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ATTITUDE AS A CORRELATE OF UTILIZATION OF  
INFORMATION COMMUNICATION TECHNOLOGY  
IN INSTRUCTIONAL DELIVERY AMONG SOCIAL STUDIES  
TEACHERS IN OYO STATE

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Abstract

*This study investigated the relationship that existed between attitude and ICT utilization level of Social Studies teachers in secondary schools. The study adopted descriptive survey research. A validated questionnaire was used to collect data from 198 respondents drawn from ninety private and public junior secondary schools in Oyo State using multi stage sampling technique. The data collected was analyzed using inferential statistics of Pearson Product Moment Correlation PPMC and t-test at 0.05 level of significance. The study revealed that teachers' attitude towards ICT have a positive but low correlation with ICT utilisation ( $r = 0.217$ ;  $N = 198$ ); there was no significant difference between the attitude of male and female teachers towards utilisation of ICT in secondary schools ( $t(196) = 1.968$ ;  $D = 0.138$ ); there no significant difference between the ICT utilization of male and female teachers in secondary school ( $t(196) = 0.423$ ;  $p > 0.05$ ;  $D = 0.030$ ). Recommendations were directed toward government assistance in equipping schools with adequate facilities and effective monitoring of schools; ICT use for instructional delivery should be given greater consideration than it currently receives among others.*

**Keywords:** Education, Gender, ICT, Instructional delivery multimedia, Teachers, Social studies

## I. Introduction

Learners are to acquire knowledge and skills to solve problems in their immediate and remote environment. One of the ways to achieve this at secondary education is the teaching of Social Studies. Social Studies gives students the opportunity to make enquiries, investigate, discover, discuss, experiment and acquire experiences in order to make decisions on social issues and problems, and find solutions to them (Ajiboye, 2009; National Council for Social Studies, 1994).

However, teaching of Social Studies has been characterised with a lot of problems such as underachievement, failure of students to translate the knowledge acquired to solve real life problems and over utilization of conventional method (Gbadamosi, 2013). These problems are likely to be connected to the teachers' mode of instructional delivery. Teachers rely heavily on conventional method which involves dictation and note taking with minimal or no student involvement in the class room interaction characterized with little or no result.

Another instance, Social Studies lessons are merely restricted to classroom. Teachers limit themselves to resources within the school with more emphasis on recommended textbooks without exploring outdoor education where students can offer ample opportunity of studying very significant aspects of the syllabus. Meanwhile, Social Studies as a problem-solving subject require interactive techniques for development and sustenance of problem-solving skills for desirable outcomes.

However, effective integration of information technology to teaching of social studies can serve as panacea to the problem facing teaching and learning of Social Studies. Technology and media-based applications are vital aspects of the learning environments in an information-based society (Parkay & Stanford, 2004). Examples of technology and media-based strategies are computer-assisted learning, multimedia application, internet technologies among others (Ontario Curriculum Unit Planner, 2002).

Information communication technology (ICT) has been reported in improving quality of education, expanding learning opportunities and making education accessible (Adeyemi & Olaleye, 2010). ICT application in education makes instruction more students centred, encourages co-operative learning and gives room for immediate feedback and reinforcements for students with significant positive impact on achievement (Evey, Emmanuel, Joseph, Denis & Asinde, 2010;

Palaigeorgiou, Siozos, Konstantakis & Tsoukalas, 2011). On the part of the teacher, ICT application, allows systematic and well-structured lesson. It also assists teachers to cater for individual differences in learners in terms of learning styles. It is as a result of these advantages that Nigerian educational reforms have stressed the use of computer technology in schools during the 32nd Ministerial Council meeting of the National Council on Education in 1987.

Social Studies is one of the school subjects that has the capacity to absorb new and emerging issues in the society. Hence there is the need, to accommodate these emerging social, political, economic and other global issues in it. However, studies have established that use of information technology in Social Studies lesson as instructional tool and method of instruction characterized with improvement in academic performance of the students (Peter & Rexwhite, 2012).

For instance, Akinola (2011) in a study discovered that web based teaching improved students' academic skills and positive effects on the development of their democratic consciousness. Thus, reflective inquiry, problem solving and decision making are important skills for emerging issues in Social Studies education that promotes effective citizenship in a democratic society (Berson, 2006; Rice & Wilson, 2009).

In spite of the research studies on effects of ICT on education with positive results, studies have shown that teachers are less likely to use ICT in instruction (Amosun, Falade & Falade, 2015; Yussuf & Balogun, 2011). Inequalities in access, lack of training, teacher's incompetence, and poor attitude determine effective use of ICT (Aremu & Morakinyo, 2009; Amosun, Falade & Falade, 2015). In another studies (Albirim, 2006, Baylor & Richie, 2002) concluded that teachers' beliefs about how their subjects ought to be taught, their needed skills in class management and computer handling skills have a strong influence on their utilization of ICT tools. They went further to explain that even when the teachers are provided with up-to-date resources and are positively encouraged by their schools, the actual utilization of ICT tools would, to a greater extent, depend on the teacher's personal feelings, skills and attitude towards ICT in general. Therefore, teachers must have the competence and the right attitude towards technology (Kadel, 2005). Huang and Liaw (2005) opine that educators' mind- set in the direction of computers is one of the factors that influence the successful utilization of computers inside a classroom.

On the part of students, teachers' behaviour is a critical influence on students' confidence and attitude towards ICT as they provide important role model to their students (Derbyshire, 2003). Thus, the essential factor for the acceptability and utilization of computer in teaching-learning process is attitude of teacher. Attitudes are determined by the analysis of the information regarding the result of an action and by the positive or negative evaluation of these results (Ajzan & Fishbein, 1991). Attitude can be seen as one of the determinants of use of technology in education and is regarded as internal beliefs that influence one's decision.

Elsaadani (2012) studied full and part-time faculty members teaching at a higher education institution (HEI) and reported that younger female teachers with less teaching experience more readily integrated technology into teaching practices. In the same vein, Yusuff and Balogun (2011) reported no significant difference between attitude of male and female teachers towards ICT. On the other hand, Bebetos and Antoniou (2008) reported that female had negative attitude toward computer. From the literature reviewed, studies had shown that findings on attitude of teachers toward ICT and studies on effects of genders were controversial and inconclusive.

This study is based on the Integrative Model of Behaviour Prediction. This model integrates the 'theory of planned behaviour' (Ajzan and Fishbein, 1991) and the 'social cognitive theory' (Bandura, 1986) and contains a number of critical factors which determine educational ICT use. This study, therefore, investigated relationship between teachers' attitude and utilization of ICT in Social Studies. It further looks at gender difference in attitude and utilization of ICT in Social Studies.

### **A. The problem of the study**

For decades, efforts have been put in place to integrate technology to classroom instruction, with little or no improvement. Findings of the earlier researchers on factors responsible for this problem are inconsistent. Previous studies also, concentrated on application of ICT to education at the expense of teacher-related factors that can influence ICT utilization for instructional delivery in schools, thus requiring further investigations. This study, therefore, attempted to investigate relationship between teachers' attitude and utilization of ICT for instructional delivery. It also investigated gender effect on use of ICT.

## B. Research Questions

1. What is the relationship between teachers' attitude and utilization of ICT in Social Studies in secondary schools?
2. Is there any significant difference between the attitude of male and female Social Studies teachers towards utilization of ICT in secondary schools?
3. Is there any significant difference between the utilization of ICT in secondary schools by male and female Social Studies teachers?

## C. Methodology

The study employed descriptive survey research. The target population for this study is the Social Studies teachers in public and private secondary schools in Oyo State. Oyo State was divided into three senatorial districts (Oyo South, Oyo Central and Oyo North). A Simple random sampling technique was used to select three local governments from each senatorial district. Five public and five private schools were randomly selected from each local government, which gives total of ninety secondary schools. Thereafter, all Social Studies teachers in the school selected were purposively sampled for the study. A total of one hundred and ninety-eight (198) teachers were used for the study, on the average, two teachers per school, except few private schools with one teacher.

Teachers' Attitude towards ICT Questionnaire (TAIQ) was developed by the researcher to find out teachers' attitude towards ICT. It contains section A for teachers' demographic data and section B with twelve items in a four point Likert-scale of Strongly Agree, Agree, Disagree and Strongly Disagree with reliability coefficient of 0.78 using Cronbach's Alpha test. Teacher Utilisation of ICT Questionnaire (TUIQ) was constructed by the researcher to find out the level of teachers' utilisation of ICT facilities. It comprises section A for teachers' demographic data while section B has ten items in Likert-scale of always, sometimes, and never with reliability coefficient of 0.83 using Cronbach's Alpha test.

The instrument was administered by the researchers and nine research assistants to the sampled 220 teachers for a period of two weeks while one hundred and ninety-eight questionnaire were returned. The data collected was analyzed using Pearson Product Moment Correlation PPMC and t-test.

## II. Results

**Research Question 1:** What is the relationship between teachers' attitude and utilization of ICT in secondary schools?

**Table 1: Relationship between Teachers' attitude and ICT utilization**

Variable	ICT Utilization	Teachers' Attitude
ICT Utilization	1.000	
Teachers' Attitude	0.271	
Mean	14.4850	31.8750
Standard Deviation	3.67249	4.24257
N	198	198

Table 1 indicated that teachers' attitude towards ICT had a positive but low correlation with ICT Utilization.  $r = 0.217$ ;  $P < 0.05$ ;  $N=198$ . The study revealed that there was a relationship between the two variables of teacher in relation to ICT but of low strength which indicates that as teachers have more positive attitude towards ICT, their utilization of ICT will increase.

**Research Question 2:** Is there any significant difference between the attitude of male and female teachers towards utilization of ICT for instructional delivery in secondary schools?

**Table 2: Mean Difference of Male and Female Teachers' Attitude**

Group	N	Mean	SD	Df	T	Sig	D
Male	101	32.35	4.62	196	1.968	0.231	0.138
Female	97	31.45	3.73				
Total	198	63.73	8.35				

It is shown in Table 2 that there is no significant difference between the attitude of male and female teachers toward the utilization of ICT in secondary schools  $t(196) = 1.968; p > 0.05; D = 0.138$ . The gender of both male and female had little or no influence on the attitude as it accounted for only 13.8% of the variance explained in the teachers' attitude towards ICT.

**Research Question 3:** Is there any significant difference between the utilization of ICT in secondary school by male and female Teachers?

**Table 3: Mean Difference of Male and Female Teachers' ICT utilization**

Group	N	Mean	SD	Df	T	Sig	D
Male	101	14.59	3.68	196	0.423	0.776	0.030
Female	97	14.37	3.67				
Total	198	13.40	5.43				

Table 3 showed that there is no significant difference between the ICT utilization of male and female teachers in secondary schools  $t(196) = 0.423; p > 0.05; D = 0.030$ . The gender accounted for just 3% of the variance explained in the teachers' ICT utilization as shown by the Cohen's  $D = 0.030$ .

### III. Discussion of Findings

The result of this study indicates that teachers' attitude towards ICT had a positive but low correlation with ICT utilization. This is in line with Yusuf and Balogun (2011) and Ahmed (2008) who reported that teachers had positive attitude to ICT utilization. On the other hand, this finding contradicts the report of Zurajo and Rislán (2013) that there was lack of interest in teachers to integrating ICT into their teaching due to their negligence, deliberate attempt or as a result of their incapability to use the ICT facilities. The association between teachers' ICT utilization and attitude towards ICT is more positive. The implication is that as teachers have more positive attitude towards ICT, their utilization of ICT will increase. Though, the extent of Social Studies teachers' utilization of ICT resources was low.

The finding also revealed that there is no significant gender difference in teachers' utilization of ICT in Social Studies lessons at secondary schools. However, the result is in contrast to Graff (2003) that male had more confidence in using ICT than female which affects their level of utilization.

The result of this study further reveals that there is no significant difference between the ICT utilization of male and female teachers in secondary schools. The finding is in consonance with report of Buabeng-Andoh and Totimeh (2012) in a study that there was no difference in the innovative use of ICT between female teachers and male teachers. This finding is in contrast with the result of Onasanya, Shehu, Ogunlade and Adefuye (2011) that male science teachers use ICT in science lessons than their female counterparts.

#### **IV. Policy implications of the study to Teacher Education**

The result of this study indicates that teachers' attitude towards ICT had a positive but low correlation with ICT utilization. The finding indicates that teachers' attitude to ICT has a direct and positive relationship with application of ICT to classroom interaction. This implies that as teachers have positive attitude towards ICT, their utilization of ICT will increase. This implies that the non-inclusion of ICT course into the teacher education curriculum for pre-service teachers, irregular training of in-service teachers on integration of ICT, as well as non-availability of ICT facilities in the schools among others were limitations to develop right attitudes to ICT utilization by teachers. From the findings of this study, it could be deduced that if ICT is fully integrated to teacher education at University and Colleges of Education Social Studies curriculum in Nigeria and schools are equipped with ICT facilities and regular workshop and seminars are put in place, Social Studies teachers would have better attitude to ICT and its utilization will be improved in social studies lessons.

The other practical implication of these findings is that gender of teachers does not affect utilization of ICT in schools. ICT is equally good for both sexes; there is the need to equip secondary school Social Studies teachers with ICT skills because of their influence in the society. It is noteworthy that there is no education that can rise above the quality of its teacher.

## V. Conclusion

ICT has become a catalyst as far as making Social Studies teaching effective thereby supporting learning goals. It has become imperative to improve the attitude of teachers toward utilization of ICT for instructional delivery, in the sense that as teachers have more positive attitude towards ICT, their utilization of ICT will increase.

## VI. Recommendations

1. ICT is an essential tool for instructional delivery; efforts should be made for its effective utilization. Such as professional development of Social Studies teachers to improve their attitude towards ICT.
2. The Federal Government of Nigeria should also, integrate ICT in full to teacher preparation.
3. In addition, government and non-governmental organisations, should improve students' access to ICT by providing adequate state-of-the-art ICT facilities such as: LCD monitors, multimedia projectors, speakers, desktop and laptop computers, UPS systems, internet facilities, among others to encourage teachers to integrate ICT to classroom interaction.
4. Moreover, problems deterring ICT usage should be addressed such as poor electricity supply, to encourage the frequent use of ICT to promote participatory learning.
5. Lastly, monitoring teams should be put in place by the stakeholders in education at their various levels such as Teaching Service Commission, school authority to facilitate effective use of ICT facilities already in some schools and provision should be made for schools without ICT facilities.

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