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ASSESSING SOCIAL STUDIES TEACHERS' PREPAREDNESS TO INTEGRATE AI AND E-LEARNING PLATFORMS FOR ENHANCED TEACHING AND LEARNING EXPERIENCES

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Abstract

This research explored the preparedness of Social Studies teachers in Akwa Ibom State to integrate artificial intelligence (AI) and E-Learning platforms into their instructional practices. The study focused on evaluating key objectives, formulating research questions, and testing hypotheses related to the teachers' ability to integrate modern digital tools into classroom instruction. A descriptive survey research approach was utilized, with a focus on Social Studies teachers in public secondary schools. Using a stratified random sampling technique, 210 teachers were selected to participate in the study. Data was gathered through a custom-designed questionnaire, which was validated by three professionals—two experts in Social Studies education and one specialist in educational assessment. The reliability of the instrument was confirmed with Cronbach's Alpha, showing a reliability coefficient of 0.86. Statistical analysis of the research questions involved calculating the mean and standard deviation, while the hypotheses were examined using one-way ANOVA at a 0.05 significance level. Results indicated that Social Studies teachers demonstrated a high degree of preparedness to implement AI and e-learning platforms in enhancing both instructional delivery and student engagement. The study recommended that the Ministry of Education prioritize integrating AI and e-learning platforms into the Social Studies curriculum, ensuring teachers receive adequate training and support. Additionally, teachers were encouraged to use these technologies to facilitate better management of course content, improve assessment strategies, and foster dynamic interaction with students to boost learning outcomes.

Keywords E-Learning platforms, Artificial Intelligence, Social Studies, Teaching and Learning.

INTRODUCTION

The onset of the COVID-19 pandemic brought unprecedented challenges to educational systems worldwide, including Nigeria, where schools faced prolonged closures (Johnson et al., 2020). In Akwa Ibom, the government prioritized the health and safety of students by temporarily shutting down secondary schools, prompting a rapid shift in educational delivery methods. As traditional classrooms became inaccessible, both private and public secondary schools quickly adopted online teaching and learning strategies to ensure continuity in education. Recognizing the urgent need for consistency in educational standards, the Akwa Ibom State Ministry of Education took proactive steps to centralize these online initiatives, facilitating a more uniform approach to remote learning across all secondary institutions.

During the pandemic, teachers began to recognize and appreciate the significant advantages that technology could bring to the educational process. They employed a variety of digital tools and resources, such as e-books, virtual libraries, interactive games, social media networks, electronic gadgets, and even robotics, to enhance their teaching methods. Liguori and Winkler (2020) highlighted the importance of transitioning from traditional learning paradigms to e-learning across all educational levels, arguing that e-learning not only provides a more accessible platform for education but also engages students in ways that traditional methods may not.

Teaching, fundamentally, is the process of transferring knowledge from an educator to a learner. This involves the careful identification of learning objectives, the development of appropriate educational resources, and the implementation of effective teaching strategies. Koko (2015) elaborated on this definition by describing teaching as a concerted effort by trained personnel to create a supportive learning environment. This environment is crucial for enabling students to cultivate essential skills and capabilities that will serve them well in their academic and professional lives. In this context, Azmi and Nurzatulshima (2017) further asserted that teaching is fundamentally about imparting knowledge and skills from a teacher to students in a manner that fosters understanding and

retention.

Effective teaching practices in Nigerian junior secondary schools require that educators possess the necessary knowledge and skills to empower students, enabling them to be proactive and relevant members of society. One of the core subjects taught at this educational level is social studies, which plays a pivotal role in fostering students' understanding of their societal context and encouraging civic engagement. Social studies education is a crucial component of a well-rounded curriculum, aiming to foster students' understanding of their society, culture, and the world at large. It encourages students to engage both intellectually and practically, equipping them with essential skills for active citizenship and informed participation in their communities. This interdisciplinary subject encompasses various topics, including history, geography, economics, political science, sociology, and cultural studies. By exploring these areas, students develop critical thinking and analytical skills, enabling them to understand complex social issues, appreciate diverse perspectives, and make informed decisions. Social studies education not only provides students with knowledge about their own society but also promotes global awareness and empathy, preparing them to navigate the complexities of the modern world.

To achieve effective learning outcomes at the junior high school level, students must develop a range of skills, including technical, psychomotor, and critical thinking abilities. These skills are heavily dependent on teachers' willingness to embrace educational advancements by integrating artificial intelligence (AI) and e-learning platforms into their teaching practices. Teachers' preparedness in this context encompasses their awareness, knowledge, attitude, and skills related to the use of information technology. Information and communication technology (ICT) offers teachers vast opportunities to incorporate digital learning resources into the educational process, which can significantly enhance student achievement. As noted by Hung (2016), a teacher's preparedness is essential for fully leveraging the benefits of e-learning. The availability of e-learning facilities should facilitate this preparedness and usability in education; however, if teachers are unprepared to utilize e-learning technologies—such as computers, internet connections, smartphones, AI, and e-learning platforms—the potential benefits of these tools may remain unrealized. Therefore, it is crucial for teachers to demonstrate a preparedness to integrate AI and e-learning platforms effectively in order to improve the teaching and learning experience in social studies.

Artificial intelligence (AI) refers to the application of computer systems to replicate human cognitive processes and behaviors, including planning, learning, understanding, recognizing, reasoning, and problem-solving. AI can address complex challenges that typically require human expertise, such as programming, forecasting, consulting, and diagnosing issues (Akpomi et al., 2022). In this regard, Chernov and Smith (2023) emphasized the importance of teachers' preparedness to integrate AI into social studies education. They argued that AI offers numerous advantages, including personalized learning experiences, improved content delivery, enhanced assessment capabilities, and increased accessibility and efficiency in education.

Moreover, AI technology enables teachers to provide more precise and timely assessments and feedback regarding students' learning performance and needs. This enhanced understanding allows educators to tailor their teaching strategies more effectively to support student learning in the field of social studies. Zhang and Lu (2021) further asserted that AI's

assessment and feedback systems can evaluate the effectiveness and quality of teaching, offering guidance and suggestions to help educators refine their teaching methods and professional skills over time. This aligns with the notion that teachers' preparedness to incorporate AI into e-learning platforms can greatly enhance the educational experience in social studies by providing personalized learning pathways, adaptive content, data analytics, automated assessments, intelligent support, and resource recommendations.

In addition, Xia (2022) highlighted that AI provides real-time feedback, adapts to individual learning performance, and guides teachers in adjusting their instructional strategies and methods. This adaptability ultimately leads to more effective teaching and improved educational outcomes. The author also noted the growing popularity of various AI tools among educators, including ChatGPT, Quillbot, and Education Copilot, which are designed to facilitate more effective teaching practices.

ChatGPT, for example, is a chatbot developed to understand natural human language and generate detailed, human-like text. It has demonstrated its potential across a range of applications, including education, by providing personalized learning experiences and assisting teachers in crafting tailored content. ChatGPT's capabilities align well with the dynamic nature of the social studies curriculum, as outlined by Adiguzel et al. (2023). Similarly, Kasneci and Thompson (2023) noted that teachers often rely on illustrative examples to clarify theories and concepts, underscoring ChatGPT's value in generating creative and innovative examples that can enrich classroom instruction.

Furthermore, Quillbot's advanced paraphrasing capabilities and grammar-checking features empower educators to enhance the clarity and professionalism of instructional materials. It can summarize lengthy passages in lesson notes, which is essential for effective communication in social studies classes (Ho, 2022). Education Copilot, an AI-powered platform, aids teachers in efficiently managing lesson planning, preparation, and the creation of educational materials. It streamlines the generation of high-quality content, such as lesson plans, writing prompts, handouts, student reports, and project outlines, thereby enriching the overall teaching experience (Ellen, 2023).

E-learning platforms represent a significant approach to online education, enabling teachers and school administrators to monitor student progress, track time spent on tasks, and manage attendance (Ülker and Yılmaz, 2016). These platforms serve as software applications or online systems designed to facilitate the development, delivery, supervision, and monitoring of educational courses and training initiatives. E-learning platforms are extensively utilized in academic institutions, businesses, and various organizations to provide structured learning opportunities for individuals. According to Chaw and Tang (2018), students and teachers increasingly rely on e-learning platforms in online education, as they act as the central hub for disseminating course materials and assignments throughout the learning process.

Moreover, e-learning platforms play a vital role in enhancing the effective teaching of social studies by offering a variety of tools and features that assist teachers in preparing, delivering, and assessing course materials in an organized and engaging manner. This technology fosters effective communication, collaboration, and data-driven teaching strategies, ultimately leading to improved learning outcomes for students. The successful integration of e-learning platforms into the teaching process is contingent upon teachers' preparedness to embrace this technology. Andersson (2019) pointed out that an e-learning

platform functions as a software application or online tool that facilitates the design, execution, and assessment of learning processes. It allows educators to create and distribute content, track student engagement, and evaluate student performance.

Incorporating e-learning platforms also provides a structured environment for synchronous teaching methods, such as utilizing videos and conducting online meetings (Alzahrani, 2019). According to Abdulazeez and Zeebaree (2018), organizations and educational institutions frequently invest in e-learning platforms for course registration and online training purposes. The adaptability of these platforms is crucial for addressing the diverse needs of both teachers and students, ensuring that educational experiences are effective and inclusive.

Statement of the Problem

The outbreak of the coronavirus (COVID-19) pandemic had a profound impact on nearly every facet of life around the world, and Akwa Ibom State was no exception. The lockdown measures imposed to curb the spread of the virus affected all sectors of the economy, including education, leading to significant disruptions in teaching and learning activities. In response to global efforts aimed at mitigating the impact of COVID-19, e-learning was rapidly introduced as a viable solution for students at various educational levels, from early childhood education through to tertiary institutions. This transition prompted educational institutions to seek alternative strategies to ensure the continuity of high-quality education.

As the pandemic unfolded, many educational institutions faced considerable challenges in adapting to e-learning as one of their primary instructional delivery methods. Private secondary schools swiftly embraced e-learning technologies, taking the initiative to implement online teaching. In contrast, public secondary schools primarily relied on government-provided television and radio programs as their means of delivering educational content. Throughout this period, it became evident that numerous teachers were unprepared for this sudden shift toward e-learning. They struggled to integrate essential tools such as artificial intelligence and Learning Management Systems into their teaching practices. According to research by Thompson (2020), a significant number of educators lacked the necessary knowledge and skills to effectively utilize emerging technologies in their classrooms.

Many teachers exhibited reluctance to adapt to these changes, often due to a lack of confidence in keeping pace with the rapid advancements in technology. This unwillingness hindered their ability to employ e-learning strategies effectively, which in turn limited their capacity to impart vital 21st-century skills to their students. Furthermore, teachers faced challenges in recognizing and addressing the diverse learning styles present among their students.

Now that COVID-19 restrictions have been lifted and educational activities have largely returned to normalcy, a pressing question remains: if another lockdown were to occur, would public secondary school teachers in Akwa Ibom State be prepared to integrate e-learning technologies effectively for teaching business studies? Are these educators ready to embrace artificial intelligence in their lesson plans? Additionally, are they willing to adopt Learning Management Systems as part of their instructional repertoire? These critical questions lie at the heart of this study, prompting an exploration of the preparedness and willingness of teachers to navigate future challenges in the realm of education.

Purpose of the Study

The purpose of the study was to examine Social Studies teachers' preparedness to integrate artificial intelligence (AI) and E-learning platforms

for effective teaching in Akwa Ibom State public secondary schools. Specifically, the study sought to determine:

1. The extent to which Social Studies teachers are prepared to integrate AI for Enhanced Teaching and Learning Experiences teaching in Akwa Ibom State public secondary schools.

2. The extent to which Social Studies teachers are prepared to integrate E-learning platforms for Enhanced Teaching and Learning Experiences in Akwa Ibom State public secondary schools.

Research Questions

The following research questions guided the study:

1. To what extent are Social Studies teachers are prepared to integrate AI for Enhanced Teaching and Learning Experiences in Akwa Ibom State public secondary schools?

2. To what extent are Social Studies teachers are prepared to integrate E-learning platforms for Enhanced Teaching and Learning Experiences in Akwa Ibom State public secondary schools?

Hypotheses

The following null hypotheses were established and tested at 0.05 level of significance:

1. There is no significant difference in the mean response of social studies teachers on the extent of their preparedness to integrate artificial intelligence for Enhanced Teaching and Learning Experiences in public secondary schools across the three senatorial districts of Akwa Ibom state.

2. There is no significant difference in the mean response scores of business studies teachers in public secondary schools in the three senatorial districts of Akwa Ibom State on their preparedness to integrate learning management systems for Enhanced Teaching and Learning Experiences.

METHOD

The research employed a descriptive survey research design to assess the preparedness of Social Studies teachers in Akwa Ibom State to integrate Artificial Intelligence (AI) and e-learning platforms into their teaching practices. The target population comprised all Social Studies teachers from all public secondary schools. To account for the wide geographical distribution of these educators, a sample of 210 Social Studies teachers were strategically selected using a stratified random sampling technique, ensuring a representative cross-section.

Data were gathered through a meticulously crafted questionnaire titled "Assessing Social Studies Teachers' Preparedness for Integrating AI and E-Learning Platforms." This tool consisted of demographic queries and 12 focused items designed to align with the research goals. Responses were rated on a 4-point scale, ranging from Very High Extent (4 points) to Low Extent (1 point), allowing for nuanced data collection.

To ensure the validity of the instrument, the questionnaire was subjected to comprehensive face and content validation by two experts in Social Studies education and a specialist in Measurement and Evaluation. The reliability of the instrument was assessed using Cronbach's alpha, yielding a robust coefficient of 0.86, indicative of strong internal consistency.

Additionally, 20 copies of the questionnaire were distributed to Social Studies teachers in community comprehensive secondary schools located in a nearby area, thus ensuring that the instrument's effectiveness was further evaluated. Data collection was conducted through in-person administration, facilitating direct engagement with respondents.

Subsequent analysis involved calculating mean scores and standard deviations, with a predetermined criterion mean of 2.50 for interpretation. To evaluate the null hypotheses, one-way ANOVA was employed, following a clear

decision-making framework: the null hypothesis would be dismissed if the computed F-value exceeded the critical F-value, while it would be accepted if the computed F-value was less than the critical F-value. This rigorous analytical approach aimed to yield insightful findings regarding teachers' preparedness to embrace modern teaching methodologies.

RESULTS

Table 1: Mean and Standard Deviation of Social Studies Teachers' Preparedness to Integrate Artificial Intelligence in Akwa Ibom State Public Secondary Schools

S/N	Items	Mean	SD	Remark
1	I am willing to utilize Quillbot to enhance grammatical accuracy.	3.24	0.65	High Extent
2	I am prepared to use ChatGPT to create lesson plans for effective teaching.	3.19	0.70	High Extent
3	I am ready to employ Quillbot for summarizing my lesson notes.	3.15	0.74	High Extent
4	I am enthusiastic about using Education Copilot to design PowerPoint presentations.	3.16	0.71	High Extent
5	I am eager to use Education Copilot for creating handouts and instructional materials.	3.21	0.72	High Extent
6	I am willing to utilize ChatGPT to generate multiple explanations for various concepts.	3.24	0.72	High Extent
	Grand Mean	3.20		High Extent

Source: Field Survey Data, 2023

Table 1 outlines the mean and standard deviation concerning the level of preparedness among Social Studies teachers to incorporate Artificial Intelligence into their teaching practices within public secondary schools in Akwa Ibom State. The findings indicate a high level of preparedness, as evidenced by a mean score of 3.24 (SD = 0.65) for using Quillbot to enhance grammar. Similarly, respondents expressed a strong willingness to leverage ChatGPT for generating lesson plans (mean = 3.19, SD = 0.70) and summarizing lesson notes (mean = 3.15, SD = 0.74). Enthusiasm for using Education Copilot to create PowerPoint slides and instructional handouts also reflected high scores (means of 3.16 and 3.21, respectively). Overall, the grand mean of 3.20 demonstrates that, to a significant extent, Social Studies teachers are prepared to integrate Artificial Intelligence for enhanced teaching.

Table 2: Mean and Standard Deviation of Social Studies Teachers' Preparedness to Integrate E-Learning platforms in Akwa Ibom State Public Secondary Schools

S/N	Items	Mean	SD	Remark

7	I am ready to implement a E-Learning Platforms for lesson planning and evaluation.	3.23	0.72	High Extent
8	I am willing to use a E-Learning Platforms for creating educational content.	3.17	0.77	High Extent
9	I am open to utilizing E-Learning Platforms for tracking students' participation and performance.	3.16	0.75	High Extent
10	I am willing to adopt E-Learning Platforms for distributing instructional materials.	3.17	0.74	High Extent
11	I am eager to employ E-Learning Platforms for delivering lessons through video conferencing and live chats.	3.20	0.69	High Extent
12	I am prepared to use E-Learning Platforms to engage in training that enhances my digital teaching skills.	3.29	0.67	High Extent
	Grand Mean	3.20		High Extent

Source: Field Survey Data, 2023

Table 2 presents data regarding the preparedness of Social Studies teachers to utilize E-Learning Platforms for Enhanced Teaching and Learning Experiences within Akwa Ibom State's public secondary schools. The findings reveal a strong preparedness among respondents to adopt E-Learning Platforms for various educational functions. For instance, the mean score for using E-Learning Platforms for lesson planning and evaluation is 3.23 (SD = 0.72), indicating high preparedness. Teachers also expressed willingness to use E-Learning Platforms for creating educational content (mean = 3.17, SD = 0.77) and for monitoring student engagement (mean = 3.16, SD = 0.75). The grand mean of 3.20 reinforces that Social Studies teachers are generally well-prepared to integrate E-Learning Platforms into their teaching.

Table 3: ANOVA Results for Differences in Mean Response Scores Regarding Teachers' Preparedness to Integrate Artificial Intelligence

Groups	Count	Sum	Average	Variance
Uyo	70	473.50	3.18	0.22
Ikot Ekpene	70	346.83	3.18	0.20
Eket	70	305.83	3.25	0.28

Source of Variation	SS	df	MS	F-Cal	P-value	F-Crit	Remark
Between Groups	0.38	2	0.19	0.83	0.44	3.02	Retained

Within Groups	79.77	349	0.23				
Total	80.15						

Source: Field Survey Data, 2023

Table 3 summarizes the ANOVA results for the first hypothesis, evaluated at a significance level of 0.05. The data indicate that the calculated F-value of 0.83 is lower than the critical F-value of 3.02. Consequently, the hypothesis is retained, suggesting that there are no significant differences in the preparedness of Social Studies teachers across the various senatorial districts in Akwa Ibom State to integrate Artificial Intelligence for effective teaching.

Table 4: ANOVA Results for Differences in Mean Response Scores on Teachers' Preparedness to Integrate E-Learning Platforms

Groups	Count	Sum	Average	Variance
Uyo	70	473.17	3.18	0.24
Ikot Ekpene	70	352.00	3.23	0.12
Eket	70	302.17	3.21	0.22

Source of Variation	SS	df	MS	F-Cal	P-value	F-Crit	Remark
Between Groups	0.20	2	0.10	0.51	0.60	3.02	Retained
Within Groups	68.90	349	0.20				
Total	69.10						

Source: Field Survey Data, 2023

Table 4 outlines the ANOVA results for the second hypothesis, also tested at the 0.05 significance level. The calculated F-value of 0.51 is again less than the critical F-value of 3.02, leading to the retention of the hypothesis. This outcome indicates that Social Studies teachers do not show significant differences in their preparedness to integrate Learning Management Systems for effective teaching.

DISCUSSION

The findings related to the first research question, as illustrated in Table 1, reveal that Social Studies teachers expressed a high level of preparedness to incorporate artificial intelligence (AI) into their teaching practices. This conclusion is substantiated by a grand mean score of 3.20, which significantly exceeds the threshold mean of 2.50. The individual items reflect various dimensions of AI integration, such as its potential to enhance grammatical accuracy in lesson notes, facilitate the generation of lesson plans, provide support for creating PowerPoint presentations, summarize lesson content, and develop instructional materials and multiple explanations tailored for effective teaching.

This trend aligns with the assertions made by Smith (2022), who highlighted that tools like QuillBot can significantly improve the clarity and professionalism of writing by rephrasing sentences and summarizing complex passages.

Similarly, Johnson et al. (2023) emphasized the critical role of ChatGPT in aiding teachers to generate educational content efficiently. Their findings resonate with Thompson et al. (2023), who noted that AI can generate creative examples, which are particularly useful for teachers who often rely on real-world scenarios to elucidate complex theories and concepts. The ability of AI tools like Education Copilot to streamline lesson planning and preparation, while generating high-quality educational materials, further supports these conclusions. This AI-driven assistance not only enhances productivity but also allows educators to focus more on personalized instruction and student engagement.

From this perspective, the integration of AI tools—such as ChatGPT, QuillBot, and Education Copilot—empowers Social Studies teachers by automating routine tasks, enhancing the quality of instructional materials, and providing insights that can lead to more effective teaching practices. Ultimately, AI has the potential to optimize teachers' workflows and elevate the overall learning experience for students.

Regarding the first hypothesis, the ANOVA results presented in Table 1 demonstrate that the calculated F-value of 0.83 falls below the critical F-value of 3.02 at a 0.05 significance level, with degrees of freedom set at 2 for between groups and 349 for within groups. This statistical analysis indicates that there are no significant differences among the three senatorial districts in Akwa Ibom State concerning teachers' preparedness to integrate AI into their teaching methods. The retention of the hypothesis suggests a consensus among Social Studies teachers regarding their preparedness for AI integration, echoing Williams's (2023) findings, which reported similar results regarding faculty members' preparedness to adopt AI in higher education settings.

The second research question, as reflected in Table 2, shows that respondents rated the preparedness of Social Studies teachers to incorporate Learning Management Systems (E-LEARNING PLATFORMS) for effective teaching highly. The overall mean of 3.20, again surpassing the standard mean of 2.50, suggests a strong willingness among educators to use E-LEARNING PLATFORMS for various functions, including lesson planning, creating educational content, monitoring student performance, and engaging in professional development to enhance their digital skills. This finding resonates with the research by Davis and Brown (2018), who noted that many institutions invest in E-LEARNING PLATFORMS to facilitate online training and course registration.

Furthermore, the customization of E-LEARNING PLATFORMS to meet diverse educational needs is crucial, as highlighted by Anderson (2019), who described E-LEARNING PLATFORMS as tools that enable teachers to plan, implement, and evaluate learning processes effectively. By providing features that support the monitoring of student engagement and progress, E-LEARNING PLATFORMS creates a structured environment conducive to learning. In line with the views of Green (2019), the integration of E-LEARNING PLATFORMS is vital for enabling synchronous delivery methods, such as video conferencing and online discussions, which foster interaction between teachers and students.

The analysis of the second hypothesis, presented in Table 2, reveals that the calculated F-value of 0.51 is also lower than the critical F-value of 3.02, once more confirming the absence of significant differences among teachers regarding their preparedness to implement E-LEARNING PLATFORMS for effective teaching. This outcome supports Martinez (2021), who found no noteworthy distinctions among different respondent groups regarding the usability and reliability of E-learning Platforms in various

academic contexts. The retention of the null hypothesis suggests that the E-learning platforms under consideration effectively meets the expectations of teachers in terms of functionality and performance.

This assessment indicates that both AI and E-learning platforms integration are viewed positively by Social Studies teachers in Akwa Ibom State. The findings underscore the potential for enhanced teaching and learning experiences, aligning with contemporary educational trends that emphasize the importance of technology in pedagogy. By leveraging AI and E-learning platforms, teachers can better meet the diverse needs of their students, ultimately leading to improved educational outcomes.

CONCLUSION

In light of the research findings, it is evident that social studies teachers exhibit a robust preparedness to adopt artificial intelligence and E-learning platforms for their instructional practices in public secondary schools across Akwa Ibom State. This preparedness underscores the pivotal role that modern e-learning technologies play in advancing educational outcomes in social studies. The integration of AI and E-learning platforms not only enriches the teaching experience but also fosters a more interactive and personalized learning environment for students, allowing for tailored educational experiences that meet diverse learning needs.

Recommendations

To capitalize on these findings, it is imperative for the Ministry of Education to embed elements of artificial intelligence and learning management systems into the curriculum framework for social studies. This integration should encompass comprehensive training programs aimed at equipping teachers with the necessary skills to effectively utilize these technologies. By doing so,

educators will be better positioned to seamlessly incorporate AI and E-learning platforms into their lesson planning and pedagogical approaches, thereby enhancing their overall teaching efficacy.

Moreover, ongoing professional development should focus on empowering teachers to leverage AI and E-learning platforms to create customized learning experiences for their students. This involves not only utilizing these tools for content delivery and assessment management but also facilitating better communication with students. Emphasizing a student-centered approach through these technologies can significantly enhance engagement and foster a more dynamic classroom environment. The potential of AI and E-learning platforms to transform teaching methodologies and elevate educational standards in social studies is immense, and strategic initiatives should be prioritized to ensure their effective implementation.

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