ISSN: 1597-5037

IMPACT OF E-LEARNING ON INTEREST OF SOCIAL STUDIES STUDENTS OF UMAR SULEIMAN COLLEGES OF EDUCATION GASHUA YOBE STATE, NIGERIA.

Audu Ibrahim[1,*], Mohammed Burah[2], Saidu Ado[3]
[1]Department of Social Studies, School of Secondary Education (Arts and Social Sciences), Umar Suleiman College of Education, Gashua, Yobe State.
[2]Department of Islamic Studies, School of Secondary Education (Arts and Social Sciences), College of Education and Legal Studies, Nguru, Yobe State.

[*]**Corresponding Author Information:**
E-Mail : auduibrahim@gmail.com
Phone No.: 08132066518

ABSTRACT

The study examined the impact of e-learning on interest of Social Studies students in Umar Suleiman Colleges of Education Gashua Yobe state, Nigeria. The study used one objective, research Question and hypothesis. The design of the study was Quasi-experimental. Specifically, the non-equivalent pre-test and post-test comparison group design was used. The population of the study was 87 Social Studies students out of which 20 were used as the sample for the study. The sampling technique used in this study was purposive. The study used one instruments titled "Students' Interest Scale (SIS). The reliability coefficient index stood at 0.91 for the two instruments respectively. The study used simple percentage and frequency counts in analyzing the bio-data variables of the participants. The research questions were answered using mean and standard deviation while the independent samples t-test was used in testing the null hypotheses at 0.05 level of significance. The study found that students' who were taught Social Studies using e-learning approach appear to have high interest and looked highly motivated than students who were taught using conventional lecture method; and that Social Studies students who were taught Social Studies using e-learning approach outperformed their counterparts who were taught using conventional lecture method. The study offered some recommendations which include the need for teachers to be encouraged to use e-learning approach in teaching Social Studies by allowing them attend courses and seminars where such modern teaching methods are discussed and put in practice for effective teaching and learning.

Keyword : *E- Learning, Social Studies, Interest*

ISSN: 1597-5037

1.0. Introduction

Classroom teachers for a very long time are used to integrating different types of learning activities and resources in classroom, laboratory, practicum, studio contexts among others with the aim of enhancing effective transaction and communication between teacher and learners. The advent of Information and Communication Technology (ICT) has evolved a new version of blended teaching and learning to mean the integration of classroom face-to-face teaching and learning with e-learning.The importance of education is evident at every stage of education whether at Primary, Junior Secondary, Senior Secondary or Higher education. Buttressing the importance of education, the Federal Government of Nigeria in its National Policy on Education (2013) states that education is an instrument par excellence for effective national development.In this regard, Muhammed, Salihu and Bayero (2016) observe that the choice of effective and relevant teaching techniques by a qualified teacher putting into consideration the topic to be taught, the learning experience that need to be developed, the learners' level and ability is the starting point and a sound foundation for attaining effective transaction and communication between teacher and learners.

The significance of education, especially in developing countries, is increasing because of progressing pressure to catch up with the developed world. The attainment of Nigeria's national objectives is anchored to education as enshrined in the National Policy on Education (2004; 2013). Hence education sector in Nigeria needs to be rejuvenated to stand the test of time by accepting new technologies, innovations and inventions that will promote good practices in the sector. The information and communication technology revolution has spread widely like a bush fire to all nooks and crannies of human endeavour including education industry. Nowadays, ICTs

are taking the centre stage in almost every sector of life. They seem to have the solution to most of the problems plaguing educational systems especially in third world countries. World Bank (2006:2) remarks that communication technologies have opened up entirely new horizons in information access and retrieval and are revolutionizing the ways in which people interact, conduct businesses and compete in international markets. Worthy of note is the fact that many Nigerian students use ICT gadgets in one way or the other. Psychologically, these technologies especially Internet and computer have change the way people think and behave in society. As a matter of fact, ICTs have potentials to improve teaching and learning as well as harbours a threat to education if poorly used

1,1, Research Questions

The research question was formulated to guide the study:

What is difference in the mean interest scores of Social Studies students taught using e-learning and those taught using conventional lecture method in Umar Suleiman College of Education Gashua Yobe State, Nigeria.

1.2 Objective of the Study

The main objective of this study is to determine the Impact of E-Learning on Interest, of Social Studies students taught using e-learning and those taught using conventional lecture method in Umar Suleiman Colleges of Education Gashua Yobe State, Nigeria.

1.3. Null Hypotheses

The null hypotheses are postulated and shall be tested at 0.05 level of significance:

$H0_1$: There is no significant difference in the mean interest scores of Social Studies students taught using e-learning and those taught using conventional lecture method in College of Education Gashua Yobe State, Nigeria.

1.4 Significance of the Study

This study would be of immense value to learners, Social Studies teachers/lecturers especially at NCE level, researchers in similar field, Government, curriculum developers, National Commission for Colleges of Education (NCCE), Faculties of Education and Department of Social Studies Education, and other stakeholders of Social Studies education like Social Studies and Civic Educators Association of Nigeria (SOSCEAN), Social Studies Association of Nigeria (SOSAN) among others. The findings of this research would be useful to various stakeholders in the business of education, teaching, learning and research for the improvement of Nigerian Social Studies education and education industry at large in the following ways:

1.5. Scope of the Study

The study is titled "Impact Of E-Learning on Interest, of Social Studies Students in Umar Suleiman Colleges of Education Gashua Yobe State, Nigeria. Therefore, the study was delimited to Umar Suleiman College of Education Gashiua Yobe State, Nigeria. NCE II Social Studies students were used for the study. The Nigeria's External Relation (SOS 222) was the course chosen for the experiment during the duration of the study. The study was carried out during 2022/2023 academic session in the second semester as the course is domiciled in the second semester of NCE II. The duration of the study lasted for eight (8) weeks.

2.0. Leterature Review

2.1. Concept of Interest

Interest could be defined as the focusing of the sense organs on or giving attention to some person, activity, situation or object. It is an outcome of experience rather than gift. It could either result or cause motivation. It could also be regarded as a pre-determinant of one's perceptions that is, what aspect of the world one is mostly likely to see always (McClnermey, Dowson, Young and Nelson, 2005). It could also be viewed as a condition in which an individual associates the essence of certain things or situation with his needs or wants. Schiefele (1998) maintained that one's interest is enkindled or killed through participation, experience, familiarity, study and work. It is what one perceives in these engagements that shape interest. Interest according to Schiefele (1998) is a feeling of identification with a person and some conditions, things or other persons. It has been variously defined as a kind of consciousness accompanying and stimulating attention, a feeling, pleasant or painful directing attention, the pleasurable or painful aspect of a process of attention, and as identical with attention of itself (Schiefele and Krapp, 1996). Thus it may be said, "I attend to what interests me". The term is also used to indicate a permanent mental disposition (Schiefele and Krapp, 1996).

However, interest is defined and whether it be described as a cause of attention, an aspect of attention or as identical with attention, its special significance lies in its intimate connection with the mental activity or attention. Interest is the focusing of the sense organs on or giving attention to some person, activity, situation or object. It is an outcome

2.2. Concept of Social Studies

Concept of Social Studies lacks unified or universal definition as various scholars provided different version of definition of the concept. Obemeata, Ogugua, Agu and Laosebikan (1989) agreed that there seems to be no agreement on what Social Studies is or is expected to be as different educators of Social Studies have attempted to define it differently. However, one point most Social Studies educators agreed on is that Social Studies is a study of society. Social Studies according Oyibe (2015), is an area of school curriculum designed for the study of man and how he fits into the society by utilizing the necessary attitudes, values and skills at his reach. Nmom (2011) defines Social Studies as an investigation of human activity which studies man at home, at work, in politics, at play, in the community, nation and in every programme of his life. Thus, it is an embracing subject as it stresses the relationship between all aspects of life and learning, incorporating the knowledge of the individual subjects in the discussion of all aspects of man and his environment.

Similarly, Ololobou (2010), views Social Studies as "the integrated study of man as he battles for survival in the environment both physical and social. It promotes awareness, appreciation, and understanding of the reciprocal relationship between man and the environment. The essence of studying Social Studies is to make out of learners, persons who are responsive and responsible citizens". According to Mezieobi, Fubara and Mezieobi (2008) Social Studies can be defined as an "integrative field of study which probes man's symbiotic relationships with his environment endows man with reflective or contemplative capacities, intellectual, affective, social and work skills, to enable him understand his world and its problems, and to rationally solve or cope with them for effective living in the society".

2.3. Aims and Goals of Social Studies Education

ISSN: 1597-5037

The aims and goals of Social Studies education are derived from the overall national philosophical goals and aims of education in Nigeria as outlined in the National Policy on Education (2004). According to Ololobou (2010), aims are broad targets of schooling. They are general foreseen ends of education. They are often stated in a broad and vague manner. They give guidance and direction to school programmes. Kissock (1981) made a distinction between ultimate goals and mediate goals. Whereas the former refers to a general statement which relates closely to programme rationale and scope, the latter are less broad drawn out of the ultimate goals but guide educational activities at different levels of education.

The general aims of Social Studies education as outlined by Ololobou (2010) includes:

i. The development of an understanding of the environment in the learners.

ii. The development of useful skills and abilities which will enable learners to deal with and manage the forces of the world around them.

iii. To inculcate in learners, the desire for harmonious living through an understanding of the social and cultural diversities in the society.

2.4. Advantages of e-learning

E-learning provides various benefits. Some of the benefits that are found in literature include advantages of convenience, time and place flexibility, avoiding the commute to campus, a wide variety of course selections, lifelong learning, social equity and access, more advanced information, financial benefits, and multimedia-rich contents (Bates, 2005; Rosenberg, 2001).

Studies have shown that online learning can be as effective as traditional face-to–face classroom learning for students' achievement (Johnson, Aragon, Shaik, & Palma-Rivas, 2000; Neuhauser,

2002; Russell, 1999). E-learning technologies can facilitate student-centered learning and also help create a collaborative learning environment.

Student-centered e-learning allows students to be actively involved in the learning process and to determine the pace of their own learning. Sigala (2002) states that benefits of student-centered learning significantly increase when collaborative and constructivist theories are applied, especially in combination with the exploitation of internet tools.

2.5. Challenges of using e-learning in schools

Despite the rapid increase in popularity and development of e-learning, especially Web-based learning programs, several critics of e-learning have been expressed concerns about the integrity and effectiveness of online learning. These concerns include the lack of face-to-face interpersonal communication, the isolated environment, and questions about the appropriateness of the presented course contents (Carnevale, 2001; Wallace, 2000). It has been suggested that the traditional model of instructional design may no longer be appropriate for teaching with new technologies (Pelz, 2004).

The subject of interactivity has generated controversy among educators who question the quality of online courses. Reisetter, LaPointe, and Korcuska (2007) found online learners described the lack of interaction as one of the unique challenges. Critics argue that replicating the classroom learning environment on the internet is difficult in terms of media richness and social presence. They identify problems of plain text-based media and the elimination of nonverbal communications. Proponents, on the other hand, state that interactivity in online learning is just as good as, or even better than, that in the traditional classroom (Weigel, 2002). They suggest

ISSN: 1597-5037

that multimedia technologies can provide multisensory experiences to enhance learning. For example, Moore (1989) argued that the text-based online course experience could be supplemented with useful yet inexpensive traditional print media and new media forms such as videoconferencing, voice messaging, video clips, and/or multimedia.

2.5.2. Review of Related Empirical Studies

Below are some empirical studies conducted in the areas of e-learning on students' interset Attempt is made to identify the similarities and differences between the current study and those reviewed.

Kavitha and Sundharavadivel (2012) study examines the effect of e-learning and traditional learning on achievement in mathematics. This study provides descriptive data on students' achievement in mathematics from their learning (e-learning/traditional). The sample constitute of 266 students drawn from five schools from Pondicherry. Random sampling technique is adopted to select the sample. The researcher was conducted pre-test on four concepts in mathematics. Based on the pre-test score, students were divided into two groups, students learning by Traditional method (group A) and students following the E-learning method (group B). Group A was subjected to the traditional class room teaching and group B was exposed to E-learning process. After teaching, the researcher conducted the post-test for all the 266 students.

Saleem and Rasheed (2014) carried out a study entitled "Use of E-learning and its Effect on students". The purpose of the study is to measure the factors affecting the use of e-learning and its effect on students on the base of three variables time, technology and workload. Being

descriptive study, survey method was adopted for data collection to find out the factors. A sample of 100 students of Islamia University of the Bahawalpur was selected for the survey. Data was analyzed by using Cronbach's Alpha, correlation and regression in SPSS software. From our study it is found that the independent variables, time, technology and workload have great influence on dependent variable e-learning.

3.0.Methodology

3.1. Research Design

The design of the study was Quasi-experimental. It is described as a design that does not allow for maximum control of extraneous variables (Olayiwola, 2007). Specifically, the non-equivalent pre-test and post-test comparison group design was used. The design is used because it has been described as "one of the most commonly used quasi-experimental designs in educational research"

en et al., 2007).

3.2 Population of the Study

The population of the study consisted of all NCE II Social Studies students in Umar Suleiman colleges of education Gashua, yobe State, Nig . There are 87 NCE II Social Studies

3.3.Sample and Sampling Procedure

The sampling technique used in this study was purposive. According to Adoke (2015) in purposive sampling elements judged to be typical or representative are chosen from the population for inclusion in the sample. This procedure was based on the assumption that

erroneous judgment will counterbalance one another. Purposive sampling technique was used to select 20 out of the 87 social studies students of the Umar Suleiman Colleges of Education Gashua Yobe state, Nigeria. The use of purposive sampling technique was to ensure that all the students are offers Social Studies as a course.

3.4. Instrument for Data Collection

The study used one instruments. The instrument is entitled "Students' Interest Scale (SIS) which was used in testing the interest level of Social Studies students as used in the study.

The students were pre-tested before receiving any kind of treatment by the researcher. The post-test was administered after the experimental and control groups have undergone their separate treatment - E-leaning in the case of experimental group and lecture method in the case of control group. The outcomes of the various encounters in the form of test scores were then subjected to appropriate statistical analysis.

3.5. Procedure for Data Analysis

The study used simple percentage and frequency counts in analyzing the bio-data variables of the participants. The research questions were answered using means and standard deviations while the independent samples t-test was used in testing the null hypotheses at 0.05 level of significance. The independent sample t-test is chosen to test the null hypotheses because the variables to be measured are two and t-test is effective in establishing if differences exist between two variables. According to Sambo (2009) t-test is used for determining the significant difference between two mea

4.0. **Results and Discusion**

4.1. Summary of Major Finding

The study found that:Statistically significant difference was found between the mean interest scores of Social Studies students in control group and experimental group in social studies interest scale posttest. This is due to the fact that the calculated p value of 0.001 (2-tailled) is found to be less than the 0.05 alpha level of significance while the t-calculated value of 10.31 is greater than the t-critical value of 1.96, at Df 118;

There is statistically significant difference between the mean interest scores of Social Studies students in control group and experimental group in social studies interest scale posttest. This is due to the fact that the calculated p value of 0.214 (2-tailled) is found to be less than the 0.05 alpha level of significance while the t-calculat ue of 10.31 is greater than the t-critical value of 1.96, at Df 118;

5.0. Conclusion and Recommendations

5.1. Conclusion

The following basic conclusions could be deduced from the study; these are:

i. Students' who were taught Social Studies using e-learning approach appears to have high interest and looked highly motivated than students who were taught using conventional lecture method;

ii. Social Studies students who were taught Social Studies using e-learning approach outperformed their counterparts who were taught using conventional lecture method.

5.2. Recommendations

The following recommendations are put forward for the study:

ISSN: 1597-5037

i. Teachers should be encouraged to use e-learning approach in teaching NCE Social Studies by allowing them attend courses and seminars where such modern teaching methods are discussed and put in practice for effective teaching;

ii. There should be proper monitoring and supervision of teachers of Social Studies so that they will be effectively guided in the use of e-learning approach in teaching Social Studies in colleges of education in north central Nigeria.

5.3. Contributions to Knowledge

The study established that:

i. E-learning approach aroused students' interest and looked highly motivated during Social Studies lesson period

ii. Teaching Social Studies in an e-learning environment enhance students' academic performance.

References

Abdul-Rahman, Z. (1994). Factors related to completion of distance education courses in the off-campus degree programme at the university saints of Malaysia. UMI (UMI No. 9425449).

Adewuya , S. A (2010) Historical Development of Social Studies Teaching in Nigerian Secondary Schools.

Adeyoyin, F.A (1982). Social studies: An overview. In Aina, N.F. et al (Eds) Social studies: A book of methodology. Ibadan: Evans Brothers Publishers Ltd.

Akubue, F.N (2008) Introduction to Social Studies Education and Nation Building: Fundamentals of Social Studies for Universities Education. University of Nigeria Virtual Library. Retrieved from (http://www.unn.edu.ng)

Al-Ammari, J. and Hamad, S. (2009), *"Factors Influencing The Adoption Of E-Learning At UOB",* University Of Bahrain.

Ani, O. E. and Ahiauzu, B. (2008). Towards effective development of electronic information resources in Nigerian University Libraries. *Library Management* 29(6/7): 504 – 514.

Aragon, S. R., Johnson, S. D., & Shaik, N. (2002). The influence of learning style preferences on student success in online versus face-to-face environments. *The American Journal of Distance Education, 16*(4), 227-244.

Arbaugh, J. B. (2000). How Classroom Environment and Student Engagement Affect Learning in Internet-based MBA Courses. *Business Communication Quarterly*, 63(4), 9-26.

Atkinson, M. &Kydd, C. (1997). Individual characteristics associated with World Wide Web use: An empirical study of playfulness and motivation. *The Data Base for Advances in Information Systems, 28*(2), 53-62.

Barker, K., &Wendel, T. (2001). E-Learning: Studying Canada's Virtual Secondary Schools. Kelowna, BC: Society for the Advancement of Excellence in Education. Online athttp://www.excellenceineducation.ca/pdfs/006.pdf.