



Effect of Scaffolding Learning Strategy on Social Studies Pre-Service Teachers' Achievement in Cybercrime Prevention in Nigerian Universities

Matthew Damilola Omojemite*

E-mail: 2019515655@ufs4life.ac.za
University of the Free State, South Africa

Olugbenga Adedayo Ige

E-mail: olugbengaige@gmail.com
Faculty of Education, University of the Free State, South Africa

Cias T. Tsotetsi

E-mail: TsotetsiCT@ufs.ac.za
Faculty of Education, University of the Free State, South Africa

**Corresponding author*

Abstract

This study examined the effect of scaffolding learning strategy on social studies pre-service teachers' achievement in cybercrime prevention in universities in Ekiti State, Nigeria. The quasi-experimental design was considered appropriate for this study. The participants (213 pre-service teachers) for this study were selected using multistage sampling procedure. The instruments used in this study were Scaffolding Learning Strategy Guide (SLSG), Conventional Method Guide (CMG) and Pre-service Teachers' Achievement Test (PTAT). The experimental procedures for this study were in three stages: the pre-treatment stage, the treatment stage and the post-treatment. The researcher used eight weeks altogether for the whole study. Inferential statistics such as Analysis of Covariance (ANCOVA) and Estimated Marginal Means were used to test the hypotheses at 0.05 level of significance. The findings of the study revealed that there was significant main effect of Scaffolding Learning Strategy (SLS) on Social Studies Pre-service Teachers' achievement in cybercrime prevention. Pre-service Teachers' exposed to SLS had higher adjusted mean score than their counterpart in the control group. In addition, there was no significant main effect of Social Studies Pre-service Teachers' gender on their achievement in cybercrime prevention. The study concluded that the use of Scaffolding Learning Strategy enhanced better performance of Pre-service Teachers' achievement in cybercrime prevention than the conventional method. It was recommended among others the use of Scaffolding Learning Strategy (SLS) should be encouraged in teaching cybercrime prevention in tertiary institutions so as to enhance better academic performance of pre-service teachers.

Keywords: Scaffolding Learning Strategy, Social Studies, Pre-service Teachers, Achievement, Cybercrime Prevention

Introduction

The myriads of crimes committed by some Internet users to other innocent users seem to be beclouding the immense benefits that the Internet has brought to humanity (Amosun, Ige & Choo, 2015). The advent of Information Communication Technology and its usage to accomplish the laid down aims and objectives in the general society, and also particularly at universities, is obsolete due to the unconscious involvement of users in cybercrimes that have resulted to exploration of the cyberspace to catch fun at the expense of other users' cyber welfare (Tonhauser & Ristvej, 2019). Crimes perpetuated through the

Internet predominantly by youths across the world in recent times ranged from cyber harassment, racial abuse, spread of obscene pictures, rumour peddling, impersonation, defamation of character, collecting money under false pretence, bullying, flaming, stalking, phishing, to password theft and so on (Choi, Cho & Lee, 2019).

Cybercrimes are described as harassment, victimisation, bullying, offences etc. committed through the usage of Information and Communication Technology devices (cell phones and the Internet) and social media platforms, such as Facebook, Whatsapp, Skype, Tiktok, Twitter, Instagram, Likee, Messengers (Yahoo or Facebook) and so on, which are emerging phenomena around the world (Makhulo, 2018). Different reasons may be accountable for students' involvement in cybercrime as well as falling victim of such crimes. These could be inadequate awareness or knowledge of the pros and cons of Information Communication Technology. Another observable reason for the involvement in cybercrime, either knowingly or unknowingly, is the computer literacy level of individuals. This goes a long way in determining how well people can manoeuvre their ways through the Information Communication Technology devices, by using the different platforms, such as Social Media, to deal with identified targets.

It is on this note that the researcher intends to introduce Cybercrime (Interpersonal cybercrime) Prevention into the school curriculum, especially the curriculum of the Social Studies pre service teachers at the tertiary level. Moreover, the content of these Cybercrime preventions may not be adequately taught through the lecture method popularly called "conventional method"; hence, scaffolding learning strategy will be considered,

The scaffolding learning strategy is defined as the role of a teacher in lending/rendering initial supports to learners to enhance development on what they already know how to do and also introduce and encourage the learner on attaining a new feat of doing things (Raymond, 2000). The supports rendered by the teacher help to facilitate and propel in learners, the ability to work with what they know before and the new thing they are about to learn or have learnt, because the support provided by the teacher is mainly on the difficult tasks which the learners are not being exposed to before the lesson.

In scaffolding learning strategy, the support provided by the teacher is always temporary as it is meant to propel the learners to be capable of accomplishing the presumed hard task on their own and the supports are being withdrawn gradually as the teacher deems fit, after observing a progressive learning outcome as the learner is able to complete the task and the content disseminated is being mastered (Chang, Sung & Chen, 2002) So, the major aim of the strategy is to build a learner who is self-reliant and can solve problems without being monitored.

In the teaching learning process, the teacher may present the support to students in form of 'models, cues, prompts, hints, partial solutions, think-aloud modelling and direct instruction (Hartman, 2002)' which in turn helps to put into consideration the learning differences in learners and thereby making the process all inclusive as every learner in the class is seen as important and as part of the whole process, from the planning stage which is capable of encouraging them to understand and complete a difficult task within a short time frame. The strategy is structured in such a way that the learners are engaged in activities during the class, other than being passive members of the process that only listen to instructions from the teacher and become easily detached from the whole process. The scaffolding learning strategy helps the learners to build on prior knowledge of a particular problem and to also form new understanding about same; it also carries along the slow learners in class as the teacher is able to understand their pace of learning and give a feedback which, motivates them to learn more and have a sense of belonging (Van Der Stuyf, 2002).

Introducing Information Communication Technology into the education process is to foster its usefulness to humanity in their quest for knowledge and to develop the society at large. However, despite the benefit of Information Communication Technology to the development of humanity, it appears that some people are using it against its purported objectives. The advent of Information Communication Technology and its usage to accomplish the laid down aims and objectives of the university education is observed to be gradually fading through the unconscious involvement of users in cybercrimes which might be as a result of trying to explore the space or trying to catch fun at the expense of another persons' liberty. Different reasons may be accountable for people's involvement in cybercrime as well as falling victim of such crime. Such reason may be inadequate awareness or knowledge of the pros and cons of Information Communication Technology. It is on this note that

the researcher intends to infuse Cybercrime Prevention (Interpersonal cybercrime) into social studies and civic education school curricula, most especially the tertiary curriculum, designed for pre service teachers in social studies education. This is in order to give adequate knowledge of ICT pros and cons to vulnerable youths as they are being prepared to impact knowledge into the younger generations. Moreover, these concepts may not be adequately taught through the lecture method popularly called conventional method, hence the need to examine the efficacy of scaffolding learning strategy.

It is against this background that this study examined the effect of scaffolding learning strategy on social studies pre-service teachers' achievement in cybercrime prevention in universities in Ekiti State, Nigeria.

The following null hypotheses were formulated:

1. There is no significant main effect of Scaffolding Learning Strategy (SLS) on Social Studies Pre-service Teachers' achievement in cybercrime prevention
2. There is no significant main effect of Social Studies Pre-service Teachers' gender on their achievement in cybercrime prevention

Literature Review

Cybercrime

Cybercrime is defined as the use of computers, electronic devices, and other devices for illegal purposes. It involves unauthorised access, system disruption, data initiation, academic property burglary, swindle, and the misuse of computers to mistreat data and disrupt networks. Network traffic disruption, denial of service assaults or e-mail violence, the production or distribution of viruses, identity theft, cyber pestering, cyber pornography, and internet squatting, among other things, are all engaged. This natural environment of cyberspace allows cyber criminals to move from one location to another (strike the internet address) and use a different server (fake their true site), making cyberspace the best venue for them to commit crimes and then flee (Jaishankar, 2008).

Cybercrime Prevention

The importance of studying Social Studies in Nigerian elementary and secondary schools cannot be emphasised. It's said to be the most effective cure for moral decadence as well as instilling a sense of morality in youngsters (Adesina & Adeyemi, 2007). In Nigerian secondary schools, Social Studies is a course of study that is used to instil in pupils the information, attitudes, abilities, and behaviours that are necessary for human engagement in society. These are some of the reasons why the Action Cyber Crime Prevention Program will be taught in Social Studies and Civic Education classes.

Nigeria was ranked second among the top ten countries for cybercrime in 2001, with a rate of 2.7%. Nigeria was placed second again in 2002, with 5.1%, and third in 2003, with 2.9%. Nigeria was rated third again in 2004, with 2.87%, despite having the lowest number of online offences involving Nigerians this year. Nigeria was placed second with 7.9% in 2005, and third with 5.9%, 5.7%, 7.5%, and 8.0% in 2006, 2007, 2008, and 2009, respectively. In 2010, Nigeria was ranked third in the globe, accounting for 5.8% of the total. In 2010, there was a decrease in the number of Nigerians involved in scamming activities. This relaxation might be attributed to the adverse effects of the global economic slump. Internet fraudsters can only succeed if the economies of the nations they target are healthy. It ought to be underscored, notwithstanding, that the Internet Crime Reports just give the main 10 most hazardous cybercrime countries.

For Nigerian school-aged children, the Internet is both a source of information and a cause of concern. The overall picture is that the Internet provides a vast amount of useful educational information and resources. Children online, on the other hand, may not only be at the risk of coming in contact with sexually explicit resources and mature predators, but are also at risk of committing crimes while on the Internet. The Internet's technological nature has not been industrialised to the point where content control is straightforward (Thornburgh & Lin, 2003).

Concept of Social Studies and Social Studies pre-service teachers

The field of Social Studies has become entrenched in Nigerian primary and secondary schools, and the importance of studying it cannot be overstated. It is claimed to be the most effective treatment for the illness of moral debauchery (Cyber Crime) and to instil in children a sense of decency (Cyber Crime

Prevention) (Adesina & Adeyemi, 2007). They go on to say that Social Studies is a course of study in Nigerian secondary schools that is used to instil in students the information, attitude, abilities, and actions that are critical in human interaction in society.

Usoroh and Umoetok (2012) defined social studies education as the study of an individual in his environment, concerned with the human challenge of ongoing survival despite the inevitability of changing life circumstances, and as a method of life that teaches human citizenship. The term "social studies" refers to the gradual study of a merged body of knowledge derived from the humanities and social sciences. It allows students to broaden their awareness and appreciation of society's diverse and vibrant nature, as well as how societies, cultures, and surroundings communicate. As they request in the social order, uncover challenges, make decisions, and work courteously with others, learners develop and relate abilities. They can contribute to society as intelligent, brave, and accountable citizens as a result of their knowledge and dexterity.

Social Studies has a high value because of the variety of theories and ideologies it contains. It also serves as a bridge between many of the steps taken by successive governments to promote national harmony in Nigeria, particularly in programmes designed to instil loyalty in Nigerians, such as the war against indiscipline and corruption (WAIC). The Social Studies curriculum is brilliantly created and stated to address the challenges of many schemes in the hopes of achieving a superior, strong, large, autonomous, and prosperous Nigeria. Before and during the colonial era, the educational system provided to students in Nigerian schools was not satisfactory and did not meet the needs and goals of the society; it was channeled to meet the demands of missionaries and colonial influential, which had a significant impact on the manners of most Nigerians who had the right to education, and this can still be seen today.

In this light, the social studies education syllabus is designed to fill a void in Nigerian society by positively influencing learners' minds. Despite the fact that 'education for self-improvement' or 'education for self-reliance' can be found in every assessment of national policies on education handbook to date, contemporary educators believe that the starting point for necessary skill improvement should be centered on children's ability to develop cognitive and affective ideas, skills, and thoughts (Nmon, 2011).

According to Smith (2013), there was widespread skepticism and a lack of knowledge among teachers when it came to the term "internet literacy." The teaching of how to integrate technology into teaching is an essential topic for educators who want to integrate technology into education (Pamuk & Peker, 2009). Yapc & Hevedanl (2012) recommend that pre-service teachers acquire the facts and dexterities necessary for ICT use throughout their pre-service teaching phase and use them during their pre-service teaching time and in their professional lives.

Concept of Scaffolding Learning Strategy

Scaffolding is a metaphor derived from structural work, where it portrays a temporary structure used to erect a structure. Scaffolding is the assistance (parameters, rules, or ideas) that a teacher provides to a learner in an educational context. Scaffolding allows students to receive assistance with only the abilities that are new to them or that are out of their comfort zone (Orey, 2010). The term "instructional scaffolding" refers to the support provided during the learning process that is tailored to the needs of the student with the goal of assisting the learner in achieving his or her learning objectives. The goal of this learning process is to develop a deeper level of understanding (Sawyer, 2006).

Ugwuda (2008) defined scaffolding as an instructional technique in which the tutor demonstrates the preferred learning task before progressively handing it over to the students. Scaffolding, according to the researcher, is an approach that focuses on gradually improving pupils' skills while removing support as they progress. Scaffolding is a term used in teaching and learning to describe a scheme of brief advice provided by the educator to the student, which is equally co-constructed and then removed when the learner no longer requires it (Boblett, 2012). This makes it easier for students to participate actively in the teaching and learning process. Scaffolding begins with resources that are only a step above what kids can achieve on their own. The instructor builds on the students' prior knowledge and then removes the aid, allowing the pupils to master the topic. The key to success in this educational style is determining the learner's current ability. It's also critical to progressively reduce the tutor's assistance, not too quickly or too gradually.

According to Aditi (2017), the effects of Instructional Scaffolding on academic achievement and attitude toward secondary school science students were discovered. The results clearly showed a significant difference in the mean academic achievement scores of students in the two groups. For example, learners who were taught using scaffolding procedures performed significantly better than those who were taught using traditional techniques. Neeta (2018) scrutinized effect of instruction with scaffolding on attainment in science in comparative to cognitive techniques and intelligence in his study. The researcher concluded that the attainment of the team through scaffolding instructional method was found to be significantly higher than the team trained by traditional teaching method.

Theoretical Framework

Social Cognitive Learning Theory

Since the objective of the review is to decide the effect of educating and learning strategies on the learning results of pre-service teachers in Nigerian universities, a learning theory that follows the various domains of learning and assumes that learning, if it occurs at all, is dependent on the knowledge and attitude of learners prior to and after the process is required. This, in turn, has also informed the choice of the Social Cognitive Learning Theory postulated by Albert Bandura. The works of Albert Bandura took a holistic approach when he reviewed his former works on Social Learning Theory, which initially hinged on social learning to further incorporate a vast knowledge of human cognition and social learning to expatiate the former theory. He christened the new theory the Social Cognitive theory, explaining how human beings learn through the phases of understanding, and predicting change in behaviour (Razieh, 2016:11).

Based on these premises, he developed the Social Cognitive Learning Theory, which emphasises the cognitive aspect of learning, focusing on the fact that humans (young and old) rely on their cognitive prowess in their social experiences, and that their understanding allows them to change their behaviour (Green & Piel, 2009:11). Therefore, the learning frameworks of humans are hinged on four phases, namely: Observation, Understanding, Predicting and Change in behaviour. After further researches had been carried out on the Social Cognitive Learning Theory by researchers, it was assumed by McCormick and Martinko (2004:5) that:

1. Human beings learn through their observations of what others do.
2. Learning can result in a change in human behaviour and vice versa because it is seen as being intrinsic.
3. Human beings may observe a fellow human doing some things and would not in any way follow suit.

Furthermore, Betz (2007:404) also supported Bandura's theory, based on his own research on human behaviour and assumed as follows:

1. Human behaviour is targeted towards a certain aim and objective.
2. Human beings can grow to the stage of eventually regulating their own behaviour.
3. The human mental space is an indispensable piece of the learning system.

The Social Cognitive Learning Theory helps to explain how pre-service teachers can be self-reliant without strict monitoring to have a positive change of behaviour, which will foster a good and conducive learning environment, free of cybercrime, as part of an attempt to present a possible prevention content using scaffolding and cooperative learning strategies to help understand the impact of interpersonal cybercrime prevention on the learning outcome of pre-service teachers. Thus, the theory deals with learning, considering how learners learn through the following frameworks namely: Observation, Understanding, Predicting and Change in behaviour. According to the four major yardsticks on which the Social Cognitive Learning Theory resides, it is highly pertinent to critically consider the four levels to further explain the adoption of the theory and its preference over the Social Learning Theory. Observation, imitation, and modelling were the three levels on which the latter was based. It neglected both the cognitive and emotional aspects of learning, namely understanding and behaviour modification. These are very important domains of learning for this study, especially in the application of the proposed learning strategies (Green & Piel, 2009:11).

Methodology

The quasi-experimental design was considered appropriate for this study because it evaluated the impact of scaffolding learning strategy on the achievement of Social Studies pre-service teachers, when taught cybercrime prevention (i.e. Interpersonal cybercrime). The design intends to employ the pre-test, post-test and control group type (Amosun & Ige, 2013). The paradigm for the design is shown below:

$$\begin{array}{lclcl} E_1 & = & O_1 & X_1 & O_2 \\ C & = & O_3 & C & O_4 \end{array}$$

Where:

E_1 : Experimental Group 2 (Scaffolding Learning Strategy (SLS))

C: Control Group (Conventional Method i.e. Lecture Method)

O_1, O_3 = Pre-tests in E_1, E_2 and C respectively.

O_2, O_4 = Post-tests in E_1, E_2 and C respectively.

X_1 = Experimental Treatment (X_1 is to E_1 in SLS)

C = Conventional Method for the control group

The participants (213 pre-service teachers) for this study were selected using multistage sampling procedure. The first stage involved the use of simple random sampling technique to select two universities (one university for each of the experimental and control group) in Ekiti State Nigeria. This was followed by the use of purposive sampling technique to select the department of Social Studies education in each of the universities that were selected. Consequently in stage 3, intact class of 200 level students in each of the selected universities was used.

The following instruments (adapted module guides, achievement test and rating scales) were developed by the researcher to be used for the study, namely: Scaffolding Learning Strategy Guide (SLSG), Conventional Method Guide (CMG) and Pre-service Teachers' Achievement Test (PTAT). The experimental procedures for this study were in three stages: the pre-treatment stage, the treatment stage and the post-treatment. The researcher used eight weeks altogether for the whole study. At the pre-treatment stage, permission was obtained from the authority of each department for the purpose of this study. Thereafter, the research assistants were trained based on the contents of the treatment. Those saddled with the responsibility of taking care of the control group were not given any training. Thereafter, the students in the experimental group were exposed to the treatment by the concerned Social Studies Education lecturers (research assistants). The post-test was thereafter administered on students in both the experimental and the control groups immediately after the completion of the treatment. Inferential statistics such as Analysis of Covariance (ANCOVA) and Estimated Marginal Means were used to test the hypotheses at 0.05 level of significance.

According to Frankhort-Nachmias, et al. (2020), Ojerinde (2016), Whelan (2013) and Dietz and Kalof (2009), confidence interval is a type of estimate calculated from a dataset. The level of confidence can be defined as the certainty of the distance and closeness of the confidence limits to the sample mean (Ojerinde, 2016). To a layman, the confidence level is how certain the researcher could be about his/her findings. Considering the dataset and statistical computation output, the sample with less frequency has a large width of confidence interval levels compared to a sample with higher frequency. As a result, the broader the confidence interval levels are with a lower sample size, whereas the tighter the confidence interval levels are with a higher sample size. Frankhort-Nachmias, et al. (2020) corroborate this by stating that when the sample size is limited, the confidence interval levels will be large.

The conventional level of significance which is 0.05 was customarily an arbitrary choice, but it seems that the conventional level has been recognised as the normal value in most instances. Despite the wide acceptance of 0.05 level of significance, there is no law or principle that says it cannot be used if it is required to do so. The nature of the study and the hypotheses raised could also determine the level of significance, as there could be contrary implications if the conventional level of significance was adopted. In such a case, the level of significance might change to suit the purpose of the study.

The confidence interval has a related confidence level in which the exact parameter or value is in the proposed range (interval). In a dataset with a 95% confidence level, it means that the highest probability or point of committing error is 5%. The use of a confidence value has the effect of allowing

room for and defining the level of mistake that may occur throughout the course of performing a research project. Type 1 and type 2 mistakes are the two categories of errors that researchers might make. Type 1 errors occur when a null hypothesis that should be accepted is rejected, whereas type 2 errors occur when a null hypothesis that should be rejected is accepted (Frankhort-Nachmias, et al, 2020).

Results

Hypothesis 1: There is no significant main effect of Scaffolding Learning Strategy (SLS) on Social Studies Pre-service Teachers' achievement in cybercrime prevention

Table 1:

Analysis of Covariance (ANCOVA) for Pre – test and Post – test Mean Scores of Students under the Groups

Source	Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2231.217 ^a	2	1115.609	183.187	.000
Intercept	433.615	1	433.615	71.201	.000
Pre-test	.610	1	.610	.100	.851
Group (Pre-test*post-test)	2223.505	1	2223.505	365.108	.000
Error	1279.001	210	6.090		
Total	117397.000	213			
Corrected Total	3510.218	212			

a. R Squared = .768 (Adjusted R Squared = .762)

The result presented in table 1 shows that there is a significant difference in the pre – test and post – test mean scores of students in the groups (SLS and control groups) as $F_{cal} = 365.108$, $P = 0.000 < 0.05$. This result led to the rejection of the null hypothesis. By implication, there is significant main effect of Scaffolding Learning Strategy (SLS) on Social Studies Pre-service Teachers' achievement in cybercrime prevention. The result also in table 1 also showed that students in the groups are homogeneous at the commencement of the study since there was no significant difference in their pre-test score ($F_{cal} = 0.100$, $P = 0.851 > 0.05$). In order to find out the more probable effective strategy, Multiple Classification Analysis (MCA) was carried out. The result is shown in Table 2.

Table 2

Multiple Classification Analysis (MCA) of Social Studies Pre-service Teachers' achievement by treatment

Grand Mean = 38.63					
Variable + Category	N	Unadjusted Dev'n	Eta ²	Adjusted for Independent + Covariate	Beta
Experimental (SLS)	101	7.55		7.49	
Control	112	-7.18	.77	-7.25	.09
Multiple R					.876
Multiple R ²					.768

The result in Table 2 shows the Multiple Classification Analysis (MCA) of Pre-service Teachers' achievement in cybercrime prevention by treatment. It reveals that, with a grand mean of 38.63, pre-service teachers exposed to SLS had higher adjusted mean score of 46.18($38.63 + 7.55$) than their counterpart control group 31.45($38.63 + (-7.18)$). This means that SLS method was the more effective strategy of teaching cybercrime prevention. The treatment explained about 77% ($Eta^2 = 0.77$) of the observed variance in Pre-service Teachers' achievement in cybercrime prevention. The two methods accounted for 76.8% ($R^2 = 0.768$) contribution to Pre-service Teachers' achievement in cybercrime prevention.

Hypothesis 2: There is no significant main effect of Social Studies Pre-service Teachers' gender on their achievement in cybercrime prevention

Table 3

Two-way Analysis of Variance for main effect of Social Studies Pre-service Teachers' gender on their achievement in cybercrime prevention

Source	Sum of Squares	Df	Mean Square	F _{cal}	Sig.
Corrected Model	5723.363 ^a	5	1144.673	102.438	.000
Intercept	1467919.086	1	1467919.086	131366.280	.000
Gender	.679	1	.679	.061	.805
Groups	5448.389	2	2724.195	243.792	.000
Gender * Groups	57.780	2	28.890	2.585	.157
Error	2313.069	207	11.174		
Total	1512803.000	213			
Corrected Total	8036.432	212			

a. R Squared = .712 (Adjusted R Squared = .705)

Table 3 shows that the F-cal value of 2.585 is not significant because the p-value of 0.157 is greater than 0.05 level of significance. This implies that null hypothesis is not rejected. Hence, there is no significant main effect of Social Studies Pre-service Teachers' gender on their achievement in cybercrime prevention.

Discussion

The findings of the study revealed that there was significant main effect of Scaffolding Learning Strategy (SLS) on Social Studies Pre-service Teachers' achievement in cybercrime prevention. Pre-service Teachers' exposed to SLS had higher adjusted mean score than their counterpart in the control group which implies that SLS method was the more effective strategy of teaching cybercrime prevention. This is in consonance with the findings of Aditi (2017) who found significant difference in the mean academic achievement scores of students in the two groups. For example, learners who were taught using scaffolding procedures performed significantly better than those who were taught using traditional techniques. Wu, Wengand She (2016) concluded thatlearners' ability to make hypotheses and conclusions was improved when they used unwavering scaffolding and had high substantial reasoning skills. Neeta (2018)also concluded that the attainment of the team through scaffolding instructional method was found to be significantly higher than the team trained by traditional teaching method

The findings of the study also revealed that there was no significant main effect of Social Studies Pre-service Teachers' gender on their achievement in cybercrime prevention. In line with this finding, Chianson, Okwu, and Kurumeh (2010), Keramati, Tahmasbi, Rafat, and Khashab (2011), as well as Gambari, Shittu, and Taiwo (2013), found that gender had no bearing on students' academic performance in shared learning. However, the finding contradicted the findings of Khairulanuar, Nazre, Sairabanu, and Norasikin (2010) found a gender imbalance in favour of males.

Conclusion

It could be concluded according to the findings of this study that, the two groups (Scaffolding Learning Strategy and Conventional) were homogeneous at the commencement of the experiment. The use of Scaffolding Learning Strategy enhanced better performance of Pre-service Teachers' achievement in cybercrime prevention than the conventional method. Both Scaffolding Learning Strategy and conventional method are not gender biased.

Recommendations

Based on the findings of this study, the following recommendations were made.

1. The use of Scaffolding Learning Strategy (SLS) should be encouraged in teaching cybercrime prevention in tertiary institutions so as to enhance better academic performance of pre-service teachers.

2. Academic staff should be given adequate orientation through workshops and seminars to update their knowledge in the use of Scaffolding Learning Strategy (SLS).
3. Due to the stages involved in Scaffolding Learning Strategy (SLS), academic staff should manage the time allocated well in order to accommodate the use of Scaffolding Learning Strategy (SLS) method in teaching of contents in Social Studies.

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