



## CULTURAL AND CREATIVE ARTS TEACHERS PERCEPTION ON THE USE OF E-TEACHING FOR BASIC SCHOOLS AMIDST COVID-19 IN OYO METROPOLIS: PROSPECTS AND CHALLENGES

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### Abstract

The outbreak of covid-19 in the year 2020 led to total lock-down of the entire activities of the world. Nigeria among other nation shutdown educational sector almost throughout the year which affect the school calendar, the few schools that have less negative effect of the pandemic are those private schools who adopted E-Teaching and learning classroom instruction. The second phase wave of the pandemic a coming wally in order to avoid another educational setback there is need to emphasize E-Teaching and learning across all educational level. This paper addressed the perception of Cultural and Creative Arts on the use of ICT for basic schools amidst covid 19 in Oyo metropolis and 120 Cultural and Creative Arts teachers purposively selected across 845 basic Schools in Oyometropolis for the study. Through survey method of analysis, mean rating scale statistical is used to describe the data collected. It is discovered that CCA teachers in Oyo metropolis perceived the use of E-Teaching and

learning in basic schools amidst of covid 19 as welcome development, inadequate supply of ICT tools, poor knowledge of some of their members about ICT gadget, power

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failure among others. The paper therefore recommended adequate supply of ICT tools, workshops on ICT and a host of others to the basic schools and concluded that if all the aforementioned are implemented, it will go a long way in rescuing educational set back caused by Covid 19.

## **Introduction**

**T**he advent of computer and the internet has opened a vast array of possibilities for the young and the old in the international community to have access to the world from their homes, offices and any other locations. In recent times, internet or web-enabled phones and other devices like iPods, and Blackberry, have made internet access easier and faster (Adelekan 2022). The surface and resurface of covid19 pandemic calls for the urgent use of E- Teaching and learning in the area of Information Communication Technology (ICT) for class room instruction to reduce the effect of the pandemic on the school calendar and for the educational progress of the citizen of the country. With the use of E-Teaching and learning, it is believed that laudable progress would be recorded against the retrogressive effect caused by the first phase of the pandemic to education sector in the country. The pandemic in the first phase encounter cause the country to shut down her education sector almost throughout the year 2020 due to the fact that fewer percentage of her teachers particularly CCA teachers have embedded Information Communication Technology into their class room instructions in order to reduce the negative effect of Covid 19 in the second phase as it is gradually coming up, there is need for spread of the usage of E-Teaching and learning across all educational levels and subjects taking in schools and measures should be put in place to facilitate the effective use of E- Teaching and learning for classroom instructions.

Cultural and Creative Arts teachers in schools are like any other subject Teachers in school, they need to dance to the direction which pedagogical paradigm shift in contemporary society. Teaching and learning process has advance from direct class room instruction to indirect class room instruction or online with fast growing therefore CCA teacher in Basic school as a matter of urgency need to move as the wave of covid 19 affecting every sectors of the world. They need to take advantages of ICT in the area web based technology to incorporate current web based tools or to their class room instructions. Since the need for the teaching of CCA in the schools to focus of the upbringing of all round developed individual who will be Creatively dedicated to the work and move for social solidarity ethnic harmony an intellectually contribute to the development of the nation.

The objectives of this paper focus on the perception of CCA teachers in Oyo metropolis on the use of ICT/E-Teaching and learning amid Covid 19, specifically it is set to identify problems and prospect of the use of E-Teaching and learning by the CCA teachers in Oyo. The paper through descriptive method of analysis suggest regular and adequate ICT facilities to CCA teaches frequent training and host of others to assist the teachers to facilitate their efficiency and effectiveness in the use of E-learning/E-teaching.

### **Conceptualizing E-teaching and E-learning**

E-teaching may be referred to the use of electronics gadget (computer system of internet) to enhance and effective teaching and learning process Olugbemi (2017)

described E-teach as “a way by means of which electronic technologies have been displayed in education. It is the use of Electronics to facilitate effective classroom teaching in contemporary society teaching as gone beyond class room instruction through electronic technologies, Teacher can handle his lesson with not less than one thousand students with ease without any stress. The teacher's role has shift from ordinary class room teacher to outside class room. E- Teaching and E-Learning encompasses School, Home, Community, Local, National and International Education, it instructional designers, graphic artists programming or authoring, specialists project managers, subject matter, quality assurance and a web master or data base manager who is capable of managing administering the course ware via learning management system or simple learning porter (Assarch 2010) Electronic technologies make peer teaching easy for two or more whereby they share responsibility of a group of learners and this allowed individual teacher not to be all things to the students as individual student has free access to do things independently. Therefore, the teacher's miracle is boosted to put in more effort, interest, skills and abilities to achieve efficiency and effectiveness (Olugbemi, 2017). E-teaching has been identified as essential prerequisite for E-learning which make the role of the teachers teaching courage class electronic instructional delivery to be differ from ordinary classroom teach electronic instructional delivery makes students to be autonomous in thinking and design own program differently from being confused between access to information and knowledge construction.

E-learning is electronic technology used to facilitate quick and effective learning through internet or extranet. It is a network system use for delivery of lesson, it involve the use of web based learning by means of which learner use internet browser such as module (Modular Object-Oriented Dynamic Learning Environment) or course-ware, online discussion group, and live virtual classes, video audio streaming web chat online stimulation and virtual monitoring (Olugbemi, 2017). E-learning is very advantageous to both the learner because it encourages individual to learn at their own place, it consume less time compare to conventional class room, students also have control over the rate and sequence the learning, it facilitate student versus teacher interaction thereby boosting their cordially individualize instruction is encourage free and personal responses to learner's reaction which boost a high rate of reinforcement in addition it facilitate effective learning environment for all categories of learner (fast learner, slow learner, introvert and extrovert). It provide for the teacher appropriate record of progress of the learners. It allows the teachers have up to date information and update his knowledge. E-learning is a students or learners center approach which gives room to the students or learners to develop skills, ideas, knowledge independently. Teachers are given opportunity to provide reliable information to the student as it assists the students also to have reliable information to them.

However, nothing good without it defects, the problem of E-learning and E-teaching include poor electricity supply, inadequate of ICT facilities low quality knowledge of the

teacher about the use of ICT tools and their attitude towards computer Education E-learning platform is a viable device for continuing educational programs must special at this era of covid 19 E-learning is on instructional technology that involves varieties of communication technologies to facilitate teaching and learning process. This is the reason why E-learning open chances and opportunities for the students to learn, and interact with their teachers or colleagues at any time and places or anywhere. This is due to the fact that it is holistic use of modern communication gadget and ICT tools to facilitate educational process. E-learning is instructional delivering in synchronous or asynchronous environment though difference ICT devices such as computer, mobile phone, lap top, Television set, video tape, motion films overhead projector, CD Rom, whatsapp, Instagram, Twitter, Facebook, Radio and others. It also involve web base learning and other internet interaction, thereby encourage instant feedback, and boost the continuity of the teachers education programme area of Microsoft teams, Google hangout (meet), Skype, Bamboo learning, Google classroom Decebo Wiziq, Adobe captive elucidate, Black board learning zoom to mention but a few (Ile and Ukabam, 2020). As a matter of fact E-learning is not a new concept in education system but its usage pedagogically are very minuet before the outbreak of the covid 19 and the teachers knowledge on its usage are also limited in line with this Okeke and Okpala (2020) stated that E-learning is not a new terminology in the nation education in Nigeria, except the outbreak of Covid 19 greatly revealed that knowledge and methodology in using E-learning is limited.

### **Reasons for teaching of Cultural and Creative Arts in Schools**

Fine and Applied Arts as a subject in Cultural and Creative Arts is visual language of education which should be mastered early during normal educational process. As explained by Olorukooba (1999), CCA as a subject is on the curriculum of Nigerian schools because it will enable the students to understand and interpret the entire content of textbooks especially graphic illustration. Wangboje (1982) opines that we live in a world that is full of arts since arts touches our everyday lives; the house we live in, the utensils we use, the music making, the clothes we wear are objects of arts. Our ability to see and appreciate as well as distinguish between what is ugly and beautiful can be a result of our participation in art programmes which has educational, cultural and practical values. CCA education is that form of education which enables the individual learner to achieve awareness and values which would otherwise have remained hidden in him. This includes artistic literacy and aesthetic appreciation.

The National policy on Education (1981) offers more to education, when it described some goals to be achieved in both primary and secondary schools at programme thus:

1. To provide opportunity for students to develop a language for expressing ideas, feelings, emotions and moods through of variety of art experience (creative growth);

2. To afford opportunity for students to learn the proper use of arts tools, equipment and materials;
3. To provide opportunity for students to understand and appreciate works of art.
4. To provide opportunity for students to gain knowledge and develop intellectually, physically and culturally through arts;
5. To afford students the opportunity to have adequate skills in and competence for higher education in arts;
6. To provide opportunity for students to develop interest in future vocation in arts and
7. To provide opportunity for students to see usefulness of arts in other subject areas of the society.

The achievement of these goals will help the individual to become useful and fit into the society. An individual could manifest in his area of his potentiality- such as becoming a textile designer, graphics artist, interior decorator, etc. which would make one to be economically buoyant without relying on government job. The study of Cultural and Creative arts is in actuality the study of man, since it offers him all their experiences in life. In this scientific and modern technological age, arts may be the salvation of man if all children have the benefit of the creative experience.

This assertion is true because even the engineers who embark on the construction of objects like vehicles need the assistance of a designer who will first sketch or draw on two dimensional surface prior to their mechanical mass production the idea intended for construction by the engineers. Therefore, fine and applied arts is important not only because it develops creativity in arts, but also because it gives the child opportunities for self realizations and sense of responsibility.

#### **Factors Affecting the Development of Teaching Cultural and Creative Arts in Schools**

In spite of the advent of civilization brought about by Western education, it is surprising to note that some parents are still oblivious of the significance of Creative Arts. This action has negative impact on the development of course.

Among some of the factors affecting the development of teaching Cultural and Creative arts in Nigeria are the following:

- (i) Negative attitude of our religious leaders
- (ii) Insensitive of states and federal government
- (iii) Indifference attitude of the society
- (iv) Lack of cooperation from the school administrators and students
- (v) Non review of CCA curriculum

#### **Negative Attitude of our Religious Leaders**

According to Arije (2017), it is on record that the early Christian missionaries considered indigenous art as a part of the heathen and primitive culture which they had come to

destroy. The traditional art forms which were mainly inspired by traditional religions as example of idol worship were destroyed in order to pave a way for Christian evangelism and conversion. Islam had a similar attitude to representational indigenous art like sculpture. Some Nigerian religious leaders still frown at some aspect of art like sculptural art works but it is very common to see the paintings of Jesus Christ or mosaic work of Jesus Christ and his disciples in most churches adorning the glass altar of the church, while calligraphic Arabic inscriptions are made on kettles and carpets for Moslems.

### **Insensitivity of Some States and Federal Government**

It may sound incredible to learn that some state government are non-challant about the teaching of CCA. This is demonstrated by the way the people at the helm of affairs in the states portray their feelings about the subject, for example, in some states where scholarships are given, more premium is placed on science based students. According to Meseda (2000) the disparity in the allowance given to teachers is clearly demonstrated in Abuja schools where science teachers enjoy sumptuous allowances while the art teachers are left out because most government officials feel that they recommends unfavourable policies. Proper attention is not given to it by making proper budgeting and recruitment of professionally qualified CCA teachers. In year 2000, the Osun state Government sacked all CCA teachers .e.g. Fine and Applied Arts, Music teachers in their post primary schools and cancelled CCA subjects in the school curriculum. It may sound funny to hear one of the government's helmsman saying that one doesn't need to go school to study Creative arts because, our old grand parents did not study art in schools and yet they are making good carvings, composed good music and producing good designs in traditional tie and dye. However, in 2003, the new government in Osun state called back the sacked CCA teachers and restored the teaching of Cultural and Creative Arts in the state schools curriculum.

### **Societal Attitude**

Children's artistic and Creative development can be naturally influenced by their parents who make up societies. Some parents, for some reasons, tend to want to force their children toward taking up courses they prefer even if the children show no aptitudes for such courses.

Lowenfield (1975), avers that children can't develop without any interference from the outside world and that has no special stimulation for their creative work would be needed it is sad that even in 21<sup>st</sup> century, some people in the society still maintain that CCA is only meant for those academically deficient or who lack the aptitude for the sciences. Recognition is given to those who study and this negative perception lowers the morale of the young ones who would have studied Creative Arts.

### **Lack of Co-Operation from School Administrators, Teachers and Students**

The school is headed by an administrator who apparently is called the principal, head teacher or other nomenclatures as appropriate. Some schools head often do not bother to check the Creative arts programmes in their school because of their personal negative assumption about it. Little or no fund is allocated to CCA from the grants received. Art



materials are therefore not purchased for effective pedagogy and in many cases, there are not enough teachers for the teaching and learning process. Teachers teaching the sciences also see themselves as being superior to those teaching Creative Arts and this negatively affects the perception of the students about the subjects. All these indicators serve as reference points why some students are negatively disposed to the study of Cultural and Creative Arts.

### **Non-Reviewable of Art Curriculum**

Curriculum should develop the knowledge perception which is to commensurate with the kind of world in which we live. Therefore in planning a curriculum, what is existing at the time is not enough, we have to think of the future as what operates today may not be applicable tomorrow. As time changes, so culture changes, and as culture changes so the curriculum should change to meet the changes in the culture and other challenges. Cultural and Creative Arts curriculum is not reviewed from time to time to meet up with the social and cultural realities.

### **Remedies**

It is noted that Cultural and Creative Arts is sliding gradually into extinction because of the alarming dwindling enrolment of students and loss of interest by the public. In view of these, the following remedies are suggested. The government and the society need to begin to understand arts and what it entails, and even give the desired attention to the subject. This will develop appreciable creative potentials in children of school age. The mind of the child is a kind of 'tabula rasa' on which one may print anything; the child's mind, as it grows into the society and its values, is one of the most easily influenced 'tabulae'. If parents take active interest in what their children do and give them right attention and encouragement, they are not only developing their children but also contributing to Nigeria's bid for artistic developmental growth which will bring about self-reliance. Parents who are strictly aware of the value of CCA in the society are encouraged to financially and morally support the subject.

The various tiers of government should give adequate attention to the subject by ensuring that professional CCA teachers are recruited for the course, followed by efficient and affective monitoring. Construction of studios just like laboratories are constructed for the sciences is also important. Scholarships should be given to all categories of students irrespective of their course of study. The government should wake up to the responsibility of providing facilities and CCA materials to schools and Universities for CCA teachers and students use. Philanthropic organizations and financial institutions in the country can also be called upon to assist while art teachers and students will therefore complement such efforts by exploring the environment for local improvisation. Both government and other organizations should sponsor and support art exhibitions where talents can be discovered.

New ideas about what to teach and how to teach it come in Creative arts education now and then. While some last, others disappear due to their inappropriateness, therefore the CCA curriculum must be reviewed from time to time in order to meet up with the social realities of time.

### **Qualities of Cultural and Creative Arts Teachers**

CCA teacher like any other subject teacher are expected to display certain trait to enhance effectiveness in discharging their responsibilities. Some of these qualities are as fellow. A CCA teacher is an icon of virtue, he is expected to be loyal to his people and act based on his professionalism

- He is expected to accessible to his students in which he gained mutual respect and acceptance from his student.
- He is expected to be versed in his area of description.
- He is expected to be progressive minded person, motivation and inspirational who will instill similar spirit in his student.
- He is expected to make impact felt in society in the area of educational process and establishes relationship between himself and his society.
- He is expected to sincere and just in dealing with his student, he should not have favorite among the student, he should play fatherly role, councilor and guidance on his student.
- He should have and encourage basic idea skills and knowledge of other field of endeavour.
- He is expected to be computer literate most especially those aspect of computer skills that facilitate his effectiveness in instructional delivery as assigned.
- He is expected to be mindful of duty and prepare to work objectively to facilitate the achievement of the expected education aims and objectives. (Yusuf and Badirudeen, 2016).

The spread of covid-19 in 2020 leading to the closure of schools all over the country, that has affected the school calendar and in order to put necessary things on ground to reduce its effect on the school calendar in the resurface of the second wave, there is need to incorporated E-teaching and learning alternative means to do face to face classroom instruction. It is on this note that the paper set out to investigate CCA Teachers perception on the use of ICT (E-teaching and learning) Amid Covid 19 in Oyo metropolis, specifically the paper investigate the availability of ICT tools in Oyo schools, adequate knowledge of CCA Teachers on ICT tools problem and prospect of using ICT by CCA Teacher in Oyo.

### **Research Questions**

Based on the above research, the following research questions were generated

1. What are the perspective of CCA Teachers on the use of E-teaching and learning amid covid 19 in Basic school in FCT?



2. What are the perspective of CCA on the problems facing the use of E-teaching and learning Amid covid 19 in Basic school in Oyo?

### **Hypotheses**

1. There is no significant difference in the CCA perspective on the use of E-teaching and learning Amid covid 19 based on experience
2. There is no significant difference in the perspective of CCA teaches on the use of E-teaching and learning Amid covid 19 in basic schools based on Rural and Urban schools.

### **Methodology**

This study is a descriptive in nature therefore, descriptive method of analysis is used to analyses the data generated to answer the research question raised in conducting the study, 120 CCA Teachers were purposely selected out of 845 Basic schools in Oyo and its environment, the school was zone under four local council in Oyo and the CCA teachers across Oyo local government at basic level were used. The research developed questionnaire were used to elicit responses from the respondent and the data collected were analyzed using mean rating scale statistical tools at 30.00 weighted Mean and 0.05 significant level.

**Table 1: Mean analysis of CCA Teachers perception on the use of e-teaching and e-leaning amid Covid-19 in Basic schools in Oyo metropolis**

Variable	N	$\bar{X}$	SD	Remarks
Perception	120	32.7667	8.9609	Positive

Table 1 reveals the perception of CCA Teachers on the use of e- teaching and e-learning in basic schools in Oyo metropolis amid Covid-19. The table revealed that the calculated mean of 32.7667 with standard deviation of 8.96-097 is greater than assumption mean of 30.00. This implies that the CCA perception on the use of e-teaching and e-learning in basic schools in Oyo metropolis amid Covid-19 is positive and welcome development.

**Table 2: Mean analysis of Oyo Teachers perception on problems facing the use of e-teaching and e-leaning in Basic Schools in Oyo.**

Variable	N	$\bar{X}$	SD	Remarks
Perception on problems	120	30.08	7.9843	Positive

Table 2 reveals that the perception of CCA Teachers perception on the problems facing the use of e-teaching and e-learning amid Covid-19 in Basic School in Oyo is positive because the calculated mean value of 30.08 with standard deviation of 7.9843 is greater than assumption mean value of 30.00. This established the fact that there are problems in the use of e-teaching and e-learning amid Covid 19 in Basic Schools in Oyo. This implies

that they are aware of challenges like inability of some of CCA teachers to operate ICT tools, inadequate supply of FCT materials, power failure, Lack of expert to fix some of the available materials.

**Table 3: Analysis of CCA Teachers perception on the use of e-teaching and e-learning amid Covid-19 in Basic schools in Oyo metropolis based on experience**

Experience	EX <sup>2</sup>	Df	F	X <sup>2</sup>	Sig.	Remark
Between group	6972.032	2	157.877	3486.020	0.000	Reject
Within groups	2583.427	117				
Total	9555.467	119				

Table 3 shows the analysis of CCA teachers perception on the use of e-teaching and e-learning amid 9555 467 Covid-19 in Basic Schools in Oyo metropolis based on experience. The table revealed that there is significant difference between less experience and high experience teachers, the table indicate that the calculated of 157.877 at 119 degree of freedom is higher as the table further reveal that 0.05 tested p-value is greater than computed valued of 0.000. This means that there is significant difference in the perception of CCA Teacher on the use of e-teaching and e-learning amid Covid-19 in Basic School in Oyo metropolis based on experience.

**Table 4: Analysis of Oyo metropolis Teachers perception on the use of e-teaching and e-learning amid Covid-19 in Basic schools in Oyo local council based on location.**

Location	N	$\bar{X}$	SD	Df	F	Sig.
Urban	60	38.85	0.5150	118	14.18	0.000
Rural	60	25.68	7.7229			

Table 4 reveals the analysis of CCA Teachers perception on the use of e-teaching and e-learning amid Covid-19 in Oyo. The table showed that the calculated F-valued of 14.18 at 118 is higher as the tested p-valued of 0.05 is greater than computed valued of 0.000. This implied that there is significant difference in the perception of CCA Teachers on the use of e-teaching and e-learning amid Covid-19 in Oyo based on school location.

### **Discussion**

The findings on the CCA Teachers perception on the use of e-teaching and learning and Covid-19 in Basic Schools in Oyo is a welcome development as it will ensure continuity in basic education programme during and after the pandemic that e-teaching and e-learning facilitate continuity of basic education amid and after Covid-19, it boost teaching and learning process by making it real, in aid quick retentive memory, as it facilitate ability to retrieve previous ideas, it make teaching and learning more easier and boost fast learning

ability in the pupils. This is correspond with the view of Ukabam (2020) that stated thus; the role of e-learning in pandemic and beyond in Nigeria are that it facilitates ease in learning, it promote flexibility in the use of teaching methods, a focuses on the achievement of students need, it promote more hands on learning experience, it allow students to study independently.

The findings also establish the fact that there are problem confronting the use of e-teaching and e-learning amid Covid-19 in basic school in Oyo metropolis as perceived by the CCA Teachers these problems in cloud, in ability of some CCA Teachers to operate ICT tools, inadequate supply of ICT materials, lack of expert to operate some of the ICT materials that involve in e-teaching and e-learning process and high list in the expense of operating e-teaching and e-learning via ICT material. This is in line with the submission of Ile and Ukabam (2020) that poor government commitment towards the implementation of material ICT frame work in tertiary institutions, misappropriation of funds, socio-economic status of the parent, poor power supply, lack of student knowledge to use ICT learning tools and host of others.

The study also revealed that there is significant difference in the perception of the experience of CCA Teacher on the use of e-teaching and e-learning in basic school in Oyo. These contradict the assertion of Okeke - Ezeanyanwu and Opala (2020) that stated there is no significant difference in the level of experience of both male and female Creative educators in the extent the use of e-learning will mitigating the impact of Covid-19 on creative education programme in Oyo state. The study also revealed that there is significant difference in the perception of CCA Teachers on the use of e-teaching in basic schools in Oyo metropolis this is due to in equality in the problems effecting both rural and urban location rural area might not suffer much about power supply compare to urban location while the rural areas after suffer from networking services this is in line with the argument of lie and Ukabam (2020) that stated difference between urban and rural students, students from rich homes, and those from poor homes who cannot afford the cost of internet would greatly hamper the adoption of e-leaning

### **Conclusion**

The outbreak of Covid-19 pandemic which lead to the total closure of all activities of life (be of economic, social, religion, political or education) of the entire nation of the world, throughout the year 2019/2020 particularly educational sector in Nigeria. Therefore, some schools with adequate ICT facilities developed -teaching and e-learning so as to lessen the effect of Covid-19 on the schools calendar and programme. Through a descriptive analysis it is lower, discovered from the CCA Teacher perceptive that e-teaching and e-learning amid Covid-19 is welcomed for the fact that it ease the teaching and learning of CCA in basic school, facilitate flexibility in the use of teaching methodologies, student Centre method, learning objective is costly achieve among others. Likewise it is discover that despite the advantages of e-teaching and e-learning, it has challenges which has been an

huddle to the progress in basic school, these include inadequate supply of ICT tools, poor electricity supply, inadequate knowledge of the pupils and some of the teachers to operate ICT tools, lack of experts to take care of avoiding difficulties to mention but few, hence adequate supply of power ICT materials and proficiency in the use of ICT is necessary for improvement effectiveness in the use of e-teaching and e-learning in Basic School in Oyo metropol.

### **Recommendations**

Based on the findings of this study the following were forwarded as recommendation;

1. Adequate ICT facilities should be made available across Basic Schools in Oyo state irrespective of the location (rural or urban)
2. Adequate power supply as well as alternative means of generating plant should be made available in basic schools so as to take care of power failure during e-teaching and e-learning process.
3. Various networking system and operator should be made available in schools so that if one failed they can switch to another.
4. Training and retraining on how to operate ICT tools should be organized for basic schools CCA Teacher.
5. Experts should be made available to take care of area of difficulties during e-teaching and e-learning process.

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