INFLUENCE OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) ON THE TEACHING AND LEARNING OF SOCIAL STUDIES IN COLLEGES OF EDUCATION IN DELTA STATE,

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Abstract

The study examined influence of Information and communication Technology (ICT) on the teaching and learning of Social Studies in Colleges of Education in Delta State. The paper was guided by two research questions. The design of this study was a descriptive survey. The population of the study is made up of 2,208 Social Studies students across all levels from four Colleges of Education – three public and one private in the state. The purposive sampling technique was employed to select 364 respondents from the selected Colleges for the investigation. The instrument for data collection was the questionnaire. Data collected for this study were analyzed using mean and standard deviation statistics. Findings revealed that ICT influences the teaching and learning of geography and history contents in Social Studies in Colleges of Education in Delta State. The paper concluded that ICT in addition to other subjects, influences the teaching and learning of geography and history in Colleges of Education in Delta State. The paper recommended that teachers utilize Information Communication Technology in teaching and learning geography and history as its use will help pupils learn by providing access to large quantities of information on people, places and environments.

Keywords: ICT, Social Studies, Teaching, Learning, Descriptive

Introduction

In Nigeria, there is a great setback in education due to the inadequate availability of authentic data resulting from insufficient usage of ICT application for teaching of pedagogy. Adeyemi (2010) opined that there have been insufficient teaching materials in schools resulting to crash programmes, recruitment of adhoc teachers to meet the demands for teachers in schools and many other problems as a result of inadequate and obsolete method of teaching. Information and Communication Technology (ICT) is electronic technologies used for information storage and retrieval. Development is partly determined by the ability to establish a synergistic interaction between technological innovation and human values. The rapid rate at which ICTs have evolved since the mid 20th century, the convergence and pervasiveness of ICTs, give them a strong role in development and globalization, Nwagwu (2006). ICTs have a significant impact on all areas of human activity Brakel and Chisenga (2013). The field of education has been affected by ICTs, which have undoubtedly influenced teaching, learning, and research Yusuf (2005). A great deal of research has proven the benefits to the quality of education Al-Ansani (2006). ICTs

have the potential to accelerate, enrich, and deepen skills, to motivate and engage students, to help relate school experience to work practices, create economic viability for tomorrow's workers, as well as strengthening teaching and helping schools change (Yusuf, 2005).

Information Communication Technology and Social Studies Information communication technology can be defined as the study and the use of computers, microelectronic etc for storing and transferring of information. It can also mean the development, design, study, implementation and management of computer related information (Nwanyanwu, 2009). Across the disciplines, technology offers unique opportunities to teachers. Examples of these opportunities include the ability to research, create, presentations and communicate on discussion boards. For Social Studies, technology offers a new way to reach out for the world. Much of the Social Studies curriculum is based around the ideas of learning about the world around us and the myriad ways that people across the globe function and love differently but effectively. With ICT, Social Studies teachers have a chance to allow the learners to explore and experience the world in a new virtual way. Through ICT, the learners can now see satellite or regular pictures of geographic locations of their choice. Communicate instantly with international children through email, instant massager or skype, explore a historic tomb through the virtual world of the computer, listens to cultural music through hi-tunes and CD players among other opportunities. Essence of Information Communication Technology in Teaching Social Studies ICT is helping in many ways in the teaching and learning of Social Studies.

Poor performance is recorded lately in the achievement of Students in Social Studies, in Colleges of Education in Delta state. This has, partly, been attributed to poor usage or lack of sufficient application of Information and communication technology tools in the teaching of Social Studies in the schools. Some students are losing interest in the subject due to the attitudes of teachers, such as the teaching of Social Studies without the use of ICT, which tends to affect students' performance in the subject. Research consistently shows that teachers' usage of ICT Tools is a powerful determinant of student achievement gains. The introduction of ICT in colleges of education has a lot of benefits. Appropriate use of ICT tools allows for collaborative learning where students interact with other students, teachers and experts regardless of where they are. The schools' authorities usually display a lukewarm attitude with regards to the provision of these needed equipments or materials required for effective Social Studies teaching and learning. The successful integration of ICT in teaching largely depend on creation of awareness of it benefits, availability of infrastructure and teachers' adoption and embrace of ICT in education. How effective ICT in assisting the teaching of Social Studies is yet to be known in college of educations in Nigeria in general and in Delta state in particular. The study therefore sought to determine the extent to which ICT has influence the teaching and learning Geography and History in Colleges of Education in Delta State.

Research Questions
The following research questions were raised to guide the study

1. To what extent does ICT influence the teaching and learning of Geography in Colleges of Education in Delta State?
2. To what extent does ICT influence the teaching and learning of History in Colleges of Education in Delta State?

Concept of Information and Communication Technology (ICT)

The acronym ICT stand for Information and Communication Technology and is defined as a "diverse set of technological tools and resources used to communicate, to create, disseminate, store and manage information Blurton (2009). These technologies include computers, the Internet, broadcasting technologies (radio and television), and telephone, etc. ICT means the acquisition, analysis, manipulation, storage and distribution of information; the design and provision of equipment and software for these purposes Dewatteville and Gilbert, (2000). Nwaiwu (2009) explained the term ICT to include electronic information processing technology such as computers and internet; as well as fixed-line telecommunication, mobile phones and other wireless communication networks. Supporting the above views, Babudo (2010) stated that ICT refers to a whole range of facilities or technologies involved in information processing and electronic communication to be handled with skills and expertise, for effective achievement and realization of its potentials in Educational. ICT is the harnessing electronic technology for information processing needs of business organizations using the computer and telecommunication equipment for storage, processing and dissemination of information. Teaching process is a means through which the teacher, the learner, the curriculum and other variables are organized in a systematic manner to attain pre-determined goals and objectives.

According to World Bank (2012), ICTs are set of activities which are facilitated by electronic means, the processing, transmission and display of information which gives the opportunity to revolutionize pedagogical methods, expand access to quality education and improve the management of education system. Agwom (2009) noted that, application of ICT in teaching makes institutions more effective and productive thereby engender a variety of tools to enhance and facilitate pedagogical activities. This means that the use of ICT will go a long way in helping teachers of Social Studies in their instructional delivery.

Information and Communication Technology has changed the methodology of teaching Social Studies subjects in schools. Teaching and learning Social Studies subjects has been changed from traditional chalkboard to electronic learning requiring ICT skills for teachers. Adams, (2006), observed that teachers now can talk less, do fewer activities and achieve more. He also, added that teaching have shifted from teacher centered to material centered, where the teacher only guides students to use available materials to achieve learning objectives due to the ICT innovations. There are developments in the Nigerian education sector which indicate some level of ICT application in the schools. The Federal Government of Nigeria, in the National Policy on Education (FRN, 2013), recognized the prominent role of ICT in the modern world, and has integrated ICTs into education in Nigeria. To actualize this goal, the document states that government will provide basic infrastructure and training at the schools. At the secondary school level, computer education has been made a pre-vocational elective, and is a vocational elective at the senior secondary school and to be better implemented in the colleges of education. It is also the intention of government to provide necessary infrastructure and training for the integration

of ICTs in the school system. It should be noted that, this was not the first attempt the Nigerian government had made effort to introduce computer education in schools.

Concept of Social Studies

According to Ibikunte, (2006), Social Studies is a field that focuses on the society and is created to sharpen the creative potentials of the learner, in terms of thinking creatively and contributing ideas towards identifying societal problems as well as proffering solution. Social Studies is a programme of study which a society uses to instill in the students, the knowledge, skills, attitudes and actions it considers important concerning the relationship human beings have with each other, their world and themselves. Akubue (2005) pointed out that the committee on the development of Social Studies programme viewed the subject as that area of curriculum that will cultivate a good citizenship in the children. They defined Social Studies as all subject matters relating to the organization and development of human society and to man as a member of a social group. Enem (2010) sees Social Studies as the study of man in his environment. He opined that Nigerian Education is aimed at developing the skills and knowledge of the Social Studies student and to achieve an over all development Social Studies enables. A good Social Studies programme aims at the integrating of the knowledge, experience and effective use of resources for the purpose of fostering national unity and citizenship education. Social Studies exposes students to their cultural environment which enables them develop desirable concepts, values and attitudes. It gives students good idea of their environment and the problems therein, so that they may be involved deeply in life and problems of the community, promote the appreciation of cultural and cultural heritage and build patriotic and self actualized citizens. Social Studies inculcate the spirit of inter-dependence, unity in diversity and co-operation of all members of the local government as well as the national and international communities. It equally equips the students with the basic skills and social habits which should help them to adapt into the society in which they may find themselves.

Social Studies enables people to develop a good sense of judgement and a sense of moral and social responsibilities which enables them become useful members of the society Uchendu (2010). In summary, Social Studies is applied social sciences, the humanities and other fields of study that bear direct or indirect relevance to effective social action. The ultimate goal of the study being or is to enable man adapt to his environment, utilize available resources optimally for his betterment, appreciate his ecological limitations, constraints and conditionalities as well as preserve his environment. Social Studies help people to understand their environment and its influence on them. It looks at people in their social and physical environment. It also examines the effects of science and technology on the social and physical environment. It is the study of people in the society with all these various aspects (social, physical, technological elements) working together (Adeyemi, 2002). A few of the different areas Social Studies covers are geography, history, government and current events.

Concept of Social Studies Education

Social Studies education refers to the training of professional educators to teach Social Studies. It includes the training of Social Studies educators who emphasize the need

for social education through the teaching of various social science disciplines (e.g., history, psychology, political science, current affairs etc). The field of Social Studies education is unique and is often referred to as social science education. However, it should be noted that social science education and Social Studies education are often used interchangeably, but history, geography, government and current affairs education are subfields of Social Studies education.

The Social Studies education curricula was written by the subject experts and approved by the Senate of each of the universities and colleges of education. The Philosophy of Social Studies curricula are: to train the teachers of Social Studies in schools, providing a broad and general Background that would facilitate the acquisition of specialized Competencies in Social Studies Education, upgrading NCE holders within and outside the school system to degree status in Social Studies, Giving specialist training to teachers in the field of Social Studies and Prepare teachers who will inculcate in their students, rational adjustment to their physical and social environment through acquisition of knowledge, attitudes, values, appreciation and skills necessary for developing social and civic responsibility (Misthry and Hary, 2002).

Role of Technology in the Social Studies

Technology has gained prominence as a tool within the Social Studies with the potential to enhance current pedagogic practice. Although an increasing body of research suggests that technology can improve academic achievement, changes in Social Studies instruction based on these findings have been tempered by the following: (1) questions about the efficiency and effectiveness of computer technology applications in the classroom; (2) the role of teacher education institutions and school settings in facilitating or hindering computer-based activities;(3) the unrealized potential of technology; and (4) the overlooked consequences of technological development on children and youth with regard to their social functioning, interpersonal interactions, and global understanding.

Technology, however, is more than just a tool of instruction, and these resources have effects on the political, social, and economic functioning of society. Technology's impact on society is exemplified in the phenomenon of the digital divide that separates those who are information rich through their access to telecommunications, computers, and the Internet from the information and technologically poor. Within the Social Studies educators focus on the differential impact of privileged access to these resources in the early stages of development and consider the potential ongoing consequences of this separation of haves and have-nots on economic success, civic influence, and personal advancement. Social Studies education will continue to evolve as it is affected by events and trends in Nigeria and abroad. These include the globalization of the media and the economy, advancements in technology, shifts in schools and school demographics, teacher accreditation standards, student testing mandates, changes in the family, and swings of the political pendulum. These forces will certainly impact ideological perspectives and influence the direction of the Social Studies in the future (Ogundoye, 2006).

Concept of ICT in the Study of Geography

Geography is the study of different countries, which includes factors like population, culture, location, climate, economy and physical land properties. In elementary school, general concepts of geography are incorporated into Social Studies such as different land forms and the basics of the world's map and population. Middle schools tend to go more in depth on the topics covered in elementary schools. Some middle schools will devote an entire class to geography, which involves much more memorizing of locations on maps, and an in-depth study of physical conditions and climates.

Geography is a broad scientific discipline that brings different information. Geography help pupils to have information about the world. In geography lesson , pupils learn about the location, distribution, distance, movement, region, scale, spatial association, spatial interaction and change over time Reinfried, Schleicher and Rempfler, (2007) . Access in information is a very important asset for development and ICT can help to access and share this information. Contemporary learning theory is based on the notion that learning is an active process of constructing knowledge rather than acquiring knowledge and that instruction is the process by which this knowledge construction is supported rather than a process of knowledge transmission (Duffy and Cunningham, 1996).

Concept of ICT in the Study of History

History is a general branch of Social Studies that is taught in the college of education. The foundation for history is incorporated into Social Studies. History enhances the students' ability to explain policies, discuss events, describe major reforms, compare personalities, and identify major problems confronting leaders to help the learners acquire critical spirit. With a raging sense of their own history, the early educated elites challenged the absence of the study of African history in school curriculum. In Nigeria, the teaching of history was adversely affected by the events which followed the convening of the 1969 National Curriculum Conference, followed by the adoption of a National Policy of Education, and the subsequent arrival of the 6-3-3-4 and the present 9-3-4 education system. The government and conscientious history scholars have a lot to do to ensure that the subject takes back its rightful place in the school curriculum and that it becomes even more attractive for students in colleges of education, Vanguard Newspaper 12th June, 2017. World history, on the other hand, takes a global perspective and covers a broad range of topics including the ancient history of eastern and western civilizations, the secular history of religions, globalization, colonialism and major international conflicts, the ICT enable us to have access to this information in a jiffy.

According to Ogundoye (2006), History, helps the students to know more about themselves by promoting their understanding of their past, in terms of both internal and external relationships. It satisfies man's instinct of curiosity about past developments in all aspects of life. It promotes the habit of serious and critical examination of situations and ultimately offers opportunity for a special intellectual experience which sharpens the imagination and deepens one's knowledge about the developments of the society. It enables people to orientate themselves amidst the bewildering currents of human diversity and it inculcates in the people the habit of not accepting explanations on their face value but to identify the roots of happenings thereby promoting better understanding Falola (2009). The teaching and learning of History in the Nigerian institutions have developed

within the framework of theory and practice. In this technological age, the effective means of communication in history classroom instruction requires the use of communication technologies.

Methodology

The design of this study was a descriptive survey. It tried to establish the opinions of the respondents on the influence of Information and Communication Technology on the Teaching and Learning content of Social Studies in Colleges of Education in Delta State. The population of the study is made up of 2,208 Social Studies students across all levels from four Colleges of Education in the state (three public and one private). The purposive sampling technique was employed to select 364 respondents across the four Colleges of Education in the state for the investigation. The instrument for data collection was the questionnaire. The instrument was validated by experts in Social Science Education Department, Delta State University, Abraka and the reliability of the instrument was established by using Cronbach alpha for estimating the internal consistency of the instrument. This yielded an alpha reliability index of 0.86. Data collected for this study were analyzed using mean and standard deviation statistics on a 4-point likert scale of Strongly Agree (SA) =4, Agree (A) =3, Disagree (D) =2 and Strongl;y Disagree (SD) =1 and a mean benchmark of $p \geq 2.50$ as region of acceptance and $p \leq 2.50$ as region of rejection.

Data Presentation and Analysis

Research Question 1

To what extent does ICT influence the teaching and learning of Geography in Colleges of Education in Delta State?

Table 1: **Mean and Standard Deviation rating on ICT influence the teaching and learning of geography as content in college of educations**

S/N	Description	Public college of education N=218		Private college of education N=146		N=364	
	ICT influence in the teaching of geography are:	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}\bar{X}$	Decision
1	ICT can be used to learn about Locations without much stress.	2.81	1.12	2.90	1.11	2.86	HE
2	ICT tools can facilitate teaching of distribution.	2.70	1.14	2.70	1.13	2.70	HE
3	ICT tools enhances the studies on distance.	3.00	1.15	2.80	1.06	2.90	HE
4	Study of movement can be done easily using ICT tools.	2.60	1.18	2.50	1.16	2.55	HE
5	ICT can be use to study the regions of the world effectively	3.00	1.12	2.80	1.12	2.90	HE
6	ICT tools enhances the study of scales.	3.40	1.10	3.30	1.09	3.35	HE

7	With ICT tools the study of spatial association can be done efficiently.	2.80	1.12	2.80	1.11	2.80	HE
8	Study of spatial interaction and change over time has been improved with the use of ICT.	2.70	1.15	2.80	1.11	2.75	HE
	Grand mean	**2.88**	**1.14**	**2.83**	**1.11**		HE

The findings in Table 1 shows mean scores that ranges from 3.40 to 2.5. The grand means of 2.88 and 2.85 for public and private colleges of education respectively, implies that ICT influences the teaching of geography in college of educations in Delta State.

Research Question 2: To what extent does ICT influence the teaching and learning of History in Colleges of Education in Delta State?

Table 2: **Mean and Standard Deviation rating on ICT influence the teaching and learning of History in colleges of education**

S/N	Description	Public college of education N=218		Private college of education N=146		N=364	
	ICT influence of History in colleges of education in Delta State	$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}\overline{X}$	Decision
1	ICT can enhance the teaching about the leaders that helped humans progress.	2.93	2.12	2.9	1.91	2.91	HE
2	ICT can enhance teaching about the various religion and beliefs systems throughout the world.	2.64	2.4	2.7	1.03	2.67	HE
3	You will find some great resources for helping students understand maps in the Internet.	3.1	1.52	2.8	2.06	2.95	HE
4	We look at the challenges and achievements of Women through history easily with ICT tools	2.62	1.18	2.5	1.16	2.56	HE
5	Information about ancient civilization is easily access in the webs.	3.14	1.21	2.8	1.1	2.97	HE
6	We look out for those who served our local communities in the past in the Internet	1.24	1.31	1.3	1.09	3.27	LE
	Grand mean	**2.89**	**1.55**	**2.79**	**1.38**		**HE**

The finding in Table 2 shows that items 1,2,3,4 and 5 were not rejected, while items 6 was rejected . Therefore, items 1,2,3,4 and 5 except item 6 shows the extent to which ICT influence the teaching of History in colleges of education.

Discussions of Findings

The result of the finding shows that ICT influences the teaching of geography in college of educations in Delta State.   This was so because ICT can be used to learn about locations without much stress, to facilitate teaching of distribution, to enhances the studies on distance, to study the regions of the world effectively, to enhances the study of scales, for efficient study of spatial association, to improve spatial interaction and change over time and to facilitate the study of movement easily. This is in line with Hassell (2012), who shares the optimism about the potential of ICT in geography teaching. He stated that ICT is playing an increasing role in decision- making, ranging from locating a road or superstore to the identification of flood or weather hazards. ICT can enable better decision-making as it is possible to take into consideration a wider range of variables, as well as supporting the monitoring of natural hazards and systems to provide greater warning and providing the opportunity to take action to reduce impact, he asserted.

The result of the finding shows that ICT influences the teaching of History in colleges of education in Delta State as it enhances the teaching about the leaders that helped humans progress, enhances the teaching about the various religion and beliefs systems throughout the world, provide some great resources for helping students understand maps, helps in assessing challenges and achievements of women through history easily and also helps in assessing information about ancient civilization easily, even if the Internet does not give information about those who served our local communities in the past. This is in agreement with the findings of Falola (2009). He found out that ICT enables people to orientate themselves amidst the bewildering currents of human diversity and it inculcates in the people the habit of not accepting explanations on their face value but to identify the roots of happenings thereby promoting better understanding of history. Otakhor, (2007) also asserted that many restrictions and impediments of the past in history can now be removed since ICT has the capacity to identify an issue and then locate and evaluate relevant information in order to engage with it or to solve a problem arising from it.

Conclusion

From the results obtained on the influence of ICT in the teaching of Social Studies in Colleges of Education in Delta State, the researcher concluded that ICT in addition to other subjects, influences the teaching and learning of geography and history in Colleges of Education in Delta State

Recommendations

Arising from the conclusion, the following recommendations were made that;

1. Government should provide information and communication technology gadgets in schools for easy manipulation by teachers for the transmission of knowledge in Geography and History.

2. ICT use and manipulation by students will afford them the opportunity to learn from a large pool of information with regards to Geography and History.

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