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3-18-2021

## INFLUENCE OF MULTIMEDIA RESOURCES ON SOCIAL STUDIES: EXPLORING TEACHERS AND STUDENTS EXPERIENCES IN DELTA STATE, SOUTH SOUTH NIGERIA.

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**INFLUENCE OF MULTIMEDIA RESOURCES ON SOCIAL STUDIES: EXPLORING  
TEACHERS AND STUDENTS EXPERIENCES IN DELTA STATE, SOUTH SOUTH  
NIGERIA.**

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**ABSTRACT**

Considerable effort in providing students especially those of social studies a practical and efficient learning environment through proper instructional methodology, strategies and technological resources have been attempted by researchers. Research on educational technology like Multimedia Resources have also been receiving great attention by researchers, but studies on Multimedia Resources that explores the experiences of Social Studies teachers and students in Nigeria is scarce. Therefore, this research was carried out to examine the influence of Multimedia Resources on Upper Basic Social Studies education in Delta State, as perceived by Upper Basic social studies students and teachers, teachers' level of usage and students' exposure to Multimedia Resources were also explored. A descriptive survey research design was adopted to conduct the study and a well-structured questionnaire [w\[1\]](#) as the instrument for data collection. The population of the study comprise of 656 social studies teachers and 80,129 Upper Basic 2 social studies students across Delta State. Multi stage and simple random sampling techniques were used to select a sample of 25 teachers and 195 students from six schools, two from each senatorial districts of the state to conduct the study. The findings of the study established that the respondents were well disposed to the usage of Multimedia Resources, however their level of exposure and experiences with Multimedia Resources is seemingly poor with exception of internet and audio-visual resources, therefore it was recommendation that spirited effort be made by stakeholders to incorporate and encourage the usage of Multimedia Resources by teachers and students of social studies in Upper Basic schools of Delta State.

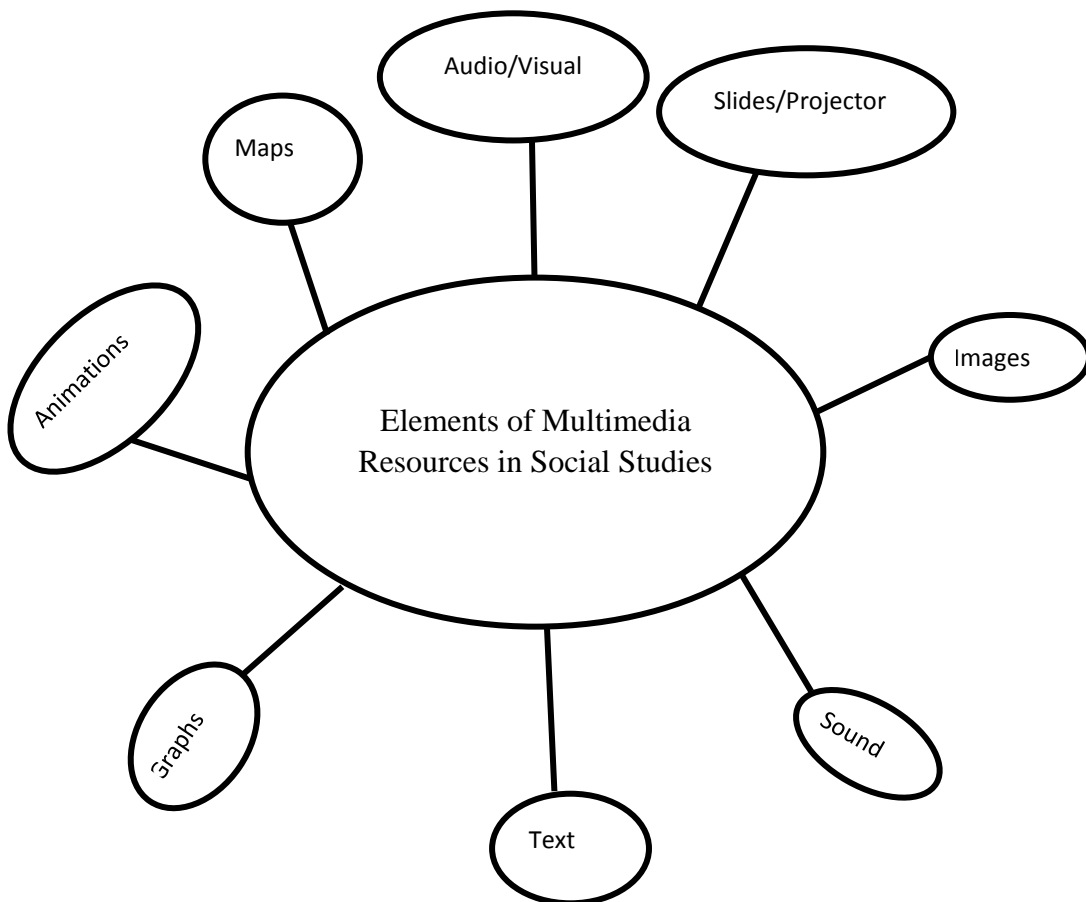
**Keywords:** Multimedia, Resources, Social Studies, Teachers, Upper Basic Schools, Benefits, exposure, usage.

## **INTRODUCTION**

Technological development in different form is influencing everyday life around the world. Our world is changing fast and the educational field is expanding, the rapidly changing technological development is affecting education just like other aspects of human endeavor. The number of technology applications used in educational systems of countries is increasing every day. The traditional method of teaching is currently being replaced by evolving and emerging technologies especially multimedia applications. These new technologies have made the teaching and learning process to become coherent (Thamarana, 2015). Access to these new technologies in the form of Multimedia Resources have also proven to promote assimilation of learning content by learners (Odunta, 2011). Multimedia Resources comprises of any device, application or communication tool that can store retrieve and transmit information in the form of knowledge to its users (Asthana,2006). Multimedia Resources are applications that are interactive, informative, computer driven and channels of communication. Examples of Multimedia Resources abound they include radio, smart phones, television, internet, interactive board, computers, satellite systems and software's. Others are slides, overhead projectors, still motion pictures and many more. The information they transmit can be in texts, graphs, audio, image or video mode.

Odunta (2011) claimed that there is robust evidence that Multimedia Resources and Information Communication Technology (ICT) has positive effect on education, nevertheless it is the proper perception and usage of Multimedia Resources in social studies teaching and learning that can bring about this positive effect and development. Similarly, Oshinaike and Adekunmisi (2012) put that Multimedia Resources is very significant to colleges and universities as well as research organization, especially in developed countries. Multimedia is penetrating the educational arena of not just those of higher institutions but primary and secondary schools. Thus they can be

used to support the efforts of social studies teachers in making sure that learners are effectively taught. The conventional media like television and Radio can no longer attend to the demands of modern day education, hence they are being substituted with modern multimedia technology such as the internet, slides, computer software's, animations and still motion pictures. Multimedia Resources offer mostly individualized learning, whereby the learner controls the process at a self-paced speed.



Figures 1: Elements of Multimedia Resources

## **Statement of the Problem**

Social Studies as one of the compulsory subjects taught from kindergarten through Upper Basic schools in Nigeria is key to the comprehension of the immediate physical and social environments by learners. Observation have shown that in the Basic Certificate Examinations (BCE), the performance of students in social studies is not encouraging. Many factors have been blamed for this poor performance such as poorly trained and qualified teachers, obsolete methodology, lack of innovative teaching skills and inadequate usage of Multimedia Resources. Akinoso (2018) revealed that the “Chalk and Talk” system of teaching school subjects like social studies especially in Nigeria, is no more effective and has become obsolete. Although (Wayne, 2018) put that instructional advancement has influenced the field of Social Studies Education by introducing fundamental structural modifications to it, this observation by Wayne cannot be said to be applicable to the Nigerian situation. Computers, interactive devices graphs and audio-visual aids has made it possible for social studies students to learn quicker and develop an understanding of social studies concepts around the world. Hence it can be asserted that Multimedia Resources can help learners to acquire knowledge and cognitive styles in Social Studies. Multimedia Resources will enable upper Basic Social Studies students to acquire current information and knowledge that will be impossible for them to gain through traditional teaching. More also, Multimedia Resources offers each student individualized learning through working topics and themes in social studies. Furthermore, Multimedia Resources provides a familiar and practical learning environment for learners (Usun, 2006) as it appeals to many senses of the child.

Okedeyi, Oginni, Adegorite & Saibu (2015) opined that there is an urgent need to provide Nigerian schools with Multimedia Resources to boost the country’s educational system and processes, if not Nigeria will be left behind in the global educational stage. This call has

become imperative as Multimedia Resources is now the new frontier of education in developed countries of the world such as Canada, USA, British, Germany, Japan and China. These countries have already taken advantage of Multimedia Resources to educate their citizens in critical times like those presented by COVID-19 (Atubi & Obro, 2020), by successfully transferring their classrooms online with the help of computers, the internet and Multimedia Resources. With multimedia resources, the teacher is no more the king or queen of the classroom as students are now active procurers, extractors and architects of information. Based on these reasons, this study seeks to examine and determine the influence of Multimedia Resources on Social Studies Education by exploring the perception and experiences of Social Studies Teachers and students of Upper Basic Schools in Delta State.

### **Objectives of the Study**

The specific objectives of the study are to:

1. determine the influence of Multimedia Resources on social studies by upper basic social studies teachers in Delta State.
2. determine the influence of Multimedia Resources on social studies by upper basic social studies students in Delta State
3. investigate the level of upper basic social studies teachers' usage of Multimedia Resources in Delta State
4. examine the level of upper basic social studies students' exposure to Multimedia Resources in Delta State.

### **Research Questions**

The study aimed at answering the following research questions

1. What are the perceived influence of Multimedia Resources on social studies by upper basic social studies teachers in Delta State.?
2. What are the perceived influence of Multimedia Resources on social studies by upper basic social studies students in Delta State?
3. What is the level of upper basic social studies teachers' usage of Multimedia Resources in Delta State?
4. What is the level of upper basic social studies students' exposure to Multimedia Resources in Delta State?

### **Theoretical Foundation**

The study is hinged on the Technological, Pedagogical and Content Knowledge (TPACK) theory postulated by Mishra and Koehler (2006). The theory endeavor to explain the fundamental importance of knowledge needed by teachers to integrate technological skills into their professional development. The theory argued that computer or Multimedia Resources alone cannot make any significant change in learning but that change can only be attainable through instructional skills and strategies presented by the teacher during the teaching process. TPACK theory established that teachers must acquire the skill and knowledge of Multimedia Resources before they can employ same in teaching. This will promote the student ability to understand the lesson thereby advancing academic performance TPACK advocated for the professional development of teachers before using Multimedia Resources technology as a collaborative strategy of instruction.

The implication of the theory for this study is that the TPACK theory provides a lucid and perceived comparison between the lesson objectives of social studies teachers and their choices of Multimedia Resources. TPACK framework can therefore be used as a model to direct social

studies teachers in making the most advantageous use of Multimedia Resources (Hammond and Manfra 2009).

### **Social Studies and Multimedia Resources**

The internet serves as a great multimedia instrument with enormous prospect for social studies, teachers can gather current events and happenings, give assignments on specific topics on the social impact of COVID-19 lockdown, climate change and others from the internet making use of images, maps and videos. To determine the suitability and effectiveness of a multimedia resource for social studies lesson, the teacher should appraise the content and organization of the activity whether it relates to the purpose of the major themes in social studies (National Council for the Social Studies, 1994). Social Studies themes according to the National Council of the Social Studies are

Culture

Time, Change and Continuity

Environment, people and places

Institutions groups and individuals

Governance, authority and power

Civic practices and ideals

Global connections

Society, science and technology and more

These themes are interrelated and draw their content from the social sciences and the humanities. They are planned to provide a holistic guideline to people who teach and learn social studies and to help teachers in drawing their lesson units, goals and objectives. Using multimedia resources to achieve these social studies themes will produce a strong social studies education, and this can be accomplished when Multimedia Resources are meaningful to both teachers and



students, value-based, challenging, integrative and active. The multimedia activity should be designed in such a way to engage students in constructing knowledge and social understanding. Multimedia Resources when combined with social studies can be used to achieve significant learning, acquire knowledge, values and skills, especially when multimedia is applied in an active manner that will aid learners understanding and the relationship among the elements of multimedia resources.

### **Review of Related Literature**

Multimedia Resources are a combination of different digital applications in the form of texts, audio, videos and images, that have been combined into an integrative, interactive and multi-sensory program. The ultimate aim of doing this is the presentation or transmission of information or knowledge to a person or group of people. It can also involve a person or a group of persons interacting with a computer in order to obtain information that has been presented in several media. The user/users chooses repeatedly the information they want to see next. Sousa et al (2017) indicated that a combination of Multimedia Resources can be used to teach the Social Sciences effectively. In the same vein, Goodova et al (2015) posited that the effect of digital revolution has brought along with it influence that has been felt mostly in the educational sector of countries. A major influence of Multimedia Resources is the creation of interactive media resources which heighten the rate of learning. Thamarana (2015) explored multimedia applications and the internet for teaching and learning of English language. The study concluded that teachers can make use of Multimedia Resources to identify the different learning styles of individual learners so that they can be matched with the needed teaching methods. Edinyang and Effiong (2017) discussed teaching resources of social studies in the 21<sup>st</sup> century and posited that it is needful for social

studies teachers to take cognizance of contemporary teaching resources like multimedia's to provide authentic, suitable and accurate learning content to their studies.

Oshinaike and Adekunmisi (2012) insisted that the strength of Multimedia Resources is its ability to appeal and stimulate multiple senses of users. Ogunbote and Adesoye (2006) put that Multimedia Resources has given a new meaning to learning, since social studies concepts are easier to present and understand when supplemented with Audio and Visual resources. Ubogu (2006) endorse the opinion that Multimedia Resources are facilitators of anywhere anytime education through breaking the barrier of distance. Okedeyi et al submitted that teacher's acquisition of multimedia skills will improve the teaching and learning of concepts that are scientific in nature especially in upper basic schools. Bolick, Berson, Coutts and Heinecke (2003) advocated for technology applications in teacher training program for social studies teachers, because to employ these technologies teachers must be proficient with them. Ogheneakoke, Obro and Benike (2019) investigated the effect of simulation games as a multimedia teaching strategy, the findings support the position of other researchers that multimedia resources in whatever form enhances social studies education,

Ekinci et al (n.d) put that Multimedia Resources use in Social Science Education is a tool of making students to remember easily and durably. They also help to Foster the grasping of information. Similarly, Abubakar, Arilesere, Oluranti (2021) supported the availability and usage of audio-visual materials which are components of Multimedia Resources for teaching mathematics in Oyo State Nigeria. Adcock and Bolick (2011) discussed the benefit of web 2.0 applications in reconsidering the pedagogical knowledge of social studies teachers. Lee and Spires (2009) opined that today students live in an environment with abundant of technology, therefore technology should be made part of their educational life. Krutka and Carano (2016) substantiated

that video conferencing have special promise for Social Studies Education and can make social studies students and teachers to become “world class citizens”. The studies reviewed highlighted the benefits and advantages of Multimedia Resources, thus it is important to investigate the perception of teachers and students of Social Studies about the influence of Multimedia Resources and their usage in Upper Basic Social Studies in Delta State, Nigeria.

### **Research Methodology**

This research engaged survey research method. The main instrument of data collection was a well-structured questionnaire by the researcher. The instrument was designed to obtain information on the influence of Multimedia Resources on the teaching and learning of social studies, usage and exposure level of Multimedia Resources among Upper Basic Social Studies teachers and students of Delta State, Nigeria. Items in the questionnaire were generated from the literature reviewed, objectives and research questions of the study. The instrument was duly validated by two Social Studies professors and an expert of measurement and evaluation. Also reliability of the instrument was carried out with test- retest method and a Pearson Product Moment Correlation (PPMC) co-efficient of 0.79 reliability was obtained. The population of the study was 656 social studies teachers and 80, 129 upper Basic two social studies students across Delta State. Moreover, multi stage and random sampling techniques were used to get a workable sample of 25 teachers and 195 students from six schools, two from each senatorial districts of the state to make the research a robust one. All schools used were government owned therefore have similar characteristics in terms of students and teachers. Data was collected with the help of two (2) research assistant who were trained on the method of data collection. Respondents were approached and the aim of the study was explained to them, thereafter questionnaire were given to them to fill and retrieved on the sport, with this 100% retrieval rate was achieved.

## Results Presentation

**Table 1: Perceived influence of multimedia resources by social studies teachers**

S/N	Benefit to teachers	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Promotion of teachers' efficiency	12(48)	9(36)	3(12)	1 (4)
2	Bring structural changes to teaching	11(44)	8(32)	2(8)	4(10)
3	Provide a practical learning environment	13(52)	9(36)	3(12)	0(0)
4	Better knowledge and information	17(68)	5(20)	2(8)	1(4)
5	Teaching with ease	19(76)	6(24)	0(0)	0(0)

**Note:** Parenthesis ( ) values are %

The table above reveals the perceived influence and benefits of Multimedia Resources to social studies by upper basic social studies teachers in Delta State. The results reveals that 48% and 36% respectively Strongly Agreed and Agreed that Multimedia resources promotes teacher's efficiency in social studies. Similarly, all other items record more than 50% benchmark of Multimedia Resources influence on social studies education.

**Table 2: Perceived influence of multimedia resources by social studies students**

S/N	Benefit to students	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Easy understanding	111(57)	69(33.4)	8(4.1)	7(3.6)
2	Motivation to learn social studies	71(36.4)	76(39)	38(19.5)	10(5.1)
3	Better understanding of concepts.	77(39.4)	80(41)	32(16.4)	6(3.1)
4	Anytime and anywhere learning	71(36.4)	95(48.7)	18(9.2)	11(5.6)
5	Promoting retentive memory	12(62)	39(20)	18(9.2)	17(8.7)

**Note:** Parenthesis ( ) values are %

The table above outline the responses of social studies students on the influence of Multimedia Resources on upper basic social studies in Delta State. The results show that the students

overwhelmingly perceived the influence of multimedia to be high, as all results of positive response is above 50% that is Strongly Agree and Agree put together

**Table 3: Social studies teachers' usage multimedia resources**

S/N	Level of exposure	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Usage of Graphics to teach	2(8)	3(12)	18(72)	2(8)
2	Usage of audio-visual techniques	5(20)	8(32)	8(32)	4(16)
3	Usage of animations and maps	4(16)	7(28)	9(39)	9(36)
4	Usage of internet to surf for materials	12(48)	7(28)	4(16)	2(8)
5	Slides/projectors	0(0)	0(0)	21(84)	4(16)

**Note:** Parenthesis () values are %

Table 3: Shows the level of usage of multimedia resources by upper basic social studies teachers in Delta State, the results exposed the fact that usage/exposure of these teachers to multimedia resources is low. With the exception of audio-visual and internet resources. None of the teachers in the study area have used slides/projector to teach social studies.

**Table 4: Social studies students' exposure to multimedia resources**

S/N	Level of exposure	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Internet to search for social studies content	70(35.9)	58(29.7)	47(24.1)	20(10.3)
2	Interactive boards	9(4.6)	9(4.6)	122(62.6)	55(28.2)
3	Use of Animations & images	10(5.1)	8(4.1)	104(53.3)	73(37.4)
4	Audio-visual resources	73(37.4)	85(43.6)	24(12.3)	13(6.7)
5	Slides/projectors	10(5.1)	8(4.1)	107(54.9)	70(35.9)

**Note:** Parenthesis () values are %

Table 4: Presented the social studies students level of exposure to different Multimedia Resources in Delta State. The results reveal that students' exposure to internet and audio-visual resources is high, but their exposure to other multimedia resources such as interactive board, slides/projectors and animations/images is low. The few students who agreed to have been exposed to slides may have obtain that exposure elsewhere like the church or another place other than the social studies classroom.

### **Summary/Discussion of Findings**

- i. Majority of social studies teachers in Delta State perceived the influence of Multimedia Resources to be high and efficient in promoting the teaching and learners of Social Studies, bring structural changes and provide a practical teaching environment for Social Studies. This is in nexus with Odunta (2011), Oshinake & Adekunmi (2012), Sousa et tal (2017) and Edinyang & Effiom (2017). These studies are unanimous in affirming the positive influence which multimedia resources have on social studies education.
- ii. Majority of Upper Basic Social Studies Students, in Delta State recognize the fact that the use of Multimedia Resources helps to motivate students, understand concepts and make them to learn anytime and anyplace. This is in consonance with studies of Akinoso (2018), Ekinc et tal (n.d) and Goodova et tal (2015), which are in agreement with these findings on the benefits of multimedia resources to academic development of students'.
- iii. The study discovered that usage of Multimedia Resources by Social Studies teachers in Delta State is not encouraging, with the exception of internet usage and audio-visual resources. This is not in line with TPACK theory, Okedeyi et tal (2015) and Bolick et tal (2003) which advocated the relevance of teachers' multimedia skills in the usage of multimedia resources for education.

- iv. On a similar note Students exposure to Multimedia Resources is equally low with their exposure to only internet and audio-visual resources. This is in agreement with Usun (2006) who examined the problems associated with computer assisted learning and Wayne (2018), which decried the challenges of teaching social studies, irrespective of the structural changes that technology such as multimedia resources has introduced to social studies education.

### **Conclusion and Recommendations**

The study established that social studies teachers and students in Delta State are unanimous in admitting that Multimedia Resources have positive influence on social studies education. They perceive them to be very effective in promoting the teaching and learning of social studies, motivate social studies learning and provide practical learning experiences. On the other hand, the study discovered that usage and exposure of Multimedia Resources by social studies teachers and students is not very robust. Hence the study recommended the following;

1. Multimedia Resources should be incorporated into the teaching and learning of social studies by teachers.
2. The usage of Multimedia Resources by students should be encouraged through giving them assignments, research and projects that will require them to make use of Multimedia Resources
3. Teachers should be exposed to Multimedia Resources and its usage should be a matter of government policy by the stakeholders in the educational ministry.
4. Similarly, students should be more exposed to Multimedia Resources by making them available during social studies classes.

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