UTILIZATION OF INFORMATION AND COMMUNICATION TECHNOLOGY IN TEACHING AND LEARNING OF SOCIAL STUDIES IN FEDERAL COLLEGE OF EDUCATION OKENE, KOGI STATE

Okewu Josephine **IBRAHIM**
Department of Social Studies, Federal College of Education, Okene

Abstract

This study examined the implementation of information and communication technology (ICT) in the teaching of Social Studies at Federal College of Education, Okene. The research inquiry was directed by three distinct research questions. The study employed a survey design methodology. The study's population consisted of individuals who were either lecturers or students in the field of Social Studies. The data analysis involved the utilisation of the mean and standard deviation. The results of the study indicated that there was a lack of sufficient ICT facilities, but the utilisation of these facilities was found to be extensive. Additionally, both professors and students were found to have insufficient proficiency in using ICT resources. Hence, it is advised that the administration of the College should persist in facilitating the provision of ICT training for both professors and students, given the ongoing era of incessant technical advancements. Moreover, it is imperative for librarians who possess a strong aptitude for information and communication technology (ICT) to be

prepared to provide tailored support to both educators and students. This support aims to enhance their competency in utilising ICT tools for the effective instruction and acquisition of knowledge in the field of social studies.

Keywords   Utilization, Availability, Information and Communication Technology, Social Studies.

Introduction

The emergence of technology has facilitated the transformation of the world into a global community. Contemporary civilizations have witnessed a swift and profound integration of information and communication technologies across several domains of human activities. In the field of education, there is no longer any debate regarding the extensive impact of Information and Communication Technologies (ICTs) on academic pursuits. According to Waghmare and Salved (2014), the advent of information technologies has had a significant impact on higher education globally, including in Nigeria. The use of ICT facilities such as smartphones, the internet, extranets, tablets (such as the iPad), the World Wide Web, and other digital devices is increasingly popular in Nigeria, and their influence is rapidly spreading throughout the higher education institutions in the country (Tor &Maigwi, 2019).There is a prevailing perception that information and communication technology (ICT) provides support to educators and students, enabling them to make substantial contributions to the process of learning and the broader advancement of society.

The word "Information and Communication Technology" encompasses various communication devices, applications, hardware, software, services, and associated applications, as stated by Shuaibu, Audu, and Audu (2022). Information and communication technology (ICT) encompasses the interdisciplinary fields of arts and applied sciences, which are dedicated to the study and application of data and information. The comprehensive set of components involved in the execution of

information activities encompasses various elements such as computer systems, hardware devices, software applications, firmware programmes, tools, methodologies, practises, processes, and procedures. In this context, the comprehensive coverage of activities includes the acquisition, representation, processing, presentation, security, interchange, transfer, management, organisation, storage, and retrieval of data and information. In a similar manner, Okewu (2018) provided a definition of ICT as the technological tools utilised by individuals to exchange, communicate, disseminate, and acquire information via computer systems and computer networks.

According to Braimah (2020), Information and Communication Technology (ICT) encompasses a wide range of electronic devices, including computers, internet system devices, data base systems, and software resources. These technological advancements have significantly impacted numerous areas of society, leading to significant transformations and empowerment. According to Nwizeg, Chukwunons, Kpabeb, Mmeah (2011), as well as Tor and Malgwi (2019), it is argued that information and communication technology (ICT) tools have the potential to facilitate the responsible discovery, exploration, analysis, exchange, and presentation of information from diverse sources without any form of discrimination. One such source of information is Open Educational Resources (OERs). The observed occurrence might be regarded as a recent development that aligns with the broader trend of increased openness in higher education, exemplified by prominent movements like open source software and open access.

The primary elements that contribute to openness are the unrestricted accessibility of resources over the internet and minimising limitations on their utilisation. According to a joint statement by the United Nations Educational Scientific and Cultural Organisation (UNESCO) and the National Universities Commission (NUC) in 2017, Open Educational Resources (OERs) can be defined as educational resources specifically created for the purpose of teaching and learning. These resources are openly

accessible to educators and students without any requirement to pay royalties or licencing fees. Open Educational Resources (OER) embody the principle that the privilege of accessing knowledge and information should not be limited to a select few individuals. According to Peignen (2023), the resources encompass various educational materials such as textbooks, lecture slides, podcasts, online courses, videos quizzes, curriculum maps, course materials, multimedia applications, and other instructional materials specifically created for the purpose of facilitating teaching and learning. Furthermore, it should be noted that the scope of Open Educational Resources (OERs) extends beyond just educational materials. It also include software and tools that are specifically designed to facilitate the creation, utilisation, modification, and dissemination of teaching and learning resources. For instance, platforms like Moodle serve as valuable tools for fostering the growth of learning communities and supporting the development of educational content. These tools facilitate the efficient collaboration, modification, recreation, and sharing of educational resources that are of high quality and accessible at an affordable cost.

The widespread adoption of Open Educational Resources (OERs) by prestigious academic institutions worldwide has established this educational opportunity as a global phenomenon. Prior to 2017, Nigerian institutions of higher education, including colleges of education, were not recognised on the global landscape of Open Educational Resources (Rasheed, 2017). According to Olufunke and Adegun (2014), the utilisation of Open Educational Resources (OER) in this region has not reached its full potential. Despite the level of comprehension regarding the usage of OER in developed nations, Nigerian colleges of education continue to demonstrate limited or moderate utilisation of OER, particularly in the context of information and communication technology (ICT).

In a separate study, Tor and Malgwi (2019) proposed that there exists a restricted level of understanding regarding Information and Communication Technology (ICT) in Nigeria, particularly in relation to comprehending the notion of Open

Educational Resources (OERs) and being aware of the storage and accessibility of such resources. The age in which the teaching and learning process may be conducted without incorporating information and communication technology (ICT) has become obsolete. The pervasive impact of Information and Communication Technology (ICT) has fostered a culture of complete dependence on technology for the completion of academic activities. Consequently, this has resulted in an additional burden placed on lecturers, who are now required to accommodate this reliance within their existing responsibilities. According to Kpolovie and Akwusaku (2016), it is imperative for individuals to possess effectiveness and efficiency in using information and communication technology (ICT). Proficiency in this context refers to the possession of skills and expertise necessary for doing a particular task. According to Buaben-Andoh (2012), the acquisition of ICT proficiencies entails the development of skills necessary to effectively utilise a diverse array of computer applications for a multitude of reasons. One of the primary objectives is to enhance the educational experience, instructional methods, and scholarly investigations within the field of Social Studies. By possessing certain information and communication technology (ICT) skills, educators and learners are more effectively prepared to access and utilise the extensive knowledge resources stored in Open Educational Resources (OERs).

The integration of information and communication technology (ICT) skills in the utilisation of open educational resources (OERs) by educators contributes to the enhancement of their cognitive abilities, the advancement of their instructional methods, and the impact on the calibre of their scholarly investigations, while also mitigating the financial burden associated with textbooks. Proficiencies in information and communication technology (ICT) can be classified into four distinct categories, including computer hardware, word processing, internet usage, and troubleshooting. Lecturers can enhance their ability to access and utilise information and

knowledge stored in Open Educational Resources (OERs) through the acquisition of various ICT proficiencies. Information and Communication Technology (ICT) proficiencies facilitate the use of such resources.

The Federal Information Security Modernization Act (FISMA) of 2002 provided a definition for availability, which pertains to the assurance of timely and dependable access to information. To what extent are there available facilities and resources utilised to support the learning process? This technique serves as the principal means by which skilled success and performance efficiency are assessed. The inclusion of Social Studies as a formal subject in the school curriculum can be attributed to its demonstrated efficacy in addressing societal issues, both in Britain, America, and Nigeria during the late 1960s. This educational programme aims to equip learners with the necessary skills and values to effectively navigate and engage with their respective environments. In a study conducted by Okewu (2011), Social Studies was examined as an academic discipline that encompasses the study of society and its role in addressing various challenges faced by individuals.

According to Kissock, Murtala, Mamuda, and Umar (2020), it is evident that Social Studies serves as a means for the transmission of societal values. According to the proponents, social studies is an educational curriculum designed to impart to students the essential knowledge, skills, attitudes, and behaviours deemed significant by society in regard to the interactions between individuals and their environment. According to Iyang (2020), social studies can be defined as the examination of human interaction. It is important to note that social studies encompasses more than just a collection of facts or a series of abilities. Moreover, it encompasses the utilisation of acquired information and competencies to examine the behaviour and interactions of individuals within various societal contexts, ranging from local to global communities. He adopted a comprehensive and engaged perspective when observing the world. In this context, the individual acquires the knowledge and skills necessary to cultivate

harmonious relationships with their neighbours, colleagues in the workplace, and within their business sphere.

Additionally, they develop an understanding of the societal and governmental obligations that pertain to their role as a citizen.According to the findings of Falade and Ishola (2023), prioritising the training of teachers in the effective utilisation of Information and Communication Technology (ICT) is of more significance compared to solely focusing on the acquisition of a substantial quantity of computers and gadgets, while the latter is still considered acceptable. The primary objective of education, namely the Social Studies programme in institutes of education, is to provide students with the necessary abilities to efficiently navigate any environment they may encounter. Nevertheless, the utilisation and accessibility of ICT resources by both educators and learners have not yet achieved a commendable level of accomplishment. Hence, there is a lack of clarity regarding the level of ICT proficiency among professors and students, specifically in relation to the utilisation of ICT tools and facilities. The researcher is motivated to conduct this research in light of the aforementioned context.

Objectives of the Study
The main objective of the study is to assess the utilization of information and communication technology in teaching and learning of social studies in federal college of education Okene, Kogi State. The Specific Objectives of this Study are to:
i.   identify those ICT tools/facilities that can be employed in teaching and learning of Social Studies programme in Federal College of Education, Okene, Kogi State;
ii.   determine the level of ICT proficiencies possessed by lecturers and students of Social Studies in Federal College of Education, Okene, Kogi State; and
iii.   determine how the lecturers and students of Social Studies in Federal College of Education, Okene, Kogi State utilize ICT proficiencies in using ICT tools/facilities.

Research Questions

The following questions were answered in this study

i.   What are those ICT tools/facilities that can be employed in the teaching and learning of Social Studies programme in Federal College of Education, Okene, Kogi State?

ii.   What is the level of ICT proficiencies possessed by lecturers and students of Social Studies in Federal College of Education, Okene, Kogi State?

iii.   How do the lecturers and students of Social Studies in Federal College of Education, Okene, Kogi state utilize ICT proficiencies in using ICT tools/facilities?

Methods

Survey design was used because the opinion of the respondents were sought. The use of the design was recommended by Ibrahim (2017) who stated that the design focuses on people, their beliefs, attitudes, and behaviours and it helps researchers to systematically document current opinion and information. Therefore, it is an effective way to gather data through the use of questionnaire. The population of the study comprises of lecturers and students of Social Studies in Federal College of Education, Okene. The entire population was used as sample of the study. The instrument for data collection was questionnaire. The question contains three (3) sections (A-C). Section A contain 20 items on the ICT tools/facilities used in teaching and learning social studies. Section B consist of 8 items on the level of ICT proficiencies possessed by lecturers and students. Section C consist of 7 statements on the level of lecturers and students ICT proficiency utilization of ICT tools/facilities resources usage. Four point modified likert scale was used, which is an interval scale of measure that is, very high, high, low and very low was used to get responses from the respondents using questionnaire.

Results

The constant mean of 2.5 was used to ascertain the level of

agreement or disagreement. An aggregate mean score of less than 2.5 indicate low.

Table 1: Mean and standard deviation of respondents rating on the ICT tools/facilities used in teaching and learning Social Studies.

S/N	ICT Tools for teaching and learning of Social Studies	N=80		
		$\bar{x}$	SP	Remark
1.	Tape recorder (Audio cassette tapes)	2.30	0.2	Low
2.	Video cassettes recorder (video tapes)	2.87	1.06	High
3.	Computer (laptops)	2.40	0.26	Low
4.	Overhead projectors	3.54	0.62	High
5.	Podcast online courses	2.62	0.28	High
6.	Electronic mail	2.49	0.48	Low
7.	World wide web (www)	2.40	0.35	Low
8.	Applications softwares (e.g) Microsoft Word, Excel, Power Point, Access, Corel Draw, etc.	2.05	0.21	Low
9.	Mobile/Smart phones	2.30	0.41	Low
10.	Video conferencing	2.25	0.40	Low
11.	Radio	2.39	0.48	Low
12.	Slide projectors	2.07	0.2	Low
13.	Falsimile	2.08	0.21	Low
14.	Computer (desktops/printers)	2.50	0.25	High
15.	Electronic chalkboards	2.52	0.23	High
16.	Scanners	2.10	0.20	Low
17.	Digital cameras	2.44	0.02	Low
18.	Internet and local area network	2.28	0.32	Low
19.	Video and audio conference equipment	2.41	0.28	Low
20.	Technology magazine	2.20	0.2	Low
	Aggregate mean	**2.41**	**0.32**	**Low**

Table 1 revealed an aggregate mean score of 2.41 which was lower than the bench mark of 2.5. Therefore, ICT Tools/Facilities for teaching and learning of Social Studies in Federal College of Education, Okene, is low.

Table 2:   Mean and standard deviation of respondents on level of ICT proficiencies by lecturers and students

S/N	Proficiencies of the lecturers and students in ICT	N=80		
		$\bar{x}$	SP	Remark
1.	I can link different devices together	2.36	1.027	Low
2.	I can use programme/software	2.41	0.32	Low
3.	I can create content on the web	2.40	0.51	Low
4.	I can develop computer programmes	2.18	0.91	Low
5.	I can create documents using computer	2.50	0.41	High
6.	I can boot a computer	2.00	2.00	High
7.	I can create files and folders	2.30	0.28	Low
8.	I can detect and repair minor computer faults	1.96	1.13	Low
	Aggregate mean	**2.26**	**0.70**	**Low**

Table 2 shows that the aggregate mean score was 2.26 which is lower than the bench mark of 2.5. Therefore,the level of ICTproficiencies of lecturers and Social Studies students in Federal College of Education, Okene, is low.

Table 3: Mean and standard deviation of lecturers/students responses on the ICT level of proficiencies utilization of ICT tools/facilities resource usage.

S/N	Proficiencies of the lecturers and students utilization of ICT tools/facilities resources	N=80		
		$\bar{x}$	SP	Remark
1.	Search of open journal articles/courseware	2.91	1.07	High
2.	Accessing open worksheets/report presenting excel	2.87	1.05	High
3.	Surfing internet resources/textbooks/movies/lecture notes and videos	3.27	1.07	High
4.	Using Microsoft word to format downloaded materials	3.53	0.86	High
5.	Storing open digital resources to external storage devices	3.93	0.25	High
6.	Downloading online presentations/thesis and desertions	3.53	0.86	High
7.	Sending documents in different format to email	3.87	3.4	High
	Aggregate mean	**3.46**	**1.10**	**Low**

Table 3 revealed that the aggregate mean score was 3.46 which was higher than constant mean of 2.5.proficiencies utilization by lecturers and students of Social Studies in Federal College of Education, Okene using ICT tools/facilities is high.

Discussions

The study revealed a scarcity of ICT tools/facilities for the teaching and learning of Social Studies in Federal College of Education, Okene, with just twenty (20) such resources available. This observation aligns with the research conducted by Okewu (2018), which highlights the insufficiency of teaching and learning facilities at numerous institutions of Education. The potential consequences of this phenomenon can have a detrimental effect on the pedagogy and acquisition of knowledge within the field of social studies.Additionally, it is evident that both instructors and students have a limited level of proficiency in ICT. This situation is disheartening as it does not promote the use of information and communication technology (ICT) tools and facilities in the instruction and acquisition of knowledge in the field of social

studies. The findings of this study are consistent with the assertions made by Tor and Maigwi (2019), which indicate that a significant number of professors in Nigeria exhibit a deficiency in essential information and communication technology (ICT) skills. The imperative to maintain academic relevance within the contemporary education system, which is heavily influenced by technology, should compel both educators and students to acquire the necessary abilities.

The degree of utilisation of information and communication technology (ICT) proficiencies in employing ICT tools and facilities is substantial. The findings suggest that despite limited competency and accessibility of ICT tools/facilities, there is a strong inclination among both educators and students to utilise such tools/facilities for the purpose of teaching and learning social studies. The present discovery aligns with the findings of Okewu (2018), who posited that both educators and students at institutions of education exhibit a strong inclination towards using information and communication technology (ICT) tools and facilities. Okewu further recommended that the government should furnish lecturers and students with adequate ICT facilities and training.

Conclusion

The results indicate that the ICT tools and facilities available to both instructors and students at Federal College of Education, Okene are insufficient and lack proficiency in their utilisation. Despite a strong inclination to utilise these tools and facilities, their effectiveness is limited.

Recommendations

The research indicates that the ICT tools and facilities available to both instructors and students at Federal College of Education, Okene are insufficient and lack proficiency in their utilisation. Despite the expressed interest, there is a lack of effective utilisation of these ICT tools and facilities. Based on the aforementioned conclusion, it is advised that the College

management ensures the availability of an adequate number and quality of ICT tools and facilities for the purposes of teaching and learning. It is imperative for the college administration to persist in their endeavours to facilitate ongoing ICT training for their lecturers. Additionally, it is imperative for both instructors and students to actively pursue the acquisition of ICT skills and competencies. This will enhance the practical application of their ICT competence and ensure their continued engagement with the evolving technological landscape. The cost associated with utilising these tools and facilities is substantial.

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