PROBLEMS AND PROSPECTS OF INTEGRATING NEW TECHNOLOGIES IN TEACHING AND LEARNING OF SOCIAL STUDIES BY SECONDARY SCHOOL TEACHERS IN IKIRUN DISTRICT, OSUN STATE

Oluwakayode Akinfemiwa **OGUNBIYI**
Department of Arts and Social Sciences Education,
University of Ibadan

Abstract

The study investigated the problems and prospects of integrating new technologies in teaching and learning of Social Studies by secondary school teachers in Ikirun district, Osun State. The researcher adopted descriptive survey design. The population consisted all secondary school Social Studies teachers in Ikirun District, Osun State. All public secondary schools were selected using purposive random sampling technique and 116 Social Studies teachers in the public secondary schools in the district were involved in the study. A validated researcher-structured questionnaire was used to collect data. The instrument has reliability index of 0.85 after the trial study using Cronbach Alpha method and test-retest method. Four research questions were raised for the study. The data collected were analyzed using descriptive statistics. The findings of the study showed a poor and very low access to new technologies of teaching by the teachers, inadequate power supply, high cost of procuring new technologies, inadequate security and teachers' low level of competency in

handling new technology in teaching. The study showed that there are positive future prospects in integrating new technologies in teaching and learning of Social Studies in secondary schools in Ikirun district, Osun State. The study recommended adequate workshops and seminars for teachersof Social Studies and government should procure new technologies into secondary schoolsin the district.

Introduction

Teaching and learning process is a dynamic process as it keeps on changing in line with the globalization and modernization. In school system, curriculum keeps changing according to the dictate of the emerging situations. What is learnt was derived from the needs of the learners and the society in general. Therefore, teaching of new Social Studies will require integrating new and emerging technologies so as to promote effective learning, stimulates teachers' interest and to make learning simple and interesting for both the teachers and the teachers. New technologies invention acts as stimulant to all facets of teaching and learning processes ranging from classroom setup, content of study, teaching methods or strategies, class participation and interaction and evaluation techniques. Therefore, Integration of new technologies in teaching of concepts in Social Studies is sacrosanct. The interest of the learners will increase, the learning outcomes will be improved. Innovations, flexibility and creativity in learning will be attained. Integrating new technologies in the teaching and learning of Social Studies will acquaint both learners and teachers with problem-solving skills and survival skills in a digital world.

Social Studies is an integrated and holistic subject that draws its contents from other social science subjects. It inculcates in learners, right type of knowledge, better attitudes, right type of values and skills and competencies to adjust in one's environment.

So, integrating new technologies to teaching Social Studies in the modern word is now a necessity and not a choice. Social Studieseducator must be ready to inject new technologies in their classroom teaching to allow for flexibility and innovations in teaching and learning and methodology.New technologies in Social Studies teaching has become irresistible in the modern age of internets and Information and Communication Technology (ICT). Integrating new technologies in the teaching and learning of Social Studies in the 21st century will assist teachers and teachers to interact more actively and collaboratively within and outside the classroom at any place and time. It will eventually simplify teaching and learning processes and add value to the quality of contents, interaction, and teaching methods

New technologies are vital to ensuring effective and efficient teaching and learning of Social Studies as an Evolving Subject. New technologies came into existence in the early 21st century as a result of outstanding human efforts. It was not only to be limited to a few courses but, with optional subjects for specialization like very large-scale integration, digital image/signal processing, information systems etc. it involves the understanding and the use of computers, and other technologies that can be fitted into teaching and learning scene, most especially, at the school levels.

New technologies also involves information and communication technology which accelerates the rate of classroom subject matter delivery. There are reported cases of dwindling and poor academic performance in junior secondary school Social Studies in Ikirun District, and Osun State in general. This is poor academic performances is attributed to many factors such as parents, teachers, homes, government, teaching methods and instructional materials inadequacy to mention but a few. Social Studies is a dynamic and holistic subject. It is evolving, and adaptive to many emerging issues. Several studies conducted on the causes of poor teachers' academic performance in secondary school Social Studies revealed that the above-mentioned factors account for poor teachers' academic performances in Social Studies. Several efforts in programmes and strategies embarked upon to improve this poor teachers' academic performance in

Social Studies achieve little success as the problem persist for years now. There are very little studies on the problems and prospects of integrating new technologies in the teaching and learning of Social Studies in secondary schools. The researcher therefore investigates the problems and prospects of integrating new technologies in teaching and learning of Social Studies by secondary school teachers in Ikirun District, Osun State.

Objectives of the Study

The purpose of this study is to investigate the problems and prospects of integrating new technologies in teaching and learning of Social Studies in Secondary schools in Ikirun District. Specifically, the objectives of this study are to:

i.   assess the level of teachers awareness of the new technologies that can be integrated in the teaching of Social Studies in Ikirun district, Osun State;

ii.   assess the impacts of the new technologies on Social Studies teaching and learning in Junior Secondary schools in Ikirun District;

iii. investigate the problems facing the integration of new technologies in the teaching and learning of Social Studies in Ikirun district, Osun State; and

iv.   examine the prospects of integration of new technologies in teaching and learning of Social Studies in Ikirun district, Osun State.

Research Questions

The following research questions were raised for the study:

i.   Which of these new technologies do you know and have access to in teaching and learning Social Studies in classrooms?

ii.   What is the impact of the use of new technologies on Social Studies teaching and learning in secondary schools in Ikirun District, Osun State?

iii. What are the problems facing the integration of new technologies in teaching and learning of Social Studies in Ikirun District, Osun State?

iv.   What are the prospects of integrating new technologies in the teaching and learning of Social Studies in Ikirun District?

Methods

This study adopted descriptive survey research design. Data were collected through the researcher- structured questionnaire validated by two instruments experts and reliability index of 0.85 was obtained using tesr-retest method and Cronbach Alpha formular. A total of 116 teachers were selected using simple random sampling technique. 60 Male and 56 female teachers from all the public Secondary Schools from Ikirun education District, Osun State were involved in the study. Data collected were analyzed using descriptive statistics of frequency count, mean scores and percentages.

Results

Research Question 1: What is the level of teachers' awareness of new technologies in Social Studies Classroom?

Table 1:   **Mean Responses of Teachers' Awareness of New Technologies in Social Studies Classroom**

SN	Items	Aware	Not Aware
I am aware of these Technologies			
1	Machine Learning	20 20.83	96 79.17
2	White Interactive Board	10 10.4	106 89.6
3	Computer aided Instruction	-	116 100
4	Laptop computers	-	116 100
5	Palm top computers	96 79.17	20 20.83
6	Projectors	116 100	-
7	Simulation Technology	30 31.25	86 68.75
8	3-D Printings	-	116 100
9	Wearable technologies	10 10.4	106 89.6
10	Artificial Intelligence (AI)	10 10.4	106 (89.6)
11	Big Data	-	116 (100)
12	I pads	40 41.7	76 (58.3)
Weighted Average: 2.53 Threshold: 2.50			

Table 1 shows the responses of the teachers on their access to new technology in teaching and learning of Social Studies. The weighted mean of **2.53** is higher than the threshold value of **2.50**. This implies that teachers are not aware of new technologies in the teaching and learning of Social Studies in Ikirun District, Osun State. By implication, there was low awareness to new technology in teaching and learning of Social Studies

Research Question 2: What is the impact of the use of new technologies on Social Studies teaching and learning in your school?

Table 2: Mean Responses of Impact of new technologies Usage on Social Studies Teaching and Learning

SN	Item	SA	A	D	SD	Mean	Remark
13	Integration of new technologies improves Teachers' learning experience	100	16	-	-	3.86	Agreed 82.213.8
14	New technologies in teaching improves Level of Social Studies students'-teachers' interaction	20 17.2	80 69	16 13.8	-	3.03	Agreed
15	Efficiency of Social Studies teachers will be improved when new technologies are integrated	10 8.62	90 77.6	10 8.62	6 5.2	2.95	Agreed
16	Integrating new technology in teaching Social Studies will improve teachers' Teaching performances	9 7.8	101 87.1	6 5.2	-	3.02	Agreed
17	Creativity, self-learning, collaboration and Active learning is guaranteed with the Introduction of new technologies in Teaching Social Studies	20 17.42	70 60.3	10 8.6	16 13.8	2.81	Agreed

Weighted Average: 3.13   Threshold: 2.50

Table 2 shows the responses of the teachers on the impact of new technologies in teaching and learning of Social Studies. The weighted mean score of 3.13was higher than the threshold of

2.50. This implies that majority of the teachers agreed that integration of new technologies in teaching and learning of Social Studies will guarantee creativity, collaboration and active learning; improves teachers' academic performances; improves teachers' efficiency and improves the level of interactivity between teachers and students of Social Studies.

Question 3: What are the problems integrating new Technologies in the teaching and learning of Social Studies in Ikirun district?

Table 3: **Mean Responses of Problems Associated with New Technologies Appropriation in the teaching of Social Studies**

SN	Items	SA	A	D	SD	Mean	Remark
18.	There is poor funding for procuring new technologies	106 87.4	- 8.6	10	-	3.83	Agreed
19.	There is poor government policy and Implementation strategies	100 82.2	- -	16 13.8	- -	3.72	Agreed
20.	Inadequate power supply hinders the Integration of new technologies in teaching Social Studies	116 100	-	-	6.00		Agreed
21.	Poor accessibility to new technolo-gies by teachersmars its integration .	100 82.2	16 13.8	-	-	3.7	Agreed
22.	Many Social Studiesteachers are not competent enough in handling new technologies to teach Social Studies	106 87.4	- 8.6	10	-	3.83	Agreed
23.	Inadequate security and poor net work services can hinder the integration of new technologies of teaching Social Studies in secondary schools.	6 5.2	100 82.1	10 8.6	-	2.97	Agreed
Weighted Average=4.0 threshold: 2.5							

Table 3 shows the responses of the teachers on theimpact of new technologies in teaching and learning of Social Studies. The weighted average score of 3.13was higher than the threshold of 2.50. This implies that majority of the teachers agreed that

integration of new technologies in teaching and learning of Social Studies will guarantee creativity, collaboration and active learning; improves students' academic performances; improves teachers' efficiency and improves the level of interactivity between teachers and students of Social Studies.

Question 4: What are the prospects of integrating new Technologies in the teaching and learning of Social Studies in Ikirun district?

Table 4:   Mean responses of the prospects of integration of New technologies in the teaching of Social Studies in secondary schools

SN	Items	SA	A	D	S	D	M	Remarks
24	Integrating new technologies in Social Studies teaching will bring about efficiency in teaching and learning of the subject	16 13.8	100 82.2	-	-		3.14	Agreed
25	Quality of education will be more assured	10 8.62	90 77.6	16 13.8	-		2.95	Agreed
26	It will bring about improved academic performances of the student	96 82.8	20 17.2	-	-		3.83	Agreed
27	Integration of new technologies will allow for active and self-learning skills among the students	90 77.6	16 13.8	-		10	3.51	Agreed
Weighted Average: 3.36 Threshold: 2.5								

Table 4 reveals a weighted average of 3.36 which is higher than the threshold of 2.50. This implies that there is critical problem affect the usage of new technologies in Social Studies classroom. This result showed that poor funding, poor government policy and enforcement, inadequate power supply, poor accessibility to new technologies, Social Studies teachers' incompetence in handling

the new technologies and problems of affordability hindered the integration of new technologies in Social Studies Teaching and learning. Also, the finding of the study showed that integration of new technologies in teaching and learning of Social Studies have the prospects of improving the performances of teachers and students; allows for active and self-learning skills; more efficiency and improved quality of education will be assured.

Discussions

The findings of the study show that majority of the respondents have low awareness and poor access to the new technologies in teaching and learning of Social Studies in Ikirun District, Osun State. The result identified several current new technologies that that are being integrated in teaching and learning of Social Studies which can influence the process and outcome of teaching and learning process if properly deployed and applied. However, many secondary school teachers of Social Studies do not have access to them and serves as a serious hinderanceto the integration of the new technologies in teaching and learning process (Berland & Wilensky, 2015; Hemant, 2018).

As regards the influence of the use of new technologies in the teaching and learning of Social Studies in Ikirun District, Osun State, there is high level of agreement on the part of the respondents that there is great influence on Social Studies teaching and learning if the new technologies are integrated. This implies that many respondents agreed that teaching and learning of Social Studies will be improved, learning will become real , records keeping will be adequate and learning processes will be facilitated and enhanced when new technologies are integrated into teaching and learning of the subject in Ikirun District, Osun State. The finding of this study revealed several challenges that impede the successful integration of new technologies in the teaching and learning of Social Studies in the District such as inadequate power supply, teachers' incompetency in handling new technologies of teaching, low availability, and accessibility to the new technologies of teaching. In most cases, there is no power

source for the new technologies especially, the electronic gadgets for teaching and learning of the subject and where there is power supply, it is often not adequately supplied and usually not regular. This poses a serious challenge to the smooth integration of new technologies in teaching and learning of Social Studies in Ikirun District, Osun State.

Also, many teachers of Social Studies are not competent enough to handle many new technologies to be integrated in teaching the subject. For instance, white interactive board is mounted in some selected schools in Osun State and a particular school in Ikirun town and the gadget was not utilized for a decade now due to the fact that the competent teachers to handle the technology was not available in the school, and the very competent teacher who can handle it was not given access to it due to administrative bottle neck in the secondary school system in Osun State. Another hindrance was the low level of awareness and accessibility to the new technologies by both the teachers and the students in the District. Many of them have low awareness and low access to the new technologies such as Wearable technologies, pads, artificial intelligence, white interactive board etc.(Spector, 2013; Teach Taught, 2016.)

However, it is worth mentioning that despite the various challenges faced in the integration of new technologies in teaching and learning of Social Studies in Ikirun District, there are future hopes. Integration of new technologies will promote proper keeping of teachers' academic records for future purposes. Integration of new technologies makes teaching-learning processes real, easy and interesting. Teaching and learning complexities will be simplified as the teachers and students can interact with the new technologies independently. Hence, independent, participatory, collaborative and self-learning skills will be developed by both the teachers and students.

Conclusion

It can be concluded that there was low awareness, poor accessibility, positive impact of new technology and higher prospect of its' deployment in teaching Social Studies. The deployment of new technologies can guarantee creativity, collaboration, makes learning active and improves teachers' academic performance. However, the major problems of integrating new technologies in Social Studies teaching-learning processes were identified as-poor funding, poor government policy and enforcement, inadequate power supply, poor accessibility to new technologies and Social Studies teachers' incompetency in handling most of these new technologies. Also, the prospect of integrating new technologies in teaching and learning of Social Studies lies in its ability to improving the performances of teachers and learners of Social Studies; allows for active and self-learning skills; more efficient and improved quality of education will be assured.

Recommendations

Based on the results of the study, the researcher recommended that new technologies of teaching should be procured, and teachers should have free access to the new technologies of learning. Government through ministries of education should formulate flexible policies that would encourage the integration of new technologies in teaching and learning process. There should be a periodic workshops and seminars for teachers to update their knowledge on the use and application of new technologies in Social Studies. There should be provision of relevant infrastructures such as electricity supply and ICT Centres to facilitate the adoption of new educational technologies by the secondary schools.

References

Berland, M. & Wilensky, U. (2015). Comparing virtual and physical robotics environments for supporting complex systems and computational thinking. *Journal of Science Education and Technology, 24* (5), 628–647.

Diane, J. K. & Steven, M. N. (2007). Emerging technologies in education and training applications for the laboratory animal science community. *ILAR Journal, 48* (2), 163-169.

Edgar, A. S. N, Jesus, S, & barbara, D, B. (2017). Emerging technologies in education: Asystematicre view of the literature published between 2006 and2016.*International Journal of Emerging Technologies in Learning (IJET) 12* (05), 128.

Hemant, D. (2018). Opportunities and challenges to use ICT in government school education of Nepal. *International Journal of Innovative Research in Computer and Communication Engineering. 6* (4), 3215-3220

Oliveira, A., Behnagh, R. F., Ni, L., Mohsinah, A. A., Burgess, K.J. & Guo, L. (2019). Emerging technologies as pedagogical tools for teaching and learning science: A literature review. *Human Behaviour & Emerging Technologies 1*, 149–160.

Spector, J. M. (2013). Emerging educational technologies and research directions. *Educational Technology &Society,16* (2), 21–30.

Teachthought (2016). 10 Specific examples of emerging educational technologies. Retrieved from Online viawww.teachthought.com August, 2019.