statistical Package for Social Sciences (SPSS) software was used to analyse the data. The

mean and standard deviation of the research variables' descriptive statistics were used to present the results.

Results

Hypothesis 1

There is no significant view held by lecturers on the adoption of e-learning as a strategy for restructuring Social Studies curriculum

Table 1: Descriptive statistics of views of lecturers on the adoption of e-learning as a strategy for restructuring Social Studies curriculum(N=79)

S/N	Perception of lecturers on the Adoption of E-Learning	X_M	X_F	X_G	SD_G	REMARKS
1	I like the idea of using e-learning system to teach	2.78	2.76	2.45	1.56	High
2	Adopting e-learning will post a threat to —	2.29	2.41	2.34	1.08	Low
3	adoption of e-learning will be on a high cost on the part of lecturers	3.02	3.11	2.98	0.88	High
4	e-learning increases lecturers' effectiveness	2.73	2.27	2.54	1.14	Low
5	e-learning makes teaching flexible	2.71	2.54	2.54	0.97	High
6	Using e-learning is absurd because it is a borrowed idea	2.68	2.53	2.45	1.14	High
7	e-learning reduces quality of education because it allows the use of all forms of media environment	2.61	2.71	2.52	1.19	High
8	e-learning makes both lecturers and students lazy	2.51	2.63	2.41	1.07	High
9	Using e-learning should not be taken as a cure to all because of infrastructure deficiencies	2.59	2.50	2.32	1.13	High
10	e-learning reduces the quality of education achieved by	2.51	2.72	2.71	1.10	High

Key: X_M = Mean of Male; X_F = Mean of Female; X_G = Grand Mean; SD = standard Deviation

The result on table 1, shows the mean rating of the perception of male and female Social Studies lecturers on the adoption of e-learning as a strategy for restructuring Social Studies curriculum for sustainability. The result also shows that out of the 10 items, 8 were greater than the criterion means of 2.50 while two were low for both male and female respectively. The average mean is 2.77. which suggests that to a great extent the perception of male and female lecturers on the adoption of e-learning is high.

Discussions

According to the study's findings, social studies lecturers have a positive opinion of using e-learning to restructure the social studies curriculum in order to promote sustainable economic growth. This result is consistent with that of Obeidat, Obeidat, and Al-Shalabi (2020), who investigated Hashemite University in Jordan's student impressions of the efficacy of e-learning during the COVID-19 pandemic. Overall, students' assessments of their e-learning experiences were judged to be positive. Additionally, the results are consistent with those of Acharjya and Das (2021), who conducted research on the uptake of e-learning and the moderating effects of age and gender during the COVID-19 period, as well as Adepoju (2021), who examined the use of e-learning using Google Classroom Zoom as a remedy for the COVID-19 Pandemic's effects on learning and identified a number of potential roadblocks to its implementation in Nigeria. Thus, the study suggests that Google Classroom and Zoom sessions could support instruction anytime hurdles are removed and at times like the COVID-19 related era when face-to-face interaction may not be possible.

Conclusion

Government as owners of education institutions and education managers at the tertiary education level where subject like Social Studies is offered, should undertake confidence building measures to allay the fears of lecturers and to reassure them that

the adoption of e-learning is not out to take away employment from them, but to boast global competitiveness economically, socially and educationally. In addition, lecturers should be assured through policies and affirmative actions that e-learning is not a borrowed idea. Rather, e-learning has the potentials to ensure that there is effective teaching and learning irrespective of whether there is lockdown or not.

Recommendations

The study recommended that in order to make e-learning appealing to lecturers and students, the government and education administrators should provide an enabling environment. Among other things, lecturers should undergo frequent training and retraining on the usage and significance of e-learning resources in order to do this. Enough money is needed for e-learning tool adoption. Hence, sufficient funding should be set aside by government and education management, particularly those in charge of tertiary institutions, in order to integrate e-learning into Social Studies delivery plans. Teachers of social studies should be forced to use e-learning and, as a result, improvise as much as feasible when needed. Additionally, the lecturers must to participate in and/or go through self-development courses on e-learning tool usage. The government ought to create and put into effect a policy requiring e-learning in Nigerian post secondary institutions. The policy has to be updated and reviewed on a regular basis. One of the main focuses of the policy should be on providing practical tools and facilities.

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