EXAMINATION OF ICT COMPLIANCE AND UTILIZATION FOR CURRICULUM DELIVERY AMONG SOCIAL STUDIES TEACHERS IN NIGERIA

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ABSTRACT: *Information and communication technology (ICT) has brought profound changes to almost all aspects of life, including educational practices. The role of ICT in the development of knowledge is widely recognized. This study investigated how teachers' Compliance and Utilization of ICT impact on their curriculum delivery in Nigeria. Four research questions were raised and answered in this study. The study adopted survey design. The population of this study is 681 social studies teachers in 2015/2016 academic year, from where a total of 204 respondents were sampled. A 16-item instrument titled "ICT Compliance and Utilization Assessment Questionnaire" (ICUAQ) developed by the researcher and validated by experts in the Faculty of Education, University of Uyo was used for data collection with a reliability coefficient of 0.81, established through a correlation analysis. Data generated based on the research questions were analyzed with descriptive statistics using percentage. Findings revealed that social studies teachers show noncompliance attitudes towards ICT, measured in terms of acceptance of ICT training, and accessing ICT resources. The study revealed that teachers make less use of ICT in terms of frequency in the use of ICT in lesson preparations, teaching and learning. Based on the findings, the study concluded that objective of ICT in education in Nigeria has not been met, and that social studies teachers are yet to derive the benefits of ICT in curriculum delivery. Consequently, the study recommended that government and other stakeholders such as Parents Teachers Association (PTA) and Old Students should liaise with schools to determine the training needs of staff members and help them to organize appropriate training programmes.*

KEYWORDS: ICT, Curriculum, Social Studies, Teacher, Education, Training, Nigeria

INTRODUCTION

Information and Communication technology (ICT) is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computers and network hardware and software, satellite systems and so on, as well as the various services and applications associated with them, such as videoconferencing and distance learning. Inspectorate (2008) pointed out that ICT has brought profound changes to almost all aspects of our lives in recent years. It has transformed activities as basic as how we work, communicate with each other, treat illnesses, travel, shop and enjoy our leisure time. The pace of change shows no sign of slowing: indeed, the development of ICT and its applications to areas such as the integration of media are continuing at even faster rates than before. In a relatively short period of time, ICT skills have become as fundamental to living a full life as being able to read, write and compute. The world of education has not been immune to the development of ICT. Kompf (2005), lending credence to the opinion of authors on the subject matter of ICT remarked that, ICT is a permanent feature in the landscape of teaching and learning. The author further reported that it is no longer possible

nowadays to conceive of education without information and communications technology (ICT). One can go even further by pointing out that education is increasingly being defined by ICT. Like other countries, teachers in Nigeria must recognize that if they are to be continuously relevant in a world transformed by ICT, they need to have opportunities to acquire and develop ICT skills no matter the cost.

The globalization of the 21st century and its associated revolution in technology has led to a groundswell interest on how computers and internet can best be harnessed to improve the efficiency and effectiveness of education at all levels and in both formal and non-formal settings. Telephone, radio and television which have longer and richer history as instructional tools are now given less attention, while, there is greater emphasis on the use of computer and internet in the teaching-learning processes.

The use of computer and internet is still in its infancy in Nigeria and other developing nations, if there are used at all, due to limited infrastructure and attendant high costs of access, attitude, awareness and orientation. For teachers to continue to be relevant in their present profession, they need to be competent in the use and application of computer and internet in curriculum delivery. Rosen and Michelle (1995), and Poole (1996) agreed that when Information and communication technology is used in the teaching and learning processes, it will improve and boost the ego of the schools to a large extent. Dania and Enakrire (2012) also noted that ICT allow learning to take place in many modes: online, self-paced, personal or collaborative, and that an edutainment approach is often used in making lessons more lively and fun, especially for young children. Again, ICT applications for education are also made for classroom management, timetabling, activity planning, personnel administration, and communications with parents.

Social studies is a core subject in the Nigerian school curriculum. The National Policy on Education (2004) outlined the following as the objectives of Social Studies Education in Nigeria;

i.   Creating an awareness and understanding of our evolving social and physical environment as a whole in its natural, man-made cultural and spiritual resources together with the rational use and conservation of those resources for national development.

ii.   Developing a capacity to learn and to acquire certain basic skills including not only those of listening, speaking, reading and writing and of calculation, but also those skills of hand and head, together with those of observation, analysis and inferences which are essential to the forming of sound social, economic and political judgment.

iii.   Ensure the acquisition of that relevant body of knowledge and information which is an essential pre-requisite to personal development as well as to a positive personal contribution to the betterment of mankind

iv.   Developing a sympathetic appreciation of the diversity and inter-dependence of all members of the local community and the wider national and international community.

v.   Developing in students positive attitudes of togetherness, comradeship and co-operation towards a healthy nation, the inculcation of appropriate values of honesty, integrity, hard work, fairness and justice at work and play as one's contribution to the development of the nations.

vi.   Promotion of an understanding of the social problems of their locality and finding possible solutions to them

vii.   Development of the ability to think reflectively and come to independent conclusions

viii.   Creation of awareness that discipline is essential for an orderly society and

ix.   Demonstration of flexibility and willingness to accept necessary changes within a system.

No matter how carefully worded the objectives may be, their realization revolves around the quality of teachers or experts in the subject area currently in the teaching service. This view is in consonance with the NPE (2014) which upheld that no education can rise above the quality of its teachers. Social Studies teachers like their counterparts in other subject areas must embrace the use of and application of ICT in their teaching practices. This is not only to make them blend with the current global trend, but to make them more efficient and effective in curriculum delivery through the use of modern communication technologies such as computers, internet, projectors, digital cameras, software and others. The task of this paper is to investigate the extent of teachers ICT compliance and how it has affected curriculum delivery in Nigeria.

Statement of Problem

Social Studies was introduced into the Nigerian school curriculum as a value-bound subject to equip and develop the Nigerian child to become a responsible citizen as well as to correct the ills of the colonial masters curriculum handed over after colonization. Ukpai (2012) stated emphatically that with the colonial master's curriculum, an average Nigerian child could discuss issues and themes about the British government while lacking a comparative knowledge about his environmental situation. Consequently, Social Studies was introduced into the Nigerian educational environment, with lofty ideals articulated into objectives and philosophies, which upon its realization will contribute significantly to national integration and development. With this onerous task ahead, one would expect on the first instance that the Nigerian government at all levels would be consistent in the provision of enabling environment through practical implementation policies for effective and efficient pedagogy based global trends. On the second instance, it is expected that teachers would be up-and-doing in updating their professional competences. Although efforts have been made to ensure that ICTs are available and used in Nigerian Secondary Sschools, the level of uptake is still low. It has been observed by Goshit (2006) that most schools, both private and government, do not offer ICT training programmes.

The teaching of Social Studies in Nigeria has suffered a lot of setbacks. Ukpai (2012) noted that Social Studies teachers are yet to embrace the use of modern technologies in their classroom practices and other pedagogical activities. They are yet to explore the advantages inherent in the use of computers, internet and other ICT infrastructures in the teaching-learning processes. This is sure to affect the quality of performance in curriculum delivery and concomitant learners' achievement.

Even when the relevance of ICT in pedagogy has become so apparent, the penetration of the technology in schools, measured in terms of availability of computer, printers, digital cameras, projectors, scanners, and whiteboards are quite unrealistic in Nigerian schools. Besides, in-service training schemes for teachers are a matter of policy with practical

implementation. A few questions seem pertinent at this point: To what extent are teachers ICT compliant in Nigeria? How adequate is ICT infrastructures in the schools? To what extent has ICT affected curriculum delivery in the schools? It is the gap that exists between these pertinent questions that gave impetus to this study.

Objectives of the Study

The aim of this study is to investigate Social Studies teachers ICT compliance and the extent to which it has affected curriculum delivery in Nigeria. Specifically, the study will achieve the following objectives:

(i)   To determine the extent to which Social Studies teachers are aware of ICT curriculum delivery in Nigeria.

(ii)   To examine the extent to which Social Studies teachers have accessed ICT resources in curriculum delivery in Nigeria.

(iii)   To investigate the extent of frequency in Social Studies teachers use of ICT in lesson planning and preparation in Nigeria.

(iv)   To determine the extent of Social Studies teachers use of ICT in teaching and learning in Nigeria.

Research Questions

This paper sought answers to the following research questions:

(i)   To what extent are Social Studies teachers aware of ICT in curriculum delivery in Nigeria?

(ii)   To what extent have Social Studies teachers accessed ICT resources in curriculum delivery in Nigeria?

(iii)   How frequent do Social Studies teachers use ICT in lesson planning and preparation in Nigeria?

(iv)   To what extent do Social Studies teachers use ICT in the teaching-learning process in Nigeria?

The Role of ICT in Curriculum Delivery

The pedagogical rationale for promoting ICT in schools is concerned with the use of ICT in teaching and learning. It is intimately related, therefore, to the economic and social rationales, but ICT also has additional application in the teaching and learning process. It provides teachers with a range of new tools to facilitate traditional pedagogies; it also and perhaps more importantly, presents the teacher with the potential to develop new teaching methods. For teachers in a culture of all-pervasive technology, ICT provides new, and more exciting and relevant, learning opportunities. ICT contributed to teaching and learning in varying ways. Inspectorate (2008) reported the benefits that ICT can have for teaching and learning to include:

• Using ICT means that information can be obtained almost instantly. The worldwide web, for example, contains a vast amount of easily accessible information. Such

information can provide teachers and learners with different viewpoints and a wider understanding of issues

- ICT helps teachers to tailor teaching materials to suit the needs and ability levels of their students

- ICT acts as an incentive for students to learn. The technology can be effective in engaging them in their schoolwork

- ICT helps make learning more interesting. It increases levels of interest, for example through the use of colour, animation, and sound.

- ICT helps teachers and students to improve how they present information.

- ICT helps increase the amount of work that can be taught in a lesson. Some programs are tailored to the curriculum.

- Effective use of ICT puts the teacher in a facilitative rather than an instructional role.

- Effective use of ICT, especially in individual, pair and group work with computers, can lead to improved classroom discipline and improved management of learning.

In a study reported by Inspectorate (2008), findings revealed the following:

- Significant numbers of teachers lack intermediate (or better) ICT skills in a wide range of areas. Of those who are proficient in ICT skills, many do not use them in their teaching practice.

- The principals of case-study schools reported that not all ICT resources provided to subject teachers were being used in teaching and learning. The factors inhibiting their use included problems with access and scheduling, inadequate teacher training and support, lack of confidence or interest on the part of the teacher, and inadequate facilities.

- Interviews with teachers in case-study schools found that ICT was least likely to be used to develop teamwork and collaborative skills.

- Of the 311 lessons observed by inspectors during subject inspections, the most common ICT-related activity observed was the use of a computer and data projector to make a presentation to a class group.

- Only 11% of inspectors' reports on 311 lesson observations during subject inspections reported that there was competent practice, or that ICT was effectively integrated in the teaching and learning process.

- High levels of integration of ICT were found in the science and applied science subjects, and Mathematics

- Principals, teachers and students stated that ICT has the potential to improve students' motivation and engagement and to make learning more exciting. In particular, principals and teachers stated that it contributes to improved teaching materials and methods and to improved learning outcomes.

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In Nigeria, very little literature has been published on the impact of ICT on schools and especially on teaching and learning. This paper become timely to examine the extent to which ICT has been embraced by teachers in schools and, more importantly, assesses the impact that ICT has had on teaching and learning.

The field of education has been affected by ICTs, which have undoubtedly affected teaching, learning, and research (Yusuf, 2005). ICTs have the potential to accelerate, enrich, and deepen skills, to motivate and engage students, to help relate school experience to work practices, create economic viability for tomorrow's workers, as well as strengthening teaching and helping schools change (Davis and Tearle, 1999; Lemke and Coughlin, 1998; cited by Yusuf, 2005).

ICT in Secondary Schools: The Nigerian Experience

There are developments in the Nigerian education sector which indicate some level of ICT application in the secondary schools. The Federal Government of Nigeria, in the National Policy on Education (Federal Republic of Nigeria, 2004), recognizes the prominent role of ICTs in the modern world, and has integrated ICTs into education in Nigeria. . To achieve the feat, government intends to provide necessary infrastructure and training for the integration of ICTs in the secondary school system.

Unfortunately, the integration of ICT in the teaching and learning processes is still at a minimal level. This view finds bearing in Okebukola (1997), cited by Aduwa-Ogiegbaen and Iyamu (2005), that the computer is not part of classroom technology in more than 90 percent of Nigerian public schools. This implies that the chalkboard and textbook continue to dominate classroom activities in most Nigerian secondary schools.

Okwudishu (2005) discovered that the unavailability of some ICT components in schools hampers teachers' use of ICTs. Lack of adequate search skills and of access points in the schools were reported as factors inhibiting the use of the Internet by secondary school teachers (Kaku, 2005). Other findings such as that of Adomi (2005) reported that the typical African school environment provides neither opportunity nor training in using ICTS, and that 75 percent of responding teachers have no or very limited experience and expertise regarding ICT educational applications.

The Federal Ministry of Education has launched an ICT-driven project know as School Net (www.snng.org) (Federal Republic of Nigeria, 2006; Adomi 2005; Okebukola, 2004), which was intended to equip all schools in Nigeria with computers and communications technologies. In June 2003, at the African Summit of the World Economic Forum held in Durban, South Africa, the New Partnership for African Development (NEPAD) launched the e-Schools Initiative, intended to equip all African high schools with ICT equipment including computers, radio and television sets, phones and fax machines, communication equipment, scanners, digital cameras, and copiers, among other things.

Methods of the Study

Design of the Study: The researcher adopted a survey design in the study in which a questionnaire was used for data collection from the respondents.

Population of the Study: The population of the study comprised of all Social Studies teachers in public secondary schools in Akwa Ibom State. The State Secondary School Management Board Statistics of 2015/2016 showed the number of teachers as 681.

Sample and Sampling Procedure: The sample size of this study is 204 (30% of the population) respondents selected through purposive and stratified sampling technique.

Instrumentation: A 16-item questionnaire known as "ICT Compliance and Utilization Assessment Questionnaire" (ICUAQ) was used for data collection. The ICUAQ was validated by experts in the Faculty of Education. The reliability of the instrument was established using Pearson product moment correlation coefficient which gave an index of 0.81.

Data Analysis Technique: Data generated from the study was analyzed using percentage.

RESULTS AND DISCUSSION OF FINDINGS

Table 1: ICT Compliance and Utilization in Curriculum Delivery

S/N	Statements	Response	
		Yes	No
1	I use ICT to obtain information instantly	28	176
2	I use ICT to engage students in class work	32	172
3.	I use ICT to elicit the interest of students in the classroom	18	186
4	I use ICT to present my lessons in class	15	189
5	I use ICT to develop teamwork among students	10	194
6.	I use ICT to develop collaborative skills	10	194
7	I think, I lack ICT skills in a wide range of areas	184	20
8	ICT is effectively integrated in my teaching activities	8	196
9	I have a computer	26	178
10	I have a laptop	39	165
11	My school have projectors	11	193

Indications from table 1, shows that ICT is yet to be integrated by Social Studies teachers into the teaching-learning process. Only 20 teachers of the study sample were found to possess ICT skills.

Table 2: Teachers Awareness of ICT

Aware		Not Aware	
No. of Respondents	%	No. of Respondents	%
181	88.7	23	11.3

As indicated in table 2, 181 respondents (88.7%) of teachers are fully aware of ICT while 23 respondents (11.3%) are not fully aware and were thus classified as not aware.

Table 3: Accessing ICT Resources by Social Studies Teachers

Accessed		Not Accessed	
No. of Respondents	%	No. of Respondents	%
68	33.3	136	66.7

As indicated in table 3, 68 respondents (33.3%) have accessed ICT in their curriculum delivery while 136 respondents (66.7%) have not.

Table 4: Sources of Assessment by Social Studies Teachers

Personal		School Provided	
No. of Respondents	%	No. of Respondents	%
46	67.6	22	32.4

Table 4 indicated that 46 respondent out of the 68 respondents who have, accessed ICT do so on their personal capacity while the remaining 22 respondents do so through school provisions.

Table 5: Frequency in the use of ICT in lesson planning and preparation

Most Frequent		Not Frequent	
No. of Respondents	%	No. of Respondents	%
16	23.5	52	76.5

Indications from table 5 revealed that 16 (23.5%) of the respondents uses ICT most frequently in lesson planning and preparation while 52 (76.5%) of the respondents do not. This data was based on those who have accessed ICT as indicated in table 3.

Table 6 Social Studies Teachers Use of ICT in Teaching and Learning

Used		Not Used	
No. of Respondents	%	No. of Respondents	%
53	26	151	74

As indicated in table 6, 53 respondents have used ICT in one form or the other in teaching and learning while, 151 of the respondents have not.

DISCUSSION OF FINDINGS

The findings of this paper are quite revealing. A significant number of the respondents are fully aware of ICT and its relevant infrastructures as well as the existence of access points.

Secondly, the study revealed that only insignificant number of respondents have accessed ICT in curriculum delivery. This is quite unrealistic in the face of the relevance of ICT in pedagogy. Moreover access to ICT was found to be higher on personal capacity than as provided by the schools if our schools are yet to integrate ICT in their curriculum, how can we survive in the global trend.

Thirdly, the study also revealed that only about 23.5% of the teachers (i.e. 16 out of 68) respondents who have accessed ICT are frequent in the use of ICT for teaching-learning. Integration of ICT in curriculum delivery implies that it should be frequently applied as the need arises in instructions in the classroom.

Finally, the study revealed that only 53 teachers out of 204 sampled teachers have used ICT in any of its forms in curriculum delivery.

CONCLUSION

Based on the findings from this study, the following conclusions were drawn. The objectives of ICT in education in Nigeria are not been met. Evidence from this paper revealed that insignificant number of teachers have accessed ICT in curriculum delivery, teachers are not frequent in the use of ICT for lesson planning and preparation, and, a significant number of teachers are yet to apply ICT in teaching and learning in Social Studies.

Therefore, Social Studies teachers in Nigerian secondary school are yet to derive the benefits associated with ICT in curriculum delivery.

RECOMMENDATIONS

The following recommendations seem pertinent in the light of the findings of this study. Government should provide loan schemes to teachers for the acquisition of laptops and computers or other ICT infrastructures.

Stakeholders should in a collaborative effort develop ICT laboratories for schools. This can be achieved by starting with the pilot schools in each Local Government Areas from which surrounding schools could benefit from.

Principals should encourage and facilitate regular and suitable ICT training for teachers. Furthermore, stakeholders in education should work more closely with the schools to determine the training needs of staff members and help them to organize appropriate training programmes.

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