NIGERIAN JOURNAL OF EDUCATIONAL TECHNOLOGY

Nigerian Journal of Educational Technology

Volume 5, Issue 2, 2025

Publication of:

The Department Of
Educational Technology
University Of Ilorin
P.M.B. 1515, Ilorin, Nigeria.

ISSN: 2516-1338

NIGERIAN JOURNAL OF EDUCATIONAL TECHNOLOGY

PUBLICATION OF THE DEPARTMENT OF EDUCATIONAL TECHNOLOGY
FACULTY OF EDUCATION
UNIVERSITY OF ILORIN
PMB 1515, ILORIN NIGERIA

www.unilorin.edu.ng/journal/nijet
nijet.org

nijeteditor@unilorin.edu.ng ; 08106552720

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Nigerian Journal of Educational Technology (NiJET)
Volume 5 Number 2 (Nov/Dec 2025)
ISSN: 2516-1338
E-mail: nijeteditor@unilorin.edu.ng
Publication of the Department of Educational Technology, Faculty of Education, University of Ilorin

Nigerian Journal of Educational Technology (NiJET) a bi-annual journal published by the Department of Educational Technology, Faculty of Education, University of Ilorin, Ilorin, Nigeria, since November 2015. NiJET is a journal that promotes international exchange of Information on the current research theory, development, and practice of Education and especially Educational Technology. Consequently, articles are regularly accepted for publication after appropriate reviews.

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EDITOR'S REPORT

Editor's Report for Nigerian Journal of Educational Technology (NiJET) - Volume 5, Issue 2

The Nigerian Journal of Educational Technology (NiJET), Volume 5, Issue 2, features a rich compilation of research that explores the integration and application of educational technologies across various contexts. This issue brings together a diverse collection of articles that focus on key challenges, perceptions, and technological innovations within the field of education, particularly in Nigeria.

As educational technology continues to evolve, this volume addresses the readiness of educators, the effectiveness of emerging tools, and the barriers faced in implementing these technologies. Each article contributes valuable insights into how technology can be used to enhance teaching, learning, and overall educational outcomes.

Articles Included in This Volume:

1. **Awareness of Technical Education Programmes for Manpower Development in Nigeria: Challenges and Solutions:** This study investigates the awareness and challenges associated with technical education programmes in Nigeria. It highlights the lack of awareness and the challenges of policy inconsistency, inadequate teacher development, and obsolete equipment in Nigerian technical colleges. The study calls for stronger government advocacy, non-governmental support, and better infrastructure to improve technical education.
2. **Accessibility and Use of Tech-Enabled Learning Resources in UBEC Schools in Lagos State** This article examines the accessibility and use of technology-enabled learning resources in schools supported by the Universal Basic Education Commission (UBEC). The study found a positive relationship between the availability of tech resources and their accessibility in schools. However, the utilization of these resources by teachers remains low, pointing to the need for further investment in ICT infrastructure and teacher training programs.
3. **Teachers' Readiness and Usability Perception of Adaptive Video Capsules for Teaching Senior Secondary Mathematics:** The study focuses on mathematics teachers' perceptions of adaptive video capsules, an AI-driven tool designed to personalize learning. Findings indicate that teachers are generally positive about the usability and usefulness of adaptive video capsules, with teachers' experience influencing their perceptions. The study advocates for contextual challenges to be addressed through training and policy support to enhance the adoption of such technologies.
4. **Societal Implications of Scarper Correctional Centre in Nigeria:** This article explores the societal implications of the Scarper Correctional Centre, examining its role in the rehabilitation of offenders and its potential impact on education and reintegration processes. The study emphasizes the need for integrating educational technology in correctional facilities to support rehabilitation and learning.
5. **Adoption of AI Tutors Among Undergraduate Students of the University of Ilorin, Kwara State, Nigeria:** Investigating the adoption of AI tutors, this article assesses undergraduate students' willingness to use AI-based learning tools. The findings show a high level of acceptance among students, particularly for personalized learning experiences. The study calls for increased awareness and integration of AI tutors in educational institutions to enhance learning outcomes.
6. **Influence of Meal Habits on Cognitive Performance and Learning Engagement Among Undergraduates in the Digital Learning Era:** This research explores how meal habits affect cognitive performance and learning engagement among university students, with a focus on digital learning environments. The study highlights the positive impact of healthy eating on students' ability to engage with digital learning platforms and retain information.
7. **Teachers' Attitude Toward the Integration of Virtual Reality for Teaching Biology Concepts in Senior Secondary Schools in Kwara State, Nigeria:** This article examines the attitudes of teachers

towards integrating virtual reality (VR) into biology instruction. It finds that teachers are generally receptive to using VR, but challenges such as lack of training and resources hinder its widespread adoption. The study suggests the need for professional development programs to support the use of VR in classrooms.

8. **Assessment of the Level of Awareness and Knowledge of the Digital Divide Among Academic Staff in Nigerian Universities:** This study assesses academic staff's awareness of the digital divide in Nigerian universities. It reveals significant gaps in understanding, particularly regarding the disparity in access to digital tools and resources between urban and rural institutions. The article calls for targeted efforts to bridge the digital divide through policy changes and increased funding for digital infrastructure.
9. **Digital Flipped Classroom Model as a Blended Learning Strategy for Enhancing Competency Among Nursing Students in Northwest Nigeria:** This research investigates the use of a digital flipped classroom model as a blended learning strategy for nursing students. The study finds that students' competencies improved through the flipped model, which combined online pre-class preparation with in-class practical activities. The article emphasizes the need for more widespread adoption of blended learning strategies in healthcare education.
10. **Artificial Intelligence as an Emerging Technology for Advancing Adult Literacy Education in Nigeria:** The article discusses the potential of AI to transform adult literacy education in Nigeria. It highlights AI's ability to personalize learning experiences and its capacity to overcome traditional barriers such as limited access to trained educators. The study advocates for greater investment in AI-powered educational tools to support adult learners across Nigeria.
11. **Undergraduates' Level of Awareness and Utilization of Napkin Artificial Intelligence for Learning at Universities in Kwara State:** This article examines the awareness and utilization of Napkin AI, an educational technology tool, among undergraduates. The study reveals that while there is growing awareness, the actual utilization of the technology is still limited. The study calls for greater integration of AI tools into university curricula and enhanced student training to improve utilization.
12. **Lecturers' Perceptions, Readiness, and Challenges in Integrating Artificial Intelligence for Instruction in Colleges of Education in Kano State:** This paper explores how lecturers in Kano State perceive the integration of AI in teaching and the challenges they face. The study identifies barriers such as lack of infrastructure, insufficient training, and resistance to change. It recommends targeted training programs and policy interventions to facilitate AI adoption in colleges of education.
13. **Comparative Effects of Technology-Enhanced Teaching on Secondary School Students' Achievement and Engagement in Genetics in Kwara State:** This study compares the effectiveness of technology-enhanced teaching methods against traditional methods in genetics education. The findings suggest that technology-based approaches significantly improve student achievement and engagement, supporting the adoption of digital tools in science education.
14. **Influence of Emerging Learning Technologies on Academic Staff Pedagogical Practices and Sustainability-Oriented Teaching Outcomes in Nigerian Universities:** This research investigates the impact of emerging learning technologies on teaching practices in Nigerian universities. The study highlights how technology adoption has reshaped pedagogical approaches, enhancing teaching outcomes and promoting sustainable practices in higher education.
15. **Home School Educators' Perspective of the Impact of Homeschooling on Children with Intellectual Developmental Disability in Abuja:** The article examines the impact of homeschooling on children with intellectual disabilities in Abuja. It finds that homeschooling provides a more personalized learning experience for children, leading to better academic and social outcomes compared to traditional schooling.

16. **Impact of Basic and Emotional AI on Learning Outcomes in Blocklaying, Bricklaying, and Concreting in Technical Colleges, Niger State:** This study evaluates the role of basic and emotional AI in improving learning outcomes in technical subjects like blocklaying and bricklaying. The findings suggest that AI can enhance practical skills and engagement, leading to better vocational training outcomes in Niger State's technical colleges.

Conclusion:

This volume of NiJET reflects the dynamic and evolving role of educational technology in transforming teaching, learning, and educational management. The articles published in this issue offer critical insights into how various educational technologies, particularly artificial intelligence and digital tools, are being integrated into Nigerian educational settings. Despite facing challenges like infrastructure gaps and resistance to change, the research underscores the potential of technology to enhance educational outcomes. NiJET remains committed to providing a platform for groundbreaking research in educational technology and looks forward to continued contributions that will drive the advancement of educational practices globally.

This report includes a summary of all the articles published in this volume, reflecting the journal's focus on educational technology and its application in diverse educational contexts.

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