**AVAILABILITY AND UTILIZATION OF ICT FACILITIES IN THE TEACHING AND LEARNING OF SOCIAL STUDIES IN AWGU LOCAL GOVERNMENT AREA OF ENUGU STATE.**

**A**

**PROJECT**

**SUBMITED IN PARTIAL FULFILMENT OF THE REQIUREMENTS FOR THE AWARD OF DEGREE OF BACHELOR OF SCIENCE EDUCATION (B.Sc.Ed) HONOUR IN SOCIAL STUDIES.**

**BY**

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**JULY, 2018**

**CERTIFICATION**

**I hereby declare that the work presented here was done by me. I shall be held responsible if found guilty in any form.**

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**NWACHUKWU, VERONICA.C. DATE**

**APPROVAL PAGE**

**This is to certify that this project work titled: availability and utilization of ICT facilities in the teaching and learning of social studies in Awgu local government area of Enugu state has been read, approved and accepted in partial fulfilment of the award of degree in bachelor of science education (B.Sc.Ed) honours in social studies.**

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**External Examiner Date**

**DEDICATION**

**To God Almighty for his directions and his efficient gift of knowledge and understanding he gave me to make this work a success.**

**ACKNOWLEDMENTS**

**I am eternally grateful to God Almighty for His providence, wisdom and strength that made this work possible. Secondly, I owe a lot of gratitude and appreciation to my supervisor, Mrs Eze, Anastasia for her accessibility, resourcefulness and valuable contributions towards the successful completion of this study. Worthy of strong commendation and appreciation are Mr Musa .K.P, Mrs Uwgu, my capable HOD Dr Mrs Eneh, for their contributions in the design and content enrichment of this study respectively.**

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**NWACHUKWU, VERONICA .C.**

**ABSTRACT**

**This study was carried out to critically examine the availability and utilization of ICT facilities in teaching and learning of social studies in junior secondary schools in Awgu Local Government Area of Enugu State. The study adopted a descriptive survey design in which four research questions were posed. The population consisted of seven hundred and sixty nine (769) students and thirty five (35) social studies teachers in Awgu Local Government Area of Enugu State. Simple random sampling procedure was used in selecting nine (9) secondary schools to represent the twenty seven (27) secondary schools in Agwu local government Area of Enugu State. Eighteen (18) teachers and one hundred and eighty two (182) students were randomely selected from the selected schools making it a total of two hundred (200) respondents. A questionnaire of four point rating scale was used as instrument for data collection. Simple percentage was used to analyze the demographic characteristics of the respondents, while weighted mean was used for the data analysis proper with a cut off mean score of 2.50. That formed the standard for accepting or rejecting any item on the questionnaires. The result of the study shows that very few information communication technology facilities are available for the teaching and learning of social studies in the selected junior secondary schools, and this has made both the teachers and students to stick to the old methods of teaching which makes them achieve little at the end of a lesson, the result also Shows expressly that (1) lack of sufficient computer desktops,(2) poor electricity supply, (3)inability of teachers to operate the ICT facilities and transfer knowledge with them,(4) lack of adequate facilities maintenance, etc are some of the factors that hinder the availability and utilization of ICT facilities in the teaching of social studies. Based on the results, it was recommended among others that, The serving social studies teachers in the government secondary schools in Awgu should be sponsored to attend workshops where they will be taught how to use most ICT facilities and how to use it in teaching as well, also Teachers should try as much as possible to use the available ICT facilities in teaching the students so as to make the lesson interesting and appealing to them and should also give them to use the computer desktops for research and so on.**

**TABLE OF CONTENTS**

**TITLE PAGE i**

**CERTIFICATION - ii**

**APPROVAL iii**

**DEDICATION iv**

**ACKNOWLEDGMENTS v**

**ABSTRACT vi**

**CHAPTER ONE**

**Introduction 1**

**Background of study 1**

**Statement of Problem 8**

**Purpose of the Study 9**

**Significance of the Study 10**

**Scope of the Study 12**

**Research Questions 12**

**CHAPTER TWO**

**Review of Related Literature 13**

**Concept of Social Studies 13**

**Social studies is the study of people 15**

**Teaching 17**

**Concept of information and communication technology (ICT) 19**

**Types of information and communication technology 21**

**Impact of Information And Communication Technology (ICT) On Education 23**

**Interactive Learning 27**

**Importance of Teaching Social Studies Using ICT Facilities 28**

**Benefits of applying ICT in Social Studies Education to students 33**

**Advantages of Applying ICT In Social Studies Education To The Teachers36**

**Theoretical Framework 38**

**Activity Theory 38**

**Diffusion Theory 40**

**Review of Related Empirical Studies 42**

**Summary of Literature Review 47**

**CHAPTER THREE**

**Research Method 49**

**Design of the Study 49**

**Area of the Study 49**

**Population of the Study 49**

**Sample and Sampling Technique 50**

**Instrument(s) for Data collection 50**

**Validation of the instrument 51**

**Reliability of the Instrument 51**

**Method of Data Collection 51**

**Method of Data Analysis 52**

**CHAPTER FOUR**

**Presentation of Result 53**

**Demographic characteristics of the response 53**

**Research Question One 55**

**Research Question Two 56**

**Research Question Three 57**

**Research Question Four 59**

**CHAPTER FIVE**

**Discussion, Conclusion, Implications, Recommendations And**

**Summary of The Study 61**

**Discussion of results 61**

**Conclusion 62**

**Implications of the study 63**

**Recommendation of the study 64**

**Suggestion for further studies 65**

**Summary 66**

**References 68**

**Appendix A 70**

**Appendix B Questionnaire 71**

**Appendix C 73**

**CHAPTER ONE**

**INTRODUCTION**

**Background of study**

Secondary education is the second level of the educational system. Federal Republic of Nigeria (FRN) 2014 asserted that secondary education is the form of education children receive after primary education and before the tertiary stage/level. The broad aim of secondary education is to prepare individuals for higher education and also to prepare them for useful living within the society they live. Secondary education consists of senior secondary schools and junior secondary schools. According to Federal Republic of Nigeria FRN (2014) the junior secondary schools will be both prevocational and academic in nature. It will teach all the basic subjects which will enable the students to acquire further knowledge and develop skills. This study is centred on social studies which is taught at the junior secondary level.

The primary purpose of social studies is to develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (National Council of the Social Studies, 1994). The great architects of American public education, such as Thomas Jefferson, Horace Mann, and John Dewey, believed that every student must be well versed in his nation's history, the principles and practices which undergird citizenship, and the institutions that define our government. Understandings of commerce and geography were critical to their thinking as well. In essence, Jefferson, Mann, and Dewey viewed the study of social studies as critical to the mission of public schools. Indeed, they would applaud the inclusion of a "responsible and involved citizen" in the Guiding Principles, as well as social studies as one of eight content areas in the Learning Results.

A strong social studies education depends upon a clear understanding of its interrelated disciplines. Without knowledge of the geography and economics of earlier times, history offers only lists of people, events, and dates. Without knowledge of history, the institutions of American government and the dynamics of today's global economy are difficult to understand. Although social studies curricula vary in their breadth and depth, the Social Studies Standards reflect a focus on government, history, geography, and economics as the pillars of the content, with other disciplines within the social sciences deemed important, but not essential.

The Social Studies Standards refer to “various" peoples, nations, regions of the world, historical eras, and enduring themes. School administrative units should develop a local curriculum that assists students in gaining a coherent, broad perspective on a variety of peoples, nations, regions, historical eras, and enduring themes

The world is moving towards globalization process through information and communication technology (ICT). Information and communication technology (ICT) includes the entire modern electronic device used in various sectors of our economy. It cuts across all aspects of human endeavour such as education, industry, medicine and financial institutions. Anaele and Vigil (2010) opined that information and communication technology is an umbrella term that includes any communication device or applications encompassing radio, television, cellular phones, computer networks, hardware and software, satellite etc. Information and communication is used in education to enhance teaching and learning.

Information and communication technology (ICT) revolution has rapidly improved the process of learning and the acquisition of knowledge and is equally transforming the world in unexpected ways (Arunachalam, 2005). This has facilitated the paradigm shift from the traditional instructional material or traditional pedagogical methods to a more modern and innovative technologically based teaching and learning methods. The emergence of information and communication technology (ICT) has completely overhauled ways in which to access, process, retrieve and disseminate information within organizations or across the globe and it has positively affected the teaching - learning process (Anaekwe, 2003).

The use of Information and communication technology (ICT) facilities in teaching implies the application of the facilities in collecting, processing, analyzing, managing, storing and retrieving information or data which could be used to enhance, stimulate or promote teaching and learning. Therefore, the application of Information and communication technology (ICT) to the teaching of social studies topics provides flexibility to meet the varied learning needs and abilities of learners. According to Akpan (2008), ICT utilization in teaching is capable of yielding the following dividends:

- Learners are provided with immediate access to richer source of materials

- Provide information in new and relevant ways, which helps learners to understand, assimilate and use it more readily.

- Information and communication technology ICT utilization in teaching motivate and stimulate learning

- Enhances learning for learners with special needs

- Motivate learners to try out new ideas and take risk

- Information and communication technology ICT encourages teachers to take fresh look at how they teach and ways in which students learn.

- Information and communication technology ICT utilization sharpens learners’ attention and also offers potentials for effective group and individual work.

Information and communication technology ICT facilities on their own do not enhance or stimulate the teaching process, they need to be manipulated, and this has to do with the teachers’ ability to utilize the available and accessible ICT facilities. Pacey (1999) stated that awareness towards the use of Information and communication technology ICT in teaching is increasing in the classroom in the developing world such that, mere verbalization of words alone in the classroom to communicate ideas, skills and attitude to educate learners is fast fading away.

Despite the enormous usefulness of Information and communication technology ICT utilization in the teaching process, it is obvious that most teachers in our secondary schools today lack the requisite knowledge on the use of the facilities. Apart from the requisite knowledge by teachers, Information and communication technology ICT facilities in most secondary schools are not adequate, not accessible, and there is gross absence of support materials and staff. Though, the benefits of using Information and communication technology ICT in teaching social studies are enormous, the successful application of Information and communication technology ICT in teaching social studies is largely dependent on the teachers’ ability to use the available ICT facilities in the classroom. According to Yusuf (2005) the effectiveness of instructional delivery depends on the teachers’ ability to effectively use ICT facilities to enhance his teaching. There are different ICT facilities that can be used for teaching depending on the situation. ICT facilities commonly used/employed for teaching in the area under study are: non-interactive ICT, interactive ICT and multimedia ICT facilities.

Non-interactive ICT: a non interactive program is one that, when started, continues without requiring human contact. A compiler is a non interactive program, as are all batch processing applications.

Interactive ICT: Interactive processing means that the person needs to provide the computer with instructions whilst it is doing the processing. For example, imagine that a computer is running a program that takes a set of files from one directory and does some work on each one. As each file is processed the computer sends a screen message to the operator "Where do you want this file to be stored". i.e. the user 'interacts' with the computer to complete the processing.

Multimedia ICT: Multimedia enables us to provide a way by which learners can experience their subject in various manners. The key to providing this experience is by presenting graphic, video and audio simultaneously to engender the students’ interest rather than presenting them one after the other. The appeal of multimedia learning is best illustrated by the popularity of video games currently available in the market (Beichner, 1994). Therefore multimedia can be defined as an integration of multiple media elements (audio, video, graphics, text, animation etc) into one synergetic and symbiotic whole which results in more benefits for the end user than any one of the multiple media elements can provide individually (Fenrich, 1997).

A careful look at the secondary schools in Awgu Local Government Area Of Enugu State reveal that many teachers still rely more on the traditional “talk and chalk” method of teaching rather than embracing the use of Information and communication technology ICT. There is the need therefore to replace the traditional pedagogical practices that still underpin our educational system in the state, hence the need for the utilization of ICT to boost the teaching process and method.

It is important that mention be made of public and private schools in Awgu local government Area. According to National Center for Education Statistics (NCES 2014), Public schools are schools which are maintained at the expense of the state government for the education of the children of a given district and that constitute a part of a system of free education. Private schools, also known as independent schools, non-governmental or non state schools, are not administered by local, state or national government, thus, they retain the right to select their students and are funded in whole or in part by asking their students to pay high amount of money as tuition rather than relying on mandatory taxation through public (government) funding. Private school is a school under the financial and managerial control of a private body or charitable trust, accepting mostly fee-paying pupils. It is also an independent school supported wholly by the payment of fees. A school supported by a private organization or private individuals rather than by the state.

The defining distinction between public and private schools is their different sources of support. Public schools depend primarily on local, state, and federal government funds, while private schools are usually supported by tuition payments and sometimes by funds from other non-public sources such as religious organizations, endowments, grants, and charitable donations.

It may also be obvious that in secondary schools in Awgu local Government Area, ICT facilities are either provided and are insufficient or that the teachers may lack the requisite skills to adequately use the facilities, hence they have been minimally used to enhance the teaching of social studies in such areas as practical lessons, experiments, teaching large classes, conducting and grading of assessment tests. It is therefore against this background that this study seeks to determine the availability and utilization of ICT in teaching social Studies in Secondary Schools in Awgu Local Government of Enugu State.

**Statement of Problem**

Information and communication technology is already a vital factor in the successful development of education; therefore, teaching and learning for the new emerging societies require effective utilization of ICT’S to facilitate instructional delivery.

The federal republic of Nigeria (FRN, 2002) in line with the global best practices in the field of education came up with a national IT policy. The national IT policy’s strategies for education include the integration of it into the mainstream of education, training and the establishment of facilities for electronic and distance learning networks and ensuring internet connectivity among others.

Despite these efforts by both government and non-governmental agencies in making ICT facilities readily available and accessible to schools, some vital areas of ICT application in teaching appear not attended to in secondary schools in Awgu local government area of Enugu state.

The implications of this scenario are far reaching to the field of education in general and social studies education in particular. If social studies teachers and students do not take full advantage of ICT in teaching and learning, the chances to expand educational opportunities or improve the quality of existing education could be lost. More also, the opportunities to provide social studies teacher education to a broader audience are hampered as much as the vision and mission of education are mere dreams. It has been noticed that in most secondary schools in Agwu local government area, ICT facilities are not made available or accessible to enhance their adequate utilization, while in some cases, the teachers lack the requisite knowledge on ICT utilization even when it is available, and in other cases the facilities are inadequate which may also be responsible for the poor quality of graduates produced in our secondary schools in terms of knowledge of social studies. The problem of this study is to identify the ICT facilities that are available for teaching and their utilization by teachers for the purposes of teaching social studies in Awgu local government of Enugu state.

**Purpose of the Study**

The main purpose of this study was to determine the availability and utilization of ICT in teaching social studies in junior secondary schools in Awgu local government area of Enugu state. Specifically, the study sought to:

1. Identify the various Information and Communication tools available for the teaching and learning of social studies

2. Determine the extent of utilization of in the teaching of social in public secondary schools in Awgu local Government Area of Enugu state

3. Identify the factors that hinder the effective utilization of ICT facilities for the teaching and learning of social studies?

4. Suggest strategies that can be employed to improve the effective use of ICT facilities in the teaching and learning of social studies?

**Significance of the Study**

The following people will benefit from the study:

**Social studies education teachers**: will find the findings of this study quite beneficial, as they will be exposed to the need to regularly use ICT facilities to enhance their teaching. The findings will also serve as a parameter for self-evaluation for the teachers who will also see the need to develop ICT competences or requisite skills and how to use ICT facilities to access resource materials for teaching social studies subjects in secondary schools. They will also be encouraged to use ICT facilities effectively to improve the quality of their presentations in class, select the appropriate facility for particular lessons, motivate students to achieve positive attitudes to learning of social studies subjects and identify aspects of the subjects where students’ individual needs can be met more effectively through the appropriate use of ICT resources.

**Educational administrators/policy formulators**: at the various levels will benefit immensely from the findings of this research work because it will fashion their administrative approaches in terms of training and retraining of staff along the line

of ICT competence, the type of facilities or equipment to acquire (in terms of quantity and quality), staff recruitment, provision of infrastructure, e.g. Classroom and lecture theatre. Methods of instructional delivery will also be designed by the teacher in collaboration with educational administrator to accommodate the utilization of ICT facilities. Educational administrators will greatly benefit from the findings of this study as it relates to organizational approach to more flexible teaching/learning, research oriented education and flexible attitude to time and space.

**Students:** will equally benefit from the outcome of this research work because they will be exposed to the numerous benefits of ICT utilization during the teaching of social studies. These benefits include, arousing their curiosity whereby, they will be engaged in meaningful and relevant learning, and exposure to construction of knowledge which will reduce the risk of failure. ICT utilization will improve their creativity, become useful aids to problem- solving, lead to unrestricted access to learning materials and the use of ICT facilities for researches.

It will help the students to identify and appreciate other ICT facilities such as CD-ROM, slides, tapes, other than internet and computer. This will enable them exploit the information contained therein either for their assignment, class work or research work.

**Scope of the Study**

The study is delimited to finding out the available ICT facilities in teaching social studies in junior secondary schools, the extent to which the available facilities are being used, the factors that hinder the utilization of ICT facilities, and ways of improving on them in junior secondary schools in Awgu local government area of Enugu state. The secondary schools chosen for this study are public and privately owned secondary schools. The subject of this study comprises of teachers, students, researchers, principals/school administrators etc.

**Research Questions**

The study was guided by the following research questions:

1. What Information and Communication tools available are for the teaching and learning of social studies?

2. To what extent are ICT facilities utilized for the teaching and learning of social studies?

3. What factors hinder the effective utilization of ICT facilities for the teaching and learning of social studies?

4. What strategies can be employed for improving the effective use of ICT facilities in the teaching and learning of social studies?

**CHAPTER TWO**

**REVIEW OF RELATED LITERATURE**

The literature related to the availability and utilization of information and communication technology (ICT) in teaching social studies was reviewed in this chapter. This was done under the following sub-headings:

A. **Conceptual Framework**

**-** The Concept of social Studies

- Requisite Skills of Teachers for ICT Utilization

- The Concept of Information and Communication Technology (ICT)

- Availability and Utilization of ICT Facilities for Teachers

- Utilization of ICT for teaching social studies

**Theoretical Framework**

- Activity theory by Kaptelinin and Nardi (2006)

- Diffusion theory by Rogers (1983)

**C**. **Review of Empirical Studies**

**D. Summary of Literature Review**

**Conceptual frame work**

**Concept of Social Studies**

Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology,

archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. (NCSS task force on standards for teaching and learning in the social studies, 1993)

The National Centre for Education Statistics (NCSS), the professional organization of social studies educators, has played an essential role since 1921 (the NCSS definition seems to be a good place to start our discussion of how to teach social studies in an elementary school classroom. The existence of an “official” definition is somewhat misleading because authorities in the field have long debated the dimensions of an appropriate definition of social studies (Barr, Barth, &Shermis, 1977; Barth &Shermis, 1970; Dougan, 1988; Evans, 2004; Griffith, 1991). The National Center for Education Statistics NCSS definition States The Topics Covered in social studies and clarifies the purposes of social studies teaching and learning. Barth (1993) provides a simpler definition of social studies:

Social studies is the interdisciplinary integration of social science and humanities concepts for the purpose of practicing problem solving and decision making for developing citizenship skills on critical social issues.

I think this is a useful definition. It emphasizes the ultimate goal of social studies teaching—to help students think critically and to use what they know to be active citizens. I have a definition, too: Social studies is the study of people. Social studies should help students acquire knowledge, master the processes of learning, and become active citizens. A closer look at my definition and a discussion of those provided by the National Centre for Education Statistics NCSS and Professor Barth should bring social studies into sharper focus.

**Social studies is the study of people**

People are the domain of social studies. This includes people as nearby as family and as far away as those who live in the most distant nations. It includes people living now, those who lived long ago, and those who will live in the future. Social studies has the potential to be the best part of the school day because it is when children connect with other people. As children learn about others, they will be fascinated by differences among cultural groups, while at the same time they will find the commonalities that create a shared sense of humanity. It is a complex task to teach about people, and information must come from many fields of study. The NCSS definition points out that it is the various disciplines of the social sciences and humanities that provide the content for what is taught during social studies. While history and geography should serve as the core of social studies, it is imperative that the other social sciences are not neglected; rather, they should be a significant part of every social studies program. The other social sciences are anthropology, economics, philosophy, political science, psychology, religion, and sociology.

The knowledge children acquire as a part of social studies tends to be the highest priority for teachers, parents, and the children. The common perception is that this is what social studies is all about—knowing things like the location of the rocky mountains, the conditions aboard a slave ship, and the purpose of a mailbox. This is too limited a view because social studies must be a vehicle for children to become better communicators, thinkers, researchers, computer users, and artists. Finally, all three definitions state that the ultimate goal of social studies is active citizenship in our society, as our students use the knowledge they have acquired and the processes they have mastered to make communities, the nation, and the world better places. This is the position of the NCSS, that the “core mission of social studies education is to help students develop the knowledge, skills, and values that will enable them to become effective citizens” (NCSS task force on revitalizing citizenship education, 2001.

In the end, there probably will never be one universally accepted definition of social studies. This lack of consensus reflects fundamental disagreements on the primary purpose of social studies. Consider the following points of view on social studies teaching and learning, expressed throughout the last 100 years:

• Social studies should promote the acceptance of cultural diversity (national survey of elementary and middle school teachers reported by Leming, Ellington, &Schug, 2006).

• Social studies should focus on the major events and important individuals in American history and seek to transmit to young people the American concepts of liberty and equality (Leming, Ellington, & Porter-Magee, 2003).

• Social studies should be issues centered, as students search for answers to problems and dilemmas confronted by people today and in the past (Evans, 1992).

• Social studies should develop democratic citizens who are more than loyal and patriotic; good citizens are also critics of, and participants in, their government (Engle & Ochoa, 1988).

• Social studies should focus on the big ideas of the social science disciplines, and the essential activity for children is problem solving (Fenton, 1967).

• Social studies should be child centered and permit students to pursue topics of personal interest (Kilpatrick, 1918)

**Teaching**

In simple terms teaching means imparting knowledge through instruction. In recent times, instruction is used interchangeable with teaching. It is an accepted fact that teachers are usually not born but made. Good teachers nurture their knowledge and skills through constant and deliberate efforts. One of the pre-requisite to be good teacher is to understand the teaching learning process in more depth. This facilitates better appreciation of the teaching profession as well as the process of imparting education. This paper is intended to give an insight into the concept of teaching and learning for teachers who intend to excel in their teaching career, Teaching is the process of attending to people’s needs, experiences and feelings, and making specific interventions to help them learn particular things. Interventions commonly take the form of questioning, listening, giving information, explaining some phenomenon, demonstrating a skill or process, testing understanding and capacity, and facilitating learning activities (such as note taking, discussion, assignment writing, simulations and practice).

According to Gary Meegan (2015) Teaching is the art and science of helping others to grow in their knowledge and understanding. But more than that:

• Teaching is holding the hand of a young one and saying it's going to be OK.

• Teaching is being careful that you acknowledge every student every day.

• Teaching is never forgetting that for a moment each day you might be the only person who touches someone's life.

• Teaching is constantly being aware of what you are doing wrong in the classroom and trying to find ways to fix them.

• Teaching is keeping up with both the latest research and honouring the enduring traditions.

• Teaching is worrying that you don't know about the subject deeply to make it easily accessible to everyone. All these implies that Teaching is a selfless activity which involves the giving of oneself to others so that possibly, just possibly, the piece that one gives will blossom in the heart of another and, even more importantly, might cause others unknown to you to blossom.

**Concept of information and communication technology (ICT)**

ICT stands for information and communication technologies and are defined as a diverse set of technological tools and resources used to communicate, and to create, disseminate, store and manage information (Jinio, 2003). Information technology (IT) is the combination of computing, telecommunication and video techniques for the purpose of acquiring, processing storing, and disseminating vocal, pictorial, textual and numerical information.

Uzoka (2002) defined information technology as the harnessing of electronic technology in its various forms to improve the operations and profitability of the business as a whole. According to Bamidele (2006), ICT is a revolution that involves the use of computers, interest and other Tele-communication technology in every aspect of human endeavour. The author posited that ICT is simply about sharing and having access to data with ease. Ozoji in Timoh (2007) defined ICT as the handling and processing of information for use, by means of electronic and communication devices such as computer cameras telephone.

The whole concept of information and communication technology revolves on how information and communication are manipulated. Nwogu (2007) defined ICT as a broad based technology that supports the creation, storage, manipulation and communication of information. It refers to digital devices which is made up of computers and telephones with varying capacities for information processing, which has become today’s office manager’s management tool. Information and communication technology encompasses all those technologies that enable the handling

According to Frankie-Dolor in Ikelegbe (2007), information and communication technology (ICT) has been defined as all the modern systems for processing information and communication in data text, image and voice. It embraces all the technologies that support activities involving the creation of data, storage, manipulation and communication of information, including other methods procedures management and application. Ofojebe (2006) defined ICT as a generic term referring to technologies that are used for collecting storing, editing and passing on information in various forms ICT is an advanced form of science and technology. It is an applied technology of science for effective and efficient generation, storage, organization, protection and dissemination of information. Ikelegbe (2007), pointed that the Nigeria policy for information technology (IT), in its executive summary states that information technology is a bedrock of national survival and development on a rapidly changing global environment.

Ohouba (2006) stated that information and communication technology (ICT) is an umbrella term for acquiring, processing, storing and disseminating information either in textual, vocal, numerical, pictorial, graphical, and so on from using computer and telecommunication. According to Bamidele (2006), ICT is a revolution that involves the use of computers, internet and other Tele-communication technology in every aspect of human endeavour. Therefore ICT is simply about sharing and having access to data with ease.

According to Nworgu (2007). Information and communication technology is a broad based technology that supports the creation, storage, manipulation and communication of information. ICT refers to digital devices made up of computers and telephones with varying capacities for information processing, which has become today’s office manager’s management tools. Information and communication technology needs have become the vogue in global development. It is indeed the recent need of the society. The societal ICT needs in the country culminated into national ICT policy approved in March, 2001 by the federal executive council and subsequently the National Information Technology Development Agency (NITDA) which was established in April, 2001, 2001. The ICT policy is geared towards making Nigeria an information technology (IT) capable country where it would be used as the engine for sustainable development and global competitiveness in the following area: education; creation of wealth; poverty alleviation; job creation and global competitiveness (Isoun, 2003).

**Types of information and communication technology**

Ikelegbe (2007) categorized the different kinds of information and communication technologies into five basic types. They are as follows:

1. Communication Technologies: Facsimile machines, land and cellular telephones, computers networks, telecommunication networks, television, radio, video, computers. A network is a group of devices that is linked together. Examples are the Private Branch Exchanges (PBXS), which is a local area network that helps to connect individual telephone lines within an office. The local area network (LAN), which covers several floors within a building or an entire building or even a campus in case of the school environment. The wide area network (WAN), which covers a larger geographical area, and uses telephone lines, microwaves and satellite communication networks.

2. Sensing Technologies: these are devices that help one to gather information from the environment and translate that information into a form that can be understood by the computer. Examples are; data collection devices such as scanners, computer keyboards, computer mouse, touch: they are technologies that tie together and communicate information between the various kinds of technologies. Examples include fax (screen, etc.).

3. Analyzing Technologies: the computer hardware and software comes within this category. Computers take in information from sensing and communication devices and then store and process the information.

4. Display Technologies: these are essentially output devices. They make processed data available to humans for use, either through screens, printers, audio output devices such as loud speakers, printers, and display screen like photocopying machine.

5. Storage Technologies: this is another important category. They help to store large quantities of information in a form that can be easily accessed. This is made up of the secondary memory of the computer known as the secondary storage devices such as; magnetic tape, magnetic disc, optical discs (CD – ROMS; read only memory, VCD’s; video compact discs, etc.).

**Impact of Information And Communication Technology (ICT) On Education**

Haddad (2008) noted that globalization and technological change processes that have accelerated progressively over the past few years have created a new global economy, powered by technology, filled by information and driven by knowledge. The emergence of this new global economy has serious implications for the nature and purpose of educational institutions. As the half-life of information continues to shrink and access to information continues to grow exponentially, schools cannot remain mere venue for the transmission of a prescribed set of information from teacher to student over a fixed period of time. Rather schools must promote “learning to learn,” that is, the acquisition of knowledge and skills that make possible continuous learning over time. In so doing, concern over educational relevance and quality coexist with the imperative of expanding educational opportunities to those made vulnerable by globalization. Thus, the experience of introducing ICT’s in the classroom and other educational settings all over the world suggest that the full realization of the educational benefits of ICT will be gradually unfolding. It is therefore, imperative to assert that ICT will continue to impact on education positively in order to ensure the realization of its relevance in this regard, some of the key issues to face educators and education policy makers in this instance include:

1. The Impact of ICT on Learning And Achievement: Kling (2010) noted that ICT’s can empower teachers and learners, making significant contribution to learning and achievement. ICT can facilitate teaching considerably in many disciplines. Studies have not shown clearly the impact of ICT on students or pupils academic achievement. But it is on record that the use of ICT’s in the teaching and learning of ICT related subject can considerably enhance both instruction and the learning achievement of students in those ICT related subjects. On the other hand, it is clear therefore, that more research need to be conducted to understand the complex link between ICT’s learning and academic achievement.

2. Impact on Teacher And Teaching: the use of ICT’s in the classroom or in distance education does not diminish the role of the Teacher, neither does it automatically change teaching practices. Experience has shown that a variety of support and enabling mechanisms must be implemented to optimize teacher use of ICT’s. While traditional teacher leadership skills and practices are still important, teachers must also have access to relevant, timely and on-going professional development. They must have the time and resources to explore this new knowledge base and develop new skills (Kling, 2010).

3. Impact on Content And Curriculum: accessing information is the main reason for the use of ICT in education. While ICT’S, and the internet in particular, provide access to a format that makes them easily accessible and relevant to most teachers and learners in developing countries. Simply importing educational content through ICT’s is fraught with difficulties, as well as questions of relevance to local needs. Experience shows that unless electronic educational resources are directly related to the curriculum, and to the assessment method used to evaluate educational outcomes, ICT intervention may not have positive educational impacts (Kling, 2010).

4. Impact on Education Research and Development Work: research and development is integral to the informed use of ICT for education. However, aside from being the subject of research itself, ICT’s can also be used to gather much needed data on geographically distributed subjects such as students, university staff in learning center. This implies that surveys are now being conducted online through e-mail, online interview, using all forms of audio and videoconferencing. Collecting and analyzing data is also being automated using appropriate software for data analysis, survey questionnaires can be downloaded and submitted online and tabulation of data fathered can be automatically integrated and analyzed with statistical software (Kling, 2010).

• Need For Information Communication Technology (ICT) In Educational Management.

The needed paradigm shift for repositioning social studies education to meet vision, 2020 challenges in Nigeria is quite apt because for one, it is geared towards identifying needed challenging changes to be made in the structure and methodology of social studies education. One of the ways of achieving this is through the application of Information Communication Technology ICT in social studies education. This is because no nation can develop to its fullest and keep pace with modern societal trends in science and technology without effective and efficient ICT education, thus the need for its application in social studies education. It should be noted that social studies is the melting pot of the social sciences, arts, law, sciences and even education subjects. For it to be properly taught by the teacher as well as assimilated by the learners, there is an absolute need for the application of ICT.

Teaching is the purposeful imparting of information or skills or both to another individual or to a group of individuals (Macmillan Parity Encyclopaedia 1990). The primary aim of teaching of course is to enable the individual to contribute his full share to the wellbeing of the society in which he lives. Social studies education is geared to this essential aim. Social studies nurture responsible citizenship in our students. According to Edinyang (2001), teaching is part of the educational process that has the aim of giving to the learner some skills, competencies and intellectual capacity necessary for him to lead a life useful to himself and to the society in which he lives. The above, in this modern dispensation is facilitated through the application of ICT. It should be noted however, that, the primary purpose of social studies education is to help our youths develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (NCSS 1993). The application of ICT is, therefore, a necessity in the teaching and learning of social studies education. The nature of social studies education makes it imperative that it should be taught through the application of information and communication technology for quick and better understanding.

**Interactive Learning**

Using ICT effectively can lead to a more positive educational ethos in the classroom and in effect a more communicative classroom. effective use of ICT by the teacher can offer greater interactivity at both a deep and surface level. We will explore the general use of ICT, but also its impact on interactivity within the classroom.9cox et al.(2003) undertook a review of the research and then concluded that ICT had indeed had a positive effect on attainment in national curriculum subject areas. they qualified this assertion by stating that it was not just the everyday use of ICT as a tool, but the skilful use of ICT by the teacher, when linked to careful pedagogical strategies enhancing classroom communication. In order to get the best use of ICT teachers have to be aware of ICT’s range and features as a resource and should be deeply versed in ICT techniques. This conclusion was confirmed By Somekh and Davies (1999) And Sutherland (2005). They assert that the skilful use of ICT by trained practitioners is absolutely key to higher attainment. ICT offers a range of key features including speed, automation, capacity, range, provisionality and interactivity (Beauchamp (2012):

ICT is like motivation when applied to the teaching and learning of social studies education. Motivation according to Santrock (2004) involves the processes that energizes, directs and sustain behaviour. The variables: “energize, direct and sustain,” as used in this paper, means:

- Intend state or condition that activates behavior and gives it direction;

- Desire or want that energizes and directs goal-oriented behavior;

- Influence of needs and desires on the intensity and direction of Behavior (Kleinginna And Kleinginna, 1981).

From the above, it can be deduce that ICT is a great and necessary facilitator in the teaching and learning of social studies education. It helps to improve and sustain learners’ motivation to achievement.

It is against this background that this paper intends to explore ways of applying ICT to make the teaching and learning situation very effective. Information on the advantages of ICT to both the teacher and learner will be provided. Tips on how to work with ICT as well as some obstacles of ICT-based learning will also be exposed to the readers.

**Importance of Teaching Social Studies Using ICT Facilities**

The needed paradigm shift for repositioning Social Studies education to meet vision 20, 2020 challenges in Nigeria is quite apt because for one, it is geared towards identifying needed challenging changes to be made in the structure and methodology of Social Studies education. One of the ways of achieving this is through the application of ICT in Social Studies education. This is because no nation can develop to its fullest and keep pace with modern societal trends in science and technology without effective and efficient ICT education, thus the need for its application in Social Studies education. It should be noted that Social Studies is the melting pot of the Social Sciences, Arts, Law, Sciences and even Education subjects. For it to be properly taught by the teacher as well as assimilated by the learners, there is an absolute need for the application of ICT.

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How to apply ICT in Social Studies Education ICT is moving teaching from chalkboards and textbooks to complete interactive media, complete systems of distance learning, e-learning and virtual schools with customized spacing for individual students (Rotherhan, 2006). So teachers need to be alert and well vested in the use of ICT equipments. Cowley (2007) outlined the under listed as the ways that teachers can use ICT in teaching Social Studies Education:

- Lesson and scheme planning

- Understanding research for lesson

- Accessing a huge range of educational resources and different types of information on the internet.

- Creating differentiated worksheets

- Keeping records of students grades

- Keeping records of textbooks and other resources

- Writing reports and other communications

- Communicating with students, teachers and schools via e- mails

Using digital camera and video to make lessons more engaging and to create impressive displays.

- Working with an interactive whiteboard in the classroom.

- Using a website to enhance teaching.

However, Cowley’s advice on how teachers of Social Studies can apply ICT in Social Studies Education is no doubt laudable, but the 45 minutes allocated for the teaching of Social Studies in our secondary schools is not in anywhere enough. For example, the use of internet, worksheets, digital cameras and video as well as websites would suffer a lot of limitations as a result of time constrain. However, they are good recommendations for our higher institutions.

In applying ICT in the classroom, Cowley went ahead to suggest that Social Studies teachers should:

- Set out ground rules for handling ICT equipment right from the start, before allowing students to actually use it. This will help them focus their attention fully on what is being taught.

- Make the boundaries very clear and the sanctions for misuse of the machines equally apparent. Have an alternative task or activity readily available in case a child needs to sit away from the computers.

- If space allows, have the child sit at tables in order to explain the lesson before letting them loose on the machines. This is because it is much harder to maintain a group’s attention once they have their hands on the equipment. If there is an electronic whiteboard available, you could demonstrate the work for the whole class on it.

- Explain carefully to the children how delicate computers and other ICT equipment can be.

- Spend at least one or two hours with a class teaching members about the correct use of word processor, spreadsheets etc.

- Think of activities and design them to introduce some advanced functions to the class, such as section breaks, columns, creating tables, formulating sums and so on.

- Students should also be encouraged to find different ways of sharing the computers where the supply is not enough. They should learn to work in groups.

All the above are very good tips on how to apply ICT in Social Studies Education be it in the primary, secondary or even higher institutions of learning. The next section demonstrates the benefits of ICT to students.

**Benefits of applying ICT in Social Studies Education to students**

Rainie (2006) observed that teenagers when compared to the older generation are “digital natives in a land of digital immigrants” (p.3). This implies that they make use of ICT more than the adults. This assertion is supported by the Pew Research Centre (2002). According to the findings of Pew Research Centre;

- 89 percent use email

- 84 percent get information on movies and television shows

- 81 percent play games

- 76 percent get news

- 57 percent hunt for schools

- 51 percent download music

- 43 percent buy products

- 31 percent download videos

The above findings show how involved teenagers are in the use of the internet. The significance of this is that teachers could make use of these facts in designing classroom instructions by making them active learners of Social Studies Education by using ICT.

More so,

• ICT increases student interest in academic.

• ICT has the potential to completely reconstruct what we use to think of as schooling, learning and teaching.

• ICT helps students to understand the product and processes of technology.

The National Research Council Branford, Brain, and Cockling, 2000) finds that technology assist students to:

- Learn by doing;

- Receive feedback;

- Refine understanding;

- Build new knowledge;

- Visualize difficult concepts;

- Access extensive collections of information;

- Grap and grapple with real world problems;

- Engage an active environment for learning

Aside the above advantages of technology to students, the New Media Consortium (NMC) annual Horizon Report for 2005 reveals several new developments in the use of ICT for the teaching of Social Studies Education. The important implications for learning and teaching of Social Studies with ICT are:

- Intelligent Searching: Providing efficient and effective ways to find and organize information, from individual student activity to school wide collecting and cataloging.

- Educational Gaming: offering new games and concepts, providing more interactive environments across more fields of study.

- Social Networks And Knowledge Webs: Providing easier communication means within and among students/faculty teams in the construction, use, and testing of knowledge in Social Studies Education (McKenzie (2000); (2001), McCain (2000), O’Neil and Penez (2003),;Bonja, 2005).

The use of ICT has helped in no small measure in assisting learners to learn with ease. Information could be gathered with absolute ease. Modern discoveries could be identified easily even by anybody that lives in the remote part of the country provided there is network coverage. The next section presents the utility of ICT to teachers.

• Utilization of ICT for Teaching

Use of ICT in schools guarantees more access to information and experience, in the new era of globalization (Ugwu & Ogoegbulem 2011). They went further to state that, there is an important link between education and ICT in a knowledge-based society to meet the challenges of the 21st century. The link between the two is the utilization of modern ICT in education potentially enhances the effectiveness and efficiency of teaching and therefore, provides a nation with a pool of well-trained and skilled labour to meet the demands of the society.

One of the major innovations taking place in the Nigerian education system is the introduction of ICT, which has affected the whole process of educational service delivery. Even the school curriculum has been reviewed to include modern technologies for balanced education and training of the citizenry (Ede, 2009). ICT is therefore evidently gaining grounds in the teaching processes in secondary schools and tertiary institutions across the country because of its capabilities of positively enhancing effectiveness and quality in the teaching-learning process. According to Agana, Odion & Gbaden (2003), there are a number of terminologies, which characterize the utilization of ICT for teaching in schools. One of them is the computer associated instruction (CAI) or computer assisted learning (CAL). This is an educational system known as courseware that is used to facilitate learning.

**Advantages of Applying ICT In Social Studies Education To The Teachers**

The application of ICT in Social Studies Education is not only beneficial to students alone but to teachers as well. According to Cowley (2007) the application of ICT in Social Studies Education helps the teacher in the following ways:

- Ability to create, edits, save and change worksheets, lesson plans and other computerized resources.

- Ease with which a single worksheet can be differentiated for children with different learning needs.

- Motivational qualities of resources that were presented.

- Generally better than behaviour and focus that student have when working on the computer.

- Ability to keep, change and work with data and records, for instance assessment records.

- Opportunity to calculated scores and percentages with ease using spreadsheets.

- Time-saving nature of writing reports on the computer, as well as its more professional looking presentation.

- Huge store of knowledge and information available via the internet.

ICT is useful in conveying Social Studies Education to students. It is used in conducting research and improving knowledge in Social Studies. This is not to say however, that ICT is not without limitations.

Obstacles to The Application Of ICT In Social Studies Teaching In Awgu Local Government Area Of Enugu State.

Pelgrum ((2001) outline the following as obstacles to the application of ICT in Social Studies education.

- Insufficient computers available

- Teachers lack of knowledge or skills of using the ICT materials.

- Problems integrating into curriculum

- Getting computer time into schedule

- Insufficient equipment or software

- Insufficient teacher time available

- Lack of supervisory staff and technical assistance

- Outdated network

- Insufficient training opportunities

- Lack of adequate school space.

These are very serious problems confronting the effective application of ICT in Social Studies education and it was found to be the reason behind the poor availability and usage of ICT facilities in teaching secondary schools in Awgu local government area of Enugu state . As stated above, it is not all the Social Studies teachers that are computer literate. A teacher that is not computer literate cannot effectively teach Social Studies with ICT. Insufficient teacher, time and space as mentioned earlier are extra problems to the application of ICT in Social Studies in secondary schools in Awgu local government area of Enugu State.

**Theoretical Framework**

**Activity Theory by** Kaptelinin and Nardi (2006)

Activity theory aims at understanding the interaction of human beings and the social entities that compose their everyday natural setting. Achieving this understanding requires going through an analysis of the genesis, structure and process of human activities (Kaptelinin and Nardi, 2006).

The genesis of human activity starts with a subject and an objective (a need) where the subject is the human being, consciousness is significant in what he does and how he reacts to the needs in his life. In activity theory, any activity is an activity of a subject. Not any entity is a subject. Subjects live in the world; they have needs that can be met only by being and acting in the world” (Kaptelinin and Nardi, 2006). Some theories for instance, actor-network theory, assume symmetry between the social and the technical (that is, humans and non-humans) elements of an activity, suggesting both are collective’ in that they are equal in their influence on each other (Latour 1999). Activity theory does not subscribe to this philosophy. Rather it grants agency to human subjects only, emphasizing their superiority over non-human elements as social beings with significant traits of consciousness and internationality (Diaz Andrade, 2010; Miettinen, 1999).

Mwanza and Engestrom (2005) opined that “the current surge to implement information and communications technologies (ICT) within teaching and learning process has created an inevitable need to store, access and distribute educational resources via technology-based systems, particularly databases and we-based systems”. They further stated that the use of ICT as a tool in teaching and learning processes has great implications for both teachers and students as creators and users of educational content. There is also an inevitable need for current higher education administrators to involve technical, information and educational specialist when handling issues regarding the management and distribution of educational content especially in e-learning environment. In addition they opined that the current era of higher education delivery, ICT as tool has been insufficient in distributing learning materials to a large number of people especially when they are separated by distance and time. Without doubt, higher education delivery, shape and is in turn shaped.

**Diffusion Theory by Rogers (1983)**

Finally, one of the most influential explanations of people’s adoption of innovations can be found in the diffusion literature (e.g. Rogers 1983, 1990, Grantham and Vaske (1985). Diffusion theorists point to a Recurring’s – curve’ of expansion of technology use in society from initial groups of early adopters’ through to the majority of the population at a later date. Such writers have identified a succession of phases in the diffusion of innovators to throughout the twentieth century-pointing to an “inevitable” progression from innovators’ to those individuals who are ‘early adopters’, through to the early majority’, the ‘late majority’ and eventually those individuals who are ‘laggards’ (Rogers, 1983). This model of progressive take-up of technology has proved especially popular in marketing and commercial settings leading to a variety of derivations; such as Mendoza’s (2001) ‘skaters’, ‘striders’, ‘stroller’ and starters’.

According to diffusion theories, societal use of an innovation is hastened by its relative advantage – i.e. “the degree to which an innovation is perceived as providing greater benefits than the pervious idea that it replaces” (Rogers 1983). From this perspective, new ICTs such as the internet are seen to have a high degree of relative advantage, as Rogers (2001) continues: “compared to postal mail, email via the internet is faster, cheaper and quicker. Compared to books or other sources of information, the World Wide Web is a more convenient means of searching for information (that is, if an individual has access to a computer and modern)”.

This ‘natural’ diffusion (or ‘trickle down’) thesis can be seen as elaboration of a technological determinist viewpoint that access to ICT inevitably leads to use. From a diffusion model perspective, non-users of technology are merely seen as ‘laggards’ (Higgins & Shanklin 1992, Wei 2001) or even ‘defectors’ (Kingsley and Anderson 1998). This somewhat negative positioning derives from the assumption that non-use and/or non-acceptance is an impediment to an innovation’s saturation in society. From the diffusion perspective, a critical mass’ of users is needed for the permeation of an innovation to accelerate (e.g Oliver et al. 1985, Markus 1987, Roggers 1990). Thus, if individuals discontinue their use of an innovation this weakens the critical mass and eventually prompts an accelerated rate of defection (Markus 1987). Diffusion theorists therefore see non-participant s primarily in terms of reducing the potential marketplace for ICTs – referred to as a problem of ‘discontinuance’: “The significance of the defections is that they show the growth of internet community and hence limit the size of the electronic marketplace…At some point it is possible that, in the developed countries, the majority of those not connected to cyberspace will consist of those who have been there and were not impressed enough to stay. This tends to lower the ceiling of the internet sector of the electronic marketplace, unless the unimpressed can won back” (Kingsley and Anderson 1998).

The relationship between these theories and ICT is that learners are encouraged to take responsibility for their own learning. Oliver (1999) argued that technology- based learning environment are based on a constructivist approach to learning and emphasis is on learning as a process of personal understanding of the meaning making which is active and interpretative.

The activity approach is an extremely relevant teaching practice in the 21stcentury classroom. In Teaching with ICT, Howell (2012) asserts that through social interactions precede the development of knowledge and understandings, which are the end product of socialization and social interactions.”

The activity approach can be achieved through integration and use of ICTs in the classroom, which supports creating a constructivist learning environment through provision of access to interactive and collaborative tools (such as interactive whiteboards, online learning games, Virtual Learning Environments (VLEs) such as Blackboard, wikis, blogs, mobile devices and social networking sites.) All of these tools provide students different ways create and build upon content effectively.

**Review of Related Empirical Studies**

Though a lot of studies abound in areas related to ICT utilization but very few on academic records are available to the researcher.

Bamidele (2007) conducted a study titled the application of information and communication technology (ICT) in Nigerian secondary schools in Ondo and Ekiti States. The study investigated the level of availability of ICT facilities for teaching and learning, the perceived benefits of using ICT and the problems facing the use of ICT in secondary schools. The descriptive survey design was used for the study.

The population consisted of all the teachers’ and principals of the secondary schools in Ondo and Ekiti States. The sample consisted of 320 teachers and 40 principals randomly selected from the secondary schools in Ondo and Ekiti States. A self-designed questionnaire tagged “ICT” and secondary schools (ICTs) were used to collect data for the study. Data collected for the study were analyzed using frequency count and percentage scores. The study revealed that ICT facilities were lacking in schools and teachers and students were to a little extent exposed to the use of ICT. Moreover, the study revealed the perceived benefits of using ICT in schools to include; making teaching-learning interesting, helping the distance learning programme, enhancing quality of work by both teachers and the students. However, despite these perceived benefits, the study also revealed some of the challenges facing ICT in secondary schools to include irregular power supply, inadequate computer literate teachers, high cost of purchasing computers in schools, inadequate facilities to support full application of ICT and lack of fund. It was therefore recommended that government should increase the funding of the educational sector, and that there should also be periodic training for teachers on computer and ICT skills acquisition. This study is related to the present study in that both reveal variables that make ICT a success. Bandele study differ from the present study in that the earlier study was conducted in secondary schools on Ondo and Ekiti States using teachers and principals from the two states.

Adeyemi and Olaleye (2010) carried out a study on ICT for the effective management of secondary schools in Ekiti States, Nigeria. The study sought to examine ICT utilization in the effective management of secondary schools in Ekiti State.

Descriptive design was adopted for the study. A sample of 812 was used with an entire population of six thousand, two hundred and seventy-eight teachers. The instrument for data collection was a structured questionnaire tiled “ICT and effective management of secondary schools questionnaire”. The findings indicated the low level of principals’ management of schools in the state might be connected to the poor ICT availability and utilization in schools.

The study bears so much relevance to the present study in terms of the respondents (teacher and principals). And the slight difference is the use of teachers and students as the main population for this study.

In another survey research study, Ike-Obioha (2006) worked on management of ICT and vocational education in Imo State, Nigeria. The purpose of the study was to identify if there is relationship between management/administration, ICT and vocational education in Imo State. The population of the study consisted of 400 lecturers and educational administrators that have to do with vocational education in school, college of education, polytechnic and university in Imo State. The instrument for data collection was a questionnaire designed in scale of 4 points. Z-test was used in data analysis.

The four findings of the study were that: (1) there are many advantages that proper management of ICT can bring in vocational education as perceived by all the teachers and administrators involved in the handling of vocational education. Such advantages include wider access to vocational education and efficient delivery of vocational education courses. (2) The essence of ICT cannot be separated from vocational education if it has to move forward. (3) There is significant difference in the proper management of ICT in vocational education in Imo State. Some schools manage ICT better than others. (4) There is significant difference in the application of ICT to vocational education. Some schools use computers in education but others do not. The study concluded that for vocational education, which business education is one, to move forward, access to ICT infrastructure for students and teachers has to be expanded through ongoing investment in computers, networks, and telecommunication services, software and technical support services. This study is related to the present study in that an aspect of Ike-Obioha’s study bothers on application of ICT to vocational education, which concern lecturers and student. Among other differences, Ike-Obioha’s study included administrators and was carried out in school, college of education, polytechnic and university in Imo State.

In another study conducted by Emorjopho and Nwalo (2009) on the availability and use of ICTs in collection management in Universities and special libraries in the Niger-Delta region of Nigeria which was the major purpose. The study adopted an ex-post-facto research design,

The population of the study was twenty-seven thousand, seven hundred and thirty (27,730). The striking relevance of this study with the present study is in their purposes which is the availability and utilization of ICT facilities and it was discovered that ICT facilities are not sufficient in the study area and teachers are not well trained in the area of ICT usage. The striking difference is in the institutions and the design adopted for the study.

In another study conducted by Ugwu and Oboegbulem (2011)on information and communication technology for capacity building for staff personnel in post primary schools for effective school administration in Enugu State. The purpose of the study was to determine the extent of ICT utilization for capacity building of staff personnel in post primary schools for effective school administration. The study adopted a descriptive survey design, the population of the study was seven thousand four hundred and thirteen (7413), comprising of teacher and principals. A simple random sampling technique was used for the study, giving a sampled population of one hundred and forty-five (145) respondents.

The instrument for data collection was a structured questionnaire titled “ICT Capacity Building for Staff Personnel”. The split-half method was used to ascertain the reliability of the instrument. The mean was used in answering the research questions; the null hypothesis was tested using analysis of variance (ANOVA) at 0.05 significance level. The study is very relevant to the present study in the sense that it is aimed at determining personnel staff capacity building on the utilization of ICT for effective school administration which is directly related to one of the purposes of this present research, The deference between this project work and the present project work is basically because it is strictly

aimed at ICT capacity building for personnel in post primary schools in Enugu, the present is targeted at determining the availability and utilization of ICT for teaching social Studies in secondary schools in Awgu local government Area of Enugu state, this study aims at covering the gap of availability and utilization of ICT facilities in Agwu Local Government Area of Enugu.

**Summary of Literature Review**

In a bid to adequately determine the extent of information and communication technology (ICT) facilities utilization for teaching social studies in secondary schools in Awgu Local Government Area of Enugu State, the conceptual, theoretical and empirical studies that are relevant to this study were reviewed. Under the conceptual framework, the following concepts were reviewed: the concept of social studies, the concept of teaching, the concept of information and communication technology (ICT), the concept of multimedia ICT, availability and utilization of ICT facilities for teachers’ utilization, impact of information communication technology on education, impact of teaching social studies using ICT facilities. These concepts were reviewed because of their relevance to this study.

Under the theoretical framework, two theories that are directly related to this study were reviewed. They include; the activity theory and the diffusion theory.

The reviewed empirical studies are of immense relevance to this study which seeks to determine the availability and utilization of ICT facilities for teaching social studies in Awgu Local Government Area of Enugu State All the major concepts that are related to this study were reviewed.

Five related empirical studies were reviewed. The studies are directly related to this study because they are concerned with accessibility, availability and utilization of ICT for effective teaching and learning in schools.

From the review of related literature, it was found out that none of the studies dealt with availability and utilization of ICT facilities in secondary schools in Awgu local government Area of Enugu state in terms of its motivational impact in teaching and learning. This is the gap that this study intends to cover.

**CHAPTER THREE**

**RESEARCH METHOD**

This chapter discusses the procedures used in carrying out the research and is organized under the following sub-headings: design of the study, area of the study, population of the study, sample and sampling techniques, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

**Design of the Study**

The design for this study was descriptive survey design. The design was considered appropriate for this study because it sought facts, opinions and views of respondents. A survey research design, according to Ali (2006), implies the use of sample data for an investigation to document, describe and explain what is in existence or non-existence.

**Area of the Study**

This research work was carried out in public secondary schools in Awgu Local Government Area. There is a total of 22 public schools in Awgu Local Government Area. Awgu Local Government was chosen and considered suitable for the study because all secondary schools in the area teach social studies.

**Population of the Study**

The Population used for the study comprised all social studies teachers and students from the nine (9) selected government secondary schools in Awgu local

government area of Enugu State. with the total population of seven hundred and sixty nine (769) students and 35 social studies teachers making it a total population of eight hundred and four (804) people, data was gotten from the PPSMB 2016/2017 list of schools by zone, local government, class and gender.

**Sample and Sampling Technique**

The sample of the study comprised thirty six (18) social studies teachers by selecting two (2) social studies teachers from each of the nine selected schools, and one hundred and eighty four (182) junior secondary school students from the seven hundred and sixty nine (769) junior secondary school students in the nine selected schools by selecting 20 students each from eight schools and twenty two (22) students from of the schools. making a total of two hundred (200) respondents consisting of both teachers and students, using simple random sampling technique.

**Instrument for Data collection**

The instruments used for Data collection for this study was questionnaire. The questionnaire consist of two sections; section one consist of the respondents personal data, while section two consist of instructions and twenty (20) questionnaire items. This questionnaire is structured in other to collect data pertaining the availability and utilization of ICT facilities in the teaching of social studies in junior secondary schools.

**Validation of the instrument**

The instrument was validated by two measurement and evaluation experts in the department of arts and social science Education, Godfrey Okoye University Enugu. They examined the various items in the instruments in terms of appropriateness and Clarity. Corrections and modifications were made accordingly on the affected items, before the final production of the instrument.

**Reliability of the Instrument**

The reliability of the instrument was ascertained by administering the questionnaire to (6) randomly selected social studies teachers from the selected secondary schools. Firstly, the questionnaire was administered to the selected groups from some junior secondary schools in Awgu Local Government Area of Enugu State, and they was given a day to return the questionnaire, then after a week a retest was carried out and the study after all indication shows that the instrument is reliable and suitable for the study.

**Method of Data collection**

The researcher administered the questionnaires directly to the social studies teachers and students and personally collects the same day and used for data analysis.

**Method of data analysis**

The collected data was analysed using simple percentage for the demographic characteristics of the respondent and weighted mean for the data analysis proper.

The four point rating scale was given values as follows:

SA=strongly agree – HU= highly utilized 4

A= agree – U= utilized 3

D= disagree – PU= Poorly Utilized 2

SD =strongly disagree – NU = not utilized 1

The cut of mean score was 2.5; this forms the standard for accepting or rejecting any item on the questionnaire. Any item that attracted a mean response of 2.5 and above is accepted, while those that recorded a mean response below 2.5 were rejected. The mean score was represented in a tabular form.

**CHAPTER FOUR**

**PRESENTATION OF RESULT**

This chapter presents the results of the data collected for the study. Data collected with respect to the research questions were analyzed and presented in Tables.

**Demographic characteristics of the response**

Table .1

|  |  |  |
| --- | --- | --- |
| Variables  Gender distribution | Frequency | percentage |
| Male | 95 | 47% |
| Female | 105 | 53% |
| Total | 200 | 100% |

Data in Table (1) show that 47% (n=95) of the respondents are male, 53%(n=105) are female.

Table .2

|  |  |  |
| --- | --- | --- |
| Educational qualification | Frequency | percentage |
| NCE | 8 | 4% |
| B.sc.ed | 22 | 11% |
| M.ed | 4 | 2% |
| P.hd | 2 | 1% |
| Student | 164 | 82% |
| Total | 200 | 100% |

Table (2) reveals that 4% (n=8) had NCE certificates; 11% (n=22) had their B.sc.ed 2% (n=4) had acquired M.ed, 1% (n=2) had acquired their Phd while 82%(n=164) are students.

**Research Question one**

What are the various information and communication technology tools available for the teaching and learning of social studies?

Table.3

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| S/N | ITEMS | SA  4 | A  3 | SD  2 | D  1 | TOTAL | X | DECISION |
| 1 | computer desktops/laptops | 80  320 | 53  159 | 38  76 | 25  25 | 200  588 | 2.9 | Accepted |
| 2 | Internet | 79  316 | 54  162 | 66  132 | 29  29 | 200  583 | 2.9 | Accepted |
| 3 | Slide projectors | 30  120 | 29  87 | 60  120 | 75  75 | 200  411 | 2.5 | Accepted |
| 4 | Local area network | 36  144 | 45  135 | 58  116 | 59  59 | 200  458 | 2.3 | Rejected |
| 5 | Digital library | 34  136 | 30  90 |  | 35  35 | 78  78 | 2.1 | Rejected |

The data in table 3 shows that item 1-3 which has the high mean scores are the available ICT materials available for the teaching and learning of social studies, with mean scores of 2.9, 2.9, and 2.5 respectively which are up to the acceptable mean of 2.5 which is the bench mark. While item 4 and 5 with the mean scores of 2.3 and 2.1 were rejected and as such seen as not available for the teaching of social studies.

**Research Question two**

To what extent are ICT facilities utilized for the teaching and learning of social studies?

Table. 4

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| S/N | ITEMS | VHE  4 | HE  3 | PE  2 | VPE  1 | TOTAL | X | DECCISION |
| 6 | computer desktops/laptops | 90  360 | 68  204 | 17  34 | 25  25 | 200  623 | 3.1 | Accepted |
| 7 | Internet | 79  316 | 47  141 | 36  72 | 38  38 | 200  567 | 2.8 | Accepted |
| 8 | Slide projector | 38  152 | 34  102 | 72  144 | 56  56 | 200  454 | 2.3 | Rejected |
| 9 | Local area network | 28  112 | 30  90 | 58  116 | 84  84 | 200  402 | 2.1 | Rejected |
| 10 | Digital library | 38  152 | 29  87 | 53  106 | 80  80 | 200  425 | 2.1 | Rejected |

From the above table, it is shown that 6and7 with the mean scores of 3.1, 2.8 respectively which are above the accepted mean of 2.5 being the bench mark are being utilized in the teaching and learning of social studies, while item 8,9 and 10 with a low mean of 2.3, 2.1and 2.1 were rejected as not being utilized.

**Research question three**

What factors hinders the effective utilization of ICT facilities for the teaching and learning of social studies? Table .5

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| S/N | ITEMS | SA  4 | A  3 | SD  2 | D  1 | TOTAL | X | DECCISON |
| 11 | Lack of sufficient computer desktops /laptops. | 90  360 | 76  228 | 32  64 | 2  2 | 200  654 | 3.3 | Accepted |
| 12 | Poor electricity supply | 85  340 | 100  300 | 7  14 | 8  8 | 200  662 | 3.3 | Accepted |
| 13 | Inability of the teachers to operate ICT materials and transfer knowledge with them. | 90  360 | 104  312 | 5  10 | 2  2 | 200  684 | 3.4 | Accepted |
| 14 | Lack of adequate facilities maintenance | 87  348 | 106  318 | 6  12 | 1  1 | 200  679 | 3.3 | Accepted |
| 15 | Lack of literacy in internet | 87  348 | 89  267 | 27  54 | 9  9 | 200  678 | 3.3 | Accepted |

From the analysis on the above table it can be seen that item 11-15 are all accepted to be the factors hindering the effective use of ICT facilities in the teaching and learning of social studies with high mean scores of 3.3, 3.3, 3.4, 3.3, and 3.3 respectively which are above the acceptable mean of 2.5 which is the bench mark.

**Research question four**

What strategies can be employed for improving the effective use of ICT facilities in the teaching and learning of social studies.

Table. 6

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| S/N | ITEMS | SA | A | SD | D | TOTAL | X | DECISION |
| 16 | provision of sufficient computers | 97  388 | 101  303 | 1  2 | 1  1 | 200  694 | 3.5 | Accepted |
| 17 | Steady power supply | 95  380 | 91  273 | 7  14 | 7  7 | 200  674 | 3.4 | Accepted |
| 18 | Conducting seminars, workshops and trainings for teachers on the use of ICT materials. | 94  376 | 100  300 | 4  8 | 1  1 | 200  685 | 3.4 | Accepted |
| 19 | Provision of funds for ICT facilities by the government. | 115  460 | 82  246 | 1  2 | 2  2 | 200  710 | 3.5 | Accepted |
| 10 | Giving students enough time to do practical in school computer laboratory. | 96  384 | 95  285 | 6  12 | 3  3 | 200  684 | 3.4 | Accepted |

the analysis on the above table it can be seen that item 16-20 are all accepted as the strategies to be employed for the effective use of ICT facilities in the teaching and learning of social studies with high mean scores of 3.4 and 3.5 respectively which is above the acceptable mean of 2.5 which is the bench mark.

**CHAPTER FIVE**

**DISCUSSION, CONCLUSION, IMPICATIONS, RECOMMENDATIONS AND SUMMARY OF THE STUDY**

This chapter deals with the discussion of results, conclusion, implications, recommendations, limitations of the study, suggestion for further studies and summary.

**Discussion of findings**

The four research questions that guided this study were the theme around which the major findings of the study were organised and discussed.

The findings from question one shows that very few information communication technology facilities are available for the teaching and learning of social studies in the selected junior secondary schools, and this has made both the teachers and students to stick to the old methods of teaching makes them achieve little at the end of a lesson. It is shown that computer desktops and internet are available in the schools to both the teachers and students. The findings also show that there is no digital library in form of computer labs in these schools. This is in line with he work of bamidele (2007) emorjopgo and nwalo (2009)

The result from question two shows that the utilization of the available ICT facilities is to a low extent except for computer desktops and internet; this implies that even though these facilities are available in the school it is still not adequately utilized for the teaching and learning of social studies for a better achievement in learning outcome.

The result from question three which says: what factors hinder the effective use of ICT facilities in the teaching and learning of social studies? Shows expressly that (1) lack of sufficient computer desktops,(2) poor electricity supply, (3)inability of teachers to operate the ICT facilities and transfer knowledge with them,(4) lack of adequate facilities maintenance, and (5)lack of literacy in internet as some of the hindrances to the effective utilization of ICT tools in the teaching and learning of social studies and these are very pressing issues that needs to be addressed urgently for a better result in the teaching and learning of social studies.

Results from question four table (6) shows that there are some accepted strategies that could be employed in other to improve on the effective use of ICT facilities in the teaching and learning of social studies. And they include (1) provision of sufficient computer desktops and laptops, (2) steady power supply, (3)conducting of seminars, workshops and training of teachers on the effective use of ICT tools, (4) provision of funds for ICT facilities, and (5) giving students enough time to do practical and research on the computer desktops, and if all these are put in place, there will be effective and productive teaching and learning of social studies in our various junior secondary schools in Awgu Local Government Area of Enugu state.

**Conclusion**

The purpose of the study is to find out the availability and utilization of ICT facilities in the teaching and learning of social studies in junior government secondary schools in Awgu Local Government Area of Enugu State.

Findings made from the analysis showed that the availability of ICT facilities in these schools is poor, including the most important ones. it is also revealed that the extent of the use of the available ICT facilities is to a low extent.

Moreover, the factors that hinders the hinders the effective use of ICT facilities are found to be: lack of sufficient computer desktops, poor electricity supply, inability of the teachers to operate ICT tools, lack of adequate facility maintenance, and lack of literacy in internet.

Therefore, there is much need for provision of sufficient computer desktops/laptops, steady power supply, conducting of seminars and workshops for teachers on the effective use of ICT facilities in all secondary schools in Awgu Local Government Area of Enugu state.

**Implications of the study**

The result of this study has obvious implication to the teaching and learning of social studies in secondary schools.

It is recognised that there is a need to make ICT facilities available and effectively utilized in all secondary schools within Awgu Local Government Area of Enugu State so as to enhance the teaching and learning of social studies and widen both teachers and students learning horizon, this is because the acquisition of knowledge for effective mastery can only take place when learning is made to be

fun and interesting and the use of ICT facilities can go a long way in making that to happen. Lack of supervision and demand of computer literacy of teachers by the school managements has made some teachers feel so nonchalant on the issue of improvement and training on the use of ICT tools and this has kept them backward on the trending knowledge and has affected the learners as well.

It is therefore expedient that the relevant school inspectors carryout their work thoroughly in order to save the secondary schools especially in Awgu local Government Area.

**Recommendation of the study**

The following recommendations were made in line with the findings of the study:

1. The government/ministry of education should provide more qualified and computer literate social studies teachers to all the government owned secondary schools in Awgu Local Government of Enugu State.

2. The serving social studies teachers in the government secondary schools in Awgu should be sponsored to attend workshops where they will be taught how to use most ICT facilities and how to use it in teaching as well.

3. The government should provide funds for schools so as to enable them procure the relevant ICT facilities for effective teaching and learning of social studies.

4. Teachers should try as much as possible to use the available ICT facilities in teaching the students so as to make the lesson interesting and appealing to

them and should also give them to use the computer desktops for research etc.

5. Considering the intensive cost of some ICT materials, appropriate management and maintenance techniques should be adopted to keep the available ones safe.

6. I recommend that the ministry of education team should regularly supervise schools to make sure they always meet up the appropriate standard.

7. Finally i recommend ICT utilization should be focused on improving teaching and learning in social studies education.

**Limitations of the study**

The researcher encountered a lot of huddles in the cause of this study, ranging from lack of cooperation from respondents, to inadequate fund to obtain necessary documentation of information about the research topic and also in computing and printing it out.

**Suggestion for further studies**

1. Social studies teachers’ characteristics and their teaching effectiveness in secondary schools in Enugu state.
2. A study on information and communication technology skills required by administrators in Enugu state.
3. Availability and extent of utilization of ICT facilities in teaching social studies in junior secondary schools In Ani-Nri Local Government Area of Enugu State.

**Summary**

The aim of this study is to find out the availability and utilization of ICT facilities in the teaching and learning of social studies in government secondary schools in, in Awgu local Government Area of Enugu State.

The population used for the study comprises of social studies teachers and students in the nine (9) selected Government secondary schools in Awgu local Government Area of Enugu state. Three (3) social studies teachers were selected from the nine selected schools and 10 (10) students were also selected making it a total of one hundred and seventeen people used for the study. The four structured research questions rated on four scales were used, which focused on the availability and utilization of ICT facilities in the teaching and learning of social studies in the above mentioned schools. The instrument was validated by experts on measurement and evaluation from the department of arts and social science education Godfrey Okoye university Enugu. The questionnaire was administered to the social studies teachers and students by the researcher and was collected by her. The data collected was analysed using simple percentage for the demographic characteristics of the respondents and weighted mean for the data analysis proper.

The result from the analysis shows that, there is very big deficiency in the availability of ICT facilities in the teaching and learning of social studies. It also showed that the extent at which the ICT facilities are being utilized by the teachers is very low. It reveals also that the major factors that militate against the use of instructional materials includes: lack of sufficient computer desktops, poor electricity supply, inability of the teachers to operate ICT tools, lack of adequate facility maintenance, and lack of literacy in internet.

Hence, there is more need for provision of: sufficient computer desktops/laptops, steady power supply, conducting of seminars and workshops for teachers on the effective use of ICT facilities for the effective teaching and learning of social studies in all secondary schools in Awgu Local Government Area of Enugu state.

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APPENDIX A

Department Of Arts And Social Sciences Education,

Godfrey Okoye University

Ugwuomu Nike Enugu,

Enugu State.

Dear Respondent,

I am a final year student of social studies education in the above named institution of learning. I am conducting a research on the availability and utilization of Information Communication Technology (ICT) in the teaching and learning of social studies in junior secondary schools.

This questionnaire is therefore, designed for your opinion on the issues. Please be assured that your responses would be treated in strict confidence and will be used only for academic purpose. The researcher will be grateful for your sincere cooperation.

Thank You.

Yours faithfully

Nwachukwuveronica .C.

U16/edu/sse/003

APPENDIX B

QUESTIONNAIRE

Section A

Personal information

Instruction:

Please tick () in the box that indicates your response to each of the items in this section,

Name of school –

Local government –

Sex – male female

Teaching experience

1 – 5

6 – 10

11 – 15

16 years and above

11. Teachers qualifications

Please tick your highest qualification

NCE in social studies –

B.sc.ed –

M.ed –

P.hd –

Section B

The scale used in this section is four point scale. Please read each statement carefully and indicate the one that shows your chosen response by ticking () in the appropriate column. The four point scales are:

VHE: very high extent/SA: strongly agree - 4

HE: high extent/A: agree - 3

PE: poor extent/ SD: strongly disagree - 2

VPE: very poor extent/ D: disagree. - 1

**APPENDIX B**

**QUESTIONNAIRE**

Research Question 1:

What are the various information and communication tools available for the teaching and learning of social studies.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| S/N | ITEMS | SA  4 | A  3 | D  2 | SD  1 |
| 1 | Computer desktop/laptops |  |  |  |  |
| 2 | Internet |  |  |  |  |
| 3 | Slide projectors |  |  |  |  |
| 4 | Local area network |  |  |  |  |
| 5 | Digital library |  |  |  |  |

2. To what extent are ICT facilities utilized for the teaching and learning of social studies?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| S/N | ITEMS | VHE  4 | HE  3 | PE  2 | VPE  1 |
| 6 | Computer desktop/laptops |  |  |  |  |
| 7 | Internet |  |  |  |  |
| 8 | Slide projectors |  |  |  |  |
| 9 | Local area network |  |  |  |  |
| 10 | Digital library |  |  |  |  |

3. What factor hinders the effective utilization of ICT facilities for the teaching and learning of social studies?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| S/N | ITEMS | SA  4 | A  3 | D  2 | SD  1 |
| 11 | Lack of sufficient computers desktops/ laptops |  |  |  |  |
| 12 | Poor electricity supply |  |  |  |  |
| 13 | Inability of the teachers to operate the ICT materials and transfer knowledge with them. |  |  |  |  |
| 14 | Lack of adequate facilities and maintenance |  |  |  |  |
| 15 | Lack of literacy in internet |  |  |  |  |

4. what strategies can be employed for improving the effective use of ICT facilities in the teaching and learning of social studies?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| S/N | ITEMS | SA  4 | A  3 | D  2 | SD  1 |
| 16 | Provision of sufficient computers/laptops |  |  |  |  |
| 17 | Steady power supply |  |  |  |  |
| 18 | Conducting of seminars, workshops and training of teachers on the effective of ICT materials. |  |  |  |  |
| 19 | Provision of fund for ICT tools |  |  |  |  |
| 20 | Giving students enough time to do practical in school computer laboratory. |  |  |  |  |

**APPENDIX C**

**LIST OF SCHOOLS USED FOR THR STUDY**

|  |  |
| --- | --- |
| S/N | NAME OF SCHOOL |
| 1 | BOYS SECONDSRY SCHOOL MGBOWO |
| 2 | ROSARY HIGH SECONDARY SCHOOL AWGU |
| 3 | COMMUNITY SECONDARY SCHOOL AGBUDU AWGU |
| 4 | COMMUNITY SECONDARY SCHOOL MMAKU |
| 5 | COMMUNITY SECONDARY SCHOOL OBEAGU AWGU |
| 6 | COMMUNITY SECONDARY SCHOOL OGBAKU |
| 7 | COMMUNITY SECONDARY SCHOOL UGBO |
| 8 | COMPREHENSIVE HIGH SCHOOL OGUGU |
| 9 | GIRLS HIGH SCHOOL MGBOWO |